



# **Job Task Analysis Study Technical Report**

## **For the Rank of Trooper in the Illinois State Police**

**Developed for the Illinois State Police Merit Board**

**2016**



**INDUSTRIAL/ORGANIZATIONAL SOLUTIONS**  
PUBLIC SAFETY SELECTION EXPERTS

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## **Introduction**

In June 2016, Illinois State Police Merit Board (ISPMB herein) contracted Industrial/Organizational Solutions, Inc. (IOS herein) to begin conducting a job analysis for the rank of trooper in the Illinois State Police (ISP herein). IOS is a public safety personnel testing firm located in Westchester, Illinois. The firm employs industrial/organizational psychologists who work exclusively with public safety clients to mainly develop, validate and implement entry-level and promotional selection processes. The goals of the job analysis study, as dictated by the ISPMB, were to conduct a job analysis to determine the knowledge, skills, abilities, and other characteristics (KSAOs herein) required for the rank of trooper and to produce a report that provided all of the descriptive statistics for these findings. The finding from this job analysis will be primarily used to validate ISP's entry-level testing procedure and to develop future assessments and other human resources needs.

There are four divisions in the ISP: Operations, Forensic Services, Administration, and Internal Investigation. This department is committed to serving the state of Illinois with 21 operations districts and nine forensic sciences laboratories across the state. Approximately 1,208 troopers are employed by the ISP.

### **Illinois State Police – Trooper Job Class**

The trooper position has approximately 1,208 total incumbents, of which 1,085 (89.8%) are male and 123 (10.2%) are female, and 961 (79.6%) are Caucasian and 247 (20%) are of a minority race. Approximately 88.8 percent of troopers work in the patrol function under the Operations Division. The remaining 11.2 percent of troopers work in specialty positions eligible to be staffed by troopers. The trooper position is an entry-level position and does not have supervisory responsibility. This position is directly supervised by individuals in the master sergeant rank.

## **Job Analysis**

A job analysis is the process of collecting and analyzing job relevant information. Interviews and questionnaire administrations are conducted to gather data. Subject-matter experts (SMEs herein), supervisors or incumbents of the targeted job class, serve as interviewees to discuss the important aspects of the identified position.

## Purpose of a Job Analysis

The purpose of a job analysis is to determine important aspects of a particular job position, such as the work behaviors, knowledge, skills, abilities and physical abilities applicable to the position.

Furthermore, job-relevant tasks that employees in the position are expected to perform are analyzed and reviewed. Information regarding the frequency and importance of each aspect of the job position is collected and can be used to guide human resources initiatives. For example, job analysis information is used to determine appropriate personnel testing content; therefore, job analysis serves as the foundation of test development.

The job analysis is essential to meeting the legal requirements of personnel testing. *The 1978 Uniform Guidelines on Employee Selection Procedures (Uniform Guidelines)*<sup>1</sup> set forth that content-valid employment tests should have data supporting that the content of the test is representative of the important aspects of the job position. These guidelines were established to lay out a framework for fair and equal hiring practices and are supported by the following federal agencies: the Equal Employment Opportunity Commission, the Civil Service Commission, the Department of Labor and the Department of Justice. The *Uniform Guidelines* emphasize that there should be little difference between test content and knowledge needed to perform the job. The job analysis is the documentation needed to demonstrate content validity of personnel tests.

## Job Analysis Overview

There are multiple methods for gathering information regarding job-specific duties and tasks.

The job analysis used to study the trooper job class involved the following six critical steps: 1) review of background materials, 2) development of a job analysis plan, 3) development of a job analysis questionnaire and a linkage analysis questionnaire (JAQ and LAQ herein), 4) SME review of the JAQ, 5) administration and analysis of the JAQ and LAQ, and 6) conducting supplemental observations and job interviews. The following section will summarize the job analysis process. A summary table presenting the dates for these major phases is provided in Table I.

**Table 1. Summary of Dates by Major Job Analysis Stage**

<b>Job Analysis Stage</b>	<b>Date</b>
Job Analysis Kickoff Meeting	June 6th, 2016
Finalize Sampling Plan with Department	June 17th, 2016
Review Meeting of JAQ by ISP SMEs	June 27th, 2016
IOS Finalization of JAQ and LAQ	June 27th – July 1st, 2016
JAQ and LAQ Administration	July 4th – August 1st, 2016
JAQ and LAQ Data Analysis	August 2016
Job Interviews / Observations	November 2nd – November 3rd, 2016
Technical Report	December 2016

#### *Gather and Review Background Materials*

First, IOS reviewed existing job-relevant information and materials in order to gain a preliminary understanding of the trooper position. This material included existing job analysis information previously collected for the ISP trooper position in 2012 and the Law Enforcement Officer Selection Tool™ (LST™ herein) technical report. The LST™, is an exam used by ISP to select candidates into the trooper position. IOS recommended to the ISPMB that the information derived from the 2012 job analysis, as well as the LST™ technical report be used to develop the JAQ. The ISPMB approved of this recommendation.

#### *Job Analysis Plan*

Next, a job analysis plan was developed, which outlined the proposed schedule of JAQ and LAQ administration and supplementary job analysis interviews. Data were obtained from IOS's project contact regarding the demographic make-up of the ISP in order to develop the job analysis plan. This plan indicated the targeted number of SMEs within the ISP, which included current incumbents of the trooper rank, to be used to review the JAQ, complete the JAQ and LAQ, and participate in the job analysis interviews. IOS included a representative sample of SMEs, which took into account the department size, total number of troopers in the department and the gender, race, experience level, service area/geographic area, and assignments of the trooper population in the ISP.

The job analysis plan was submitted to the ISPMB to schedule personnel for the supplementary interviews. IOS communicated the following guidelines regarding the scheduling of incumbents for the interviews and surveys: 1) When possible, schedule minority group members and over-sample this group; 2) When possible, schedule female troopers and over-sample this group; 3) Interview

participants should be selected from a variety of assignments, but the sample should be representative of the assignments of current troopers; 4) Participants should come from all patrol districts with scheduling to match this demand; and 5) A random sample of experience level (tenure) should be sampled. The job analysis plan is shown in Table 2.

**Table 2. Trooper Job Analysis Plan**

<b>Job Analysis Section</b>	<b>Demographic Recommendations</b>
Recommended Interviews (n = 8)	Rank: 100% Trooper
	Gender: 20% Minority
	Race: 30% Minority
	Assignment: 35% Specialty (non-patrol assignments)
	Geographic Area: Representative sample
	Tenure: Random sample
Recommended Job Analysis Questionnaires (n = 120)	Rank: 100% Trooper
	Gender:
	Male: 80% (96 troopers)
	Female: 20% (24 troopers)
	Race:
	Caucasian: 70% (84 troopers)
	Minority: 30% (36 troopers)
	Assignment:
	Patrol: 100% (120 troopers)
	Geographic Area:
	Region 1: 35% (42 troopers)
	Region 2: 20% (24 troopers)
	Region 3: 20% (24 troopers)
	Region 4: 25% (30 troopers)
Recommended Job Analysis Linkage Questionnaires (n = 120)	Rank: 100% Trooper
	Gender:
	Male: 80% (96 troopers)
	Female: 20% (24 troopers)



	Race:
	Caucasian: 70% (84 troopers)
	Minority: 30% (36 troopers)
	Assignment:
	Patrol: 50% (60 troopers)
	Specialty Positions: 50% (60 troopers)
	Geographic Area:
	Region 1: 35% (42 troopers)
	Region 2: 20% (24 troopers)
	Region 3: 20% (24 troopers)
	Region 4: 25% (30 troopers)

#### *Development of the Job Analysis Questionnaires*

The third step required IOS personnel to develop the JAQ based on information gathered from the 2012 job analysis, as well as the LST™ technical report. Based on ISPMB's intended uses of the job analysis results, IOS recommended that two questionnaires be developed for distribution, a JAQ and a LAQ. The LAQ included work activity areas that were identified from the LST™. The JAQ included task statements and KSAO areas that were identified from the 2012 job analysis. The statements obtained from the 2012 job analysis were reviewed by Nahren Cama, Consulting Manager, to ensure the statements summarized all aspects and activities completed by the trooper position. Next, a panel of SMEs reviewed a draft version of the task statements and the KSAO areas.

The job analysis SME review panel was used to review the task statements and the KSAOs within the JAQ to provide in-depth knowledge of the position and to check the task statements and KSAOs for 1) Relevance and appropriateness; 2) Clarity of wording, including department specific terminology utilized; 3) How accurately the statements captured the trooper rank; and 4) Comprehensiveness of the statements (i.e., Were *significant* functions/KSAOs omitted?). IOS instructed ISP to consider the sampling goals of the job analysis plan when selecting individuals for the SME review panel. The demographic makeup of the trooper SMEs used for the JAQ review panel is presented in Table 3.

**Table 3. Job Analysis Questionnaire SME Review Participants**

<b>Rank</b>	<b>District</b>	<b>Current Assignment</b>	<b>Gender</b>	<b>Race</b>	<b>Tenure (years)</b>
Trooper	DOO-STIC	CPIC	M	Indian	10
Trooper	DOA	Asset Forfeiture Specialist	F	Caucasian	12
Trooper	9	CVEO	F	Caucasian	22
Trooper	7	Patrol	M	Asian	2
Trooper	18	Patrol	M	Caucasian	10
Trooper	19	Patrol	M	Native American	16
Master SGT	SII/NC	SII/NC	M	African American	11 ½
Master SGT	ISPA	Section Supervisor-Academy	M	Caucasian	15

The JAQ was finalized after reviewing the feedback from the job analysis SME review panel. A total of 365 task statements were included on the JAQ. Fourteen job duties were developed based on commonalities among task statements. The comprehensiveness of the task statements presented in the JAQ was measured by asking respondents to indicate what percentage of time spent on the job by a trooper is accounted for by the tasks presented in the JAQ. The JAQ also asked respondents to rate the relative importance of the 14 broad job duty areas.

The purpose the LAQ was to gather information for an examination plan that is based on empirical data and is specifically linked to the job analysis. The LAQ contained 28 job knowledge areas, 10 skill areas, 15 cognitive ability areas, and 15 other characteristic areas along with the work activity grouping rating section and a work activity grouping linkage section. The results presented in the LST™ technical report were used to develop the LAQ. The ISP uses the LST™ to select candidates into the trooper rank. Therefore, the work activity groupings developed for the LST™ were incorporated into the LAQ. Work activity groupings can be defined as the more general tasks entry-level law enforcement officers engage in. The JAQ and LAQ are discussed in more detail in the following section.

#### *Administration of the JAQ*

Due to the number of items included in the JAQ (i.e., 435), the JAQ was split in to two questionnaires. One questionnaire focused solely on task statements. The other questionnaire, which focused on KSAOs, was incorporated into the LAQ. The total number of questionnaires returned for analysis for

the rank of trooper was 205; 105 JAQs (i.e., task statements) and 100 LAQs (i.e., KSAOs and linkage statements), which allowed for an adequate representation of all geographic areas and assignments.

#### *JAQ Data Compilation and Analysis*

JAQ data was collected using a bubble-in style format (i.e., responses marked on an answer sheet). Once JAQs were completed, respondents returned the questionnaire booklet and answer sheets to their Commander who forwarded the responses to ISPMB. All materials were sent to IOS for analysis. The bubble-in format was scanned into a text file to be transferred into an Excel file. Once all data were entered, a consultant from IOS conducted the data analysis. The full data analysis process, as well as JAQ and LAQ results is discussed in more detail in the following sections.

#### *Job Analysis Interviews*

The final step in the job analysis for the trooper rank required IOS personnel to travel to ISP District Headquarters across the state to conduct interviews on-site. The on-site interviews were conducted November 2, 2016 through November 3, 2016 by five IOS representatives, Irfan Bhanji, Veronica Jenssen, Tami Hatzis, Jubilee Westergaard, and Ryan Dolecki. The goal of the interviews was to collect specific task-level information and also to identify KSAOs needed for successful performance in this position in order to provide qualitative information to supplement the quantitative information gathered through the JAQ and LAQ. An interview protocol was followed by the IOS representatives to guide the interviews. This protocol can be found in Appendix A. The job analysis interviews are discussed in more detail in the following sections.

### **Job Analysis and Linkage Analysis Questionnaires**

In order to determine which tasks and KSAOS are critical and important to the trooper position and suitable for testing, a JAQ and LAQ were also developed. The JAQ served as a survey to collect expert opinions that were utilized to define the tasks and KSAOS necessary to successfully perform job duties related to the ISP Trooper position. The LAQ served as a survey to collect expert opinions that were utilized to tie work activity groupings, as presented in the LST™, to the essential job duties of the ISP Trooper position.

#### **Job Analysis Questionnaire**

The JAQ is made up of three sections: 1) Task statement ratings; 2) Job task comprehensiveness rating; and 3) Relative job duty area importance ratings. In total, the JAQ included 365 items for participants to rate. The JAQ utilized in the job analysis can be reviewed in Appendix B. There were 14 job duty areas included within the job tasks section of the JAQ. Table 4 presents the job duty areas included, as well as the number of task statements for each.

**Table 4. Job Duty Areas Included Within the Job Tasks Section and Number of Items**

<b>Job Duty Area</b>	<b># of Items</b>
1. Patrol Duties	66
2. Traffic Enforcement Duties	41
3. Arrest and Detain	24
4. Emergency Medical	7
5. Use of Force	26
6. Tactical Deployment	9
7. Investigation and Search	52
8. Interpersonal Communications	28
9. Physical Tasks	19
<b>Non-Tactical Duties</b>	
10. Administrative Activities	26
11. Booking and Processing	23
12. Court Procedures	21
13. Planning and Organizing	7
14. Training and Learning	16
<b>TOTAL</b>	<b>365</b>

### Linkage Analysis Questionnaire

The LAQ is made up of four sections: (1) rate skills, abilities, and other characteristics (SAOs) on applicability, importance, “better performance,” and requirement for entry; (2) rate knowledge on applicability, importance, “better performance,” reference vs. recall, and requirement for entry; (3) rate work activities on applicability, frequency, importance, and requirement for entry; and (4) provide ratings to link work activities to each job duty area. Through the linkage analysis, a detailed “mapping” of the work activity groupings as they relate to the job was uncovered. This mapping provides a more accurate description of the circumstances in which work activity groupings are required, as the work activity groupings are “linked” to all essential job tasks. The goal of this linkage analysis process was to uncover the relative importance ratings of work activity groupings across the domains of the job of a trooper in the state of Illinois. The 14 duty areas included in the LAQ are presented in Table 4. The 12 work activity groupings included in the LAQ and their respective definitions are presented in Table 5. Appendix C includes the LAQ utilized in the job analysis study.

**Table 5: Work Activity List**

Work Activity Grouping	Definition
Communicating with Others	<ul style="list-style-type: none"> <li>• <u>Communicating with Persons Outside Organization:</u> Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.</li> <li>• <u>Communicating with Supervisors, Peers, or Subordinates:</u> Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.</li> <li>• <u>Documenting/Recording Information:</u> Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.</li> </ul>
Computers Operations	<ul style="list-style-type: none"> <li>• <u>Interacting With Computers:</u> Using computers and computer systems (including hardware and software) to set up functions, enter data or process information.</li> </ul>
Decision Making	<ul style="list-style-type: none"> <li>• <u>Making Decisions and Solving Problems:</u> Analyzing information and evaluating results to choose the best solution and solve problems.</li> <li>• <u>Judging the Qualities of Things, Services, or People:</u> Assessing the value, importance, or quality of things or people.</li> <li>• <u>Thinking Creatively:</u> Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.</li> <li>• <u>Developing Objectives and Strategies:</u> Establishing long-range objectives and specifying the strategies and actions to achieve them.</li> </ul>
Directing, Developing, and Coordinating the Work of Others	<ul style="list-style-type: none"> <li>• <u>Coaching and Developing Others:</u> Identifying the developmental needs of others and coaching, mentoring or otherwise helping others to improve their knowledge or skills.</li> <li>• <u>Training and Teaching Others:</u> Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.</li> <li>• <u>Coordinating the Work and Activities of Others:</u> Getting members of a group to work together to accomplish tasks.</li> <li>• <u>Developing and Building Teams:</u> Encouraging and building mutual trust, respect and cooperation among team members.</li> <li>• <u>Guiding, Directing, and Motivating Subordinates:</u> Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.</li> </ul>
Information Gathering	<ul style="list-style-type: none"> <li>• <u>Getting Information:</u> Observing, receiving and otherwise obtaining information from all relevant sources.</li> <li>• <u>Identifying Objects, Actions and Events:</u> Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.</li> <li>• <u>Monitor Processes, Materials or Surroundings:</u> Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.</li> </ul>

**Table 5. Work Activity List (Continued)**

Work Activity Grouping	Definition
Information Synthesis	<ul style="list-style-type: none"> <li>• <u>Processing Information</u>: Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.</li> <li>• <u>Estimating the Quantifiable Characteristics of Products, Events, or Information</u>: Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.</li> <li>• <u>Evaluating Information to Determine Compliance with Standards</u>: Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.</li> </ul>
Knowledge Application and Requisition	<ul style="list-style-type: none"> <li>• <u>Updating and Using Relevant Knowledge</u>: Keeping up-to-date technically and applying new knowledge to your job.</li> </ul>
Mentoring and Consulting with Others	<ul style="list-style-type: none"> <li>• <u>Provide Consultation and Advice to Others</u>: Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.</li> <li>• <u>Interpreting the Meaning of Information for Others</u>: Translating or explaining what information means and how it can be used.</li> </ul>
Operating and Repairing Machines	<ul style="list-style-type: none"> <li>• <u>Controlling Machines and Processes</u>: Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).</li> <li>• <u>Inspecting Equipment, Structures, or Material</u>: Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.</li> <li>• <u>Repairing and Maintaining Mechanical Equipment</u>: Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.</li> <li>• <u>Operating Vehicles, Mechanized Devices, or Equipment</u>: Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or water craft.</li> </ul>
Organization and Planning	<ul style="list-style-type: none"> <li>• <u>Organizing, Planning, and Prioritizing Work</u>: Developing specific goals and plans to prioritize, organize, and accomplish your work.</li> </ul>
Physical Activities	<ul style="list-style-type: none"> <li>• <u>Performing General Physical Activities</u>: Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>• <u>Handling and Moving Objects</u>: Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.</li> </ul>

Social Engagement with Others	<ul style="list-style-type: none"> <li>• <u>Assisting and Caring for Others</u>: Providing personal assistance, medical attention, emotional support, or other personal care and compassion to others such as coworkers, customers, or patients.</li> <li>• <u>Performing for or Working Directly with the Public</u>: Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.</li> <li>• <u>Establishing and Maintaining Interpersonal Relationships</u>: Developing constructive and cooperative working relationships with others, and maintaining them over time.</li> <li>• <u>Resolving Conflicts and Negotiating with Others</u>: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.</li> </ul>
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## Section I: Job Analysis Questionnaire Scales

Four scales were utilized to capture responses on the JAQ: (1) Applicability, (2) Frequency, (3) Importance, and (4) Required Upon Entry. The following subsections will proceed into greater detail concerning each of the scales found in the JAQ, including the mathematical information necessary for tasks or KSAOs to be considered essential or critical to the job.

### *Applicability/Relevance Scale*

A key factor in determining if a task, duty or KSAO is necessary for a job is to make sure that the majority of individuals who hold that job actually perform the task or need/use the KSAO. By demonstrating the relevance of such a task or KSAO, an initial measure of the job-relatedness of the given task or KSAO is established.

Participants completing the JAQ were asked to rate the relevance of all tasks and KSAOs prior to giving any other ratings. Participants indicated the relevance of a task or KSAO by completing the Applicability scale. If a participant marked “not applicable,” the task or KSAO would not be rated on any other scale by that participant. Participants who marked “applicable” would give additional ratings on the remaining scales. To measure the relevance of a given task or KSAO, a relevance percentage was calculated. A “relevant” percentage was found by calculating the percentage of individuals (out of 100%) who rated the task or KSAO as “applicable.” This calculation resulted in the final relevance percentage for all tasks and KSAOs.

Figure I breaks down the labels that were applied for the relevance percentage ranges. In order for a task to be considered relevant, a 2/3 majority of SMEs needed to rate the task or KSAO as relevant. Thus, a relevance percentage of 66.67% or larger indicates that the task or KSAO is relevant to the

job. A rating between a simple majority and a 2/3 majority indicated that the task or KSAO was marginally relevant and may be included based upon factors such as importance and frequency ratings of those SMEs who rated it as relevant. Below a simple majority, the task or KSAO is either a specialized job function, or is tangential to the job.

**Figure 1. Relevance Percentage Categories**

Relevance Percentage	Label	Description
66.67% or Higher	Relevant	Most SMEs rated the task or KSAO as relevant, meaning it is performed, used or necessary for the successful completion of the job. This task or KSAO is required as part of the job and/or its measurement is likely job-related.
50% to 66.67%	Marginal	A majority of SMEs rated the task or KSAO as relevant; it is marginally related to the job. The task or KSAO may be required as part of the job based upon other factors such as the importance and frequency ratings of those who rated this task or KSAO as relevant.
33.33% to 50.00%	Specialization	Only a few SMEs rated this task or KSAO as relevant. Likely those SMEs are specialized or perform a different function than the majority of individuals.
0% to 33.33%	Tangential	Very few SMEs rated this task or KSAO as relevant. Those that did may have different jobs or hold specialized positions. The vast majority does not need or perform this task or KSAO. It is likely tangential to the job and thus not job-related.

#### *Frequency Scale*

A particularly useful way to measure the “job-relatedness” of a task is the frequency with which a task is performed. For those tasks that were seen as relevant, SMEs were asked to rate the task’s frequency. A 5-point Likert-type scale was used, which can be seen in Figure 2.

Ratings of frequency were only obtained for tasks. Making ratings of frequency for KSAOs is an extremely nebulous task, and would not likely be performed accurately. Feedback from SMEs tends to confirm this. Many indicate that they felt unable to sufficiently make such judgments. As such, their ratings would likely be biased towards more conventional or desirable KSAOs. More accurate information is obtained by indirectly measuring the association of knowledge and skills through a linkage analysis.



Final frequency ratings were calculated by taking the average frequency ratings for a task across SMEs who had indicated it was relevant to the job. A rating of 3 or higher is suggestive that a task is likely to be job-related.

**Figure 2. Frequency Rating Scale**

Frequency Scale				
<b>Rarely Performed:</b> Once a year	<b>Seldom Performed:</b> Few times per a year	<b>Sometimes Performed:</b> 1-3 times per a month	<b>Often Performed:</b> 1-2 times a week	<b>Frequently Performed:</b> Daily or many times a week
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#### *Importance Scale*

Importance ratings assessed how important a task or KSAO is to the entire job. For those tasks and KSAOs that were seen as relevant, SMEs were asked to provide a rating on the task's or KSAO's importance. A 5-point Likert-type rating scale was utilized, which can be observed in Figure 3. A rating of three or higher is suggestive of a task or KSAO that is important to the job, and therefore is likely job-related. Final importance ratings were calculated by taking the average importance ratings for a task, or KSAO across SMEs who had indicated the task or KSAO was relevant to the job. A rating of 3 or higher is suggestive of a task or KSAO that is important for the job and is therefore likely job-related.

**Figure 3. Importance Rating Scale**

Importance Scale				
<b>"Of Negligible Importance"</b> Means the task is performed but not much importance to the job.	<b>"Of Minor Importance"</b> Means the task is of some degree of importance to the job.	<b>"Of Moderate Importance"</b> Means the task is of moderate importance to the job.	<b>"Of Major Importance"</b> Means the task represents a key part of the job.	<b>"Of Critical Importance"</b> Means the task is a critical part of the job.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#### *Required Upon Entry Scale*

The required upon entry (RUE) rating scale assesses the degree to which a new incumbent is either expected to perform the task (without any additional training), or whether the person must possess additional skill, knowledge, or abilities in order to fulfill the task on day one of active duty. Bear in mind, this scale reflects the first day of being hired after having completed all mandatory training (typically in the form of academy training).

The purpose of the rating scale was to develop a better understanding of the degree of training that must commence after troopers are brought on the job. There will always be certain tasks or work activities that newly trained personnel would not be entrusted to complete, due to either a lack of experience or a lack of the required KSAOs. The purpose of the rating scale is to empirically capture these parameters. SMEs are able to respond to the question by either responding with a “Yes”, where the task or KSAO is performed immediately upon entry into the job; or “No”, where the incumbent would not be required to perform the task or KSAO immediately upon hire, as the task or KSAO is learned on-the-job. Figure 4 presents the scale that was utilized for RUE ratings.

**Figure 4. Required upon Entry Rating Scale**

<b>Required Upon Entry (RUE)</b>	
<b>Yes</b>	<b>No</b>
<b>Required to perform upon entry into the job.</b>	<b>NOT RUE, additional on-the-job training and supervision would be required.</b>

## **Section II: Linkage Analysis Questionnaire Scales**

Six scales were utilized to capture responses on the LAQ across its major sections. The following subsections will proceed into greater detail concerning each of the scales found in the LAQ. For Part 1 to rate various skills, abilities and other characteristics, the following scales were used: Applicability; Importance; Better Performance; and Required Upon Entry. For Part 2, to rate knowledge, the following scales were used: Applicability; Importance; Better Performance; Required Upon Entry; and Reference vs. Recall. For Part 3, to rate work activities, the following scales were used: Applicability; Frequency; Importance; Better Performance; and Required Upon Entry. For Part 4, to link work activities to job duty areas, the following scale was used: Importance. A lot of these scales (i.e., Applicability, Importance, Frequency, and Required Upon Entry) were described in the previous section. The following sections describe scales that were unique to the LAQ.

### *Better Performance Scale*

Better performance scale ratings were only gathered for the KSAOs. The essence of the scale captures additional information helpful in understanding whether the possession of more of the KSAO would result in better job performance. The intention of the better performance scale is to establish content validity evidence such that one may argue that an individual who possesses more of a given KSAO would be expected to be more successful on the job as a trooper.

The scale is measured on a dichotomous scale, where marking a “Yes” for a KSAO would indicate that possessing more of the KSAO would lead to better job performance. Contrarily, marking a “No” would indicate the exact opposite; that more of the KSAO would not lead to better job performance. The dichotomous scale example is provided in Figure 5.

**Figure 5. Better Performance Rating Scale**

Better Performance Scale	
Yes (Y)	No (N)
Possessing more of this KSAO would result in better job performance.	Possessing more of this KSAO would not result in better job performance.

#### *Reference versus Recall Scale*

The reference versus recall scale was used for the knowledge items. On a five-point Likert scale, the reference versus recall scale captured information concerning whether information could be cited while on duty or whether it must be produced from memory. The reference versus recall scale provides a general understanding of the level of cognitive memory that is involved with the job of a trooper at any given point in time. Figure 6 provides the anchors used for the reference versus recall scale.

**Figure 6. Reference versus Recall Rating Scale**

Reference versus Recall Scale				
1	2	3	4	5
This job knowledge area is <u>referenced</u> and there is no need to know this information.	This knowledge area is <u>often referenced</u> and there is little need to know this information.	This knowledge area is <u>sometimes referenced</u> , may be a need to know this information.	This knowledge area is <u>seldom referenced</u> and there is a moderate need to know this information.	This knowledge area <u>can't be referenced</u> and there is a strong need to know this information.

For Part 4 of the LAQ, participants used a four-point Likert scale to link each work activity to each of the job duty areas. Figure 7 below presents the rating scale used in this work activity grouping LAQ.

**Figure 7. Work Activities Linkage Scale**

<b>4-Point Importance Rating Scale for Work Activity Linkage</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Work Activity is not relevant to tasks in this job duty area.</i>	<i>Work Activity can somewhat aid in performing this particular job duty area</i>	<i>Work Activity can reasonably aid in performing this particular job duty area</i>	<i>Work Activity can strongly aid in performing this particular job duty area.</i>

## Section III: Survey Methodology

### Survey Distribution

The JAQ and LAQ were distributed to troopers across the state of Illinois via the ISPMB and ISP. As previously mentioned, due to time constraints, the JAQ was divided into two separate questionnaires. The first questionnaire was comprised of the task statements, as well as the job task comprehensiveness rating and relative job duty area importance rating. The second portion of the JAQ was combined with the LAQ. Therefore, the LAQ questionnaire included KSAO ratings, work activity ratings, and work activity linkages. Both of the questionnaires were expected to take 90 minutes to complete.

### Participants

The ISPMB provided IOS with a list of troopers to complete the JAQ, as well as a list of troopers and special agents to complete the LAQ. For the JAQ, 42 troopers were selected from Region I; 24 troopers were selected from Region II; 24 troopers were selected from Region III; and 30 troopers were selected from Region IV. For the LAQ, 42 participants (i.e., a mix of troopers and special agents) were selected from Region I; 24 participants were selected from Region II; 24 participants were selected from Region III; and 30 participants were selected from Region IV.

### Sample Information

A total of 105 individuals participated in the data collection process for the trooper JAQ in the state of Illinois. A total of 100 individuals participated in the data collection process for the trooper LAQ in the state of Illinois.

### Demographic Breakdown

The JAQ and the LAQ were comprised of seven demographic variables, which include the following: Job Title, Current Assignment, Overall Tenure, Education, District/Assignment, Race, and Gender. A breakdown for each of these demographic variables across both questionnaires is presented in Table 6.

**Table 6. Participant Demographics for JAQ and LAQ**

Demographic	JAQ – Task-Based Questionnaire	LAQ – KSAOs & Linkage Questionnaire
<i>Total # Participants</i>	<i>n = 105</i>	<i>n = 100</i>
<i>Job Title</i>	<ul style="list-style-type: none"> <li>• Trooper – 101 (96.2%)</li> <li>• Special Agent – 2 (1.9%)</li> <li>• Missing – 2 (1.9%)</li> </ul>	<ul style="list-style-type: none"> <li>• Trooper – 75</li> <li>• Special Agent – 23</li> <li>• Missing – 2</li> </ul>
<i>Current Assignment</i>	<ul style="list-style-type: none"> <li>• Patrol – 86 (81.9%)</li> <li>• Specialty – 18 (17.1%)</li> <li>• Missing – 1 (1.0%)</li> </ul>	<ul style="list-style-type: none"> <li>• Patrol – 45</li> <li>• Specialty – 52</li> <li>• Missing – 3</li> </ul>
<i>Overall Tenure</i>	<ul style="list-style-type: none"> <li>• 1 to 5 years – 40 (38.0%)</li> <li>• 6 to 10 years – 30 (28.6%)</li> <li>• 11 to 15 years – 17 (16.2%)</li> <li>• 16 to 20 year – 11 (10.5%)</li> <li>• More than 20 years – 6 (5.7%)</li> <li>• Missing – 1 (1.0%)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to 5 years – 15</li> <li>• 6 to 10 years – 37</li> <li>• 11 to 15 years – 26</li> <li>• 16 to 20 year – 17</li> <li>• More than 20 years – 4</li> <li>• Missing – 1</li> </ul>
<i>Education</i>	<ul style="list-style-type: none"> <li>• HS Grad/GED – 1 (1.0%)</li> <li>• Associates Degree – 9 (8.6%)</li> <li>• Some College – 5 (4.8%)</li> <li>• Bachelor's Degree – 80 (76.2%)</li> <li>• Graduate Degree – 8 (7.6%)</li> <li>• Missing – 2 (1.9%)</li> </ul>	<ul style="list-style-type: none"> <li>• HS Grad/GED – 1</li> <li>• Associates Degree – 14</li> <li>• Some College – 3</li> <li>• Bachelor's Degree – 74</li> <li>• Graduate Degree – 8</li> </ul>
<i>District/Assignment</i>	<ul style="list-style-type: none"> <li>• 1 – 13 (12.4%)</li> <li>• 2 – 19 (18.1%)</li> <li>• 3 – 21 (20.0%)</li> <li>• 4 – 5 (4.8%)</li> <li>• 5 – 11 (10.5%)</li> <li>• 6 – 6 (5.7%)</li> <li>• 7 – 4 (3.8%)</li> <li>• 8 – 6 (5.7%)</li> <li>• 9 – 7 (6.7%)</li> <li>• Missing – 13 (12.4%)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 – 8</li> <li>• 2 – 6</li> <li>• 3 – 11</li> <li>• 4 – 2</li> <li>• 5 – 14</li> <li>• 6 – 3</li> <li>• 7 – 6</li> <li>• 8 – 3</li> <li>• 9 – 3</li> <li>• Missing – 44</li> </ul>

**Table 6. Participant Demographics for JAQ and LAQ (Continued)**

Demographic	JAQ – Task-Based Questionnaire	LAQ – KSAOs & Linkage Questionnaire
Race	<ul style="list-style-type: none"> <li>• African American – 13 (12.4%)</li> <li>• Asian – 1 (1%)</li> <li>• Hispanic – 14 (13.3%)</li> <li>• American Indian – 2 (1.9%)</li> <li>• White – 69 (65.7%)</li> <li>• Missing – 6 (5.7%)</li> </ul>	<ul style="list-style-type: none"> <li>• African American – 10</li> <li>• Asian – 1</li> <li>• Hispanic – 12</li> <li>• American Indian – 2</li> <li>• Pacific Islander – 2</li> <li>• White – 63</li> <li>• Missing – 10</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• Female – 21 (20%)</li> <li>• Male – 79 (75.25%)</li> <li>• Missing – 5 (4.8%)</li> </ul>	<ul style="list-style-type: none"> <li>• Female - 17</li> <li>• Male – 79</li> <li>• Missing – 4</li> </ul>

## Section IV: Job Analysis Questionnaire Results

### JAQ Calculation Methods

#### *Relevance Calculations*

To measure the relevance/applicability of a given task or KSAO, a relevance percentage was calculated. First, a “not relevant” percentage was found by calculating the percentage of individuals (out of 100%) who rated the task or KSAO as “not relevant/applicable.” To make this scale positive, the “not relevant/applicable” percentage was subtracted from 100 (i.e., 100 – Not Relevant %). This calculation resulted in the final relevance percentage for all tasks and KSAOs.

#### *Essentiality Calculations*

In order to best determine the job-relatedness of a given task, it was necessary to combine the acquired information regarding the task’s frequency and importance. A task, for example, may be performed extremely frequently, yet may not be as important as other tasks. Still, the sheer frequency with which the task is performed suggests that it is part of the job, and thus is job-related.

Alternatively, a task may be seen as extremely important, but it is rarely performed. Such a task may be critical for job performance despite its infrequent performance. To deal with these scenarios, a rubric is needed to combine the importance and frequency information into a single measure – a measure of how essential the task, physical activity, or tool is to the job.

To calculate essentiality, a composite score of importance and frequency is computed. This composite is only calculated for individuals who rated the task or tool as relevant, and who had therefore provided ratings of importance and frequency for the given task or tool. This composite combines the

importance and frequency into a single measure with a weight favoring importance 2/3 to 1/3. The following calculation was used:

$$\text{Composite} = (.333 * \text{Frequency Rating} + .667 * \text{Importance Rating}).$$

The rationale for this weighting is explained by considering that a task may be critical to successful performance even if it is only done a few times in one's career. Failure on such a task could lead to profound consequences. An example for the current position is considering the importance and frequency evacuating persons from a disaster area. It is a task that is done rarely, but is vitally important to the position (as can be attested to by the amount of training and practice, and the focus of many pieces of equipment geared towards rescue). The same cannot be said of a task that is performed often but is not important. Still, the mere fact that a task is performed frequently is an important aspect when considering a task's job-relatedness and should therefore be considered in the overall weighting. The 2/3 to 1/3 weighting scheme more accurately reflects our rational judgments about which tasks should be more job-related.

The composite measure continues to utilize a Likert-type scale with a range from 1 to 5, with 1 being the least essential and 5 being the most essential. The calculations for a task or tool are made at the individual level first. That is, importance and frequency ratings from an individual are combined for each SME to give an essentiality score. A score of "3 or more" indicates that the task, tool or physical activity is "essential." The score of "3" was set as the threshold, as this score reflects the middle of the scale range for both importance and frequency. Scores can then be summed across raters to give an average essentiality rating.

A second calculation is also made to allow for a determination regarding whether or not a task is "essential." A percentage score is calculated to determine the number of raters who rated the task as essential. This percentage represents a level of agreement between raters regarding the essentiality rating and is called the percent essential (PE) score.

$$\text{Essentiality (PE)} = 100 * (\# \text{ respondents with Composite over 3} / \text{Total \# of respondents})$$

In order for a task to be considered essential, a 2/3 majority of SMEs needed to rate the task or KSAO as essential (which is indicated by the PE score). Thus, a PE score of 66.67% or greater indicated that the task is essential to the job. A rating between a simple majority and a 2/3 majority indicated that the

task is marginally relevant and may be included based upon factors such as importance and frequency ratings of those SMEs who rated it as relevant. Below a simple majority, the task is either a secondary job function, or is trivial to the job. Figure 8 shows the essentiality allocation categories, the labels associated with the rules, and a short description of the label.

**Figure 8. Percent Essential Categories**

Percent Essential	Label	Description
<b>66.67% or Higher</b>	<i>Essential</i>	Most SMEs rated the task as essential, meaning it is necessary for the successful completion of the job. This task is required as part of the job.
<b>50.00% to 66.67%</b>	<i>Marginal</i>	A majority of SMEs rated the task as essential; it is marginally related to the job. The task may be required as part of the job based upon other factors such as the relevance ratings.
<b>33.33% to 50.00%</b>	<i>Secondary</i>	Only a few SMEs rated this task as essential. Likely, this task is secondary to other tasks. Inclusion of the task is likely not critical, but is still possible depending on other considerations.
<b>0% to 33.33%</b>	<i>Trivial</i>	Very few SMEs rated this task as essential. Those that did may have different jobs or hold specialized positions. The vast majority of individuals did not deem this task as necessary for their job. It is likely of trivial importance to the job and thus not job-related.

#### *Decision Rules*

In order to determine the final list of job-related tasks, a decision rubric was established. A rational system was developed based upon the relevance and PE scores; in that, these two values provide a thorough analysis of raters' views of a given task. For example, 2/3 or more of raters could have agreed that a task was performed for a given job (i.e., relevant), while very few of those raters saw the task as essential. This suggests that the task is performed but is not essential for the job function; therefore, it is questionable if the task is job-related and should be included on a final list of tasks. A host of other interactions between relevance and essentiality are possible. These interactions are defined by the job-relatedness decision matrix which can be found in Figure 9.



**Figure 9. Job Relatedness Decision Matrix**

			Essentiality			
			<i>Essential</i>	<i>Marginal</i>	<i>Secondary</i>	<i>Trivial</i>
			66.67% or Higher	66.67% to 50.00%	50.00% to 33.33%	33.33% to 0%
Relevance	<i>Relevant</i>	66.67% or Higher	1	2	1	2
	<i>Marginal</i>	50% to 66.67%	3	4	3	4
	<i>Specialization</i>	33.33% to 50.00%	1	2	1	2
	<i>Tangential</i>	0% to 33.33%	3	4	3	4

The job-relatedness matrix defines all possible interactions between the four essentiality categories and the relevance categories. In total there are sixteen (16) possible interactions. These interactions have been sub-divided into four zones. Each zone has a specific “job-relatedness” characteristic. In determining an interaction’s impact on the job-relatedness, the essentiality is more heavily considered than the relevance because there are many cases when a smaller group of individuals may be required to conduct certain tasks that are essential to their job that others do not perform. The employer may be bound to hire individuals who can fill all possible roles, thus this “specialization” could be part of the job requirements; therefore, the “specialized” tasks are job-related and the measure of KSAOs that are necessary to perform those specialized tasks is a business need. Alternatively, there are few cases when a task should be seen as job-related when the majority agrees that the task is performed, but also agree that it is trivial. Each zone is composed of four interactions which are labeled as 1.1, 1.2, 1.3., 1.4 for Zone I. The zones and their associated interactions are described below in relation to the decisions made about a task or tool’s job-relatedness.

- **ZONE I – Job-Related:** This zone consists of multiple interactions between relevance and PE where the percentage magnitude of one or both is above a 2/3 majority. Additionally, the interaction between the two marginal categories is also categorized as job-related as a majority

will have seen the task or tool as relevant and essential. Thus, all interactions in this zone are considered job-related.

- **ZONE 2 – Trivial Job Tasks:** These zones consists of interactions between relevance scores where the majority of SMEs agree they perform the task, and PE scores where the majority agrees that they are not essential (or are trivial tasks). Thus, the interactions in these zones are unlikely to be considered job-related. In these cases, the magnitude of PE scores and relevance percentages will be considered.
- **ZONE 3 – Essential for Specialized Roles:** This zone consists of interactions between PE scores where the majority of SMEs identify the task as essential. However, the majority of SMEs did not indicate that they saw these tasks as related to the job. This disconnect indicates that certain individuals may hold specialist positions within the job category. It is possible that the interactions could be deemed job-related if there was a departmental need to fill these roles, or if everyone was required to perform these duties at some point in their career. The most likely job-related interaction is that of Essential and Specialization; the least likely is that of Tangential and Marginal.
- **ZONE 4 – Not Job-Related:** The majority of SMEs view these tasks or tools as tangential and trivial to the job. These interactions show that the given task is not job-related and will not make it onto the final lists.

### *Job-Relatedness Score*

It is important to note that the magnitude within each category can fluctuate. To compensate for this, a final job-relatedness score is generated from a composite of the relevance percentage and PE score. This composite places a heavier weighting on the percent essential score (2/3) than the relevance score (1/3). Again, this is done in situations where an agency must hire individuals who can perform a specialized function, but where the majority of individuals in that position do not perform this function. This job-relatedness score is on a 100-point scale and will be used in conjunction with the job-relatedness decision matrix to determine the final lists of tasks, tools and physical activities that are job-related as can be seen in Figure 10 below.

## **JAQ Results – Task Analysis**

### *Task Statement Ratings*

Task statements were primarily based on the trooper patrol assignment. The majority of troopers are assigned to patrol and it is the entry-level assignment in the department. Therefore, the majority of participants who were asked to complete the JAQ were individuals in the patrol assignment (i.e., 81.9%).

Individuals asked to complete the JAQ made four ratings on each of the 365 task statements. The first rating was on each task's degree of applicability to the position, the second rating was the frequency by which tasks are conducted in the respective position, the third rating was the importance of each task, and the fourth rating was whether the task was required to perform upon entry in the job. An example of a task statement a participant would be asked to make a rating on is as follows: "Conduct background investigations of applicants for licenses/permits."

#### *Results – Task Statements*

As described previously, the percent essentiality was computed from the ratings on applicability/relevance, importance, and frequency. To provide a snapshot of the categorization of the job tasks into the various job-relatedness zones for the trooper position, a summary table of the percentage breakdown is presented below in Table 7 and Figure 10. The list of all tasks and their respective rating scale scores for the trooper position are presented in Appendix D. Task statements are listed by duty area and sorted based on essentiality, then applicability ratings.

Of the 365 tasks that were on the initial task list, 284 or 77.81% were categorized into Zone 1, designating these tasks as job-related. A total of 21 tasks (5.75%) were categorized into Zone 2 and designated as trivial job tasks. A total of 44 (12.05%) tasks were categorized into Zone 3 and are designated as specialized role job tasks. Finally, a total of 16 (4.38%) tasks were categorized into Zone 4 and are designated as non-job-related tasks.

**Table 7. Job Task Percentages and Number of Tasks by Zone Categorization for Trooper Position**

	<b>% of Tasks</b>	<b>Number of Tasks</b>
<b>Zone 1</b>	<b>77.81%</b>	<b>284</b>
1.1	60.27%	220
1.2	10.41%	38
1.3	4.66%	17
1.4	2.47%	9
<b>Zone 2</b>	<b>5.75%</b>	<b>21</b>
2.1	3.29%	12

2.2	0.55%	2
2.3	1.64%	6
2.4	0.27%	1
<b>Zone 3</b>	<b>12.05%</b>	<b>44</b>
3.1	1.92%	7
3.2	4.38%	16
3.3	1.92%	7
3.4	3.84%	14
<b>Zone 4</b>	<b>4.38%</b>	<b>16</b>
4.1	2.47%	9
4.2	0.00%	0
4.3	1.64%	6
4.4	0.27%	1

**Figure 10. Job Relatedness Decision Matrix for Trooper Position**

		<b>Essentiality</b>			
		<i>Essential</i>	<i>Marginal</i>	<i>Secondary</i>	<i>Trivial</i>
		<b>66.67% or Higher</b>	<b>66.67% to 50.00%</b>	<b>50.00% to 33.33%</b>	<b>33.33% to 0%</b>
<b>Relevancy</b>	<i>Relevant</i>	<b>66.67% or Higher</b>	<b>60.27%</b>	<b>10.41%</b>	<b>3.29%</b>
	<i>Marginal</i>	<b>50% to 66.67%</b>	<b>4.66%</b>	<b>2.47%</b>	<b>1.64%</b>
	<i>Specialization</i>	<b>33.33% to 50.00%</b>	<b>1.92%</b>	<b>4.38%</b>	<b>2.47%</b>
	<i>Tangential</i>	<b>0% to 33.33%</b>	<b>1.92%</b>	<b>3.84%</b>	<b>1.64%</b>

#### *Essentiality/Criticality of Tasks*

In order to answer the question of whether a task can be considered essential as a whole, items that fell into Zone 1.1 were designated as ‘essential job-related tasks.’ Items that fell into Zone 1.1 were deemed essential by more than 2/3 of SME respondents as well as deemed highly relevant to the job, in that more than 2/3 of SMEs rated the task as relevant. While tasks that also fell into Zone 1 (i.e., Zone 1.2, Zone 1.3, or Zone 1.4) may have also received high ratings on either the relevance or PE scale, they failed to meet the defined 2/3 threshold needed to be ultimately classified as an essential job-

related task. It is important to note that this does not mean that these tasks are unimportant. For example, consider ratings provided to Task 172. This task statement reads “Operate vehicles in formation to control crowds.” This task failed to exceed the 66.67% threshold to be deemed essential. While this was a considerably important task (with an average importance rating of 3.97), it was rated as being performed relatively infrequently (mean rating of 1.32). While as a whole, using vehicles to control crowds is considered an important job task for the trooper role, it is likely not performed in a high enough frequency across the state to be an essential job-relevant task.

#### *Analysis of Task Comprehensiveness Results*

The job task comprehensiveness rating addresses the comprehensiveness of the questionnaire. Specifically, it measures the extent to which the task statements included in the JAQ adequately represent the trooper position. Respondents were asked to rate the percentage of time a trooper spends engaged in job tasks accounted for in the JAQ. The job task comprehensiveness rating scale is presented in Figure 11.

**Figure 11. Job Task Comprehensiveness Rating Scale**

Job Task Comprehensiveness Rating (0 – 100)		
①	①	①
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

The average rating across all participants was 88.05. The rating suggests that participants felt that 88.05% of the time spent on the job by a trooper is accounted for by the tasks presented in the JAQ.

## JAQ Results – Duty Areas

### *Duty Area Ratings*

The JAQ allowed respondents to rate the relative importance of each of the broad duty areas of their job. The relative importance ratings of the duty areas were made by dividing 100 points among the 14 duty areas. The 14 duty areas included for relative importance ratings can be viewed in Table 4.

### *Analysis of Relative Importance of Duty Areas*

Respondents marked their responses to this section directly on the answer sheet. The ratings were scanned into a text file to be transferred into an Excel file for analysis. The average importance rating for each duty area is calculated across all questionnaire respondents. This allows us to determine the relative degree of importance, or criticality, of each duty area. The corrected ratio score is used, which corrects for total point allocation errors made by respondents. For instance, individuals filling out the questionnaire sometimes make mistakes calculating the 100-point total, and their duty area points do not add up to 100. The corrected ratio score takes these miscalculations into account in determining the overall relative importance of each duty area.

### *Relative Importance of Duty Area Results*

Average importance ratings for each duty area were calculated across all questionnaire respondents. It is important to note that the relative importance of duty area ratings was translated into ratios instead of percentages, e.g., .5 as opposed to 50 percent. Duty areas are sorted based on their importance score. Table 8 presents the relative importance of all duty areas as reported by all participants. Overall, participants rated “Patrol Duties” as having the most importance, whereas “Booking and Processing” and “Court Procedures” were both rated as having the least importance for this position.

**Table 8. Relative Importance of Duty Area Results**

<b>Duty Area</b>	<b>Relative Importance</b>
Patrol Duties	0.130
Traffic Enforcement Duties	0.112
Interpersonal Communications	0.098
Tactical Deployment	0.072
Arrest and Detain	0.070
Investigation and Search	0.068
Administrative Activities	0.065
Training and Learning	0.065
Use of Force	0.063

Physical Tasks	0.058
Planning and Organizing	0.052
Emergency Medical	0.050
Booking and Processing	0.048
Court Procedures	0.048

## JAQ Results – KSAO Analysis

### *KSAO Ratings*

Individuals asked to complete the LAQ questionnaire made ratings on each of the 40 skill, ability, and other characteristic (SAO) statements, as well as the 28 knowledge statements. For the SAO statements, four ratings were made using the following scales: degree of applicability to the position, importance, better performance, and required upon entry. For the knowledge statements, five ratings were made using the following scales: degree of applicability to the position, importance, better performance, reference versus recall, and required upon entry. The full results of the KSAO analysis for the trooper position can be seen in Appendix E. The KSAs are sorted based on importance, then applicability ratings.

### *Cognitive Abilities*

The list of the 15 cognitive abilities was rated as highly relevant by SME respondents. Relevance percentages were all at or above 87.62% with the average relevance percentage being 97.33%. All importance ratings were at or above 2.84 with an average importance rating of 4.02. The most important cognitive ability was found to be “oral comprehension,” with an importance score of 4.66. The least important cognitive ability was “Mathematical Reasoning,” with an importance rating of 2.84. Thus, due to “Mathematical Reasoning” receiving the lowest relevance and importance ratings, it is likely not as essential to the entry-level role and duties as the remaining skills. Overall, this suggests that all SMEs viewed all cognitive abilities as relevant to the trooper job. SMEs also viewed the cognitive abilities, with the exception of “Mathematical Reasoning”, as important to performing the job of a trooper.

### *Skills*

The list of the 10 skills was rated as highly relevant by SME respondents. Relevance percentages were all at or above 81.90% with the average relevance percentage being 95.33%. All importance ratings were at or above 3.33 with an average importance rating of 3.80. The most important skill was found to be “Critical Thinking,” with an importance score of 4.37. The least important skill was “Instructing,”

with an importance rating of 3.33. Overall, this suggests that all SMEs viewed nearly all skills as highly relevant and important to the focal job of a trooper.

#### *Other Characteristics and Work Styles*

Results indicate that the list of 15 other characteristics and work styles was seen as highly relevant by the SMEs. Relevance percentage ratings were all at or above 99.05% with the average relevance percentage being 99.68%. Importance ratings were at or above 3.49, with an average rating of 4.21. The most important attribute was “Integrity,” with an importance score of 4.90. The least important attribute (which was still rated as important) was “Innovation,” with an importance score of 3.49. Findings show that the other characteristics and work styles are highly job-related and important to performing the duties of a trooper.

#### *Knowledge Areas*

For the knowledge items which composed the last 28 questions of the JAQ, relevance and importance ratings were collected. All relevance percentage ratings were at or above 69.52% with the average relevance being 94.83%. This shows that all 28 knowledge areas were related and applicable to the focal job. All importance ratings were at or above 2.54 with the average importance rating being 3.98. The most important knowledge area was “Knowledge of weapon use and maintenance” with an importance rating of 4.74. The least important knowledge area was “Knowledge of state conservation laws” with an importance rating of 2.54. For the “Reference versus Recall” scale, the highest rated area was “Knowledge of hand-to-hand combat tactics” with a score of 4.29. This indicates that this area cannot be referenced while on the job, and there is a strong need to know this information while on the job. Contrarily, the lowest rated area was “Knowledge of local city, village, and/or county ordinances” with a score of 2.30.

#### *Essentiality/Criticality of KSAOs*

In order to answer the question of whether a KSAO can be considered essential as a whole, a criteria threshold must be put in place to determine its essentiality. Seeing as KSAO items lacked the use of the Percent Essential (PE) scale or the ability to create a composite scale, the importance scale was used as an indication of how important or essential a KSAO was to the job. KSAO items were deemed ‘essential’ if they receive an average rating on the importance scale greater than 3. This threshold was chosen as it represents the middle of the scale and corresponds to a considerable degree of



importance being placed on the KSAO in relation to the job. Out of the 68 KSAOs, 64 were deemed essential to the job of trooper.

## JAQ – Analysis of Tasks and KSAOs Required for Entry

In order to provide an assessment of the tasks and KSAOs required for troopers upon entry into the position, the RUE scale was utilized. This scale presented respondents with two possible options to categorize tasks and KSAOs into: required upon entry and not required upon entry but rather learned on-the-job. A task or KSAO was categorized into one of the two options when a majority of SMEs identified it as such. This analysis was performed at the task, and the KSAO level. The overall summary of the RUE categorization analysis can be seen in Table 9 below. The full breakdown of the RUE categorization for the trooper position can be seen in Appendix F.

**Table 9. Summary of RUE Categorization for Trooper**

		All Tasks & KSAOs		Tasks		KSAOs	
Position		RUE	Not RUE; learned OTJ	RUE	Not RUE; learned OTJ	RUE	Not RUE; learned OTJ
Trooper	# items	345	88	312	53	33	35
	% of total JAQ	79.68%	20.32%	85.48%	14.52%	48.53%	51.47%

As can be seen in the above table, nearly 80% of all JAQ statements were rated as RUE by the majority of SME respondents, while approximately 20% were rated as learned on-the-job and not required upon entry.

The next step in the analysis was to provide a list of the tasks and KSAOs that are required upon entry into the trooper position ranked in order of their essentiality. The analysis provides a concise perspective of what the most important tasks/KSAOs a trooper should be able to perform or possess upon entry. For this analysis, items that were rated as RUE by the majority of SME respondents were selected and then rank-ordered in terms of their essentiality. For tasks, essentiality was defined as the percentage of SMEs that rated an item as having a composite greater than three. For KSAOs, an item was deemed essential if it received an average importance rating greater than three. Then for all KSAOs that were rated by a majority of SMEs to be required upon entry, the items were then rank-ordered in terms of their importance values. An abbreviated list of the top 20 task and top 10 KSAO

statements are provided in Tables 10 and 11 for the trooper position. The complete rank-ordered lists can be seen in Appendices G and H.

**Table 10. Abbreviated Rank-ordered RUE Tasks for Trooper**

<b>Rank</b>	<b>Item#</b>	<b>Task</b>	<b>%Essential</b>	<b>%RUE</b>
<b>1</b>	15	Operate patrol vehicle in an emergency response situation.	100.00%	81.37%
<b>2</b>	13	Monitor police communications.	99.04%	75.73%
<b>3</b>	241	Operate NCIC/IL-CIC to check on property/persons.	99.01%	76.29%
<b>4</b>	31	Assist motorists in distress.	99.00%	71.72%
<b>5</b>	245	Transmit/receive messages over police radios.	98.06%	76.00%
<b>6</b>	291	Review and understand new department general orders, special orders, policies, procedures, laws and other written documentation to follow appropriate procedures, laws, etc.	98.04%	72.28%
<b>7</b>	153	Qualify/practice with weapons.	98.02%	79.21%
<b>8</b>	239	Inform dispatcher by radio/phone as to status.	98.02%	79.00%
<b>9</b>	68	Conduct traffic stops (includes: instructing drivers where to stop/pull-over, checking driver's license for validity, checking insurance documents, assessing and checking criminal databases and vehicle information, assessing driver's ability to operate vehicle, and inspecting vehicle/watercraft for conformance with safety requirements).	98.02%	73.74%
<b>10</b>	296	Review and respond to information using the IWIN system.	98.02%	70.00%
<b>11</b>	240	Operate Mobile Data Terminal (MDT).	98.00%	74.49%
<b>12</b>	70	Arrest DWI suspects.	98.00%	72.45%
<b>13</b>	236	Observe a person's body language to assess attitude, intention.	97.98%	80.61%
<b>14</b>	4	Direct actions of officers arriving to assist you.	97.12%	71.84%
<b>15</b>	288	Operate a departmental computer to obtain or enter necessary information.	97.09%	77.23%
<b>16</b>	116	Conduct frisk/pat down search.	97.09%	75.49%
<b>17</b>	148	Handcuff suspects/arrested persons (resisting or not).	97.06%	77.23%
<b>18</b>	114	Complete arrest reports.	97.06%	72.55%
<b>19</b>	277	Complete written reports to document information, incidents, actions taken, investigative steps, etc.; submit written documentation to appropriate personnel or agencies.	97.03%	75.25%
<b>20</b>	24	Respond to calls for service.	97.03%	71.29%

**Table 11. Abbreviated Rank-ordered RUE KSAOs for Trooper**

Rank	Item#	KSAO	Import.	%RUE
1	400	Integrity: Being honest and ethical, especially in situations where others could be taken advantage of.	4.90	97.98%
2	373	Oral Comprehension: The ability to listen to and understand information and ideas presented through spoken words and sentences.	4.66	93.94%
3	402	Self-Control: Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.	4.65	92.93%
4	374	Oral Expression: The ability to communicate information and ideas in speaking so others will understand.	4.63	88.89%
5	396	Dependability: Being reliable, responsible, and dependable, and fulfilling obligations.	4.57	90.91%
6	405	Stress Tolerance: Accepting criticism and dealing calmly and effectively with high stress situations.	4.55	87.76%
7	380	Written Expression: The ability to communicate information and ideas in writing so others will understand.	4.53	90.91%
8	375	Problem Sensitivity: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.	4.49	73.47%
9	379	Written Comprehension: The ability to read and understand information and ideas presented in writing.	4.45	90.82%
10	366	Deductive Reasoning: The ability to apply general rules to specific problems to produce answers that make sense.	4.42	91.92%

## Section V: Linkage Analysis Questionnaire Results

### LAQ – Work Activity Analysis

#### *Work Activity Areas*

Twelve work activity groupings were utilized for the purposes of the linkage-analysis. The work activity groupings and their respective definitions can be viewed in Table 5.

#### *Work Activity Ratings*

Individuals asked to complete the LAQ made four ratings on each of the 12 work activity groupings. The first rating was on each work activity grouping's degree of applicability to the position, the second rating was the frequency by which work activities within each group are conducted in the respective position, the third rating was the importance of each work activity grouping, and the fourth rating was whether the work activity grouping was required to perform upon entry in the job.

### Results – Work Activity Groupings

From the ratings on applicability/relevance, importance, and frequency, as presented in Table 12, the essentiality and job-relatedness scores were computed. All 12 work activity groupings were categorized into Zone I, designating these tasks as job-related. Furthermore, the work activity grouping analysis results indicate that all 12 work activity groupings are essential job functions. As described earlier, essential job functions have essentiality ratings between 66.7 percent and 100 percent and also have applicability ratings of 50 percent or higher.

**Table 12. Work Activity Groupings Analysis for Trooper**

Item#	Work Activity Grouping	%Rel.	Imp.	Feq.	Comp.	RUE%	%E.	Zone
1	Communication with Others	100.00	4.47	4.63	4.53	67.01	91.92	I.I
2	Computer Operations	99.05	4.29	4.74	4.44	64.58	96.94	I.I
3	Decision Making	100.00	4.54	4.74	4.60	81.44	98.99	I.I
4	Directing, Developing and Coordinating the Work of Others	96.19	3.75	3.78	3.76	37.63	86.32	I.I
5	Information Gathering	99.05	4.35	4.57	4.43	61.70	96.88	I.I
6	Information Synthesis	89.52	3.75	3.88	3.79	42.35	80.46	I.I
7	Knowledge Application and Requisition	98.10	3.96	3.87	3.92	41.05	89.69	I.I
8	Mentoring and Consulting with Others	88.57	3.40	3.37	3.42	32.56	77.91	I.I
9	Operating and Repairing Machines	69.52	3.65	3.61	3.64	42.65	75.00	I.I
10	Organization and Planning	95.24	3.88	4.00	3.93	60.64	89.36	I.I
11	Physical Activities	98.10	4.11	4.13	4.12	81.91	91.67	I.I
12	Social Engagement with Others	98.10	4.40	4.38	4.39	68.42	94.85	I.I

Table 12 also presents results for the RUE scale across the work activity groupings. Seven work activity groupings were rated as RUE by the majority of SME respondents, while five were rated as learned on-the-job and not required upon entry.

The next step in the analysis was to provide a list of the work activity groupings that are required upon entry into the trooper position ranked in order of their essentiality. The analysis provides a concise perspective of what the most important work activity groupings a trooper should be able to perform or possess upon entry. For this analysis, work activity groupings that were rated as RUE by the majority of SME respondents were selected and then rank-ordered in terms of their essentiality.

Essentiality was defined as the percentage of SMEs that rated a work activity grouping as having a composite greater than three. A list of the of the rank-ordered work activity groupings is provided in Table I3 for the trooper position.

**Table I3. Rank-ordered RUE Work Activity Groupings for Trooper**

Rank	Item#	Work Activity Grouping	%Essential	%RUE
1	3	Decision Making	98.99	81.44
2	2	Computer Operations	96.94	64.58
3	5	Information Gathering	96.88	61.70
4	12	Social Engagement with Others	94.85	68.42
5	1	Communication with Others	91.92	67.01
6	11	Physical Activities	91.67	81.91
7	10	Organization and Planning	89.36	60.64

#### *Linkage Ratings*

The linkage-analysis questionnaire instructed respondents to rate the linkage work activity groupings to the related job duties. Linkage ratings are used to document the importance of the work activity groupings to each of the duty areas used in the relative importance of duty area ratings; the ratings provide validation evidence and support for test criteria decisions. Respondents rated one job duty at a time. There were 14 job duty areas in total.

#### *Linkage Matrix Results*

The results of the linkage analysis can be used to determine an examination plan grounded in empirical data that is specifically linked to the job analysis. Test development efforts should be predicated on the examination plan as this methodology provides a strong measure of the content validity for an examination plan.

The linkage matrices were calculated using the standard methodology practices of IOS.

The work activity linkage ratings produced a 12 x 14 work activity grouping to job duty area matrix, which represents the 12 work activity groups that were each rated on their importance in performing tasks associated with the 14 job duty areas included in the study. Table 14 presents the average importance ratings across participants for each of the work activity areas in performing tasks

associated with the respective job duty areas. The higher the rating, the more so that a work activity area is essential to performing tasks associated with the respective job duty area.

Next, the work activity matrix presented in Table 14 was multiplied by the average relative importance of duty areas as indicated in Table 8. Therefore, the 12 work activity areas for each job duty area were weighted according to how important that particular duty area was rated. Each work activity area was then summed across the 14 duty areas to get the final “weighted” work activity linkage vertex, which represents the relative importance of a work activity area weighted across all job duty areas. Essentially then, these values represent the weighted importance of each work activity area to the job globally. These values are reported in the “total” column in Table 15. These total values were then standardized with a mean of 2 and a standard deviation of 1. The standardization process helps define “weighted importance total” differences. When a score is extremely high, the particular work activity area has been described by respondents as more important to the job globally as compared to the other work activity areas. Extremely small values represent the opposite situation – less important to the job globally as other work activity areas. Standardized scores can be seen in the last column in Table 15. For ease in interpreting this table, the work activity areas are presented in descending order based on the standardized score.

**Table 14: Work Activity Linkage Matrix**

Work Activity Areas	Duty Areas													
	PD	TED	AD	EM	UF	TD	IS	IC	PT	AA	BP	CP	PO	TL
Communicating with Others	3.81	3.87	3.86	3.85	3.89	3.83	3.83	3.87	2.72	3.63	3.59	3.76	3.81	3.90
Computers Operations	3.33	3.33	3.00	2.32	2.05	2.24	3.08	3.46	1.91	3.74	3.02	2.61	3.26	3.42
Decision Making	3.85	3.80	3.83	3.88	3.93	3.76	3.80	3.57	3.26	3.49	3.35	3.33	3.65	3.61
Directing Developing and Coordinating Work of Others	3.04	2.92	3.05	3.47	3.23	3.67	3.45	3.31	2.68	3.08	2.90	3.01	3.55	3.66
Information Gathering	3.55	3.57	3.66	3.66	3.55	3.50	3.83	3.66	2.66	3.56	3.37	3.29	3.61	3.66
Information Synthesis	3.31	3.31	3.39	3.40	3.36	3.38	3.57	3.48	2.64	3.44	3.18	3.15	3.47	3.58
Knowledge Application and Requisition	3.17	3.30	3.40	3.52	3.44	3.38	3.52	3.26	2.49	3.23	3.19	3.27	3.36	3.60
Mentoring and Consulting with Others	2.80	2.71	2.63	2.72	2.45	2.75	2.86	3.05	2.18	2.85	2.56	2.71	3.32	3.64
Operating and Repairing Machines	2.33	2.34	2.07	2.13	1.92	2.23	2.11	2.17	1.93	2.26	2.14	1.68	1.99	2.33
Organization and Planning	3.18	3.06	2.96	2.91	2.89	3.56	3.43	3.13	2.64	3.41	2.90	3.13	3.69	3.68
Physical Activities	3.37	3.28	3.53	3.39	3.78	3.78	3.12	2.69	3.78	2.14	2.75	2.25	2.18	2.84
Social Engagement with Others	3.39	3.39	3.35	3.31	3.29	3.33	3.30	3.73	2.50	3.10	3.12	3.37	3.53	3.66

**Table 15. Weighted Work Activity Linkage Matrix**

<b>Work Activity Area</b>	<b>PD</b>	<b>TED</b>	<b>AD</b>	<b>EM</b>	<b>UF</b>	<b>TD</b>	<b>IS</b>	<b>IC</b>	<b>PT</b>	<b>AA</b>	<b>BP</b>	<b>CP</b>	<b>PO</b>	<b>TL</b>	<b>Total</b>	<b>Z-Score</b>	<b>Standardized Score</b>
Communicating with Others	0.45	0.36	0.29	0.18	0.29	0.18	0.41	0.31	0.15	0.29	0.24	0.21	0.17	0.23	3.75	1.30	4.30
Decision Making	0.46	0.35	0.29	0.18	0.29	0.18	0.41	0.29	0.18	0.28	0.23	0.19	0.16	0.21	3.67	1.12	4.12
Information Gathering	0.42	0.33	0.28	0.17	0.26	0.16	0.41	0.30	0.15	0.28	0.23	0.19	0.16	0.21	3.54	0.80	3.80
Information Synthesis	0.39	0.31	0.26	0.16	0.25	0.16	0.38	0.28	0.15	0.27	0.21	0.18	0.15	0.21	3.35	0.36	3.36
Social Engagement with Others	0.40	0.31	0.25	0.15	0.24	0.16	0.35	0.30	0.14	0.25	0.21	0.19	0.16	0.21	3.32	0.30	3.30
Knowledge Application and Requisition	0.37	0.30	0.26	0.16	0.25	0.16	0.38	0.26	0.14	0.26	0.22	0.18	0.15	0.21	3.30	0.25	3.25
Directing Developing and Coordinating Work of Others	0.36	0.27	0.23	0.16	0.24	0.17	0.37	0.27	0.15	0.24	0.20	0.17	0.16	0.21	3.19	0.00	3.00
Organization and Planning	0.38	0.28	0.22	0.14	0.21	0.17	0.37	0.25	0.15	0.27	0.20	0.18	0.16	0.21	3.18	-0.03	2.97
Physical Activities	0.40	0.30	0.27	0.16	0.28	0.18	0.33	0.22	0.21	0.17	0.19	0.13	0.10	0.16	3.08	-0.26	2.74
Computers Operations	0.39	0.31	0.23	0.11	0.15	0.10	0.33	0.28	0.11	0.30	0.20	0.15	0.14	0.20	2.99	-0.46	2.54
Mentoring and Consulting with Others	0.33	0.25	0.20	0.13	0.18	0.13	0.31	0.25	0.12	0.23	0.17	0.15	0.15	0.21	2.79	-0.93	2.08
Operating and Repairing Machines	0.28	0.22	0.16	0.10	0.14	0.10	0.23	0.18	0.11	0.18	0.14	0.10	0.09	0.13	2.14	-2.45	0.55
<b>Totals</b>	<b>4.62</b>	<b>3.58</b>	<b>2.91</b>	<b>1.79</b>	<b>2.78</b>	<b>1.83</b>	<b>4.27</b>	<b>3.18</b>	<b>1.75</b>	<b>3.01</b>	<b>2.43</b>	<b>2.00</b>	<b>1.75</b>	<b>2.40</b>	<b>38.29</b>	<b>0.00</b>	<b>36.00</b>



## **Job Analysis Interviews**

The final step required IOS personnel to conduct visits to districts throughout Illinois to complete interviews and job observations. The goal of the district visits was to collect specific task-level information and also to identify skills and abilities needed for successful performance in the rank of trooper. This is a necessary step to provide qualitative information to supplement the statistical results gathered from the JAQ.

### **Sampling Plan for Completing District Visits**

With a large number of districts across the state, it was proposed to the ISPMB that IOS would visit approximately eight districts throughout Illinois. The state of Illinois has four geographic regions; therefore, two districts would be visited within each region. The districts that were chosen for the site visits were selected by the ISPMB ensuring that IOS would be able to meet with departments of various sizes, as well as geography (rural vs. metropolitan). Table 16 provides details on the districts that were visited by IOS representatives to conduct interviews and observations.

IOS visited with 7 districts across the State. All district visits occurred between the dates of November 2, 2016 and November 3, 2016. Across all district visits, IOS representatives met with 8 troopers. The demographics of the troopers who met with IOS are provided in Table 17.

**Table 16. Districts Visited by IOS for Interviews and Observations**

<b>Date</b>	<b>Region</b>	<b>District</b>	<b>Assignment</b>	<b>Location</b>
11/02/16	I	Chicago	Patrol	9511 W. Harrison St. Des Plaines, IL 60016
11/03/16	I	15	Patrol	2700 Ogden Ave. Downers Grove, IL 60515
11/02/16	II	16	Patrol	16450 W State Rd, Pecatonica, IL 61063
11/03/16	II	17	Patrol	2971 E. 350th Rd. LaSalle, IL 61301
11/02/16	III	10	Patrol	611 South Chestnut, Pesotum, IL 61863
11/02/16	IV	13	Patrol/Investigative	1391 S Washington St, DuQuoin, IL 62832
11/02/16	IV	12	Patrol	401 Industrial Ave., Ste. A, Effingham, IL 62401
11/02/16	IV	12	Commercial Motor Vehicle Inspection	401 Industrial Ave., Ste. A, Effingham, IL 62401

**Table 17. Demographics of Participants Involved in District Visits**

<b>Demographic</b>	<b>Total (% of Sample)</b>
RANK	Trooper = 8 (100%)
TENURE	Less than 5 years = 1 (12.5%) 5 to 15 years = 4 (50%) 16 years or more = 2 (25%)
GENDER	Male = 7 (87.5%) Female = 1 (12.5%)
RACE	Caucasian = 7 (87.5%) Hispanic = 1 (12.5%)

### Purpose of District Visits

There were two primary goals that IOS had for conducting the station visits: (1) job observations; (2) job interviews. The purpose of both of these will be presented next.

Job Observations. The goal of the job observations is to observe troopers engaging in their daily activities. Representatives from IOS observed troopers conducting their daily tasks and rode along with the troopers to calls that occurred during the visit. Job analysts asked to be shown the vehicle, equipment, and the apparatus that troopers use on a daily basis.

Job Interviews. IOS representatives interviewed the troopers to collect information about tasks and KSAOs that are performed while on the job. An interview protocol was developed containing several questions that IOS representatives used to guide the interviews. See Table 18 below for the questions that were used for the interviews. When IOS representatives interviewed troopers, these questions were asked in regard to the trooper position within their district.

**Table 18. Questions Used During ISP Trooper Job Analysis Interviews**

These were the main questions used during interviews/observations.	
1.	Describe in detail the primary or most important duties that you perform daily.
2.	Describe the equipment or technology that you use regularly to perform your job.
3.	How do you determine what to do when you show up for your shift?
4.	What would you describe as the most critical tasks you perform in your position?
5.	What are the non-critical tasks that are part of your position?
6.	What tasks do you perform that are unique to your position?
7.	What are the toughest elements of your work?
8.	What knowledge, skills and abilities do you feel are important to successful performance in your position?
9.	What knowledge, skills and abilities do you feel are required for job entry in the trooper position?
10.	What are the most difficult knowledge, skills, and abilities to master in your position? Describe why.
11.	What do you want me to know about what it takes to do your job successfully that you have not yet shared?

IOS representatives worked with each district to coordinate each district visit. Each district visit lasted approximately 2 hours. During these 2 hours, the district coordinated 1 trooper to meet with IOS. IOS representatives combined goals and completed interviews while observing the troopers during the ride along.

## Main Findings from Interviews and Observations

The main findings from the district visits are presented below. A summary of the themes identified from comparing the district interviews and observations for the trooper rank are presented for each of the 11 interview questions.

### Primary/Important Duties Performed Daily

#### 1. Public Safety

##### 1.1. Vehicle Code Enforcement (Traffic Safety)

1.1.1. Monitoring and responding to erratic or un-lawful driving activities. This includes enforcing the following four fatal violations: speeding, seat belt violations, DUI, and distracted driving. Other duties performed under this domain include performing traffic

stops, responding to traffic accidents, traffic re-routing due to emergency situations (e.g., car accidents), and issuing tickets and warnings to drivers.

## 1.2. Criminal Patrol

1.2.1. Monitoring and regulating traffic activities within assigned area to identify suspicious activity and/or behaviors. Examples of criminal patrol calls include the following; burglary, domestic disputes, theft, bank robberies, drug interdiction, activity taking place after-hours in public areas, and motor vehicle activity in restricted traffic zones.

## 1.3. Enforcement of Commercial Motor Vehicles

1.3.1. Conducting truck inspections.

1.3.1.1. Enforce cargo weight limits

1.3.1.2. Review driving records / log books

1.3.1.3. Inspect vehicle for illegal contraband

1.3.1.4. Check driver license for infractions

## Equipment and Technology Used to Perform the Job of Trooper

### 1. Vehicle Equipment

#### 1.1. Radar System

1.1.1. Detects the speed of cars in front and behind the police vehicle.

#### 1.2. Lidar "Light Detection and Ranging"

1.2.1. Hand-held speed detection device. It allows the trooper to select a specific vehicle to focus on. It is used when there is a lot of traffic so that the trooper can determine the exact car that is speeding, which cannot be done with normal radar.

#### 1.3. MDC "Mobile Data Center"

1.3.1. Used for all communication and documentation (e.g., reports, emails, warnings, checking licenses, etc.)

#### 1.4. Tracks

1.4.1. Computer-based system used to fill out information about the driver being pulled over.

#### 1.5. Stop Card

1.5.1. Computer based report that must be completed every time a trooper pulls a vehicle over; required by Illinois law. The report is to document information about the trooper who completed the stop.

#### 1.6. DVD Camera System

1.6.1. Records the front of the police car or the inside of the police car. The camera system is connected to the shoulder Mic system on the trooper.

1.7. Shoulder Mic

1.7.1. Connects to the video camera to record a trooper's voice. But tends to pick up a lot of background noise (e.g., cars driving by).

1.8. StarCom Radios/Digital Communication

1.8.1. Allows for communication from dispatch, local troopers, and statewide troopers.

1.9. Tint Meter

1.9.1. Measures the tint in car windows. Anything under 35% is an Illinois violation.

1.10. Drug Test Device

1.11. Digital Scale for Marijuana

Start of Shift

1. Check-in with the Master Sergeant

1.1. Troopers are required, either in person or through email, to check in with their Master Sergeant prior to starting their shift. The Master Sergeant provides a new assignment each day to each trooper with the patrol areas they will be responsible for. The Master Sergeant also provides the troopers with the type of tasks that should take priority that day; e.g., speeding tickets, truck inspections, etc.

Critical Tasks

1. Responding to car accidents

1.1. Mentally prepare for the scene; begin thinking of the actions that will need to be taken.

1.2. Drive to the scene while ensuring the safety of other drivers on the road.

2. Working at the scene of a car accident

2.1. Gather information about the vehicles involved in the accident.

2.2. Gather evidence to determine how the accident occurred.

2.3. Call for medical assistants.

2.4. Call for tows.

2.5. Call the department of transportation to reroute traffic.

2.6. Identify any other resources needed for the accident scene.

2.7. Determine how to open the road as soon as possible to avoid more accidents.

2.8. Complete a report of the accident using the MDC in the police vehicle.

3. Enforcing traffic laws to reduce car accidents
  - 3.1. Review assigned patrol divisions at the beginning of a shift.
  - 3.2. Drive through patrol divisions.
  - 3.3. Be aware of surroundings at all times.
  - 3.4. Review equipment regularly to ensure it is working properly.
  - 3.5. Scan cars and trucks to see if people are wearing seatbelts, speeding, or looking at their phones.
  - 3.6. Listen to communication from dispatch coming over the radio.
  - 3.7. Determine whether to respond to dispatch broadcast based on the location of the call and the amount of information given.
  - 3.8. Identify a driver violating a law.
  - 3.9. Observe surroundings prior to pulling over a vehicle. Ensure that the weather and/or location do not negatively impact pull-over location.
  - 3.10. Call dispatch to inform them of the traffic stop. Provide information about the vehicle and location of the stop. Vehicle description – color, year, make/model, body, license plate number.
  - 3.11. Turn on vehicle lights and camera.
  - 3.12. Pull over vehicle.
  - 3.13. Walk to vehicle – passenger side is always safer.
  - 3.14. Watch the driver while walking to the car.
  - 3.15. Identify self and agency to the driver.
  - 3.16. Tell the driver the reason they were pulled over.
  - 3.17. Talk to driver to obtain information about the offense, ask for license and proof of insurance.
  - 3.18. Make a determination to give a ticket or a warning. Determination: be charitable to the inadvertent violator. For example, texting or going 20MPH over the speed limit is not inadvertent.
  - 3.19. Enter license plate and driver license into Tracks.
  - 3.20. Create a warning or a ticket.
  - 3.21. Fill out information on Stop Card.
  - 3.22. Call back to dispatch to inform them that the scene is secure.
  - 3.23. Provide driver with the warning or ticket.

3.24. End the stop on a good note, “I appreciate your time and cooperation, enjoy the rest of your day.”

3.25. Call dispatch to inform them that the stop is complete.

4. Interacting with the public

4.1. Conduct interactions with the public in a positive manner.

Non-Critical Tasks

1. All tasks completed by troopers are seen as critical.

Tasks Unique to the Job of Trooper

1. Truck Inspections

Toughest Elements of the Job of Trooper

1. Work-Family Conflict

1.1. Troopers are required to work holidays and night shifts, which can cause a strain on family life.

1.2. Stress from work can interfere with family life.

2. Stress Inducing Work Environments

2.1. Highly important to follow policies and procedures and not make mistakes.

2.2. Departments are reducing the number of troopers, which causes the remaining troopers to have more responsibilities.

2.3. Responding to fatal car accidents.

2.4. Awareness that every stop could be potentially life endangering.

3. Interacting with the Public

3.1. Must maintain a professional demeanor and enforce the law when interacting with the public

3.2. Need to have the ability to relate to people; ability to sympathize with others and show compassion.

3.3. Ability to protect oneself, but also try to prevent fights or violence from occurring.

KSAOs Required to Perform the Job of Trooper

1. Knowledge

1.1. Knowledge of geography of routes including: mile posts, major street cross overs, etc.

1.2. Knowledge of the department structure

1.3. Knowledge of technology used within the patrol vehicle

1.4. Knowledge of the Illinois Vehicle Code

1.5. Knowledge of inspection procedures for commercial motor vehicles

- 1.6. Knowledge of motor vehicle information including license plates, types of cars, etc.
- 1.7. Knowledge of updated laws and procedures
- 2. Skills
  - 2.1. Math skills – calculate distance, speed, etc.
  - 2.2. Interpersonal Skills - strive for a "Thank you" from traffic violators
  - 2.3. Communication skills
  - 2.4. Implementation of training
  - 2.5. Decision making skills
  - 2.6. Prioritization skills
  - 2.7. Problem solving skills
  - 2.8. Multi-tasking skills - listening to the radio, checking radar, scanning cars, and checking computer.
  - 2.9. Observation skills
  - 2.10. Teamwork skills
  - 2.11. Attentiveness skills
  - 2.12. Control and arrest tactics
  - 2.13. Shooting skills
- 3. Abilities
  - 3.1. Ability to read and comprehend law updates
  - 3.2. Physically fit
  - 3.3. Ability to clearly view objects and writing at a distance
- 4. Other Characteristics
  - 4.1. Desire to learn
  - 4.2. Proactive
  - 4.3. Networking - build connections with other troopers and departments
  - 4.4. Cultural Awareness
  - 4.5. Openness
  - 4.6. Motivation
  - 4.7. Adaptive
  - 4.8. Appreciation for the job
  - 4.9. College Degree

KSAO Required Upon Entry



1. Knowledge
  - 1.1. Knowledge of the department structure
  - 1.2. Knowledge of geography of routes including: mile posts, major street cross overs, etc.
  - 1.3. Knowledge of technology used within the patrol vehicle
2. Skills
  - 2.1. Communication skills
  - 2.2. Interpersonal skills
  - 2.3. Attentiveness skills
  - 2.4. Decision making skills
  - 2.5. Problem solving skills
  - 2.6. Multi-tasking skills
  - 2.7. Teamwork skills
  - 2.8. Driving skills
  - 2.9. Observation skills
  - 2.10. Prioritization skills
3. Abilities
  - 3.1. Physically fit
  - 3.2. Ability to clearly view objects and writing at a distance
4. Other Characteristics
  - 4.1. Cultural Awareness
  - 4.2. Desire to learn
  - 4.3. Adaptive
  - 4.4. Networking
  - 4.5. Appreciation for the job
  - 4.6. Openness
  - 4.7. College degree

Most Difficult KSAOs to Master

1. Knowledge
  - 1.1. Knowledge of updated laws and procedures
  - 1.2. Knowledge of Illinois vehicle code
2. Skills
  - 2.1. Multi-tasking skills

2.2. Control and arrest tactics skills

2.3. Shooting skills

3. Other Characteristics

3.1. Motivation - due to low supervision

Miscellaneous:

1. High job autonomy

1.1. There are performance measures, but the job allows troopers to have control of what they do during shift hours.

2. Job location

2.1. Troopers work on the road their entire shift.

## **Conclusion**

A key goal of the present study was to validate ISP's entry-level testing procedure (i.e., LST™). The results gathered from the LAQ, which was completed by 105 SMEs, provide evidence that supports the use of the work activity groupings within the LST™ to select candidates into the trooper position. First, all 12 work activity groupings were categorized into Zone I, designating these work activity groupings as job-related. Second, all 12 work activity groupings were rated as essential job functions in the trooper position. Third, seven out of 12 of the work activity groupings were rated by SMEs as required upon entry for the trooper position (i.e., Decision Making, Computer Operations, Information Gathering, Social Engagement with Others, Communicating with Others, Physical Activities, and Organization and Planning). Fourth, the linkage analysis showed that all 12 work activity groupings were linked to the 14 duty areas. The most important work activity groupings identified from the linkage analysis include the following:

- Communicating with Others
- Decision Making
- Information Gathering
- Information Synthesis
- Social Engagement with Others
- Knowledge Application and Requisition
- Directing, Developing and Coordinating the Work of Others

Human resources initiatives that target entry-level employee selection in the ISP should reflect the final linkage results found in Tables 14 and 15. The results from the work activity grouping analysis should also serve as a foundation for entry-level employee selection initiatives.

A second key goal of the present job analysis was to provide qualitative and quantitative information about the trooper position for the use in future assessment developments and other human resources needs. This goal was achieved through the data gathered from the JAQ and supplementary interviews with SMEs. Eight interviews were conducted and 205 JAQs were returned to study the trooper position.

A key finding across the JAQ and supplementary interviews was similarities among important duty areas, tasks, and KSAO. The results from the JAQ identified patrol duties and traffic enforcement duties as the two most important duty areas for the trooper position. This information was further supported by the finding from the interviews. That is, the interviews identified vehicle code enforcement (i.e., traffic safety), enforcement of commercial motor vehicles, and criminal patrol as the most important duties for the trooper position. Furthermore, the top essential tasks under patrol duties and traffic enforcement duties, as presented in Appendix D, were identified through the interview analysis. For example, patrol duty task item number 15, “Operate patrol vehicle in an emergency response situation,” aligns with the following critical task from the interviews: “Responding to car accidents”. As another example, traffic enforcement duty task item 60, “Conduct traffic stops,” aligns with the following critical task from the interviews: “Enforcement of traffic laws to reduce car accidents”.

The JAQ identified the following skill, ability, and other characteristic as most important: oral comprehension, critical thinking, and integrity. Similar findings were gathered from the interviews. That is, the following skills, abilities, and other characteristics identified in the interviews align with the JAQ findings: communication, problem solving, decision making, and appreciation for the job. Finally, the JAQ identified the following knowledge area as most important: weapon use and maintenance. This knowledge area aligned with the following two skills identified through the interviews: shooting skills and control and arrest tactics.

Another key finding was related to the RUE rating scale which helped to understand which tasks and KSAOs are required for job entry versus acquired through on-the-job training. Thus, the RUE rating scale assessed the degree to which a new incumbent is either expected to perform a KSAO or task/physical activity (without any additional training) upon entry into the position, or whether the person must obtain additional information in order to perform the KSAO or task. Of all the 425 task and KSAO items across the two job analysis surveys, approximately 79.68% were found to be required upon entry and approximately 20.32% were found to be learned on-the-job.

## **Contacts**

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## **References**

<sup>1</sup>Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, & Department of Justice. (1978). Adoption by four agencies of uniform guidelines on employee selection procedures. *Federal Register*, 43, 38290-38315.

# Appendix A: Job Analysis Interview Protocol



## JOB ANALYSIS INTERVIEW PROTOCOL

### Initial Explanation

Hello, I'm \_\_\_\_\_ from a public safety testing firm called IO Solutions, located just outside Chicago. We've been hired by the Illinois State Police Merit Board to conduct a job analysis for the trooper rank. Job analysis is the study of a specific position; in this case the trooper rank in the Illinois State Police. Job analysis results are used for a number of human resources functions including personnel selection. The goal of this process is to gain a detailed understanding of what individuals do in the trooper rank at the ISP.

One of the important methods that we use to collect data for a job analysis study is through talking to current incumbents in the position and observing what they do on the job.

We have 2 hours together for you to take me through your position. I will have questions for you as we go along. I am going to be taking notes as you talk. Do you have any questions?

Before we begin, I need to collect some basic information from you...

\*Please document demographic information and your interview notes in a consistent way- this must be readily accessible to be placed in a technical report

<b>Interviewer</b>			
District		Date	
Type:	Ride Along		
<b>Name</b>			
Rank			
Tenure			
Assignment			
Gender		Ethnicity	

## Appendix B: Job Analysis Questionnaire



# Illinois State Police Trooper Position Job Analysis Questionnaire



## Introduction

You have been selected to complete this Job Analysis Questionnaire (JAQ) for the Illinois State Police (ISP) Job Analysis Study for the **Trooper position**, which is being conducted by I/O Solutions Inc. (IOS), in partnership with the Illinois State Police Merit Board. The results of this questionnaire will serve as the foundation for Human Resources initiatives for the ISP Trooper position.

This JAQ is being used to collect input, which will define the tasks, skills, abilities, and other characteristics necessary to successfully perform job duties related to the ISP Trooper position. We ask that you complete this questionnaire by providing ratings concerning the importance and frequency of job-specific tasks, skills, abilities and knowledge areas that are related to the Trooper position. You should rate these statements according to your experience in your current assignment. Please note you may need to indicate some of the task statements are not applicable to your assignment, as this questionnaire is intended to cover as many job tasks as possible.

The time required to complete the JAQ is approximately 90 minutes. We understand the JAQ is time consuming; however, we ask you to remain diligent as you complete the JAQ. This questionnaire can be completed in multiple sittings, when time permits. We value and appreciate your assistance. Your commitment to participate and accurately complete this JAQ, as well as your knowledge and experience as an expert in the field are critical to the successful completion of this project. We value and appreciate your assistance, and thank you in advance for your cooperation and participation in this matter.

## General Instructions

1. To complete this questionnaire you will need:
  - a. a pencil or pen with dark ink
  - b. a printed answer sheet – (Please place all responses on this answer sheet)
  - c. this document
2. Please be sure to fill out all of the information requested on the answer sheet.
  - a. DEMOGRAPHIC SECTION:
    - i. Job Title – Fill in the circle that best corresponds to your current job title.
    - ii. Current Assignment – Fill in the circle that best corresponds to your current assignment.
    - iii. Overall Tenure – Under the box marked “Overall Tenure”, please write in your overall tenure within the Illinois State Police (in years, rounding to the nearest year) in the boxes and fill in the corresponding circles beneath the box.
    - iv. Education – Fill in the circle corresponding to your highest level of education completed.
    - v. District/Assignment – Under the box marked “District/Assignment”, if you are assigned to a district, please write the district number you are assigned to in the boxes and fill in the corresponding circles beneath the boxes. If you are assigned to the Chicago district, mark “C” in the first box and fill in the “©” circle. If you are not assigned to a district, please leave the boxes blank, fill in the circle for “⊗” and write where you are currently assigned (e.g., DII, Zone 6, etc.) on the lines provided.
    - vi. Race and Gender – Fill in the circle corresponding to your race(s) and gender. If you are multi-racial, fill in the circles corresponding to each race. This information is collected for governmental reporting purposes and to ensure that our sample is representative.

## Rating Job Tasks

### Instructions:

1. Please review each task statement in the following section and determine whether the task is applicable to the trooper position. You will utilize the rating scales presented below to complete your ratings for each job task. As this JAQ is intended to cover as many tasks as possible as performed by Troopers and Special Agents throughout the State, you will find that some tasks will be relevant to your position, while others may not.
  - a. If you determine the task is **NOT applicable**, fill in the circle in the column labeled "N/A" on the answer sheet for that task and proceed to the next task. (*DO NOT rate the statement on either the Frequency, Importance or Required Upon Entry scale (RUE).*) See **Example 1** below.
  - b. If you determine the task **IS applicable**, do not mark anything in the "N/A" column and then rate the task on the following scales (*Frequency, Importance, and Required Upon Entry (RUE)*) and fill in the corresponding circles on the answer sheet. See **Example 2** below.

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This task is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This task is performed approximately once a year, or perhaps less (but, the task is performed on the job).	This task is performed a few times per year, on average.	This task is performed 1-3 times per month, on average.	This task is performed 1-2 times per week, on average.	This task is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

**Example 1:** If you determine that a task is NOT applicable to your position, your answer sheet should be marked by filling in the circle for N/A and then leaving the remaining scales blank.

N/A
Frequency
Importance
RUE

1. ☒ ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Y ☐ N

**Example 2:** After considering the task statement, you determine that, in your position, the task is performed often, is very important, and is performed upon entry into the job. Your answer sheet should be filled in as follows:

N/A
Frequency
Importance
RUE

2. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☒ Y ☐ N

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This task is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This task is performed approximately once a year, or perhaps less (but, the task is performed on the job).	This task is performed a few times per year, on average.	This task is performed 1-3 times per month, on average.	This task is performed 1-2 times per week, on average.	This task is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

## FIELD OPERATIONS

### I. Patrol Duties

1. Patrol assigned areas (by vehicle, on bicycle, on foot, on motorcycle, on horseback or by watercraft).
2. Check for outstanding warrants.
3. Describe persons of interest to other officers.
4. Direct actions of officers arriving to assist you.
5. Transport/escort persons/materials by vehicle or by foot.
6. Establish/mark a perimeter.
7. Find remote locations.
8. Inspect patrol vehicle for weapons and contraband.
9. Inspect patrol vehicles/watercraft for function/safety.
10. Intervene to prevent/stop another officer from making an error.
11. Intervene with another officer to prevent/stop misconduct.
12. Maintain a secure perimeter.
13. Monitor police communications.
14. Notify persons/businesses/agencies of property damage.
15. Operate patrol vehicle in an emergency response situation.
16. Operate patrol vehicle in a pursuit situation.
17. Operate patrol vehicle under adverse weather conditions.
18. Prioritize emergency/non-emergency calls.
19. Report hazardous conditions to dispatch.
20. Report the misconduct of another officer.

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This task is not applicable to the position.  <i>Do not rate item on remaining scales.</i>	This task is performed approximately once a year, or perhaps less (but, the task is performed on the job).	This task is performed a few times per year, on average.	This task is performed 1-3 times per month, on average.	This task is performed 1-2 times per week, on average.	This task is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

21. Report shift activities to supervisor/incoming officer.
22. Request repair/maintenance of an official vehicle/watercraft.
23. Respond to emergency incidents, rescue calls and alarms.
24. Respond to calls for service.
25. Review BOLO (Be On the Look Out) or ATL (Attempt To Locate).
26. Secure a crime scene.
27. Transport arrested persons in patrol vehicle.
28. Transport persons needing assistance.
29. Advise business people about security risks.
30. Advise residents about ways to make their homes more secure.
31. Assist motorists in distress.
32. Communicate with citizens to establish rapport.
33. Conduct community relations programs.
34. Encourage citizens to participate by addressing neighborhood crime-related problems.
35. Gather information about crime trends for neighborhoods.
36. Gather information about persons in neighborhoods.
37. Offer creative alternatives to resolve conflict.
38. Refer complaints against police to supervisor.
39. Suggest community resources to resolve problem.
40. Suggest professional assistance for victims or arrested individuals.
41. Extinguish fires.
42. Grant professional courtesy to fellow officer.

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This task is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This task is performed approximately once a year, or perhaps less (but, the task is performed on the job).	This task is performed a few times per year, on average.	This task is performed 1-3 times per month, on average.	This task is performed 1-2 times per week, on average.	This task is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

43. Participate in citizen Ride-Along Programs.
44. Request specialized police units.
45. Respond to animal calls.
46. Restock expendable emergency supplies in patrol vehicle.
47. Return weapon to licensed person.
48. Jump start vehicle for persons.
49. Spot potentially dangerous storm conditions and report them to dispatch.
50. Unlock vehicles for persons.
51. Assist elderly/disabled persons with mobility problems.
52. Coordinate community resources to solve problems.
53. Discuss law enforcement with teachers/school officials, elected officials, store owners and other citizens.
54. Distribute printed material for public relations.
55. Give talks on law enforcement to community organizations.
56. Provide information (e.g., crimes, deaths, wanted persons, traffic incidents, etc.) to news media.
57. Recruit confidential informants.
58. Refer news media to the agency designated officer.
59. Conduct federal motor carrier safety inspections.
60. Enforce federal motor carrier laws.
61. Conduct overweight enforcement.
62. Refer persons to agencies providing social services in order to provide assistance.
63. Provide available resources to victims of domestic violence.
64. Identify drivers who need to be submitted for re-evaluation of their driving privileges.

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This task is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This task is performed approximately once a year, or perhaps less (but, the task is performed on the job).	This task is performed a few times per year, on average.	This task is performed 1-3 times per month, on average.	This task is performed 1-2 times per week, on average.	This task is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

65. Respond to active shooter situations and take appropriate action.

66. Initiate Article 36 seizures when it applies.

## II. Traffic Enforcement Duties

67. Provide information to assist motorists.

68. Conduct traffic stops (includes: instructing drivers where to stop/pull-over, checking driver's license for validity, checking insurance documents, assessing and checking criminal databases and vehicle information, assessing driver's ability to operate vehicle, and inspecting vehicle/watercraft for conformance with safety requirements).

69. Administer field sobriety test.

70. Arrest DWI suspects.

71. Collect facts of accident to determine charges.

72. Conduct videotape interview for DWI.

73. Determine causes/factors contributing to accident.

74. Diagram accident scene.

75. Direct traffic during emergencies/special events.

76. Establish ownership of property/vehicles involved in accident.

77. Establish point(s) of impact for traffic accident.

78. Establish point(s) of occurrence for traffic accident.

79. Estimate speed of moving vehicles with radar.

80. Estimate speed of moving vehicles without radar.

81. Examine abandoned vehicles.

82. Fill out DWI arrest report.



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0	1	2	3	4	5	1	2	3	4	5	Y	N

83. Fill out forms to obtain breath/blood sample from DWI suspect.
84. Inform vehicle owners/operators of legal obligation.
85. Issue citation/warning.
86. Issue verbal warning in lieu of arrest/citation.
87. Observe occupants of stopped vehicles to identify unusual/suspicious activities.
88. Observe traffic violations.
89. Photograph/video persons for DWI purposes.
90. Read vehicle placard for hazardous materials.
91. Record motor vehicle/property damage occurring in accident.
92. Report hazardous traffic conditions.
93. Review traffic citations for completeness.
94. Conduct roadblocks.
95. Enforce parking laws.
96. Estimate vehicle speed using physical evidence/formulas/template.
97. Give directions to destination.
98. Maintain checkpoint.
99. Operate Intoxilyzer to determine blood alcohol concentration.
100. Operate traffic signal manually.
101. Recommend driver's license revocation.
102. Remove debris from accident scene.
103. Request re-administration of driver test.
104. Request removal of abandoned vehicles.



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0	1	2	3	4	5	1	2	3	4	5	Y	N

105. Review accident report with other accident investigator.

106. Set up road blocks and/or barricades.

107. Escort official vehicles.

### III. Arrest and Detain

108. Advise persons of Miranda rights.

109. Apprehend suspects.

110. Arrest persons with a warrant.

111. Arrest persons without a warrant.

112. Assess emotional stability of an arrested person.

113. Check for warrants on persons through IL-CIC/NCIC, local/regional records.

114. Complete arrest reports.

115. Conduct complete search of arrested persons.

116. Conduct frisk/pat down search.

117. Conduct vehicle stop to effect felony arrest(s).

118. Conduct vehicle stop to effect misdemeanor arrest(s).

119. Detain persons.

120. Detain/place juvenile offenders in custody.

121. Determine tactics and plan strategies for making arrests.

122. Explain the legal recourses that are available to complainants/victims

123. Explain arrest procedures to concerned citizens.

124. Explain nature of crimes to arrested person.

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- 125. Guard arrested person at facilities other than jail.
- 126. Obtain arrest warrants.
- 127. Provide information to victims regarding the criminal prosecution process.
- 128. Release juvenile offenders to a parent/guardian.
- 129. Review assigned warrants for adequate information.
- 130. Take custody of mentally ill, emotionally disturbed/confused persons.
- 131. Warn persons instead of arrest/citation.

#### IV. Emergency Medical

- 132. Administer CPR.
- 133. Administer first aid.
- 134. Assess need for emergency assistance.
- 135. Assist with child birth.
- 136. Contact EMS and/or Fire Department.
- 137. Evacuate persons from disaster area.
- 138. Pull person from threatened vehicle/area.

#### V. Use of Force

- 139. Break up fight.
- 140. Carry firearm while off-duty.
- 141. Clean weapons.
- 142. Clear malfunction of firearms.

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143. Detain person at gunpoint.
144. Disarm suspects.
145. Discharge firearm at person.
146. Draw weapon to protect self/third party.
147. Force entry into building/occupancy.
148. Handcuff suspects/arrested persons (resisting or not).
149. Issue verbal warning before using deadly force.
150. Place resisting offender in vehicle.
151. Pull resisting offender from their vehicle to make arrest.
152. Pursue offender on foot.
153. Qualify/practice with weapons.
154. Subdue resisting offender alone.
155. Subdue resisting offender with assistance.
156. Take control of publicly intoxicated/disruptive persons.
157. Use body language to project control/influence
158. Use chemical agents to control persons.
159. Use impact weapons to control persons.
160. Use voice commands to project control/direct actions.
161. Put down dangerous/injured animals.
162. Fire signal shots for search/rescue.
163. Swing battering ram to force open a door.
164. Use electrical weapons (e.g., tazers, stun-guns, etc.) to control persons.

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## VI. Tactical Deployment

165. Confront demonstrators/rioters/crowds.
166. Confront, in riot formation, groups of agitated people.
167. Contain crowd.
168. Control hostile groups.
169. Disperse crowds with chemical agents.
170. Disperse crowds with riot equipment.
171. Observe/locate crowd agitators and remove them.
172. Operate vehicles in formation to control crowds.
173. Patrol riot stricken/civil disturbance areas.

## VII. Investigations and Search

174. Analyze/compare incidents for similarity of modus operandi.
175. Answer inquiries regarding progress of a case.
176. Assess injuries of persons.
177. Conduct surveillance of persons/locations.
178. Conduct suspect identifications at the scene.
179. Determine whether incidents are criminal/civil.
180. Determine whether recovered property is linked with previous crime.
181. Estimate value of stolen/recovered property.
182. Exchange information with other law enforcement agencies.
183. Interrogate suspects.

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184. Interview complainants/witnesses.
185. Locate witnesses of a crime.
186. Observe suspect/interviewee to detect deception.
187. Obtain information from an informant.
188. Participate in investigations with other law enforcement agencies.
189. Review department records to assist in investigation.
190. Take confessions.
191. Take statements.
192. Verify identity of deceased persons.
193. Write investigative report.
194. Write narrative to complete report.
195. Conduct background investigations of applicants for licenses/permits.
196. Organize/conduct photo line-ups.
197. Organize/conduct station-house line-ups.
198. Provide information for death certificates.
199. Review circumstances relating to a death with appropriate examiner.
200. Review crime lab reports to guide investigation.
201. Trace stolen goods.
202. Collect evidence/property.
203. Conduct search for missing persons.
204. Coordinate building search related to bomb threats.
205. Determine method for conducting search.

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206. Determine need for special processing of evidence.
207. Determine perimeter/scope of search.
208. Determine types of evidence to search for at a crime scene.
209. Dust/lift latent prints.
210. Obtain consent to search.
211. Obtain search warrant.
212. Photograph and/or record video of evidence/crime scene/persons.
213. Preserve/transport/document evidence for chain of custody.
214. Protect latent evidence.
215. Record location of physical evidence/fingerprints at scene.
216. Record stolen/abandoned property.
217. Search crime scene for evidence.
218. Search for suspects.
219. Search victims' bodies for personal property/evidence.
220. Seize stolen/abandoned property.
221. Separate evidence from personal property at crime scene.
222. Cast impressions of certain types of evidence (e.g., footprints).
223. Diagram crime scenes.
224. Release confiscated property.
225. Use trained dog to aid in crime scene search.



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## VIII. Interpersonal Communications

226. Adjust communication methods as needed to ensure understanding.
227. Adjust to cultural differences to ensure correct messaging/communication.
228. Comfort emotionally upset persons.
229. Communicate with various parties (offenders, witnesses, families of juvenile offenders, families of suspects, families of victims, people with mental illness, hostages, hostage takers, interpreters, elderly, etc.).
230. Communicate with persons in foreign language.
231. Communicate with persons who are non-native English speakers.
232. Counsel juveniles/children.
233. Intercede in domestic disputes to maintain peace.
234. Maintain emotional control.
235. Mediate disputes.
236. Observe a person's body language to assess attitude, intention.
237. Participate in meetings with other officers.
238. Restore peace at loud parties.
239. Inform dispatcher by radio/phone as to status.
240. Operate Mobile Data Terminal (MDT).
241. Operate NCIC/IL-CIC to check on property/persons.
242. Operate personal computer.
243. Receive messages from pager.
244. Request NCIC/IL-CIC checks on property/persons.

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- 245. Transmit/receive messages over police radios.
- 246. Use public address system.
- 247. Conduct telephone interviews.
- 248. Notify supervisor of media contact.
- 249. Operate Global Positioning Systems (GPS) equipment to establish location.
- 250. Operate laptop computer in the field.
- 251. Operate radio tracking device (RTD).
- 252. Write correspondence.
- 253. Send e-mails.

#### IX. Physical Tasks

- 254. Climb through openings (e.g., windows).
- 255. Climb up or over obstacles.
- 256. Crawl in confined areas (e.g., attics).
- 257. Drag or pull heavy objects or persons.
- 258. Jump across obstacles (e.g., stream).
- 259. Jump down from elevated surfaces.
- 260. Jump over obstacles.
- 261. Lift and carry heavy objects or persons.
- 262. Perform duties while wearing heavy equipment other than gun belt (e.g., riot gear, PPE, etc.).
- 263. Perform water rescue.
- 264. Physically push movable objects.



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- 265. Physically restrain crowds.
- 266. Climb/Run upstairs.
- 267. Stand continuously for more than one-half of the work shift (e.g., guard duty).
- 268. Wade through marshes, swamp land or waterways.
- 269. Walk continuously for more than one-half of the work shift (e.g., foot beat).
- 270. Perform work in extreme weather conditions (heat, cold, rain, snow, ice, storms, etc.).
- 271. Walk on snow or ice.
- 272. Tolerate inclement weather conditions.

## NON-FIELD OPERATIONS

### X. Administrative Activities

- 273. Act in the capacity of the supervisor in the absence of the supervisor on shift.
- 274. Check and maintain condition of assigned patrol vehicle.
- 275. Check and maintain condition of firearms (e.g., inspection and cleaning).
- 276. Notify dispatcher to contact coroner.
- 277. Complete written reports to document information, incidents, actions taken, investigative steps, etc.; submit written documentation to appropriate personnel or agencies.
- 278. Complete all forms required for the processing of a DUI suspect.
- 279. Document shift activities in appropriate written or computer logs/reports.
- 280. Document any instances involving the use of force.

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281. Document daily activities and submit performance measure monthly.
282. Document the chain of custody of physical evidence.
283. Document traffic crash investigations.
284. Ensure suspect completes a waiver of rights form if person chooses to waive his/her rights.
285. Identify and document vehicle and equipment assignments appropriately.
286. Maintain a professional appearance in accordance with department policy.
287. Notify dispatcher/control center or supervisor of special conditions that may affect or are affecting assigned areas, as required by department procedures; notify dispatcher of incidents of a serious nature (e.g., homicide) and request presence of supervisor.
288. Operate a departmental computer to obtain or enter necessary information.
289. Prepare narrative reports (e.g., incident reports, intradepartmental correspondence), providing complete, accurate and consistent information.
290. Request documents in conjunction with investigation (e.g., pictures, criminal histories).
291. Review and understand new department general orders, special orders, policies, procedures, laws and other written documentation to follow appropriate procedures, laws, etc.
292. Review documents in in-box and e-mail and determine appropriate actions to take on information.
293. Review information on criminal activity in area.
294. Summarize in writing the statements of witnesses and complainants.
295. Write complete investigative reports for criminal cases, including case history, documenting statements, evidence, supplements, and exhibits for the prosecution.
296. Review and respond to information using the IWIN system.
297. Document directed patrol/detail activities.
298. Complete daily observation report on probationary troopers.

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0	1	2	3	4	5	1	2	3	4	5	Y	N

## XI. Booking and Processing

299. Book prisoners by completing booking forms.
300. Check weapons in and out of detention facility.
301. Classify arrested persons according to age, sex, and offense.
302. Explain booking process to arrested person.
303. Interview arrested persons for booking purposes.
304. Inventory prisoners' personal property.
305. Photograph prisoners.
306. Place holds on prisoners and notify department holding the warrant.
307. Review arrest documents before accepting prisoners.
308. Answer inquiries concerning prisoners.
309. Assist prisoners to contact attorney, bondsman, family, etc.
310. Compare fingerprints to fingerprint database to verify identity of prisoner.
311. Complete documents for transfer of prisoners to another jail.
312. Conduct strip search.
313. Confer with medical personnel regarding prisoner's medical condition.
314. Confer with mental health personnel regarding prisoner's mental condition.
315. Escort prisoners for medical appointments/treatments.
316. Fingerprint prisoners.
317. Inspect identification of visitors.
318. Process prisoners for release.
319. Return prisoners property.

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320. Talk to family of prisoners.

321. Verify legal status of a prisoner case with court/prosecutor.

## XII. Courts Procedures

322. Deliver/assist in serving search warrants.

323. Enforce court issued order (including Protective Orders).

324. Execute mental health commitment orders/warrants.

325. File sworn complaints.

326. Maintain custody of arrested persons in court.

327. Prepare affidavits for arrest warrants or search warrants.

328. Review reports/notes for court testimony.

329. Testify/present evidence at legal proceedings.]

330. Transport arrested persons to court.

331. Act as court bailiff.

332. Act as department court officer.

333. Appear at legal proceedings without testifying.

334. Attend bail bond hearings.

335. Attend pretrial conference with prosecutor.

336. Deliver arrested persons to courtroom.

337. Collect court ordered fines and/or fees.

338. Deliver eviction notices, subpoenas and probate orders.

339. Execute writs (i.e., written court orders) as required.

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- 340. Explain civil process to citizens.
- 341. Maintain courtroom security.
- 342. Request and prepare destruction orders.

### **XIII. Planning and Organizing**

- 343. Determine work priorities.
- 344. Draft organizational policies and or standard operating procedures (SOP).
- 345. Advise staff personnel on training matters.
- 346. Assign personnel to duty positions.
- 347. Participate in staff briefing meetings (e.g., roll-call meetings).
- 348. Coordinate with other police agencies.
- 349. Schedule time off requests.

### **XIV. Training and Learning**

- 350. Attend in-service training.
- 351. Conduct Field Training.
- 352. Counsel trainees on training progress.
- 353. Develop FTO programs.
- 354. Evaluate FTO trainees.
- 355. Evaluate training methods, techniques/programs.
- 356. Maintain training records, charts/graphs.
- 357. Administer tests.
- 358. Analyze test results.

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This task is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This task is performed approximately once a year, or perhaps less (but, the task is performed on the job).	This task is performed a few times per year, on average.	This task is performed 1-3 times per month, on average.	This task is performed 1-2 times per week, on average.	This task is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

- 359. Conduct newly assigned personnel orientations.
- 360. Conduct special personalized training.
- 361. Write test questions.
- 362. Write training reports.
- 363. Take examinations to assess learning of new policies/procedures/tactics/etc.
- 364. Read manuals/texts to learn about new policies/procedures/tactics/etc.
- 365. Engage in self-learning of modern police and law enforcement operations.



## Job Task Comprehensiveness Rating

Consider all the job tasks you have rated in this booklet. How comprehensively do they describe the ISP Trooper position? That is, consider the total amount of time a trooper spends engaging in their job tasks. Of that total amount of time, what percentage is described by the job tasks listed in the previous section?

For example, if all of the time a Trooper spends on their job tasks is accounted for by the job tasks listed, then the percentage would be 100%. If 90% of the time spent on the job by a Trooper is accounted for by these tasks, then the percentage would be 90%, and so on. When considering the appropriate percentage value, please do not include the time spent on breaks, we are looking for only the time actually engaging in job tasks.

In the “Job Task Comprehensiveness Rating” area on your answer sheet, please indicate the percentage of time a Trooper spends engaged in job tasks accounted for in this booklet. A value from 0% to 100% should be used. If the percentage you indicate is less than 100, be sure to fill in the “0” circle in the first column in this table. For example, 95% would be completed by writing “095” in the boxes and filling in the corresponding circles. See the example below.

### Example:

Job Task Comprehensiveness Rating (0 – 100)		
0	9	5
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## Relative Job Duty Area Importance Ratings

Certain job duty areas are more important to the job of a Trooper than other areas. For this section, you will consider how important a given job duty area is relative to all other job duties and provide points to designate its relative importance. To do this, you will individually rate the relative importance of each of these 14 duty areas by dividing 100 points among them. Thus, your total relative importance ratings across the 14 job duty areas should add up to 100 points. When assigning points to each of the job duty areas to designate its relative importance, consider its criticality to the job overall, how important it is compared to the other job duty areas listed, as well as how often that job duty area is performed.

Note your points across the 14 job duty areas should equal 100. On your answer sheet, first write in your point allocations in the column provided next to each of the job duty areas. Make any changes you need to in this "Points Assigned" column until you have an allocation that is "correct" for you AND an allocation that adds up to 100 points across the 14 job duty areas.

Once your point allocations are finalized in the "Points Assigned" column, you MUST fill in the circles corresponding to your point allocation for each job duty area. For example, if you assign a rating of "10" for the "Patrol Duties" job duty area, you would fill in the circle for "1" in the column named "First Digit" and then fill in the "0" in the column named "Second Digit." If your number is a single digit, please fill in "0" in the "First Digit" column, and then fill in the circle for your actual number in the "Second Digit" column. Please see an example below of a completed table and then proceed to the answer sheet to complete this section.

Relative Job Duty Area Importance Ratings				
Duty Areas		Points Assigned	First Digit	Second Digit
<b>Field Operations</b>				
I.	Patrol Duties	10	0●123456789	●123456789
II.	Traffic Enforcement Duties	8	●123456789	01234567●89
III.	Arrest and Detain	5	●123456789	01234●56789
IV.	Emergency Medical	5	●123456789	01234●56789
V.	Use of Force	5	●123456789	01234●56789
VI.	Tactical Deployment	15	0●123456789	01234●56789
VII.	Investigation and Search	7	●123456789	0123456●789
VIII.	Interpersonal Communications	10	0●123456789	●123456789
IX.	Physical Tasks	5	●123456789	01234●56789
<b>Non-Tactical Duties</b>				
X.	Administrative Activities	10	0●123456789	●123456789
XI.	Booking and Processing	5	●123456789	01234●56789
XII.	Court Procedures	5	●123456789	01234●56789
XIII.	Planning and Organizing	5	●123456789	01234●56789
XIV.	Training and Learning	5	●123456789	01234●56789
		100		



**THANK YOU FOR COMPLETING THIS JOB ANALYSIS QUESTIONNAIRE!**

**INSTRUCTIONS FOR RETURNING ANSWER SHEETS:**

**Please make sure you place the answer sheet inside the envelope provided.**

**Return the envelope and this questionnaire to the person you have been instructed.**

**Thank you.**

## Appendix C: Linkage Analysis Questionnaire



# Illinois State Police Trooper Position Linkage Analysis Questionnaire

## Introduction

You have been selected to complete this Linkage Analysis Questionnaire (LAQ) for the Illinois State Police (ISP) Job Analysis Study for the **Trooper position**, which is being conducted by I/O Solutions Inc. (IOS), in partnership with the Illinois State Police Merit Board. The results of this questionnaire will serve as the foundation for Human Resources initiatives for the ISP Trooper position.

This LAQ is being used to collect input, which will define the tasks, skills, abilities, and other characteristics necessary to successfully perform job duties related to the ISP Trooper position. You should rate these statements according to your experience in your current assignment. Please note you may need to indicate some of the statements are not applicable to your assignment, as this questionnaire is intended to cover as much of the job as possible.

The time required to complete the LAQ is approximately 90 minutes. We understand the LAQ is time consuming; however, we ask you to remain diligent as you complete the LAQ. This questionnaire can be completed in multiple sittings, when time permits. We value and appreciate your assistance. Your commitment to participate and accurately complete this LAQ, as well as your knowledge and experience as an expert in the field are critical to the successful completion of this project. We value and appreciate your assistance, and thank you in advance for your cooperation and participation in this matter.

## General Instructions

3. To complete this questionnaire you will need:
  - a. a pencil or pen with dark ink
  - b. a printed answer sheet – (Please place all responses on this answer sheet)
  - c. this document
4. Please be sure to fill out all of the information requested on the answer sheet.
  - a. DEMOGRAPHIC SECTION:
    - i. Job Title – Fill in the circle that best corresponds to your current job title.
    - ii. Current Assignment – Fill in the circle that best corresponds to your current assignment.
    - iii. Overall Tenure – Under the box marked “Overall Tenure”, please write in your overall tenure within the Illinois State Police (in years, rounding to the nearest year) in the boxes and fill in the corresponding circles beneath the box.
    - iv. Education – Fill in the circle corresponding to your highest level of education completed.
    - v. District/Assignment – Under the box marked “District/Assignment”, if you are assigned to a district, please write the district number you are assigned to in the boxes and fill in the corresponding circles beneath the boxes. If you are assigned to the Chicago district, mark “C” in the first box and fill in the “©” circle. If you are not assigned to a district, please leave the boxes blank, fill in the circle for “⊛” and write where you are currently assigned (e.g., DII, Zone 6, etc.) on the lines provided.
    - vi. Race and Gender – Fill in the circle corresponding to your race(s) and gender. If you are multi-racial, fill in the circles corresponding to each race. This information is collected for governmental reporting purposes and to ensure that our sample is representative.
5. This LAQ is divided into three parts, each with its own specific set of instructions.
  - a. **Part 1** asks you to rate skills, abilities, and other characteristics (SAOs) on applicability, importance, “better performance”, and requirement for entry.
  - b. **Part 2** asks you to rate knowledge on applicability, importance, “better performance”, reference vs. recall, and requirement for entry.
  - c. **Part 3** asks you to rate work activities on applicability, frequency, importance, and requirement for entry.
  - d. **Part 4** asks you to provide ratings to link work activities to each job duty area.

## Part 1: Rating Skills, Abilities, and Other Characteristics (SAOs)

### Instructions:

- Please review each skill, ability and other characteristic (SAO) statement and determine whether it is applicable to performing the Trooper position. You will utilize the rating scales presented below to complete your ratings for each SAO statement in this section. As this questionnaire is intended to cover as many SAOs as possible, you will find that some SAOs will be relevant to the Trooper position, while others may not.
  - If you determine that the SAO is **NOT applicable**, fill in the circle in the column labeled "N/A" on the answer sheet for that SAO and proceed to the next statement. (*DO NOT rate the statement on the Importance, Better Performance, or Required Upon Entry (RUE).*) See **Example 1** below.
  - If you determine that the SAO **IS applicable**, rate the SAO on the following scales (*Importance, Better Performance, and Required Upon Entry (RUE)*) and fill in the corresponding circles on the answer sheet. See **Example 2** below.

N/A	Importance Scale					Better Performance Scale		Required Upon Entry (RUE)	
Not Applicable	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	Yes	No	Yes	No
This SAO is not applicable to the position.  <i>Do not rate item on remaining scales.</i>	The SAO is not of much importance to successfully performing job tasks.	The SAO is of minor importance to successfully performing job tasks.	The SAO is of moderate importance to successfully performing job tasks.	The SAO is very important/of major importance to successfully performing job tasks.	The SAO is critical to successfully performing job tasks.	Possessing more of this SAO (greater skill or ability) <b>would</b> result in better job performance.	Possessing more of this SAO (greater skill/ability) <b>would not</b> result in better job performance.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	Y	N	Y	N

**Example 1:** If you determine that a SAO is NOT applicable to performing the trooper position, your answer sheet should be marked by filling in the circle for N/A and then leaving the remaining scales blank.

N/A                      Importance                      Performance                      RUE  
 1. ☒                      ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5                      ☐ Y ☐ N                      ☐ Y ☐ N

**Example 2:** After considering the SAO, you determine that the SAO is very important, possessing more of this SAO would result in better job performance, and that it is required to perform upon entry into the job. Your answer sheet should be filled in as follows:

N/A                      Importance                      Performance                      RUE  
 2. ☐ 0                      ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5                      ☒ Y ☐ N                      ☒ Y ☐ N

N/A	Importance Scale					Better Performance Scale		Required Upon Entry (RUE)	
Not Applicable	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	Yes	No	Yes	No
This SAO is not applicable to the position. <i>Do not rate item on remaining scales.</i>	The SAO is not of much importance to successfully performing job tasks.	The SAO is of minor importance to successfully performing job tasks.	The SAO is of moderate importance to successfully performing job tasks.	The SAO is very important/of major importance to successfully performing job tasks.	The SAO is critical to successfully performing job tasks.	Possessing more of this SAO (greater skill or ability) would result in better job performance.	Possessing more of this SAO (greater skill/ability) would not result in better job performance.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	Y	N	Y	N

### Cognitive Abilities

- Deductive Reasoning:** The ability to apply general rules to specific problems to produce answers that make sense.
- Flexibility of Closure:** The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Inductive Reasoning:** The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Information Ordering:** The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Mathematical Reasoning:** The ability to choose the right mathematical methods or formulas to solve a problem.
- Memorization:** The ability to remember information such as words, numbers, pictures, and procedures.
- Number Facility:** The ability to add, subtract, multiply, or divide quickly and correctly.
- Oral Comprehension:** The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression:** The ability to communicate information and ideas in speaking so others will understand.
- Problem Sensitivity:** The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Selective Attention:** The ability to concentrate on a task over a period of time without being distracted.
- Spatial Orientation:** The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- Visualization:** The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- Written Comprehension:** The ability to read and understand information and ideas presented in writing.
- Written Expression:** The ability to communicate information and ideas in writing so others will understand.

### Skills

- Critical Thinking:** Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Leadership:** Willingness to lead, take charge, and offer opinions and direction, and having people respond positively to those directions such that there are behavioral changes.
- Monitoring:** Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Operation and Control:** Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Instructing:** Teaching others how to do something.
- Judgment and Decision Making:** Considering the relative costs and benefits of potential actions to choose the most appropriate one.



N/A	Importance Scale					Better Performance Scale		Required Upon Entry (RUE)	
Not Applicable	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	Yes	No	Yes	No
This SAO is not applicable to the position.  <i>Do not rate item on remaining scales.</i>	The SAO is not of much importance to successfully performing job tasks.	The SAO is of minor importance to successfully performing job tasks.	The SAO is of moderate importance to successfully performing job tasks.	The SAO is very important/of major importance to successfully performing job tasks.	The SAO is critical to successfully performing job tasks.	Possessing more of this SAO (greater skill or ability) would result in better job performance.	Possessing more of this SAO (greater skill/ability) would not result in better job performance.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	Y	N	Y	N

22. **Social Perceptiveness:** Being aware of others' reactions and understanding why they react as they do.
23. **Equipment Maintenance:** Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
24. **Negotiation:** Bringing others together and trying to reconcile differences.
25. **Persuasion:** Persuading others to change their minds or behavior.

### Other Characteristics and Work Styles

26. **Achievement/Effort:** Establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
27. **Adaptability/Flexibility:** Being open to change (positive or negative) and to considerable variety in the workplace.
28. **Attention to Detail:** Being careful about detail and thorough in completing work tasks.
29. **Concern for Others:** Being sensitive to others' needs and feelings and being understanding and helpful on the job. Showing compassion for others.
30. **Cooperation:** Being pleasant with others on the job and displaying a good-natured, cooperative attitude.
31. **Dependability:** Being reliable, responsible, and dependable, and fulfilling obligations.
32. **Independence:** Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
33. **Initiative:** Willingness to take on responsibilities and challenges.
34. **Innovation:** Tendency towards creativity and alternative thinking to develop new ideas for and answers to work-related problems.
35. **Integrity:** Being honest and ethical, especially in situations where others could be taken advantage of.
36. **Persistence:** In the face of obstacles, one continues to engage to overcome the obstacle.
37. **Self-Control:** Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
38. **Service Orientation:** Actively looking for ways to help people; a desire to place others' interests ahead of your own. Showing compassion for others.
39. **Social/Teamwork Orientation:** Preferring to work with others rather than alone, and being personally connected with others on the job. The ability to work with others (teamwork) to achieve a mutual end.
40. **Stress Tolerance:** Accepting criticism and dealing calmly and effectively with high stress situations.

## Part 2: Rating Knowledge

### Instructions:

- Please review each knowledge statement and determine whether it is applicable to performing the ISP Trooper position. You will utilize the rating scales presented below to complete your ratings for each knowledge statement in this section. As this LAQ is intended to cover as many types of knowledge as possible, you will find that some will be relevant to the Trooper position, while others may not.
  - If you determine the knowledge is **NOT applicable**, fill in the circle in the column labeled "N/A" on the answer sheet and proceed to the next knowledge statement. (*DO NOT* rate the statement on the Importance, Performance, Reference vs. Recall, Required Upon Entry (RUE).) See **Example 1** on the following page.
  - If you determine the knowledge statement is applicable, rate it on the following scales (*Importance, Performance, Reference vs. Recall, and Required Upon Entry (RUE)*) and fill in the corresponding circles on the answer sheet. See **Example 2** on the following page.

N/A	Importance Scale					Better Performance Scale	
Not Applicable	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	Yes	No
This knowledge is not applicable to the position. <i>Do not rate item on remaining scales.</i>	The knowledge is not of much importance to successfully performing job tasks.	The knowledge is of minor importance to successfully performing job tasks.	The knowledge is of moderate importance to successfully performing job tasks.	The knowledge is very important/of major importance to successfully performing job tasks.	The knowledge is critical to successfully performing job tasks.	Possessing more of this knowledge would result in better job performance.	Possessing more of this knowledge would NOT result in better job performance.
0	1	2	3	4	5	Y	N

Reference versus Recall Scale:					Required Upon Entry (RUE)	
<i>This rating scale represents the degree to which knowledge must be recalled from memory or can be "referenced" (looked up using reference materials) while on the job.</i>					Yes	No
This knowledge is referenced and there is no need to know this information.	This knowledge is often referenced and there is little need to recall or know this information.	This knowledge is sometimes referenced though there may be a need to know and understand this information.	This knowledge is seldom referenced and there is a moderate need to know this information.	This knowledge cannot be referenced and there is a strong need to know this information.	Required to know upon entry into the job.	Not required to know, additional on-the-job training will teach this knowledge.
1	2	3	4	5	Y	N



**Example 1:** If you determine that a knowledge statement is NOT applicable to the trooper position, your answer sheet should be marked by filling the circle for N/A and then leaving the remaining scales blank.

	<u>N/A</u>	<u>Importance</u>	<u>Performance</u>	<u>Ref v. Recall</u>	<u>RUE</u>
1.	<input checked="" type="radio"/>	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> Y <input type="radio"/> N

**Example 2:** After considering the knowledge statement, you determine that the knowledge is very important, possessing more of this knowledge would result in better job performance, the knowledge is one that is seldom referenced, and is required to perform upon entry into the job. Your answer sheet should be filled in as follows:

	<u>N/A</u>	<u>Importance</u>	<u>Performance</u>	<u>Ref v. Recall</u>	<u>RUE</u>
2.	<input type="radio"/> 0	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> Y <input type="radio"/> N	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> Y <input type="radio"/> N

N/A	Importance Scale					Better Performance Scale	
Not Applicable	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	Yes	No
This knowledge is not applicable to the position. <i>Do not rate item on remaining scales.</i>	The knowledge is not of much importance to successfully performing job tasks.	The knowledge is of minor importance to successfully performing job tasks.	The knowledge is of moderate importance to successfully performing job tasks.	The knowledge is very important/of major importance to successfully performing job tasks.	The knowledge is critical to successfully performing job tasks.	Possessing more of this knowledge would result in better job performance.	Possessing more of this knowledge would NOT result in better job performance.
0	1	2	3	4	5	Y	N

  

Reference versus Recall Scale: <i>This rating scale represents the degree to which knowledge must be recalled from memory or can be referenced while on the job.</i>					Required Upon Entry (RUE)	
This knowledge is <u>referenced</u> and there is no need to know this information.	This knowledge is <u>often referenced</u> and there is little need to recall or know this information.	This knowledge is <u>sometimes referenced</u> though there may be a need to know and understand this information.	This knowledge is <u>seldom referenced</u> and there is a moderate need to know this information.	This knowledge <u>cannot be referenced</u> and there is a strong need to know this information.	Yes	No
					Required to know upon entry into the job.	Not required to know, additional on-the-job training will teach this knowledge.
1	2	3	4	5	Y	N

## Knowledge

41. Department policies and procedures.
42. Department rules and regulations.
43. Collective bargaining agreements, civil service rules, etc.
44. Constitutional law (e.g. search and seizure, interrogations and confessions, authority to detain and arrest, etc.).
45. Court cases affecting law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, etc.).
46. State criminal law: offenses directed against persons (e.g., homicide, sex offenses, assault, etc.).
47. State criminal law: offenses directed against property (e.g., robbery, damage and trespass, etc.).
48. State criminal law: offenses directed against public health or safety and decency (e.g., narcotic drugs, disorderly conduct, etc.).
49. State law: juveniles.
50. State law: family law (i.e., domestic violence, etc.).
51. State civil procedures and civil law.
52. State criminal procedural law.
53. State vehicle code.

N/A	Importance Scale					Better Performance Scale	
Not Applicable	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	Yes	No
This knowledge is not applicable to the position. <i>Do not rate item on remaining scales.</i>	The knowledge is not of much importance to successfully performing job tasks.	The knowledge is of minor importance to successfully performing job tasks.	The knowledge is of moderate importance to successfully performing job tasks.	The knowledge is very important/of major importance to successfully performing job tasks.	The knowledge is critical to successfully performing job tasks.	Possessing more of this knowledge would result in better job performance.	Possessing more of this knowledge would NOT result in better job performance.
0	1	2	3	4	5	Y	N

  

Reference versus Recall Scale: <i>This rating scale represents the degree to which knowledge must be recalled from memory or can be referenced while on the job.</i>					Required Upon Entry (RUE)	
This knowledge is <u>referenced</u> and there is no need to know this information.	This knowledge is <u>often referenced</u> and there is little need to recall or know this information.	This knowledge is <u>sometimes referenced</u> though there may be a need to know and understand this information.	This knowledge is <u>seldom referenced</u> and there is a moderate need to know this information.	This knowledge <u>cannot be referenced</u> and there is a strong need to know this information.	Yes	No
1	2	3	4	5	Required to know upon entry into the job.	Not required to know, additional on-the-job training will teach this knowledge.
					Y	N

54. Local city, village and/or county ordinances.
55. Criminal investigations and procedures.
56. Community-policing and problem-solving principles.
57. Streets, highways, roads, landmarks, parks and other geographical areas of a patrol area.
58. Persons, conditions and problems within an assigned patrol area.
59. Hand-to-hand combat tactics.
60. Weapons use and maintenance.
61. Negotiation tactics.
62. State conservation laws.
63. Joint Committee on administrative rules.
64. Field operations and tactical procedures (patrol, emergency response, weapons, specialized tactics, etc.).
65. National Incident Command System (NICS) and incident command principles.
66. Community policing initiative and problem-based policing.
67. Customer service principles in law enforcement.
68. Cultural and racial sensitivity topics.

## Part 3: Rating Work Activities

### Instructions:

- Please review each work activity grouping in the following section and determine whether it is applicable to the trooper position. You will utilize the rating scales presented below to complete your ratings for each work activity grouping.
  - If you determine the work activity is **NOT applicable**, fill in the circle in the column labeled "N/A" on the answer sheet and proceed to the next work activity grouping. (*DO NOT* rate the statement on either the Frequency, Importance or Required Upon Entry scale (RUE).) See **Example 1** below.
  - If you determine the work activity **IS applicable**, do not mark anything in the "N/A" column and then rate it on the following scales (Frequency, Importance, and Required Upon Entry (RUE)) and fill in the corresponding circles on the answer sheet. See **Example 2** below.

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This work activity is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This work activity is performed approximately once a year, or perhaps less (but, the activity is performed on the job).	This work activity is performed a few times per year, on average.	This work activity is performed 1-3 times per month, on average.	This work activity is performed 1-2 times per week, on average.	This work activity is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

**Example 1:** If you determine that a work activity grouping is NOT applicable to your position, your answer sheet should be marked by filling in the circle for N/A and then leaving the remaining scales blank.

N/A                      Frequency                      Importance                      RUE  
 1. ☒      ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5      ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5      ☐ Y ☐ N

**Example 2:** After considering the work activity grouping, you determine that the associated activities are performed often, are very important, and are performed upon entry into the job. Your answer sheet should be filled in as follows:

N/A                      Frequency                      Importance                      RUE  
 2. ☐ 0      ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5      ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5      ☒ Y ☐ N

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This work activity is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This work activity is performed approximately once a year, or perhaps less (but, the activity is performed on the job).	This work activity is performed a few times per year, on average.	This work activity is performed 1-3 times per month, on average.	This work activity is performed 1-2 times per week, on average.	This work activity is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

## Work Activities

### 69. Communicating with Others

- Communicating with Persons Outside Organization: Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- Communicating with Supervisors, Peers, or Subordinates: Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Documenting/Recording Information: Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

### 70. Computers Operations

- Interacting With Computers: Using computers and computer systems (including hardware and software) to set up functions, enter data or process information.

### 71. Decision Making

- Making Decisions and Solving Problems: Analyzing information and evaluating results to choose the best solution and solve problems.
- Judging the Qualities of Things, Services, or People: Assessing the value, importance, or quality of things or people.
- Thinking Creatively: Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Developing Objectives and Strategies: Establishing long-range objectives and specifying the strategies and actions to achieve them.

### 72. Directing, Developing and Coordinating the Work of Others

- Coaching and Developing Others: Identifying the developmental needs of others and coaching, mentoring or otherwise helping others to improve their knowledge or skills.
- Training and Teaching Others: Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Coordinating the Work and Activities of Others: Getting members of a group to work together to accomplish tasks.
- Developing and Building Teams: Encouraging and building mutual trust, respect and cooperation among team members.



N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This work activity is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This work activity is performed approximately once a year, or perhaps less (but, the activity is performed on the job).	This work activity is performed a few times per year, on average.	This work activity is performed 1-3 times per month, on average.	This work activity is performed 1-2 times per week, on average.	This work activity is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

- **Guiding, Directing, and Motivating Subordinates:** Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

**73. Information Gathering**

- **Getting Information:** Observing, receiving and otherwise obtaining information from all relevant sources.
- **Identifying Objects, Actions and Events:** Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Monitor Processes, Materials or Surroundings:** Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

**74. Information Synthesis**

- **Processing Information:** Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Estimating the Quantifiable Characteristics of Products, Events, or Information:** Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- **Evaluating Information to Determine Compliance with Standards:** Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

**75. Knowledge Application and Requisition**

- **Updating and Using Relevant Knowledge:** Keeping up-to-date technically and applying new knowledge to your job.

**76. Mentoring and Consulting with Others**

- **Provide Consultation and Advice to Others:** Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- **Interpreting the Meaning of Information for Others:** Translating or explaining what information means and how it can be used.

**77. Operating and Repairing Machines**

- **Controlling Machines and Processes:** Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- **Inspecting Equipment, Structures, or Material:** Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

N/A	Frequency Scale					Importance Scale					Required Upon Entry (RUE)	
Not Applicable	Rarely Performed	Seldom Performed	Sometimes Performed	Often Performed	Frequently Performed	Of Negligible Importance	Of Minor Importance	Of Moderate Importance	Of Major Importance	Of Critical Importance	YES	NO
This work activity is not applicable to the position. <i>Do not rate item on remaining scales.</i>	This work activity is performed approximately once a year, or perhaps less (but, the activity is performed on the job).	This work activity is performed a few times per year, on average.	This work activity is performed 1-3 times per month, on average.	This work activity is performed 1-2 times per week, on average.	This work activity is performed either daily or many times per week.	Performed, but not of much importance to the job.	Of some degree of importance to the job.	Of moderate importance to the job.	Represents a key part of the job.	Critical part of the job.	Required to perform upon entry into the job.	Not required to perform, additional on-the-job training and supervision (after field-training) would be required.
0	1	2	3	4	5	1	2	3	4	5	Y	N

- Repairing and Maintaining Mechanical Equipment: Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.
- Operating Vehicles, Mechanized Devices, or Equipment: Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or water craft.

78. **Organization and Planning**

- Organizing, Planning, and Prioritizing Work: Developing specific goals and plans to prioritize, organize, and accomplish your work.

79. **Physical Activities**

- Performing General Physical Activities: Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- Handling and Moving Objects: Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

80. **Social Engagement with Others**

- Assisting and Caring for Others: Providing personal assistance, medical attention, emotional support, or other personal care and compassion to others such as coworkers, customers, or patients.
- Performing for or Working Directly with the Public: Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- Establishing and Maintaining Interpersonal Relationships: Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Resolving Conflicts and Negotiating with Others: Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

## Part 4: Linkage of Work Activities to Job Duty Areas

### Instructions:

1. You will be making linkage ratings to indicate how important various work activities are to a given job duty area. This "linkage" will indicate what work activities are performed in fulfilling the job tasks that comprise the job duty area. That is, you are to ask yourself, "How important is the work activity to successfully performing the job duty area?"
2. Prior to making ratings, please be sure you understand what the work activities encompass by reviewing their definitions. These definitions can be found in Part 3 (pp. 13-15) of this booklet. Feel free to refer to these pages as needed as you complete your linkage ratings. Also, you should be sufficiently familiar with the job duty areas and the job tasks that comprise those duty areas. For your convenience, we have provided a sampling of tasks for each job duty area that you will rate. Please review these prior to starting your linkage ratings for each job duty area. To make your ratings, please use the importance scale below.

<b>4-Point Importance Rating Scale for Work Activity Linkage</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area</i>	<i>Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area</i>	<i>Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area</i>	<i>Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area</i>
<b>An expanded explanation of the anchors above</b>			
<i>1- This Work Activity is <u>not needed</u> to perform the tasks constituting the listed job duty area—One does not need this work activity to perform these tasks and it therefore is not relevant to this job duty area</i>	<i>2- This Work Activity is <u>somewhat used</u> to perform the tasks constituting the listed job duty area—This work activity will somewhat aid in the successful performance of the tasks in this job duty area</i>	<i>3- This Work Activity is moderately important to performing the tasks constituting the listed job duty area—This work activity will reasonably aid in the successful performance of the tasks in this job duty area</i>	<i>4- The Work Activity is highly important to performing the tasks constituting the listed job duty area—This work activity will strongly aid in the successful performance of the tasks in this job duty area</i>



## Job Duty Area #1: Patrol Duties

Job Duty Area	Sample Task Statements
Patrol Duties	<p><i>Definition:</i> This duty area includes activities related to enforcing state and federal laws, responding to complaints, maintaining security or making checks on public areas or buildings, and communicating with dispatch regarding information such as location or need for back up.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Patrol assigned areas (by vehicle, on bicycle, on foot, on motorcycle, on horseback or by watercraft).</li> <li>• Secure a crime scene.</li> <li>• Respond to calls for service.</li> <li>• Assist motorists in distress.</li> <li>• Prioritize emergency/non-emergency calls.</li> <li>• Report hazardous conditions to dispatch.</li> <li>• Conduct federal motor carrier safety inspections.</li> <li>• Enforce federal motor carrier laws.</li> <li>• Conduct overweight enforcement.</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **PATROL DUTIES**.

### Work Activities:

81. Communicating with Others
82. Computers Operations
83. Decision Making
84. Directing, Developing and Coordinating the Work of Others
85. Information Gathering
86. Information Synthesis
87. Knowledge Application and Requisition
88. Mentoring and Consulting with Others
89. Operating and Repairing Machines
90. Organization and Planning
91. Physical Activities
92. Social Engagement with Others

## Job Duty Area #2: Traffic Enforcement Duties

Job Duty Area	Sample Task Statements
<b>Traffic Enforcement Duties</b>	<p><i>Definition:</i> This duty area includes activities related to conducting traffic stops, collecting and documenting evidence from crash, controlling or directing traffic, issuing traffic related citations, and operating lidar/radar equipment</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Conduct traffic stops (includes: instructing drivers where to stop/pull-over, checking driver's license for validity, checking insurance documents, assessing and checking criminal databases and vehicle information, assessing driver's ability to operate vehicle, and inspecting vehicle/watercraft for conformance with safety requirements).</li> <li>• Determine causes/factors contributing to accident.</li> <li>• Observe traffic violations.</li> <li>• Remove debris from accident scene.</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **TRAFFIC ENFORCEMENT DUTIES**.

### Work Activities:

93. Communicating with Others
94. Computers Operations
95. Decision Making
96. Directing, Developing and Coordinating the Work of Others
97. Information Gathering
98. Information Synthesis
99. Knowledge Application and Requisition
100. Mentoring and Consulting with Others
101. Operating and Repairing Machines
102. Organization and Planning
103. Physical Activities
104. Social Engagement with Others

## Job Duty Area #3: Arrest and Detain

Job Duty Area	Sample Task Statements
<b>Arrest and Detain</b>	<p><i>Definition:</i> This duty area includes activities related to and conducted when making arrests including: observing, identifying, apprehending, and restraining individuals.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Advise persons of Miranda rights.</li> <li>• Apprehend suspects.</li> <li>• Explain arrest procedures to concerned citizens.</li> <li>• Explain nature of crimes to arrested person.</li> <li>• Complete arrest reports.</li> <li>• Conduct complete search of arrested persons.</li> </ul>

<b>4-Point Importance Rating Scale for Work Activity Linkage</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area</i>	<i>Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area</i>	<i>Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area</i>	<i>Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area</i>

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **ARREST AND DETAIN**.

### Work Activities:

- 105. Communicating with Others
- 106. Computers Operations
- 107. Decision Making
- 108. Directing, Developing and Coordinating the Work of Others
- 109. Information Gathering
- 110. Information Synthesis
- 111. Knowledge Application and Requisition
- 112. Mentoring and Consulting with Others
- 113. Operating and Repairing Machines
- 114. Organization and Planning
- 115. Physical Activities
- 116. Social Engagement with Others

## Job Duty Area #4: Emergency Medical

Job Duty Area	Sample Task Statements
Emergency Medical	<p><i>Definition:</i> This duty area includes tasks related to providing basic emergency medical response.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Administer first aid.</li> <li>• Assess need for emergency assistance.</li> <li>• Assist with child birth.</li> <li>• Contact EMS and/or Fire Department.</li> <li>• Evacuate persons from disaster area.</li> <li>• Pull person from threatened vehicle/are</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **EMERGENCY MEDICAL**.

### **Work Activities:**

117. Communicating with Others
118. Computers Operations
119. Decision Making
120. Directing, Developing and Coordinating the Work of Others
121. Information Gathering
122. Information Synthesis
123. Knowledge Application and Requisition
124. Mentoring and Consulting with Others
125. Operating and Repairing Machines
126. Organization and Planning
127. Physical Activities
128. Social Engagement with Others

## Job Duty Area #5: Use of Force

Job Duty Area	Sample Task Statements
<b>Use of Force</b>	<p><i>Definition:</i> This duty area includes tasks related to the use of force on persons when warranted.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Draw weapon to protect self/third party.</li> <li>• Force entry into building/occupancy.</li> <li>• Handcuff suspects/arrested persons (resisting or not).</li> <li>• Issue verbal warning before using deadly force.</li> <li>• Place resisting offender in vehicle.</li> </ul>

<b>4-Point Importance Rating Scale for Work Activity Linkage</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area</i>	<i>Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area</i>	<i>Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area</i>	<i>Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area</i>

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **USE OF FORCE**.

### **Work Activities:**

- 129. Communicating with Others
- 130. Computers Operations
- 131. Decision Making
- 132. Directing, Developing and Coordinating the Work of Others
- 133. Information Gathering
- 134. Information Synthesis
- 135. Knowledge Application and Requisition
- 136. Mentoring and Consulting with Others
- 137. Operating and Repairing Machines
- 138. Organization and Planning
- 139. Physical Activities
- 140. Social Engagement with Others



## Job Duty Area #6: Tactical Deployment

Job Duty Area	Sample Task Statements
Tactical Deployment	<p><i>Definition:</i> This duty area includes tasks related to tactical deployment for situations such as crowd control, demonstrations, riots, etc.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Confront demonstrators/rioters/crowds.</li> <li>• Confront, in riot formation, groups of agitated people.</li> <li>• Contain crowd.</li> <li>• Control hostile groups.</li> <li>• Disperse crowds with chemical agents.</li> <li>• Disperse crowds with riot equipment.</li> <li>• Observe/locate crowd agitators and remove them.</li> <li>• Operate vehicles in formation to control crowds.</li> <li>• Patrol riot stricken/civil disturbance areas.</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **TACTICAL DEPLOYMENT**.

### **Work Activities:**

- 141. Communicating with Others
- 142. Computers Operations
- 143. Decision Making
- 144. Directing, Developing and Coordinating the Work of Others
- 145. Information Gathering
- 146. Information Synthesis
- 147. Knowledge Application and Requisition
- 148. Mentoring and Consulting with Others
- 149. Operating and Repairing Machines
- 150. Organization and Planning
- 151. Physical Activities
- 152. Social Engagement with Others

## Job Duty Area #7: Investigation and Search

Job Duty Area	Sample Task Statements
Investigation and Search	<p><i>Definition:</i> This duty area includes activities related to evaluating evidence, gathering information or intelligence, and surveying and/or diagramming the scene.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Obtain consent to search.</li> <li>• Obtain search warrant.</li> <li>• Photograph and/or record video of evidence/crime scene/persons.</li> <li>• Search for suspects.</li> <li>• Search victims' bodies for personal property/evidence.</li> <li>• Seize stolen/abandoned property.</li> <li>• Separate evidence from personal property at crime scene.</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **INVESTIGATION AND SEARCH**.

### Work Activities:

153. Communicating with Others
154. Computers Operations
155. Decision Making
156. Directing, Developing and Coordinating the Work of Others
157. Information Gathering
158. Information Synthesis
159. Knowledge Application and Requisition
160. Mentoring and Consulting with Others
161. Operating and Repairing Machines
162. Organization and Planning
163. Physical Activities
164. Social Engagement with Others

## Job Duty Area #8: Interpersonal Communication

Job Duty Area	Sample Task Statements
<b>Interpersonal Communication</b>	<p><i>Definition:</i> This duty area includes activities related to communicating with others as well as using communication technologies to obtain and/or provide information.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Communicate with various parties (offenders, witnesses, families of juvenile offenders, families of suspects, families of victims, people with mental illness, hostages, hostagetakers, interpreters, elderly, etc.).</li> <li>• Intercede in domestic disputes to maintain peace.</li> <li>• Operate NCIC/IL-CIC to check on property/persons.</li> <li>• Operate personal computer.</li> <li>• Transmit/receive messages over police radios.</li> <li>• Use public address system.</li> <li>• Conduct telephone interviews.</li> </ul>



4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **INTERPERSONAL COMMUNICATION**.

### Work Activities:

165. Communicating with Others
166. Computers Operations
167. Decision Making
168. Directing, Developing and Coordinating the Work of Others
169. Information Gathering
170. Information Synthesis
171. Knowledge Application and Requisition
172. Mentoring and Consulting with Others
173. Operating and Repairing Machines
174. Organization and Planning
175. Physical Activities
176. Social Engagement with Others



## Job Duty Area #9: Physical Tasks

Job Duty Area	Sample Task Statements
Physical Tasks	<p><i>Definition:</i> This duty area includes physical tasks that are performed on the job.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Jump across obstacles (e.g., stream).</li> <li>• Jump down from elevated surfaces.</li> <li>• Jump over obstacles.</li> <li>• Lift and carry heavy objects or persons.</li> <li>• Perform duties while wearing heavy equipment other than gun belt (e.g., riot gear, PPE, etc.).</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **PHYSICAL TASKS**.

### Work Activities:

- 177. Communicating with Others
- 178. Computers Operations
- 179. Decision Making
- 180. Directing, Developing and Coordinating the Work of Others
- 181. Information Gathering
- 182. Information Synthesis
- 183. Knowledge Application and Requisition
- 184. Mentoring and Consulting with Others
- 185. Operating and Repairing Machines
- 186. Organization and Planning
- 187. Physical Activities
- 188. Social Engagement with Others

## Job Duty Area #10: Administrative Activities

Job Duty Area	Sample Task Statements
<b>Administrative Activities</b>	<p><i>Definition:</i> This duty area includes activities related to administrative responsibilities including: documenting daily activities, operating computer, and notifying dispatcher/control center or supervisor of special conditions.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>Review and respond to information using the IWIN system.</li> <li>Document traffic crash investigations.</li> </ul> <p>Prepare narrative reports (e.g., incident reports, intradepartmental correspondence), providing complete, accurate and consistent information.</p>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **ADMINISTRATIVE ACTIVITIES**.

### **Work Activities:**

189. Communicating with Others
190. Computers Operations
191. Decision Making
192. Directing, Developing and Coordinating the Work of Others
193. Information Gathering
194. Information Synthesis
195. Knowledge Application and Requisition
196. Mentoring and Consulting with Others
197. Operating and Repairing Machines
198. Organization and Planning
199. Physical Activities
200. Social Engagement with Others

## Job Duty Area #11: Booking and Processing

Job Duty Area	Sample Task Statements
<b>Booking and Processing</b>	<p><i>Definition:</i> This duty area includes activities related to booking and processing arrested persons.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Inventory prisoners' personal property.</li> <li>• Photograph prisoners.</li> <li>• Place holds on prisoners and notify department holding the warrant.</li> <li>• Review arrest documents before accepting prisoners.</li> </ul>

<b>4-Point Importance Rating Scale for Work Activity Linkage</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area</i>	<i>Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area</i>	<i>Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area</i>	<i>Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area</i>

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **BOOKING AND PROCESSING**.

### **Work Activities:**

201. Communicating with Others
202. Computers Operations
203. Decision Making
204. Directing, Developing and Coordinating the Work of Others
205. Information Gathering
206. Information Synthesis
207. Knowledge Application and Requisition
208. Mentoring and Consulting with Others
209. Operating and Repairing Machines
210. Organization and Planning
211. Physical Activities
212. Social Engagement with Others

## Job Duty Area #12: Court Procedures

Job Duty Area	Sample Task Statements
Court Procedures	<p><i>Definition:</i> This duty area includes activities related to court responsibilities including: working closely with attorneys, testifying in criminal and civil court cases, and retrieving evidence to be presented in court.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Deliver eviction notices, subpoenas and probate orders.</li> <li>• Execute writs (i.e., written court orders) as required.</li> <li>• Explain civil process to citizens.</li> <li>• Maintain courtroom security.</li> <li>• Request and prepare destruction orders.</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **COURT PROCEDURES**.

### Work Activities:

- 213. Communicating with Others
- 214. Computers Operations
- 215. Decision Making
- 216. Directing, Developing and Coordinating the Work of Others
- 217. Information Gathering
- 218. Information Synthesis
- 219. Knowledge Application and Requisition
- 220. Mentoring and Consulting with Others
- 221. Operating and Repairing Machines
- 222. Organization and Planning
- 223. Physical Activities
- 224. Social Engagement with Others

## Job Duty Area #13: Planning and Organizing

Job Duty Area	Sample Task Statements
Planning and Organizing	<p><i>Definition:</i> This duty area includes activities related to planning and organizing work activities for self and others (as applicable).</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Determine work priorities.</li> <li>• Draft organizational policies and or standard operating procedures (SOP).</li> <li>• Advise staff personnel on training matters.</li> <li>• Assign personnel to duty positions.</li> <li>• Participate in staff briefing meetings (e.g., roll-call meetings).</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **PLANNING AND ORGANIZING**.

### **Work Activities:**

- 225. Communicating with Others
- 226. Computers Operations
- 227. Decision Making
- 228. Directing, Developing and Coordinating the Work of Others
- 229. Information Gathering
- 230. Information Synthesis
- 231. Knowledge Application and Requisition
- 232. Mentoring and Consulting with Others
- 233. Operating and Repairing Machines
- 234. Organization and Planning
- 235. Physical Activities
- 236. Social Engagement with Others



## Job Duty Area #14: Training and Learning

Job Duty Area	Sample Task Statements
Training and Learning	<p><i>Definition:</i> This duty area includes activities related to training and learning, including training others, attending trainings, reading material to further one's knowledge and development.</p> <p>A sampling of tasks that fall under this duty include the following:</p> <ul style="list-style-type: none"> <li>• Attend in-service training.</li> <li>• Conduct Field Training.</li> <li>• Counsel trainees on training progress.</li> <li>• Develop FTO programs.</li> <li>• Evaluate FTO trainees.</li> <li>• Engage in self-learning of modern police and law enforcement operations.</li> </ul>

4-Point Importance Rating Scale for Work Activity Linkage			
1	2	3	4
Work Activity is not needed to perform job duty area- Work Activity is not relevant to tasks in this job duty area	Work Activity is somewhat important to performing job duty area- Work Activity can somewhat aid in performing this particular job duty area	Work Activity is moderately important to performing job duty area- Work Activity can reasonably aid in performing this particular job duty area	Work Activity is highly important to performing job duty area- Work Activity can strongly aid in performing this particular job duty area

Please use the scale provided above to rate the importance of these work activities in performing tasks associated with: **TRAINING AND LEARNING**.

### **Work Activities:**

- 237. Communicating with Others
- 238. Computers Operations
- 239. Decision Making
- 240. Directing, Developing and Coordinating the Work of Others
- 241. Information Gathering
- 242. Information Synthesis
- 243. Knowledge Application and Requisition
- 244. Mentoring and Consulting with Others
- 245. Operating and Repairing Machines
- 246. Organization and Planning
- 247. Physical Activities
- 248. Social Engagement with Others

**THANK YOU FOR COMPLETING THIS LINKAGE ANALYSIS  
QUESTIONNAIRE!**

**INSTRUCTIONS FOR RETURNING ANSWER SHEETS:**

**Please make sure you place the answer sheet inside the envelope  
provided.**

**Return the envelope and this questionnaire to the person you have  
been instructed.**

**Thank you.**

## Appendix D: Task Analysis Results for Trooper

Item#	Patrol Duties	%Rel.	Imp.	Feq.	Comp.	RUE%	%E.	Zone
15	Operate patrol vehicle in an emergency response situation.	98.10	4.89	4.30	4.70	81.37	100.00	1.1
13	Monitor police communications.	99.05	4.88	4.88	4.88	75.73	99.04	1.1
31	Assist motorists in distress.	97.14	4.41	4.43	4.42	71.72	99.00	1.1
4	Direct actions of officers arriving to assist you.	99.05	4.38	4.08	4.28	71.84	97.12	1.1
24	Respond to calls for service.	96.19	4.61	4.53	4.61	71.29	97.03	1.1
23	Respond to emergency incidents, rescue calls and alarms.	98.10	4.70	4.08	4.49	70.59	96.12	1.1
27	Transport arrested persons in patrol vehicle.	97.14	4.59	3.77	4.34	76.24	96.04	1.1
18	Prioritize emergency/non-emergency calls.	96.19	4.49	4.05	4.34	73.74	96.04	1.1
60	Enforce federal motor carrier laws.	96.19	4.31	4.16	4.26	73.47	96.00	1.1
1	Patrol assigned areas (by vehicle, on bicycle, on foot, on motorcycle, on horseback or by watercraft).	95.24	4.64	4.77	4.68	76.77	96.00	1.1
17	Operate patrol vehicle under adverse weather conditions.	98.10	4.59	3.58	4.26	85.29	95.15	1.1
8	Inspect patrol vehicle for weapons and contraband.	97.14	4.57	4.17	4.43	72.28	95.10	1.1
9	Inspect patrol vehicles/watercraft for function/safety.	94.29	4.44	4.23	4.37	74.75	94.95	1.1
65	Respond to active shooter situations and take appropriate action.	94.29	4.84	1.34	3.67	75.26	94.90	1.1
59	Conduct federal motor carrier safety inspections.	96.19	4.28	4.25	4.28	74.49	94.00	1.1
26	Secure a crime scene.	99.05	4.58	2.20	3.79	72.82	93.20	1.1
32	Communicate with citizens to establish rapport.	97.14	4.36	4.12	4.28	80.00	93.07	1.1
25	Review BOLO (Be On the Look Out) or ATL (Attempt To Locate).	99.05	4.28	3.76	4.11	66.02	92.23	1.1
2	Check for outstanding warrants.	97.14	4.50	4.41	4.47	71.29	92.16	1.1
3	Describe persons of interest to other officers.	97.14	4.20	3.54	3.98	72.28	92.16	1.1
5	Transport/escort persons/materials by vehicle or by foot.	99.05	4.08	4.00	4.05	71.84	90.38	1.1
16	Operate patrol vehicle in a pursuit situation.	90.48	4.52	1.67	3.56	72.63	89.36	1.1
28	Transport persons needing assistance.	98.10	4.16	3.49	3.93	70.30	89.22	1.1
21	Report shift activities to supervisor/incoming officer.	90.48	3.84	3.52	3.74	58.95	88.54	1.1
11	Intervene with another officer to prevent/stop misconduct.	87.62	4.46	1.45	3.46	69.57	87.91	1.1
12	Maintain a secure perimeter.	98.10	4.30	2.38	3.66	67.00	86.27	1.1
6	Establish/mark a perimeter.	98.10	4.01	2.34	3.45	60.78	85.29	1.1



10	Intervene to prevent/stop another officer from making an error.	97.14	4.14	2.28	3.52	58.42	85.29	1.1
20	Report the misconduct of another officer.	89.52	4.40	1.28	3.35	71.88	84.21	1.1
19	Report hazardous conditions to dispatch.	98.10	4.17	3.08	3.81	72.55	83.50	1.1
63	Provide available resources to victims of domestic violence.	92.38	4.24	2.16	3.55	73.12	83.33	1.1
46	Restock expendable emergency supplies in patrol vehicle.	98.10	3.97	2.29	3.41	62.75	78.64	1.1
7	Find remote locations.	96.19	3.86	3.12	3.62	69.00	77.23	1.1
22	Request repair/maintenance of an official vehicle/watercraft.	96.19	3.88	2.77	3.51	63.00	77.23	1.1
37	Offer creative alternatives to resolve conflict.	78.10	3.89	3.04	3.61	64.56	76.83	1.1
61	Conduct overweight enforcement.	79.05	3.67	2.53	3.31	65.06	73.49	1.1
44	Request specialized police units.	91.43	3.87	2.34	3.36	57.29	72.16	1.1
66	Initiate Article 36 seizures when it applies.	95.24	3.72	2.13	3.19	59.18	66.67	1.2
64	Identify drivers who need to be submitted for re-evaluation of their driving privileges.	89.52	3.82	1.77	3.14	61.96	66.67	1.2
14	Notify persons/businesses/agencies of property damage.	96.19	3.61	2.71	3.33	61.00	66.34	1.2
40	Suggest professional assistance for victims or arrested individuals.	87.62	3.62	2.36	3.22	57.78	61.96	1.2
53	Discuss law enforcement with teachers/school officials, elected officials, store owners and other citizens.	70.48	3.33	2.61	3.14	38.96	61.64	1.2
49	Spot potentially dangerous storm conditions and report them to dispatch.	94.29	3.52	2.14	3.05	67.01	59.60	1.2
42	Grant professional courtesy to fellow officer.	91.43	3.27	3.03	3.19	52.17	59.57	1.2
38	Refer complaints against police to supervisor.	84.76	3.58	1.54	2.90	59.30	57.30	1.2
56	Provide information (e.g., crimes, deaths, wanted persons, traffic incidents, etc.) to news media.	44.76	3.44	2.09	3.08	34.78	55.56	3.2
33	Conduct community relations programs.	71.43	3.38	1.88	2.90	45.45	55.26	1.2
47	Return weapon to licensed person.	75.24	3.57	1.80	3.00	55.70	55.13	1.2
48	Jump start vehicle for persons.	94.29	3.14	2.52	2.94	74.74	53.06	1.2
55	Give talks on law enforcement to community organizations.	44.76	3.33	2.04	2.95	34.04	51.11	3.2
36	Gather information about persons in neighborhoods.	57.14	3.41	2.14	3.01	45.00	50.85	1.4
57	Recruit confidential informants.	68.57	3.38	1.83	2.90	38.57	50.72	1.2
41	Extinguish fires.	88.57	3.51	1.49	2.84	65.93	50.54	1.2
39	Suggest community resources to resolve problem.	63.81	3.39	2.12	2.99	49.21	49.23	2.3
58	Refer news media to the agency designated officer.	83.81	3.27	2.08	2.88	49.41	46.59	2.1

51	Assist elderly/disabled persons with mobility problems.	74.29	3.09	1.79	2.68	67.11	46.15	2.1
62	Refer persons to agencies providing social services in order to provide assistance.	83.81	3.26	2.07	2.88	58.82	45.35	2.1
52	Coordinate community resources to solve problems.	51.43	3.20	1.89	2.77	50.00	44.44	2.3
45	Respond to animal calls.	96.19	3.01	2.19	2.74	56.57	43.56	2.1
35	Gather information about crime trends for neighborhoods.	45.71	3.08	1.79	2.67	36.00	39.58	4.1
29	Advise business people about security risks.	59.05	3.10	1.77	2.61	41.27	39.34	2.3
34	Encourage citizens to participate by addressing neighborhood crime-related problems.	59.05	3.08	1.82	2.67	39.34	37.70	2.3
54	Distribute printed material for public relations.	49.52	2.86	1.81	2.58	33.93	35.85	4.1
30	Advise residents about ways to make their homes more secure.	54.29	2.67	1.57	2.35	33.90	29.31	2.4
43	Participate in citizen Ride-Along Programs.	83.81	2.76	1.83	2.45	40.00	28.09	2.2
50	Unlock vehicles for persons.	30.48	2.29	1.38	2.10	44.44	16.13	4.4
<b>Item#</b>	<b>Traffic Enforcement Duties</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
68	Conduct traffic stops (includes: instructing drivers where to stop/pull-over, checking driver's license for validity, checking insurance documents, assessing and checking criminal databases and vehicle information, assessing driver's ability to operate vehicle, and inspecting vehicle/watercraft for conformance with safety requirements).	96.19	4.85	4.81	4.84	73.74	98.02	1.1
70	Arrest DWI suspects.	96.19	4.72	3.18	4.21	72.45	98.00	1.1
69	Administer field sobriety test.	96.19	4.69	3.30	4.23	73.74	97.00	1.1
71	Collect facts of accident to determine charges.	96.19	4.60	3.91	4.37	72.73	97.00	1.1
88	Observe traffic violations.	97.14	4.74	4.74	4.74	76.04	96.97	1.1
85	Issue citation/warning.	96.19	4.64	4.68	4.65	72.45	96.97	1.1
73	Determine causes/factors contributing to accident.	94.29	4.60	4.02	4.41	75.26	96.94	1.1
79	Estimate speed of moving vehicles with radar.	94.29	4.49	4.38	4.45	68.04	96.94	1.1
77	Establish point(s) of impact for traffic accident.	95.24	4.34	3.87	4.18	73.47	96.00	1.1
67	Provide information to assist motorists.	96.19	4.18	4.35	4.24	72.45	93.94	1.1
93	Review traffic citations for completeness.	91.43	4.46	4.58	4.51	73.12	93.68	1.1
87	Observe occupants of stopped vehicles to identify unusual/suspicious activities.	97.14	4.46	4.11	4.34	72.45	93.00	1.1
82	Fill out DWI arrest report.	96.19	4.62	3.10	4.11	71.43	93.00	1.1

91	Record motor vehicle/property damage occurring in accident.	95.24	4.31	3.80	4.15	72.92	92.86	1.1
74	Diagram accident scene.	96.19	4.28	3.64	4.06	72.45	92.00	1.1
80	Estimate speed of moving vehicles without radar.	94.29	4.21	4.20	4.21	67.01	91.84	1.1
83	Fill out forms to obtain breath/blood sample from DWI suspect.	94.29	4.51	3.06	4.05	69.39	91.75	1.1
99	Operate Intoxilyzer to determine blood alcohol concentration.	95.24	4.42	3.04	3.96	72.16	90.91	1.1
78	Establish point(s) of occurrence for traffic accident.	93.33	4.22	3.86	4.10	71.88	90.91	1.1
75	Direct traffic during emergencies/special events.	96.19	4.20	3.37	3.92	71.72	90.00	1.1
76	Establish ownership of property/vehicles involved in accident.	96.19	4.17	3.86	4.07	71.72	89.11	1.1
81	Examine abandoned vehicles.	96.19	3.95	3.87	3.93	70.71	87.00	1.1
84	Inform vehicle owners/operators of legal obligation.	92.38	4.01	3.65	3.90	64.21	85.26	1.1
72	Conduct videotape interview for DWI.	81.90	4.23	2.93	3.82	63.86	84.52	1.1
89	Photograph/video persons for DWI purposes.	89.52	4.23	3.03	3.84	66.67	84.04	1.1
90	Read vehicle placard for hazardous materials.	96.19	4.01	2.98	3.69	73.74	82.00	1.1
92	Report hazardous traffic conditions.	96.19	3.98	3.01	3.66	71.13	78.00	1.1
97	Give directions to destination.	95.24	3.54	3.51	3.51	57.45	77.55	1.1
86	Issue verbal warning in lieu of arrest/citation.	88.57	3.78	3.43	3.67	66.67	75.82	1.1
104	Request removal of abandoned vehicles.	94.29	3.39	3.23	3.34	68.75	72.45	1.1
102	Remove debris from accident scene.	90.48	3.63	3.13	3.47	65.22	67.74	1.1
94	Conduct roadblocks.	86.67	3.63	2.09	3.11	61.63	59.55	1.2
98	Maintain checkpoint.	74.29	3.50	1.97	2.98	61.64	57.89	1.2
96	Estimate vehicle speed using physical evidence/formulas/template.	48.57	3.35	2.54	3.09	42.00	51.92	3.2
105	Review accident report with other accident investigator.	79.05	3.39	2.15	2.99	54.32	48.78	2.1
103	Request readministration of driver test.	78.10	3.44	1.93	2.93	51.28	48.78	2.1
106	Set up road blocks and/or barricades.	76.19	3.28	1.94	2.83	61.73	46.99	2.1
101	Recommend driver's license revocation.	56.19	3.52	2.05	3.03	46.55	45.76	2.3
100	Operate traffic signal manually.	36.19	3.05	2.08	2.75	47.22	44.74	4.1
107	Escort official vehicles.	85.71	2.95	1.69	2.54	47.73	33.33	2.1
95	Enforce parking laws.	69.52	2.74	1.86	2.47	54.05	30.14	2.2
Item#	Arrest and Detain	%Rel.	Imp.	Feq.	Comp.	RUE%	E%.	Zone
116	Conduct frisk/pat down search.	99.05	4.64	3.36	4.21	75.49	97.09	1.1
114	Complete arrest reports.	98.10	4.58	3.41	4.20	72.55	97.06	1.1

108	Advise persons of Miranda rights.	99.05	4.63	3.27	4.18	75.49	96.15	1.1
115	Conduct complete search of arrested persons.	99.05	4.78	3.50	4.36	75.00	96.08	1.1
110	Arrest persons with a warrant.	99.05	4.59	3.17	4.12	73.53	96.04	1.1
109	Apprehend suspects.	99.05	4.61	3.31	4.18	74.26	95.15	1.1
113	Check for warrants on persons through IL-CIC/NCIC, local/regional records.	99.05	4.57	4.19	4.45	73.27	95.10	1.1
117	Conduct vehicle stop to effect felony arrest(s).	96.19	4.62	2.11	3.78	73.00	95.00	1.1
111	Arrest persons without a warrant.	98.10	4.50	3.22	4.08	72.73	94.17	1.1
118	Conduct vehicle stop to effect misdemeanor arrest(s).	95.24	4.60	3.25	4.15	75.51	94.00	1.1
124	Explain nature of crimes to arrested person.	96.19	4.27	3.43	3.99	72.73	90.00	1.1
131	Warn persons instead of arrest/citation.	93.33	4.15	3.86	4.05	70.21	89.69	1.1
119	Detain persons.	97.14	4.43	3.48	4.12	73.00	89.11	1.1
121	Determine tactics and plan strategies for making arrests.	95.24	4.43	2.94	3.94	68.42	87.88	1.1
129	Review assigned warrants for adequate information.	79.05	4.18	2.80	3.74	65.06	85.54	1.1
112	Assess emotional stability of an arrested person.	92.38	4.14	2.99	3.76	69.15	82.29	1.1
120	Detain/place juvenile offenders in custody.	96.19	4.27	2.04	3.52	72.28	82.00	1.1
126	Obtain arrest warrants.	86.67	4.03	1.98	3.35	56.32	77.78	1.1
122	Explain the legal recourses that are available to complainants/victims	94.29	3.91	2.85	3.56	64.58	75.26	1.1
128	Release juvenile offenders to a parent/guardian.	92.38	3.85	1.96	3.22	58.51	68.75	1.1
125	Guard arrested person at facilities other than jail.	91.43	3.91	2.10	3.29	65.96	68.42	1.1
130	Take custody of mentally ill, emotionally disturbed/confused persons.	93.33	3.91	1.76	3.19	69.47	67.01	1.1
127	Provide information to victims regarding the criminal prosecution process.	83.81	3.66	2.36	3.23	58.62	65.52	1.2
123	Explain arrest procedures to concerned citizens.	88.57	3.63	2.50	3.24	61.54	61.29	1.2
<b>Item#</b>	<b>Emergency Medical</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
134	Assess need for emergency assistance.	99.05	4.55	2.78	3.96	77.67	93.27	1.1
133	Administer first aid.	95.24	4.55	1.85	3.65	78.35	92.00	1.1
136	Contact EMS and/or Fire Department.	96.19	4.40	3.14	3.99	71.72	90.00	1.1
132	Administer CPR.	90.48	4.57	1.31	3.49	77.17	89.25	1.1
135	Assist with child birth.	78.10	4.15	1.33	3.20	67.47	78.31	1.1
138	Pull person from threatened vehicle/area.	90.48	4.21	1.68	3.37	68.82	76.84	1.1
137	Evacuate persons from disaster area.	89.52	4.09	1.40	3.20	66.67	72.34	1.1

Item#	Use of Force	%Rel.	Imp.	Feq.	Comp.	RUE%	E%.	Zone
153	Qualify/practice with weapons.	98.10	4.74	2.82	4.10	79.21	98.02	1.1
148	Handcuff suspects/arrested persons (resisting or not).	99.05	4.72	3.40	4.29	77.23	97.06	1.1
160	Use voice commands to project control/direct actions.	99.05	4.66	3.77	4.37	79.41	95.10	1.1
141	Clean weapons.	99.05	4.50	3.16	4.05	78.64	94.17	1.1
157	Use body language to project control/influence	97.14	4.54	3.92	4.33	78.00	94.06	1.1
142	Clear malfunction of firearms.	96.19	4.66	2.34	3.88	77.00	92.08	1.1
143	Detain person at gunpoint.	94.29	4.67	1.40	3.58	73.20	91.92	1.1
155	Subdue resisting offender with assistance.	94.29	4.63	1.83	3.71	73.20	91.92	1.1
144	Disarm suspects.	94.29	4.63	1.48	3.58	71.43	90.72	1.1
140	Carry firearm while off-duty.	97.14	4.46	4.47	4.46	63.00	90.20	1.1
146	Draw weapon to protect self/third party.	92.38	4.65	1.48	3.60	74.74	89.58	1.1
150	Place resisting offender in vehicle.	95.24	4.53	2.31	3.78	73.20	88.78	1.1
154	Subdue resisting offender alone.	93.33	4.55	1.71	3.60	74.49	88.66	1.1
145	Discharge firearm at person.	80.95	4.62	1.14	3.47	74.12	88.37	1.1
151	Pull resisting offender from their vehicle to make arrest.	92.38	4.44	1.66	3.51	73.68	86.46	1.1
164	Use electrical weapons (e.g., tazers, stun-guns, etc.) to control persons.	90.48	4.49	1.41	3.46	70.33	86.02	1.1
149	Issue verbal warning before using deadly force.	86.67	4.37	1.37	3.38	73.33	84.44	1.1
159	Use impact weapons to control persons.	90.48	4.39	1.38	3.38	73.12	84.04	1.1
156	Take control of publicly intoxicated/disruptive persons.	94.29	4.24	2.19	3.54	71.88	82.65	1.1
147	Force entry into building/occupancy.	86.67	4.30	1.40	3.33	64.84	82.22	1.1
152	Pursue offender on foot.	93.33	4.27	1.63	3.39	72.92	81.25	1.1
139	Break up fight.	91.43	4.14	1.92	3.42	73.96	77.89	1.1
158	Use chemical agents to control persons.	87.62	4.21	1.29	3.22	73.03	76.09	1.1
162	Fire signal shots for search/rescue.	22.86	3.04	1.44	2.63	50.00	52.00	3.4
161	Put down dangerous/injured animals.	92.38	3.29	1.80	2.76	59.38	43.75	2.1
163	Swing battering ram to force open a door.	33.33	3.21	1.43	2.69	47.22	43.24	4.1
Item#	Tactical Deployment	%Rel.	Imp.	Feq.	Comp.	RUE%	E%.	Zone
168	Control hostile groups.	85.71	4.32	1.59	3.41	70.79	83.33	1.1
165	Confront demonstrators/rioters/crowds.	73.33	4.31	1.54	3.38	73.63	82.61	1.1
166	Confront, in riot formation, groups of agitated people.	84.76	4.29	1.46	3.34	70.11	79.55	1.1
167	Contain crowd.	86.67	4.25	1.60	3.37	71.91	78.65	1.1
171	Observe/locate crowd agitators and remove them.	75.24	4.20	1.25	3.21	65.38	78.21	1.1

170	Disperse crowds with riot equipment.	80.00	4.21	1.32	3.25	67.07	77.11	1.1
173	Patrol riot stricken/civil disturbance areas.	78.10	4.06	1.41	3.17	68.75	69.51	1.1
169	Disperse crowds with chemical agents.	66.67	3.99	1.27	3.08	59.42	66.67	1.4
172	Operate vehicles in formation to control crowds.	72.38	3.97	1.32	3.08	54.05	64.00	1.2
<b>Item#</b>	<b>Investigations and Search</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
194	Write narrative to complete report.	97.14	4.49	3.67	4.22	77.32	96.00	1.1
184	Interview complainants/witnesses.	92.38	4.29	3.12	3.90	74.19	93.75	1.1
183	Interrogate suspects.	83.81	4.29	2.51	3.69	67.06	93.10	1.1
213	Preserve/transport/document evidence for chain of custody.	96.19	4.40	2.89	3.89	69.39	90.91	1.1
193	Write investigative report.	80.00	4.31	3.15	3.92	62.96	90.59	1.1
202	Collect evidence/property.	96.19	4.31	2.87	3.83	72.16	90.00	1.1
214	Protect latent evidence.	76.19	4.29	2.10	3.55	66.23	88.31	1.1
186	Observe suspect/interviewee to detect deception.	87.62	4.17	2.75	3.68	65.56	86.81	1.1
182	Exchange information with other law enforcement agencies.	93.33	4.21	2.89	3.77	64.89	86.46	1.1
191	Take statements.	92.38	4.15	2.59	3.64	69.57	86.46	1.1
210	Obtain consent to search.	91.43	4.10	2.84	3.67	72.04	86.17	1.1
176	Assess injuries of persons.	92.38	4.13	2.63	3.64	75.00	85.26	1.1
218	Search for suspects.	87.62	4.18	2.49	3.61	68.18	82.95	1.1
207	Determine perimeter/scope of search.	74.29	3.93	2.13	3.32	60.81	82.67	1.1
215	Record location of physical evidence/fingerprints at scene.	56.19	4.20	2.28	3.54	67.27	82.14	1.3
185	Locate witnesses of a crime.	90.48	4.08	2.51	3.55	65.22	79.57	1.1
178	Conduct suspect identifications at the scene.	86.67	4.09	2.32	3.50	68.18	79.12	1.1
212	Photograph and/or record video of evidence/crime scene/persons.	65.71	4.04	2.51	3.56	62.69	78.26	1.3
225	Use trained dog to aid in crime scene search.	40.95	4.07	2.35	3.50	51.06	78.05	3.1
179	Determine whether incidents are criminal/civil.	91.43	3.95	2.69	3.53	73.33	77.89	1.1
192	Verify identity of deceased persons.	75.24	4.15	1.85	3.38	62.67	77.22	1.1
217	Search crime scene for evidence.	78.10	4.14	2.07	3.44	66.67	76.54	1.1
208	Determine types of evidence to search for at a crime scene.	65.71	3.96	2.03	3.30	63.24	76.47	1.3
219	Search victims' bodies for personal property/evidence.	72.38	4.00	2.19	3.40	68.92	76.00	1.1
188	Participate in investigations with other law enforcement agencies.	78.10	3.92	2.24	3.35	60.76	75.90	1.1
190	Take confessions.	73.33	4.05	2.04	3.38	68.92	75.64	1.1
204	Coordinate building search related to bomb threats.	55.24	4.02	1.37	3.12	61.11	75.00	1.3

203	Conduct search for missing persons.	85.71	3.99	1.72	3.23	61.18	74.16	1.1
205	Determine method for conducting search.	77.14	4.00	2.06	3.35	61.84	74.07	1.1
206	Determine need for special processing of evidence.	72.38	3.93	1.97	3.29	60.27	73.97	1.1
216	Record stolen/abandoned property.	60.00	3.91	2.05	3.28	60.98	73.42	1.3
223	Diagram crime scenes.	32.38	3.72	1.88	3.19	44.44	71.88	3.3
180	Determine whether recovered property is linked with previous crime.	73.33	3.88	2.00	3.27	60.27	69.74	1.1
200	Review crime lab reports to guide investigation.	47.62	3.76	2.06	3.20	60.87	67.35	3.1
174	Analyze/compare incidents for similarity of modus operandi.	58.10	3.83	1.97	3.21	56.14	67.24	1.3
211	Obtain search warrant.	75.24	3.82	1.76	3.12	59.21	66.67	1.2
221	Separate evidence from personal property at crime scene.	59.05	3.83	1.95	3.18	65.08	66.13	1.4
220	Seize stolen/abandoned property.	83.81	3.76	1.95	3.16	65.52	65.12	1.2
177	Conduct surveillance of persons/locations.	67.62	3.79	1.93	3.15	52.94	62.32	1.2
187	Obtain information from an informant.	64.76	3.63	1.79	3.05	52.94	61.43	1.4
175	Answer inquiries regarding progress of a case.	66.67	3.53	2.09	3.06	59.70	58.82	1.4
195	Conduct background investigations of applicants for licenses/permits.	28.57	3.44	1.79	2.80	35.48	55.17	3.4
189	Review department records to assist in investigation.	56.19	3.48	1.81	2.89	49.09	54.39	1.4
224	Release confiscated property.	37.14	3.42	1.71	2.82	47.37	52.78	3.2
209	Dust/lift latent prints.	25.71	3.32	1.97	2.86	45.16	51.85	3.4
199	Review circumstances relating to a death with appropriate examiner.	42.86	3.30	1.78	2.83	47.62	51.11	3.2
196	Organize/conduct photo line-ups.	46.67	3.49	1.43	2.83	51.06	51.02	3.2
181	Estimate value of stolen/recovered property.	78.10	3.50	1.86	2.94	54.55	50.65	1.2
222	Cast impressions of certain types of evidence (e.g., footprints).	25.71	3.20	1.60	2.67	39.29	48.00	4.3
201	Trace stolen goods.	49.52	3.49	1.59	2.86	53.06	45.28	4.1
197	Organize/conduct station-house line-ups.	31.43	3.29	1.55	2.70	43.75	43.75	4.3
198	Provide information for death certificates.	23.81	2.85	1.87	2.47	38.46	40.91	4.3
<b>Item#</b>	<b>Interpersonal Communications</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
241	Operate NCIC/IL-CIC to check on property/persons.	97.14	4.65	4.55	4.63	76.29	99.01	1.1
245	Transmit/receive messages over police radios.	98.10	4.75	4.75	4.75	76.00	98.06	1.1
239	Inform dispatcher by radio/phone as to status.	98.10	4.73	4.78	4.75	79.00	98.02	1.1
240	Operate Mobile Data Terminal (MDT).	97.14	4.72	4.80	4.75	74.49	98.00	1.1

236	Observe a person's body language to assess attitude, intention.	97.14	4.65	4.25	4.54	80.61	97.98	1.1
250	Operate laptop computer in the field.	98.10	4.56	4.67	4.60	78.00	96.08	1.1
244	Request NCIC/IL-CIC checks on property/persons.	95.24	4.47	4.08	4.34	71.43	95.88	1.1
253	Send e-mails.	99.05	4.02	4.37	4.13	72.55	93.14	1.1
229	Communicate with various parties (offenders, witnesses, families of juvenile offenders, families of suspects, families of victims, people with mental illness, hostages, hostage takers, interpreters, elderly, etc.).	96.19	4.41	3.92	4.25	75.26	93.00	1.1
234	Maintain emotional control.	93.33	4.55	3.79	4.29	80.21	91.67	1.1
226	Adjust communication methods as needed to ensure understanding.	95.24	4.17	3.46	3.94	68.75	89.90	1.1
249	Operate Global Positioning Systems (GPS) equipment to establish location.	93.33	4.19	4.12	4.18	63.83	87.37	1.1
242	Operate personal computer.	80.95	4.19	4.46	4.29	80.72	84.34	1.1
227	Adjust to cultural differences to ensure correct messaging/communication.	88.57	4.09	3.31	3.83	72.22	83.70	1.1
237	Participate in meetings with other officers.	97.14	3.97	3.17	3.70	62.63	81.82	1.1
235	Mediate disputes.	95.24	4.13	2.92	3.73	78.35	80.41	1.1
233	Intercede in domestic disputes to maintain peace.	94.29	4.18	2.21	3.52	75.00	80.41	1.1
252	Write correspondence.	77.14	3.83	3.63	3.75	74.68	80.00	1.1
251	Operate radio tracking device (RTD).	37.14	3.69	3.45	3.64	57.14	72.97	3.1
228	Comfort emotionally upset persons.	93.33	3.90	2.98	3.59	69.47	72.92	1.1
246	Use public address system.	63.81	3.75	2.86	3.43	69.12	70.15	1.3
232	Counsel juveniles/children.	76.19	3.81	2.26	3.28	62.67	67.53	1.1
231	Communicate with persons who are non-native English speakers.	96.19	3.59	2.79	3.32	61.22	66.67	1.2
247	Conduct telephone interviews.	84.76	3.60	2.54	3.25	66.28	64.77	1.2
230	Communicate with persons in foreign language.	79.05	3.59	2.50	3.22	55.56	63.86	1.2
248	Notify supervisor of media contact.	76.19	3.52	1.96	2.99	60.26	59.26	1.2
243	Receive messages from pager.	21.90	3.39	2.95	3.28	45.45	55.00	3.4
238	Restore peace at loud parties.	69.52	3.24	1.84	2.78	56.34	35.71	2.1
<b>Item#</b>	<b>Physical Tasks</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>



270	Perform work in extreme weather conditions (heat, cold, rain, snow, ice, storms, etc.).	99.05	4.26	3.64	4.06	82.35	89.90	1.1
272	Tolerate inclement weather conditions.	100.00	4.20	3.50	3.96	76.70	85.29	1.1
271	Walk on snow or ice.	100.00	4.01	2.93	3.65	79.41	79.21	1.1
257	Drag or pull heavy objects or persons.	91.43	3.85	2.11	3.25	87.10	70.33	1.1
262	Perform duties while wearing heavy equipment other than gun belt (e.g., riot gear, PPE, etc.).	84.76	3.78	2.22	3.26	79.55	67.86	1.1
261	Lift and carry heavy objects or persons.	91.43	3.73	2.21	3.21	83.87	65.22	1.2
264	Physically push movable objects.	92.38	3.68	2.32	3.22	81.72	64.52	1.2
267	Stand continuously for more than one-half of the work shift (e.g., guard duty).	92.38	3.66	2.33	3.21	73.68	63.83	1.2
255	Climb up or over obstacles.	92.38	3.66	2.14	3.15	82.11	62.50	1.2
259	Jump down from elevated surfaces.	88.57	3.52	2.13	3.04	80.22	61.80	1.2
266	Climb/Run upstairs.	92.38	3.55	2.24	3.10	83.16	60.22	1.2
258	Jump across obstacles (e.g., stream).	87.62	3.55	2.06	3.04	82.02	59.77	1.2
265	Physically restrain crowds.	84.76	3.77	1.61	3.03	75.86	58.82	1.2
260	Jump over obstacles.	86.67	3.58	2.12	3.08	82.95	57.47	1.2
256	Crawl in confined areas (e.g., attics).	77.14	3.51	1.68	2.89	77.78	54.32	1.2
254	Climb through openings (e.g., windows).	80.95	3.47	1.62	2.85	78.82	49.41	2.1
263	Perform water rescue.	48.57	3.31	1.41	2.70	53.70	48.98	4.1
269	Walk continuously for more than one-half of the work shift (e.g., foot beat).	76.19	3.29	1.92	2.81	72.15	45.45	2.1
268	Wade through marshes, swamp land or waterways.	65.71	3.29	1.55	2.67	64.18	39.06	2.3
<b>Item#</b>	<b>Administrative Activities</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
291	Review and understand new department general orders, special orders, policies, procedures, laws and other written documentation to follow appropriate procedures, laws, etc.	99.05	4.45	3.78	4.23	72.28	98.04	1.1
296	Review and respond to information using the IWIN system.	97.14	4.50	4.74	4.58	70.00	98.02	1.1
288	Operate a departmental computer to obtain or enter necessary information.	99.05	4.56	4.78	4.63	77.23	97.09	1.1
277	Complete written reports to document information, incidents, actions taken, investigative steps, etc.; submit written documentation to appropriate personnel or agencies.	98.10	4.46	4.10	4.34	75.25	97.03	1.1

289	Prepare narrative reports (e.g., incident reports, intradepartmental correspondence), providing complete, accurate and consistent information.	98.10	4.50	3.85	4.28	77.23	97.00	1.1
275	Check and maintain condition of firearms (e.g., inspection and cleaning).	96.19	4.58	3.91	4.35	75.76	96.94	1.1
286	Maintain a professional appearance in accordance with department policy.	98.10	4.55	4.80	4.63	79.00	96.04	1.1
292	Review documents in in-box and e-mail and determine appropriate actions to take on information.	98.10	4.16	4.43	4.25	70.30	96.04	1.1
278	Complete all forms required for the processing of a DUI suspect.	94.29	4.43	3.06	3.98	75.26	94.95	1.1
274	Check and maintain condition of assigned patrol vehicle.	96.19	4.39	4.22	4.33	69.00	94.90	1.1
283	Document traffic crash investigations.	91.43	4.29	3.65	4.08	77.17	93.62	1.1
282	Document the chain of custody of physical evidence.	96.19	4.36	2.95	3.89	73.74	91.92	1.1
295	Write complete investigative reports for criminal cases, including case history, documenting statements, evidence, supplements, and exhibits for the prosecution.	78.10	4.40	3.30	4.02	68.75	91.36	1.1
294	Summarize in writing the statements of witnesses and complainants.	92.38	4.14	3.18	3.81	70.53	90.53	1.1
280	Document any instances involving the use of force.	90.48	4.47	2.04	3.66	72.34	88.30	1.1
287	Notify dispatcher/control center or supervisor of special conditions that may affect or are affecting assigned areas, as required by department procedures; notify dispatcher of incidents of a serious nature (e.g., homicide) and request presence of supervisor.	97.14	4.42	2.70	3.83	69.31	88.12	1.1
290	Request documents in conjunction with investigation (e.g., pictures, criminal histories).	91.43	4.06	2.95	3.69	67.02	87.37	1.1
284	Ensure suspect completes a waiver of rights form if person chooses to waive his/her rights.	92.38	4.15	2.58	3.61	66.67	83.87	1.1
293	Review information on criminal activity in area.	89.52	4.00	3.12	3.71	61.54	83.87	1.1
298	Complete daily observation report on probationary troopers.	51.43	4.20	2.25	3.59	42.86	83.64	1.3
273	Act in the capacity of the supervisor in the absence of the supervisor on shift.	82.86	4.06	2.65	3.57	51.16	81.61	1.1
285	Identify and document vehicle and equipment assignments appropriately.	68.57	4.00	3.06	3.68	62.32	81.16	1.1

279	Document shift activities in appropriate written or computer logs/reports.	78.10	3.74	3.37	3.62	60.98	77.78	1.1
281	Document daily activities and submit performance measure monthly.	71.43	3.61	3.34	3.51	51.39	73.97	1.1
297	Document directed patrol/detail activities.	83.81	3.72	3.38	3.60	57.83	72.94	1.1
276	Notify dispatcher to contact coroner.	88.57	3.67	1.81	3.03	58.24	62.22	1.2
<b>Item#</b>	<b>Booking and Processing</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
299	Book prisoners by completing booking forms.	83.81	4.25	3.16	3.88	65.91	88.64	1.1
300	Check weapons in and out of detention facility.	88.57	4.30	3.15	3.91	68.89	86.67	1.1
310	Compare fingerprints to fingerprint database to verify identity of prisoner.	28.57	3.70	1.77	3.22	47.06	80.00	3.3
318	Process prisoners for release.	25.71	3.74	2.88	3.60	66.67	80.00	3.3
305	Photograph prisoners.	51.43	3.91	2.84	3.56	66.04	79.63	1.3
303	Interview arrested persons for booking purposes.	86.67	3.89	2.94	3.57	65.17	79.55	1.1
301	Classify arrested persons according to age, sex, and offense.	81.90	3.95	2.99	3.63	60.24	78.82	1.1
304	Inventory prisoners' personal property.	76.19	3.95	2.85	3.59	62.34	78.48	1.1
317	Inspect identification of visitors.	26.67	3.68	2.34	3.36	60.00	77.78	3.3
307	Review arrest documents before accepting prisoners.	42.86	3.84	2.53	3.43	57.78	76.74	3.1
306	Place holds on prisoners and notify department holding the warrant.	61.90	3.86	2.48	3.42	61.54	76.56	1.3
316	Fingerprint prisoners.	67.62	4.00	2.49	3.48	75.00	76.47	1.1
319	Return prisoners property.	32.38	3.64	2.53	3.30	73.33	75.00	3.3
302	Explain booking process to arrested person.	92.38	3.67	2.95	3.42	59.57	73.68	1.1
314	Confer with mental health personnel regarding prisoner's mental condition.	50.48	3.85	1.96	3.22	60.78	70.59	1.3
308	Answer inquiries concerning prisoners.	60.00	3.53	2.44	3.17	53.23	65.57	1.4
313	Confer with medical personnel regarding prisoner's medical condition.	55.24	3.82	2.02	3.22	62.50	63.16	1.4
315	Escort prisoners for medical appointments/treatments.	20.95	3.42	2.32	3.05	52.00	61.90	3.4
311	Complete documents for transfer of prisoners to another jail.	33.33	3.47	2.24	3.07	50.00	60.61	3.2
309	Assist prisoners to contact attorney, bondsman, family, etc.	48.57	3.29	2.43	3.03	50.00	60.00	3.2
321	Verify legal status of a prisoner case with court/prosecutor.	41.90	3.26	2.12	2.87	55.81	54.76	3.2
320	Talk to family of prisoners.	49.52	3.11	2.12	2.78	54.17	53.85	3.2
312	Conduct strip search.	19.05	2.91	1.75	2.57	44.00	44.44	4.3

<b>Item#</b>	<b>Court Procedures</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
329	Testify/present evidence at legal proceedings.	95.24	4.31	2.71	3.77	73.20	88.54	1.1
328	Review reports/notes for court testimony.	92.38	4.29	2.89	3.82	70.53	85.26	1.1
323	Enforce court issued order (including Protective Orders).	81.90	4.01	1.92	3.31	64.29	79.76	1.1
337	Collect court ordered fines and/or fees.	21.90	3.44	2.30	3.24	60.00	77.27	3.3
325	File sworn complaints.	60.95	3.76	2.40	3.31	64.52	70.97	1.3
335	Attend pretrial conference with prosecutor.	84.76	3.84	2.09	3.27	55.17	69.32	1.1
327	Prepare affidavits for arrest warrants or search warrants.	59.05	3.70	1.85	3.12	56.45	68.85	1.3
322	Deliver/assist in serving search warrants.	62.86	3.66	1.68	2.98	60.00	67.69	1.3
339	Execute writs (i.e., written court orders) as required.	17.14	3.25	2.69	3.38	54.55	66.67	3.4
332	Act as department court officer.	18.10	3.04	2.46	3.09	40.00	63.16	3.4
333	Appear at legal proceedings without testifying.	71.43	3.59	2.36	3.18	60.56	62.67	1.2
326	Maintain custody of arrested persons in court.	26.67	3.34	1.81	2.85	55.17	61.54	3.4
324	Execute mental health commitment orders/warrants.	37.14	3.50	1.57	2.86	60.53	58.33	3.2
330	Transport arrested persons to court.	32.38	3.41	1.85	2.88	64.71	58.06	3.4
338	Deliver eviction notices, subpoenas and probate orders.	9.52	2.56	2.20	2.85	42.86	55.56	3.4
336	Deliver arrested persons to courtroom.	18.10	3.16	2.17	2.90	60.00	52.94	3.4
334	Attend bail bond hearings.	40.00	3.21	1.86	2.75	56.10	48.78	4.1
340	Explain civil process to citizens.	49.52	3.10	1.94	2.69	50.00	47.92	4.1
342	Request and prepare destruction orders.	42.86	3.22	2.21	2.92	45.45	46.51	4.1
331	Act as court bailiff.	8.57	2.00	1.78	2.38	20.00	37.50	4.3
341	Maintain courtroom security.	20.00	2.65	1.57	2.42	48.15	35.00	4.3
<b>Item#</b>	<b>Planning and Organizing</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
343	Determine work priorities.	84.76	4.24	4.34	4.27	70.11	94.38	1.1
348	Coordinate with other police agencies.	80.95	3.77	2.58	3.38	59.04	71.08	1.1
349	Schedule time off requests.	53.33	3.36	2.89	3.21	58.18	70.91	1.3
347	Participate in staff briefing meetings (e.g., roll-call meetings).	53.33	3.64	2.31	3.20	61.82	70.37	1.3
346	Assign personnel to duty positions.	38.10	3.63	2.11	3.12	42.11	63.16	3.2
344	Draft organizational policies and or standard operating procedures (SOP).	34.29	3.46	2.09	3.05	40.00	58.82	3.2
345	Advise staff personnel on training matters.	55.24	3.55	2.31	3.16	38.46	56.36	1.4
<b>Item#</b>	<b>Training and Learning</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>Feq.</b>	<b>Comp.</b>	<b>RUE%</b>	<b>E%.</b>	<b>Zone</b>
350	Attend in-service training.	97.14	4.31	3.02	3.88	66.33	91.92	1.1

364	Read manuals/texts to learn about new polices/procedures/tactics/etc.	92.38	4.06	2.90	3.67	62.50	86.17	1.1
351	Conduct Field Training.	71.43	4.01	2.41	3.48	45.33	80.82	1.1
365	Engage in self-learning of modern police and law enforcement operations.	88.57	3.98	2.91	3.61	57.78	79.55	1.1
354	Evaluate FTO trainees.	37.14	3.85	2.18	3.40	23.81	78.38	3.1
353	Develop FTO programs.	21.90	3.54	2.13	3.27	26.92	76.19	3.3
352	Counsel trainees on training progress.	52.38	3.82	2.18	3.31	30.91	71.70	1.3
355	Evaluate training methods, techniques/programs.	40.00	3.71	2.20	3.28	28.57	70.27	3.1
356	Maintain training records, charts/graphs.	46.67	3.43	2.37	3.10	40.00	68.75	3.1
363	Take examinations to assess learning of new policies/procedures/tactics/etc.	68.57	3.71	2.15	3.20	55.41	68.57	1.1
362	Write training reports.	25.71	3.72	2.04	3.19	28.57	66.67	3.4
358	Analyze test results.	36.19	3.58	2.47	3.30	40.00	65.71	3.2
360	Conduct special personalized training.	35.24	3.65	2.03	3.10	27.03	60.00	3.2
359	Conduct newly assigned personnel orientations.	30.48	3.55	1.74	2.95	27.27	58.06	3.4
357	Administer tests.	34.29	3.57	2.31	3.19	38.46	55.88	3.2
361	Write test questions.	13.33	3.53	1.92	2.95	29.41	53.85	3.4

## Appendix E: KSAO Analysis Results for Trooper

Item #	Cognitive Abilities	%Rel.	Imp.	RvR	BP	RUE	Essential?
373	Oral Comprehension: The ability to listen to and understand information and ideas presented through spoken words and sentences.	100.00	4.66	NA	98.99	93.94	I
374	Oral Expression: The ability to communicate information and ideas in speaking so others will understand.	100.00	4.63	NA	100.00	88.89	I
380	Written Expression: The ability to communicate information and ideas in writing so others will understand.	100.00	4.53	NA	98.99	90.91	I
375	Problem Sensitivity: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.	100.00	4.49	NA	96.94	73.47	I
379	Written Comprehension: The ability to read and understand information and ideas presented in writing.	100.00	4.45	NA	98.99	90.82	I
366	Deductive Reasoning: The ability to apply general rules to specific problems to produce answers that make sense.	100.00	4.42	NA	97.98	91.92	I
377	Spatial Orientation: The ability to know your location in relation to the environment or to know where other objects are in relation to you.	100.00	4.39	NA	96.97	57.58	I
371	Memorization: The ability to remember information such as words, numbers, pictures, and procedures.	98.10	4.09	NA	95.88	80.41	I
368	Inductive Reasoning: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).	98.10	4.08	NA	97.92	74.23	I
376	Selective Attention: The ability to concentrate on a task over a period of time without being distracted.	99.05	3.76	NA	88.78	68.37	I
369	Information Ordering: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).	97.14	3.76	NA	91.67	67.71	I
367	Flexibility of Closure: The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.	91.43	3.59	NA	87.78	53.33	I
378	Visualization: The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.	95.24	3.37	NA	70.97	47.31	I
372	Number Facility: The ability to add, subtract, multiply, or divide quickly and correctly.	93.33	3.26	NA	69.57	61.54	I

370	Mathematical Reasoning: The ability to choose the right mathematical methods or formulas to solve a problem.	87.62	2.84	NA	55.81	38.37	0
<b>Item #</b>	<b>Skills</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>RvR</b>	<b>BP</b>	<b>RUE</b>	<b>Essential?</b>
381	Critical Thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	100.00	4.37	NA	97.98	82.83	I
386	Judgment and Decision Making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	95.24	4.34	NA	93.55	77.66	I
382	Leadership: Willingness to lead, take charge, and offer opinions and direction, and having people respond positively to those directions such that there are behavioral changes.	100.00	4.04	NA	91.92	61.22	I
387	Social Perceptiveness: Being aware of others' reactions and understanding why they react as they do.	97.14	3.94	NA	89.58	60.00	I
389	Negotiation: Bringing others together and trying to reconcile differences.	96.19	3.75	NA	86.32	43.16	I
383	Monitoring: Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	100.00	3.67	NA	87.76	50.51	I
390	Persuasion: Persuading others to change their minds or behavior.	94.29	3.64	NA	89.25	44.09	I
388	Equipment Maintenance: Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.	92.38	3.51	NA	76.92	43.96	I
384	Operation and Control: Watching gauges, dials, or other indicators to make sure a machine is working properly.	81.90	3.39	NA	65.00	36.25	I
385	Instructing: Teaching others how to do something.	96.19	3.33	NA	72.92	35.42	I
<b>Item #</b>	<b>Other Characteristics and Work Styles</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>RvR</b>	<b>BP</b>	<b>RUE</b>	<b>Essential?</b>
400	Integrity: Being honest and ethical, especially in situations where others could be taken advantage of.	100.00	4.90	NA	98.99	97.98	I
402	Self-Control: Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.	100.00	4.65	NA	96.97	92.93	I
396	Dependability: Being reliable, responsible, and dependable, and fulfilling obligations.	100.00	4.57	NA	97.98	90.91	I
405	Stress Tolerance: Accepting criticism and dealing calmly and effectively with high stress situations.	99.05	4.55	NA	98.97	87.76	I
393	Attention to Detail: Being careful about detail and thorough in completing work tasks.	100.00	4.41	NA	97.96	80.61	I
401	Persistence: In the face of obstacles, one continues to engage to overcome the obstacle.	100.00	4.25	NA	94.95	74.75	I
395	Cooperation: Being pleasant with others on the job and displaying a good-	99.05	4.20	NA	95.92	83.67	I

	natured, cooperative attitude.						
397	Independence: Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.	99.05	4.18	NA	95.96	70.71	I
403	Service Orientation: Actively looking for ways to help people; a desire to place others' interests ahead of your own. Showing compassion for others.	100.00	4.16	NA	91.75	76.53	I
394	Concern for Others: Being sensitive to others' needs and feelings and being understanding and helpful on the job. Showing compassion for others.	99.05	4.15	NA	90.82	79.59	I
398	Initiative: Willingness to take on responsibilities and challenges.	100.00	4.13	NA	95.96	76.77	I
392	Adaptability/Flexibility: Being open to change (positive or negative) and to considerable variety in the workplace.	100.00	4.03	NA	89.90	69.39	I
404	Social/Teamwork Orientation: Preferring to work with others rather than alone, and being personally connected with others on the job. The ability to work with others (teamwork) to achieve a mutual end.	100.00	3.85	NA	86.60	64.95	I
391	Achievement/Effort: Establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.	100.00	3.69	NA	86.60	50.00	I
399	Innovation: Tendency towards creativity and alternative thinking to develop new ideas for and answers to work-related problems.	99.05	3.49	NA	81.82	40.40	I
<b>Item #</b>	<b>Knowledge</b>	<b>%Rel.</b>	<b>Imp.</b>	<b>RvR</b>	<b>BP</b>	<b>RUE</b>	<b>Essential?</b>
425	Weapons use and maintenance.	98.10	4.74	4.23	97.87	31.58	I
407	Department rules and regulations.	100.00	4.65	3.47	97.94	30.30	I
409	Constitutional law (e.g. search and seizure, interrogations and confessions, authority to detain and arrest, etc.).	99.05	4.65	3.82	97.92	36.73	I
422	Streets, highways, roads, landmarks, parks and other geographical areas of a patrol area.	96.19	4.60	3.97	100.00	25.81	I
406	Department policies and procedures.	100.00	4.54	3.37	96.91	27.27	I
418	State vehicle code.	100.00	4.50	3.51	98.98	35.71	I
424	Hand-to-hand combat tactics.	98.10	4.44	4.29	98.94	30.93	I
413	State criminal law: offenses directed against public health or safety and decency (e.g., narcotic drugs, disorderly conduct, etc.).	98.10	4.39	3.46	100.00	33.33	I
411	State criminal law: offenses directed against persons (e.g., homicide, sex offenses, assault, etc.).	99.05	4.36	3.47	98.94	34.69	I
410	Court cases affecting law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, etc.).	99.05	4.31	3.67	97.92	32.65	I
412	State criminal law: offenses directed against property (e.g., robbery, damage	99.05	4.31	3.42	97.89	33.67	I



	and trespass, etc.).						
429	Field operations and tactical procedures (patrol, emergency response, weapons, specialized tactics, etc.).	93.33	4.30	3.78	95.45	27.47	1
415	State law: family law (i.e., domestic violence, etc.).	98.10	4.22	3.43	97.92	36.08	1
417	State criminal procedural law.	99.05	4.21	3.41	100.00	32.99	1
414	State law: juveniles.	97.14	4.14	3.26	96.77	30.53	1
423	Persons, conditions and problems within an assigned patrol area.	94.29	4.11	3.72	96.67	16.13	1
433	Cultural and racial sensitivity topics.	97.14	4.07	3.90	94.44	51.04	1
420	Criminal investigations and procedures.	98.10	4.01	3.52	95.74	28.87	1
421	Community-policing and problem-solving principles.	96.19	3.82	3.40	95.65	27.37	1
426	Negotiation tactics.	92.38	3.70	3.60	91.95	16.67	1
432	Customer service principles in law enforcement.	89.52	3.60	3.53	92.77	27.06	1
416	State civil procedures and civil law.	96.19	3.55	3.09	84.95	26.32	1
408	Collective bargaining agreements, civil service rules, etc.	94.29	3.52	2.96	67.74	17.20	1
431	Community policing initiative and problem-based policing.	93.33	3.48	3.41	86.81	22.58	1
430	National Incident Command System (NICS) and incident command principles.	89.52	3.35	3.05	87.95	14.94	1
428	Joint Committee on administrative rules.	69.52	2.72	2.43	68.18	11.94	0
419	Local city, village and/or county ordinances.	85.71	2.71	2.30	65.88	11.76	0
427	State conservation laws.	84.76	2.54	2.43	69.88	10.84	0

## Appendix F: RUE Categorization for Trooper

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
1	Patrol assigned areas (by vehicle, on bicycle, on foot, on motorcycle, on horseback or by watercraft).	X	
2	Check for outstanding warrants.	X	
3	Describe persons of interest to other officers.	X	
4	Direct actions of officers arriving to assist you.	X	
5	Transport/escort persons/materials by vehicle or by foot.	X	
6	Establish/mark a perimeter.	X	
7	Find remote locations.	X	
8	Inspect patrol vehicle for weapons and contraband.	X	
9	Inspect patrol vehicles/watercraft for function/safety.	X	
10	Intervene to prevent/stop another officer from making an error.	X	
11	Intervene with another officer to prevent/stop misconduct.	X	
12	Maintain a secure perimeter.	X	
13	Monitor police communications.	X	
14	Notify persons/businesses/agencies of property damage.	X	
15	Operate patrol vehicle in an emergency response situation.	X	
16	Operate patrol vehicle in a pursuit situation.	X	
17	Operate patrol vehicle under adverse weather conditions.	X	
18	Prioritize emergency/non-emergency calls.	X	
19	Report hazardous conditions to dispatch.	X	
20	Report the misconduct of another officer.	X	
21	Report shift activities to supervisor/incoming officer.	X	
22	Request repair/maintenance of an official vehicle/watercraft.	X	
23	Respond to emergency incidents, rescue calls and alarms.	X	
24	Respond to calls for service.	X	
25	Review BOLO (Be On the Look Out) or ATL (Attempt To Locate).	X	
26	Secure a crime scene.	X	
27	Transport arrested persons in patrol vehicle.	X	
28	Transport persons needing assistance.	X	
29	Advise business people about security risks.		X
30	Advise residents about ways to make their homes more secure.		X

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
31	Assist motorists in distress.	X	
32	Communicate with citizens to establish rapport.	X	
33	Conduct community relations programs.		X
34	Encourage citizens to participate by addressing neighborhood crime-related problems.		X
35	Gather information about crime trends for neighborhoods.		X
36	Gather information about persons in neighborhoods.		X
37	Offer creative alternatives to resolve conflict.	X	
38	Refer complaints against police to supervisor.	X	
39	Suggest community resources to resolve problem.		X
40	Suggest professional assistance for victims or arrested individuals.	X	
41	Extinguish fires.	X	
42	Grant professional courtesy to fellow officer.	X	
43	Participate in citizen Ride-Along Programs.		X
44	Request specialized police units.	X	
45	Respond to animal calls.	X	
46	Restock expendable emergency supplies in patrol vehicle.	X	
47	Return weapon to licensed person.	X	
48	Jump start vehicle for persons.	X	
49	Spot potentially dangerous storm conditions and report them to dispatch.	X	
50	Unlock vehicles for persons.		X
51	Assist elderly/disabled persons with mobility problems.	X	
52	Coordinate community resources to solve problems.	X	
53	Discuss law enforcement with teachers/school officials, elected officials, store owners and other citizens.		X
54	Distribute printed material for public relations.		X
55	Give talks on law enforcement to community organizations.		X
56	Provide information (e.g., crimes, deaths, wanted persons, traffic incidents, etc.) to news media.		X
57	Recruit confidential informants.		X
58	Refer news media to the agency designated officer.		X
59	Conduct federal motor carrier safety inspections.	X	
60	Enforce federal motor carrier laws.	X	
61	Conduct overweight enforcement.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
62	Refer persons to agencies providing social services in order to provide assistance.	X	
63	Provide available resources to victims of domestic violence.	X	
64	Identify drivers who need to be submitted for re-evaluation of their driving privileges.	X	
65	Respond to active shooter situations and take appropriate action.	X	
66	Initiate Article 36 seizures when it applies.	X	
67	Provide information to assist motorists.	X	
68	Conduct traffic stops (includes: instructing drivers where to stop/pull-over, checking driver's license for validity, checking insurance documents, assessing and checking criminal databases and vehicle information, assessing driver's ability to operate vehicle, and inspecting vehicle/watercraft for conformance with safety requirements).	X	
69	Administer field sobriety test.	X	
70	Arrest DWI suspects.	X	
71	Collect facts of accident to determine charges.	X	
72	Conduct videotape interview for DWI.	X	
73	Determine causes/factors contributing to accident.	X	
74	Diagram accident scene.	X	
75	Direct traffic during emergencies/special events.	X	
76	Establish ownership of property/vehicles involved in accident.	X	
77	Establish point(s) of impact for traffic accident.	X	
78	Establish point(s) of occurrence for traffic accident.	X	
79	Estimate speed of moving vehicles with radar.	X	
80	Estimate speed of moving vehicles without radar.	X	
81	Examine abandoned vehicles.	X	
82	Fill out DWI arrest report.	X	
83	Fill out forms to obtain breath/blood sample from DWI suspect.	X	
84	Inform vehicle owners/operators of legal obligation.	X	
85	Issue citation/warning.	X	
86	Issue verbal warning in lieu of arrest/citation.	X	
87	Observe occupants of stopped vehicles to identify unusual/suspicious activities.	X	
88	Observe traffic violations.	X	
89	Photograph/video persons for DWI purposes.	X	
90	Read vehicle placard for hazardous materials.	X	
91	Record motor vehicle/property damage occurring in accident.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
92	Report hazardous traffic conditions.	X	
93	Review traffic citations for completeness.	X	
94	Conduct roadblocks.	X	
95	Enforce parking laws.	X	
96	Estimate vehicle speed using physical evidence/formulas/template.		X
97	Give directions to destination.	X	
98	Maintain checkpoint.	X	
99	Operate Intoxilyzer to determine blood alcohol concentration.	X	
100	Operate traffic signal manually.		X
101	Recommend driver's license revocation.		X
102	Remove debris from accident scene.	X	
103	Request re-administration of driver test.	X	
104	Request removal of abandoned vehicles.	X	
105	Review accident report with other accident investigator.	X	
106	Set up road blocks and/or barricades.	X	
107	Escort official vehicles.		X
108	Advise persons of Miranda rights.	X	
109	Apprehend suspects.	X	
110	Arrest persons with a warrant.	X	
111	Arrest persons without a warrant.	X	
112	Assess emotional stability of an arrested person.	X	
113	Check for warrants on persons through IL-CIC/NCIC, local/regional records.	X	
114	Complete arrest reports.	X	
115	Conduct complete search of arrested persons.	X	
116	Conduct frisk/pat down search.	X	
117	Conduct vehicle stop to effect felony arrest(s).	X	
118	Conduct vehicle stop to effect misdemeanor arrest(s).	X	
119	Detain persons.	X	
120	Detain/place juvenile offenders in custody.	X	
121	Determine tactics and plan strategies for making arrests.	X	
122	Explain the legal recourses that are available to complainants/victims	X	
123	Explain arrest procedures to concerned citizens.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
I24	Explain nature of crimes to arrested person.	X	
I25	Guard arrested person at facilities other than jail.	X	
I26	Obtain arrest warrants.	X	
I27	Provide information to victims regarding the criminal prosecution process.	X	
I28	Release juvenile offenders to a parent/guardian.	X	
I29	Review assigned warrants for adequate information.	X	
I30	Take custody of mentally ill, emotionally disturbed/confused persons.	X	
I31	Warn persons instead of arrest/citation.	X	
I32	Administer CPR.	X	
I33	Administer first aid.	X	
I34	Assess need for emergency assistance.	X	
I35	Assist with child birth.	X	
I36	Contact EMS and/or Fire Department.	X	
I37	Evacuate persons from disaster area.	X	
I38	Pull person from threatened vehicle/area.	X	
I39	Break up fight.	X	
I40	Carry firearm while off-duty.	X	
I41	Clean weapons.	X	
I42	Clear malfunction of firearms.	X	
I43	Detain person at gunpoint.	X	
I44	Disarm suspects.	X	
I45	Discharge firearm at person.	X	
I46	Draw weapon to protect self/third party.	X	
I47	Force entry into building/occupancy.	X	
I48	Handcuff suspects/arrested persons (resisting or not).	X	
I49	Issue verbal warning before using deadly force.	X	
I50	Place resisting offender in vehicle.	X	
I51	Pull resisting offender from their vehicle to make arrest.	X	
I52	Pursue offender on foot.	X	
I53	Qualify/practice with weapons.	X	
I54	Subdue resisting offender alone.	X	
I55	Subdue resisting offender with assistance.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
156	Take control of publicly intoxicated/disruptive persons.	X	
157	Use body language to project control/influence	X	
158	Use chemical agents to control persons.	X	
159	Use impact weapons to control persons.	X	
160	Use voice commands to project control/direct actions.	X	
161	Put down dangerous/injured animals.	X	
162	Fire signal shots for search/rescue.	X	
163	Swing battering ram to force open a door.		X
164	Use electrical weapons (e.g., tazers, stun-guns, etc.) to control persons.	X	
165	Confront demonstrators/rioters/crowds.	X	
166	Confront, in riot formation, groups of agitated people.	X	
167	Contain crowd.	X	
168	Control hostile groups.	X	
169	Disperse crowds with chemical agents.	X	
170	Disperse crowds with riot equipment.	X	
171	Observe/locate crowd agitators and remove them.	X	
172	Operate vehicles in formation to control crowds.	X	
173	Patrol riot stricken/civil disturbance areas.	X	
174	Analyze/compare incidents for similarity of modus operandi.	X	
175	Answer inquiries regarding progress of a case.	X	
176	Assess injuries of persons.	X	
177	Conduct surveillance of persons/locations.	X	
178	Conduct suspect identifications at the scene.	X	
179	Determine whether incidents are criminal/civil.	X	
180	Determine whether recovered property is linked with previous crime.	X	
181	Estimate value of stolen/recovered property.	X	
182	Exchange information with other law enforcement agencies.	X	
183	Interrogate suspects.	X	
184	Interview complainants/witnesses.	X	
185	Locate witnesses of a crime.	X	
186	Observe suspect/interviewee to detect deception.	X	
187	Obtain information from an informant.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
188	Participate in investigations with other law enforcement agencies.	X	
189	Review department records to assist in investigation.		X
190	Take confessions.	X	
191	Take statements.	X	
192	Verify identity of deceased persons.	X	
193	Write investigative report.	X	
194	Write narrative to complete report.	X	
195	Conduct background investigations of applicants for licenses/permits.		X
196	Organize/conduct photo line-ups.	X	
197	Organize/conduct station-house line-ups.		X
198	Provide information for death certificates.		X
199	Review circumstances relating to a death with appropriate examiner.		X
200	Review crime lab reports to guide investigation.	X	
201	Trace stolen goods.	X	
202	Collect evidence/property.	X	
203	Conduct search for missing persons.	X	
204	Coordinate building search related to bomb threats.	X	
205	Determine method for conducting search.	X	
206	Determine need for special processing of evidence.	X	
207	Determine perimeter/scope of search.	X	
208	Determine types of evidence to search for at a crime scene.	X	
209	Dust/lift latent prints.		X
210	Obtain consent to search.	X	
211	Obtain search warrant.	X	
212	Photograph and/or record video of evidence/crime scene/persons.	X	
213	Preserve/transport/document evidence for chain of custody.	X	
214	Protect latent evidence.	X	
215	Record location of physical evidence/fingerprints at scene.	X	
216	Record stolen/abandoned property.	X	
217	Search crime scene for evidence.	X	
218	Search for suspects.	X	
219	Search victims' bodies for personal property/evidence.	X	



Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
220	Seize stolen/abandoned property.	X	
221	Separate evidence from personal property at crime scene.	X	
222	Cast impressions of certain types of evidence (e.g., footprints).		X
223	Diagram crime scenes.		X
224	Release confiscated property.		X
225	Use trained dog to aid in crime scene search.	X	
226	Adjust communication methods as needed to ensure understanding.	X	
227	Adjust to cultural differences to ensure correct messaging/communication.	X	
228	Comfort emotionally upset persons.	X	
229	Communicate with various parties (offenders, witnesses, families of juvenile offenders, families of suspects, families of victims, people with mental illness, hostages, hostage takers, interpreters, elderly, etc.).	X	
230	Communicate with persons in foreign language.	X	
231	Communicate with persons who are non-native English speakers.	X	
232	Counsel juveniles/children.	X	
233	Intercede in domestic disputes to maintain peace.	X	
234	Maintain emotional control.	X	
235	Mediate disputes.	X	
236	Observe a person's body language to assess attitude, intention.	X	
237	Participate in meetings with other officers.	X	
238	Restore peace at loud parties.	X	
239	Inform dispatcher by radio/phone as to status.	X	
240	Operate Mobile Data Terminal (MDT).	X	
241	Operate NCIC/IL-CIC to check on property/persons.	X	
242	Operate personal computer.	X	
243	Receive messages from pager.		X
244	Request NCIC/IL-CIC checks on property/persons.	X	
245	Transmit/receive messages over police radios.	X	
246	Use public address system.	X	
247	Conduct telephone interviews.	X	
248	Notify supervisor of media contact.	X	
249	Operate Global Positioning Systems (GPS) equipment to establish location.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
250	Operate laptop computer in the field.	X	
251	Operate radio tracking device (RTD).	X	
252	Write correspondence.	X	
253	Send e-mails.	X	
254	Climb through openings (e.g., windows).	X	
255	Climb up or over obstacles.	X	
256	Crawl in confined areas (e.g., attics).	X	
257	Drag or pull heavy objects or persons.	X	
258	Jump across obstacles (e.g., stream).	X	
259	Jump down from elevated surfaces.	X	
260	Jump over obstacles.	X	
261	Lift and carry heavy objects or persons.	X	
262	Perform duties while wearing heavy equipment other than gun belt (e.g., riot gear, PPE, etc.).	X	
263	Perform water rescue.	X	
264	Physically push movable objects.	X	
265	Physically restrain crowds.	X	
266	Climb/Run upstairs.	X	
267	Stand continuously for more than one-half of the work shift (e.g., guard duty).	X	
268	Wade through marshes, swamp land or waterways.	X	
269	Walk continuously for more than one-half of the work shift (e.g., foot beat).	X	
270	Perform work in extreme weather conditions (heat, cold, rain, snow, ice, storms, etc.).	X	
271	Walk on snow or ice.	X	
272	Tolerate inclement weather conditions.	X	
273	Act in the capacity of the supervisor in the absence of the supervisor on shift.	X	
274	Check and maintain condition of assigned patrol vehicle.	X	
275	Check and maintain condition of firearms (e.g., inspection and cleaning).	X	
276	Notify dispatcher to contact coroner.	X	
277	Complete written reports to document information, incidents, actions taken, investigative steps, etc.; submit written documentation to appropriate personnel or agencies.	X	
278	Complete all forms required for the processing of a DUI suspect.	X	
279	Document shift activities in appropriate written or computer logs/reports.	X	
280	Document any instances involving the use of force.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
281	Document daily activities and submit performance measure monthly.	X	
282	Document the chain of custody of physical evidence.	X	
283	Document traffic crash investigations.	X	
284	Ensure suspect completes a waiver of rights form if person chooses to waive his/her rights.	X	
285	Identify and document vehicle and equipment assignments appropriately.	X	
286	Maintain a professional appearance in accordance with department policy.	X	
287	Notify dispatcher/control center or supervisor of special conditions that may affect or are affecting assigned areas, as required by department procedures; notify dispatcher of incidents of a serious nature (e.g., homicide) and request presence of supervisor.	X	
288	Operate a departmental computer to obtain or enter necessary information.	X	
289	Prepare narrative reports (e.g., incident reports, intradepartmental correspondence), providing complete, accurate and consistent information.	X	
290	Request documents in conjunction with investigation (e.g., pictures, criminal histories).	X	
291	Review and understand new department general orders, special orders, policies, procedures, laws and other written documentation to follow appropriate procedures, laws, etc.	X	
292	Review documents in in-box and e-mail and determine appropriate actions to take on information.	X	
293	Review information on criminal activity in area.	X	
294	Summarize in writing the statements of witnesses and complainants.	X	
295	Write complete investigative reports for criminal cases, including case history, documenting statements, evidence, supplements, and exhibits for the prosecution.	X	
296	Review and respond to information using the IVIN system.	X	
297	Document directed patrol/detail activities.	X	
298	Complete daily observation report on probationary troopers.		X
299	Book prisoners by completing booking forms.	X	
300	Check weapons in and out of detention facility.	X	
301	Classify arrested persons according to age, sex, and offense.	X	
302	Explain booking process to arrested person.	X	
303	Interview arrested persons for booking purposes.	X	
304	Inventory prisoners' personal property.	X	
305	Photograph prisoners.	X	
306	Place holds on prisoners and notify department holding the warrant.	X	
307	Review arrest documents before accepting prisoners.	X	
308	Answer inquiries concerning prisoners.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
309	Assist prisoners to contact attorney, bondsman, family, etc.	X	
310	Compare fingerprints to fingerprint database to verify identity of prisoner.		X
311	Complete documents for transfer of prisoners to another jail.	X	
312	Conduct strip search.		X
313	Confer with medical personnel regarding prisoner's medical condition.	X	
314	Confer with mental health personnel regarding prisoner's mental condition.	X	
315	Escort prisoners for medical appointments/treatments.	X	
316	Fingerprint prisoners.	X	
317	Inspect identification of visitors.	X	
318	Process prisoners for release.	X	
319	Return prisoners property.	X	
320	Talk to family of prisoners.	X	
321	Verify legal status of a prisoner case with court/prosecutor.	X	
322	Deliver/assist in serving search warrants.	X	
323	Enforce court issued order (including Protective Orders).	X	
324	Execute mental health commitment orders/warrants.	X	
325	File sworn complaints.	X	
326	Maintain custody of arrested persons in court.	X	
327	Prepare affidavits for arrest warrants or search warrants.	X	
328	Review reports/notes for court testimony.	X	
329	Testify/present evidence at legal proceedings.	X	
330	Transport arrested persons to court.	X	
331	Act as court bailiff.		X
332	Act as department court officer.		X
333	Appear at legal proceedings without testifying.	X	
334	Attend bail bond hearings.	X	
335	Attend pretrial conference with prosecutor.	X	
336	Deliver arrested persons to courtroom.	X	
337	Collect court ordered fines and/or fees.	X	
338	Deliver eviction notices, subpoenas and probate orders.		X
339	Execute writs (i.e., written court orders) as required.	X	
340	Explain civil process to citizens.	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
341	Maintain courtroom security.		X
342	Request and prepare destruction orders.		X
343	Determine work priorities.	X	
344	Draft organizational policies and or standard operating procedures (SOP).		X
345	Advise staff personnel on training matters.		X
346	Assign personnel to duty positions.		X
347	Participate in staff briefing meetings (e.g., roll-call meetings).	X	
348	Coordinate with other police agencies.	X	
349	Schedule time off requests.	X	
350	Attend in-service training.	X	
351	Conduct Field Training.		X
352	Counsel trainees on training progress.		X
353	Develop FTO programs.		X
354	Evaluate FTO trainees.		X
355	Evaluate training methods, techniques/programs.		X
356	Maintain training records, charts/graphs.		X
357	Administer tests.		X
358	Analyze test results.		X
359	Conduct newly assigned personnel orientations.		X
360	Conduct special personalized training.		X
361	Write test questions.		X
362	Write training reports.		X
363	Take examinations to assess learning of new policies/procedures/tactics/etc.	X	
364	Read manuals/texts to learn about new polices/procedures/tactics/etc.	X	
365	Engage in self-learning of modern police and law enforcement operations.	X	
366	Deductive Reasoning: The ability to apply general rules to specific problems to produce answers that make sense.	X	
367	Flexibility of Closure: The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.	X	
368	Inductive Reasoning: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).	X	
369	Information Ordering: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical	X	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
	operations).		
<b>370</b>	Mathematical Reasoning: The ability to choose the right mathematical methods or formulas to solve a problem.		<b>X</b>
<b>371</b>	Memorization: The ability to remember information such as words, numbers, pictures, and procedures.	<b>X</b>	
<b>372</b>	Number Facility: The ability to add, subtract, multiply, or divide quickly and correctly.	<b>X</b>	
<b>373</b>	Oral Comprehension: The ability to listen to and understand information and ideas presented through spoken words and sentences.	<b>X</b>	
<b>374</b>	Oral Expression: The ability to communicate information and ideas in speaking so others will understand.	<b>X</b>	
<b>375</b>	Problem Sensitivity: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.	<b>X</b>	
<b>376</b>	Selective Attention: The ability to concentrate on a task over a period of time without being distracted.	<b>X</b>	
<b>377</b>	Spatial Orientation: The ability to know your location in relation to the environment or to know where other objects are in relation to you.	<b>X</b>	
<b>378</b>	Visualization: The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.		<b>X</b>
<b>379</b>	Written Comprehension: The ability to read and understand information and ideas presented in writing.	<b>X</b>	
<b>380</b>	Written Expression: The ability to communicate information and ideas in writing so others will understand.	<b>X</b>	
<b>381</b>	Critical Thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	<b>X</b>	
<b>382</b>	Leadership: Willingness to lead, take charge, and offer opinions and direction, and having people respond positively to those directions such that there are behavioral changes.	<b>X</b>	
<b>383</b>	Monitoring: Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	<b>X</b>	
<b>384</b>	Operation and Control: Watching gauges, dials, or other indicators to make sure a machine is working properly.		<b>X</b>
<b>385</b>	Instructing: Teaching others how to do something.		<b>X</b>
<b>386</b>	Judgment and Decision Making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	<b>X</b>	

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
387	Social Perceptiveness: Being aware of others' reactions and understanding why they react as they do.	X	
388	Equipment Maintenance: Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.		X
389	Negotiation: Bringing others together and trying to reconcile differences.		X
390	Persuasion: Persuading others to change their minds or behavior.		X
391	Achievement/Effort: Establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.	X	
392	Adaptability/Flexibility: Being open to change (positive or negative) and to considerable variety in the workplace.	X	
393	Attention to Detail: Being careful about detail and thorough in completing work tasks.	X	
394	Concern for Others: Being sensitive to others' needs and feelings and being understanding and helpful on the job. Showing compassion for others.	X	
395	Cooperation: Being pleasant with others on the job and displaying a good-natured, cooperative attitude.	X	
396	Dependability: Being reliable, responsible, and dependable, and fulfilling obligations.	X	
397	Independence: Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.	X	
398	Initiative: Willingness to take on responsibilities and challenges.	X	
399	Innovation: Tendency towards creativity and alternative thinking to develop new ideas for and answers to work-related problems.		X
400	Integrity: Being honest and ethical, especially in situations where others could be taken advantage of.	X	
401	Persistence: In the face of obstacles, one continues to engage to overcome the obstacle.	X	
402	Self-Control: Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.	X	
403	Service Orientation: Actively looking for ways to help people; a desire to place others' interests ahead of your own. Showing compassion for others.	X	
404	Social/Teamwork Orientation: Preferring to work with others rather than alone, and being personally connected with others on the job. The ability to work with others (teamwork) to achieve a mutual end.	X	
405	Stress Tolerance: Accepting criticism and dealing calmly and effectively with high stress situations.	X	
406	Department policies and procedures.		X
407	Department rules and regulations.		X
408	Collective bargaining agreements, civil service rules, etc.		X

Item #	Task/KSAO	RUE Type	
		Yes; RUE	No; OTJ
<b>409</b>	Constitutional law (e.g. search and seizure, interrogations and confessions, authority to detain and arrest, etc.).		<b>X</b>
<b>410</b>	Court cases affecting law enforcement (e.g., Miranda v. Arizona, Terry v. Ohio, Mapp v. Ohio, etc.).		<b>X</b>
<b>411</b>	State criminal law: offenses directed against persons (e.g., homicide, sex offenses, assault, etc.).		<b>X</b>
<b>412</b>	State criminal law: offenses directed against property (e.g., robbery, damage and trespass, etc.).		<b>X</b>
<b>413</b>	State criminal law: offenses directed against public health or safety and decency (e.g., narcotic drugs, disorderly conduct, etc.).		<b>X</b>
<b>414</b>	State law: juveniles.		<b>X</b>
<b>415</b>	State law: family law (i.e., domestic violence, etc.).		<b>X</b>
<b>416</b>	State civil procedures and civil law.		<b>X</b>
<b>417</b>	State criminal procedural law.		<b>X</b>
<b>418</b>	State vehicle code.		<b>X</b>
<b>419</b>	Local city, village and/or county ordinances.		<b>X</b>
<b>420</b>	Criminal investigations and procedures.		<b>X</b>
<b>421</b>	Community-policing and problem-solving principles.		<b>X</b>
<b>422</b>	Streets, highways, roads, landmarks, parks and other geographical areas of a patrol area.		<b>X</b>
<b>423</b>	Persons, conditions and problems within an assigned patrol area.		<b>X</b>
<b>424</b>	Hand-to-hand combat tactics.		<b>X</b>
<b>425</b>	Weapons use and maintenance.		<b>X</b>
<b>426</b>	Negotiation tactics.		<b>X</b>
<b>427</b>	State conservation laws.		<b>X</b>
<b>428</b>	Joint Committee on administrative rules.		<b>X</b>
<b>429</b>	Field operations and tactical procedures (patrol, emergency response, weapons, specialized tactics, etc.).		<b>X</b>
<b>430</b>	National Incident Command System (NICS) and incident command principles.		<b>X</b>
<b>431</b>	Community policing initiative and problem-based policing.		<b>X</b>
<b>432</b>	Customer service principles in law enforcement.		<b>X</b>
<b>433</b>	Cultural and racial sensitivity topics.	<b>X</b>	



## Appendix G: Complete Rank-ordered RUE Tasks for Trooper

Rank	Item#	Task	% Essential	%RUE
1	15	Operate patrol vehicle in an emergency response situation.	100.00%	81.37%
2	13	Monitor police communications.	99.04%	75.73%
3	241	Operate NCIC/IL-CIC to check on property/persons.	99.01%	76.29%
4	31	Assist motorists in distress.	99.00%	71.72%
5	245	Transmit/receive messages over police radios.	98.06%	76.00%
6	291	Review and understand new department general orders, special orders, policies, procedures, laws and other written documentation to follow appropriate procedures, laws, etc.	98.04%	72.28%
7	153	Qualify/practice with weapons.	98.02%	79.21%
8	239	Inform dispatcher by radio/phone as to status.	98.02%	79.00%
9	68	Conduct traffic stops (includes: instructing drivers where to stop/pull-over, checking driver's license for validity, checking insurance documents, assessing and checking criminal databases and vehicle information, assessing driver's ability to operate vehicle, and inspecting vehicle/watercraft for conformance with safety requirements).	98.02%	73.74%
10	296	Review and respond to information using the IWIN system.	98.02%	70.00%
11	240	Operate Mobile Data Terminal (MDT).	98.00%	74.49%
12	70	Arrest DWI suspects.	98.00%	72.45%
13	236	Observe a person's body language to assess attitude, intention.	97.98%	80.61%
14	4	Direct actions of officers arriving to assist you.	97.12%	71.84%
15	288	Operate a departmental computer to obtain or enter necessary information.	97.09%	77.23%
16	116	Conduct frisk/pat down search.	97.09%	75.49%
17	148	Handcuff suspects/arrested persons (resisting or not).	97.06%	77.23%
18	114	Complete arrest reports.	97.06%	72.55%
19	277	Complete written reports to document information, incidents, actions taken, investigative steps, etc.; submit written documentation to appropriate personnel or agencies.	97.03%	75.25%
20	24	Respond to calls for service.	97.03%	71.29%
21	289	Prepare narrative reports (e.g., incident reports, intradepartmental correspondence), providing complete, accurate and consistent information.	97.00%	77.23%
22	69	Administer field sobriety test.	97.00%	73.74%

Rank	Item#	Task	% Essential	%RUE
23	71	Collect facts of accident to determine charges.	97.00%	72.73%
24	88	Observe traffic violations.	96.97%	76.04%
25	85	Issue citation/warning.	96.97%	72.45%
26	275	Check and maintain condition of firearms (e.g., inspection and cleaning).	96.94%	75.76%
27	73	Determine causes/factors contributing to accident.	96.94%	75.26%
28	79	Estimate speed of moving vehicles with radar.	96.94%	68.04%
29	108	Advise persons of Miranda rights.	96.15%	75.49%
30	23	Respond to emergency incidents, rescue calls and alarms.	96.12%	70.59%
31	250	Operate laptop computer in the field.	96.08%	78.00%
32	115	Conduct complete search of arrested persons.	96.08%	75.00%
33	286	Maintain a professional appearance in accordance with department policy.	96.04%	79.00%
34	27	Transport arrested persons in patrol vehicle.	96.04%	76.24%
35	18	Prioritize emergency/non-emergency calls.	96.04%	73.74%
36	110	Arrest persons with a warrant.	96.04%	73.53%
37	292	Review documents in in-box and e-mail and determine appropriate actions to take on information.	96.04%	70.30%
38	194	Write narrative to complete report.	96.00%	77.32%
39	1	Patrol assigned areas (by vehicle, on bicycle, on foot, on motorcycle, on horseback or by watercraft).	96.00%	76.77%
40	60	Enforce federal motor carrier laws.	96.00%	73.47%
41	77	Establish point(s) of impact for traffic accident.	96.00%	73.47%
42	244	Request NCIC/IL-CIC checks on property/persons.	95.88%	71.43%
43	17	Operate patrol vehicle under adverse weather conditions.	95.15%	85.29%
44	109	Apprehend suspects.	95.15%	74.26%
45	160	Use voice commands to project control/direct actions.	95.10%	79.41%
46	113	Check for warrants on persons through IL-CIC/NCIC, local/regional records.	95.10%	73.27%
47	8	Inspect patrol vehicle for weapons and contraband.	95.10%	72.28%
48	117	Conduct vehicle stop to effect felony arrest(s).	95.00%	73.00%
49	278	Complete all forms required for the processing of a DUI suspect.	94.95%	75.26%
50	9	Inspect patrol vehicles/watercraft for function/safety.	94.95%	74.75%
51	65	Respond to active shooter situations and take appropriate action.	94.90%	75.26%
52	274	Check and maintain condition of assigned patrol vehicle.	94.90%	69.00%
53	343	Determine work priorities.	94.38%	70.11%

Rank	Item#	Task	% Essential	%RUE
54	141	Clean weapons.	94.17%	78.64%
55	111	Arrest persons without a warrant.	94.17%	72.73%
56	157	Use body language to project control/influence	94.06%	78.00%
57	118	Conduct vehicle stop to effect misdemeanor arrest(s).	94.00%	75.51%
58	59	Conduct federal motor carrier safety inspections.	94.00%	74.49%
59	67	Provide information to assist motorists.	93.94%	72.45%
60	184	Interview complainants/witnesses.	93.75%	74.19%
61	93	Review traffic citations for completeness.	93.68%	73.12%
62	283	Document traffic crash investigations.	93.62%	77.17%
63	134	Assess need for emergency assistance.	93.27%	77.67%
64	26	Secure a crime scene.	93.20%	72.82%
65	253	Send e-mails.	93.14%	72.55%
66	183	Interrogate suspects.	93.10%	67.06%
67	32	Communicate with citizens to establish rapport.	93.07%	80.00%
68	229	Communicate with various parties (offenders, witnesses, families of juvenile offenders, families of suspects, families of victims, people with mental illness, hostages, hostage takers, interpreters, elderly, etc.).	93.00%	75.26%
69	87	Observe occupants of stopped vehicles to identify unusual/suspicious activities.	93.00%	72.45%
70	82	Fill out DWI arrest report.	93.00%	71.43%
71	91	Record motor vehicle/property damage occurring in accident.	92.86%	72.92%
72	25	Review BOLO (Be On the Look Out) or ATL (Attempt To Locate).	92.23%	66.02%
73	3	Describe persons of interest to other officers.	92.16%	72.28%
74	2	Check for outstanding warrants.	92.16%	71.29%
75	142	Clear malfunction of firearms.	92.08%	77.00%
76	133	Administer first aid.	92.00%	78.35%
77	74	Diagram accident scene.	92.00%	72.45%
78	282	Document the chain of custody of physical evidence.	91.92%	73.74%
79	143	Detain person at gunpoint.	91.92%	73.20%
80	155	Subdue resisting offender with assistance.	91.92%	73.20%
81	350	Attend in-service training.	91.92%	66.33%
82	80	Estimate speed of moving vehicles without radar.	91.84%	67.01%
83	83	Fill out forms to obtain breath/blood sample from DWI suspect.	91.75%	69.39%

Rank	Item#	Task	% Essential	%RUE
84	234	Maintain emotional control.	91.67%	80.21%
85	295	Write complete investigative reports for criminal cases, including case history, documenting statements, evidence, supplements, and exhibits for the prosecution.	91.36%	68.75%
86	99	Operate Intoxilyzer to determine blood alcohol concentration.	90.91%	72.16%
87	78	Establish point(s) of occurrence for traffic accident.	90.91%	71.88%
88	213	Preserve/transport/document evidence for chain of custody.	90.91%	69.39%
89	144	Disarm suspects.	90.72%	71.43%
90	193	Write investigative report.	90.59%	62.96%
91	294	Summarize in writing the statements of witnesses and complainants.	90.53%	70.53%
92	5	Transport/escort persons/materials by vehicle or by foot.	90.38%	71.84%
93	140	Carry firearm while off-duty.	90.20%	63.00%
94	124	Explain nature of crimes to arrested person.	90.00%	72.73%
95	202	Collect evidence/property.	90.00%	72.16%
96	75	Direct traffic during emergencies/special events.	90.00%	71.72%
97	136	Contact EMS and/or Fire Department.	90.00%	71.72%
98	270	Perform work in extreme weather conditions (heat, cold, rain, snow, ice, storms, etc.).	89.90%	82.35%
99	226	Adjust communication methods as needed to ensure understanding.	89.90%	68.75%
100	131	Warn persons instead of arrest/citation.	89.69%	70.21%
101	146	Draw weapon to protect self/third party.	89.58%	74.74%
102	16	Operate patrol vehicle in a pursuit situation.	89.36%	72.63%
103	132	Administer CPR.	89.25%	77.17%
104	28	Transport persons needing assistance.	89.22%	70.30%
105	119	Detain persons.	89.11%	73.00%
106	76	Establish ownership of property/vehicles involved in accident.	89.11%	71.72%
107	150	Place resisting offender in vehicle.	88.78%	73.20%
108	154	Subdue resisting offender alone.	88.66%	74.49%
109	299	Book prisoners by completing booking forms.	88.64%	65.91%
110	329	Testify/present evidence at legal proceedings.	88.54%	73.20%
111	21	Report shift activities to supervisor/incoming officer.	88.54%	58.95%
112	145	Discharge firearm at person.	88.37%	74.12%
113	214	Protect latent evidence.	88.31%	66.23%
114	280	Document any instances involving the use of force.	88.30%	72.34%

Rank	Item#	Task	% Essential	%RUE
I15	287	Notify dispatcher/control center or supervisor of special conditions that may affect or are affecting assigned areas, as required by department procedures; notify dispatcher of incidents of a serious nature (e.g., homicide) and request presence of supervisor.	88.12%	69.31%
I16	11	Intervene with another officer to prevent/stop misconduct.	87.91%	69.57%
I17	121	Determine tactics and plan strategies for making arrests.	87.88%	68.42%
I18	290	Request documents in conjunction with investigation (e.g., pictures, criminal histories).	87.37%	67.02%
I19	249	Operate Global Positioning Systems (GPS) equipment to establish location.	87.37%	63.83%
I20	81	Examine abandoned vehicles.	87.00%	70.71%
I21	186	Observe suspect/interviewee to detect deception.	86.81%	65.56%
I22	300	Check weapons in and out of detention facility.	86.67%	68.89%
I23	151	Pull resisting offender from their vehicle to make arrest.	86.46%	73.68%
I24	191	Take statements.	86.46%	69.57%
I25	182	Exchange information with other law enforcement agencies.	86.46%	64.89%
I26	12	Maintain a secure perimeter.	86.27%	67.00%
I27	210	Obtain consent to search.	86.17%	72.04%
I28	364	Read manuals/texts to learn about new policies/procedures/tactics/etc.	86.17%	62.50%
I29	164	Use electrical weapons (e.g., tazers, stun-guns, etc.) to control persons.	86.02%	70.33%
I30	129	Review assigned warrants for adequate information.	85.54%	65.06%
I31	272	Tolerate inclement weather conditions.	85.29%	76.70%
I32	6	Establish/mark a perimeter.	85.29%	60.78%
I33	10	Intervene to prevent/stop another officer from making an error.	85.29%	58.42%
I34	176	Assess injuries of persons.	85.26%	75.00%
I35	328	Review reports/notes for court testimony.	85.26%	70.53%
I36	84	Inform vehicle owners/operators of legal obligation.	85.26%	64.21%
I37	72	Conduct videotape interview for DWI.	84.52%	63.86%
I38	149	Issue verbal warning before using deadly force.	84.44%	73.33%
I39	242	Operate personal computer.	84.34%	80.72%
I40	20	Report the misconduct of another officer.	84.21%	71.88%
I41	159	Use impact weapons to control persons.	84.04%	73.12%
I42	89	Photograph/video persons for DWI purposes.	84.04%	66.67%
I43	284	Ensure suspect completes a waiver of rights form if person chooses to waive his/her rights.	83.87%	66.67%

Rank	Item#	Task	% Essential	%RUE
144	293	Review information on criminal activity in area.	83.87%	61.54%
145	227	Adjust to cultural differences to ensure correct messaging/communication.	83.70%	72.22%
146	19	Report hazardous conditions to dispatch.	83.50%	72.55%
147	63	Provide available resources to victims of domestic violence.	83.33%	73.12%
148	168	Control hostile groups.	83.33%	70.79%
149	218	Search for suspects.	82.95%	68.18%
150	207	Determine perimeter/scope of search.	82.67%	60.81%
151	156	Take control of publicly intoxicated/disruptive persons.	82.65%	71.88%
152	165	Confront demonstrators/rioters/crowds.	82.61%	73.63%
153	112	Assess emotional stability of an arrested person.	82.29%	69.15%
154	147	Force entry into building/occupancy.	82.22%	64.84%
155	215	Record location of physical evidence/fingerprints at scene.	82.14%	67.27%
156	90	Read vehicle placard for hazardous materials.	82.00%	73.74%
157	120	Detain/place juvenile offenders in custody.	82.00%	72.28%
158	237	Participate in meetings with other officers.	81.82%	62.63%
159	273	Act in the capacity of the supervisor in the absence of the supervisor on shift.	81.61%	51.16%
160	152	Pursue offender on foot.	81.25%	72.92%
161	285	Identify and document vehicle and equipment assignments appropriately.	81.16%	62.32%
162	235	Mediate disputes.	80.41%	78.35%
163	233	Intercede in domestic disputes to maintain peace.	80.41%	75.00%
164	252	Write correspondence.	80.00%	74.68%
165	318	Process prisoners for release.	80.00%	66.67%
166	323	Enforce court issued order (including Protective Orders).	79.76%	64.29%
167	305	Photograph prisoners.	79.63%	66.04%
168	185	Locate witnesses of a crime.	79.57%	65.22%
169	166	Confront, in riot formation, groups of agitated people.	79.55%	70.11%
170	303	Interview arrested persons for booking purposes.	79.55%	65.17%
171	365	Engage in self-learning of modern police and law enforcement operations.	79.55%	57.78%
172	271	Walk on snow or ice.	79.21%	79.41%
173	178	Conduct suspect identifications at the scene.	79.12%	68.18%
174	301	Classify arrested persons according to age, sex, and offense.	78.82%	60.24%
175	167	Contain crowd.	78.65%	71.91%

<b>Rank</b>	<b>Item#</b>	<b>Task</b>	<b>% Essential</b>	<b>%RUE</b>
<b>176</b>	46	Restock expendable emergency supplies in patrol vehicle.	78.64%	62.75%
<b>177</b>	304	Inventory prisoners' personal property.	78.48%	62.34%
<b>178</b>	135	Assist with child birth.	78.31%	67.47%
<b>179</b>	212	Photograph and/or record video of evidence/crime scene/persons.	78.26%	62.69%
<b>180</b>	171	Observe/locate crowd agitators and remove them.	78.21%	65.38%
<b>181</b>	225	Use trained dog to aid in crime scene search.	78.05%	51.06%
<b>182</b>	92	Report hazardous traffic conditions.	78.00%	71.13%
<b>183</b>	139	Break up fight.	77.89%	73.96%
<b>184</b>	179	Determine whether incidents are criminal/civil.	77.89%	73.33%
<b>185</b>	279	Document shift activities in appropriate written or computer logs/reports.	77.78%	60.98%
<b>186</b>	317	Inspect identification of visitors.	77.78%	60.00%
<b>187</b>	126	Obtain arrest warrants.	77.78%	56.32%
<b>188</b>	97	Give directions to destination.	77.55%	57.45%
<b>189</b>	337	Collect court ordered fines and/or fees.	77.27%	60.00%
<b>190</b>	7	Find remote locations.	77.23%	69.00%
<b>191</b>	22	Request repair/maintenance of an official vehicle/watercraft.	77.23%	63.00%
<b>192</b>	192	Verify identity of deceased persons.	77.22%	62.67%
<b>193</b>	170	Disperse crowds with riot equipment.	77.11%	67.07%
<b>194</b>	138	Pull person from threatened vehicle/area.	76.84%	68.82%
<b>195</b>	37	Offer creative alternatives to resolve conflict.	76.83%	64.56%
<b>196</b>	307	Review arrest documents before accepting prisoners.	76.74%	57.78%
<b>197</b>	306	Place holds on prisoners and notify department holding the warrant.	76.56%	61.54%
<b>198</b>	217	Search crime scene for evidence.	76.54%	66.67%
<b>199</b>	316	Fingerprint prisoners.	76.47%	75.00%
<b>200</b>	208	Determine types of evidence to search for at a crime scene.	76.47%	63.24%
<b>201</b>	158	Use chemical agents to control persons.	76.09%	73.03%
<b>202</b>	219	Search victims' bodies for personal property/evidence.	76.00%	68.92%
<b>203</b>	188	Participate in investigations with other law enforcement agencies.	75.90%	60.76%
<b>204</b>	86	Issue verbal warning in lieu of arrest/citation.	75.82%	66.67%
<b>205</b>	190	Take confessions.	75.64%	68.92%
<b>206</b>	122	Explain the legal recourses that are available to complainants/victims	75.26%	64.58%
<b>207</b>	319	Return prisoners property.	75.00%	73.33%
<b>208</b>	204	Coordinate building search related to bomb threats.	75.00%	61.11%

Rank	Item#	Task	% Essential	%RUE
209	203	Conduct search for missing persons.	74.16%	61.18%
210	205	Determine method for conducting search.	74.07%	61.84%
211	206	Determine need for special processing of evidence.	73.97%	60.27%
212	281	Document daily activities and submit performance measure monthly.	73.97%	51.39%
213	302	Explain booking process to arrested person.	73.68%	59.57%
214	61	Conduct overweight enforcement.	73.49%	65.06%
215	216	Record stolen/abandoned property.	73.42%	60.98%
216	251	Operate radio tracking device (RTD).	72.97%	57.14%
217	297	Document directed patrol/detail activities.	72.94%	57.83%
218	228	Comfort emotionally upset persons.	72.92%	69.47%
219	104	Request removal of abandoned vehicles.	72.45%	68.75%
220	137	Evacuate persons from disaster area.	72.34%	66.67%
221	44	Request specialized police units.	72.16%	57.29%
222	348	Coordinate with other police agencies.	71.08%	59.04%
223	325	File sworn complaints.	70.97%	64.52%
224	349	Schedule time off requests.	70.91%	58.18%
225	314	Confer with mental health personnel regarding prisoner's mental condition.	70.59%	60.78%
226	347	Participate in staff briefing meetings (e.g., roll-call meetings).	70.37%	61.82%
227	257	Drag or pull heavy objects or persons.	70.33%	87.10%
228	246	Use public address system.	70.15%	69.12%
229	180	Determine whether recovered property is linked with previous crime.	69.74%	60.27%
230	173	Patrol riot stricken/civil disturbance areas.	69.51%	68.75%
231	335	Attend pretrial conference with prosecutor.	69.32%	55.17%
232	327	Prepare affidavits for arrest warrants or search warrants.	68.85%	56.45%
233	128	Release juvenile offenders to a parent/guardian.	68.75%	58.51%
234	363	Take examinations to assess learning of new policies/procedures/tactics/etc.	68.57%	55.41%
235	125	Guard arrested person at facilities other than jail.	68.42%	65.96%
236	262	Perform duties while wearing heavy equipment other than gun belt (e.g., riot gear, PPE, etc.).	67.86%	79.55%
237	102	Remove debris from accident scene.	67.74%	65.22%
238	322	Deliver/assist in serving search warrants.	67.69%	60.00%
239	232	Counsel juveniles/children.	67.53%	62.67%
240	200	Review crime lab reports to guide investigation.	67.35%	60.87%



Rank	Item#	Task	% Essential	%RUE
241	174	Analyze/compare incidents for similarity of modus operandi.	67.24%	56.14%
242	130	Take custody of mentally ill, emotionally disturbed/confused persons.	67.01%	69.47%
243	64	Identify drivers who need to be submitted for re-evaluation of their driving privileges.	66.67%	61.96%
244	231	Communicate with persons who are non-native English speakers.	66.67%	61.22%
245	169	Disperse crowds with chemical agents.	66.67%	59.42%
246	211	Obtain search warrant.	66.67%	59.21%
247	66	Initiate Article 36 seizures when it applies.	66.67%	59.18%
248	339	Execute writs (i.e., written court orders) as required.	66.67%	54.55%
249	14	Notify persons/businesses/agencies of property damage.	66.34%	61.00%
250	221	Separate evidence from personal property at crime scene.	66.13%	65.08%
251	308	Answer inquiries concerning prisoners.	65.57%	53.23%
252	127	Provide information to victims regarding the criminal prosecution process.	65.52%	58.62%
253	261	Lift and carry heavy objects or persons.	65.22%	83.87%
254	220	Seize stolen/abandoned property.	65.12%	65.52%
255	247	Conduct telephone interviews.	64.77%	66.28%
256	264	Physically push movable objects.	64.52%	81.72%
257	172	Operate vehicles in formation to control crowds.	64.00%	54.05%
258	230	Communicate with persons in foreign language.	63.86%	55.56%
259	267	Stand continuously for more than one-half of the work shift (e.g., guard duty).	63.83%	73.68%
260	313	Confer with medical personnel regarding prisoner's medical condition.	63.16%	62.50%
261	333	Appear at legal proceedings without testifying.	62.67%	60.56%
262	255	Climb up or over obstacles.	62.50%	82.11%
263	177	Conduct surveillance of persons/locations.	62.32%	52.94%
264	276	Notify dispatcher to contact coroner.	62.22%	58.24%
265	40	Suggest professional assistance for victims or arrested individuals.	61.96%	57.78%
266	315	Escort prisoners for medical appointments/treatments.	61.90%	52.00%
267	259	Jump down from elevated surfaces.	61.80%	80.22%
268	326	Maintain custody of arrested persons in court.	61.54%	55.17%
269	187	Obtain information from an informant.	61.43%	52.94%
270	123	Explain arrest procedures to concerned citizens.	61.29%	61.54%
271	311	Complete documents for transfer of prisoners to another jail.	60.61%	50.00%

Rank	Item#	Task	% Essential	%RUE
272	266	Climb/Run upstairs.	60.22%	83.16%
273	309	Assist prisoners to contact attorney, bondsman, family, etc.	60.00%	50.00%
274	258	Jump across obstacles (e.g., stream).	59.77%	82.02%
275	49	Spot potentially dangerous storm conditions and report them to dispatch.	59.60%	67.01%
276	42	Grant professional courtesy to fellow officer.	59.57%	52.17%
277	94	Conduct roadblocks.	59.55%	61.63%
278	248	Notify supervisor of media contact.	59.26%	60.26%
279	265	Physically restrain crowds.	58.82%	75.86%
280	175	Answer inquiries regarding progress of a case.	58.82%	59.70%
281	324	Execute mental health commitment orders/warrants.	58.33%	60.53%
282	330	Transport arrested persons to court.	58.06%	64.71%
283	98	Maintain checkpoint.	57.89%	61.64%
284	260	Jump over obstacles.	57.47%	82.95%
285	38	Refer complaints against police to supervisor.	57.30%	59.30%
286	47	Return weapon to licensed person.	55.13%	55.70%
287	321	Verify legal status of a prisoner case with court/prosecutor.	54.76%	55.81%
288	256	Crawl in confined areas (e.g., attics).	54.32%	77.78%
289	320	Talk to family of prisoners.	53.85%	54.17%
290	48	Jump start vehicle for persons.	53.06%	74.74%
291	336	Deliver arrested persons to courtroom.	52.94%	60.00%
292	162	Fire signal shots for search/rescue.	52.00%	50.00%
293	196	Organize/conduct photo line-ups.	51.02%	51.06%
294	181	Estimate value of stolen/recovered property.	50.65%	54.55%
295	41	Extinguish fires.	50.54%	65.93%
296	254	Climb through openings (e.g., windows).	49.41%	78.82%
297	263	Perform water rescue.	48.98%	53.70%
298	334	Attend bail bond hearings.	48.78%	56.10%
299	105	Review accident report with other accident investigator.	48.78%	54.32%
300	103	Request re-administration of driver test.	48.78%	51.28%
301	340	Explain civil process to citizens.	47.92%	50.00%
302	106	Set up road blocks and/or barricades.	46.99%	61.73%
303	51	Assist elderly/disabled persons with mobility problems.	46.15%	67.11%
304	269	Walk continuously for more than one-half of the work shift (e.g., foot beat).	45.45%	72.15%

Rank	Item#	Task	% Essential	%RUE
305	62	Refer persons to agencies providing social services in order to provide assistance.	45.35%	58.82%
306	201	Trace stolen goods.	45.28%	53.06%
307	52	Coordinate community resources to solve problems.	44.44%	50.00%
308	161	Put down dangerous/injured animals.	43.75%	59.38%
309	45	Respond to animal calls.	43.56%	56.57%
310	268	Wade through marshes, swamp land or waterways.	39.06%	64.18%
311	238	Restore peace at loud parties.	35.71%	56.34%
312	95	Enforce parking laws.	30.14%	54.05%

## Appendix H: Complete Rank-Ordered RUE KSAOs for Trooper

Rank	Item #	KSAO	Import.	RUE %
1	400	Integrity: Being honest and ethical, especially in situations where others could be taken advantage of.	4.90	97.98%
2	373	Oral Comprehension: The ability to listen to and understand information and ideas presented through spoken words and sentences.	4.66	93.94%
3	402	Self-Control: Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.	4.65	92.93%
4	374	Oral Expression: The ability to communicate information and ideas in speaking so others will understand.	4.63	88.89%
5	396	Dependability: Being reliable, responsible, and dependable, and fulfilling obligations.	4.57	90.91%
6	405	Stress Tolerance: Accepting criticism and dealing calmly and effectively with high stress situations.	4.55	87.76%
7	380	Written Expression: The ability to communicate information and ideas in writing so others will understand.	4.53	90.91%
8	375	Problem Sensitivity: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.	4.49	73.47%
9	379	Written Comprehension: The ability to read and understand information and ideas presented in writing.	4.45	90.82%
10	366	Deductive Reasoning: The ability to apply general rules to specific problems to produce answers that make sense.	4.42	91.92%
11	393	Attention to Detail: Being careful about detail and thorough in completing work tasks.	4.41	80.61%
12	377	Spatial Orientation: The ability to know your location in relation to the environment or to know where other objects are in relation to you.	4.39	57.58%
13	381	Critical Thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	4.37	82.83%
14	386	Judgment and Decision Making: Considering the relative costs and benefits of potential actions to choose the most appropriate one.	4.34	77.66%
15	401	Persistence: In the face of obstacles, one continues to engage to overcome the obstacle.	4.25	74.75%
16	395	Cooperation: Being pleasant with others on the job and displaying a good-natured, cooperative attitude.	4.20	83.67%
17	397	Independence: Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.	4.18	70.71%

Rank	Item #	KSAO	Import.	RUE %
18	403	Service Orientation: Actively looking for ways to help people; a desire to place others' interests ahead of your own. Showing compassion for others.	4.16	76.53%
19	394	Concern for Others: Being sensitive to others' needs and feelings and being understanding and helpful on the job. Showing compassion for others.	4.15	79.59%
20	398	Initiative: Willingness to take on responsibilities and challenges.	4.13	76.77%
21	371	Memorization: The ability to remember information such as words, numbers, pictures, and procedures.	4.09	80.41%
22	368	Inductive Reasoning: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).	4.08	74.23%
23	433	Cultural and racial sensitivity topics.	4.07	51.04%
24	382	Leadership: Willingness to lead, take charge, and offer opinions and direction, and having people respond positively to those directions such that there are behavioral changes.	4.04	61.22%
25	392	Adaptability/Flexibility: Being open to change (positive or negative) and to considerable variety in the workplace.	4.03	69.39%
26	387	Social Perceptiveness: Being aware of others' reactions and understanding why they react as they do.	3.94	60.00%
27	404	Social/Teamwork Orientation: Preferring to work with others rather than alone, and being personally connected with others on the job. The ability to work with others (teamwork) to achieve a mutual end.	3.85	64.95%
28	376	Selective Attention: The ability to concentrate on a task over a period of time without being distracted.	3.76	68.37%
29	369	Information Ordering: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).	3.76	67.71%
30	391	Achievement/Effort: Establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.	3.69	50.00%
31	383	Monitoring: Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	3.67	50.51%
32	367	Flexibility of Closure: The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.	3.59	53.33%
33	372	Number Facility: The ability to add, subtract, multiply, or divide quickly and correctly.	3.26	61.54%

