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A SURVEY OF KNOWLEDGE AREAS AND SKILLS USED
BY URBAN, STATE, AND UNIVERSITY POLICE IN
MICHIGAN AT MANAGEMENT AND NON-MANAGEMENT LEVELS
WITH IMPLICATIONS FOR DEVELOPING EDUCATIONAL
AND TRAINING PROGRAMS.

Michigan State University, Ph.D., 1974
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STATE, AND UNIVERSITY POLICE IN MICHIGAN AT
MANAGEMENT AND NON-MANAGEMENT LEVELS
WITH IMPLICATIONS FOR DEVELOPING
EDUCATIONAL AND TRAINING
PROGRAMS**

By

Harvey T. Harris, Jr.

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
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1974

ABSTRACT

A SURVEY OF KNOWLEDGE AREAS AND SKILLS USED BY URBAN, STATE, AND UNIVERSITY POLICE IN MICHIGAN AT MANAGEMENT AND NON-MANAGEMENT LEVELS WITH IMPLICATIONS FOR DEVELOPING EDUCATIONAL AND TRAINING PROGRAMS

By

Harvey T. Harris, Jr.

The purpose of this study was to determine the needs of police for post-secondary and higher education, by conducting an exploratory study of knowledge areas and skills indicated by police as being used in police work, and to give suggestions for improvements in curricula for police-oriented college degree programs and police recruit and in-service training programs.

Seventy-eight respondents from five police departments in Michigan (Detroit, Flint, Ann Arbor, Michigan State Police, and Michigan State University Department of Public Safety) returned questionnaires. The respondents (bachelor's degree holders) were currently assigned to 16 areas of police work and held 23 police ranks. The average respondent was 36 years of age and had 12 3/4 years of police experience. Thirteen respondents were women.

The respondents indicated which of 136 knowledge areas and 218 skills they had used in police work in the past 12 months and how often.

1. A taxonomy of knowledge areas and skills used one or more times per month by the respondents was derived by classifying the knowledge areas into a series of 13 general competency areas and the skills into 10 general competency areas.

2. Entry level policemen in all five departments and all entry level policewomen in Detroit used 13 knowledge areas and 17 skills one or more times per month.

3. Thirty-eight (28%) of the 136 knowledge areas and 40 (18%) of the 218 skills were classified as "core" areas.

4. Three (8%) core knowledge areas and 13 (33%) core skills were classified as management-oriented.

5. Twenty-two (58%) core knowledge areas and 20 (50%) core skills were classified as non-management-oriented.

6. Thirteen (34%) core knowledge areas and seven (18%) core skills were used by about the same number of respondents at the management and non-management levels.

7. Non-management respondents used seven and one-third times as many core knowledge areas and one and a half times as many core skills as management respondents.

Conclusions

1. Police officers do not need to study all facets of some academic areas, but they do need to know specific applications of certain academic areas to police work.

2. Police at all levels need continuous and comprehensive education and training, because our society is constantly changing and growing more complex due to increased technology and sensitivity to human relationships.

3. A functional approach should be used to teach students in police-oriented college degree programs and police academics that simulates real life situations in the chronological order in which a working police officer would encounter them.

4. Since there are clusters of knowledge areas and skills used mostly by management police personnel, some used mostly by non-management police personnel, and some used by about the same number of police personnel from each level, college and police academy curriculum planners should design curricula on the basis of this information and the students' and community's needs.

5. Management and non-management police personnel perform a wide range of activities from those that are highly conceptual to those that are skill-oriented; therefore, educators should use a variety of instructional methods that exposes the student to relevant theories in an academic area and allows him to develop a minimum amount of expertise in a practical application of some of the theories he has learned.

6. Non-management police officers often serve in supervisory positions, officially and unofficially; therefore, leadership training should be given to all students in police-oriented degree programs and all rookies in the police academy.

7. Entry level police officers should undergo intensive education and training that provides them with knowledge areas and skills that they will use in the first few years of their police careers.

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CHAPTER I

INTRODUCTION

I. THE PROBLEM

There is no systematic, information-gathering approach available for those who want to develop curricula for police-oriented college degree programs or police academy training programs. Police practitioners, especially police officers and the lower management levels, are rarely consulted in any meaningful way in the crucial phases of police-oriented curriculum design or improvement. To compound the problem, educators know little of what knowledge areas and skills police actually use in their day-to-day activities, because police work is constantly changing as our society and our technology becomes more complex.

II. PURPOSE

The purpose of this study is to determine the needs of police for post-secondary and higher education, by conducting an exploratory study of knowledge areas and skills indicated by police as being used in police work, and to give suggestions for improvements in curricula for police-oriented college degree programs and police recruit and in-service training programs.

III. RESEARCH OBJECTIVES

This study had the following research objectives:

1. To identify by written inventory and interviews the knowledge areas and skills required for police work by urban, state, and university police officers (holding bachelor's degrees) who were employed by five different types of police departments in Michigan.
2. To derive a taxonomy of police knowledge areas and skills by classifying those identified into a series of general competency areas.
3. To identify which knowledge areas and skills were indicated as being used by entry level police officers one or more times per month in the first two years of their police careers.
4. To identify core, management-oriented, and non-management-oriented knowledge areas and skills.
5. To infer from the findings and give conclusions and implications for police educational programs.

IV. LIMITATIONS OF COLLEGE CURRICULUM PLANNING APPROACHES

Numerous problems in curricula implementation are evident in cases where educators consult college catalogs for similar academic programs and course descriptions and make adoptions with little or no

modification to meet their specific needs.¹ The "borrowed" program may have been designed to meet entirely different needs. Also, there is usually no evidence of quality, regarding the program in operation and/or suitability to actual needs. The catalog description seldom describes how a program is actually operated or what the courses really contain. It is also possible that there are no similar college programs with which curriculum planners can compare the one they are designing.

Many problems arise in follow-up studies when college graduates are asked to rank the most and least beneficial college courses, because the respondents are working with superficial titles, which do not reflect content with any precision.² Information obtained from such studies is of limited value to the various levels in a field, because the respondents are often referring to competencies needed at or just above the entry level. There is almost no assurance that any respondent has a point of reference that is equivalent to the point of reference of the other respondents.

Problems also arise when graduates of a specific college program

¹ Paul L. Dressel and Frances H. DeLisle, Undergraduate Curriculum Trends (Washington: American Council on Education, 1969), pp. 78-80; see also Jacqueline Irene Tompkins, "The Development of a Medical Secretarial Curriculum at Northwestern Michigan College" (unpublished Master's thesis, Michigan State University, East Lansing, 1958); also letter to the writer from Donald F. McCall, Chairman, Department of Police Science and Administration, Washington State University, Pullman, Washington, December 1, 1967; also letter to the writer from Wilbur R. Brantley, Director, Police Science and Administration Program, College of the Virgin Islands, St. Thomas, Virgin Islands, October 31, 1967.

² Hayes C. Larkins, "A Survey of Experiences, Activities, and Views of the Industrial Security Administration Graduates of Michigan State University" (unpublished Master's thesis, Michigan State University, East Lansing, 1966), pp. 25, 32-37.

are asked to rank the most and least beneficial course titles from a list of courses in that program.³ The graduate may not be currently working in the field under study, or he may never have worked in the field. In either case, it is quite possible that he would not know the present educational needs of the field, and his response would most likely be an "educated" guess, as opposed to a firsthand report. Also, he may have had other irrelevant experiences that would influence his response.

College curricula designed on the basis of the best guesses of educators in a specific academic subject area are limited, because educators often do not know the current educational needs of the field for which they are planning. This is true even if the educator previously worked in the field, if that experience was obtained many years ago. It is almost equivalent to the layman who tries to guess the educational needs of a field in which he is not working.

The "arm-chair" method, by which faculty try to imagine what courses should be offered in a curriculum, is unscientific in its approach to curriculum planning and generally ineffective in producing students with knowledge and skills that they can apply to one or more occupational areas. Educators who plan their curricula solely on the basis of another college's curriculum, often do not consider whether or not the other program was based on the "arm-chair" method. One study concluded, "...the widely accepted practice of using 'national'

³Larkins, pp. 25, 32-37.

or 'model' curricula as guides is not a reliable method."⁴ Frost stated, "To construct an Education Program based on mere conjecture, whim, or guess is pure folly and smacks of antiquity."⁵

College curricula planned on a multidisciplinary basis without proper regard for the experience of practitioners in the field are also limited. There is a tendency to see the problem through a discipline perspective, e.g., sociology of the policeman, psychology of the policeman, etc. Problems often arise when college educators plan curricula as a result of studying general concepts and subject matter areas contained in basic textbooks in the field.⁶ The information contained in the textbooks is at best many months old. Also, educators cannot use this approach to obtain current information or to probe into the future educational needs of a field.

All of the approaches to curriculum planning in higher education just mentioned risk superficiality, because they fail to consider the perceptions of practitioners in the field. Even if they were all lumped together, one could not be reasonably sure that the information obtained by using them would be relevant for curriculum planning

⁴New Jersey Police Training Commission, Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers (U. S. Department of Health, Education, and Welfare Grant No. OEG-1-7-062840-2717. Trenton: New Jersey State Department of Education, September, 1968), p. 19.

⁵Thomas M. Frost, A Forward Look in Police Education (Springfield: C. C. Thomas, Publisher, 1959), p. 38.

⁶"Revising a Basic Course" (Educational Development Program Report No. 15. East Lansing: Michigan State University, January 10, 1968), pp. 1-3. (Mimeographed.)

in higher education.

V. GENERAL COLLEGE CURRICULUM NEEDS

College and university curricula in the United States do not seem to be meeting the needs of students. Katz and Sanford state that the college curriculum could be very important in the development of the student's personality; however, it is not, "...because it does not incorporate a sophisticated attempt to make contact with the impulses and present situation of the student."⁷

A student at Georgetown University defined a "relevant curriculum" by stating that it was "...one by which and in which a student can best develop himself intellectually." In addition, the Georgetown student said that "theoretically, ...there should be as many different curricula as there are students;" however, most colleges follow a similar curriculum pattern for each degree offered.⁸

Dressel and DeLisle found in a recent study of undergraduate curriculum trends in American colleges and universities that the most frequent types of innovations, those involving changes in such areas as rules, procedures, and record keeping, may be more efficient, "...but they do not reflect any change in the basic philosophy,

⁷ Joseph Katz and Nevitt Sanford, The Curriculum in the Perspective of the Theory of Personality Development (in The American College, ed. Nevitt Sanford. New York: John Wiley & Sons, Inc., 1962), p. 443.

⁸ Joseph D. McClatchy, A Student Looks at the Curriculum (in The College and the Student, eds. Lawrence E. Dennis and Joseph F. Kauffman. Washington: American Council on Education, 1966), p. 185.

objectives, or assumptions of the institutions. Moreover, the actual educational experience of the student may not be significantly altered." They concluded that "much of such innovation could be more aptly described as renovation or tinkering."⁹

Bernard T. Lomas, president of Albion College (an 1,800-student, church affiliated, liberal arts institution) stated that "much nonsense is being scattered abroad on the campuses these days, nonsense which often goes unchallenged and gradually acquires a kind of misguided validity." Lomas says that "too much importance has been given to 'meaningless' degrees which are not related to life's needs." After a study to update and revitalize Albion's curricula, Lomas concluded that there is "...a desperate need for liberal but practical education with emphasis on internships, job training, and learning by doing."¹⁰

A recent Ford Foundation study¹¹ of United States colleges found that "...today's colleges aren't meeting the needs of today's students." The researchers stated:

We have seen disturbing trends toward uniformity in our institutions, growing bureaucracy, overemphasis on academic credentials, isolation of students and faculty from the world—a growing rigidity and uniformity of structure. The system, with its massive inertia, resists fundamental change, rarely eliminated outmoded programs, ignores the differing needs of students, seldom questions its educational goals and almost never creates new and different types of institutions.

⁹ Dressel and DeLisle, Undergraduate Curriculum Trends, p. 5.

¹⁰ The Detroit News, September 23, 1971, p. 10-A.

¹¹ The Detroit News, March 10, 1971, p. 15-A.

The Ford researchers suggested that the high college dropout rate "...may be related to the fact that students are expected to learn from reading assignments, attending lectures and taking examinations." They also stated that there were "...more relevant ways to learn about life-including the school of experience."

The Ford researchers also suggested that faculty members should "...be drawn from the work-a-day world, not merely those who have lived in campus isolation all their adult years." Also, "...colleges should actively recruit older students who have tasted the work-a-day world and need schooling to make up deficiencies in their education." The researchers found that too few students and faculty members "...have any cognizance of what is going on in the world outside the campuses."

Most of the literature on curriculum development is irrelevant to curriculum planning in higher education. There is a need for studies that objectively assess the problems of curriculum design and suggest solutions that are applicable to the field of higher education. Also, most of the approaches to curriculum planning in higher education mentioned in the literature do not involve collection of information. "Most curriculum planning is a series of compromises to vested interests and emotional reactions rather than a comprehensive, rational attempt to achieve certain goals."¹²

VI. REEVALUATION OF PROFESSIONAL CURRICULUM NEEDS

McGrath stated that the "...sharp dichotomy...between liberal and

¹²Paul L. Dressel, College and University Curriculum (Berkeley: McCutchan Publishing Corporation, 1968), pp. VIII, 22.

professional studies is no longer useful..., nor is it consistent with the facts of contemporary academic life in this country." He also stated that historically "...professional schools...have...broadened their curricula by the addition of instruction offered in liberal arts colleges...."¹³

Current attempts to reevaluate professional curriculum needs have been noted in several areas of study, e.g., law, medicine, business, social work, nursing, theology, and criminology and corrections.¹⁴

¹³ Earl J. McGrath, Liberal Education in the Professions (New York: Bureau of Publications, Teachers College, Columbia University, 1959), pp. VI, 57.

¹⁴ Curriculum Study project Committee, Proceedings, Part I, Training for the Public Professions of the Law: 1971, Section II, 1971 Annual Meeting (Washington: Association of American Law Schools, September 7, 1971); see also Quintin Johnstone, Report of the Curriculum Committee (in Association of American Law Schools, 1966 Annual Meeting, Proceedings, Part I, Reports of Committees and Projects, Washington: Association of American Law Schools, 1966), pp. 37-55; and "Papers Presented at the Curriculum Committee Meeting, Association of American Law Schools," Denver Law Journal, 44:1-62, Fall, 1967, Special Issue; and "Workshop on Medical School Curriculum" (Evanston: Association of American Medical Colleges, 1968). (Mimeographed); and Oliver Cope and Jerrold Zacharias, Medical Education Reconsidered (Philadelphia: J. B. Lippincott Company, 1966); and Mary H. Littlemeyer, "Annotated Bibliography on Current Changes in Medical Education," Journal of Medical Education, 43:14-28, January, 1968; and Robert A. Gordon and James E. Howell, Higher Education for Business (New York: Columbia University Press, 1959); and Frank C. Pierson, The Education of American Businessmen; A Study of University-College Programs in Business Administration (New York: McGraw Hill Book Company, Inc., 1959); and Raymond W. Coleman, "How Effective Are Undergraduate Schools of Business," MSU Business Topics, 16:45-50, Summer, 1968; and Research and Policy Committee, Educating Tomorrow's Managers...The Business Schools and the Business Community (New York: Committee for Economic Development, 1964); and Ellen Elizabeth Guillot, "Undergraduate Education for Social Work," School and Society, 97:25-27, January, 1969; and Rachael B. Marks, "Education for Social Work," Encyclopedia of Social Work (New York: National Association of Social Workers, 1965), p. 278; and Curriculum Committee, "Revised Statement on Learning" (East Lansing: School of Nursing, Michigan State University,

Most of these fields began reevaluating their academic offerings, because many current needs of practitioners were not being met by present college programs. The most popular method of curricula reevaluation was for faculty members from one or more colleges to assemble and present suggestions.

VII. POLICE HIGHER EDUCATION CURRICULUM NEEDS

Police higher education curricula in the United States do not seem to be meeting the needs of students or police practitioners. In a discussion of the question of quality in police higher education curricula, Crockett¹⁵ stated that there was "...a growing concern over the quality of many of the curriculums being offered and genuine doubt about the relevancy of such programs to the career needs of today's law enforcement students."

Gammage¹⁶ indicated that there was a "...lack of a definite system for selecting and setting up courses in practical police pre-service training...." In a New Jersey study¹⁷ proposal, the writers

April 18, 1968). (Mimeographed.); and Kathleen Mikan, "Multi-Media Project" (East Lansing: School of Nursing, Michigan State University, October 17, 1968). (Mimeographed.); and The New York Times, March 12, 1969, p. 39; and President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Corrections (Washington: U. S. Government Printing Office, 1967), pp. 95-99; and Criminology and Corrections Programs (Washington: Joint Commission on Correctional Manpower and Training, July, 1968); and Kenneth Polk, The University and Corrections: Potential for Collaborative Relationships (Washington: Joint Commission on Correctional Manpower and Training, January, 1969).

¹⁵Thompson S. Crockett, Law Enforcement Education 1968 (Washington: International Association of Chiefs of Police, 1968), p. 1.11.

¹⁶Allen Z. Gammage, Police Training in the United States (Springfield: C. C. Thomas, Publisher, 1963), p. 175.

¹⁷New Jersey Police Training Commission, "Proposal for a Basic Police Training Curriculum Study Project" (Trenton: Police Training Commission, about June, 1968), p. 2 (Mimeographed.)

stated that "there does not exist today a tested and validated method for designing basic police training curricula." They also stated that basic questions need to be answered, such as, "...what does a policeman do,...and what skills and knowledge does the policeman need to do his job effectively,...." A later New Jersey study indicated "...the need to develop systematic methods for curriculum construction...."¹⁸

The 1967 President's Commission on Law Enforcement and Administration of Justice found that many police higher education curricula were highly vocational in nature, with college credit being offered for technical courses such as traffic control and defensive tactics.¹⁹ These technical courses, in some instances, were taking the place of a large part of the students' liberal arts education.²⁰ J. Edgar Hoover wrote that colleges "...should be initiating and increasing courses of study oriented toward the development of a career police profession."²¹

¹⁸ New Jersey Police Training Commission, Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers, p. 19.

¹⁹ The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Police (Washington: U. S. Government Printing Office, 1967, pp. 127-128.

²⁰ Charles B. Saunders, Jr., Upgrading the American Police (Washington: The Brookings Institutions, 1970), p. 104.

²¹ J. Edgar Hoover, "Message From the Director," FBI Law Enforcement Bulletin, 33:1, May, 1964. (cited in Task Force Report: Police. See footnote 19.)

Police educators attempting to develop a police-oriented degree program need a systematic, information-gathering, in-depth approach to college curriculum planning that will penetrate below the course titles and program descriptions and give them current information on the skills, knowledge areas, attitudes, and experiences that should be developed in college students before they enter police work.

VIII. IMPORTANCE

This dissertation is important for several reasons. To the writer's knowledge, a field study of actual police work in five different types of departments has not been used previously as the basis for determining the needs of police for higher education. This study is only a beginning towards the development of a comprehensive police curriculum planning approach. The study inventories knowledge areas and skills used by college graduate police practitioners at management and non-management levels in five different types of police departments in Michigan; therefore, its findings should have a general applicability to urban, state, and university police departments and police-oriented college degree programs in the mid-western region of the United States.

This study's findings can be considered by college and police training curriculum planners when determining police educational needs and police and civil service personnel departments when determining desirable police pre-employment and promotional qualifications, job descriptions, and position classifications.

IX. ASSUMPTIONS

For the purpose of this study, it is assumed that:

1. College graduates and non-college graduates perform similar functions in a police department. This assumption is made, because all police officers must start at the bottom and "work up through the ranks."

2. Police officers in each of the five different police departments perform similar functions as their counterparts in the same type of department. For example, police officers in a big city like Detroit, Michigan, perform similar functions as police in other big cities such as Chicago, Illinois, Los Angeles, California, and Philadelphia, Pennsylvania, to mention a few examples.

X. LIMITATIONS

In any study of this magnitude, there are obviously many limitations, some imposed by the writer and some imposed by the nature of the subject being studied:

1. The list of four-year college degree holders in the Detroit Police Department was not completely accurate, because the Department form that was marked by police officers did not differentiate between those who had completed two-year and four-year degree programs.

Some officers, for personal reasons, refused to indicate that they had a four-year degree or any college credits. Other officers with four-year degrees were not available when the form was first distributed, and their academic backgrounds were never recorded.

2. The process of filling out the writer's questionnaire took too long. The respondent was required to make too many decisions at one time. Fatigue caused many respondents to omit some parts of the questionnaire.

3. The respondents were limited to those with a bachelor's degree.

4. The respondents could not remember exactly all the knowledge areas and skills they had used.

XI. DEFINITIONS

Definitions of general terms are offered at this point to provide a better understanding of the contents of this dissertation. Specific terms will be defined in the paragraph in which they are first used.

Administrative police personnel. One who has as his primary duty the management of one or more levels of supervisory police personnel.

Attitude. A feeling or emotion toward a fact or situation.

Curriculum planning. Designing an orderly arrangement of courses and experiences to be offered; includes developing a new curriculum and improving an existing one.

Education. Student is presented with a variety of theories, procedures, and techniques for comparison and analysis.

Educational experience. Something personally encountered, undergone, or lived through from which one gains knowledge or understanding.

Higher education. Formal education beyond post-secondary education, usually includes upper divisions of baccalaureate degree programs and advanced degree programs.

Job analysis. A list, as steps in a logical sequence, of activities involved in producing a product or service.

Job description. Gives job title, position status, examples of duties performed, desirable qualifications, ability needed, etc..

Knowledge. Knowing something with familiarity gained through experience or association.

Management. Includes supervisory and administrative police personnel.

Non-Management police personnel. One who does not supervise anyone.

Occupational analysis. Inventory of skills and knowledge areas required for job proficiency.

Police department. A public organization charged with protecting life and property, preventing and detecting violations of the criminal law, enforcing the criminal law, and performing various non-law enforcement services.

Police officer. One who was sworn an oath to uphold the law and is empowered to do so by a local, state, or the federal government; one who has general law enforcement powers and authorization to carry firearms.

Police-oriented degree program. A college curriculum that includes subjects mainly of interest to police, such as criminal law, criminal procedure, police administration, criminal investigation, and criminology to mention a few examples.

Post-secondary education. Level of formal education beyond high school, usually includes lower divisions of baccalaureate degree programs, vocational schools, and junior colleges, to mention a few examples.

Profession. An occupation that requires long specialized training, has a code of ethics, is done in an altruistic spirit, has certain skills and knowledge applied in a practical and unique manner, and requires great personal responsibility and judgment.

Skill. A learned technique for doing a thing competently, such as technical expertness; a capacity for performing a task.

Supervisory police personnel. One who has as his primary duty the supervision of a recognized unit in his police department, even-though he may only spend about 50% of his time in this capacity. Applies only to the first line of supervision.

Taxonomy. The systematic distinguishing, ordering, and naming of type groups within a subject field.

Training. Student most often presented with one way of doing something and is expected to do it only that way; an indoctrination period.

XII. ORGANIZATION OF THE REST OF THE THESIS

The remainder of the thesis is divided into four chapters.

Chapter II, Review of the Literature, is a discussion of studies of what police do and what practitioners in other fields do.

Chapter III, Methodology, is a discussion of the type of study, occupational analysis as a research method, sample, description of the five police departments, description of the respondents, validity, instrumentation, and collection and analysis of data.

Chapter IV, Police Knowledge Areas and Skills, is a discussion of the taxonomy of knowledge areas and skills used by police officers in five different types of departments in Michigan at management and non-management levels; knowledge areas and skills required by entry level police officers; and core, management-oriented, and non-management-oriented knowledge areas and skills.

Chapter V, Summary and Conclusions, is a discussion of the major findings and conclusions and recommendations for curriculum development and instruction in police educational programs.

CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

There have been a few isolated attempts to study police job activities, mainly at the patrolman level. Studies based only on textbook descriptions of what police are supposed to do or on attitudes expressed by police or citizens about police behavior were not reviewed in this chapter, because they did not deal primarily with knowledge areas and skills used by police.

II. STUDIES OF WHAT POLICE DO

The following studies are representative of job analysis-type studies conducted in police agencies using personal interviews, questionnaires, and/or day-to-day observation of police job activities to determine what police actually do.

Federal Level

A Federal interagency group developed a proposal for a cooperative center in which about 20 small groups of Federal law enforcement officers could receive required training. A task force began to develop the curriculum in 1968 by collecting job data from a small Federal police-type and investigative-type agency.

The police group interviewed supervisory officers and rode with patrolmen, observing day-to-day operations. The investigative group gathered job information from personal experience, the agency's operating manual, and spotchecks of a small number of agents. The groups found the personal interview was the best method for gathering job data. Studying operating manuals created problems, because many operating requirements did not reflect what was actually done or state a job task.

The task force's working definition of a "job task" was "...to break down each identifiable unit of the job, one level at a time, so long as each breakdown had a definable beginning and end." For example, "Patrol was broken down into such elements as mechanics of patrolling, recognizing violations, making arrests, etc."¹ A list of job tasks was not provided; however, an earlier article on this study provided a basic curriculum for police and investigators that was based on the job tasks identified by the task force.²

Local and State Level

Los Angeles. In a job analysis completed in 1933 by the Los Angeles (California) Police Department, work of the patrolman, traffic officer, detective, jailer, and specialist (crime prevention, license,

¹ U. S. Civil Service Commission, Bureau of Training, An Application of a Systems Approach to Training: A Case Study (Training Systems and Technology Series No. 11. revised edition; Washington: U. S. Government Printing Office, June, 1969), p. 2.

² Sydney Freeman, "A Systems Approach to Law Enforcement Training," The Police Chief, 35:61-69, at 64, August, 1968.

communications, records, property, supply, and maintenance) was studied.³
 A suggested police recruit curriculum was developed from the job analysis.

Type of assignment, what each person does, and what each person needs to know to do his job were given. For example, a patrolman's assignment is to patrol his assigned beat. He does these things:

Patrols metropolitan, commercial, business, industrial, and residential districts. Observes people in district. Gives special attention to suspicious persons, vacant lots and buildings, stores, stocks, conditions of sidewalks, storm drains, fire hydrants, and signals. Checks registration of cars for true ownership. Makes notes for future reference of things said and done.⁴

He needs to know these things:

How and when to present himself at locations in his district likely to become scene of crime or accident. How to protect himself. How to observe suspicious persons and conditions. Habits and tendencies of people in his district. Streets and buildings in area, where safes are kept and locations of places of business where lights are kept burning during the night. Habits and customs of residents and business people in relation to crime prevention. Places subject to license regulation. What to look for in vice or narcotic trafficking. Characteristics of persons suspected of crime and places which may be involved in crime. Local police system of identification. How to establish identity of persons in district.⁵

³ California State Department of Education, Job Analysis of Police Service (Department of Education Bulletin No. 4. Sacramento: State Printing Office, 1933).

⁴ O. D. Adams, U. S. Department of the Interior, Office of Education, Training for Police Service (Vocational Division Bulletin No. 197, Trade and Industrial Series No. 56. Washington: U. S. Government Printing Office, 1938), p. 53.

⁵ O. D. Adams, p. 53.

Detroit. In a job analysis completed in 1957 by a private firm, work of non-command levels, i.e., patrolman, detective, and policewoman, in the Detroit (Michigan) Police Department (DPD) was studied. Job data was collected by direct observation of police work in all divisions and sub-divisions of the DPD. Police manuals, regulations, job descriptions, reports and other literature on police work was also studied.

The study identified more than 33 general police functions and more than 29 general police knowledge areas. The results of the job analysis was used as a basis for comparing and classifying jobs at the non-command level in the Department.⁶

Chicago. A job analysis of Chicago (Illinois) police patrolmen, conducted in 1968, resulted in a list of 20 items that contained "...many of the attributes which are crucial to the successful performance of the patrolman's job."⁷ The analysis emphasized "...the activities of the patrolman on the street, rather than ...the host of technical, administrative, and specialist functions performed by other uniformed officers...."⁸

Also emphasized was the behavioral, rather than the stated

⁶ Weatherhead, Paynter and Associates, Job Analysis and Classification Study of the Police Officer Occupation (Detroit: Weatherhead, Paynter and Associates, 1957).

⁷ The University of Chicago, The Industrial Relations Center, Psychological Assessment of Patrolman Qualifications in Relation to Field Performance (Law Enforcement Assistance Administration Grant No. 046, U. S. Department of Justice. Washington: U. S. Government Printing Office, November 5, 1968), p. 9.

⁸ The University of Chicago, The Industrial Relations Center, p. 7.

requirements of the job outlined in civil service job descriptions, training bulletins, and other official documents. For example, a patrolman must "...gain knowledge of his patrol area, not only of its physical characteristics but also of its normal routine of events and the usual patterns of its residents."⁹ He must also "...take charge of situations, e.g., a crime or accident scene, yet not unduly alienate participants or bystanders."¹⁰

The volunteer sample of patrolmen came from police districts that were selected to reflect all phases of big city police work. The purpose of the job analysis "...was to achieve insight into the behavioral requirements of the patrolman's job so that psychological tests assessing attributes related to these requirements could be included in the test battery administered to the ...patrolmen."¹¹

Ohio. In an effort to design a basic training program for newly appointed local police officers, tentative performance requirements of local police officers in Ohio were described. These are some of the 155 tentative performance requirements that were developed during interviews with police personnel in Columbus, Ohio.: A patrolman must "decide whether or not to intervene in a fight on

⁹The University of Chicago, The Industrial Relations Center, p. 9.

¹⁰The University of Chicago, The Industrial Relations Center, p.10.

¹¹The University of Chicago, The Industrial Relations Center, p.11.

private property."¹² He must also "determine when to get a search warrant."¹³ He must "estimate the odds that an innocent person may be harmed if an arrest is made immediately."¹⁴

A 155-item questionnaire was administered in 1968 to newly appointed police officers (and some experienced ones) in townships, villages, counties, and cities in Ohio, to determine the relevancy of the tentative performance requirements for newly appointed police officers.¹⁵ The sample of police agencies was drawn on a rational basis, because statistical sampling was not possible, due to the unavailability of population parameters.¹⁶

"Newly appointed police officers" was defined as "...appointed at least six months prior to completing the questionnaire, but not having more than a total of three years of nonmilitary peace-officer service...."¹⁷ "Performance requirement" was defined as "...a

¹² Ohio Peace Officer Training Council and Battelle Memorial Institute, "Implementation of Improved Police Training Programs" (Office of Law Enforcement Assistance Grant No. 137, U. S. Department of Justice. Washington: U. S. Government Printing Office, 1968), p. 2-B. (Mimeographed.)

¹³ Ohio Peace Officer Training Council and Battelle Memorial Institute, p. 4-B.

¹⁴ Ohio Peace Officer Training Council and Battelle Memorial Institute, p. 5-B.

¹⁵ Ohio Peace Officer Training Council and Battelle Memorial Institute, p. 11.

¹⁶ Ohio Peace Officer Training Council and Battelle Memorial Institute, p. 12.

¹⁷ Ohio Peace Officer Training Council and Battelle Memorial Institute, p. 6-14.

discrete unit of behavior that, in relation to a job, constitutes a meaningful segment of it."¹⁸

West Virginia. Job data were collected relative to one assignment of local law enforcement officers in West Virginia-enforcing the law, which were broken into component parts called "tasks."¹⁹ The following are some tasks performed by local police in West Virginia: "Identifies, develops, and uses sources of information. Patrols assigned areas. Performs surveillance and undercover work."²⁰

The sample was drawn on a rational basis by a police advisory panel to represent all sizes and types of local law enforcement agencies and all geographic areas of the state.²¹ Personal interviews (using a questionnaire) and observation of day-to-day police activities were the principal methods used to collect job data.

A list of 50 tasks and three knowledge areas, based on the judgment of officers (new and experienced ones) in city police and sheriffs' departments, emerged as the most common activities of local law enforcement officers in West Virginia.²² The results of the 1968

¹⁸Ohio Peace Officer Training Council and Battelle Memorial Institute, p. 6-A.

¹⁹Sterling Institute, Educational Technology Center, "Local Law Enforcement Task Identification Analysis" (Washington: Sterling Institute, 1968), p. 14 (Mimeographed.)

²⁰Sterling Institute, p. 22.

²¹Sterling Institute, p. 3-4.

²²Sterling Institute, p. 17-18.

task analysis were used as the basis for development of a basic police recruit curriculum.²³

Michigan State University. In 1972 the Highway Traffic Safety Center at Michigan State University completed a job analysis of the police alcohol enforcement officer.²⁴ Information was obtained by observing day-to-day operations of state police in California and Michigan and city police in Arizona, California, Colorado, Michigan, and Nevada. A county and a university police department were observed in Michigan.

The study identified specific responsibilities and duties (major and primary tasks), competencies (knowledge requirements and skills), and subject matter areas (minimum training needs). The results of the job analysis were used as the basis for developing a curriculum for the total alcohol enforcement function.

Summary

All of the above efforts studied the police patrolman level. The Federal and Los Angeles studies were the only ones that included the investigative function. Los Angeles was the only study that included a job analysis of the police specialist functions. None of the above efforts included police supervisory or administrative levels, except the Los Angeles study's brief treatment of selected

²³ Sterling Institute and State of West Virginia, "Basic Training for Local Law Enforcement Personnel in West Virginia" (Office of Law Enforcement Assistance Grant No. 375, U. S. Department of Justice. Washington: U. S. Government Printing Office, June, 1969), p. 33. (Mimeographed.)

²⁴ Highway Traffic Safety Center, Michigan State University, Alcohol Enforcement Officer's Job Analysis (East Lansing: Michigan State University, April, 1972).

supervisory functions. None of the studies selected their samples on a random or statistical basis. The Federal, Ohio, and West Virginia job studies were used as a basis for developing a basic police recruit curriculum. The Federal study was also used as a basis for developing a curriculum for the police alcohol enforcement officer.

III. STUDIES OF WHAT OTHER PRACTITIONERS DO

The following sample of job analysis-type studies of practitioners in other fields is reviewed in this chapter, because their methodology and conclusions were similar to the writer's.

Retail Management

John H. Carmichael used a 202-item mailed questionnaire and a structured interview in 1968 to study the job activities of middle management personnel in 15 firms in Standard Industrial Classification Group 53, Retail Trade-General Merchandise.²⁵ The activity that was rated as the most crucial one of all 202 activities was "...Following instructions from superiors...." These activities were most crucial to the success of mid-managers: "supervision, decision-making, problem solving, communicating, human relations, analysis, and innovation...."²⁶

²⁵John Hector Carmichael, "An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-Secondary Institutions" (unpublished Doctoral thesis, Michigan State University, East Lansing, 1968), p. 50.

²⁶John Hector Carmichael, p. 159.

The principal weakness of retail middle managers was their inability to manage. Additional weaknesses were an inability to handle administrative detail, lack of organizing and planning, an inability to delegate authority, and an inability to develop and teach subordinates.²⁷

Carmichael concluded that there was a common core of technical and managerial job activities that could be used as the basis for curriculum planning in higher education.²⁸ Since many rank and file activities crucial to the success of the middle manager operating at the lowest management level were performed most frequently on the college graduates' first job, the higher the degree of competency exhibited by the recent graduate in these activities, the greater the chances of his initial success on the job.²⁹

Carmichael recommended a cooperative work-study program between educational institutions and retail firms in which college students would be exposed to at least 10-12 weeks of rank and file work experience in a retail sales firm before graduation. He also recommended that college curriculum planners should assess the needs of retail organizations and insure that these needs are met.

Merchandising Employees

Kenneth A. Ertel used a questionnaire and personal interviews in 1967 to study the job activities of merchandising employees in

²⁷ John Hector Carmichael, p. 165-166.

²⁸ John Hector Carmichael, p. 166.

²⁹ John Hector Carmichael, p. 167.

three standard industrial classifications of retail establishments. Ertel identified 12 major task areas performed by merchandising employees and indicated that there were clusters of knowledge necessary for successful employment in this field. He also found that a substantial number of supervisors regularly performed all the activities of nonsupervisors. Ertel concluded that there was an inconsistency between the skills and knowledges developed in the distributive education curricula and those actually performed in the merchandising division of the general merchandise retail stores.³⁰

Firemen

In an analysis of the fireman's job completed in 1931 in the Los Angeles (California) Fire Department, firemen's activities were classified into two categories: fire fighting, and fire prevention and protection. The fire fighting category was further divided into 19 classes of work, such as care of hydrants, ventilating buildings on fire, laying hose lines, rescue work, and making forcible entry, to mention a few examples. The fire prevention and protection category was further divided into five classes of work: inspection of buildings and plants, inspection of auxiliary building and plant equipment for fire fighting, inspection of private dwellings, details to public assemblies, and meeting the public (public relations).

For each class of work, such as care of hydrants, these items were included: what he does, what he should know, sources of infor-

³⁰ Kenneth A. Ertel, "Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments" (unpublished Doctoral thesis, Washington State University, Pullman, 1967).

mation, and methods of instruction.³¹ Suggested teaching outlines and samples of instructional material, based on the job analysis, were provided.

Fire Alarm Bureau Employees

In an analysis of the work of fire alarm bureaus found in the larger cities (more than 10,000 population) conducted in 1939, 36 items were identified as duties and responsibilities of the superintendent of a fire alarm bureau. An analysis of 11 principal payroll jobs in a fire alarm bureau, such as fire alarm operator, battery man, labor foreman, and cable splicer to mention a few examples, resulted in a list of items under two headings for each job: what he does, and what he must know.³² The authors expressed hope that this job analysis would be the basis for training employees of fire alarm bureaus and informing the public of the work of such bureaus.

³¹Frank Cushman, C. F. Klinefelter, and James R. Coxen, Fire Fighting: An Analysis of the Fireman's Job With Suggestions as to the Organization and Operation of Training (Federal Board for Vocational Education Bulletin No. 155, Trade and Industrial Series No. 44. Washington: U. S. Government Printing Office, June, 1931), pp. 35-75.

³²Frank Cushman and H. A. Friede, The Fire Alarm System: An Analysis of the Work of the Fire Alarm Bureau With a Discussion of the Problems of Training Likely to be Encountered (Vocational Division Bulletin No. 207, Trade and Industrial Series No. 58. Washington: U. W. Government Printing Office, 1939), pp. 4-25.

Summary

Job activities of rank and file employees were studied in all of the "other practitioner" studies, except Carmichael's. Management job activities were emphasized in Carmichael's study and briefly included in Ertel's and the fire alarm study. Carmichael and Ertel related their findings to curriculum planning in higher education, found that management used many rank and file technical skills in addition to management concepts, and found an inconsistency between competencies acquired in college retail-oriented curricula and those actually used in retail firms.

CHAPTER III

METHODOLOGY

This study is a beginning towards the development of a comprehensive police curriculum planning approach. It is a systematic survey of perceptions of working police officers regarding the knowledge areas and skills they indicated that they used in police work.

I. OCCUPATIONAL ANALYSIS AS A RESEARCH METHOD

The occupational analysis method, which may be defined as "an inventory of skills and knowledge areas required for job proficiency," was used by the writer, because it was specifically designed as a tool for planning and directing training and education programs.

The occupational analysis method has several advantages, regarding education and training: It is systematic and thorough; therefore, predetermined standards can be maintained. An occupation can be broken down into units small enough to be used in planning, developing, improving, and evaluating training and college degree programs. An occupational analysis of skills and knowledge areas "...leads directly into determining training needs, course planning,

lesson planning, and the development of all types of training and evaluating materials."¹

Rose stated that an occupational analysis also:

...provides a basis for valid objectives because it is based on actual work and standards of performance....
 (and) provides a ...system of keeping a running inventory of changes in the occupation which...suggests changes in training...(and) help (s) to keep them up to date....
 (and) facilitates long range planning and consistent direction of training.²

The job analysis method, which may be defined as, "a list, as steps in a logical sequence, of activities involved in producing a product or service," was not used by the writer, because it involves many steps that do not lead directly into determining training and education needs, and it was not specially designed as a tool for planning and directing training and education programs.

A job analysis schedule contains some or all of the following items, many not relevant to the writer's purpose.³ Those items relevant to the writer's purpose are marked with an asterisk(*).

Job title.
 Alternative title.
 Dictionary title and code.
 Training data:
 Minimum training time:
 Inexperienced workers.
 Experienced workers.
 Performance requirements:
 Responsibility.
 Job knowledge.*
 Mental application.
 Dexterity and accuracy.

¹ Homer C. Rose, The Development and Supervision of Training Programs (Chicago: American Technical Society, 1964), p. 109.

² Homer C. Rose, pp. 109-110.

³ Walter J. Greenleaf, Occupations (Vocational Division Bulletin No. 247, Occupational Information and Guidance Series No. 16. Washington: U. S. Government Printing Office, 1951), p. 81.

Industry.
 Branch.
 Department.
 Training:
 In-plant.
 Vocational.
 Technical.
 General.
 Hobbies.
 Apprenticeship.
 Number employed.
 Work performed.
 Experience.
 Specific job skills required.*
 Relation to other jobs:
 Promotion from, to: transfers.
 Supervision received.
 Supervision given.

There is a tendency to confuse the occupational analysis method with other techniques, such as job description or job analysis and job or position classification. Rose stated:

These functions are related, but an analysis intended for use in training (and education) must be specifically designed for that purpose. When personnel functions such as job classifications are allowed to influence the content of the analysis, its validity as a standard for training programs is distorted.⁴

II. SAMPLE

The following general characteristics of sampling will help the reader understand why the writer proceeded the way he did in this area.

Introduction

A basic scientific assumption is that certain patterns exist

⁴Homer C. Rose, p. 110.

in the physical, biological, and social worlds. The goal of science is to find patterns in nature. Even though a scientist cannot observe all cases in his area of study, he wants to be able to generalize to all similar cases from the data he has collected.⁵ A scientist observes a sample from a population or universe and attempts to generalize his findings to all cases in the population. The terms "population" and "universe" mean "...all the members of any well-defined class of people, events, or objects."⁶

"Sampling" is "taking any portion of a population and considering it to be representative."⁷ A "simple random sample" is "one in which each element in the population has an equal chance of being included in the sample and every possible combination of elements of the population has the same probability of being selected."⁸

There are two important advantages in selecting a random sample. Kerlinger stated, "A random sample can be said to be

⁵ Jacqueline P. Wiseman and Marcia S. Aron, Field Projects for Sociology Students (Cambridge: Schenkman Publishing Company, Inc., 1970), p. 3.

⁶ Fred N. Kerlinger, Foundations of Behavioral Research, p. 52.

⁷ Fred N. Kerlinger, p. 52.

⁸ Fred N. Kerlinger, p. 52; see also Claire Selltiz and others, Research Methods in Social Relations (revised one-volume edition; New York: Holt, Rinehart, and Winston, 1965), pp. 521-522.

representative of the population from which it was drawn." Kerlinger also stated, "A sample drawn at random is an unbiased sample in the sense that no member of the population has any more chance of being selected than any other member."⁹

Scientists can never be absolutely sure that random samples are representative; therefore, they must learn to live with a degree of uncertainty, while constantly striving to devise methods to make the degree of uncertainty smaller and smaller.

In selecting a "stratified random sample," the population is "...first divided into two or more strata." Next, "...a simple random sample is taken from each stratum, and the subsamples are then jointed to form the total sample."¹⁰ The main advantage of using the stratified random sampling method is that certain subgroups in the population will be represented in the sample. In speaking of the advantages of the stratified random sampling method, Goode and Hatt state, "Because the method does improve representativeness it allows the use of a smaller sample than does simple random sampling, with greater precision and consequent savings in time and money."¹¹

Concerning the size of the sample, it has been stated, "The larger a sample, the less likely are findings based on it to deviate from the true state of affairs in the population."¹² Borg thought

⁹Fred N. Kerlinger, pp. 52-53.

¹⁰Claire Selltiz and others, pp. 526-527.

¹¹William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw-Hill Book Company, Inc., 1952), p. 221.

¹²Claire Selltiz and others, p. 422.

that the larger the sample, the greater the likelihood of obtaining significant results. Borg also indicated that the use of a large random sample "...insures to some extent that the uncontrolled variables will themselves be operating randomly for the different groups being studied and therefore will not have a systematic effect upon the results." A scientist can have more confidence in his findings, if he uses large random samples.¹³

Criteria for and Selection of Stratified Random Sample

Only bachelor's degree holders were used in this study for three reasons:

1. This study was financed entirely by the writer; therefore, a relatively small group was needed to keep expenses and interviewing time to a minimum.
2. Police officers who held bachelor's degrees could express a valid opinion on police work and the value of college, if any, for police. In this first study of its kind, the writer wanted men and women who had been a part of both "worlds," police work and college.
3. As the general level of education of police recruits rises, comparisons can be made in the future between respondents in this study and those in similar studies.

The respondents were selected from all police ranks, so the writer could have a more representative sample. Entry level police

¹³Walter R. Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1965), p. 171.

officers were studied, so that college educators and police training personnel might become aware of the knowledge areas and skills the new police officers indicated that they used in the first two years of their careers and plan accordingly.

Certain criteria were used to select the respondents from the list of bachelor's degree holders in each of the five police departments in the study:

1. Respondents must have a bachelor's (four-year) degree.
2. Respondents must have been appointed to their current department before January 1, 1969.
3. If there were three or less than three persons in a rank category (such as inspector; patrolman, entry level; and sergeant), all persons in that category were selected.
4. If more than three persons were in a rank category, only three were randomly selected.

Each person in a rank containing more than three persons was assigned a number that was put into a box. The writer picked three numbers at random from the box, for each rank with more than three persons. There were eight drawings for the DFD, since there were eight ranks with more than three people in them. There were four drawings for the MSP, one drawing for the FPD, two for the AAPD, and no drawings for the MSU-DPS. The total sample consisted of all the persons selected from all the ranks being joined together.

Three persons who did not quite meet the selection criteria were included in the study, because they could provide sorely needed job information and experiences. One person had been with his

current department only nine months, but he had over two decades of experience in police work. Two had only nine credits to complete before they received their bachelor's degrees.

A relatively large stratified random sample of 106 men and women was drawn from a population of 234 police officers who were identified by the five departments as having a bachelor's degree (see Appendix A). A total of 78 respondents (33% of the population and 74% of the sample) returned usable questionnaires. All 78 respondents were police officers, and they represented almost all of the police ranks in their departments. Table 3.1 gives the category (administrative-A, supervisory-S, and non-management-NM), and number of people (N) in each rank who completed the questionnaire in each of the five police departments.

TABLE 3.1

78 RESPONDENTS WHO COMPLETED THE QUESTIONNAIRE

<u>Detroit Police Department</u>		
<u>N</u>	<u>Category</u>	<u>Rank</u>
1	A	Commissioner
1	A	Superintendent
1	A	Inspector
2	A	Detective Inspector
2	A	Lieutenant, Uniform
1	A	Detective Lieutenant
3	A	Lieutenant, Women's Division
1	A	Patrolman, Senior Programmer
1	A	Lieutenant, Supervisor Systems Planning
1	A	Sergeant, Uniform
1	S	Sergeant, Uniform
2	NM	Detective Sergeant
2	S	Sergeant, Women's Division
1	NM	Detective
1	NM	Patrolman
1	NM	Patrolman, Entry Level
1	NM	Patrolman, Communications Officer
1	NM	Patrolman Programmer
2	NM	Policewoman
2	NM	Policewoman, Entry Level
28	TOTAL	

<u>Flint Police Department</u>		
<u>N</u>	<u>Category</u>	<u>Rank</u>
1	A	Detective Lieutenant
1	NM	Detective
1	NM	Policewoman
3	NM	Patrolman
2	NM	Patrolman, Entry Level
8	TOTAL	

<u>Michigan State Police</u>		
<u>N</u>	<u>Category</u>	<u>Rank</u>
1	A	Major
2	A	Captain
2	A	Detective Lieutenant
1	A	Detective Staff Sergeant
1	A	Staff Sergeant
1	S	Sergeant
1	NM	Detective Sergeant
3	S	Corporal
1	S	Detective
2	NM	Detective
2	NM	Policewoman
4	NM	Trooper
2	NM	Trooper, Entry Level
23	TOTAL	

<u>Ann Arbor Police Department</u>		
<u>N</u>	<u>Category</u>	<u>Rank</u>
1	S	Sergeant
2	S	Corporal
1	NM	Policewoman
1	NM	Patrolman
1	S	Patrolman, Entry Level
3	NM	Patrolman, Entry Level
9	TOTAL	

<u>Michigan State University Department of Public Safety</u>		
<u>N</u>	<u>Category</u>	<u>Rank</u>
1	A	Director
1	A	Captain
1	A	Lieutenant
1	A	Sergeant
1	S	Corporal
1	NM	Detective
3	NM	Public Safety Officer
1	NM	Public Safety Officer Entry Level
10	TOTAL	

Of the 22 people who did not participate in the study in any way (part of the total sample of 106 persons), nine did not return their forms, four declined to participate, four were unavailable, two resigned, two had only two years of college, and one retired.

Criteria for Entry and Advanced Levels

Respondents were classified as either entry or advanced level police personnel on the basis of certain criteria.

Entry level. The following criteria were used to describe entry level respondents:

1. Respondents must have a bachelor's degree.
2. Respondents must have been employed by their current departments more than 11 months but less than 24 months.
3. Respondents must have had no prior police experience before being appointed to their current department.
4. If more than 45 police personnel in any department satisfied the requirements in numbers 1, 2, and 3, then 45 were randomly selected from the total group.

Advanced level. The following criteria were used to describe advanced level respondents:

1. Respondents must have a bachelor's degree.
2. Respondents must have been employed by their current departments more than 11 months.
3. Respondents must have had a total of more than 24 months of police experience.
4. If more than 45 police personnel in any department satisfied the requirements in numbers 1, 2, and 3, then 45 were randomly selected from the total group.

III. DESCRIPTION OF THE FIVE POLICE DEPARTMENTS

This study included five different types of police departments in Michigan: Detroit Police Department (DPD-big city), Flint Police Department (FPD-medium-sized city), Ann Arbor Police Department (AAPD-small city), Michigan State University Department of Public Safety (MSU-DPS-university), and Michigan State Police (MSP-state). The above departments were selected, because each one had the largest number of bachelor's degree holders in its class. Statistics on the number of police officers with college degrees are not routinely compiled by police departments; therefore, all figures were estimates made on the best information available.

Detroit Police Department

About 5,600 men and women police Detroit's 1,500,000 population. The DPD is the fifth largest city police department in the United States and the largest one in Michigan. More than 1,200 Detroit police officers have some college, and about 220 have a bachelor's degree. Several have master's degrees. A few have law degrees. None have a Ph.D. degree.

Credit is given for having college on promotional exams for the ranks of sergeant and lieutenant. A bachelor's degree holder may take the sergeant's promotional exam after he has served two years (instead of three) with the DPD as a police officer, and he may take the lieutenant's exam after he has served as a sergeant for one year (instead of two). Examinations are given on an as needed basis. No extra or bonus pay is given to police officers for having college credits.

Flint Police Department

More than 540 men and women police Flint's 200,000 population. The FPD is the second largest city police department in Michigan. Over 85 Flint police officers have some college, and over 35 have a bachelor's degree. Several have master's degrees. None have a law or Ph.D. degree. No points are given for college credit towards promotion to any rank, and no extra or bonus pay is given for having college credits.

Ann Arbor Police Department

More than 100 men and women police Ann Arbor's 98,000 population. Ann Arbor, called a "university town" because the University of Michigan is located there, has a student population of about 35,000 students. Over 55 Ann Arbor police officers have some college, and over 30 have a bachelor's degree. None have a master's, law, or Ph.D. degree. No points are given for college credit towards promotion to any rank, and no extra or bonus pay is given for having college credits.

Michigan State University Department of Public Safety

More than 60 men police Michigan State University's 50,000 student, faculty, staff, and visitor population. MSU's public safety officers are also Ingham County Sheriff's deputies, with general arrest powers on the campus and anywhere in Ingham County. MSU's public safety officers are armed, patrol in marked police vehicles, and provide emergency ambulance service. The MSU-DPS is basically a service organization. All public safety officers have at least two years of college, over 25 have a bachelor's degree, and several have a master's degree. None have a law or Ph.D. degree.

There are no policewomen in the MSU-DPS. Sergeants must have a bachelor's degree before they can be considered for the rank of lieutenant. Graduate work at the master's level is preferred for the rank of captain or director of public safety. An educational bonus is paid (five percent of base salary for those with three years of college and ten percent for those with a bachelor's degree).

Michigan State Police

More than 2,485 men and women police Michigan's 8,875,000 population. The MSP is the fifth largest state law enforcement department in the United States and the second largest police department in Michigan. Over 400 troopers have some college, and over 130 have a bachelor's degree. Several have master's degrees, and one has a law degree. None have a Ph.D. degree. No points are given for college credit towards promotion to any rank, and no extra or bonus pay is given for having college credits.

IV. DESCRIPTION OF THE RESPONDENTS

The five police departments were represented in the study by the following percentage of respondents: MSU-DPS-10 (13%), AAPD-8 (10%), FPD-9 (12%), MSP-23 (29%), and DPD-28 (36%). The 78 respondents who returned questionnaires possessed many interesting characteristics.

Characteristics of Respondents

Category, level, and sex. Thirty-nine (50%) respondents worked in non-management jobs, 13 (17%) worked in supervisory jobs, and 26 (33%) worked in administrative jobs. Twelve (15%) respondents were at the entry level, and 66 (85%) were at the advanced level.

There were 65 (83%) men and 13 (17%) women in the study.

Age. Respondents ranged in age from 23-52 years. The average age was 36 years. More respondents (8) were in the 44-year old category (10%) than any other age group. Six (8%) respondents were 29 years of age, and six were 24 years of age. Seventy-six (97%) respondents possessed a high school diploma, and two (3%) had a GED certificate.

Time in current police department. Respondents had spent a wide range of time in their current police departments, from 9-345 months (less than 1 to 28.75 years). The average respondent had been in his current police department a total of 139.98 months (11.67 years). The highest number of respondents (five people-6%) had been in their current departments 27 months (2.25 years).

Time in other civilian police departments. Seventeen (22%) respondents had served in other civilian police departments from 3 to 258 months (less than 1 to 21.50 years). More respondents had served three months in another civilian police department than any other length of time, due to employment as police patrolmen in the summer while attending college and FPD's three month police intern program. Respondents served a total of 512 months (42.66 years) in other civilian police departments, with the average respondent having served 30.11 months (2.50 years). One respondent served seven months as a United States Forest Ranger.

Military police experience. Seventeen (22%) respondents had served in military police work from 6-48 months (0-4 years). More respondents served 36 months (3 years) and 12 months (1 year) than

any other lengths of time. Respondents served a total of 277 months (23.08 years) in military police work, with the average respondent serving 16.29 months (1.36 years).

Total police experience. The 78 respondents have had a total of 11,930 months (994.17 years) of police experience, ranging from 23-381 months (1.92 to 31.75 years). More respondents had 30 months (2.50 years) and 27 months (2.25 years) than any other lengths of time. The average respondent had 152.95 months (12.75 years) of police experience.

Degree possessed and pursuing. Six (8%) respondents possessed associate degrees and bachelor's degrees. Two respondents had only nine credits to complete before they received their bachelor's degrees. Respondents had the following bachelor's degrees: Bachelor of Science (B.S.)-55 (72%), Bachelor of Arts (B.A.)-17 (22%), Bachelor of Philosophy (Ph.B.)-3 (4%), and Bachelor of Business Administration (B.B.A.)-1 (1%). Respondents had the following masters and law degrees: Master of Science (M.S.)-12 (16%), Juris Doctor (J.D.)-3 (4%), and Master of Public Administration (M.P.A.)-1 (1%).

Eleven (14%) respondents had master's degrees in police administration, one (1%) in adult and higher education, and one (1%) in public administration. Fifteen (20%) respondents were currently pursuing the following advanced degrees: masters-13 (17%), Ph.D.-1 (1%), and J.D.-1 (1%).

Bachelor's degree areas. Fifty-seven respondents had bachelor's degrees in the following academic areas: police administration-35 (45%), education-6 (8%), English-5 (6%), sociology-5 (6%), chemistry-3 (4%),

and business administration-3 (4%). Ten respondents had bachelor's degrees in these academic areas (two persons or 3% in each area): accounting, history, psychology, public administration, and social studies. Six respondents had bachelor's degrees in each of these academic areas (one person or 1% in each area): biology, economics, forestry engineering, German, nursing, and philosophy. Four respondents majored in two areas for their bachelor's degrees (one person or 1% in each pair of areas): English and chemistry, zoology and biology, biology and conservation, and business and political science. One respondent majored in three areas for his bachelor's degree: education, electronics, and mathematics.

Colleges attended. Sixty-one respondents received their bachelor's degrees from these Michigan colleges: Michigan State University-39 (50%), Wayne State University-9 (12%), University of Detroit-5 (6%), University of Michigan-3 (4%), Northern Michigan University-2 (3%), and Marygrove College-2 (3%). Six respondents received their bachelor's degree from six colleges in Michigan. Ten respondents received their bachelor's degrees from colleges throughout the United States. Twenty-seven respondents attended and/or graduated from the following colleges for their master's and law degrees: Michigan State University-20 (26%), Wayne State University-2 (3%), University of Detroit-2 (3%), Detroit College of Law-2 (3%), City University of New York-1 (1%), University of Pennsylvania-1 (1%), University of Detroit Law School-1 (1%), and University of Michigan Law School-1 (1%).

Current certificates held. Thirty (39%) respondents held no current certificates in any area. Other respondents held the following current certificates in these areas: American Red Cross First Aid-35 (45%), breathalyzer operator-6 (8%), Michigan teaching certificate-5 (6%), VASCAR (vehicular speed detection) operator-5 (6%), Michigan certified police instructor-5 (6%), radiological monitor operator-3 (4%), Federal Aviation Agency private pilot-3 (4%), licensed attorney-at-law-3 (4%), National Safety Council defensive driving instructor-2 (3%), National Rifle Association police firearms instructor-2 (3%), and American Red Cross Water Safety Instructor-2 (3%). Each one of the following current certificates were held by one person (1%): closed chest heart massage instructor, I-Denti-Kit operator, American Red Cross Senior Life Saving, registered nurse, registered pharmacist apprentice, and state certified anesthetist.

Previous police assignments. Respondents have served in these previous police assignments: patrol-63 (81%), traffic-38 (49%), investigations-30 (39%), youth-24 (31%), administration-21 (27%), training-20 (26%), communications-14 (18%), crime lab-7 (9%), police-community relations-7 (9%), personnel-7 (9%), administrative staff aid-7 (9%), planning and research-5 (6%), records-2 (3%), computer-2 (3%), detention-2 (3%), fire inspection-1 (1%), civil defense-1 (1%), and underwater recovery-1 (1%).

Current police assignments. Respondents were currently assigned to 16 areas of police work: patrol-21 (27%), youth-12 (15%), investigations-10 (13%), administration-8 (10%), crime lab-6 (8%),

training-5 (6%), traffic-4 (5%), communications-3 (4%), and computer-2 (3%). One (1%) respondent was currently assigned to each of these areas of police work: police-community relations, personnel, detention, planning and research, juvenile and community relations, records and communications, and safety and traffic.

Current police ranks. Respondents currently held 23 different police ranks: commissioner-1 (1%), director of public safety-1 (1%), superintendent-1 (1%), major-deputy director-1 (1%), captain-3 (4%), inspector-1 (1%), detective inspector-2 (3%), detective staff sergeant-1 (1%), lieutenant-supervisor systems planning-1 (1%), lieutenant-3 (4%), detective lieutenant-7 (9%) (includes three women), staff sergeant-1 (1%), patrolman senior programmer-1 (1%), detective sergeant-5 (6%) (includes two women), sergeant-5 (6%), corporal-6 (8%), detective-6 (8%), policewoman-8 (10%), trooper-6 (8%), patrolman-12 (15%), public safety officer-4 (5%), patrolman communications officer-1 (1%), and patrolman programmer-1 (1%).

U. S. Armed Forces experience. Thirty-seven (47%) did not serve in any branch of the U. S. Armed Forces. Forty-one (53%) respondents served in the U. S. Armed Forces: Army-23 (30%), Navy-11 (14%), Marines-3 (4%), Air Force-3 (4%), and Coast Guard-1 (1%). Twelve (15%) respondents were commissioned officers in the U. S. Armed Forces; 29 (37%) were not.

Forty-one (53%) respondents worked in numerous jobs in the U. S. Armed Forces: military police-shore patrol-17 (22%), gunner-4 (5%), infantry-4 (5%), criminal investigator-3 (4%), electronics technician-3 (4%), photographer-3 (4%), paratrooper-2 (3%), personnel-2 (3%),

radio operator-2 (3%), and ordinance supply-1 (1%).

Prior civilian job experience. Forty (51%) respondents had been employed in police work more than 10 years. Twenty-nine (37%) respondents who had been employed in police work 10 years or less held numerous jobs before their current police employment. The most popular areas of prior employment were these: factory/construction, law enforcement, private security, college staff, supervisory, and school teaching. Nine (12%) respondents who had been employed by their current departments 10 years or less did not report any civilian job experience prior to entering police work.

Composite of the Average Respondent

The average respondent was a 36-year old high school graduate who received his bachelor's degree in police administration or a related area from a Michigan college or university. He had about 140 months' (about 11½ years) experience in his current police department and about 153 months' (about 12 3/4 years) total police experience. He held a current certificate in some area of knowledge. He began his police career as a uniformed police officer and later served in one or more police assignments.

Summary and Conclusions

Of the 78 respondents who returned questionnaires, 50% worked in non-management jobs, and 50% worked in supervisory or administrative jobs. Twelve (15%) respondents had less than 24 months' total police experience. Thirteen (17%) respondents were women. Respondents ranged from 23 to 52 years of age. Only two respondents had GED certificates, as opposed to a high school diploma. Some respondents

served in the military police and in civilian police departments other than their current ones. Respondents had considerable experience in their current police departments. All but two respondents had a bachelor's degree; 14 had a master's degree; and three had a law degree.

More respondents (35 people or 45%) had a bachelor's degree in police administration than in any other academic area. The next five most popular academic areas for bachelor's degrees possessed were these: education, English, sociology, chemistry, and business administration. Four (5%) respondents majored in two areas for their bachelor's degrees, and one majored in three areas. The great majority of respondents (68 people or 87%) received their bachelor's degrees from Michigan colleges or universities. More respondents received their bachelor's degrees from Michigan State University than any other institution (39 people or 50%). Only 15 (20%) respondents were currently pursuing advanced degrees.

Respondents held current certificates in various areas of knowledge. In the areas requiring the most knowledge, there were five school teachers, three attorneys, one registered nurse, and one registered anesthetist-all currently working as police officers.

Respondents' previous assignments included all phases of police work. Respondents were currently assigned to 16 areas of police work. Respondents held 23 current police ranks. Forty-one (53%) respondents served in all branches of the U. S. Armed Forces, and 12 (15%) were commissioned officers. Respondents worked a variety of military jobs; the highest number (17) of people (22%) were in the military police-shore patrol.

Twenty-nine (37%) respondents who had been employed in police work 10 years or less held numerous civilian jobs before their current employment, the highest number being in these areas: factory-construction, law enforcement, private security, college staff, supervisory, and school teaching.

The respondents had an extremely wide range of interests, skills, and knowledge. Because of the average respondent's age (36 years), education (bachelor's degree), prior civilian work experience, and total police experience (about 12 3/4 years in uniformed patrol work and one or more areas of police work), the respondents' perceptions on all aspects of this study should be given considerable thought by police, educators, and the community in general.

V. VALIDITY

Validity can best be explained by this question: Are you really measuring or classifying what you say you are measuring or classifying? The emphasis is on what is being measured.

Content Validity

"Content validity" is "...the representativeness or sampling adequacy of the content-the substance, the matter, the topics-of a measuring instrument." Content validation can best be explained by this question: "Is the substance or content of this measure representative of the content or the universe of content of the property being measured?" Kerlinger stated, "Content validation

consists essentially in judgment." Each item in an instrument "...must be judged for its presumed relevance to the property being measured,...."¹⁴

The items in the writer's instruments (knowledge areas and skills) were judged to be an adequate representation of what police do by the police in the pilot study and the main study. Also, police officers who did not participate in the pilot or main studies, but whose opinions were continually solicited, concluded that the writer had developed instruments that were truly representative of the whole range of things being measured (knowledge areas and skills).

Face Validity

Respondents stated that the instruments consisted of things they actually did in police work. Many respondents said the instruments were the most accurate and comprehensive they had ever seen. The respondents were asked to return all instruments with their answer sheets; however, some kept the instruments and only returned their answer sheets, because they said they probably would not "run across such good lists again."

VI. INSTRUMENTATION

All forms had to be especially designed for this study by the writer, because there were no ready-made forms available for a study of this type.

¹⁴ Fred N. Kerlinger, pp. 444-447.

Development of the Instruments

Content. The writer studied various documents and literature and interviewed numerous police personnel in Michigan, Illinois, and Virginia in an attempt to develop lists of knowledge areas and skills used by police. Particularly helpful were books on management, supervision, and training; college catalogs; police department recruit and in-service curricula; management consultant studies and general orders of various police departments; government documents on law enforcement subjects; newspaper articles, organizational charts, and general orders of the police departments studied; and in-depth interviews with police officers in the three states just mentioned and in the police departments studied. After reading the literature and writing an item for one of the lists, the writer interviewed police officers two, three, and four times, until the item was phrased in language that meant something to most of them. Many items were discarded before the pilot study, because the police officers initially interviewed and reinterviewed said the items were not used or encountered by police at any level.

Since the writer had ridden in police cars as an observer for over 10 years before he compiled the lists for this study, he first included knowledge areas and skills actually used by police officers while the writer was with them. This day-to-day observation of police work by the writer included riding with police patrolmen, public safety officers, troopers, and supervisory officers in big cities, medium-sized cities, small towns, townships, and counties.

Physical process. The lists of knowledge areas and skills

were typed on legal-sized paper, and copies were made using a multilith process. Information was typed on blank Optical Scanning Corporation 1200-Matrix Layout forms (1440 positions), and copies of these forms (answer sheets) were made using a multilith process. Instructions for the knowledge areas were typed so that the respondents could put the instructions next to the list of knowledge areas as they were completing each answer sheet. Instructions for the list of skills were typed and reduced in size, using a photographic process, so that they could be put on one piece of paper and used like the instructions for the knowledge areas list was used.

Description of the Instruments

Two types of instruments were used in this study: Optical Scanning Corporation (OSC) 1200-Matrix Layout forms (1440 positions) and lists of knowledge areas and skills with instructions for using the OSC forms (answer sheets or response forms) and the lists together. The writer put each respondent's code number and the sheet number at the top of each OSC form, to avoid getting the OSC forms confused.

Sample Description Forms. Information about the respondents' backgrounds was recorded on the Sample Description Form (see Appendix B) and later transferred to an OSC form (Sample Description and Interview Summary) by the writer (see Appendix C).

Knowledge Areas Forms. The respondents were given a list of 136 knowledge areas (see Appendix D), with instructions (see Appendix E) to mark on the knowledge areas (OSC) form (see Appendix F) one item in each category (frequency, future, highest proficiency level used, and best place to develop) for each knowledge area that they had

used in the past 12 months. The "Did Not Use" category was omitted, because it was easier to leave the entire knowledge area blank, if a person did not use it.

Skills Forms. The respondents were given a list of 218 skills (see Appendix G), with instructions (see Appendix H) to mark on the skills (OSC) form (see Appendix I) one item in each category (frequency, future, conditions under which used, highest proficiency level used, highest consequences if not done correctly, and best place to develop) for each skill that they had used in the past 12 months. The "Did Not Use" category was omitted for the same reason as it was on the knowledge areas form.

Pilot Study

A pilot study was conducted to detect any serious flaws in the research design and the instruments and to determine the advisability of going ahead with the main study. Basically, the same research procedures were used in the pilot study as in the main study.

Description of police departments. The instruments (lists, instructions, and answer sheets) were pretested using a total of seven respondents from the Lansing Police Department (LPD), East Lansing Police Department (ELPD), and Michigan State Police (MSP): one staff sergeant (administrator) from LPD, one policewoman and two patrolmen (non-management-advanced level) from LPD, one corporal (supervisor) from ELPD, and two troopers (non-management-one entry and one advanced level) from MSP.

More than 280 men and women police Lansing's 135,000 population. Over 45 Lansing police officers have some college, and over 19 have

a bachelor's degree. None have a master's, law, or Ph.D. degree. No points are given for college credit towards promotion to any rank. Extra pay is given to those who have completed two years and four years of college.

More than 50 men and women police East Lansing's 58,000 population. Over 20 East Lansing police officers have some college, and over 11 have a bachelor's degree. At least one has a master's degree and none have a law or Ph.D. degree. Points are given on promotional examinations for college credits. No extra or bonus pay is given for having college credits.

Description of respondents. The respondents in the pilot and main studies met the same criteria for selection and entry and advanced levels and had similar background characteristics.

Summary. An analysis of the results of the pilot study revealed that it was not necessary to change any major category or group of items. The wording of some of the items and the order of their presentation were changed, in accordance with suggestions made by respondents in the pilot study. All seven respondents completed the questionnaire process. The improvements made after the pilot study, hopefully, enabled the respondents in the main study to understand the items better and to complete the overall process faster. Because of the small number of respondents in the pilot study, a detailed analysis of their backgrounds and questionnaire results will not be presented. After an analysis of all aspects of the pilot study, the writer decided to continue with the main study.

VII. COLLECTION OF DATA

After numerous letters and personal interviews, permission was obtained from the five police departments to include them in the study. Lists of all bachelor's degree holders were obtained from each department, and a stratified random sample was selected. A letter (see Appendix J) was sent to the respondents informing them of the purpose of the study and requesting their help. The initial interview between the writer and respondents was arranged by the writer or a police department representative, depending on the department involved.

At the initial interview with the writer, the respondents received an explanation of the study and the various forms. While the writer was present, the respondents worked a few items on each list to familiarize themselves with the forms, so that they could complete them at home or at work. Respondents were given the writer's address and telephone number, in case they had any questions. Several respondents wrote or called the writer with minor problems that were quickly settled.

Interviews began on May 11, 1970, and the last answer sheets were collected on October 14, 1970. The writer drove 4,527 miles, visiting various cities in Michigan from St. Ignace to Detroit, conducting interviews and collecting completed answer sheets.

VIII. ANALYSIS OF DATA

After the OSC forms (answer sheets) were checked for stray pencil marks (IBM scoring pencils used), punch cards and a tape were made. The Michigan State University Computer Center's Analysis of Contingency Tables (ACT) program was used to analyze the OSC forms. The ACT program presents frequencies, percentages, and mean for two different variables in table form. A Control Data Corporation 3600 (CDC 3600) machine was used for the analysis.

For the purpose of this dissertation, the writer will only report the results of the frequency column for the knowledge areas and skills.

CHAPTER IV

POLICE KNOWLEDGE AREAS AND SKILLS

One objective of this study was to derive a taxonomy of police knowledge areas and skills by classifying those identified as having been used into a series of general competency areas. According to Webster's Third New International Dictionary, a "taxonomy" is "the systematic distinguishing, ordering, and naming of type groups within a subject field."¹ A "general competency area" may be defined as "an area in which similar knowledge areas and skills are grouped for convenience in handling." For purposes of this study, knowledge areas and skills "used" by the respondents means "those indicated by the respondents as having been used."

I. TAXONOMY OF POLICE KNOWLEDGE AREAS AND SKILLS

A taxonomy of knowledge areas and skills used one or more times per month by the respondents was derived by classifying them into a series of general competency areas. All knowledge areas used one or more times per month were classified into 13 general competency areas: business, communications, education, law, liberal arts, management, police-general, police-technical, political science, psychology,

¹Philip B. Gove (ed.), Webster's Third New International Dictionary (Unabridged; Springfield, Mass.:G. & C. Merriam Company, 1971).

science, security, and sociology. All skills used one or more times per month were grouped into 10 general competency areas: business, communications, education, equipment, law, management, police-general (field), police-general (inside-staff), police-technical, and writing.

The knowledge areas and skills within each general competency area were ranked in order of the percentage of the 78 respondents which used them one or more times per month. The writer determined how many respondents used a specific knowledge area and skill by analyzing the raw data responses indicated on the computer printouts.

All but one of the 136 knowledge areas and all but three of the 218 skills identified were used by at least one respondent one or more times per month. The taxonomy of police knowledge areas and skills is presented in Table 4.1.

TABLE 4.1

TAXONOMY OF POLICE KNOWLEDGE AREAS AND SKILLS

Key: M-management, NM-non-management, N-number of respondents,
%-percent of respondents.

Note: 1. The number of each knowledge area and skill on the original lists will be given for easy reference.

2. All knowledge areas and skills were used one or more times per month.

Business Related Knowledge Areas and Skills

Knowledge Areas and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Typing 131	22	56	26	67	48	62
Business Communications 20	30	77	16	41	46	59
Public Relations 110	13	33	10	26	23	29
Inventory Control 68	14	36	4	10	18	23
Automatic Data Processing 15	15	38	2	5	17	22
Office Administration 88	10	26	2	5	12	15
Economics 43	9	23	3	8	12	15
Accounting 2	10	26	1	3	11	14
Labor-Management Relations 73	9	23	1	3	10	13
Money, Credit, & Banking 85	5	13	1	3	6	8
Auditing 14	0	0	1	3	1	1

Skills and Number	M		NM		Totals	
	N	%	N	%	N	%
Type reports 66	26	67	27	69	53	68
Give Info. visitor - PD tour 179	12	31	18	46	30	38
Rev.etc. purchase requisition 175	15	38	4	10	19	24
Give info. news media 139	10	26	7	18	17	22
Admin. inventory control system 205	12	31	3	8	15	19
Conduct physical inventory 77	7	18	3	8	10	13
Examine books-detect discrep. 99	7	18	1	3	8	10
Design data pro. equip.-apply PD 185	5	13	0	0	5	6
Devel. budget estimate 38	3	8	0	0	3	4
Det. feasi. prop. data process., etc. 5	3	8	0	0	3	4
Negotiate for salary, etc. 138	2	5	1	3	3	4
Arrange press conference, etc. 169	2	5	0	0	2	2
Devel. empl. griev. proced. 37	0	0	1	3	1	1
Conduct internal audit 23	1	3	0	0	1	1
Maintain accounting records 116	1	3	0	0	1	1

TABLE 4.1 (Cont'd)

Communications Related Knowledge Areas and Skills

Knowledge Areas and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Human Communication 59	21	54	18	46	39	50
Speech 123	15	38	13	33	28	36
Advertising 6	5	13	6	15	11	14
Journalism 70	7	18	4	10	11	14

Skills and Number	N	%	N	%	N	%
Listen 157	26	67	28	72	54	69
Read narr. matter-extract facts 149	23	59	11	28	34	44
Give formal/informal talk 184	8	21	6	15	14	18
Lead conf. discuss. 3-30 people 143	9	23	1	3	10	13
Read research proposal 150	6	15	0	0	6	8
Oral pres. statistical rept. etc. 144	1	3	2	5	3	4
Hold press conference 147	3	8	0	0	3	4

Education Related Knowledge Areas and Skills

Knowledge Areas and Number	N		%		N		%	
	N	%	N	%	N	%	N	%
Learning 76	22	56	19	49	41	53		
Driver Education 42	8	21	17	44	25	32		
Instructional methods 64	18	46	7	18	25	32		
Training 129	15	38	2	5	17	22		
Safety Education 114	6	15	6	15	12	15		
Physical Education 93	2	5	10	26	12	15		
Teacher-Made tests 125	4	10	1	3	5	6		

Skills and Number	N	%	N	%	N	%
Give classroom demo. 103	13	33	7	18	20	26
Case, probl.sol.meth.etc., instruc. 182	6	15	2	5	8	10
Select lit. for PD library 27	8	21	0	0	8	10
Devel. curr. or course 4	6	15	0	0	6	8
Determine training require. 122	6	15	0	0	6	8
Prep. & eval. perform test 112	3	8	1	3	4	5
Prep. test questions 198	2	5	1	3	3	4

TABLE 4.1 (Cont'd)

Law Related Knowledge Areas and Skills

Knowledge Areas and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Criminal Law 34	24	62	31	79	55	71
Criminal Procedure 35	23	59	27	69	50	64
Arrest, Search, & Seizure 12	21	54	29	74	50	64
Evidence 48	19	49	30	77	49	63
Constitutional Law 29	21	54	26	67	47	60
Pre-trial Procedure 102	14	36	20	51	34	44
Trial Procedure 130	11	28	19	49	30	38
Law and Legal Institutions 75	13	33	16	41	29	37
Business Law 21	12	31	13	33	25	32
Juvenile Court Systems 71	9	23	8	21	17	22
Administrative Law 4	13	33	3	8	16	21

Skills and Number	N	%	N	%	N	%
Recog. criminal violation 153	20	51	29	74	49	63
Recog. civil/non-police matter 192	19	49	20	51	39	50
Recog. constitutional rights 146	15	38	17	44	32	41
Make a legal search 212	6	15	26	67	32	41
Advise susp. constitu. rights 58	10	26	21	54	31	40
Arrest an adult violator 209	7	18	22	56	29	37
Arrest a juvenile violator	5	13	23	59	28	36
Make a legal seizure 213	6	15	22	56	28	36
Recog. traffic viol.-iss. ord. 178	6	15	17	44	23	29
Prep. for criminal trial 191	6	15	17	44	23	29
Testify in court 59	6	15	17	44	23	29
Check motor veh. for equip. viol. 94	5	13	17	44	22	28
Serve a subpoena, etc. 215	6	15	14	36	20	26

Management Related Knowledge Areas and Skills

Knowledge Areas and Number	N	%	N	%	N	%
Administration & Organization 3	23	59	5	13	28	36
Functions of Top Management 56	19	49	1	3	20	26
Personnel Administration 91	17	44	2	5	19	24
Planning of Change 97	11	28	2	5	13	17
Systems Approach 124	8	21	0	0	8	10
Management Consulting 81	2	5	0	0	2	3

TABLE 4.1 (Cont'd)

Management Related Knowledge Areas and Skills

Skills and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Solve problems 208	30	77	22	56	52	67
Motivate employees 17	30	77	5	13	35	45
Estab. priorities 204	23	59	10	26	33	42
Counsel employees 31	27	69	6	15	33	42
Control work of PD or unit 56	26	67	4	10	30	38
Prepare for a meeting 158	20	51	3	8	23	29
Solicit new ideas 18	20	51	2	5	22	28
Plan work schedules, etc. 168	19	49	2	5	21	27
Coord. criminal investigation 163	6	15	13	33	19	24
Deter. eff. manpower alloc. 32	16	41	0	0	16	21
Eval. employees perform. 206	14	36	2	5	16	21
Conduct planning studies 26	14	36	0	0	14	18
Consult on estab./improve. PD 22	12	54	1	3	13	17
Coor. non-criminal invest. 164	7	18	4	10	11	14
Deter. goals of PD 188	10	26	0	0	10	13
Process personnel trans. 82	8	21	1	3	9	12
Systematize records & forms 176	9	23	0	0	9	12
Eval. effectiveness of PD 98	8	21	1	3	9	12
Plan for changes in PD 161	8	21	0	0	8	10
Devel. work simplifical. proc. 126	8	21	0	0	8	10
Intro. innovations 34	8	21	0	0	8	10
Coord. researchers studying PD 177	7	18	0	0	7	9
Coord. background invest. 160	4	10	2	5	6	8
Select persons for employ/promo. 199	6	15	0	0	6	8
Plan/protect police empl. ex attack 166	6	15	0	0	6	8
Estab. job perform standards 65	5	13	1	3	6	8
Discip./discharge employee 80	6	15	0	0	6	8
Supervise research studies 137	5	13	0	0	5	6
Attend profess. meeting, etc. 91	5	13	0	0	5	6
Plan for civil defense emerg. 162	4	10	0	0	4	5
Recruit applicants 8	3	8	1	3	4	5
Justify grade changes w/poss.class. 57	4	10	0	0	4	5
Admin. promo. exams 174	3	8	0	0	3	4
Direct a PD safety program 130	3	8	0	0	3	4
Coord. L.E. agen.asst. your P.D. 124	2	5	1	3	3	4
Coord. intelligence gather oper. 165	2	5	0	0	2	3
Devel. occupational analysis 21	2	5	0	0	2	3
Plan for a VIP visit 167	2	5	0	0	2	3
Organize/staff a unit 75	2	5	0	0	2	3
Cond. job description 9	2	5	0	0	2	3
Devel. system invest. public complain.72	1	3	0	0	1	1
Cond. PD hearing 81	1	3	0	0	1	1

TABLE 4.1 (Cont'd)

Police-General Related Knowledge Areas

Knowledge Areas and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Police procedures 100	21	54	22	56	43	55
Interviewing 67	14	36	28	72	42	54
Criminal Justice System 33	20	52	19	49	39	50
Patrol 90	15	39	22	56	37	47
Description of Persons & Things 41	11	28	25	64	36	46
Field Interviews 50	10	26	25	64	35	45
Information Sources 62	16	41	19	49	35	45
Ethics and Professionalism 46	18	46	16	41	34	44
Location of People 80	11	28	21	54	32	41
Records 111	18	46	13	33	31	40
Police-Community Relations 99	11	28	18	46	29	37
Traffic 123	12	31	15	39	27	35
Method of Operation (M.O.) Files 82	9	23	10	26	19	24
Police Administration 98	14	36	5	13	19	24
First Aid 55	6	15	13	33	19	24
Crisis Intervention Techniques 38	5	13	13	33	18	23
Inspection 63	12	31	5	13	17	22
Informants 61	5	13	11	28	16	21
Crowd Control 39	7	18	5	13	12	15
Jail Administration 69	8	21	3	8	11	14
Comparative Police Systems 27	6	15	0	0	6	8
Legal Medicine 78	2	5	2	5	4	5
Extradition 49	4	10	0	0	4	5

TABLE 4.1 (Cont'd)

Police-General (Field) Related Skills

Skills and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Interview a person 142	20	51	25	64	45	58
Adjust. diff. cultures PD & comm. 96	12	31	21	54	33	42
Learn char. about assign. area 64	8	21	19	49	27	35
Field interview juven.poten.viol. 183	4	10	20	51	24	31
Det. loc.person-pol.mat.-emerg. 121	6	15	17	44	23	29
Recognize traffic problems 29	10	26	12	31	22	28
Intervene in a crisis situation 62	11	28	11	28	22	28
Asst. physically ill person 196	4	10	17	44	21	27
Min. conflict bet. family mem. 217	5	13	15	38	20	26
Rept. poten. dang. hazard 193	5	13	15	38	20	26
Make rept. traffic acci. 107	5	13	14	36	19	24
Field interview adult poten.viol. 181	3	8	15	38	18	23
Recog. drug addict 40	5	13	12	31	17	22
Recog. irrat. beh.-mentally ill per. 197	6	15	11	28	17	22
Min. conflict bet. mem. in organiz. 218	10	26	6	15	16	21
Locate person evade PD apprehn. 85	4	10	11	28	15	19
Family argument-involve PD 171	3	8	10	26	13	17
Locate person rept. missing 200	4	10	9	23	13	17
Make rept. non-traff. acci. 90	2	5	8	21	10	13
Asst. handicapped person 180	4	10	4	10	8	10
Assume a fictitious identity 60	1	3	5	13	6	8
Devel. unnamed reference 70	1	3	5	13	6	8
Devel. informant 69	1	3	5	13	6	8
Identify crowd & mob 36	1	3	2	5	3	4
Persuade per. suicide thr./kill,etc. 145	2	5	1	3	3	4
Cond. route security survey-VIP 207	2	5	0	0	2	3
Asst. a non-English speaking person 202	1	3	1	3	2	3

TABLE 4.1 (Cont'd)

Police-General (Inside-Staff) Related Skills

Skills and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Give oral directions to subord. 141	36	92	17	44	53	68
Maint. daily work records 7	24	62	20	51	44	56
Coach an employee 216	27	69	17	44	44	56
Rev. narr. rept. for errors 172	26	67	12	31	38	49
Refer matter to L.E. agency 24	18	46	16	41	34	44
Describe person/object 1	11	28	22	56	33	42
Make work assignments 125	29	74	3	8	32	41
Guard a prisoner 195	5	13	21	54	26	33
Asst. in process a prisoner 25	3	8	16	41	19	24
Eval.-intelligence info. 170	8	21	5	13	13	17
Recog. uneth. police condit.etc. 211	9	23	2	5	11	14
Schedule prevent. maint. 104	7	18	3	8	10	13
Analyze crime patterns 92	9	23	1	3	10	13
Control rumors 154	3	8	7	18	10	13
Crime prevent. program 2	6	15	4	10	10	13
Judge merits of research proposal 123	6	15	0	0	6	8
Devel. meth. oper. files 87	3	8	1	3	4	5
Direct a command post 55	2	5	1	3	3	4
Make inspection PD 39	3	8	0	0	3	4
Cond. brief L.E. asst. your PD 152	3	8	0	0	3	4

Police-Technical Related Knowledge Areas and Skills

Knowledge Areas and Number	N	%	N	%	N	%
Crime scene evidence 31	17	44	25	64	42	54
Criminal investigation 32	17	44	24	62	41	53
Photography 92	6	15	14	36	20	26
Unarmed self-defense 132	8	21	11	28	19	24
Fingerprints 51	6	15	11	28	17	22
Firearms 52	6	15	10	0	16	21
Graphics and reproductions 57	9	23	5	13	14	18
Criminalistics 36	7	18	5	13	12	15
Law enforcement science & technology 74	10	26	2	5	12	15
Firearms identification 53	5	13	4	10	9	12
Bombs and explosives 18	6	15	1	3	7	9
Animal control 11	1	3	4	10	5	6
Fire fighting 54	2	5	2	5	4	5
Underwater recovery methods 133	2	5	0	0	2	3
Water rescue methods 135	1	3	1	3	2	3

TABLE 4.1 (Cont'd)

Police-Technical Related Knowledge Areas and Skills

Skills and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Inspect equip. 106	16	41	21	54	37	47
Obt. info.re:crim.non-crim.invest.etc.86	13	33	20	51	33	42
Patrol assign. area 73	5	13	23	59	28	36
Examine evi.-unk. substan. 67	11	28	17	44	28	36
Crime scene evi.-protect, etc. 108	6	15	18	46	24	31
Take a photograph, etc. 74	4	10	16	41	20	26
Direct traffic 100	3	8	17	44	20	26
Prep. a chart 214	15	38	4	10	19	24
Surveillance 97	2	5	10	26	12	15
Devel. latent print 111	3	8	7	18	10	13
Take fingerprints 68	3	8	6	15	9	12
Extract person-damaged veh. 189	3	8	5	13	8	10
Devel. a negative 194	3	8	4	10	7	9
Exam. question. document 109	5	13	2	5	7	9
Recog. dead person, etc. 3	4	10	2	5	6	8
Set up roadblock	2	5	3	8	5	6
Escort veh. through traffic 102	1	3	4	10	5	6
Defend self without weapons 79	1	3	4	10	5	6
Loc. & dispose dang. animal 120	0	0	3	8	3	4
Fight fire 190	2	5	1	3	3	4
Rescue person ex elect. wire 151	1	3	0	0	1	1
Rescue person from drowning 187	1	3	0	0	1	1
Recog. illegal distillery 84	1	3	0	0	1	1
Loc./dispose bomb-explosive 33	1	3	0	0	1	1

Liberal Arts Related Knowledge Areas

Knowledge Areas and Number	N	%	N	%	N	%
English 45	39	100	39	100	78	100
Library Research 79	10	26	6	15	16	21

Political Science Related Knowledge Areas

Knowledge Areas and Number	N	%	N	%	N	%
Public Administration 109	12	31	3	8	15	19
American State Government 9	9	23	6	15	15	19
American Local & Urban Government 7	11	28	4	10	15	19
Political Pressure Groups, etc. 101	9	23	4	10	13	17
American National Government 8	7	18	4	10	11	14
Communism 26	4	10	6	15	10	13

TABLE 4.1 (Cont'd)

Psychology Related Knowledge Areas

Knowledge Areas and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Psychology 103	24	62	29	74	53	68
Abnormal Psychology 1	22	56	26	67	48	62
Psych. of Personality 106	19	49	25	64	44	56
Psych. of Individ. Differences 105	19	49	24	62	43	55
Adolescent Psychology 5	14	36	27	69	41	53
Psych. of Comm. & Persuasion 104	19	49	21	54	40	51
Counseling and Guidance 30	20	51	11	28	31	40
Legal and Criminal Psychology 77	12	31	14	36	26	33
Psych. of Personnel 107	19	49	3	8	22	28
Social Psychology 117	9	23	13	33	22	28
Middle Childhood Psychology 84	8	21	12	31	20	26
Child Psychology 23	11	28	18	46	19	24
Psych. of Social Movements 108	9	23	10	26	19	24
Educational Psychology 44	11	28	4	10	15	19
Organizational Psychology 89	11	28	3	8	14	18
Human Growth & Develop. 60	7	18	6	15	13	17

Science Related Knowledge Areas

Knowledge Areas and Number	N	%	N	%	N	%
Laboratory tests 72	7	18	5	13	12	15
Microscopy 83	5	13	4	10	9	12
Chemistry 22	3	8	5	13	8	10
Botany 19	3	8	3	8	6	8
Tech. Macrophoto & Photo, etc. 126	3	8	3	8	6	8
Analytical Chemistry 10	3	8	2	5	5	6
Physics 95	3	8	1	3	4	5
Human Anatomy 58	1	3	3	8	4	5
Physiology 96	2	5	2	5	4	5
Toxicology 127	1	3	2	5	3	4
Neutron Activation Analysis 87	2	5	0	0	2	3
Zoology 136	0	0	1	3	1	1

Security Related Knowledge Areas

Knowledge Areas and Number	N	%	N	%	N	%
Internal Security 66	13	33	5	13	18	23
Intelligence 65	10	26	6	15	16	21
Physical and Personnel Security 94	5	13	4	10	9	12
Civil Defense-Disaster Planning 24	6	15	3	8	9	12

TABLE 4.1 (Cont'd)

Sociology Related Knowledge Areas

Knowledge Areas and Number	M N=39		NM N=39		Totals N=78	
	N	%	N	%	N	%
Ethnic & Minority Groups 47	16	41	16	41	32	41
Sociology of Youth 121	11	28	19	49	30	38
Criminology 37	12	31	11	28	23	29
Social Control 115	9	23	14	36	23	29
Sociology of Marriage & Family 120	7	18	15	38	22	28
Social Problems 116	7	18	15	38	22	28
Collective Behavior 25	12	31	8	21	20	26
Negro in America 86	9	23	9	23	18	23
Complex Organizations 28	10	26	5	13	15	19
Sociology 119	5	13	5	13	10	13
Rumors 113	4	10	6	15	10	13
Social Research Methods 118	6	15	4	10	10	13
Urban Sociology 134	4	10	4	10	8	10
Cultural Anthropology 40	3	8	5	13	8	10
Blind, Deaf, Speechless People 17	2	5	2	5	4	5
Spanish Americans 122	0	0	2	5	2	3
Religion 112	1	3	1	3	2	3

Writing Related Skills

Skills and Number	N	%	N	%	N	%
Write a narrative report 88	27	69	26	67	53	68
Write a business letter 63	29	74	16	41	45	58
Take notes 140	19	49	25	64	44	56
Compile facts & statistics 35	13	33	2	5	15	19
Write general/special order 101	7	18	0	0	7	9
Write a brief of a law case 156	3	8	2	5	5	6
Write a PD news release 89	3	8	1	3	4	5
Write an article 155	4	10	0	0	4	5
Write a legis. prop. 76	2	5	0	0	2	3
Write a research prop. 61	2	5	0	0	2	3

TABLE 4.1 (Cont'd)

Skills and Number	Equipment Related Skills					
	M		NM		Totals	
	N=39		N=39		N=78	
	N	%	N	%	N	%
Police radio/telephone 148	27	69	32	82	59	76
Typewriter 132	28	72	31	3	59	76
Oper. police vehicle 105	23	59	30	77	53	68
Police Sedan 95	21	54	24	62	45	58
Handcuffs 14	6	15	21	54	27	35
Teletype machine 135	10	26	14	36	24	31
Adding machine 127	12	31	7	18	19	24
Dictaphone 11	6	15	9	23	15	19
Police service revolver 48	5	13	10	26	15	19
Tape recorder 133	6	15	5	13	11	14
Calculator 30	9	23	1	3	10	13
35mm camera 119	4	10	6	15	10	13
Slide projector 51	5	13	4	10	9	12
Kodak Instamatic cameras 54	2	5	7	18	9	12
Breathalyzer instrument 129	4	10	4	10	8	10
Photographic enlarger 203	4	10	4	10	8	10
Traffic control equip. 173	3	8	5	13	8	10
Stereo binocular microscope 42	4	10	3	8	7	9
Traffic Vascar unit 83	1	3	6	15	7	9
First aid backboard 128	1	3	6	15	7	9
4-wheel stretcher 114	3	8	4	10	7	9
Light &/or heavy res. equip. 46	1	3	6	15	7	9
Night stick/baton 44	1	3	6	15	7	9
Chemical mace 15	4	10	3	8	7	9
Resuscitator-inhalator 47	1	3	5	13	6	8
8/16mm movie projector 43	3	8	2	5	5	6
Shotgun 49	1	3	4	10	5	6
Traffic radar unit 78	2	5	2	5	4	5
Polarizing microscope 41	3	8	1	3	4	5
High-powered rifle/carbine 50	1	3	3	8	4	5
Speed graphic camera 118	2	5	1	3	3	4
Video tape recorder 117	3	8	0	0	3	4
Closed circuit TV camera 53	3	8	0	0	3	4
Charcoal filter gas mask 13	1	3	2	5	3	4
Voice print instrument 136	1	3	1	3	2	3
Oper.data process. equip. 186	2	5	0	0	2	3
Infrared spectrophotometer 113	1	3	1	3	2	3
8/16mm movie camera 115	2	5	0	0	2	3
Overhead projector/VU-graph 110	2	5	0	0	2	3
Fingerprint camera 52	1	3	1	3	2	3
Bullet comparison microscope 16	1	3	0	0	1	1
Emission spectograph 131	1	3	0	0	1	1
Gas chromatograph 19	1	3	0	0	1	1
X-ray defractor 20	1	3	0	0	1	1
X-ray machine 28	1	3	0	0	1	1
Animal tranquilizer gun 159	0	0	1	3	1	1
Tear gas gun 134	1	3	0	0	1	1
Fire extinguisher 12	1	3	1	3	1	1
Radiological monitor, device 45	1	3	0	0	1	1

II. KNOWLEDGE AREAS AND SKILLS REQUIRED BY ENTRY LEVEL POLICE OFFICERS

Another objective of this study was to identify which knowledge areas and skills were used by entry level police officers one or more times per month in the first two years of their police careers.

Entry level policemen in all five departments and all entry level policewomen in Detroit (only department that had entry level policewomen) used 13 knowledge areas and 17 skills one or more times per month. These were the 13 knowledge areas:

- Adolescent Psychology
- Criminal Law
- Criminal Procedure
- Description of Persons and Things
- English
- Evidence
- Field Interviews
- Interviewing
- Location of People
- Patrol
- Police Procedures
- Psychology
- Psychology of Individual Differences

These were the 17 skills:

Type narrative reports and/or official forms.

Patrol on assigned area.

Police sedan.

Recognize and adjust to different cultures and personalities in police department and community, encouraging frequent communication.

Operate a police vehicle under various conditions of weather, lighting, traffic, and stress.

Typewriter.

Take concise and accurate notes.

Transmit and receive information over a police radio and/or a telephone.

Recognize a criminal violation and/or potential criminal behavior.

Listen effectively to a person talking about a matter that requires you to make a decision, separating facts from opinions.

Conduct a field interview of a juvenile potential violator.

Recognize a civil and/or non-police matter and refer persons to the proper person and/or agency.

Guard a prisoner under various conditions and in various locations.

Solve day-to-day and/or long-range problems.

Arrest an adult violator.

Make a legal search of a person and/or property.

Make a legal seizure of an item.

Seven knowledge areas and six skills were used only by entry level policemen in all five departments one or more times per month.

These were the seven knowledge areas:

Arrest, Search, and Seizure
 Constitutional Law
 Crime Scene Evidence
 Driver Education
 Ethics and Professionalism
 Learning
 Traffic

These were the six skills:

Organize and write a concise narrative report using correct grammar, sentence structure, and spelling.

Check a motor vehicle for an equipment violation.

Direct traffic.

Inspect equipment.

Recognize a traffic violation and issue a traffic violation notice.

Give information to an out-of-town visitor and/or conduct a tour of police department.

III. CORE, MANAGEMENT-ORIENTED, AND NON-MANAGEMENT-ORIENTED KNOWLEDGE AREAS AND SKILLS

Another objective of this study was to identify core, management-oriented, and non-management-oriented knowledge areas and skills.

Criteria for Core, Management-Oriented, and Non-Management-Oriented Knowledge Areas and Skills

Criteria were developed to determine "core" and "management-oriented" and "non-management-oriented" knowledge areas and skills. "Core" knowledge areas and skills were those used one or more times per month by at least 33% of the respondents in each of the five different types of police departments.

For purposes of this study, if there was a difference of ten or more percentage points between the number of management and non-management level respondents who used a specific knowledge area or skill, the item was said to be "oriented" towards the level that used it the most. The above criteria were arbitrarily selected, so the writer could have manageable units to present to the readers and could emphasize the most important aspects of the study.

Analysis of 38 Core Knowledge Areas and 40 Skills

Thirty-eight (28%) of the 136 knowledge areas were classified as core knowledge areas. Three (8%) core knowledge areas were classified as management-oriented, and 22 (58%) were classified as non-management-oriented. Thirteen (34%) core knowledge areas were used by about the same number of respondents at the management and

non-management levels. Forty (18%) of the 218 skills were classified as core skills. Thirteen (33%) core skills were classified as management-oriented, and 20 (50%) were classified as non-management-oriented. Seven (18%) core skills were used by about the same number of respondents at the management and non-management levels.

Management and Non-Management Curriculum Considerations

If an educator intends to design a curriculum for a police-oriented college degree program that will be flexible enough to accomodate a recent eighteen-year old high school graduate who has never been employed by a law enforcement agency and a twenty-year veteran of a police department-both of whom want a bachelor's degree to further their careers, he must offer management and non-management-oriented courses. When designing such a curriculum, the management and non-management-oriented core knowledge areas and skills in Table 4.2 should be considered.

In Table 4.2, the number on the original list of skills (see Appendix G) will be given for each skill for easy reference. The numbers will not be given for the knowledge areas, because they were given in alphabetical order on the original list (see Appendix D) for easy reference. Competency areas and percent (%) of respondents that used an item will also be given in Table 4.2.

TABLE 4.2

**MANAGEMENT AND NON-MANAGEMENT-ORIENTED CORE KNOWLEDGE AREAS AND
SKILLS WITH GENERAL COMPETENCY AREAS INDICATED**

<u>Management-Oriented</u>		
<u>Knowledge Areas</u>	<u>Competency Areas</u>	<u>Range (%)</u>
Business Communications	Business	59
Counseling & Guidance	Psychology	40
Administration & Organization	Management	36
 <u>Skills and Number</u>		
Typewriter 132	Equipment	76
Give oral directions 141	Police-General (Inside-Staff)	68
Solve problems 208	Management	67
Write a business letter 63	Writing	58
Maintain daily work records 7	Police-General (Inside-Staff)	56
Coach an employee 216	Police-General (Inside-Staff)	56
Rev. narr. rept. for errors 172	Police-General (Inside-Staff)	49
Motivate employees 17	Management	45
Read narrative matter, etc. 149	Communications	44
Establish priorities 204	Management	42
Counsel employees 31	Management	42
Make work assign. 125	Police-General (Inside-Staff)	41
Control work of PD or unit 56	Management	38

TABLE 4.2 (Cont'd)

Non-Management-Oriented

<u>Knowledge Areas</u>	<u>Competency Areas</u>	<u>Range(%)</u>
Criminal Law	Law	71
Psychology	Psychology	68
Criminal Procedure	Law	64
Arrest, Search, & Seizure	Law	64
Evidence	Law	63
Typing	Business	62
Abnormal Psychology	Psychology	62
Constitutional Law	Law	60
Psy. of Personality	Psychology	56
Psy. of Individ. Differences	Psychology	55
Interviewing	Police-General	54
Crime Scene Evidence	Police-Technical	54
Criminal Investigation	Police-Technical	54
Adolescent Psychology	Psychology	53
Patrol	Police-General	47
Description of Persons & Things	Police-General	46
Field Interviews	Police-General	45
Pre-Trial Procedure	Law	44
Location of People	Police-General	41
Trial Procedure	Law	38
Sociology of Youth	Sociology	38
Police-Community Relations	Police-General	37
<u>Skills and Number</u>		
Police radio/telephone 148	Equipment	76
Oper. police vehicle 105	Equipment	68
Recog. criminal violation 153	Law	63
Interview a person 142	Police-General(Field)	58
Take notes 140	Writing	56
Inspect equipment 106	Police-Technical	47
Adjust diff. cult. PD & Comm. 96	Police-General(Field)	42
Desc. person/object 1	Police-General (Inside-Staff)	42
Obt.info.crim.,etc.,invest. 86	Police-Technical	42
Make a legal search 212	Law	41
Advise susp. con. rights 58	Law	40
Give info. visitor, etc. 179	Business	38
Arrest an adult violator 209	Law	37
Arrest a juv. violator 210	Law	36
Make a legal seizure 213	Law	36
Patrol assign. area 73	Police-Technical	36
Exam.evi.-unk. subst. 67	Police-Technical	36
Learn char. assig. area 64	Police-General(Field)	35
Handcuffs 14	Equipment	35
Guard a prisoner 195	Police-General (Inside-Staff)	33

TABLE 4.2 (Cont'd)

Used by About the Same Number of Management
and Non-Management Respondents
(less than 10 percentage points difference)

<u>Knowledge Areas</u>	<u>Competency Areas</u>	<u>Range (%)</u>
English	Liberal Arts	100
Police Procedures	Police-General	55
Learning	Education	53
Psy. of Comm. & Persuasion	Psychology	51
Human Communication	Communications	50
Criminal Justice System	Police-General	50
Information Sources	Police-General	45
Ethics & Professionalism	Police-General	44
Ethnic & Minority Groups	Sociology	41
Law & Legal Institutions	Law	37
Speech	Communications	36
Traffic	Police-General	35
Legal & Criminal Psychology	Psychology	33
<u>Skills and Number</u>		
Listen 157	Communications	69
Type reports 66	Business	68
Write a narrative report 88	Writing	68
Police sedan 95	Equipment	58
Recog. civil/non-police matter 192	Law	50
Ref. mat. to L.E. agency 24	Police-General (Inside-Staff)	44
Recog. cit. const. rights 146	Law	41

IV. SUMMARY

A taxonomy of knowledge areas and skills used one or more times per month by the respondents was derived by classifying the knowledge areas into a series of 13 general competency areas and the skills into 10 general competency areas. All but one of the 136 knowledge areas and all but three of the 218 skills were used by at least one respondent one or more times per month.

Entry level policemen in all five departments and all entry level policewomen in Detroit used 13 knowledge areas and 17 skills one or more times per month. Seven knowledge areas and six skills were used only by entry level policemen in all five departments one or more times per month.

Thirty-eight (28%) of the 136 knowledge areas and 40 (18%) of the 218 skills were classified as "core" areas, those used one or more times per month by at least 33% of the respondents in each of the five different types of police departments. Three (8%) core knowledge areas were classified as management-oriented, and 22 (58%) were classified as non-management-oriented. Thirteen (34%) core knowledge areas were used by about the same number of respondents at the management and non-management levels.

Thirteen (33%) core skills were classified as management-oriented, and 20 (50%) were classified as non-management-oriented. Seven (18%) core skills were used by about the same number of respondents at the management and non-management levels.

Management respondents used more core skills in the management and police-general (inside-staff) competency areas than any of the other areas. Non-management respondents used seven and one-third times as many core knowledge areas and one and a half times as many core skills as management respondents. Non-management respondents used more core knowledge areas in the law, police-general, and psychology competency areas and more core skills in the law and police-technical competency areas than any other areas. Respondents at the management and non-management levels used more core knowledge areas in the police-general competency area than any other areas.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the needs of police for post-secondary and higher education, by conducting an exploratory study of knowledge areas and skills indicated by police as being used in police work, and to give suggestions for improvements in curricula for police-oriented college degree programs and police recruit and in-service training programs. Previously, there was no systematic, information-gathering approach available for those who wanted to develop curricula for police-oriented college degree programs or police academy training programs.

This study had the following research objectives:

1. To identify by written inventory and interviews the knowledge areas and skills required for police work by urban, state, and university police officers (holding bachelor's degrees) who were employed by five different types of police departments in Michigan.
2. To derive a taxonomy of police knowledge areas and skills by classifying those identified into a series of general competency areas.
3. To identify which knowledge areas and skills were indicated as being used by entry level police officers one or more

times per month in the first two years of their police careers.

4. To identify core, management-oriented, and non-management-oriented knowledge areas and skills.

5. To infer from the findings and give conclusions and implications for police educational programs.

I. SUMMARY

Serious limitations in current college curriculum planning approaches illustrate a need for a systematic, practical college curriculum planning approach. Almost all approaches to curriculum planning in higher education risk superficiality, because they fail to consider the perceptions of practitioners in the field. Even if they were all lumped together, one could not be reasonably sure that the information obtained by using them would be relevant for curriculum planning.

Failure to Meet Needs of Students or Practitioners

There is a growing amount of evidence to indicate that college and university curricula in the United States today do not seem to be meeting the needs of students. Colleges have made changes in such areas as rules, procedures, and record keeping; however, there has been almost no change in the basic philosophy, objectives, or assumptions of the institutions.

A growing number of educators are suggesting that there is a desperate need for liberal but practical education that includes internships, job training, work-study programs, and learning by doing. Educators are beginning to admit that students retain very

little knowledge from the traditional teaching methods (reading assignments, attending lectures, and taking examinations), when they are the only methods of instruction used. Dressel described the current status of college curriculum planning best: "Most curriculum planning is a series of compromises to vested interests and emotional reactions rather than a comprehensive, rational attempt to achieve certain goals."¹

Attempts to reevaluate professional curriculum needs have begun in several areas of study, such as law, medicine, business, theology, and nursing, to mention a few examples, because many current needs of practitioners were not being met by present college programs. McGrath in referring to education for the professions, stated that the "...sharp dichotomy...between liberal and professional studies is no longer useful..., nor is it consistent with the facts of contemporary academic life in this country."²

Several authorities in the field agree that police higher education curricula in the United States do not seem to be meeting the needs of students or police practitioners. There is a growing concern of educators and police practitioners over the quality of many of the police-oriented curricula being offered today. Several

¹Paul L. Dressel, College and University Curriculum (Berkeley: McCutchan Publishing Corporation, 1968), pp. VIII, 22.

²Earl J. McGrath, Liberal Education in the Professions (New York: Bureau of Publications, Teachers College, Columbia University, 1959), pp. VI, 57.

studies of police training and education found that there is no tested and validated method for designing police education and training programs today. There is almost no current information on what knowledge areas and skills police officers at different levels in different types of departments use in police work.³

Importance of the Study and Assumptions

This study is important, because, to the writer's knowledge, a field study of actual police work in five different types of departments has not been used previously as the basis for determining the needs of police for higher education. This study inventories knowledge areas and skills used by college graduate police practitioners at management and non-management levels in five different types of police departments in Michigan; therefore, its findings should have a general applicability to urban, state, and university police departments and police-oriented college degree programs in the mid-western region of the United States.

This study had these assumptions:

1. College graduates and non-college graduates perform similar functions in a police department. This assumption is made, because all police officers must start at the bottom and "work up through the ranks."

³ The 1973 National Advisory Commission on Criminal Justice Standards and Goals recommended that a national body should identify the educational needs of the police generalist, police specialist, and police manager. See National Advisory Commission on Criminal Justice Standards and Goals. Police. (Washington: U. S. Government Printing Office, 1973), p. 378.

2. Police officers in each of the five different police departments perform similar functions as their counterparts in the same type of department. For example, police officers in a big city like Detroit, Michigan, perform similar functions as police in other big cities such as Chicago, Illinois, Los Angeles, California, and Philadelphia, Pennsylvania, to mention a few examples.

Occupational Analysis as a Research Method

This study is a beginning towards the development of a comprehensive police curriculum planning approach. It is a systematic survey of perceptions of working police officers regarding the knowledge areas and skills they indicated that they used in police work.

The occupational analysis method was used by the writer, because it was specifically designed as a tool for planning and directing training and education programs. Through this method, an occupation can be broken down into units small enough to be used in planning, developing, improving, and evaluating training and college degree programs. An occupational analysis of knowledge areas and skills leads directly into determining training needs, course and lesson planning, and the development of all types of training and evaluating materials.

There is a tendency to confuse the occupational analysis method with other techniques, such as job description or job analysis and job or position classification. The job analysis method was not used by the writer, because it involves many steps

that do not lead directly into determining training and educational needs, and it was not specifically designed as a tool for planning and directing training and education programs. A job analysis, job classification, and occupational analysis are related functions; however, an analysis intended for use in training and education must be specifically designed for that purpose. Rose stated: "When personnel functions such as job classifications are allowed to influence the content of the analysis, its validity as a standard for training programs is distorted."⁴

Sample

Only police officers who held bachelor's degrees were used in this study, because of three reasons:

1. A relatively small group was needed to keep expenses and interviewing time to a minimum.
2. Police officers who held bachelor's degrees could express a valid opinion on police work and the value of college, if any, for police.
3. As the general level of education of police recruits rises, comparisons can be made in the future between respondents in this study and those in similar studies.

A relatively large stratified random sample of 106 men and women was drawn from a population of 234 people who were identified by the five Michigan police departments (Detroit Police Department,

⁴Homer C. Rose, The Development and Supervision of Training Programs (Chicago: American Technical Society, 1964), p. 110.

Michigan State Police, Flint Police Department, Ann Arbor Police Department, and Michigan State University Department of Public Safety) as having a bachelor's (four-year) degree. A total of 78 respondents (33% of the population and 74% of the sample) returned usable questionnaires.

Description of the Five Police Departments

The five police departments in the study represent a big city department (DPD, about 5,600 police officers police a 1,500,000 population), a medium size city department (FPD, about 540 police officers police a 200,000 population), a small city department (AAPD, about 100 police officers police a 98,000 population), a state department (MSP, about 2,485 troopers police a 8,875,000 population), and a university department (MSU-DPS, about 60 public safety officers police a 50,000 population). The five police departments in the study had the following representation: MSU-DPS-10(13%), AAPD-8(10%), FPD-9(12%), MSP-23(29%), and DPD-28(36%).

Description of the Average Respondent

The average respondent was a 36-year old high school graduate who received his bachelor's degree in police administration or a related area from a Michigan college or university. He had about 140 months' (about 11½ years) experience in his current police department and about 153 months' (about 12 3/4 years) total police experience. He held a current certificate in some area of knowledge. He began his police career as a uniformed patrolman or trooper or public safety officer and later served in one or more police assignments.

Description of All Respondents

Of the 78 respondents who returned questionnaires, 50% worked in non-management jobs, and 50% worked in supervisory or administrative jobs. Twelve (15%) respondents had less than 24 months' total police experience. Thirteen (17%) respondents were women. Respondents ranged from 23-52 years of age. Only two respondents had GED certificates, as opposed to a high school diploma. Some respondents served in the military police and in civilian police departments other than their current ones. Respondents had considerable experience in their current police departments. All but two respondents had a bachelor's degree; 14 had a master's degree; and three had a law degree.

More respondents (35 people or 45%) had a bachelor's degree in police administration than in any other academic area. The next five most popular academic areas for bachelor's degrees possessed were these: education, English, sociology, chemistry, and business administration. Four (5%) respondents majored in two areas for their bachelor's degrees, and one majored in three areas. The great majority of respondents (68 people or 87%) received their bachelor's degrees from Michigan colleges or universities. More respondents received their bachelor's degrees from Michigan State University than any other institution (35 people or 50%). Only 15 (20%) respondents were currently pursuing advanced graduate degrees.

Respondents held current certificates in various areas of knowledge. In the areas requiring the most knowledge, there were five school teachers, three attorneys, one registered nurse, and

one registered anesthetist-all currently working as police officers.

Respondents' previous and current assignments included all phases of police work. Respondents held 23 current police ranks. Forty-one (53%) respondents served in all branches of the U. S. Armed Forces, and 12 (15%) were commissioned officers. Respondents worked a variety of military jobs; the highest number (17) of people (22%) were in the military police-shore patrol.

Twenty-nine (37%) respondents who had been employed in police work 10 years or less held numerous civilian jobs before their current employment, the highest number being in these areas: factory-construction, law enforcement, private security, college staff, supervisory, and school teaching.

The respondents had an extremely wide range of interests, skills, and knowledge. Because of the average respondent's age (36 years), education (bachelor's degree), prior civilian work experience, and total police experience (about 12 3/4 years in uniformed patrol work and one or more areas of police work), the respondents' perceptions on all aspects of this study should be given considerable thought by police, educators, and the community in general.

Development of Instruments and Pilot Study

All forms had to be especially designed for this study by the writer, because there were no ready-made forms available for a study of this type. Items for the lists of knowledge areas and skills were developed by interviewing police officers in Michigan, Illinois, and Virginia, and reading various types of literature.

A pilot study was conducted to detect flaws in the research design and the instruments. A total of seven respondents participated in the pilot study: one staff sergeant (administrator) from the Lansing (Michigan) Police Department (LPD), one policewoman and two patrolmen (non-management-advanced level) from LPD, one corporal (supervisor) from East Lansing (Michigan) Police Department, and two troopers (non-management-one entry and one advanced level) from the Michigan State Police. The same research procedures were used in the pilot study and the main study.

Main Study and Analysis of Data

Permission was obtained from the five police departments to include them in the study. A letter was sent to the respondents informing them of the purpose of the study and requesting their help.

Interviews began on May 11, 1970, and the last answer sheets were collected on October 14, 1970. The writer drove 4,527 miles, visiting various cities in Michigan from St. Ignace to Detroit, conducting interviews and collecting forms.

The Michigan State University Computer Center's Analysis of Contingency Tables (ACT) program was used to analyze the Optical Scanning Corporation answer sheets, because the ACT program presents frequencies, percentages, and mean for two different variables in table form. A Control Data Corporation 3600 (CDC-3600) machine was used for the analysis.

II. MAJOR FINDINGS

The following major findings pertain to knowledge areas and skills required by 78 male and female respondents (urban, state, and university police officers who held bachelor's degree) in non-management, supervisory, and administrative positions and who worked in five different types of police departments in Michigan:

1. A taxonomy of knowledge areas and skills used one or more times per month by the respondents was derived by classifying the knowledge areas into a series of 13 general competency areas and the skills into 10 general competency areas.

2. All but one of the 136 knowledge areas and all but three of the 218 skills were used by at least one respondent one or more times per month.

3. Entry level policemen in all five departments and all entry level policewomen in Detroit used 13 knowledge areas and 17 skills one or more times per month.

4. Seven knowledge areas and six skills were used only by entry level policemen in all five departments one or more times per month.

5. Thirty-eight (28%) of the 136 knowledge areas and 40 (18%) of the 218 skills were classified as "core" areas.

6. Three (8%) core knowledge areas and 13 (33%) core skills were classified as management-oriented.

7. Twenty-two (58%) core knowledge areas and 20 (50%) core skills were classified as non-management-oriented.

8. Thirteen (34%) core knowledge areas and seven (18%) core skills were used by about the same number of respondents at the management and non-management levels.

9. Non-management respondents used seven and one-third times as many core knowledge areas and one and a half times as many core skills as management respondents.

10. Non-management respondents used more core knowledge areas in the law, police-general, and psychology competency areas and more core skills in the law and police-technical competency areas than any other areas.

III. CONCLUSIONS AND RECOMMENDATIONS FOR CURRICULUM DEVELOPMENT AND IMPROVEMENT

The writer has, hopefully, determined the needs of police for post-secondary and higher education by linking together perceptions of urban, state, and university police officers (holding bachelor's degrees) on the knowledge areas and skills they used during a 12-month period in police work in Michigan.

1. The knowledge areas and skills identified in this study should be considered by educators and police training personnel prior to developing and improving police-oriented college degree programs and police recruit and in-service training programs; however, the writer's method should not be used as the only basis for developing police curricula.

2. A study using the writer's approach to curriculum planning in police higher education should be done every two to three years in police departments to:

a. aid in determining training and educational needs of police at all levels in a department.

b. determine changes in police activities and the degree of change.

c. enable educators to plan realistic police-oriented college degree programs and other educational experiences that meet the changing educational needs of the police field.

d. enable police academy personnel to develop realistic recruit and in-service training programs.

e. enable civil service and police personnel department employees to know what knowledge areas and skills police officer applicants and applicants for promotion to supervisor and administrative ranks should possess.

3. The average respondent in this study was very knowledgeable on police and college activities (possessed at least a bachelor's degree and 12 3/4 years police experience); therefore, his perceptions should be given considerable thought by police, educators, and the community in general.

4. The respondents believed so strongly that this type of study was one that police departments, educators, and researchers should have been conducting for the past several decades that they endured the long, fatiguing process of filling out the writer's many forms. No money or other consideration was given to the respondents for participating in this study. The respondents were simply told that their names were picked at random by the writer, and if they did not participate in the study, the writer would have to use other departments or pick another dissertation topic.

5. Police officers do not need to study all facets of some academic areas, but they do need to know specific applications of certain academic areas to police work. For example, police officers should be taught specific applications of business law to police work, such as legal aspects of landlord-tenant relations, husband-wife relations, and vendor-vendee relations. It would take too much time and yield far too few benefits to expose police officers to a lengthy business law course, hoping that they would see a connection between some of the principles taught in class and situations they may encounter later in police work.

6. In any study that seeks to determine police educational needs for higher education, the question that arises most often is this one: Do police need training or education or both?

"Training" may be defined as "a situation where the student is most often presented with one way of doing something and is expected to do it only that way." Training is also an indoctrination period, often a narrow approach to a situation that must be mastered to the satisfaction of a student's instructor. Training should be offered by a police training academy; however, under certain conditions, a college may have to provide this service through a certificate program.

"Education" may be defined as "a situation where the student is presented with a variety of theories, procedures, and techniques for comparison and analysis." Education is also a period of time for the student to reflect on strengths and weaknesses of various theories and procedures presented to him, so he can determine under

what conditions each can be used most effectively. Education should be offered by a college; however, it could also be offered by a police training academy.

Police at all levels need continuous and comprehensive education and training, because our society is constantly changing and growing more complex due to increased technology and sensitivity to human relationships.

7. A functional approach should be used to teach students in police-oriented college degree programs and police academies that simulates real life situations in the chronological order in which a working police officer would encounter them.

For example, instead of teaching a student in college (or a police officer in the police academy) criminal law in his junior year (or third week) and criminal procedure in his senior year (eighth week), a course should be designed that allows him to apply both subjects to a situation similar to what he would encounter as a working police officer.

8. Since there are clusters of knowledge areas and skills used mostly by management police personnel, some used mostly by non-management police personnel, and some used by about the same number of police personnel from each level, college and police academy curriculum planners should design curricula on the basis of this information and the students' and community's needs.

9. Management and non-management police personnel perform a wide range of activities from those that are highly conceptual to those that are skill-oriented; therefore, educators should use a

variety of instructional methods that exposes the student to relevant theories in an academic area and allows him to develop a minimum amount of expertise in a practical application of some of the theories he has learned.

10. Non-management police officers often serve in supervisory positions, officially and unofficially. This situation occurs because a supervisor is not available in some cases, and action must be taken immediately; veteran officers are expected to "take charge" of a "rookie" police officer until the rookie is "seasoned" or put in charge of an officer with less time in the department than himself; a department may not have anyone who can perform in a given supervisory position except an officer on the non-management level; and for various other reasons.

Leadership training should be given to all students in police-oriented degree programs and all rookies in the police academy, if at all possible, because the entry level police officer will no doubt be giving orders to citizens in emergency situations and eventually to other police officers when the situation calls for it.

11. Preparation for entry level police officer positions should be specific. Entry level police officers should undergo intensive education and training that provides them with knowledge areas and skills that they will use in the first few years of their police careers. Whether this education and training will be provided in the future by a college, special police training school, police academy, or some other educational institution depends upon which

of the above institutions takes the initiative in providing this service. The length of time for such an education and training program depends on several factors, such as number of knowledge areas and skills to be developed, background and previous education of the student, availability of facilities and funds, and the political climate within the police department and the community, to mention a few examples.

12. The writer's approach should be used to supplement other curriculum planning approaches, so that knowledge areas and skills not presently used by police but desired by the community or other police personnel can be included in police education and training curricula.

13. Future researchers should conduct studies similar to the writer's using college graduates and non-college graduates. Also, more types of law enforcement officers should be studied, such as sheriffs' deputies, game wardens, and federal officers, to name a few examples.

14. Future researchers should conduct studies to determine where knowledge areas and skills used by police should be taught and by what methods.

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APPENDIX A

APPENDIX A

POPULATION AND STRATIFIED RANDOM SAMPLE

<u>Detroit Police Department</u>			<u>Flint Police Department</u>		
<u>Population</u>	<u>Sample</u>	<u>Rank</u>	<u>Population</u>	<u>Sample</u>	<u>Rank</u>
1	1	Commissioner	1	1	Chief
1	1	Superintendent	1	1	Detective
1	1	Chief, Women's			Lieutenant
		Division	1	1	Detective
1	1	District Deputy	1	1	Policewoman
		Inspector	6	3	Patrolman
3	3	Inspector	3	3	Patrolman,
1	1	Inspector, Women's			Entry Level
		Division	13	10	TOTALS
2	2	Detective			
		Inspector			
2	2	Lieutenant			
		Uniform			
2	2	Detective			
		Lieutenant			
6	3	Lieutenant Women's			
		Division			
1	1	Patrolman Senior			
		Programmer			
1	1	Lieutenant			
		Supervisor			
		Systems/Planning			
17	3	Sergeant Uniform			
5	3	Detective Sergeant			
9	3	Sergeant Women's			
		Division			
1	1	Detective			
39	3	Patrolman			
12	3	Patrolman, Entry			
		Level			
2	2	Patrolman			
		Communications			
		Officer			
1	1	Patrolman			
		Programmer			
30	3	Policewoman			
4	3	Policewoman; Entry			
		Level			
142	44	TOTALS			

<u>Ann Arbor Police Department</u>		
<u>Population</u>	<u>Sample</u>	<u>Rank</u>
1	1	Sergeant
2	2	Corporal
1	1	Policewoman
4	3	Patrolman
1	1	Patrolman,
		Entry Level
		Supervisor
5	3	Patrolman,
		Entry Level
14	11	TOTALS

APPENDIX A (Cont'd)

<u>Michigan State Police</u>		
<u>Population</u>	<u>Sample</u>	<u>Rank</u>
1	1	Major
2	2	Captain
2	2	Detective
		Lieutenant
1	1	Detective Staff
		Sergeant
1	1	Staff Sergeant
2	2	Detective Sergeant
2	2	Sergeant
4	3	Corporal
5	3	Detective
2	2	Policewoman
19	3	Trooper
8	3	Trooper,
		Entry Level
<u>49</u>	<u>25</u>	TOTALS

<u>Michigan State University</u>		
<u>Population</u>	<u>Sample</u>	<u>Rank</u>
1	1	Director
1	1	Captain
2	2	Lieutenant
1	1	Sergeant
3	3	Corporal
2	2	Detective
3	3	Public Safety
		Officer
3	3	Public Safety
		Officer,
		Entry Level
<u>16</u>	<u>16</u>	TOTALS

<u>TOTAL POPULATION</u>	<u>TOTAL SAMPLE</u>
234	106

APPENDIX B

APPENDIX B

Code No. _____

Sample Description Category: NS S A Level: entry advanced

Name: Sex: M F DOB: Age: PD:

Rank now: Unit now: Date appointed:

No. people supervise: No. supervisors you supervise:

PD assignments: (date, rank, unit)

a.

b.

College degrees obtained: (degree, date, college name, location, major)

a.

b.

College degree working on: (degree, college name, location, major)

a.

b.

High school diploma: yes no GED: yes no

Past civilian police experience: (agency, time, position, description)

a.

b.

U. S. Gov't. invest. exper. (not military): agency, time, position, description)

a.

b.

Military experience: (branch, time, highest rank, description)

a.

b.

Other work experience: (company, time, position, description-5 most significant jobs)

a.

b.

Certified in any area: (certificate name, certifying agency)

a.

b.

APPENDIX C

APPENDIX D

KNOWLEDGE AREAS

1. Abnormal psychology: causes, types, & symptoms of abnormal behavior, neuroses & psychosomatic disorders; sociopathic behavior & character disorders; types of psychoses; theory & practice of therapy & prevention; police recognition & proper handling of abnormal behavior; principles of psychopathology, community agencies that can assist; cooperation between & role of police, psychiatrist, & clinical psychologist in handling abnormal behavior; community mental health problems most often encountered by PD.
2. accounting: cost analysis & control, interpretation of financial reports, elements of bookkeeping, determination of sources of income, procedure for tracing a transaction through records & detecting discrepancies, preparing & presenting accounting evidence in court, application to police business procedures.
3. administration & organization: theories & practices, comparison of PD's to various types of organization patterns; application of principles of planning, organizing, staffing, directing, coordinating, delegating, controlling, and evaluating to police work; application of work simplification principles to PD operations & procedures.
4. administrative law: principles & cases applicable to PD administrative procedures; requirements for a fair PD administrative hearing for alleged employee misconduct; PD role & limits of authority; methods & scope of judicial review of PD administrative decisions regarding employment, discharge of employees, & other matters.
5. adolescent psychology: problems in adjusting to personal & social environment, PD problems with adolescents, formal and informal remedies, consequences of arrest &/or conviction on a youth's future.
6. advertising: application to PD work & effectiveness of various types; concept of police image.
7. American local & urban governments: origin, development, organization, & practices; police-making process & effects on PD policy-making & operations, major & unique urban problems & remedies, practices in urban government politics, causes & effects of suburban-central city frictions; identification of community power centers.
8. American national government: origin, development, organization, & practices; policy-making process & effects on PD policy-making & operations, major & unique problems & remedies, practices in national government politics, causes & effects of federal-state-local frictions.

9. American state government: origin, development, organization, & practices; policy-making process & effects on PD policy-making & operations; major & unique problems & remedies; practices in state government politics.
10. Analytical chemistry: application to criminalistics.
11. animal control: identifying, handling, controlling, & safekeeping a dangerous &/or rabid animal &/or a reptile; applicable animal control & public health laws, community agencies that can assist.
12. arrest, search, & seizure: legal requirements & limits; law cases; common police mistakes & remedies, conditions under which persons should be detained & released or arrested, rights of potential defendants & suspects, constitutional warning, concept of probable cause, types of immunity from arrest.
13. arson investigation: application to criminalistics, cooperative functions with fire marshall.
14. auditing: types of audits & their purpose, scope, & methods; preparation of audit evidence for court presentation, contrast between role of accountant & auditor, uses of auditing in PD work.
15. automatic data processing (ADP): origin, development, & basic principles; programming, systems analysis, & design; current ADP applications in PD's; obtaining information from an ADP system; reading & interpreting information on a printout; types, capabilities, & limitations of ADP equipment.
16. biochemistry: application to criminalistics.
17. Blind &/or deaf &/or speechless people: characteristics, recognition of special features of their environment, training, unique problems, community agencies that can assist, type of PD assistance usually needed.
18. bombs & explosives: identifying & disposing of homemade & conventional bombs & explosives; origin, development, & practices of PD & military bomb disposal units; measures of safeguarding the public & property; methods for evacuating a plane, train, bus & building & conducting a bomb search.
19. botany: application to criminalistics.
20. business communications: organizing & writing letters, memos, job & event announcements, & technical reports; application to PD work.
21. business law: contrast between civil & criminal law, courts, procedures, & remedies; civil matters most commonly referred to PD & proper person or agency to which public should be referred; recognition of unethical & fraudulent practices of business & individuals against the public; PD role & limits of authority.

22. chemistry: application to criminalistics.
23. child psychology. physical, social, intellectual, & psychological development of the child up to school age; a child's relations with parents, peers, strangers, & police; common areas of PD involvement with children; results of PD's conducting educational programs for pre-school children.
24. civil defense & disaster planning: conditions requiring police action & proper action to take, special equipment required, shelter management, community agencies that can assist.
25. collective behavior: recognition of various behavior patterns of crowds & riotous mobs, factors that have led to civil disorders, types & characteristics of people who lead & participate in collective behavior, characteristics of a riot.
26. communism: theory & practice in America & the world; PD & intelligence agency control methods & effectiveness; communist front organizations; contrast between different types of communism & socialism facism, & democracy; brainwashing methods.
27. comparative police systems: origin, development, organization, functions, jurisdictions, & practices of American & world police systems; social, political, economic, & physical environment in which each functions & under what conditions certain programs are successful.
28. complex organizations: origin, development, & practices; relationships of bureaucracies to community & identification of formal & informal power centers in bureaucracies, lines of communication, integrative mechanisms, administrative problems & remedies, employee apathy & loyalty, methods of studying complex organizations, most effective formal or informal method for getting something done in a bureaucracy or combination of bureaucracies, & private individuals & groups.
29. constitutional law: cases & parts of the Declaration of Independence, United States Constitution & Bill of Rights applicable to PD work; recognition of what constitutes a violation of a person's constitutional rights under common law & various documents; constitutional rights of a suspect, potential witness, & defendant; civil rights legislation & law cases; recognition of what constitutes a violation of a person's civil rights; PD role & limits of authority.
30. counseling & guidance: consulting employees about work performance & personal problems, types of services provided in this area by PD's, principles of psychotherapy & team approach to diagnosis & treatment in & away from psychiatric settings, application to PD work.

31. crime scene evidence: recognition, protection, collection, & preservation.
32. criminal investigation: procedures used in various types of cases, interpretation of laboratory reports related to crimes under investigation; proper use, capabilities, & limitations of a crime laboratory; principles of inductive & deductive reasoning applicable to criminal & non-criminal investigations.
33. criminal justice system: origin, development, organization, practices, & relatedness of police courts, correction, security, & social work agencies; issues, problem areas, remedies & latest innovations & practices; proper agency to which persons should be referred; life patterns & methods used by famous criminal justice system individuals.
34. criminal law: elements of crimes; local, state, & federal criminal laws; recognition of what constitutes a criminal violation; criminal law cases; the practice of police discretion in making arrests.
35. criminal procedure: local, state, & federal rules & cases; practical & ethical problems that confront police, ethical & legal principles that should control the use of various procedures; role & prerogative of a prosecutor; plea bargaining; methods of state intervention to prevent potentially harmful acts; elements in an arrest & search warrant, subpoena, & summons; requirements of legal service & return; authority to issue & enforce; elements of & cases on stop & frisk laws; type of information that can be given to news media & under what conditions; legal & ethical limitations; PD role & limits of authority.
36. criminalistics: problems & remedies in operating a crime laboratory; personnel qualifications; work load survey; practices of PD & military criminalists; equipment needed; principles of observing, classifying, indexing, filing, & preserving laboratory records & evidence.
37. criminology: origin, development, & types of crime; life patterns & methods used by famous criminologists; theories & programs for prevention of crime & treatment of criminals & their effectiveness, causes of & participants in crime; origin, development, organization & practices of organized crime; efforts at control, problems encountered, & remedies.
38. crisis intervention techniques: recognition of behavioral characteristics of people under different types of stress, causes of stress, methods of determining the severity of stress, PD role in recognition of presuicidal attitudes, determination of seriousness of a suicide threat, methods of preventing a suicide attempt by communicating with a person & using available equipment.

39. crowd control: PD role & limits of authority in controlling a crowd &/or riotous mob, use of protective equipment, tactics for isolating a small group or an individual in a mob, dispersing techniques, laws applicable to a crowd &/or riotous mob situation.
40. cultural anthropology: comparison of behavior, culture, & criminal justice systems in primitive & civilized societies; implications of different life styles for understanding human behavior in American rural, suburban, & urban areas today; applications to PD work.
41. description of persons & things: principles of describing physical features, characteristics, & unusual traits of persons; use of Identi-kit; process for describing or diagraming places & items; things that make one person rememberable to another.
42. driver education: safe procedures for driving under various conditions of weather, lighting, traffic & stress; driver attitude; laws for civil liability; content & effectiveness of PD driver training programs; causes of PD driving accidents on & off-duty.
43. economics: types of economic systems contrasted; application to various phases of PD work, such as crime prevention, budget, & annual report.
44. educational psychology: application to PD training, teacher-student relationship, student motivation.
45. English: grammar, organization, spelling, & sentence structure; application to various types of writing done in PD work.
46. ethics & professionalism: professional responsibility of PD, case histories of problems & temptations that cause police to deviate from acceptable behavior & recognition of unacceptable police behavior, concept of a national self-policing organization, Law Enforcement Code of Ethics, proper action to take in cases of proven police misconduct, factors inhibiting full police professionalism.
47. ethnic & minority groups: characteristics & practices; comparison of leadership roles & strategies in the civil rights movement with social movements; PD-minority confrontation case histories, problems, & remedies; behavioral & cultural characteristics & problems of ethnic, religious, & racial minorities in urban areas; effect of different types & levels of sophistication of prejudice & discrimination on intergroup relations & remedies.
48. evidence: types & requirements for admissibility in court, constitutional controls in criminal cases.

49. extradition: forms, procedures, problems, & remedies.
50. field interviews: elements of laws & law cases pertaining to field interviews of juvenile &/or adult potential violators, methods of establishing the age of a possible juvenile, types of information to obtain, methods of making a record of the interview, PD role & limits of authority.
51. fingerprints: characteristics of patterns; legal authority for taking; developing, lifting, & filing latent prints; taking & classifying a full set of prints.
52. firearms: principles of marksmanship & firearm safety; target selection & safe background; types of shooting; requirements for qualifying with a police service revolver, shotgun, & rifle; firearm laws.
53. firearms identification: methods, preparation of findings for a court case.
54. fire fighting: equipment to use in fighting different types of fires until fire dept. arrives, procedures to follow to keep fire from spreading & to evacuate occupants, principles of fire fighting & fire protection applicable to PD work.
55. first aid: American Red Cross Basic & Advanced; physical symptoms of common illnesses & emergencies; esp., heart attack, diabetic shock, epileptic seizure, overdose of drugs, lack of needed drugs, stroke, & emergency childbirth; Medic-Alert program; methods for rescuing a person from an electrically energized wire; community agencies that can assist.
56. functions of top management: comparison of skills & knowledges used by top, middle, & first-line management in PD's & other organizational internal & external communications problems & remedies; selection & evaluation of staff; duties of different types of advisory & operating staffs & executive & administrative aides; delegation of authority; making work assignments; control over PD; relations with politicians & community; decision-making & selecting best alternative; establishing priorities; comparison of executive role of United States President, state governor, local mayor and city manager, & police chief; process of identifying formal & informal power centers; principles of problem solving; brainstorming technique; application of top management functions to PD day-to-day problem solving & long-range planning.
57. graphics & reproductions: types, characteristics, methods of preparing, & uses in PD work.
58. human anatomy: application to criminalistics, homicide investigation, & physical training of police.

59. human communication: function & uses of language; types of argumentation; debating process; types of arguments made against PD & conditions under which each was most effective; best PD response for each type of situation; conflict resolution through public discussion & exchange of ideas & information; application to PD community relations & relations between members of a PD, group discussion leadership; nature, change, & measurement of public opinion; propaganda, & indoctrination techniques; voice-print research & uses by PD's; effective listening techniques; process of separating facts from opinions; rapid reading techniques; taking accurate & concise notes of pertinent information from different types of narrative & technical material.
60. human growth & development: problems encountered by PD in youth work caused by nutritional, health, & psychological deficiencies of children; normal & abnormal growth patterns; community agencies that can assist.
61. informants: types, development, & use; verification & protection of informant's identity, debriefing informant.
62. information sources: type & best method of obtaining information from local, state, & federal sources.
63. inspection: role & limits of authority of the PD inspector; functions, problems, & remedies of internal inspection units; methods of periodically inspecting PD personnel, buildings, & equipment; procedure for receiving & investigating public complaints of alleged employee misconduct.
64. instructional methods: case, lecture-discussion, on-the-job training, problem solving, pupil-coach, questioning technique, & role playing methods; examples of their use in colleges & other educational settings & applications to PD training.
65. intelligence: gathering, verifying, interpreting, evaluating, & reporting PD intelligence information; type of information sought & uses; origin, development & practices of PD intelligence units; procedures of military & government intelligence units & cooperative functions with PD's; principles of cryptography & uses in police work.
66. internal security: origin, development, organization, & practices of revolutionary, subversive, & left & right wing groups; comparative analysis of organizations ideologies, leadership, membership, tactics, & power; police & intelligence agency control methods & problems; theory & practice of revolution & guerrilla warfare.

67. interviewing: types & approaches to use in criminal & non-criminal investigations; possible reactions of interviewee & police countermeasures; personnel & research study interviewing techniques; question formulation, verification, & follow-up of responses; testing for validity & reliability.
68. inventory control: esp., procedures for issuing &/or returning PD equipment and supplies, procedures for conducting an inventory of seized items; process of receiving custody, making an inventory, & storing other types of property PD must safeguard.
69. jail administration: prisoner processing methods; safety, welfare, & legal rights of prisoners; problems & remedies; organization, functions, & practices of PD detention divisions; application of prison procedures to PD jails.
70. journalism; elements, style, structure, & readability in PD news releases & news writing for PD publications; sources of information & reporting of news stories & PD feature articles; style & organization of popular writing on technical subjects; principles of news editing; types and uses of PD publications.
71. juvenile court systems: origin, development, philosophy, & practices; role of various types of professionals who work with juvenile courts & professionals' relationship with PD, comparison between juvenile justice systems, origin & development of rules of juvenile procedure, PD role & limits of authority.
72. laboratory tests. elements of conducting a chemical, physical, & microscopic examination in the comparison & identification of evidence to determine if the evidence connects a person with a crime; testing for drugs, alcohol, suspect flammable & explosive material, & unknown substances; conducting paternity blood tests, blood-alcohol tests, & examining blood stains; elements of document examinations; preparation of evidence & reports for court presentation.
73. labor-management relations: establishing & administering employee grievance procedures; issues & problems in negotiating & administering collective bargaining agreements; origin, development, & practices of PD employee organizations; types of contracts between PD & employers; national police union; industrial common law decisions effecting PD policy-making.
74. law enforcement science & technology: current methods & innovations in making PD equipment & facilities more functional.
75. law & legal institutions: origin & development; social political, religious & economic influences; sources of civil & common law, codes, & precedents; development of courts & legal profession; origin & development of criminal law & procedure & its effects on PD policy & procedure; comparison of public & private institutions carrying on the legal process, esp., courts, legislatures,

administrative agencies, arbitration tribunals, & legal arrangements made by lawyers for private persons & groups; origin, development, jurisdiction, organization, & practices of American criminal courts; forms, procedures, & terminology used; PD role in appearing & assisting at local, state, & federal levels; conflict of laws, ordinances, & administrative regulation.

76. learning. formation of attitudes & prejudices; stereotyping; application of learning theories to PD training; community relations, youth relations, supervision, & operations.
77. legal & criminal psychology: esp., application of psychological principles to legal & criminal problems; formation, detection, prevention & rehabilitation of criminal behavior; court testimony & legal arguments; trial tactics & other courtroom procedures; & PD problems.
78. legal medicine: recognizing natural & unnatural deaths, procedures for assisting coroner &/or medical examiner, morgue functions & procedures, dead body identification procedures, determination & notification of next of kin.
79. library research: use of Library of Congress & Dewey Decimal Systems; use of reference books to obtain & evaluate information in literature on police, criminal justice & related subjects; elements to include in a bibliography; elements of law library research; legal dictionaries, encyclopedias, & other reference works; case reports; process for obtaining the latest decisions on PD & related matters; elements to include when writing a brief of a law case; process for extracting information from a law case report or trial transcript.
80. location of people: elements of locating &/or determining the status of a person involved in a police matter &/or for delivery of an emergency message.
81. management consulting: professional role of the consultant; case histories of studies that have been done in the police & other fields; issues & problems in consulting; PD uses of a consultant; procedures used in arranging, conducting, & concluding a study.
82. method of operation (MO files): problems, remedies, & practices of PD's with MO units; collection, storage, & uses of criminal history information; methods of predicting most probable criminal behavior using MO & criminal history files.
83. microscopy: use of polarized light, general comparative microscopy as applied to criminalistics.

84. middle childhood psychology: social & intellectual development; adjustment to school, peers, teachers, parents, & police; school achievement & sex education problems; attitude formation; pre-adolescence problem areas, PD problems such as narcotics, theft, runaways; PD liason program with schools & other types of involvement in schools.
85. money, credit, & banking: organization, problems, remedies, & practices of PD fraudulent check units; National Fraudulent Check File; legal & illegal sources of credit & funds in the financial market; bank abstractions, embezzlement, false entry, & misappropriation of funds.
86. Negro in America: history, culture & problems; PD-Negro problem areas & programs to improve relations between them; Negro-protest theories, doctrines, & police proposals on race relations as stated by Negro leaders & others; Negro political & protest movements.
87. neutron activation analysis: application to criminalistics.
88. office administration: PD office design & layout; types, capabilities, & limitations of business machines & best ones for different types of PD work.
89. organizational psychology: theories & cases of behavior in complex organizations & PD's; problems of different types of organizations & how psychological principles relate; patterns of resistance to change; methods of studying persons in complex organizations.
90. patrol: methods, types, & uses in connection with crime analysis findings; relationship to other PD units; characteristics of different types of patrol areas in a small, medium, & large city, esp. geographical features, police problems, normal behavior patterns of different types of persons in an area, recognition of overly perfect, unusual, & potential criminal behavior; elements in reporting, isolating, &/or removing different types of hazards commonly found while patrolling; organization, function, problems, remedies, & practices of PD patrol bureaus.
91. personnel administration: recruiting, selection, training, wage determination, employee benefits, & career development; matching job needs with selection methods; PD personnel practices & problems; job description, classification, evaluation, & establishing job performance standards; employee motivation; employee performance evaluation; administration of promotional exams; continuing self-development plan for PD involving physical, mental, & social factors; procedure for soliciting & determining feasibility of employee suggestions for improvements; types of employee disciplinary measures; authority & conditions for discharging employees, exit interview procedure.

92. photography: taking, developing, & enlarging pictures; application to various phases of PD work; preparation of photographic evidence for court.
93. physical education: principles of conditioning men & women for strenuous physical activity, weight control programs, elements of a continuing sports program for PD effects of alcohol & smoking on performance, principles of kinesiology & problems of mechanics & anatomy in relation to human movement & application to PD training programs.
94. physical & personnel security: cooperation between PD & security personnel; protection of PD facilities & personnel; case histories of defectors from a country, group, & PD; contrasts & similarities of behavioral characteristics of defectors; methods of detecting & preventing defections; conducting a security survey & writing a final report with recommendations.
95. physics: application to criminalistics.
96. physiology: application to criminalistics & homicide investigation.
97. planning of change: in an organization, community, &/or PD with a minimum of conflict; involving those effected in the planning process; evaluating the effect of the change & modifying it, if necessary.
98. police administration: comparison of how small, medium, & large PD's are actually organized & operated with how they theoretically should be; reasons for PD organization & practices; conditions under which PD units are most successful; determination of manpower resource allocation; problems of small, medium, & large PD's & remedies; effectiveness, problems, & remedies of crime analysis & crime prevention programs in PD's; best source in PD for obtaining statistics & information on police-oriented subjects; arrangement of schedules of work, leaves & equipment repair; general & special orders; metropolitan policing concept; practices, problems, & remedies of metro agencies.
99. police-community relations: areas of interaction, problems, causes of conflict, & remedies; effect PD attitudes, symbols, & actions have on different publics & best approach to use when interacting; PD power as perceived by PD personnel & various publics; community agencies that can assist; organization, function, problems, remedies, & practices of PD community relations units.

100. police procedures: guarding prisoners under various conditions; transmitting & receiving information over a PD radio, conducting a raid; processing, retaining, & disposing of PD records & warrants; operating a roadblock, halting a vehicle that refuses to stop without injuring police or vehicle occupants; answering calls for a robbery &/or burglary-in-progress, domestic &/or barroom fight, & sniper; taking an uncooperative subject into custody without injuring police, public, or suspect; conducting a ground & air search for a lost person; conducting a fixed or moving surveillance; developing unnamed references; writing a traffic violation notice, escorting vehicles & motorcades through traffic; protecting a VIP under various conditions; conducting a route security survey in preparation for a VIP visit.
101. political, interest, protest & pressure groups & social movements: origin, development, internal politics, & practices; cliques, & juntas; how interests, ideas, & demands of these groups are channeled into the political system & what effect they have on public & PD policy-making & operations; comparative analysis of groups' ideologies, leadership, membership, & power; process for selecting & advancing American political leaders in their party; interaction between political parties & other politically oriented groups; principles of political sociology applicable to PD work.
102. pre-trial procedure: building a case for a criminal trial, coronar's inquest, grand jury & PD hearing, & other proceeding; proper forms & procedures; common PD problems & remedies.
103. psychology: perception, needs, attitudes, intelligence, motivation, & emotions; ability to predict certain aspects of behavior dealt with by PD.
104. psychology of communication & persuasion: using communication & persuasion in interpersonal relations; measurement of the effect of communication themes, & symbols on thought & attitude formation of small & large audiences; applications to PD work.
105. psychology of individual differences: ways persons differ in personality; theories & techniques for understanding & studying personality organization & structure in relation to police work, determining causation & predicting behavior.
106. psychology of personality: development & adjustment of personality; understanding frustrations, conflicts, social motivation, & defense mechanisms; theories of psychotherapy; assessment of personality; sentiments, belief systems, & opinion formation, authoritarianism, democratic personality, & resistance to change; application to PD work.

107. psychology of personnel: application of psychological principles to selection, placement, training, supervision, evaluation, efficiency, accident prevention, & human relations problems in PD work; legal & administrative approaches toward solving individual & group work-related problems.
108. psychology of social movements: group identification & affiliation; socialization, perception of a social movement by members, PD, & the public; personality types drawn to certain types of social movements; PD involvement with social movements; significance of PD employees as members of social movements.
109. public administration: its theories & practices applied to & contrasted with PD financial administration, timekeeping, payroll, purchasing, contractual payments, competitive bidding, travel expenditure authorizations, problems & remedies; principles & types of budgeting in PD's & other public & private agencies; elements of budget estimate preparation & justification; principles of public finance, sources of revenue for PD & other public & private agencies.
110. public relations: interpreting PD to its various publics & interpreting various publics to PD; arranging PD events for the public.
111. records: organization, function, problems, & remedies of record systems in small, medium, & large PD's; information coding, measuring, storage, & retrieval; designing, improving, & systematizing PD forms; forms processing methods; records management.
112. religion: origin, development, organization, & practices of religions in the United States & the world & effect they have on behavior; relationship of PD & church leaders as social control agents & agencies that deal with social problems; religions popular with different types of urban inhabitants; types of power held by different religious groups.
113. rumors: origin, manner of spreading, identification, tracing, & control methods; prevention against; public education about rumors; community agencies that can assist, PD involvement in rumor prevention & control.
114. safety education: safety habits in the home, school, & community; common road, gas, electric, oil, & chemical hazards; community agencies that can assist; PD role; results of safety education programs sponsored by PD's; elements of investigating a non-traffic accident involving an injury, death, &/or property damage; determining cause; proper reports to complete.

115. social control: law as a method of behavior control, conditions under which behavior becomes defined as criminal, factors producing variations in nature & amount of crime, control & prevention; problems created by various types of criminals; other methods besides law used in controlling deviant & illegal behavior, PD role & limits of authority, types of deviant behavior encountered by PD's in small, medium, & large cities & methods of handling.
116. social problems: characteristics, effectiveness of attempts at solving, & innovations proposed; ones encountered by small, medium, & large PD's & methods for handling; recognition of behavioral characteristics of & equipment used by drug addicts & drug abusers; community agencies that can assist; recognition of a legal & illegal distillery; components of an illegal distillery to save for evidence.
117. social psychology: social behavior, perception, motivation, attitude formation & change; social interaction in small groups, large-scale organizations, & role of PD in society.
118. social research methods: types & limitations of studies, & research instruments; research proposal; research problems & remedies; problem & hypothesis formulation; research design; sampling methods; coding, collecting, measuring, analyzing, interpreting data, & reporting findings & conclusions; application to PD day-to-day & long-range planning problems; best application of statistics to PD work; interpretation of PD statistics; methods of evaluating research methodology of studies.
119. sociology: institutional features of society, social organization, sociology of the police relationship of different areas of sociology to PD.
120. sociology of marriage & the family: influence on personality development, causes of marriage problems & instances when PD is called to settle a family disturbance, principles of conflict resolution between family members & groups, PD role & limits of authority, community agencies that can assist.
121. sociology of youth: normal & deviant behavior of children & youth; origin, development, organization, & practices of youth gangs; amount & trends in youth crimes; effectiveness of PD youth bureaus; PD problems in gathering & using youth gang intelligence information; origin, development, & practices of community youth serving organizations & best ones for different types of youths with which PD interacts; patterns of involvement with PD.

122. Spanish-Americans: history, culture, problems & remedies; PD-Spanish-speaking American problem areas & programs to improve relations between them; Spanish-speaking American protest theories, doctrines, & policy proposals on race relations as stated by Spanish-speaking American leaders & others; Spanish-speaking American political & protest movements.
123. speech: elements of public speaking, types & uses of speeches; documentation of facts; best use of audio-visual aids; oral presentation techniques of statistical, technical, &/or descriptive reports prepared by the speaker &/or another person; constructive criticism of oral reports; application to formal & informal speaking engagements involving PD personnel.
124. systems approach: its application to police curriculum planning & PD organization & operations.
125. teacher-made tests: constructing, using, & evaluating teacher-made tests; types of tests; statistical analysis of test scores for validity & reliability; item analysis; grading problems; uses of achievement & performance tests in police training & promotion situations & their effectiveness; process for preparing multiple-choice, matching, true-false, &/or fill-in-the-blank test items.
126. technical macrophotography & photomicrography: application to criminalistics.
127. toxicology: application to criminalistics & poison cases in first aid, poison control centers.
128. traffic: organization, function, problems, remedies, & practices of PD traffic bureaus; accident investigation problems & remedies; practices of & forms used by traffic courts; accident analysis; public traffic safety education programs' effectiveness; traffic & vehicle equipment laws & cases; most common reasons for PD officers losing traffic cases in court & remedies; PD role & limits of authority.
129. training: determination of training needs; course & curriculum development, improvement, & evaluation; assets & deficiencies of current training programs in PD & other fields; method of conducting & difference between an occupational analysis, job analysis, & time & motion study & best use of findings for PD training.
130. trial procedure: direct & cross-examination; expert witness qualification; process for laying a foundation for introduction & attacking various kinds of physical & documentary evidence; defense counsel tactics commonly used against PD witnesses & countermeasures; rights & duties of a witness; role of police

officer in a trial, coroner's inquest, grand jury & PD hearing, & other proceedings; uses of rules of procedure & substantive law in trial proceedings; methods of developing facts in court; tactical & ethical problems confronted by lawyer, judge, & police officer; legal & technical aspects of using scientific aids in a criminal trial; the science of proof & uses in a criminal trial.

- 131. typing: touch methods; application to various phases of PD work.
- 132. unarmed self-defense: defending from attack & controlling uncooperative &/or violent persons, reasonable force concept, searching of prisoners, use of handcuffs & leg restraints.
- 133. underwater recovery methods: scuba diving methods, power boating procedures & safety.
- 134. urban sociology: demography, urban ecology, social organization of American & cities of the world; urban planning & redevelopment; urban problems & circumstances under which remedies were successful; behavioral & environmental characteristics of urban inhabitants generally & persons in high & low crime areas; types of PD calls in big cities & methods of handling; relation of stress to urban problems.
- 135. water rescue methods: swimming. life saving, & using available equipment.
- 136. zoology: application to criminalistics.

APPENDIX E

APPENDIX E

KNOWLEDGE AREAS USED BY POLICE IN THE PAST 12 MONTHS

Instructions: Mark the appropriate spaces for each knowledge.

FREQUENCY (mark one)					FUTURE (mark one)	
1-3 times a year	4-11 times a year	1-3 times a month	1-3 times a week	4-7 times a week	Used now and should be in the future	Not used now but should be in the future
0	1	2	3	4	0	1

HIGHEST PROFICIENCY LEVEL USED (mark one)	BEST PLACE TO DEVELOP (mark one)			
Understood basic principles, procedures, facts, & relationships	Apply	Apply and teach others	High School	College Police Training Academy On-the- Job Training
0	1	2	0	1 2 3

APPENDIX F

APPENDIX G

SKILLS

1. describe, identify, &/or prepare a drawing of a person, place, &/or object.
2. develop, improve, &/or evaluate a crime prevention program.
3. recognize a dead person & assist medical examiner or coroner.
4. develop, improve, &/or evaluate a training curriculum &/or a specific course.
5. determine feasibility of proposed data processing applications to police work.
6. process extradition papers.
7. maintain daily attendance & work assignment records.
8. recruit applicants.
9. prepare, classify, review &/or change job descriptions.
10. demand air mask with regulator.
11. dictaphone.
12. portable fire extinguisher.
13. charcoal filter gas mask.
14. metal &/or plastic handcuffs.
15. chemical mace.
16. bullet comparison microscope.
17. motivate employees.
18. solicit new ideas on police &/or procedures from employees.
19. gas chromatograph.
20. x-ray defractor.
21. conduct an occupational analysis for the PD or a unit.
22. consult with interested persons on how to establish &/or improve a PD.
23. perform an internal audit.

24. refer a matter to the appropriate law enforcement agency at the local, state, &/or federal level.
25. assist a jailer in processing a prisoner into a jail.
26. conduct different types of planning studies & make recommendations.
27. select & order literature for PD library.
28. X-ray machine.
29. recognize potential &/or actual traffic problems.
30. calculator.
31. counsel employees regarding work performance, progress &/or personal problems.
32. determine the most effective allocation of manpower.
33. recognize & dispose of a bomb &/or explosive.
34. introduce innovations into police work.
35. compile a body of information containing facts & statistics for supervisors &/or students seeking information.
36. identify the type of crowd &/or riotous mob & take action.
37. develop &/or revise an employee grievance procedure.
38. develop a budget estimate &/or issue periodic budget reports of projected & actual expenditures.
39. make an inspection of all areas in PD administration & operations & suggest improvements.
40. recognize an addict &/or drug abuser.
41. polarizing microscope.
42. stereoscope binocular microscope.
43. 8 &/or 16mm movie projector.
44. night stick &/or baton.
45. radiological monitoring device.
46. light &/or heavy rescue equipment.

47. resuscitator-inhalator.
48. police service revolver.
49. shotgun.
50. high-powered rifle &/or carbine.
51. slide projector.
52. fingerprint camera.
53. closed circuit television camera.
54. one or more Kodak Instamatic cameras.
55. direct the operation of a command post.
56. control &/or direct the work of the PD &/or a unit.
57. prepare & justify proposed grade changes with position classifiers.
58. advise a suspect of his constitutional rights.
59. testify in court, at a coroner's inquest, in a grand jury hearing &/or an administrative hearing.
60. assume a fictitious identity, gain access to a person or organization, & furnish information &/or evidence.
61. organize & write a research proposal to submit for funds.
62. recognize & intervene in a crisis situation & refer a person with a problem to an appropriate community agency.
63. organize & write a business letter, memorandum, bulletin board notice, job announcement &/or technical report.
64. learn significant characteristics about an assigned area.
65. establish job performance standards.
66. type narrative reports &/or official forms.
67. examine evidence & unknown substances.
68. take a classifiable set of fingerprints &/or classify &/or file a set of fingerprints.
69. develop & use an informant.
70. develop an unnamed reference.

71. set up a roadblock & check vehicles for a wanted person.
72. develop &/or revise a system for receiving & investigating public complaints about possible employee misconduct & informing a citizen of the disposition of his complaint.
73. patrol an assigned area.
74. take a photograph of a person, object, &/or fingerprint with a still or movie camera under various conditions of light and environment for identification &/or evidence use.
75. organize &/or staff a unit.
76. write a legislative proposal.
77. conduct a physical inventory of PD equipment, supplies &/or vehicles &/or property received.
78. traffic radar unit.
79. defend self, without using weapons, from attack by armed & unarmed person & control him.
80. discipline &/or discharge an employee.
81. conduct a PD hearing &/or take appropriate action after an investigation shows that a citizen's complaint against an employee was justified.
82. process all personnel transactions & maintain personnel records.
83. traffic VASCAR unit.
84. recognize an illegal distillery.
85. locate a person attempting to evade apprehension.
86. obtain information regarding a criminal &/or a non-criminal investigation from local, state, &/or federal sources.
87. develop method of operation files.
88. organize & write a concise narrative report using correct grammar, sentence structure, & spelling.
89. write a PD news release.
90. make a preliminary investigation & report of a non-traffic accident.
91. attend a conference &/or professional meeting & relate experiences to police work.

92. analyze crime patterns.
93. seize, appraise, &/or sell personal &/or real property.
94. check a motor vehicle for an equipment violation.
95. police sedan.
96. recognize & adjust to different cultures and personalities in PD & community, encouraging frequent communication.
97. participate in a fixed &/or moving surveillance & record observations.
98. evaluate the over-all effectiveness of the PD &/or a unit & suggest improvement.
99. examine books, records, &/or accounts & detect discrepancies.
100. direct traffic.
101. write general &/or special orders concerning PD organization, functions, operations, policy, &/or procedures.
102. escort a vehicle &/or motorcade through traffic.
103. give a classroom &/or on-the-job training demonstration of equipment &/or a procedure.
104. schedule preventive maintenance &/or repairs of equipment &/or vehicles.
105. operate a police vehicle under various conditions of weather, lighting, traffic, & stress.
106. inspect equipment.
107. make a preliminary investigation & report of a traffic accident involving a personal injury, property damage, &/or fatality.
108. recognize & protect evidence at a crime scene &/or collect & preserve evidence.
109. examine a questioned document, handwritten, &/or typewritten specimen.
110. overhead projector &/or Vu-Graph.
111. develop, lift, preserve, &/or file a latent print.
112. prepare & evaluate a performance test.
113. infrared spectrophotometer.

114. metal, 4-wheel, collapsible stretcher.
115. 8 &/or 16mm movie camera.
116. maintain accounting records of costs &/or payroll.
117. video tape recorder.
118. speed graphic camera.
119. 35mm camera.
120. locate and dispose of a dangerous or rabid animal &/or a reptile.
121. determine the present location &/or status of a person involved in a police matter or for delivery of an emergency message.
122. determine training requirements for the PD 7/or a unit.
123. judge the merits of research proposals that may involve the use of PD personnel & resources.
124. plan &/or coordinate activities of law enforcement agencies assisting your PD on a case or special project.
125. make work assignments.
126. develop work simplification procedures &/or relate them to a PD occupational analysis.
127. adding machine.
128. first aid backboard.
129. breathalyzer machine.
130. develop &/or direct a PD safety program &/or have employee injuries investigated.
131. emission spectrograph.
132. typewriter.
133. cassette &/or reel-type tape recorder.
134. tear gas gun.
135. teletype machine &/or computer inquiry station.
136. voice print machine.
137. conduct &/or supervise research studies of PD's organizational structure, operations, & procedures & make recommendations.

138. negotiate with an employee organization regarding salary, benefits, working conditions &/or PD policy & procedure.
139. give information to news media other than in official PD news release.
140. take concise & accurate notes.
141. give oral directions to subordinates.
142. interview a person regarding a criminal investigation, non-criminal investigation, employment, &/or as part of a research study.
143. lead a conference discussion of about 3-30 people.
144. make an oral presentation of a statistical, technical, or other type of report or proposal prepared by another person using visual aids made by you.
145. persuade a person not to carry out a suicide threat &/or to kill or harm another person.
146. recognize legal exercise &/or violation of citizen's constitutional rights.
147. hold a press conference, read a prepared text, & answer questions on the text and related matters.
148. transmit & receive information over a police radio &/or a telephone.
149. read different types of narrative material rapidly, extract pertinent information, & apply suitable findings to different aspects of police work.
150. read research proposals & decide if a study is feasible.
151. rescue a person from an electrically energized wire.
152. conduct a briefing for law enforcement personnel aiding dept. on a case or special project.
153. recognize a criminal violation &/or potential criminal behavior.
154. identify & control rumors.
155. organize, write &/or edit an article, book, or other written material for publication.
156. write a brief of a law case.

157. listen effectively to a person talking about a matter that requires you to make a decision, separating facts from opinions.
158. prepare for a meeting by discussing plans & possible problems that may arise &/or participate in a decision-making meeting.
159. animal tranquilizer gun.
160. plan &/or coordinate a background investigation.
161. plan for changes within the PD so that they will occur with minimum conflict.
162. plan for the protection of the public during a civil defense emergency &/or major disaster.
163. plan &/or coordinate a criminal investigation.
164. plan &/or coordinate a non-criminal investigation.
165. plan &/or coordinate an intelligence gathering operation.
166. plan for the protection of police employees, equipment, vehicles, &/or facilities from attack.
167. plan for a VIP visit.
168. plan, make &/or adjust work schedules, vacations, &/or leaves.
169. arrange PD press conferences, PD ceremonies, &/or events for the public.
170. evaluate intelligence information & take proper action.
171. persuade relatives to use discretion in involving PD in family arguments & fights & making a formal complaint in the heat of a dispute.
172. review a narrative report for errors in organization, grammar, spelling, & sentence structure.
173. electrical &/or manual traffic control equipment.
174. administer promotional exams.
175. review, approve &/or process purchase requisitions, contractual payments, time & leave forms, travel orders, &/or prepare vouchers.
176. design, improve &/or systematize records & forms &/or establish or improve forms processing methods.

177. assist &/or coordinate the activities of researchers studying PD.
178. recognize a traffic violation & issue a traffic violation notice.
179. give information to an out-of-town visitor &/or conduct a tour of PD.
180. assist a handicapped person (blind, deaf, retarded, etc.).
181. conduct a field interview of an adult potential violator.
182. use the case, problem-solving, questioning, &/or role playing method in instructing.
183. conduct a field interview of a juvenile potential violator.
184. prepare & give a formal &/or informal talk with self-made visual aids, lead a discussion, & answer questions involving the topic presented.
185. design, implement, &/or modify data processing applications to police work.
186. operate data processing equipment, including writing a program.
187. rescue a person from drowning.
188. determine the goals of the PD &/or unit & how best to achieve them.
189. extract a person from a damaged vehicle &/or building.
190. fight a motor vehicle, home, &/or building fire until fire dept. arrives & assist an occupant to safety.
191. prepare for a criminal trial, coroner's inquest, grand jury, &/or administrative hearing & assist prosecuting attorney.
192. recognize a civil &/or non-police matter & refer persons to the proper person &/or agency.
193. report, isolate, &/or remove a potentially dangerous hazard.
194. develop a negative, make a print &/or enlargement.
195. guard a prisoner under various conditions & in various locations.
196. recognize & assist a physically ill or injured person.
197. recognize irrational behavior &/or recognize & assist a mentally ill person.

198. prepare multiple-choice, completion, matching, true-false, &/or fill-in-the blanks test items & make an analysis of test items for difficulty, reliability &/or validity.
199. select persons for employment &/or promotion.
200. locate a person reported missing.
201. develop &/or improve an employee self-development program.
202. assist a non-English speaking person.
203. photographic enlarger.
204. establish priorities.
205. administer an inventory control system &/or maintain inventory levels of materials, supplies, &/or vehicles.
206. measure &/or evaluate an employee's performance.
207. conduct a route security survey in preparation for a VIP visit &/or protect a VIP under various conditions & in various locations.
208. solve day-to-day &/or long-range problems.
209. arrest an adult violator.
210. arrest a juvenile violator.
211. recognize unethical, unprofessional, &/or illegal police conduct.
212. make a legal search of a person &/or property.
213. make a legal seizure of an item.
214. prepare a chart, table, graph, exhibit, pamphlet, poster, &/or a reproduction.
215. serve a subpoena, summons, &/or warrant.
216. coach an employee in proper policy, procedures, & job skills.
217. minimize conflict between family members &/or neighbors.
218. minimize conflict between members in an organization, between organizations, interest groups, informal groups, youth groups, &/or strangers.

APPENDIX H

APPENDIX H

SKILLS USED BY POLICE IN THE PAST 12 MONTHS

Instructions: Mark the appropriate space for each skill.

FREQUENCY (mark one)					FUTURE (mark one)	
1-3 times a year	4-11 times a year	1-3 times a month	1-3 times a week	4-7 times a week	Used now and should be in the future	Not used now but should be in the future
0	1	2	3	4	0	1

CONDITIONS UNDER WHICH USED (mark all that are applicable)									
Alone or larger team		Under Pressure of:							
		Time	Precision	Bystander Reaction	Physical Force From Suspect	Sequence of Performance			
yes	no	yes	no	yes	no	yes	no	yes	no
0	1	0	1	0	1	0	1	0	1

HIGHEST PROFICIENCY LEVEL USED (mark one)			HIGHEST CONSEQUENCES IF NOT DONE CORRECTLY (mark one)		
Perform with some supervision	Perform without supervision	Without supervision plus teach &/or supervise others	Little or no effect on operation	Could Damage Operation Severely	Could cause death or serious injury
0	1	2	0	1	2

BEST PLACE TO DEVELOP (mark one)			
High School	College	Police Training Academy	On-the- job training
0	1	2	3

APPENDIX I

APPENDIX J

APPENDIX J

TO: (Letter to Respondents Explaining the Study)

FROM: Harvey T. Harris, Jr.

SUBJECT: Doctoral thesis research

DATE: April, 1970

This brief memorandum is to advise you of who I am, what I am doing, and that your help is very much needed.

I am conducting research for my Ph.D. thesis and have randomly selected your name from a list of bachelor's degree holders in your department. I want to interview you sometime within the next month. The main objective of my study is to develop a curriculum planning approach for determining police higher educational needs. My approach will be to ask college graduates working at various levels in police work to indicate the important skills and knowledge that they actually used as police personnel in the past 12 months. My hunch is that a picture of police work will emerge that is somewhat different from the view presented in current textbooks and job descriptions.

Participants in the pilot study were from the following Michigan police departments: East Lansing, Lansing, and Michigan State Police. The main study has been approved by and will include these police departments: Detroit, Flint, Ann Arbor, Michigan State Police, and Michigan State University Police.

I have worked on the research idea since 1966 and on designing this study since 1968; therefore, the study is extremely important to me. It is also of importance to the police field, since, it hopefully, will indicate what police actually do and what competencies police-oriented students should possess before or soon after graduation from college. This type of study has never been done before in any police department, to my knowledge; therefore, you will be making a valuable contribution to history.

Although individual names will not be mentioned, general trends and relationships will be presented in an effort to aid police-oriented curriculum planners at the academy and college levels.

A representative from your department will contact you, regarding the interview time and date.

Much cooperation between us will be necessary, since we are both employed full-time; however I will do everything I can to conduct this study in a reasonable and efficient manner.

Thank you for your time and cooperation.