



## A. Job Task Analysis Data

A Job Task Analysis (JTA) is “the process of systematically collecting, processing, analyzing and interpreting important information about a specific position, job or occupation.”<sup>1</sup> Valid JTA data is needed to identify essential job tasks for entry-level law enforcement offers and develop a training curriculum that is legally defensible.

For the purposes of this project, IADLEST analyzed JTA data from three (3) State POST curriculum development projects conducted between 2016 and 2019. The following standards were used to establish JTA validity:

1. Units of Analysis: All data came from stratified random samples according to agency size (i.e., < 20; 21-49; 50-99; 100-149; 150+) and jurisdiction type (i.e., state police; municipal; county; campus).
2. Respondent Experience Levels: The two respondent types were uniform patrol officers with less than five years of on-the-job experience and first-line supervisors of uniform patrol officers.
3. Sample Size: The total number of respondents was not less than 1,500 per state (> 4,500 total) with statistically significant numbers per each unit of analysis.

## B. Communication Skills Job Data

Many generic law enforcement officer duties apply consistently across agency types and locations. JTA data analyzed by the IADLEST team shows that verbal communication is a core and foundational skill used by all law enforcement officers across hundreds of jurisdictions. This is consistent with existing research. For example, job analyses conducted on four large American cities in separate states consistently showed that uniform patrol officers performed the same tasks regardless of title or jurisdiction. While departments reported some differences in time spent performing tasks, “*the importance weightings assigned to those tasks and the knowledge, skills and abilities identified were found to be stable.*”<sup>2</sup>

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<sup>1</sup> Job Analysis for Selection: An Overview; U.S. Office of Personnel Management; 2009

<sup>2</sup> Benardin, H. J. (1988). Florida Atlantic University. In: S. Gail (Ed.), *The job analysis handbook for business, industry and government (1242-1254)*. New York: John Wiley and Sons

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IADLEST team members identified 102 tasks from all available JTA data relevant to communication skills. The following tasks were used to develop draft learning objectives listed in section C.

1. Use correct grammar in verbal communications.
2. Communicate verbally with others using correct grammar to maintain a professional image.
3. Be self-aware, mindful, and use emotional intelligence to keep one's own biases in check while responding to volatile situations or to those in need.
4. Understand and use "emotional intelligence" to guide behavior.
5. Set aside personal differences with others in order to perform job duties.
6. Conduct oneself in a professional manner and control one's emotions.
7. Communicate verbally with others clearly and concisely so they understand the intended message.
8. Explain information to others.
9. Talk with families of adult suspects or defendants to advise, inform, notify, etc.
10. Talk with families of juvenile suspects or defendants to advise, inform, notify, etc.
11. Advise business owners about ways to secure their property.
12. Advise residents about ways to make their homes more secure.
13. Advise crime victims about procedures to pursue prosecution.
14. Advise citizens on techniques to enhance personal safety.
15. Comfort emotionally upset persons.

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16. Evaluate and answer inquiries from the public regarding progress on a case.
17. Intercede in domestic disputes to resolve, maintain peace, protect persons.
18. Communicate with non-English speaking persons.
19. Communicate with deaf and/or mute persons.
20. Talk with people on beat, patrol area, district, etc. to establish positive relationship.
21. Respond to general information questions from the public.
22. Take control of publicly intoxicated/disruptive person.
23. Extract information from others.
24. Interrogate suspects.
25. Interview complainants, witnesses, etc.
26. Conduct interviews with witnesses, informants, etc. to successfully extract information from people who may not want to be forthcoming
27. Interview victims and evaluate information to determine if an act was a criminal violation or civil matter.
28. Talk with victims and witnesses, and note relevant observations at an incident for the purpose of gathering the facts regarding the incident
29. Explain civil process to citizens.
30. Use basic listening skills while conducting interviews to ensure full understanding of person's words.
31. Develop field contacts and intelligence sources.
32. Confer with prosecutor's office regarding or to obtain warrant from judge/magistrate.

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33. Confer with the prosecutor's office prior to testimony regarding case.
34. Communicate with prosecutors or attorneys to clarify details regarding a case.
35. Testify in criminal or civil court cases professionally and credibly.
36. Explain court procedures to suspects, victims and witnesses.
37. Present evidence and testimony in legal and/or administrative proceedings.
38. Present evidence in legal proceedings in a credible manner.
39. Prepare and/or present facts of a case to a judicial officer to obtain an arrest warrant.
40. Explain motor vehicle law requirements to citizens.
41. Issue verbal warning to traffic violators.
42. Use verbal de-escalation techniques to communicate with person.
43. Use voice and words to calm a situation, project intention, etc.
44. Speak confidently to project control, self-assurance, etc.
45. Counsel juveniles.
46. Speak plainly/clearly to encourage understanding.
47. Deliver emergency messages (e.g., injuries, death).
48. Use and adjust language appropriate to the listener.
49. Maintain concentration while many people speak simultaneously.
50. Maintain personal calm to prevent making a situation worse.
51. Use body language to project control and influence the situation.

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52. Observe a person's body language to assess attitude, intentions, etc.
53. Warn or counsel offenders instead of arresting them.
54. Identify specific religious norms and adjust interactions accordingly.
55. Consult with social service agencies to resolve/clarify problem or get help for child, adult, family, senior citizen, etc.
56. Recognize a person's culture and adjust the manner of communication accordingly to ensure understanding.
57. Talk with persons threatening suicide to persuade them not to attempt.
58. Negotiate/offer alternatives to resolve conflict between disputants, e.g. Landlord/Tenant.
59. Communicate with people in a manner that maintains their dignity and helps them choose a reasonable course of action
60. Use verbal communication skills to clearly and concisely articulate thoughts and opinions so others can understand.
61. Talk with people to establish rapport with them.
62. Interact with others in a manner that maximizes respect, trust and confidence.
63. Communicate with higher-level personnel to discuss problems or obtain information.
64. Communicate with lower-level personnel to discuss problems or obtain information.
65. Communicate effectively with the public to maintain a positive image for the agency.
66. Use verbal judo and effective verbal and nonverbal communication skills to promote a positive resolution and reduce the likelihood of an escalated use of force

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67. Use interpersonal skills to relate to others in a manner which maximizes respect, trust and confidence, or which serve to prevent or defuse volatile situations.
68. Be comfortable interacting with people with different backgrounds and at different job levels
69. Maintain control of your emotions under stressful circumstances.
70. Remain calm and professional in stressful situations.
71. Use active listening skills to determine the intended message of verbal information.
72. Listen to and answer citizens' questions and requests for information.
73. Communicate with citizens to answer questions and handle complaints.
74. Comfort emotionally upset persons to help them cope with stressful incidents.
75. Verbally explain the nature of complaints to offenders, victims and witnesses to ensure they understand the reason for the complaint
76. Talk to people with different cultural backgrounds in a manner that maximizes mutual respect.
77. Use tact and diplomacy when communicating with the public and peers.
78. Demonstrate respect for all people, regardless of age, religion, sex, or cultural background.
79. Be aware of different cultures and the impact of different values and perceptions on law enforcement.
80. Communicate with others during internal agency meetings such as roll call, committee meetings, or meetings with command staff to inform others and getting informed.

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81. Interact with elected officials to bring about positive changes for the agency and the community it serves.
82. Make speeches to groups of people to share information.
83. Mediate family disputes to bring about a peaceful resolution to a situation.
84. Negotiate with suspects to bring a peaceful and safe resolution to the incident.
85. Conduct parent/juvenile conferences to improve behavior.
86. Convince or persuade individuals in an emotional state of crisis to admit themselves to a hospital for further evaluation by a healthcare professional.
87. Convince or persuade individuals in an emotional state of crisis to allow themselves to be taken into custody and placed on a mental health hold.
88. Convince or persuade the parent(s) of a child in an emotional state of crisis to admit the child to a hospital for further evaluation by a healthcare professional.
89. Interact with an emotionally disturbed person in a manner that balances officer safety with the person's well-being.
90. Use communication styles suited for different roles law enforcement officers have to gain voluntary compliance.
91. Use crisis communication and intervention techniques with people who are mentally ill.
92. Use conflict resolution strategies.
93. Respond to and deescalate family-related crises, such as domestic assault, child custody issues, and other family disturbances
94. Warn offenders of their violations instead of arrest or citation to encourage them to obey the law in the future.

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95. Use de-escalate tactics with individuals who may be under the influence of alcohol or drugs to restore or maintain calm.
96. Demonstrate presence appropriate for the given situation.
97. Interact with others in an honest manner.
98. Counsel, support and be empathetic toward others.
99. Resolve individual and group conflicts.
100. Explain statistics and information to community members so they can understand.
101. Make formal or information presentations to community groups to inform them or addressing specific issues.
102. Proactively talk to citizens or leaders on a community-oriented policing beat to identify potential problems in the community and develop solutions to those problems.

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### C. Communication skills learning objectives

The following draft learning objectives (or performance outcomes) were developed from job tasks above.

1. Differentiate between the following five (5) emotional intelligence components and explain how they apply to effective communication.

- a. self-awareness
- b. self-regulation
- c. motivation
- d. empathy
- e. social skills

**Job tasks:** 3, 4, 5, 6, 28, 44, 48, 50, 62, 67, 69 & 70.

2. Compare and contrast the following four (4) personality types and explain how they apply to effective communication.

- a. Dominance
- b. Influence
- c. Steadiness
- d. Conscientiousness

**Job tasks:** 3, 4, 5, 6, 28, 44, 48, 50, 62, 67, 69 & 70.

3. Demonstrate best practices for effective communication to include the following:

- a. proxemics
- b. paralanguage
- c. body language
- d. active listening

**Job tasks:** 7, 30, 43, 44, 46, 49, 51, 62, 65, 67, 71, 72, 90 & 96

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4. List the common barriers to effective communication and demonstrate best practices to overcome them.

**Job tasks:** 5, 6, 7, 18, 19, 30, 43, 44, 46, 48, 49, 51, 54, 56, 59, 60, 62, 65, 67, 69, 70, 71, 72, 76, 77, 78, 79, 90 & 96

5. Use appropriate communication skills when gathering or sharing information with others.

**Job tasks:** 1, 2, 8, 11, 12, 13, 14, 16, 20, 21, 24, 25, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 53, 61, 62, 63, 64, 65, 72, 73, 75, 80, 81, 82, 94, 96, 100, 101 & 102.

6. Examine specific strategies when communicating with the following:

- a. people from different cultures
- b. non-English speaking
- c. children and teenagers
- d. older adults
- e. persons with physical disabilities
- f. persons with mental illness or cognitive disabilities

**Job tasks:** 2, 7, 8, 9, 10, 18, 19, 45, 48, 54, 56, 59, 68, 76, 78, 79, 83, 85, 90, 93, 96 & 98.

7. Apply effective de-escalation strategies when communicating during a crisis event or with non-compliant people.

**Job tasks:** 6, 7, 8, 15, 22, 26, 42, 43, 44, 46, 47, 50, 51, 52, 57, 58, 59, 60, 61, 62, 66, 67, 69, 70, 74, 78, 83, 84, 86, 87, 88, 89, 90, 91, 92, 93, 95, 96, 98, 99.

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### D. References

The following are potential references and sources for the *Communications Skills* lesson.

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