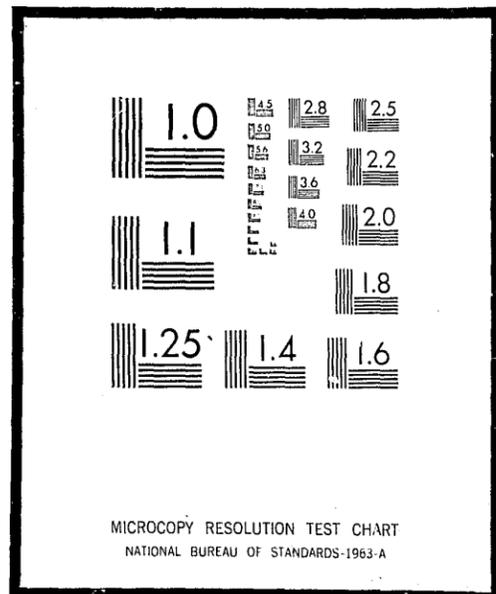


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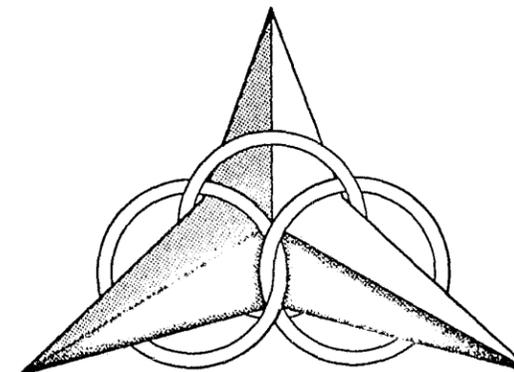
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ROLE PERFORMANCE AND THE CRIMINAL JUSTICE SYSTEM

Volume I
SUMMARY

by
CHARLES P. SMITH,
DONALD E. PEHLKE AND
CHARLES D. WELLER

PROJECT STAR



DECEMBER, 1974

FOREWORD

Project STAR has been a multimillion dollar, three-and-one-half year effort by four states and numerous local criminal justice agencies to identify appropriate roles for the criminal justice system and to develop means for achieving desired role performance. Although role identification is not a new concept, it is foreign to the criminal justice system.

In recognition of this need, working policemen from around the country began to seek funds to identify police roles approximately ten years ago. Subsequently, the effort was expanded to include other key criminal justice positions, and funds were provided by a combination of federal, state, and local agencies beginning in 1971.

Although the findings and end products of Project STAR do not directly involve everyone working in crime reduction and criminal justice, they do deal with those six key positions that are primarily responsible for rendering services to the public and the clients of the system. Thus, for the first time, those responsible for criminal justice operations have an empirical data base on role performance upon which to recruit, select, train, educate, assign, evaluate, and promote appropriate personnel within and among agencies. In addition, the Project has developed a useful basis for a public education program and for the analysis of the impact of social trends on the criminal justice system.

It is impossible to generate a commitment to a Project--and a concept--of such tremendous importance and scope in a few words. However, the response and interest of the 6,000 persons who have been involved in Project STAR have been overwhelming. Their dedication has avoided the ivory-tower approach and has provided a needed mix of theory and practical insight.

Of course, there is no value in Project findings and end products unless they are implemented. The Project STAR National Advisory Council urges all those involved in criminal justice to make themselves familiar with the Project and to implement the results. We talk a great deal about change, but are we afraid to change ourselves? It's time that we in the business develop and provide the most professionally competent person possible to maintain the order and justice needed in all of American society 24 hours a day.

Ben Clark, Chairman
National Advisory Council
Project STAR

ACKNOWLEDGEMENTS

The Project STAR research and development effort was conducted by the American Justice Institute of Sacramento, California under contract to the California Commission on Peace Officer Standards and Training.

This phase of Project STAR was supported in part by funds authorized under the Omnibus Crime Control and Safe Streets Act of 1968, as amended, through the Law Enforcement Assistance Administration, U.S. Department of Justice (Grants #71-DF-713, 72-DF-99-0019, and 73-DF-99-0009); the California Council on Criminal Justice (Grants #0176, A-67072 and A-1158-73); the Michigan Office of Criminal Justice Programs (Grants #0883-01 and 02); the New Jersey Law Enforcement Planning Agency (Grant #550-P-18-71); and the Texas Criminal Justice Council (Grant #1-A1-1229).

Matching funds have come from the California Commission on Peace Officer Standards and Training and in-kind contributions have been provided by some 1,500 state and local criminal justice agencies. Sponsorship of the Project by these organizations does not necessarily indicate their concurrence with the conclusions, recommendations, or end products of the Project.

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PREFACE

This volume contains the major findings of Project STAR research on role performance and the criminal justice system. Included are findings on the roles, tasks, and performance objectives of the six key operational positions in the criminal justice system. In addition, findings and recommendations are included concerning the education, training, selection and performance evaluation requirements of all roles for all positions studied.

The research was conducted using a variety of research techniques, including surveys, field observation, search of the literature, expert opinion, and an analysis of social trends. Appropriate roles, tasks, and performance objectives for the six major criminal justice positions were adopted by the Project National Advisory Council in July of 1973.

This volume is one in a series of three final reports containing the findings of Project STAR research on criminal justice role performance and associated education, training, selection, and performance measurement requirements. All performance objectives developed for appropriate criminal justice positions are contained in *Role Performance and the Criminal Justice System; Volume II: Detailed Performance Objectives*. In addition, the frequency distribution of responses collected during a multi-state survey of operational personnel is contained in *Role Performance and the Criminal Justice System; Volume III: Expectations of Operational Personnel*.

Project STAR also produced a final report entitled *The Impact of Social Trends on Crime and Criminal Justice* which contains Project findings on the potential impact of social trends and which includes a proposed mechanism for a continuous assessment of social trends. Further, based upon all of this research, Project STAR developed a *Role Training Program for Police*, a *Role Training Program for Caseworkers and Correctional Workers*, and a *Role Training Program for Judges, Defense Attorneys, and Prosecuting Attorneys*.

The Project also produced two working documents. The first of these, entitled *Public Opinion of Criminal Justice in California*, contains the results of a public opinion poll conducted on criminal justice issues and situations. The second, entitled *Future Roles of Criminal Justice Personnel: Position Papers* contains papers prepared for the Project by three leading criminal justice scholars on potential future roles of key criminal justice positions.

Charles P. Smith
Director
Project STAR

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GENERAL SUMMARY

Combatting the crime problem in the United States is primarily a responsibility of state and local government. Further, certain key positions in the criminal justice structure are primarily charged with the direct interaction and decision-making involving those persons who come in contact with the criminal justice process. These key positions are the police officer, prosecuting attorney, defense attorney, judge, caseworker, and correctional worker. Thus, the greatest promise for improving the effectiveness of the criminal justice system involves improving the performance of these key positions and improving the constructive working relationships and respect between these positions and the public.

PROJECT STAR DESCRIPTION

Project STAR was initiated in recognition of the above problems and needs. The Project was designed to assist in developing attitudes and behavior by the public and key operational criminal justice personnel that would enable achievement of the objectives of the criminal justice system in a more effective manner.

Project research and development objectives were to identify roles, tasks, and performance objectives for major criminal justice positions; to develop related educational recommendations, selection criteria, and training programs for these criminal justice positions; to develop educational recommendations for the public; and to develop a technique for assessing the impact of social trends on the criminal justice system.

Initiated in May 1971 and completed in December 1974, Project research and development effort involved the U.S. Department of Justice, Law Enforcement Assistance Administration; criminal justice planning and operational agencies in four states (California, Michigan, New Jersey, and Texas); and the California Commission on Peace Officer Standards and Training. The American Justice Institute was responsible for conducting the research and development effort.

The Project focused on the six major positions in the criminal justice system: police officer, prosecuting attorney, defense attorney, judge, caseworker, and correctional worker.

Roles for all relevant positions were identified primarily through analysis of the data collected in role perception surveys of operational personnel in four states and the public in two states. These roles were then refined through analysis of other Project research results, including position papers developed for the Project on anticipated future roles; an analysis of American

social trends as they relate to the requirements placed on the criminal justice system; observations of these operational positions in a work environment; and on discussion with criminal justice system representatives and clients in participating States.

During the role identification process, tasks associated with each role for each position were identified. Then, detailed performance objectives were developed for all positions except judge in each instance where observation showed a direct relationship of a role to a task. The Project National Advisory Council deemed that detailed performance objectives for judges should not be developed on the basis of observation due to the Constitutional and statutory regulation of judicial proceedings and the requirements for value judgements that were not measurable. However, general performance objectives were developed for the position of judge on the basis of an analysis of other Project data.

Training programs, educational recommendations, and selection criteria were then developed on the basis of the research findings. Preliminary test of the training programs on representative operational personnel prior to their being put into final form indicated that desired impact could likely be achieved.

ROLES

Role was defined for the Project as "the personal characteristics and behavior expected in a specific situation of an individual occupying a position." Of a total of 17 roles identified for the six positions, 13 were considered system roles in that they applied to multiple positions.

Each role was comprised of elements identified through Project research and involved a role identifier and description. For example, the role of "Assisting Personal and Social Development" is described as:

Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior and conditions.

TASKS

A task was defined for the Project as "an activity to be accomplished within a role and which usually involves a sequence of steps and which can be measured in relation to time." Of a total of 52 tasks identified for all six positions, 35 were considered system tasks in that they applied to multiple positions. Each task, including a title and a specific description, was associated with

one or more positions. For example, all six positions were identified as being involved in one way or another in the task of "Reviewing Case Materials." This task was described as:

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

PERFORMANCE OBJECTIVES

Performance objective was defined for the Project as "a statement of operational behavior required for satisfactory performance of a task, the conditions under which the behavior is usually performed, and the criteria for satisfactory performance."

Wherever research showed that a role involved the performance of a task, a performance objective was prepared. Findings indicated that, for each position:

- each role involved the performance of several tasks
- each task involved the performance of more than one role.

It is important to note that these performance objectives are associated with actual performance for appropriate positions in the operational setting. This differs from the "terminal performance objectives" in the education and training field which are typically associated with the desired achievement of a student in a training environment on the questionable assumption that operational performance will be consistent with training performance.

Further, the detailed performance objectives for each position focus on the behavior required and the performance criteria. The Project developed general statements for each position that described the context in which each position works (i.e., the location and persons involved), the persons who may evaluate their performance, and the possible measurement techniques to be employed.

An example of a performance objective developed for the position of police officer in relation to the role of "Building Respect for Law and the Criminal Justice System" and the task of "Controlling Crowds" indicates that the police officer should:

be able to control verbal and physical actions with members of crowds in order to maintain disciplined performance and engender respect for the law. Performance evaluation may involve criteria such as the ability of the officer to maintain discipline, appropriateness of the officer's reaction to the crowd's activities, ability to avoid verbal and physical abuse of participants and observers, avoidance of unnecessary arrests, and ability to maintain peaceful conditions.

Quantitative measures and criteria can be established at the local level on what is considered to be satisfactory (or unsatisfactory) individual or agency performance in relation to each objective.

EDUCATION AND TRAINING NEEDS

Project research on education and training needs included an assessment of present programs, program design problems and implementation conditions.

In the assessment of present education and training programs, it was determined that:

- Police officers and correctional workers received very little direct job-related education prior to their employment; and, thus, were almost entirely dependent on training by their employing agency.
- Caseworkers and judicial process positions received very little direct job-related training after their employment; and, thus, were almost entirely dependent on education received prior to their employment from colleges, universities, and professional schools.
- Advanced education provided to caseworkers and judicial process positions was generally limited to their professional discipline.
- Training provided to police officers and correctional workers focused on orientation to the organization, criminal law, tasks, processes, and skills. The minimal training provided to the caseworkers and judicial process personnel generally focused on orientation to the organization and processes.
- Education and training techniques used for caseworkers and judicial process personnel were generally lectures, discussion groups, and independent research. Training techniques used for police officers and correctional workers generally involved lectures, reading assignments, demonstrations, and skill practice. In some cases, innovative training techniques and instructional technology were used.
- None of the education or training provided needed understanding of the complex roles for each position or for the criminal justice system.

A number of design problems were identified that inhibited the development of the necessary education and training programs. These problems included wide discrepancy over the definitions of education and training, the inability to make a direct comparison of the organization, content, technique or impact of present education or training programs, and the conflict over priorities in education or training.

Further, a number of conditions were identified in relation to implementation of Project end products or recommendations. These included the decentralization of the criminal justice system; the variation in agencies, instructors and students; the limited funds and time to educate or train the large number of potential trainees; and the impact of perceptions, values and social trends.

As a result of these problems, an instructional strategy was developed that identified various types and sources of learning, associated these learning elements with identified categories of behavior and job performance, and emphasized role and attitude.

Finally, education and training program requirements were developed that included an emphasis on all roles, appropriate system relationships, and program adaptability to a wide variety of settings.

EDUCATIONAL RECOMMENDATIONS

Project STAR research provided a sound basis for developing educational recommendations for criminal justice system personnel and the public, including instructional approaches and curricula requirements.

Recommendations associated with instructional approach included improving the quality of instructors, increasing student involvement in the educational process and using more effective instructional techniques.

Educational curricula recommendations included certain preliminary education (e.g., English, mathematics, values) that should be received by all persons, whether they become a criminal justice system employee or client.

In addition certain higher education requirements for criminal justice system personnel were identified. These requirements included general criminal justice system education (e.g., human behavior), specific criminal justice system education (e.g., criminal procedures) and specific criminal justice component education (e.g., alternatives to arrest).

Further, public education recommendations were developed in areas such as law, the criminal justice system, human behavior, and social relationships.

All of these recommendations were organized into a structure whereby a common educational experience was provided whenever possible among different criminal justice system positions and with the public.

These educational recommendations do not represent all of the knowledge and skills required by the various criminal justice system positions. Rather, the emphasis is on that education that provides the foundation for the performance of the various roles by each position.

Finally, due to the independent nature of the educational system in the United States, no recommendations were made for specific curricula organization, prerequisites, detailed course outline, credit hours or credentials. Each educational system, in concert with the criminal justice system, should determine these factors according to local requirements.

SELECTION AND RECRUITING RECOMMENDATIONS

Project research also provided an excellent basis for making a set of recommendations associated with the selection and recruiting of individuals capable of successfully fulfilling the desired roles and tasks.

These recommendations included selection criteria, a selection process, and recruiting strategies.

Selection criteria focused on those characteristics that would enhance effective role performance, including the categories of knowledge and aptitude; skill and ability; and attitude and values.

Project research findings indicated that all selection criteria should be based on the roles, tasks and performance objectives of each position. In addition, research suggested the need for selection criteria that reflected the local environment and for remedial education or training in those cases where an individual is believed to have the basic characteristics desired, but is deficient in certain areas. The Project also recommended the development of appropriate standards and tests to aid in the selection of competent individuals.

Further, a selection process was recommended that involves a continuous process of preparation and evaluation of present or potential criminal justice system personnel from the point of initial education through completion of a career. This process would work in a way that only successful candidates or employees should advance to the next stage of the selection process. It also provides for modification of selection criteria as necessary based on the performance of candidates or employees.

Project research findings identify the need for a recruiting plan and program that obtain the right person for the right purpose from a wide variety of sources and using a number of different approaches.

ROLE TRAINING

As noted earlier, Project research identified the need for the development of training for key criminal justice system personnel that emphasized their various roles.

As part of the Project development effort, such role training programs were designed, tested and produced for appropriate police, judicial process and corrections personnel.

These programs were designed to develop the desired attitudes and behavior necessary for successful role performance. The program utilizes an instructional approach that causes the student to be an active, involved participant in the learning process thus enhancing the probability by developing the desired attitudes or behavior.

The programs are designed to emphasize that society is supposed to

be the prime beneficiary of criminal justice system activities. In addition, the programs emphasize that individuals employed by criminal justice system agencies or components must view themselves as functioning within a system that has some common objectives.

The role training programs were designed so that instructors and students receive the same training materials in order to enhance a common understanding. Program organization provides a core of role concepts, supported by examples relevant to each role. The programs are structured, however, to permit simple adaptation to a local environment or integration into present training programs.

Recommendations are also made concerning program implementation, including desirable class size, instructor-student ratio, instructor qualifications, instructional time, use of audio visual aids, preparation for training, conduct of the training, and applying role training on the job.

I. INTRODUCTION

The social upheaval in the United States during the 1960s placed severe demands on the nation's criminal justice system. It became apparent that:

- crime was increasing at a rate greater than the population
- too many crimes were undetected by the police
- the clearance rate for crimes detected by the police was too low
- there were conflicts raised by the demands for protection of various Constitutional rights
- there were major delays in the judicial process
- inadequate attention was too often given to cases in the judicial process
- conditions at most correctional institutions were unsatisfactory
- recidivism rates were too high.

As a result of these related problems, a number of improvements to the criminal justice system and its components were proposed or initiated. Among these proposals or efforts, none received greater attention than the "upgrading" of criminal justice personnel. Unfortunately, there was wide disagreement on what this term meant. To some, this required increasing the quantity of

personnel; to others, it meant improving the quality of personnel; and to others, it meant upgrading both quantity and quality. Specific actions initiated to upgrade personnel included:

- increasing the numbers of existing positions
- adding new types of positions
- increasing the education and training for operational positions
- providing better pay to operational positions
- providing better information to each position
- providing better equipment and facilities to each position
- improving coordination among positions
- allocating personnel to critical assignments
- improving the organization of personnel
- improving the performance evaluation of personnel.

It became obvious, as implementation of these suggestions began, that no clear agreement existed as to what each position in the criminal justice system really did--or should do!

If this were true, then it was really impossible to reliably determine personnel:

- knowledge, skill, and attitude requirements
- information needs
- equipment or facility needs
- classification, organization, resource allocation, or performance evaluation techniques.

Thus, although the extent and complexity of antisocial behavior and crime in the United States were fairly well known, there was considerable disagreement about the most desirable way to handle these problems. In addition, personnel requirements for resolving these problems were unclear. Further, the diffusion of responsibility among extensive and varied organizational elements in different branches, levels, and units of government complicated problem resolution.

In recognition of these difficulties, a number of efforts were initiated to help bring the problem into focus. These efforts

included the following:

- 1964: The California Peace Officers Association identified the need to analyze the role of police in modern society as a basis for developing improved education and training programs.
- 1966: The President's Commission on Law Enforcement and Administration of Justice adopted a number of recommendations on criminal justice goals, techniques, organization, and personnel.
- 1967: The U.S. Bureau of the Budget developed a plan for construction of a consolidated training facility for all federal law enforcement agencies that would include a core curricula.
- 1968: The Western Interstate Commission on Higher Education (WICHE) initiated the development of a plan to improve the provision of needed law enforcement training in common tasks in the western United States.
- 1968: The American Justice Institute (AJI) initiated the design of a method for identifying the desired role of the police.
- 1968: The California Commission on Peace Officer Standards and Training (POST) developed a proposal for the comprehensive evaluation and identification of desired police selection, education, and training requirements through the use of methods developed by WICHE and AJI.
- 1969: The California Council on Criminal Justice (CCCJ) suggested the expansion of the POST proposal to include judicial process and corrections selection, education, and training requirements.

These efforts recognized that crime reduction and the provision of justice in the United States was primarily a responsibility of state and local governments. Further, it was evident that six key positions in the criminal justice structure were basically charged with the direct interaction and decision making involving crime victims, witnesses, suspects, defendants, jurors, and offenders. These key positions are the *police officer, prosecuting attorney, defense attorney, judge, caseworker, and correctional worker.*

Thus, it appeared logical that the greatest promise for increasing the effectiveness of the criminal justice system involved improving the performance of these six key positions as individuals and as participants in a system. In addition, the general public should be involved to a much greater extent in avoiding criminal acts and assisting in the entire criminal justice process.

Of course, before any improvement can be made, a desired direction must be established. This requires identification of appropriate roles, tasks, and performance objectives for appropriate criminal justice positions. Further, careful selection, education, training, and performance evaluation of these personnel are needed in relation to these identified roles, tasks, and performance objectives. Finally, education of the public is necessary so they may participate more usefully in achieving identified objectives.

PROJECT STAR DESCRIPTION

All of the above activities and findings led to the development of a proposal by the California Commission on Peace Officer Standards and Training called Project STAR (an acronym for System and TraininAnalysis of Requirements for Criminal Justice Participants).

In 1969, Project STAR was identified as a major priority of the California Council on Criminal Justice and discussions were initiated with the Law Enforcement Assistance Administration of the U.S. Department of Justice concerning Project conduct.

Ultimately, these discussions led to the expansion of the Project concept to include additional representative States. Finally, in May of 1971, necessary funds were granted and contracts executed for the initiation of Project STAR.

Purpose

Project STAR was designed for the purpose of:

developing attitudes and behavior which will enable criminal justice personnel and the public to achieve the goals and objectives of the criminal justice system more effectively.

Objectives

Project objectives were:

- To identify roles, tasks, and performance objectives for appropriate criminal justice positions.
- To develop and test training programs for these criminal justice positions that address needs not satisfied by existing training programs.
- To develop educational recommendations for these criminal justice positions and the public that address needs not satisfied by existing education programs.

- To develop selection criteria and recruiting strategies related to knowledge, skill, and attitudes needed for these criminal justice positions and not currently in use.
- To develop a technique for assessing the impact of social trends on the criminal justice system.
- To develop an implementation plan for all Project end products.

Organization

The Project research development effort has involved the U.S. Department of Justice, Law Enforcement Assistance Administration; criminal justice planning agencies and operational agencies in four states (California, Michigan, New Jersey, and Texas); and the California Commission on Peace Officer Standards and Training. The American Justice Institute (with assistance from System Development Corporation, Field Research Corporation, and special consultants) was selected through competitive procurement to be responsible for conducting the research and development effort.

Project STAR was governed by a National Advisory Council and Advisory Councils in the participating states composed of representatives from the criminal justice system, the public, higher education, and local and state units of government. In addition, resource groups representing police, judicial process, corrections, and education and training have been involved since Project inception.

A total of some 1500 agencies and 6000 individuals have participated in the Project. A listing of Project Advisory Councils, Resource Groups, and staff is provided in Appendix A.

Funding

Financial support for the \$2.5 million Project was provided by Law Enforcement Assistance Administration discretionary funds (32%), state criminal justice planning agency action grant funds (29%), California Commission on Peace Officer Standards and Training agency funds (28%), and in-kind contributions from state and local criminal justice agencies (12%).

Term

The Project research and development effort began in May of 1971 and ended in December of 1974.

Criminal Justice Positions Involved

The Project research and development effort focused on the criminal justice system positions of *police officer, prosecuting attorney, defense attorney, judge, caseworker, and correctional worker.*

REPORT CONTENTS

This report contains the major findings of Project STAR research on criminal justice roles, tasks, performance objectives. In addition, the report summarizes the findings of research into present criminal justice system education and training programs.

The report also contains recommendations developed as a result of analysis of research results. Recommendations are made in the areas of education for the operational positions involved and the public; as well as training, selection, and recruiting for operational personnel.

Finally, the report includes a description of the method used for the overall Project STAR research and development effort.

It will be noted that a minimum of statistical data is presented in this report. This was purposely done to make the report more readable and since much of the supporting statistical data is contained in other Project reports. In addition, detailed statistical support for all Project findings is available as part of the Project history.

It is anticipated that some readers will feel that many of the Project STAR research findings are not new. Yet, never before have the roles, tasks and performance objectives of the major positions in all components of the criminal justice system been derived in such an empirical and systematic way. In addition, such evidence provides the best possible basis for developing necessary selection, education and training programs for these positions. Further, the data presents an excellent basis for developing and using appropriate performance measurement techniques.

Project STAR will not solve all of the problems in the criminal justice system. However, it provides an excellent basis for considerable improvement in the achievement of the purposes for which the criminal justice system was created in the United States - the difficult combination of order, justice, freedom and individual satisfaction.

II. METHOD

The purpose and design of Project STAR required a comprehensive and carefully executed research and development method. In recognition of this requirement, the general technical approach designed and used for the Project STAR research and development effort involved the use of a variety of research methods, including search of the literature, analysis of social trends, survey techniques (i.e., interviews and questionnaires), field observation, expert opinion, and experimental design.

Project STAR was designed so that initial effort was focused on the identification of criminal justice roles, tasks, and performance objectives. Existing education and training programs were then reviewed to identify where education and training needs were not being fulfilled. Finally, selection criteria, education recommendations and training programs were developed on the basis of these research findings.

Figure 1 provides a summary of how this general technical approach was organized and executed.

This chapter contains a description of how this overall approach was designed and implemented, including the development of the Project conceptual design and the conduct of the research. In addition, the process used in identifying roles, tasks, and performance objectives and developing Project end products is described.

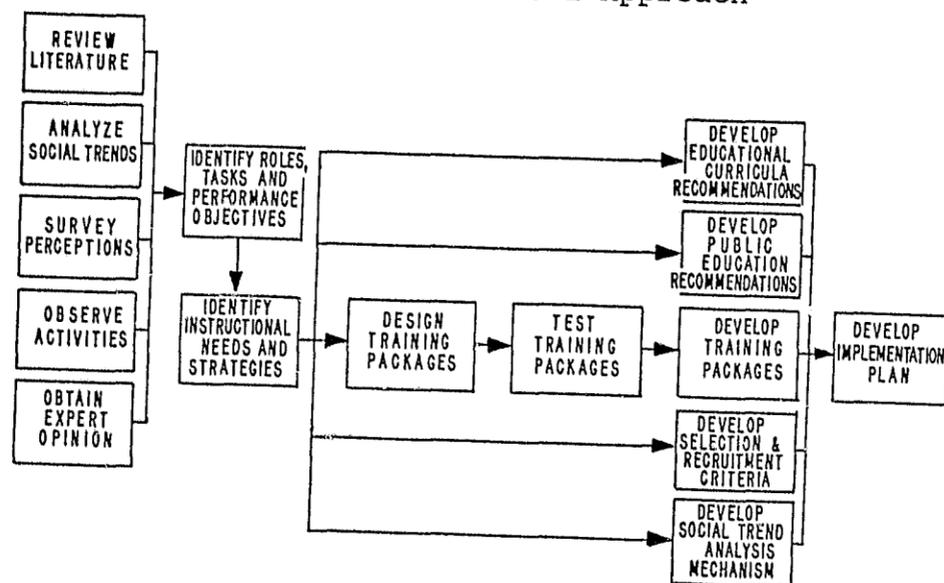
CONCEPTUAL DESIGN

Prior to initiating the Project STAR research and development

effort, relevant literature was searched and expert opinion was sought in order to develop a thorough conceptual design for the Project.

Figure 1

General Technical Approach



Search of the Literature

First, the literature on criminal justice system purpose, organization, and function in the United States was searched to identify the design and results of other research efforts in the areas of criminal justice roles, tasks, performance objectives, selection, education, training, and performance measurement.

Second, the literature on research methodology was searched to obtain needed information on research design and procedures for use in Project STAR, including:

- role theory
- task analysis
- literature searches
- survey research
- observation
- expert opinion
- experimental design.

Third, literature on performance measurement was searched to identify techniques for developing and using performance objectives as a basis for:

- developing education curricula and training programs

- measuring student performance during the education and training process
- measuring student performance in an operational environment.

Fourth, literature on learning theory, instructional methods, and instructional media was searched to develop the framework for developing Project education recommendations and training programs.

Fifth, literature on criminal justice selection criteria and recruiting strategies was reviewed to provide a basis for developing Project recommendations in this area.

The literature search identified the existence of considerable variation and overlap of meaning for terms such as goal, role, purpose, function, task, activity, process, duty, responsibility, objective, selection, education, and training.

It was also determined that the focus of the other research was on individual positions or components of the criminal justice system rather than on the system as a whole.

In addition, even if terms could be interpreted to have a reasonably common meaning or if a system emphasis were found, wide variation of opinion and interpretation was found concerning what roles or tasks were appropriate for the criminal justice system or positions.

Further, the literature reflected a considerable gap between what roles or tasks were "ideal" and what could be achieved in "reality."

Finally, wide differences of opinion were found concerning appropriate selection, education, training, and performance measurement to enable the criminal justice system or its personnel to fulfill desired roles, tasks or objectives.

Position Papers on Future Roles

As part of the effort to develop the conceptual design for Project STAR, three leading scholars in the field of criminal justice prepared a summary of their personal thoughts on the future roles of appropriate positions in the criminal justice system.

Position papers were prepared by Professor James Q. Wilson of Harvard University on uniformed policemen; Professor Daniel Glaser of the University of Southern California on case workers and correctional officers; and Professor Ernest J. Friesen of the University of Denver on prosecutors, judges, and defense attorneys.

Each scholar was encouraged to be as creative as possible

based upon his years of experience, without trying to document or reference his position in detail. Each author was provided a list of the following five dimensions for possible incorporation in his papers:

- anticipated modifications to present criminal justice services
- potential improvements in crime prevention, law enforcement and rehabilitation
- new dimensions of work responsibility which may emerge as a result of changing social, economic and political trends
- projections of trends that are clearly underway at this time which may already impinge on the roles and training of operational criminal justice personnel
- projection of anticipated trends which may be further in the future but may be the result of basic societal changes now in evolution.

Papers submitted by each author were analyzed for information useful in developing Project conceptual design. In addition, these papers were distributed in draft form to Project advisory councils and funding agencies for general information. Ultimately, the papers were incorporated into a Project STAR working document that was delivered to the California Commission on Peace Officer Standards and Training.¹

DEFINITIONS

Definitions established for Project STAR were in the areas of role, task, and performance objective; criminal justice positions; education and training; and selection criteria and techniques. Major definitions adopted for Project purposes were as follows:

Role, Task, and Performance Objective

Role

The personal characteristics and behavior expected in a specific situation of an individual occupying a position.

Task

An activity to be accomplished within a role and which usually involves a sequence of steps and which can be measured in relation to time.

¹James Q. Wilson, Ernest C. Friesen, and Daniel Glaser, Project STAR, American Justice Institute, Future Roles of Criminal Justice Personnel: Position Papers (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, 1974.

Performance Objective

A statement of operational behavior required for satisfactory performance of a task, the conditions under which the behavior is usually performed, and the criteria for satisfactory performance.

Criminal Justice Positions

Police Officer

Police patrolmen or deputy sheriffs (sworn, full-time, uniformed) who are responsible for basic, primary police functions. This includes automobile and foot patrol officers who respond to calls for assistance and who are also responsible for enforcement of observed violations of law.

Prosecuting Attorney

Officially appointed or elected attorneys responsible for primary prosecution of persons alleged to have violated state, county, or local laws or ordinances.

Defense Attorney

Public defenders and, in those jurisdictions not served by a public defender, those private defense attorneys who are appointed by the court to represent persons economically incapable of securing private defense counsel.

Judge

Judges in trial courts who have jurisdiction over felony and misdemeanor criminal cases, including juvenile courts, but excluding appellate responsibilities.

Caseworker

(1) Full-time probation officers assigned to presentence/probation investigation or caseload supervision responsibilities for juvenile and adult, felony and misdemeanor cases, serving trial court judges, including juvenile judges.

(2) Full-time parole officers assigned parole plan development responsibilities or caseload supervision of parolees.

Correctional Worker

Full-time custodial personnel staffing local and state correctional facilities which serve either adult, youthful, or juvenile offenders. This position title includes deputy sheriffs staffing jails and camps; correctional officers in

state adult correctional institutions and camps; youth counselors in youth institutions; and group supervisors or other custodial personnel in juvenile halls.

Education and Training

Education

The acquisition and use of values, intellectual skills, basic knowledge, and understanding of concepts or relationships which enhance independent action.

Training

The acquisition and use of operational knowledge, physical and communication skills, and habits which relate to the performance of structured tasks.

Learning

A process of developing or changing behavior.

Selection Criteria and Techniques

Selection

The criteria and procedures required to employ, prepare, assign and retain personnel in the criminal justice system who can successfully perform - or develop the capacity to perform - the desired roles, tasks, and performance objectives of a given position.

Recruiting

The policies and techniques used to identify and interest individuals who apparently met the desired criteria for selection as employees of the criminal justice system.

Knowledge

The possession of information and understanding concerning a particular subject.

Aptitude

The capacity for learning.

Skill

The ability to use knowledge competently and readily.

Ability

The capacity for doing.

Attitude

A feeling of emotion about a situation or state of being.

Values

Elements of relative importance.

INITIAL OBSERVATIONS

Upon the initiation of Project STAR research in May of 1971, Project staff visited representative criminal justice agencies to make preliminary observations on the activities of the positions included in the study.

Purpose of Observations

These observations were conducted in order to identify obvious similarities or differences of roles among agencies or positions and to provide a basis for developing the initial data collection design, forms, and procedures.

Scope of Observation

In accordance with predetermined criteria, the Project STAR National Advisory Council selected the following 11 California agencies for participation in the initial observation activities:

Police

Monrovia Police Department
Pomona Police Department
San Luis Obispo County Sheriff's Department
Santa Monica Police Department

Judicial Process

Los Angeles County Justice Court
Los Angeles County Municipal Court
Los Angeles County Superior Court

Corrections

California Department of Corrections - Parole Unit (Ontario)
California Department of Corrections - Institution for Men (Chino)
Los Angeles County Probation Department
Riverside County Jail

Method of Observation

Each staff member was provided with open-ended forms and procedures to collect preliminary data on:

- situations involving various positions
- roles, functions, or tasks involving various positions
- expectations that various individuals held concerning the behavior of various positions in various situations, roles, functions, or tasks identified.

After making necessary arrangements with each agency selected, one or more Project staff members visited each agency at least once during the period of May 20 - July 1, 1971. Various units or field locations of each agency were visited as appropriate.

Each staff member was introduced by an agency representative as a researcher and all personnel were requested to cooperate to the fullest extent possible. Staff then accompanied agency personnel during their activities, recording data as they went.

Results of Observation

Analysis of data collected reflected dramatic variation among agencies and individuals on definition of terms; relationships between situations, roles, functions, tasks, and positions; and anticipated behavior.

As had been anticipated in the Project design, this data was so disjointed and contradictory that it could only be used as the basis for developing forms and procedures for conducting a series of structured interviews.

INITIAL INTERVIEWS

Based upon the findings of the initial observation phase and with the concurrence and assistance of the Project National Advisory Council, Project staff designed and conducted a series of structured interviews with representative positions in representative agencies.

Purpose of Interviews

These interviews were conducted in order to identify specific situations and expectations involving each position included in the study so that detailed research design, instruments, and procedures could be developed.

Scope of Interviews

In accordance with predetermined criteria, the Project National Advisory Council selected the following 17 representative California agencies for participation in the initial interview activities:

Police

Oroville Police Department
Los Angeles Police Department

Santa Clara County Sheriff's Department
Santa Monica Police Department

Judicial Process

Sacramento County District Attorney's Office
Sacramento County Municipal Court
Sacramento County Public Defender's Office
Santa Clara County District Attorney's Office
Santa Clara County Public Defender's Office
Santa Clara County Superior Court

Corrections

California Department of Corrections - Deull Vocational Institution
California Department of Corrections - Parole Unit (Oakland)
California Youth Authority - Northern California Youth Center
California Youth Authority - Parole Unit (Long Beach)
Tulare County Probation Department
San Diego County Probation Department
San Joaquin County Jail

A sample of 353 persons involved with these criminal justice agencies in various ways were interviewed by Project staff. Included in this group were operational criminal justice personnel from various components, levels, and organizational types; public administrators; victims; defendants; offenders; and jurors. Table 1 contains a distribution of interview participants by their classification.

The interviews lasted for an average of 1-1/2 hours per respondent, with the shortest interview being of 35 minutes duration and the longest requiring 3 hours.

Method of Interview

Each staff member was provided with an interview kit containing a description of the Project, key definitions, data recording standards, introductory remarks, diagrams showing position interactions, structured questions, data recording forms, and agency interview schedules.

The interviewers went to the preselected agencies where arrangements had been made in advance for operational and supervisory level individuals to be interviewed. Upon making contact with the operational respondent, the interviewer described the purpose of the interview, showed the respondent the diagram related to his position, and asked the respondent to identify a "typical working contact" with another position in the criminal justice system with whom he interacted.

Upon recording a description of the situation in each contact, the interviewer then asked the operational respondent to

Table 1
Initial Interview Participants

PARTICIPANT CLASSIFICATION	NUMBER
<u>Police Officer:</u>	83
Patrolmen/Deputy Sheriffs	12
Sergeants	3
Lieutenants	1
Captain	
<u>Prosecuting Attorney:</u>	30
Deputy District Attorney	
<u>Defense Attorney:</u>	23
Deputy Public Defender	
<u>Judge:</u>	2
Municipal Court	3
Superior Court	
<u>Probation Officer:</u>	24
Adult	23
Juvenile	8
Juvenile (Institutional)	2
Supervisors (Adult/Juvenile)	
<u>Parole Officer:</u>	15
Adult	7
Juvenile	4
Supervisors	
<u>Correctional Worker:</u>	
<u>Prison</u>	14
Correctional Officers	5
Sergeants	1
Lieutenants	
<u>Youth Institution</u>	17
Youth Counselors	4
Treatment Team Supervisors	
<u>County Jail</u>	16
Deputy Sheriffs	3
Sergeants	
<u>Juror:</u>	6
Municipal Court	5
Superior Court	
<u>Defendant:</u>	1
Acquitted	2
Pre-Trial	
<u>Offender:</u>	5
County Jail Inmates	7
Prison Inmates	5
Adult Probationers	
<u>Public Administrators:</u>	2
County Supervisors	2
County Administrators	1
City Councilmen	2
City Managers	
<u>Victims:</u>	10
City	5
County	
TOTAL	353

describe what he thought that the person in the other position should do and should not do in that situation.

After recording appropriate expectations for the initial situation identified, the interviewer repeated the question to identify more situations and expectations for the same position. Then, the interviewer asked the operational respondent to identify situations and expectations for additional positions with whom he interacted and for his own position.

After gathering as much data on situations and expectations from each operational respondent as possible, the interviewer then asked the respondent for any general comments he desired to make concerning any position discussed.

Supervisory level individuals were asked a somewhat different set of questions, with the emphasis on what they expected of their subordinates in various situations involving other criminal justice positions, suspects, offenders, or the general public.

Results of Interviews

Data gathered during these interviews were then transferred from the original data collection forms onto 3"x5" index cards containing one expectation per card that one criminal justice position had of another criminal justice position (including his own) in a specific situation.

These index cards were then sorted into similar categories and groups by position, situation and expectation. Each category and group of cards was then reviewed to eliminate obvious duplicate or irrelevant items. Table 2 shows the distribution for the 5,684 resulting expectations that the respondents had of each position.

Table 2

Distribution of Initial Interview Expectations

POSITION	EXPECTATIONS
Police Officer	1,158
Prosecuting Attorney	558
Defense Attorney	783
Judge	1,195
Probation Officer	695
Parole Officer	658
Correctional Worker	637
TOTAL	5,684

SOCIAL TRENDS ANALYSIS

Project STAR designers recognized the existence of several key factors that necessitated an assessment of social trends and the development of a mechanism for continued evaluation of these trends. These factors included the rapid rate of contemporary social change, the uncertainty of the impact of these trends on criminal justice system roles and their associated implications for criminal justice system education and training now and in the future.

Consistent with this requirement, Project STAR developed a report on the potential impact of social trends on crime and criminal justice during the period 1970-1990 using the following methods:

- opinion of qualified experts
- analysis of historical trend data
- linear extrapolation of trends.

No original trend data were generated for the study. All trends described herein were found in the available literature or raw data available from the government.

Forecasts are based on probabilities, not certainties. The basic assumption underlying all extrapolations of trends is that the trends will probably continue. Of course, this is not always the case. Trends come to an end and are replaced by other trends. However, a trend that has persisted for over 500 years has a higher probability of continuing than a trend that is only 50 years old.

In addition, the present is a period of rapid change. This suggests that some long-range trends may be reaching their end, that significant new trends may be emerging or that some long-range trends may be in a period of fluctuation.

Further, trends do not continue unopposed. Such reactions to trends may slow down their development and even reverse trends for a period of time. The significant thing about long-range trends is that they persist despite such opposition.

Nevertheless, the purpose of this comprehensive analysis developed for Project STAR was to use the best evidence available and anticipate future selection, education and training requirements for criminal justice system personnel.²

²Perry E. Rosove and Charles P. Smith, Project STAR, American Justice Institute, The Impact of Social Trends on Crime and Criminal Justice, Sacramento, California: Commission on Peace Officer Standards and Training, September, 1974.

DETAILED SURVEY RESEARCH DESIGN

Upon completion of the conceptual design and the array of data resulting from the initial interviews, Project STAR staff initiated the development of a detailed research design to conduct the formal surveys of expectations that representative samples of criminal justice personnel and the public had of relevant criminal justice personnel in specific situations.

The resulting document³ included the following design elements for the survey:

- purpose
- end products desired
- data required
- key definitions
- survey instrument configuration and development
- sampling design and procedures
- survey administration design
- data processing design and methods
- data analysis techniques.

This detailed research design was adopted by the Project National Advisory Council on November 10, 1971.

SURVEY OF OPERATIONAL PERSONNEL

Upon adoption of the detailed research design, Project STAR staff initiated the formal survey of operational criminal justice personnel.

Purpose of Survey

This survey was conducted as the basis for a preliminary identification and description of the various roles of relevant criminal justice personnel and to identify appropriate education, training, and personnel selection needs.

Development of Survey Instrument and Procedures

The detailed research design for the survey of operational criminal justice personnel indicated that a questionnaire should be administered to gather the necessary data. Pursuant to the questionnaire design and development procedure specified in the research design, a preliminary questionnaire was

³Project STAR, American Justice Institute, Survey of Role Perceptions for Operational Criminal Justice Personnel: Preliminary Research Design (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, November 3, 1971.

developed from the 5,684 expectations of criminal justice positions in specific situations that were collected during the initial interviews.

Preliminary Purge of Situations and Expectations

These situations and expectations were reduced in number through eliminating or rewording situations and expectations that met the following criteria:

- duplicate situations within any single position
- duplicate expectations within any single situation
- over-generalized situations or expectations (e.g., "the lid came off and I thought it was out the window")
- situations or expectations that contained language unique to a particular position or locale (e.g., "when we go 10-8, I expect my partner not to have a 415 mouth")
- situations or expectations that involved profanity.

Considerable care was taken to assure that this process did not eliminate - or change the meaning - of important situations or expectations. This process resulted in a total of 149 situations and 1,679 related expectations.

Question Item Development

The remaining situations and expectations were then organized into a series of questions in accordance with a format specified in the research design.

The format provided the respondent with the opportunity to rate, on a five point scale, the "desirability" and "probability" that any specific expectation would occur in relation to any specific situation.

The questionnaire format also provided for questions dealing with demographic data and opinions on some criminal justice issues, values and goals.

Preliminary Pretest of Questionnaire

A preliminary questionnaire was then prepared from these remaining situations and expectations and in accordance with the format specified in the research design⁴.

⁴Project STAR, American Justice Institute, Survey of Role Perceptions for Operational Criminal Justice Personnel: Preliminary Questionnaire (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, November 21, 1971.

In December, 1971, this preliminary questionnaire was then pretested on a group of 30 individuals, including Project staff and individuals from operational criminal justice agencies and universities, who were selected because of their combination of experience in criminal justice operations, research methodology, role theory, and education and training.

Pretest of Questionnaire and Procedures

Based upon the analysis of respondent comments and response patterns on the preliminary pretest questionnaire, some questionnaire items were eliminated or revised and the format was refined.

The remaining questionnaire items were then put into the revised format and a pretest instrument was produced⁵.

This pretest questionnaire was then administered in late December of 1971 to a sample of personnel in 106 agencies representing the criminal justice system positions involved in Project STAR.

The sample was selected in accordance with procedures included in the research design. Table 3 shows the distribution of respondents by position type.

Table 3

Pretest Questionnaire Respondents: By Position

<u>POSITION</u>	<u>NUMBER OF RESPONDENTS</u>
Police Officer	22
Prosecuting Attorney	13
Defense Attorney	16
Judge	10
Probation Officer	16
Parole Officer	13
Correctional Worker	<u>16</u>
TOTAL	106

Development and Adoption of Final Questionnaire

The responses to the pretest were processed in accordance with the statistical techniques identified in the research design. The results of this effort and any comments made

⁵Project STAR, American Justice Institute, Survey of Role Perceptions for Operational Criminal Justice Personnel: Pretest Questionnaire (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, December 15, 1971.

by pretest respondents and survey administrators were analyzed by Project staff.

Based upon this analysis, Project staff developed a final draft questionnaire containing questions on criminal justice system goals, issues, values, and expectations.⁶ A total of 566 statements describing behavior that might be expected of various criminal justice positions in specific situations were included in the questionnaire.

This final draft was reviewed, refined somewhat, and adopted by the Project National Advisory Council in January of 1972.

In order to permit efficient survey administration and data processing, the final questionnaire was then printed in a form that enabled the use of optical scanning techniques for item scoring.⁷

Development of Survey Administration Procedures

The research design provided for the administration of the survey by personnel employed by participating agencies with the assistance of Project staff. In recognition of the need for consistent and efficient procedures to administer the questionnaire, a detailed survey administrator's manual was developed.⁸

This manual contained information on survey purpose and a description of questionnaire development and content. It also provided detailed instructions and materials for survey administration, including selection of respondents; distribution, collection, and disposition of questionnaires; and reporting responsibilities.

⁶ Project STAR, American Justice Institute, Survey of Role Perceptions for Operational Criminal Justice Personnel: Final Draft Questionnaire (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, January 11, 1972.

⁷ Project STAR, American Justice Institute, Survey of Role Perceptions for Operational Criminal Justice Personnel: Questionnaire, Sacramento, California: Commission on Peace Officer Standards and Training, February 1, 1972.

⁸ Project STAR, American Justice Institute, Survey of Role Perceptions for Operational Criminal Justice Personnel: Survey Administrator's Manual, Sacramento, California: Commission on Peace Officer Standards and Training, February, 1972.

Survey Administration

Selection of Representative Respondent Sample

Selection of a representative sample of respondents from all criminal justice system components was made in each participating State in accordance with the following procedures established by the research design:

- random selection of participating counties
- random selection of criminal justice system agencies within selected counties
- identification of quantity and type of personnel required in each agency selected
- random selection of respondents in each agency.

Selection and Training of Survey Administrators

Upon the confirmation of willingness to participate by those agencies selected during initial sampling efforts, a total of 251 role perception survey administrators were recruited from criminal justice system agencies involved in the survey.

Early in February 1972, fifteen one-day training sessions for survey administrators were conducted in the four States. Each survey administrator was given a manual of instructions for respondent selection and survey administration, an adequate supply of questionnaires and forms, and the telephone number of a Project staff member assigned to each State.

Questionnaire Distribution, Collection, and Disposition

During February and April, 1972, survey administrators in each State randomly selected respondents in each agency from a roster of personnel according to the previously agreed upon procedure to ensure random selection. The procedure afforded the opportunity to select an alternate respondent to replace those selected initially, but who were unavailable.

The survey administrator then delivered the questionnaire to the individual selected and explained its purpose and the method for completion.

At a predesignated time, the survey administrator then picked up the completed questionnaire from the respondent in a sealed envelope. In turn, the questionnaire was mailed to a central location for optical scanning.

This procedure assured the respondents of the confidentiality of their responses, allowed the staff to predict within narrow limits the date upon which all responses would be returned, and assured a very high percentage of return from the respondents.

As will be seen in Table 4, a total of 1,148 agencies were involved in the survey. Of those 3,849 individuals selected from these agencies in the sampling procedure, 3,432 (or 89.2%) completed the questionnaire. It should also be noted that the average time of completion for the questionnaire was 3.41 hours.

Table 4

Summary of Responses to Survey of Operational Personnel

STATE	AGENCIES SURVEYED	QUESTIONNAIRES DISTRIBUTED	QUESTIONNAIRES COMPLETED	RESPONSE PERCENTAGE
California	340	1328	1266	95.3
Michigan	211	800	677	84.6
New Jersey	238	861	743	86.3
Texas	359	860	746	86.7
TOTAL	1148	3849	3432	89.2

Processing of Completed Questionnaires

Upon receipt at the central location, each questionnaire was audited by Project staff to ensure that it was ready for processing. Each questionnaire was then optically scanned and the responses were recorded on magnetic tape.

The tapes were sent to a computer facility for processing on high-speed electronic computers using predetermined statistical programs. Printouts of survey results were provided to Project staff for analysis.

Survey Results

Respondent Characteristics

As can be seen from Table 5, 55% of the respondents were police officers, 14% were involved in the judicial process, and 32% were involved in corrections.

As reflected in Table 6, all types of operational criminal justice system agencies in the participating States were represented in the survey.

Frequency Distribution of Responses

The numbers and percentages of responses to this survey were distributed to Project Advisory Council members in

Table 5

Responses to the Survey of Operational Personnel: By Position

POSITION	RESPONDENTS	
	NUMBER	PERCENT
Police Officer	1877	55
Prosecuting Attorney	179	6
Defense Attorney	85	3
Judge	186	5
Caseworker	385	10
Correctional Worker	720	21
Total	3432	100

Table 6

Responses to the Survey of Operational Personnel: By Agency Type

AGENCY TYPE	RESPONDENTS	
	NUMBER	PERCENT
Municipal Police	1469	43
County Sheriff	353	10
State Police	60	2
City Attorney	3	1*
District Attorney	130	4
County Attorney	47	1
Public Defender	49	1
Private Law Firm	29	1*
Defender's Association	7	1*
Superior, District or Circuit Court	84	2
Municipal or County Court	98	3
Juvenile Court	16	1*
Juvenile Probation	146	4
Adult Probation	126	4
State Youth Training Institution	149	4
State Prison	263	7
Local Juvenile Detention Facility	120	3
Local or County Jail	184	5
Juvenile Parole System	22	1*
Adult Parole System	77	2
TOTAL	3432	100

* Less than 1%

April 1972.⁹ This frequency distribution is contained in a somewhat modified form in Volume III of this series on role performance and the criminal justice system.

Statistical Tests

Statistical tests were run on the data to determine the appropriate levels of significance and representativeness.

Correlation of Responses

Each response was correlated with other responses and appropriate relationships were identified and interpreted. It was these relationships that provided the foundation for role identification.

Preliminary Identification of Roles

The Project definition of "role" suggests that a role could be described by sets of expectation statements which are associated in people's minds with a person performing the duties of a position. Expectations in the survey questionnaire were evaluated by respondents on five-point scales of desirability and probability. It was determined that analysis of responses should focus on the ratings on "desirability" of occurrence since this reflected what people felt should be done rather than what was done.

Statistical Tool Used

In order to identify appropriate sets of expectation statements, the statistical procedure called "factor analysis" was used. This procedure was chosen because it:

- is recognized in research literature as well suited for the discovery of concepts
- extracts questionnaire responses that share common meaning for questionnaire respondents
- minimizes the bias of non-scientific opinion
- reduces a large number of operational indices (expectation statements) to a smaller number of conceptual variables (roles)
- enables causal relationships to be separated from large numbers of observed cases

⁹Project STAR, American Justice Institute, Survey of Role Perceptions for Operational Criminal Justice Personnel: Data Summary (Working Document); Sacramento, California: Commission on Peace Officer Standards and Training, April 21, 1972.

- gives a broad sense of consensus on roles (arising from judgments expressed by respondents in completing questionnaire items).

Technique

The specific technique for deriving preliminary roles was to determine which of the 566 expectation statements in the survey questionnaire administered to operational criminal justice respondents were associated in relation to a measure of desirability in the minds of the survey respondents.

By "associated," it is meant that respondents tended to give the same rating on the desirable-undesirable rating scale (from 1 to 5) on any combination of expectation statements indicating the existence of a general attitude which governed their response to several questions.

For example, here are two expectation statements from the police section of the questionnaire:

- Police officers should be capable of recognizing and handling persons with emotional disorders.
- Police officers should help resolve family problems in a way that will strengthen rather than weaken the family.

If individual respondents generally tended to agree with both statements, to disagree with both, or to be uncertain about both, it would indicate that responses to the two statements are associated or related. If no such pattern existed in the ratings, the responses would not be related.

When responses are related, the possibility of a general attitude toward the policeman's responsibility in dealing with emotionally disturbed persons probably governed respondent's answers to both questions. If other similar statements were also associated with these two, an assumption could be made that some type of role was indicated. This assumption would hold even though not all respondents agreed that the "role" is an appropriate or desirable role for police officers to play.

The research task then became one of ascertaining what the underlying meaning or common element was and to give it an appropriate title and description. For some groups of statements, this common element was easily ascertained and the indicated "role" could be described with little difficulty.

For other groups, the reason for the association of the statements in respondent's minds was not readily apparent and considerable insight and analysis were required to derive a satisfactory definition. A major advantage of the

mathematical process employed is its ability to bring together statements which have an underlying relation which might not be apparent if the statements were not viewed as a group.

Once the raw data was processed in accordance with the statistical routines, the resulting clusters of expectations were reduced in size and number through the elimination of clusters with a correlation score below a predetermined numerical level; the elimination of items within a cluster with a relevance score below a predetermined numerical level; and the elimination of remaining clusters that contained 3 or less expectation statements.

Role identifiers and descriptions then developed were an abstraction of the elements remaining in each cluster since research design specified that such remaining common elements tied the expectations together in the minds of the survey respondents and thus comprised a role.

SURVEY OF THE PUBLIC

Project design also called for a survey of public opinion and characteristics. Pursuant to this requirement, a survey of a representative sample of the adult and teenage public in California was conducted.

Purpose of Survey

The survey was designed to obtain public views on crime impact; criminal justice system issues, values, and effectiveness; and to determine if there were distorted perceptions on what roles were desirable for criminal justice personnel.

Development of Survey Instrument

The survey instrument was designed from the previously mentioned interviews and was consistent with the survey of operational criminal justice personnel. After a pretest of the survey instrument in December 1972, appropriate modifications were made and the interview guide was adopted by the Project National Advisory Council in January 1972.

Survey Sampling Technique

Field Research Corporation's Master Sample of California was used as a basis for randomly selecting a sample which included a representative number of people representing all geographic areas, socio-economic levels, ages, and ethnic groups.

Survey Administration

The survey, conducted during January and February 1972, involved trained interviewers employed by Field Research

Corporation. A total of 1,880 households were visited by field interviewers. Personal interviews were obtained with a representative sample of 811 adults aged 18 years and older and a sample of 126 teenagers aged 14-17. Public opinion survey responses were edited and coded by Field Research personnel. These responses were then keypunched and basic tabulations and statistical analyses of the data were obtained by computer processing at Field Research Corporation's central data processing facility.

Survey Results

After analysis of survey responses, Field Research Corporation submitted a draft report of findings in accordance with a previously designed format. This report on findings also contains a description of survey method, a copy of the survey instrument, and demographic data on survey respondents.

After review by Project staff, the report was put into final form and distributed to Advisory Council members in April 1972.¹⁰

Information contained in the report was analyzed to determine implications for selection, education and training of criminal justice system personnel and the public.

OBSERVATION OF OPERATIONAL PERSONNEL

In order to provide more depth to the research than was possible through search of the literature or survey research, a formal field observation phase was conducted as part of Project STAR.

Purpose of Observation

The purposes of the field observation phase were as follows:

- to provide confirmation of the preliminary roles derived from survey research
- to identify the tasks typically associated with performance of the role
- to provide information required for the development of the performance objective statements for both the focal position and the other criminal justice positions with whom there is interaction

¹⁰Project STAR, American Justice Institute, Public Opinion of Crime and Criminal Justice in California (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, April 15, 1972.

- to provide a valuable information resource for the future elaboration of the full descriptions of performance objectives and for use in developing knowledge, skill, and content requirements for training modules, education curricula, and public education programs.

Observation Design

The following design was developed and followed for the field observation.

Objectives

The field observation procedures were designed to accomplish three basic objectives:

- to obtain all the required information as completely, accurately, and quickly as possible
- to maximize interobserver reliability
- to minimize interference with the activities of the persons being observed.

The above objectives were met by carefully specifying and defining each element of the information to be obtained, designing appropriate forms on which the information could be entered, providing observers with necessary training and observation aids, and field testing the method prior to actual use.

Forms and Aids

A total of three forms and four aids were used during the field observation. A brief summary description for each form and aid is provided below.

Form #1: Data Collection Form--This form was used to record a narrative description of the activities observed. Each incident observed was then associated with the appropriate role and task. Other pertinent information was also recorded (e.g., comments by the subject under observation, other personnel involved in the activity, risk involved, guidance received).

Form #2: Role/Task Matrix--This form provided a tally sheet for checking the roles and tasks observed in each positional activity. The observed role/task relationships were also indicated in the matrix.

Form #3: Preliminary List of Tasks--The observed individuals and their supervisors reviewed a preliminary list of tasks developed by Project staff from the literature and from earlier Project data and suggested needed modifications and additions.

Aid #1: Basic Definitions--An alphabetical listing of the definitions of key Project terms.

Aid #2: Perceived Roles--This aid consisted of a description of each of the roles resulting from the analysis of the survey research data.

Aid #3: Activities to be Observed by Project STAR Personnel--A version of this form was provided for each type of agency to be visited. This aid was presented to appropriate personnel in the agencies surveyed to explain the purposes of the observers.

Aid #4: Task Definition List--This aid consisted of a preliminary list of distinct tasks compiled by the staff from literature data and from earlier Project data. Each task on the list was defined to maintain differentiation between similar tasks.

Pretest of the Field Observation Procedure

After a field test of the Project field observation procedures, forms, and aids was conducted, some procedures, forms, and aids were eliminated and the remaining procedures, forms, and aids, and data collection methods were modified as required.

Criteria for Selection of Agencies for Observation

Agencies to be involved in the observation phase were selected in accordance with the following criteria:

- high probability of the perceived roles and tasks being performed in the agency
- representation of different types of agencies (e.g., size, jurisdiction)
- typical operational demands in terms of area served and responsibilities
- no unusual incidents or situations taking place that would make the survey infeasible or the results atypical (e.g., large scale riots or disturbances, natural disasters, or major agency reorganizations).
- close proximity to other criminal justice agencies likely to be involved in the observation phase of the Project
- accessibility in terms of travel and housing for staff observers
- willingness of the agency to participate in the study.

Arrangement of Agency Participation

To facilitate all field data collection efforts within a criminal justice agency, Project STAR employed the following procedures:

- A preliminary list of criminal justice agencies to be visited was developed by Project STAR based on the agency selection criteria described above.
- The initial agency list was submitted to the Project National Advisory Council for their review and final approval.
- Those approved agencies were then contacted either by a representative of the California Commission on Peace Officer Standards and Training or by a member of the Project's National Advisory Council who was a representative of the criminal justice component to be studied. These individuals confirmed an agency's willingness to participate and indicated that a member of the Project staff would subsequently contact them to arrange mutually acceptable dates for visiting the agency.

Field Observation Process

The observation procedures followed a standard pattern in all agencies. Agency managers met with the observers to acquaint them with their agency, describe the general characteristics of the area served, and explain any special conditions or precautions to be followed by the observers.

The schedules of periods, locations, incidents, and persons to be observed usually were settled at the first meeting and were designed to enable the observers to see a representative sample of the work done by the agency.

Observers were then introduced to the persons they were to observe and the observers explained the Project briefly to the persons and answered any questions.

The management personnel in all the agencies visited were cooperative, helpful, and interested. The personnel observed were helpful and seemingly not disturbed by the presence of the observer. In general, Project staff were able to make their observations and record their information unobtrusively.

Field observation and interview of appropriate police, judicial process and corrections personnel were conducted during the period of July through December 1972.

Field Observation Results

A total of 25 agencies, 309 personnel, and 1,737.3 hours were

involved in this process.

The number of hours of observation and interview and the number of individuals observed and interviewed (by agency and position) are reflected in Tables 7, 8, and 9 for police, judicial process and corrections, respectively.

Table 7

Police Personnel Observed or Interviewed During Field Observation Phase

AGENCY	TOTAL	
	NUMBER	HOURS
Police Department		
Oroville	8	70.0
Sonoma	6	63.0
Chula Vista	18	140.0
Stockton	29	161.0
Sheriff's Department		
Santa Clara County	20	198.0
Los Angeles County	66	488.0
Total	147	1120.0

Table 8

Judicial Process Personnel Observed or Interviewed During Field Observation Phase

AGENCY	TOTAL	
	NUMBER	HOURS
District Attorney		
Los Angeles County	9	29.0
Santa Clara County	13	29.0
San Diego County	7	28.5
Shasta County	3	34.0
City Attorney		
Santa Monica	3	25.0
Torrance	2	22.0
Public Defender		
Los Angeles County	3	9.3
Santa Clara County	10	53.0
San Diego County Public Defenders, Inc.	7	31.0
Shasta County Public Defender (Private)	2	16.0
Total	59	276.8

Table 9

Corrections Personnel Observed or Interviewed
During Field Observation Phase

AGENCY	TOTAL	
	NUMBER	HOURS
Correctional Worker		
Deuel Vocational Institute	27	65
O.H. Close School for Boys	4	16
Sonoma County Juvenile Hall	2	3
San Diego County Jail	2	6
Orange County Jail	19	46
Caseworker		
San Diego Adult Parole	12	47
San Diego Youth Parole	10	43
Orange County Probation Department	13	57
Sonoma County Probation Department	14	57.5
Total	103	340.5

EXPERT OPINION

Assistance in all stages of the Project has been received from approximately 254 outside professional resources at all levels in the support and review of Project staff work. The major sources of this assistance, by estimated number of persons involved and type of contribution provided, are reflected in Table 10.

ROLE IDENTIFICATION PROCESS

Identification of appropriate roles for criminal justice positions included in Project STAR involved a complex series of interrelated activities.

Once the preliminary roles were identified through factor analysis of the expectations provided by California survey respondents in relation to any one position, the following analytical procedures were undertaken:

- factor analysis of the responses of operational criminal justice personnel from each of the other three States to the survey
- comparison of roles identified through factor analysis for any one position in each State with roles identified for any one position in all other involved states
- comparison of roles identified through factor analysis for any one position in each state through survey research with

Table 10

Professional Resource Support

RESOURCE	NO. OF PERSONS	CONTRIBUTION
Project STAR National Advisory Council	19	Final review and approval for all major efforts.
State Advisory Councils for Michigan, New Jersey and Texas	37	Review and recommendations for all major efforts.
Police, Judicial Process, Corrections and Education and Training Resource Groups	29	Review and recommendations for all major efforts in component fields.
Police, Judicial Process and Corrections Validation Committees in California, Michigan, New Jersey, and Texas	145	Review and recommendations for working reports in component fields.
Role Identification Review Panel (comprised of criminal justice operations, education, training, and role theory authorities)	5	Provision of an objective perspective on Project role identification procedures and content.
Special Consultants (from University of California at Los Angeles, University of Southern California, System Development Corporation, National Scanning, Inc., and Field Research Corporation)	8	Provision of technical support and recommendations concerning statistics, factor analysis, computer processing, optical scanning, public opinion polling, and questionnaire design.
California Commission on Peace Officer Standards and Training	3	Review and recommendations for all major efforts and assistance in all interaction with criminal justice agencies.

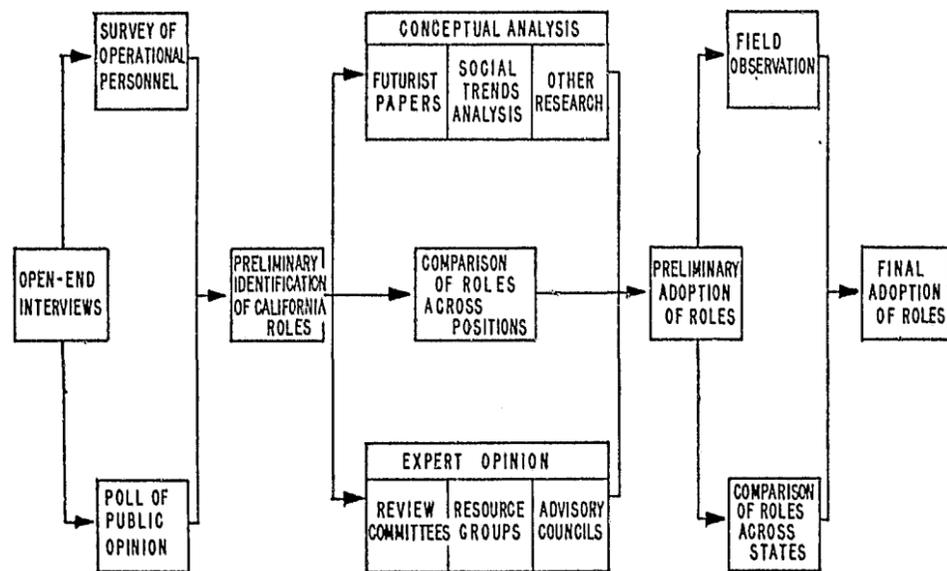
roles identified for all other positions in all other states through survey research

- comparison of data collected in the California public opinion poll with data collected in the survey of operational personnel in the four states
- field observation within positions across agencies
- comparison of field observation results across position and across agency
- comparison of roles identified through survey research and field observation with roles identified in the literature and in the social trends analysis
- review of roles identified by individuals and groups of substantive experts at all levels.

Figure 2 provides a visual display of how this process worked.

Figure 2

Role Identification Process



Roles for all positions were adopted by the Project National Advisory Council in July of 1973.

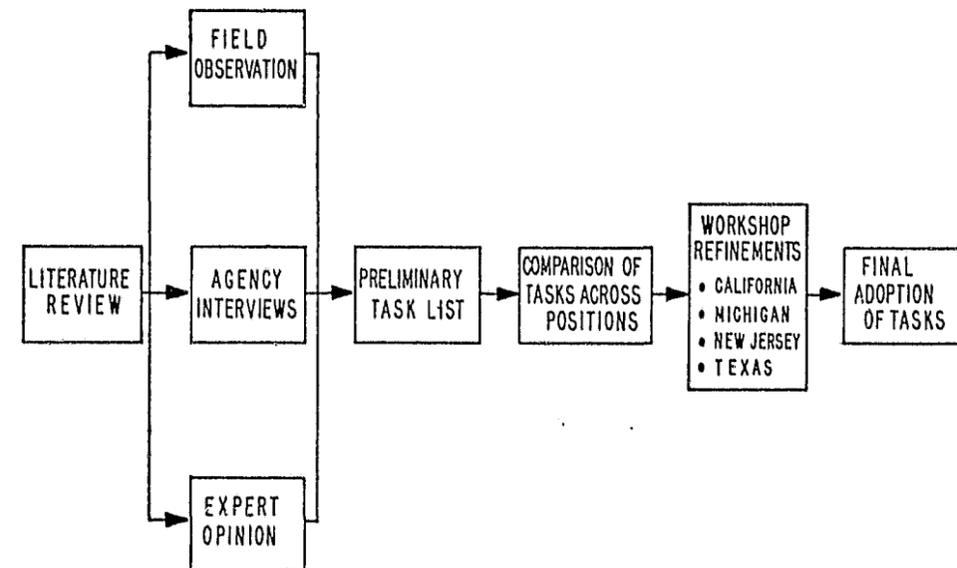
TASK IDENTIFICATION PROCESS

Tasks were initially identified for each position on the basis of a literature search and then refined as a result of field observation, agency interviews and expert opinion. Tasks identified for each position were then compared with tasks identified for other

positions and refined through extensive workshops of operational criminal justice personnel from each of these positions. Figure 3 provides a visual display of how this process worked.

Figure 3

Task Identification Process



Tasks for all positions were adopted by the Project National Advisory Council in July of 1973.

PERFORMANCE OBJECTIVE IDENTIFICATION PROCESS

Initial effort included the collection of performance objective data and criteria through field observation and a search of the literature. Then, Project staff developed proposed performance objectives for appropriate positions in the State of California wherever a direct relationship between a role and a task was identified by the research.

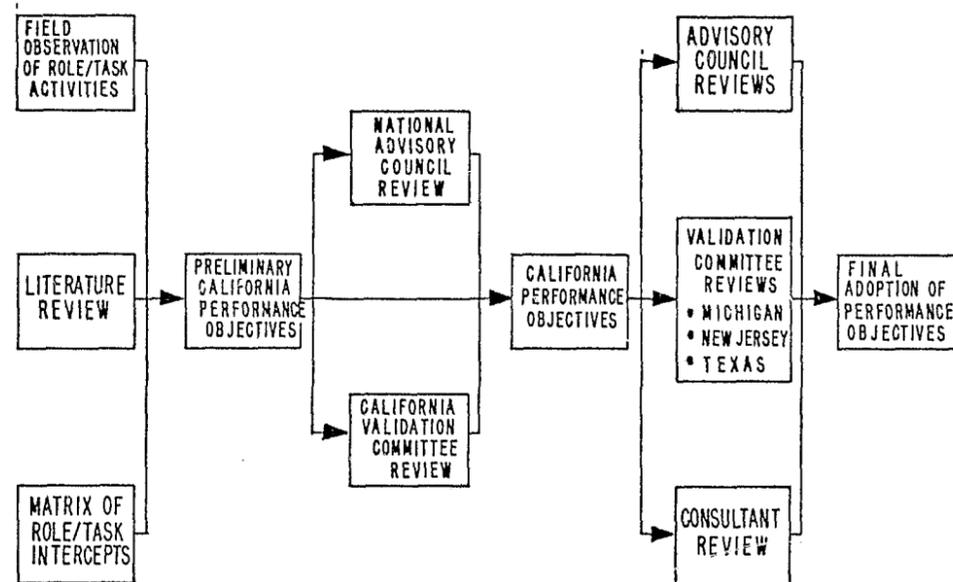
After review and refinement by a workshop of operational personnel from California and the National Advisory Council, these performance objectives were reviewed and refined by advisory councils and workshops in the other participating states.

Figure 4 provides a summary of how the performance objective identification process was organized and executed.

Detailed performance objectives for all positions except judge were adopted by the Project National Advisory Council in July of 1973. Summary performance objectives for the judge were developed on the basis of analysis of all relevant Project data.

Figure 4

Performance Objective Identification Process



- Analysis of present criminal justice education and training in the four participating states.
- Assessment of available instructional techniques and media.
- Selection of appropriate training emphasis and strategy.
- Design of PROTOTYPE training packages that incorporated the desired research findings, training emphasis, and learning strategy.
- Review of this PROTOTYPE package by operational criminal justice personnel and trainers of various types and at various levels.
- Development of DEMONSTRATION training packages and a field evaluation plan based on the approved PROTOTYPE design.
- Approval of the DEMONSTRATION training package and field evaluation plan by the Project National Advisory Council.
- Field test during the period of January through July, 1974 of the DEMONSTRATION training packages on representative samples of California police officers, judicial process personnel and corrections personnel.
- Development of reports containing the results of the field tests for the police officer, judicial process, and corrections role training program.
- Review of field test results and adoption of recommended changes to the training packages by appropriate resource groups and the Project National Advisory Council.
- Development of a PRODUCTION version training program for police officer, judicial process and corrections.
- Development of a plan for training program validation and implementation.
- Approval of the PRODUCTION version training program materials and implementation plans by the Project National Advisory Council.

DEVELOPMENT AND TEST OF ROLE TRAINING PROGRAMS

In accordance with Project design, role training programs for appropriate positions were to be developed on the basis of research findings on roles, tasks and performance objectives for these positions. In addition, the programs were to emphasize content and instructional techniques not presently fulfilling the identified training needs in role performance. Further, the programs were to be given a preliminary test on a representative sample of operational personnel in one state.

Development, Test and Approval Process

The method for developing the role training programs for police, judicial process and corrections involved the following steps:

- Decision by the Project National Advisory Council to emphasize all roles.
- Decision by the Project National Advisory Council to develop role training programs by component (i.e., police, judicial process and corrections), rather than for individual positions.
- Analysis of Project research findings to identify appropriate information for inclusion in the role training programs.

Field Test Design

As stated earlier, preliminary field tests of all role training programs were conducted as part of the Project STAR research and development effort.

Purposes

The purposes of the field test were to:

- improve the program
- make a preliminary assessment of impact.

Evaluation Techniques

Evaluations of the programs were obtained from four major sources:

- Forms completed by students, instructors, and participant observers on all package elements.
- Results of pre- and post-tests covering attitudes, values, and knowledge.
- Information gathered at debriefings with the students and instructors and in informal conversations with them.
- A report by a neutral technical evaluator who studied the package and observed appropriate elements of the test.

Instructor Selection and Training

Instructors were selected who were not regular members of the Project staff to enable a more objective evaluation. Training in Project role concepts, instructional methods, and program implementation was provided to each instructor prior to program initiation.

Field Test Conduct

The field tests were conducted in the following manner.

Police

The DEMONSTRATION version of the Police Role Training Package was tested at the Modesto, California Regional Criminal Justice Center. Four experienced instructors were used to present the program during the period of January 28, 1974 to February 15, 1974 to 26 typical recruits from 23 representative police agencies around California.

Judicial Process

The DEMONSTRATION version of the Judicial Process Role Training Package was tested at the Riverside, California Academy of Justice. Three instructors were used to present the program during the period of June 24, 1974 to June 28, 1974 to 19 judicial process personnel including judges, defense attorneys, and prosecuting attorneys.

Corrections

The DEMONSTRATION version of the Corrections Role Training Package (Modules 2 through 13) was tested at the Riverside, California Academy of Justice. Four instructors were used to present the program during the period of April 15, 1974

to May 3, 1974 to 35 corrections employees from corrections and casework agencies working with juvenile and adult offenders.

Field Test Results^{11,12,13,14}

The major conclusions of the field tests can be summarized as follows:

General

- The basic orientation, values, and attitudes stressed in the modules were seen as relevant, valuable, and necessary for present-day work of police, judicial process, and corrections personnel.
- The internal organization of the modules was effective in getting across the basic concept of the role and principles of its performance.
- The group learning activities were well received by the participants and were the core of the total learning experience. Individual learning activities were viewed as being of questionable merit by judicial process personnel, but of considerable value by police and corrections personnel.
- Participants learned little new information in most of the roles, but the material was useful as a foundation for analysis and discussion of issues basic to performance on the job.

¹¹Project STAR, American Justice Institute, Evaluation Report - Police Training Package (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, March, 20, 1974.

¹²Project STAR, American Justice Institute, Supplementary Evaluation Report - Police Training Package (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, June 4, 1974.

¹³Project STAR, American Justice Institute, Evaluation Report - Judicial Process Role Training Package (Working Document), Sacramento, California: Commission on Peace Officer Standards and Training, July 17, 1974.

¹⁴Project STAR, American Justice Institute, Evaluation Report - Corrections Training Package (Working Document), Sacramento, California; Commission on Peace Officer Standards and Training, May 29, 1974.

- Effective teaching of the modules demands that instructors make full use of the flexibility in the module design, provide variety in the learning activities, and assist the participants to appreciate the role concepts.
- The PRODUCTION version of the role training package needs to be validated in the field.
- Implementation of the package should consider such factors as instructor selection, class size, sequence of modules, agency acceptance of role training concepts, and time available for training.

Pre-Test and Post-Test Results for All Groups Receiving STAR Training

- The measure of achievement in understanding and accepting the role concepts showed a statistically significant increase for police, judicial process and corrections students who received the training.
- The measure of change in values showed statistically significant changes in a direction consistent with the program orientation for the police and judicial process personnel. Changes in the same direction were measured for the corrections personnel, although not of a statistically significant level.

Pre-Test and Post-Test for Police Comparison Groups

In the case of the police officer role training program, a control group of police academy students in another geographical area were given the same pre- and post-tests, but they did not receive any exposure to the Project STAR role training program.

The results of those tests administered to the "control" group (who received no STAR training) and the "primary" group (who received the STAR training) were as follows:

- Police officer trainees in both the "primary" and "control" groups entered their training experience with similar knowledge and attitudes on desired role concepts, but with wide variation in their views on certain values.
- Police officer trainees in the "primary" group (which received the STAR training) ended up their overall training experience with similar knowledge and attitudes towards role concepts as they possessed upon entry, whereas "control" group participants (who received no STAR training) showed a dramatic decline in their knowledge and attitudes towards these role concepts. This suggests that the STAR training reinforces and retains the role concepts in spite of the impact of

traditional police training.

- Police officer trainees in the "primary" group showed a significant increase in their social values and a significant decrease in their political values, whereas "control" group participants showed no significant change in values as a result of their overall training experience. This suggests that the STAR training develops values that are desirable in light of the identified roles.

Some Unanticipated Results

During the ten weeks of training for the "primary" group, a number of informal (or unanticipated) factors were observed which suggested a difference in the STAR trainees from trainees in traditional police training programs. These differences could be due to a variety of factors in addition to the STAR training (i.e., selection criteria for students, their awareness of their being part of a test). However, these factors still are important in light of desired selection consideration and role performance. Items of note are:

- STAR students, in training simulation which required handling dangerous, aggressive, and mentally ill people showed greater efforts to handle such situations without resorting to violent actions than did trainees in the standard basic academy. Hypothetical injuries or deaths measured for these students (or those individuals with whom they were dealing) were lower than for students who did not receive the STAR training.
- The STAR class developed and maintained a strong sense of group spirit or cohesiveness as exemplified in the class theme they selected ("camaraderie").
- Their orientation toward law enforcement was strongly community oriented. They saw the police officer as an integral part of a functioning community not as an outsider who moves in when laws need enforcement. This is reflected in the class motto adopted by the students-- "social awareness, social service, and social change."
- Students indicated a recognition of the need for team work with:
 - partners
 - other individuals in their police agency
 - other police agencies
 - other criminal justice agencies
 - other social service agencies
 - citizens.
- No attrition occurred among the students during the entire ten-week period.

- STAR program content and learning activities were believed to assist in the development of improved capabilities for exercising good "judgment."

DEVELOPMENT OF EDUCATIONAL RECOMMENDATIONS

Educational recommendations for operational personnel and the public were developed through:

- analysis of perception data
- analysis of the roles, tasks and performance objectives identified by Project STAR research
- analysis of present criminal justice education and training in participating states, including:
 - curricula and course content
 - instructional technique
 - credentials offered
 - program organization
- assessment of available instructional techniques and media.

DEVELOPMENT OF SELECTION AND RECRUITING RECOMMENDATIONS

Selection and recruiting recommendations, including criteria and process, were developed through:

- analysis of the roles, tasks and performance objectives identified by Project STAR research
- assessment of present selection criteria and recruiting strategies in participating states.

III. ROLES

For the purposes of Project STAR, "role" was defined as "the personal characteristics and behavior expected in a specific situation of an individual occupying a position." Each role is comprised of a role identifier and description. For example, one role is identified as "Assisting Personal and Social Development" and described as:

Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior and conditions.

These roles are based on analysis of all Project STAR data and were reviewed by appropriate criminal justice system personnel at various levels. Each has been refined to eliminate overlap with other roles or tasks identified and to assure that each role represented the desired level of abstraction. All roles were approved by resource groups from criminal justice system components and then adopted by the Project National Advisory Council in July, 1973.

Of the 17 roles identified by Project STAR research, 12 apply to the position of defense attorney; 13 each apply to the position of police officer, judge, caseworker and correctional worker; and 14 apply to the position of prosecuting attorney.

The following pages contain roles identified by Project STAR for each of the six key criminal justice positions. Appendix B contains a comparison of role categories, role identifiers, and role descriptions for all positions combined.

POLICE OFFICER

The following 13 roles were identified by Project STAR as being desirable for the position of police officer:

- assisting criminal justice system and other appropriate agency personnel
- building respect for law and the criminal justice system
- providing public assistance
- seeking and disseminating knowledge and understanding
- collecting, analyzing, and communicating information
- managing cases
- assisting personal and social development
- displaying objectivity and professional ethics
- protecting rights and dignity of individuals
- providing humane treatment
- enforcing law impartially
- enforcing law situationally
- maintaining order.

These roles are described as follows:

Assisting Criminal Justice System and Other Appropriate Agency Personnel

Assisting personnel in criminal justice system and other appropriate agencies in the execution of their duties on request or as deemed necessary on a volunteer basis.

Building Respect for Law and the Criminal Justice System

Building respect for law and the criminal justice system by exhibiting efficiency and constructive concern for individuals while accomplishing work in a competent manner. Attempting to understand and assist people with their problems and to help them understand the requirements of the criminal justice system. Treating all people with due respect for their feelings and time. Avoiding unnecessary criticism of the law, the criminal justice system, and system participants.

Providing Public Assistance

Treating all needs for assistance, requested by the public or observed, in a serious and helpful manner regardless of the appropriateness of the requests. Providing services or appropriate referrals, including any needed arrangements for special assistance, expeditiously and courteously.

Seeking and Disseminating Knowledge and Understanding

Seeking to improve knowledge and understanding of the criminal justice system and other areas which affect criminal justice. Participating in opportunities for other criminal justice personnel and the public to learn about the activities and goals of the criminal justice system and the interrelationships between the components and the operation of the system as a whole.

Collecting, Analyzing, and Communicating Information

Collecting, analyzing, and communicating complete and reliable information from appropriate sources to appropriate recipients.

Managing Cases

Organizing and managing assigned cases so that requirements are met in an effective and timely manner. Organizing cases to facilitate an orderly and efficient use of time and to give proper attention to individual case problems as well as to case development, presentation, and reporting.

Assisting Personal and Social Development

Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior or conditions.

Displaying Objectivity and Professional Ethics

Being objective and ethical in personal behavior and in functioning as a representative of the criminal justice system.

Protecting Rights and Dignity of Individuals

Protecting the rights of all individuals and groups to equal application of the law, a fair and impartial trial, and appropriately dignified treatment.

Providing Humane Treatment

Taking appropriate action to enhance humane treatment of all persons. Recognizing and seeking to alleviate problems

4

resulting from unmet needs of persons involved in the criminal justice system.

Enforcing Law Impartially

Enforcing laws in an impartial manner and supporting the concept that all persons, including criminal justice personnel, are equally subject to the law and will be treated equally by it.

Enforcing Law Situationally

Tempering enforcement of laws with due regard for the seriousness of the violation and the probable outcome of attempted enforcement. Enhancing judgment with knowledge of individual circumstances and community opinion regarding law enforcement issues.

Maintaining Order

Reducing opportunities for antisocial and criminal activity and deterring crime whenever possible. Maintaining disciplined behavior and self control and using minimum necessary force in confrontations with crowds or individuals. Productively mediating family quarrels and dealing appropriately with persons suffering emotional problems.

PROSECUTING ATTORNEY

The following 14 roles were identified by Project STAR as being desirable for the position of prosecuting attorney:

- advocating for the prosecution
- advocating effective judicial process
- assisting criminal justice system and other appropriate agency personnel
- building respect for law and the criminal justice system
- providing public assistance
- seeking and disseminating knowledge and understanding
- collecting, analyzing, and communicating information
- managing cases
- assisting personal and social development
- displaying objectivity and professional ethics
- protecting rights and dignity of individuals
- providing humane treatment
- enforcing law impartially
- enforcing law situationally.

These roles are described as follows:

Advocating for the Prosecution

Filing criminal complaints and prosecuting criminal violations if evidence is sufficient. Recommending disposition of offenders that will enhance the prevention of crime and the protection of society.

Advocating Effective Judicial Process

Assessing accuracy, appropriateness, and completeness of case information, including physical evidence, testimony, inferences, and conclusions to facilitate determining of guilt or innocence and disposition of cases in a thoughtful and expeditious manner.

Assisting Criminal Justice System and Other Appropriate Agency Personnel

Assisting personnel in criminal justice system and other appropriate agencies in the execution of their duties on request or as deemed necessary on a volunteer basis.

Building Respect for Law and the Criminal Justice System

Building respect for law and the criminal justice system by exhibiting efficiency and constructive concern for individuals

while accomplishing work in a competent manner. Attempting to understand and assist people with their problems and to help them understand the requirements of the criminal justice system. Treating all people with due respect for their feelings and time. Avoiding unnecessary criticism of the law, the criminal justice system, and system participants.

Providing Public Assistance

Treating all needs for assistance, requested by the public or observed, in a serious and helpful manner regardless of the appropriateness of the requests. Providing services or appropriate referrals, including any needed arrangements for special assistance, expeditiously and courteously.

Seeking and Disseminating Knowledge and Understanding

Seeking to improve knowledge and understanding of the criminal justice system and other areas which affect criminal justice. Participating in opportunities for other criminal justice personnel and the public to learn about the activities and goals of the criminal justice system and the interrelationships between the components and the operation of the system as a whole.

Collecting, Analyzing, and Communicating Information

Collecting, analyzing, and communicating complete and reliable information from appropriate sources to appropriate recipients.

Managing Cases

Organizing and managing assigned cases so that requirements are met in an effective and timely manner. Organizing cases to facilitate an orderly and efficient use of time and to give proper attention to individual case problems as well as to case development, presentation, and reporting.

Assisting Personal and Social Development.

Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior or conditions.

Displaying Objectivity and Professional Ethics

Being objective and ethical in personal behavior and in functioning as a representative of the criminal justice system.

Protecting Rights and Dignity of Individuals

Protecting the rights of all individuals and groups to equal application of the law, a fair and impartial trial, and appropriately dignified treatment.

Providing Humane Treatment

Taking appropriate action to enhance humane treatment of all persons. Recognizing and seeking to alleviate problems resulting from unmet needs of persons involved in the criminal justice system.

Enforcing Law Impartially

Enforcing laws in an impartial manner and supporting the concept that all persons, including criminal justice personnel, are equally subject to the law and will be treated equally by it.

Enforcing Law Situationally

Tempering enforcement of laws with due regard for the seriousness of the violation and the probable outcome of attempted enforcement. Enhancing judgment with knowledge of individual circumstances and community opinion regarding law enforcement issues.

DEFENSE ATTORNEY

The following 12 roles were identified by Project STAR as being desirable for the position of defense attorney:

- advocating for the defense
- advocating effective judicial process
- assisting criminal justice system and other appropriate agency personnel
- building respect for law and the criminal justice system
- providing public assistance
- seeking and disseminating knowledge and understanding
- collecting, analyzing, and communicating information
- managing cases
- assisting personal and social development
- displaying objectivity and professional ethics
- protecting rights and dignity of individuals
- providing humane treatment.

These roles are described as follows:

Advocating for the Defense

Considering every plausible legal approach and using appropriate strategy and arguments for an effective defense regardless of whether or not it is believed that the client committed the alleged offense. Usually seeking to obtain dismissal, acquittal, or the lowest charge and lightest sentence possible for the client.

Advocating Effective Judicial Process

Assessing accuracy, appropriateness, and completeness of case information, including physical evidence, testimony, inferences, and conclusions to facilitate determination of guilt or innocence and disposition of cases in a thoughtful and expeditious manner.

Assisting Criminal Justice System and Other Appropriate Agency Personnel

Assisting personnel in criminal justice system and other appropriate agencies in the execution of their duties on request or as deemed necessary on a volunteer basis.

Building Respect for Law and the Criminal Justice System

Building respect for law and the criminal justice system by exhibiting efficiency and constructive concern for individuals while accomplishing work in a competent manner. Attempting to understand and assist people with their problems and to help them understand the requirements of the criminal justice

system. Treating all people with due respect for their feelings and time. Avoiding unnecessary criticism of the law, the criminal justice system, and system participants.

Providing Public Assistance

Treating all needs for assistance, requested by the public or observed, in a serious and helpful manner regardless of the appropriateness of the requests. Providing services or appropriate referrals, including any needed arrangements for special assistance, expeditiously and courteously.

Seeking and Disseminating Knowledge and Understanding

Seeking to improve knowledge and understanding of the criminal justice system and other areas which affect criminal justice. Participating in opportunities for other criminal justice personnel and the public to learn about the activities and goals of the criminal justice system and the interrelationships between the components and the operation of the system as a whole.

Collecting, Analyzing, and Communicating Information

Collecting, analyzing, and communicating complete and reliable information from appropriate sources to appropriate recipients.

Managing Cases

Organizing and managing assigned cases so that requirements are met in an effective and timely manner. Organizing cases to facilitate an orderly and efficient use of time and to give proper attention to individual case problems as well as to case development, presentation, and reporting.

Assisting Personal and Social Development

Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior or conditions.

Displaying Objectivity and Professional Ethics

Being objective and ethical in personal behavior and in functioning as a representative of the criminal justice system.

Protecting Rights and Dignity of Individuals

Protecting the rights of all individuals and groups to equal application of the law, a fair and impartial trial, and appropriately dignified treatment.

Providing Humane Treatment

Taking appropriate action to enhance humane treatment of all persons. Recognizing and seeking to alleviate problems resulting from unmet needs of persons involved in the criminal justice system.

JUDGE

The following 13 roles were identified by Project STAR as being desirable for the position of judge:

- advocating effective judicial process
- assisting criminal justice system and other appropriate agency personnel
- building respect for law and the criminal justice system
- seeking and disseminating knowledge and understanding
- collecting, analyzing, and communicating information
- managing cases
- managing judicial process
- assisting personal and social development
- displaying objectivity and professional ethics
- protecting rights and dignity of individuals
- providing humane treatment
- enforcing law impartially
- enforcing law situationally.

These roles are described as follows:

Advocating Effective Judicial Process

Assessing accuracy, appropriateness, and completeness of case information, including physical evidence, testimony, inferences, and conclusions to facilitate determination of guilt or innocence and disposition of cases in a thoughtful and expeditious manner.

Assisting Criminal Justice System and Other Appropriate Agency Personnel

Assisting personnel in criminal justice system and other appropriate agencies in the execution of their duties on request or as deemed necessary on a volunteer basis.

Building Respect for Law and the Criminal Justice System

Building respect for law and the criminal justice system by exhibiting efficiency and constructive concern for individuals while accomplishing work in a competent manner. Attempting to understand and assist people with their problems and to help them understand the requirements of the criminal justice system. Treating all people with due respect for their feelings and time. Avoiding unnecessary criticism of the law, the criminal justice system, and system participants.

Seeking and Disseminating Knowledge and Understanding

Seeking to improve knowledge and understanding of the criminal justice system and other areas which affect criminal justice. Participating in opportunities for other criminal justice personnel and the public to learn about the activities and goals of the criminal justice system and the interrelationships between the components and the operation of the system as a whole.

Collecting, Analyzing, and Communicating Information

Collecting, analyzing, and communicating complete and reliable information from appropriate sources to appropriate recipients.

Managing Cases

Organizing and managing assigned cases so that requirements are met in an effective and timely manner. Organizing cases to facilitate an orderly and efficient use of time and to give proper attention to individual case problems as well as to case development, presentation, and reporting.

Managing Judicial Process

Facilitates an orderly and efficient judicial process that provides an atmosphere of impartial consideration and adequate time for the presentation and assessment of pertinent information.

Assisting Personal and Social Development

Contributing to the constructive personal and social development of adjudicated offenders and other persons. . Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior or conditions.

Displaying Objectivity and Professional Ethics

Being objective and ethical in personal behavior and in functioning as a representative of the criminal justice system.

Protecting Rights and Dignity of Individuals

Protecting the rights of all individuals and groups to equal application of the law, a fair and impartial trial, and

appropriately dignified treatment.

Providing Humane Treatment

Taking appropriate action to enhance humane treatment of all persons. Recognizing and seeking to alleviate problems resulting from unmet needs of persons involved in the criminal justice system.

Enforcing Law Impartially

Enforcing laws in an impartial manner and supporting the concept that all persons, including criminal justice personnel, are equally subject to the law and will be treated equally by it.

Enforcing Law Situationally

Tempering enforcement of laws with due regard for the seriousness of the violation and the probable outcome of attempted enforcement: Enhancing judgment with knowledge of individual circumstances and community opinion regarding law enforcement issues.

CASEWORKER

The following 13 roles were identified by Project STAR as being desirable for the position of caseworker:

- assisting criminal justice system and other appropriate agency personnel
- building respect for law and the criminal justice system
- providing public assistance
- seeking and disseminating knowledge and understanding
- collecting, analyzing, and communicating information
- managing cases
- assisting personal and social development
- displaying objectivity and professional ethics
- protecting rights and dignity of individuals
- providing humane treatment
- enforcing law impartially
- enforcing law situationally
- maintaining order.

These roles are described as follows:

Assisting Criminal Justice System and Other Appropriate Agency Personnel

Assisting personnel in criminal justice system and other appropriate agencies in the execution of their duties on request or as deemed necessary on a volunteer basis.

Building Respect for Law and the Criminal Justice System

Building respect for law and the criminal justice system by exhibiting efficiency and constructive concern for individuals while accomplishing work in a competent manner. Attempting to understand and assist people with their problems and to help them understand the requirements of the criminal justice system. Treating all people with due respect for their feelings and time. Avoiding unnecessary criticism of the law, the criminal justice system, and system participants.

Providing Public Assistance

Treating all needs for assistance, requested by the public or observed, in a serious and helpful manner regardless of the appropriateness of the requests. Providing services or appropriate referrals, including any needed arrangements for special assistance, expeditiously and courteously.

Seeking and Disseminating Knowledge and Understanding

Seeking to improve knowledge and understanding of the criminal justice system and other areas which affect criminal justice. Participating in opportunities for other criminal justice personnel and the public to learn about the activities and goals of the criminal justice system and the interrelationships between the components and the operations of the system as a whole.

Collecting, Analyzing, and Communicating Information

Collecting, analyzing, and communicating complete and reliable information from appropriate sources to appropriate recipients.

Managing Cases

Organizing and managing assigned cases so that requirements are met in an effective and timely manner. Organizing cases to facilitate an orderly and efficient use of time and to give proper attention to individual case problems as well as to case development, presentation, and reporting.

Assisting Personal and Social Development

Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior or conditions.

Displaying Objectivity and Professional Ethics

Being objective and ethical in personal behavior and in functioning as a representative of the criminal justice system.

Protecting Rights and Dignity of Individuals

Protecting the rights of all individuals and groups to equal application of the law, a fair and impartial trial, and appropriately dignified treatment.

Providing Humane Treatment

Taking appropriate action to enhance humane treatment of all persons. Recognizing and seeking to alleviate problems resulting from unmet needs of persons involved in the criminal

justice system.

Enforcing Law Impartially

Enforcing laws in an impartial manner and supporting the concept that all persons, including criminal justice personnel, are equally subject to the law and will be treated equally by it.

Enforcing Law Situationally

Tempering enforcement of laws with due regard to the seriousness of the violation and the probable outcome of attempted enforcement. Enhancing judgment with knowledge of individual circumstances and community opinion regarding law enforcement issues.

Maintaining Order

Reducing opportunities for antisocial and criminal activity and deterring crime whenever possible. Maintaining disciplined behavior and self control and using minimum necessary force in confrontations with crowds or individuals. Productively mediating family quarrels and dealing appropriately with persons suffering emotional problems.

CORRECTIONAL WORKER

The following 13 roles were identified by Project STAR as being desirable for the position of correctional worker:

- assisting criminal justice system and other appropriate agency personnel
- building respect for law and the criminal justice system
- providing public assistance
- seeking and disseminating knowledge and understanding
- collecting, analyzing, and communicating information
- managing cases
- assisting personal and social development
- displaying objectivity and professional ethics
- protecting rights and dignity of individuals
- providing humane treatment
- enforcing law impartially
- enforcing law situationally
- maintaining order.

These roles are described as follows:

Assisting Criminal Justice System and Other Appropriate Agency Personnel

Assisting personnel in criminal justice system and other appropriate agencies in the execution of their duties on request or as deemed necessary on a volunteer basis.

Building Respect for Law and the Criminal Justice System

Building respect for law and the criminal justice system by exhibiting efficiency and constructive concern for individuals while accomplishing work in a competent manner. Attempting to understand and assist people with their problems and to help them understand the requirements of the criminal justice system. Treating all people with due respect for their feelings and time. Avoiding unnecessary criticism of the law, the criminal justice system, and system participants.

Providing Public Assistance

Treating all needs for assistance, requested by the public or observed, in a serious and helpful manner regardless of the appropriateness of the requests. Providing services or appropriate referrals, including any needed arrangements for special assistance, expeditiously and courteously.

Seeking and Disseminating Knowledge and Understanding

Seeking to improve knowledge and understanding of the criminal justice system and other areas which affect criminal justice. Participating in opportunities for other criminal justice personnel and the public to learn about the activities and goals of the criminal justice system and the interrelationships between the components and the operation of the system as a whole.

Collecting, Analyzing, and Communicating Information

Collecting, analyzing, and communicating complete and reliable information from appropriate sources to appropriate recipients.

Managing Cases

Organizing and managing assigned cases so that requirements are met in an effective and timely manner. Organizing cases to facilitate an orderly and efficient use of time and to give proper attention to individual case problems as well as to case development, presentation, and reporting.

Assisting Personal and Social Development

Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior or conditions.

Displaying Objectivity and Professional Ethics

Being objective and ethical in personal behavior and in functioning as a representative of the criminal justice system.

Protecting Rights and Dignity of Individuals

Protecting the rights of all individuals and groups to equal application of the law, a fair and impartial trial, and appropriately dignified treatment.

Providing Humane Treatment

Taking appropriate action to enhance humane treatment of all persons. Recognizing and seeking to alleviate problems

resulting from unmet needs of persons involved in the criminal justice system.

Enforcing Law Impartially

Enforcing laws in an impartial manner and supporting the concept that all persons, including criminal justice personnel, are equally subject to the law and will be treated equally by it.

Enforcing Law Situationally

Tempering enforcement of laws with due regard for the seriousness of the violation and the probable outcome of attempted enforcement. Enhancing judgment with knowledge of individual circumstances and community opinion regarding law enforcement issues.

Maintaining Order

Reducing opportunities for antisocial and criminal activity and deterring crime whenever possible. Maintaining disciplined behavior and self control and using minimum necessary force in confrontations with crowds or individuals. Productively mediating family quarrels and dealing appropriately with persons suffering emotional problems.

IV. TASKS

For the purposes of Project STAR, "task" was defined as an "activity to be accomplished within a role and which usually involved a sequence of steps and which can be measured in relation to time."

Fifty-two tasks were identified through Project research for appropriate criminal justice positions. After review and refinement by workshops of operational criminal justice personnel, these tasks were adopted by the Project National Advisory Council in July of 1973.

Each task was given a title and a description. For example, one task identified by Project STAR was "Reviewing Case Materials." This task was described as:

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

Of these 52 tasks, 16 apply to the judge; 16 to the defense attorney; 20 to the prosecuting attorney; 33 to the police officer; 38 to the correctional worker; and 39 to the caseworker.

The following pages contain tasks in alphabetical order identified by Project STAR for each of the six key criminal justice positions. Appendix C contains a comparison of task identifiers and descriptions for all positions combined.

POLICE OFFICER

The following 33 tasks were identified by Project STAR research as being appropriate for the position of police officer:

- advising
- booking and receiving inmates
- collecting and preserving evidence
- communicating
- conferring about cases
- contacting families of suspects and clients
- controlling crowds
- defending self and others
- deterring crime
- engaging in legal research
- engaging in professional development
- interacting with other agencies
- interviewing
- investigating
- making arrests
- managing interpersonal conflict
- moving inmates
- participating in community relations and education programs
- participating in trial preparation conferences
- patrolling/observing
- preparing reports
- preparing search warrant requests
- recovering property
- referring
- regulating traffic
- responding to offender requests
- reviewing case materials
- searching and examining
- searching for fugitives
- testifying as a witness
- testing for drug and alcohol use
- training
- using and maintaining equipment.

These tasks are described as follows:

Advising

Provides information in the form of constructive guidance or recommendations.

Booking and Receiving Inmates

Transfers or accepts custody of suspects or offenders and completes required intake procedures.

Collecting and Preserving Evidence

Acquires and protects evidence, including recording observed and verbally reported data, in relation to possible crimes or infractions of rules and regulations.

Communicating

Transmits and receives information in the form of written materials, oral messages, electronic images, gestures, and appearance.

Conferring About Cases

Meets with peers or other criminal justice system personnel regarding specific suspect or offender cases.

Contacting Families of Suspects and Clients

Interacts with families of suspects and clients to obtain and provide information and to make plans.

Controlling Crowds

Handles small or large groups of people involved in potential or actual disturbance situations.

Defending Self and Others

Engages in the necessary verbal and physical actions to protect himself and others in the presence of physical threat from persons or circumstances.

Deterring Crime

Attempts to foresee and prevent the occurrence of crime-related activities and rule infractions.

Engaging in Legal Research

Reviews legal statutes, codes, case decisions, and other reference material to assist in case preparation.

Engaging in Professional Development

Seeks to increase professional knowledge and skill through academic and self-improvement activities.

Interacting with Other Agencies

Maintains communication with criminal justice and private agencies to discuss problems of mutual interest.

Interviewing

Talks with witnesses, victims, suspects, offenders, and members of the general public to obtain information.

Investigating

Conducts inquiries to obtain and verify information regarding possible violations and analyzes the obtained verbal and physical evidence.

Making Arrests

Determines existence of probable cause, identifies and takes suspects and offenders into custody.

Managing Interpersonal Conflict

Attempts to resolve disputes between two or more persons.

Moving Inmates

Maintains security and safety of inmates being moved.

Participating in Community Relations and Education Programs

Meets with citizen groups in programs directed toward understanding law, crime prevention, and the criminal justice system.

Participating in Trial Preparation Conferences

Meets with suspects, victims, witnesses, or criminal justice personnel to prepare for court proceedings.

Patrolling/Observing

Carries out routine surveillance in vehicle or on foot and determines the existence of actual or potential crime-related situations.

Preparing Reports

Completes reports in accordance with agency procedures and maintains required records.

Preparing Search Warrant Requests

Completes necessary legal materials for judicial approval and issuance of search warrants and may participate in issuing oral search warrants.

Recovering Property

Takes necessary steps to locate, identify, and impound lost or stolen property.

Referring

Arranges for offenders or inmates to contact appropriate service agencies and facilities.

Regulating Traffic

Observes and directs vehicle and pedestrian traffic and enforces traffic regulation.

Responding to Offender Requests

Provides information and assistance when appropriate to offenders.

Reviewing Case Materials

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

Searching and Examining

Conducts appropriate examination of persons, vehicles, premises, or areas to determine the presence of individuals, illegal activities, or articles.

Searching for Fugitives

Attempts to locate, apprehend, and return fugitives.

Testifying as a Witness

Presents factual information in court based on field observation and investigation of criminal cases.

Testing for Drug and Alcohol Use

Administers tests to suspects or offenders to determine drug and alcohol use.

Training

Instructs other persons in the classroom or while on the job.

Using and Maintaining Equipment

Uses equipment under routine and emergency conditions and practices good preventative maintenance.

PROSECUTING ATTORNEY

The following 20 tasks were identified by Project STAR research as being appropriate for the position of prosecuting attorney:

- advising
- collecting and preserving evidence
- communicating
- conferring about cases
- contacting families of, suspects and clients
- engaging in legal research
- engaging in professional development
- interacting with other agencies
- interviewing
- investigating
- issuing complaints
- participating in community relations and education programs
- participating in courtroom proceedings
- participating in plea negotiations
- participating in trial preparation conferences
- preparing reports
- preparing search warrant requests
- referring
- reviewing case materials
- training.

These tasks are described as follows:

Advising

Provides information in the form of constructive guidance or recommendations.

Collecting and Preserving Evidence

Acquires and protects evidence, including recording observed and verbally reported data, in relation to possible crimes or infractions of rules and regulations.

Communicating

Transmits and receives information in the form of written material, oral messages, electronic images, gestures, and appearance.

Conferring About Cases

Meets with peers or other criminal justice system personnel regarding specific suspect or offender cases.

Contacting Families of Suspects and Clients

Interacts with families of suspects and clients to obtain and provide information and to make plans.

Engaging in Legal Research

Reviews legal statutes, codes, case decisions, and other reference material to assist in case preparation.

Engaging in Professional Development

Seeks to increase professional knowledge and skill through academic and self-improvement activities.

Interacting with Other Agencies

Maintains communication with criminal justice and private agencies to discuss problems of mutual interest.

Interviewing

Talks with witnesses, victims, suspects, offenders, and members of the general public to obtain information.

Investigating

Conducts inquiries to obtain and verify information regarding possible violations and analyzes the obtained verbal and physical evidence.

Issuing Complaints

Reviews evidence presented to determine whether sufficient grounds exist for prosecution and issues complaints when appropriate.

Participating in Community Relations and Education Programs

Meets with citizen groups in programs directed toward understanding law, crime prevention, and the criminal justice system.

Participating in Courtroom Proceedings

Participates in presentation of legal cases in court.

Participating in Plea Negotiations

Meets with counsel and other criminal justice personnel to discuss possible case dispositions.

Participating in Trial Preparation Conferences

Meets with suspects, victims, witnesses, or criminal justice personnel to prepare for court proceedings.

Preparing Reports

Completes reports in accordance with agency procedures and maintains required records.

Preparing Search Warrant Requests

Completes necessary legal materials for judicial approval and issuance of search warrants and may participate in issuing oral search warrants.

Referring

Arranges for offenders or inmates to contact appropriate service agencies and facilities.

Reviewing Case Materials

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

Training

Instructs other persons in the classroom or while on the job.

DEFENSE ATTORNEY

The following 16 tasks were identified by Project STAR research as being appropriate for the position of defense attorney:

- advising
- communicating
- conferring about cases
- contacting families of suspects and clients
- developing plans for offenders
- engaging in legal research
- engaging in professional development
- interacting with other agencies
- interviewing
- investigating
- participating in community relations and education programs
- participating in courtroom proceedings
- participating in plea negotiations
- preparing reports
- reviewing case materials
- training.

These tasks are described as follows:

Advising

Provides information in the form of constructive guidance or recommendations.

Communicating

Transmits and receives information in the form of written material, oral messages, electronic images, gestures, and appearance.

Conferring About Cases

Meets with peers or other criminal justice system personnel regarding specific suspect or offender cases.

Contacting Families of Suspects and Clients

Interacts with families of suspects and clients to obtain and provide information and to make plans.

Developing Plans for Offenders

Prepares rehabilitation programs for offenders, often in consultation with offenders and resource specialists.

Engaging in Legal Research

Reviews legal statutes, codes, case decisions, and other reference material to assist in case preparation.

Engaging in Professional Development

Seeks to increase professional knowledge and skill through academic and self-improvement activities.

Interacting with Other Agencies

Maintains communication with criminal justice and private agencies to discuss problems of mutual interest.

Interviewing

Talks with witnesses, victims, suspects, offenders, and members of the general public to obtain information.

Investigating

Conducts inquiries to obtain and verify information regarding possible violations and analyzes the obtained verbal and physical evidence.

Participating in Community Relations and Education Programs

Meets with citizen groups in programs directed toward understanding law, crime prevention, and the criminal justice system.

Participating in Courtroom Proceedings

Participates in presentation of legal cases in court.

Participating in Plea Negotiations

Meets with counsel and other criminal justice personnel to discuss possible case dispositions.

Preparing Reports

Completes reports in accordance with agency procedures and maintains required records.

Reviewing Case Materials

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

Training

Instructs other persons in the classroom or while on the job.

JUDGE

The following 16 tasks were identified by Project STAR research as being appropriate for the position of judge:

- communicating
- conferring about cases
- contacting families of suspects and clients
- developing plans for offenders
- diagnosing, classifying, and assigning
- engaging in legal research
- engaging in professional development
- interacting with other agencies
- interviewing
- improving judicial process
- issuing warrants
- participating in community relations and education programs
- participating in plea negotiations
- presiding over courtroom proceedings
- reviewing case materials
- training.

These roles are described as follows:

Communicating

Transmits and receives information in the form of written material, oral messages, electronic images, gestures, and appearance.

Conferring About Cases

Meets with peers or other criminal justice system personnel regarding specific suspect or offender cases.

Contacting Families of Suspects and Clients

Interacts with families of suspects and clients to obtain and provide information and to make plans.

Developing Plans for Offenders

Prepares rehabilitation programs for offenders, often in consultation with offenders and resource specialists.

Diagnosing, Classifying, Assigning

Assesses offender's capabilities and security risk factors in determining appropriate location and program placement within a correctional institution or in the community.

Engaging in Legal Research

Reviews legal statutes, codes, case decisions, and other reference material to assist in case preparation.

Engaging in Professional Development

Seeks to increase professional knowledge and skill through academic and self-improvement activities.

Interacting with Other Agencies

Maintains communication with criminal justice and private agencies to discuss problems of mutual interest.

Interviewing

Talks with witnesses, victims, suspects, offenders, and members of the general public to obtain information.

Improving Judicial Process

Meets with fellow judges, other criminal justice system personnel, and other relevant sources to improve efficiency of the judicial system.

Issuing Warrants

Issues arrest, bench, and search warrants.

Participating in Community Relations and Education Programs

Meets with citizen groups in programs directed toward understanding law, crime prevention, and the criminal justice system.

Participating in Plea Negotiations

Meets with counsel and other criminal justice personnel to discuss possible case dispositions.

Presiding over Courtroom Proceedings

Presides over criminal cases in court, including conducting hearings, court and jury trials, sentencing, and other related matters.

Reviewing Case Materials

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

Training

Instructs other persons in the classroom or while on the job.

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CASEWORKER

The following 39 tasks were identified by Project STAR research as appropriate for the position of caseworker:

- accounting for inmates or clients
- advising
- booking and receiving inmates
- collecting and preserving evidence
- communicating
- conducting group sessions
- conferring about cases
- confining inmates
- contacting families of suspects and clients
- counseling
- defending self and others
- deterring crime
- developing and using rehabilitation resources
- developing plans for offenders
- diagnosing, classifying, assigning
- enforcing rules and regulations for offenders
- engaging in professional development
- handling restitution
- interacting with other agencies
- interviewing
- investigating
- making arrests
- managing interpersonal conflict
- moving inmates
- participating in community relations and education programs
- participating in trial preparation conferences
- patrolling/observing
- preparing reports
- referring
- responding to offender requests
- reviewing case materials
- searching and examining
- searching for fugitives
- supervising offenders
- testifying as a witness
- testing for drug and alcohol use
- training
- transporting clients
- using and maintaining equipment.

These tasks are described as follows:

Accounting for Inmates or Clients

Accounts for location and status of inmates or clients.

Advising

Provides information in the form of constructive guidance or recommendations.

Booking and Receiving Inmates

Transfers or accepts custody of suspects or offenders and completes required intake procedures.

Collecting and Preserving Evidence

Acquires and protects evidence, including recording observed and verbally reported data, in relation to possible crimes or infractions of rules and regulations.

Communicating

Transmits and receives information in the form of written material, oral messages, electronic images, gestures, and appearance.

Conducting Group Sessions

Leads discussion or treatment sessions for groups of offenders or inmates.

Conferring About Cases

Meets with peers or other criminal justice system personnel regarding specific suspect or offender cases.

Confining Inmates

Accepts custody of suspects or offenders and places them in appropriate confinement location.

Contacting Families of Suspects and Clients

Interacts with families of suspects and clients to obtain and provide information and to make plans.

Counseling

Enters into a constructive relationship which enables persons being counseled to confront the reality of behavior and gain insight into the need to develop constructive and acceptable solutions to personal problems.

Defending Self and Others

Engages in the necessary verbal and physical actions to protect himself and others in the presence of physical threat from persons or circumstances.

Deterring Crime

Attempts to foresee and prevent the occurrence of crime related activities and rule infractions.

Developing and Using Rehabilitation Resources

Locates and uses appropriate employment, education, housing, volunteer, and other services to assist rehabilitation efforts.

Developing Plans for Offenders

Prepares rehabilitation programs for offenders, often in consultation with offenders and resource specialists.

Diagnosing, Classifying, Assigning

Assesses offender's capabilities and security risk factors in determining appropriate location and program placement within a correctional institution or in the community.

Enforcing Rules and Regulations for Offenders

Interprets probation, parole, and institutional rules and regulations pertaining to offenders and reports or takes action on infractions.

Engaging in Professional Development

Seeks to increase professional knowledge and skill through academic and self-improvement activities.

Handling Restitution

Receives and transmits money received from clients for payment of restitution and child support.

Interacting with Other Agencies

Maintains communication with criminal justice and private agencies to discuss problems of mutual interest.

Interviewing

Talks with witnesses, victims, suspects, offenders, and members of the general public to obtain information.

Investigating

Conducts inquiries to obtain and verify information regarding possible violations and analyzes the obtained verbal and physical evidence.

Making Arrests

Determines existence of probable cause, identifies and takes suspects and offenders into custody.

Managing Interpersonal Conflict

Attempts to resolve disputes between two or more persons.

Moving Inmates

Maintains security and safety of inmates being moved.

Participating in Community Relations and Education Programs

Meets with citizen groups in programs directed toward understanding law, crime prevention, and the criminal justice system.

Participating in Trial Preparation Conferences

Meets with suspects, victims, witnesses, or criminal justice personnel to prepare for court proceedings.

Patrolling/Observing

Carries out routine surveillance in vehicle or on foot and determines the existence of actual or potential crime-related situations.

Preparing Reports

Completes reports in accordance with agency procedures and maintains required records.

Referring

Arranges for offenders or inmates to contact appropriate service agencies and facilities

Responding to Offender Requests

Provides information and assistance when appropriate to offenders.

Reviewing Case Materials

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

Searching and Examining

Conducts appropriate examination of persons, vehicles, premises, or areas to determine the presence of individuals, illegal activities, or articles.

Searching for Fugitives

Attempts to locate, apprehend, and return fugitives.

Supervising Offenders

Contacts offenders periodically to supervise their activities.

Testifying as a Witness

Presents factual information in court based on field observation and investigation of criminal cases.

Testing for Drug and Alcohol Use

Administers tests to suspects or offenders to determine drug and alcohol use.

Training

Instructs other persons in the classroom or while on the job.

Transporting Clients

Assists clients in meeting their appointments by providing transportation.

Using and Maintaining Equipment

Uses equipment under routine and emergency conditions and practices good preventative maintenance.

CORRECTIONAL WORKER

The following 38 tasks were identified by Project STAR research as appropriate for the position of correctional worker:

- accounting for inmates or clients
- advising
- booking and receiving inmates
- collecting and preserving evidence
- communicating
- conducting group sessions
- conferring about cases
- confining inmates
- contacting families of suspects and clients
- controlling crowds
- counseling
- defending self and others
- deterring crime
- developing and using rehabilitation resources
- developing plans for offenders
- diagnosing, classifying, assigning
- enforcing rules and regulations for offenders
- engaging in professional development
- interacting with other agencies
- interviewing
- investigating
- managing interpersonal conflict
- monitoring inmates
- monitoring visits to institutions
- moving inmates
- participating in community relations and education programs
- patrolling/observing
- preparing reports
- recovering property
- referring
- responding to offender requests
- reviewing case materials
- searching and examining
- searching for fugitives
- testifying as a witness
- testing for drug and alcohol use
- training
- using and maintaining equipment.

These tasks are described as follows:

Accounting for Inmates or Clients

Accounts for location and status of inmates or clients.

Advising

Provides information in the form of constructive guidance or recommendations.

Booking and Receiving Inmates

Transfers or accepts custody of suspects or offenders and completes required intake procedures.

Collecting and Preserving Evidence

Acquires and protects evidence, including recording observed and verbally reported data, in relation to possible crimes or infractions of rules and regulations.

Communicating

Transmits and receives information in the form of written material, oral messages, electronic images, gestures, and appearance.

Conducting Group Sessions

Leads discussion or treatment sessions for groups of offenders or inmates.

Conferring About Cases

Meets with peers or other criminal justice system personnel regarding specific suspect or offender cases.

Confining Inmates

Accepts custody of suspects or offenders and places them in appropriate confinement location.

Contacting Families of Suspects and Clients

Interacts with families of suspects and clients to obtain and provide information and to make plans.

Controlling Crowds

Handles small or large groups of people involved in potential or actual disturbance situations.

Counseling

Enters into a constructive relationship which enables persons being counseled to confront the reality of behavior and gain insight into the need to develop constructive and acceptable solutions to personal problems.

Defending Self and Others

Engages in the necessary verbal and physical actions to protect himself and others in the presence of physical threat from persons or circumstances.

Deterring Crime

Attempts to foresee and prevent the occurrence of crime related activities and rule infractions.

Developing and Using Rehabilitation Resources

Locates and uses appropriate employment, education, housing, volunteer, and other services to assist rehabilitation efforts.

Developing Plans for Offenders

Prepares rehabilitation programs for offenders, often in consultation with offenders and resource specialists.

Diagnosing, Classifying, Assigning

Assesses offender's capabilities and security risk factors in determining appropriate location and program placement within a correctional institution or in the community.

Enforcing Rules and Regulations for Offenders

Interprets probation, parole, and institutional rules and regulations pertaining to offenders and reports or takes action on infractions.

Engaging in Professional Development

Seeks to increase professional knowledge and skill through academic and self-improvement activities.

Interacting with Other Agencies

Maintains communication with criminal justice and private agencies to discuss problems of mutual interest.

Interviewing

Talks with witnesses, victims, suspects, offenders, and members of the general public to obtain information.

Investigating

Conducts inquiries to obtain and verify information regarding possible violations and analyzes the obtained verbal and physical evidence.

Managing Interpersonal Conflict

Attempts to resolve disputes between two or more persons.

Monitoring Inmates

Maintains surveillance of inmate activities.

Monitoring Visits to Institutions

Observes activities of visitors to institutions.

Moving Inmates

Maintains security and safety of inmates being moved.

Participating in Community Relations and Education Programs

Meets with citizen groups in programs directed toward understanding law, crime prevention, and the criminal justice system.

Patrolling/Observing

Carries out routine surveillance in vehicle or on foot and determines the existence of actual or potential crime-related situations.

Preparing Reports

Completes reports in accordance with agency procedures and maintains required records.

Recovering Property

Takes necessary steps to locate, identify, and impound lost or stolen property.

Referring

Arranges for offenders or inmates to contact appropriate service agencies and facilities.

Responding to Offender Requests

Provides information and assistance when appropriate to offenders.

Reviewing Case Materials

Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.

Searching and Examining

Conducts appropriate examination of persons, vehicles, premises, or areas to determine the presence of individuals, illegal activities, or articles.

Searching for Fugitives

Attempts to locate, apprehend, and return fugitives.

Testifying as a Witness

Presents factual information in court based on field observation and investigation of criminal cases.

Testing for Drug and Alcohol Use

Administers tests to suspects or offenders to determine drug and alcohol use.

Training

Instructs other persons in the classroom or while on the job.

Using and Maintaining Equipment

Uses equipment under routine and emergency conditions and practices good preventative maintenance.

V. ROLE AND TASK RELATIONSHIPS

In addition to identifying roles and tasks for individual criminal justice positions included in Project STAR, common roles and tasks among the various positions were identified.

Further, wherever Project research showed a relationship between a role and a task, a performance objective was developed.

ROLE RELATIONSHIPS

As can be seen from Table 11, there is a dramatic similarity in roles across position. Analysis shows that:

- eleven roles applied to all six positions
- one role applied to five positions
- three roles applied to three positions
- three roles applied to only one position.

TASK RELATIONSHIPS

As can be seen in Table 12, there is also a similarity of tasks across positions (although less than for the identified roles). Analysis indicates that:

- eight tasks applied to all six positions
- five tasks applied to five positions
- four tasks applied to four positions
- fourteen tasks applied to three positions
- eleven tasks applied to two positions.

ROLE AND TASK RELATIONSHIPS

As stated earlier, performance objectives were developed in each case where Project research showed a relationship between a role and a task. Findings indicated that, for each position,:

- each role involved the performance of several tasks
- each task involved the performance of more than one role.

SYSTEM RELATIONSHIPS

As will be seen from review of the Project STAR findings on criminal justice roles and tasks, there is great similarity of roles and tasks among the six positions. For Project purposes, a role or task was considered a "system" role or task if it applied to one or more positions in two or more criminal justice components. Analysis shows that:

- thirteen of the 17 roles met the criteria of being a "system" role
- eleven of the 17 roles applied to all six positions
- thirty-five of the 52 tasks met the criterion of being a "system" task
- eight of the 52 tasks applied to all six positions.

Of course, the way in which these roles and tasks related to each position varied somewhat. This variation is reflected in the performance objectives.

POTENTIAL ROLE CONFLICT

Project findings indicate that the performance of some tasks potentially involves conflict among desired roles. For example, when performing the task of "advising" clients, the defense attorney must simultaneously perform the following roles (among others):

- advocating for the defense
- assisting criminal justice and other appropriate agency personnel
- building respect for law and the criminal justice system
- assisting personal and social development
- displaying objectivity and professional ethics
- protecting rights and dignity of all individuals.

Table 11
Criminal Justice System
Roles and Associated Positions

POSITION ROLE CATEGORY AND ROLE IDENTIFIER	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Advocate</u>			X				
Advocating for the Defense			X				
Advocating for the Prosecution		X					
Advocating Effective Judicial Process		X	X	X			
<u>Community and Criminal Justice System Relations</u>							
Assisting Criminal Justice System and Other Appropriate Agency Personnel	X	X	X	X	X	X	X
Building Respect for Law and the Criminal Justice System	X	X	X	X	X	X	X
Providing Public Assistance	X	X	X		X	X	X
Seeking and Disseminating Knowledge and Understanding	X	X	X	X	X	X	X
<u>Information Processing</u>							
Collecting, Analyzing, and Communicating Information	X	X	X	X	X	X	X
<u>Management</u>							
Managing Cases	X	X	X	X	X	X	X
Managing Judicial Process				X			
<u>Personal and Social Development</u>							
Assisting Personal and Social Development	X	X	X	X	X	X	X
<u>Protection of Rights and Dignity</u>							
Displaying Objectivity and Professional Ethics	X	X	X	X	X	X	X
Protecting Rights and Dignity of Individuals	X	X	X	X	X	X	X
Providing Humane Treatment	X	X	X	X	X	X	X
<u>Protection of Society</u>							
Enforcing Law Impartially	X	X		X	X	X	X
Enforcing Law Situationally	X	X		X	X	X	X
Maintaining Order	X				X	X	X

Table 12
Criminal Justice System
Tasks and Associated Positions

TASK	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
Accounting for Inmates					X	X	
Advising	X	X	X		X	X	X
Booking and Receiving Inmates	X				X	X	X
Collecting and Preserving Evidence	X	X			X	X	X
Communicating	X	X	X	X	X	X	X
Conducting Group Sessions					X	X	
Conferring About Cases	X	X	X	X	X	X	X
Confining Inmates					X	X	
Contacting Families of Suspects and Clients	X	X	X	X	X	X	X
Controlling Crowds	X					X	X

Table 12 (continued)
Criminal Justice System
Tasks and Associated Positions

TASK	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
Counseling					X	X	
Defending Self and Others	X				X	X	X
Deterring Crime	X				X	X	X
Developing and Using Rehabilitation Resources					X	X	
Developing Plans for Offenders			X	X	X	X	X
Diagnosing, Classifying, Assigning				X	X	X	X
Enforcing Rules and Regulations for Offenders					X	X	
Engaging in Legal Research	X	X	X	X			X
Engaging in Professional Development	X	X	X	X	X	X	X
Handling Restitution					X		

Table 12 (continued)
Criminal Justice System
Tasks and Associated Positions

TASK	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
Interacting with Other Agencies	X	X	X	X	X	X	X
Interviewing	X	X	X	X	X	X	X
Improving Judicial Process				X			
Investigating	X	X	X		X	X	X
Issuing Complaints		X					
Issuing Warrants				X			
Making Arrests	X				X		X
Managing Interpersonal Conflict	X				X	X	X
Monitoring Inmates						X	
Monitoring Visits to Institutions						X	

Table 12 (continued)
Criminal Justice System
Tasks and Associated Positions

TASK	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
Moving Inmates	X				X	X	X
Participating in Community Relations and Education Programs	X	X	X	X	X	X	X
Participating in Courtroom Proceedings		X	X				
Participating in Plea Negotiations		X	X	X			
Participating in Trial Preparation Conferences	X	X	X		X		X
Patrolling/Observing	X				X	X	X
Preparing Reports	X	X	X		X	X	X
Preparing Search Warrant Requests	X	X					X
Presiding over Courtroom Proceedings				X			
Recovering Property	X					X	X

Table 12 (continued)
Criminal Justice System
Tasks and Associated Positions

TASK	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
Referring	X	X	X		X	X	X
Regulating Traffic	X						
Responding to Offender Requests	X				X	X	X
Reviewing Case Materials	X	X	X	X	X	X	X
Searching and Examining	X				X	X	X
Searching for Fugitives	X				X	X	X
Supervising Offenders					X		
Testifying as a Witness	X				X	X	X
Testing for Drug and Alcohol Use	X				X	X	X
Training	X	X	X	X	X	X	X

Table 12 (continued)
 Criminal Justice System
 Tasks and Associated Positions

TASK	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
Transporting Clients					X		
Using and Maintaining Equipment	X				X	X	X

VI. PERFORMANCE OBJECTIVES

For the purposes of Project STAR, performance objective was defined as a "statement of operational behavior required for satisfactory performance of a task, the conditions under which the behavior is usually performed, and the criteria for satisfactory performance."

Wherever research showed that a role involved the performance of a task, a detailed performance objective was prepared. This resulted in the development of a total of 831 performance objectives for all positions except judge (where, as noted earlier, none were initially prepared).

An example of a detailed performance objective developed for the position of police officer in relation to the role of "Building Respect for Law and the Criminal Justice System" and the task of "Controlling Crowds" indicates that the police officer should:

be able to control verbal and physical actions with members of crowds in order to maintain disciplined performance and engender respect for the law. Performance evaluation may involve criteria such as the ability of the officer to maintain discipline, appropriateness of the officer's reaction to the crowd's activities, ability to avoid verbal and physical abuse of participants and observers, avoidance of unnecessary arrests, and ability to maintain peaceful conditions.

In addition, the Project developed general statements for each position that describe the context in which each position works (i.e., the location and persons involved), the persons who may evaluate their performance, and the possible measurement techniques to be employed.

After review by Project work groups composed of operational criminal justice personnel from four Project states, these detailed performance objectives and associated general statements were adopted by the Project National Advisory Council in July of 1973.

It is important to note that these performance objectives are associated with actual performance for appropriate positions in the operational setting. This differs from the "terminal performance objectives" in the education and training field which are typically associated with the desired achievement of a student in a training environment on the questionable assumption that operational performance will be consistent with training performance.

During the development of the Project STAR role training programs, these detailed performance objectives were combined in some cases and put into summary form in order to:

- focus on desired behavior
- emphasize system interaction
- identify general performance objectives for the judge
- facilitate the learning process.

Performance objectives at both the summary and detailed level were kept deliberately simple to enable their use in various agencies and situations. Quantitative measures and criteria can be established at the local level on what is considered to be satisfactory (or unsatisfactory) individual or agency performance in relation to each objective.

Summary performance objectives identified for each role and related position are contained in the following pages. Detailed performance objectives, performance context, and measurement techniques for all positions except judge are contained in the Project STAR document entitled "*Role Performance and the Criminal Justice System: Volume II: Detailed Performance Objectives.*"

POLICE OFFICER

Assisting Criminal Justice System and Other Appropriate Agency Personnel

- provide helpful information and constructive assistance and advice to other criminal justice personnel appropriate to the requirements, procedures, and constraints of your respective positions.
- interact with personnel in other public and private agencies providing them with assistance and advice appropriate to your respective positions.
- respond helpfully, whether on request or because in your good judgment you offer to help voluntarily, to improve the quality of justice as a result of improved system functioning.

Building Respect for Law and the Criminal Justice System

- perform the tasks required by your job in ways which demonstrate your competence as an effective police officer.
- show appropriate concern for people while helping them solve the problems they bring to you including those involving criminal activities, requests for service, and help in emergencies.
- provide people with accurate and up-to-date information on laws, codes, ordinances, and criminal justice procedures whether such information is specifically requested or you anticipate a person's need to know.
- avoid making unreasonable demands of citizens and other criminal justice personnel in terms of time and scheduling.
- avoid unnecessary criticism of the law and criminal justice procedures, methods, and personnel while performing the responsibilities of your position.
- take advantage of opportunities to build respect and to be sensitive to things you and your coworkers may be doing unintentionally that diminish respect.

Providing Public Assistance

- respond courteously and expeditiously to requests for assistance.
- obtain information about public and private community resources for use in helping people.

- make referrals to other public and private agencies.
- take advantage of opportunities to provide assistance based on your assessment that the need exists.

Seeking and Disseminating Knowledge and Understanding

- improve your knowledge and understanding of the activities, procedures, and goals of your position and apply these on the job to the criminal justice system as a whole.
- obtain understanding of subjects related to criminal justice such as human behavior and attitudes, sociocultural differences, and public opinion on crime, law enforcement, and the system.
- share this understanding with other members of the criminal justice system, the public, and clients, helping them to understand the day-to-day requirements and constraints of your job and the system of which you are a part.
- seek, develop, and exchange with other system members, new knowledge on procedures and techniques and to be receptive to new and more effective ways of operating in your position.

Collecting, Analyzing, and Communicating Information

- collect accurate, complete, and relevant information from appropriate sources in stressful and nonstressful situations in an objective manner that reduces tension and demonstrates concern, consideration, and impartiality.
- analyze information critically and objectively as it applies to your position and make complete and reliable interpretations of it.
- communicate information objectively, clearly, and concisely in oral and written form through appropriate channels to users who have need for the information.

Managing Cases

- identify goals and objectives of the criminal justice system, your agency, and community.
- identify constraints that inhibit the achievement of these goals and objectives.
- identify priorities for these goals and objectives.

- identify available resources and alternatives for achieving these goals and objectives that minimize the constraints.
- allocate resources in an effective and efficient manner to enable adequate:
 - organization of assigned cases
 - attention to types of cases
 - time for each case
 - documentation of each case.
- assess how effectively and efficiently resources were allocated to achieve significant goals and objectives.

Assisting Personal and Social Development

- understand and appreciate why people in the community behave as they do and use this understanding to make your relations with them more effective.
- recognize the opportunities you have to contribute to the personal and social development of others and, at the same time, to be sensitive to your limitations.
- give people in the community a chance to have an understanding, yet objective, relationship with you.
- make thoughtful referrals to other agencies on the basis of your understanding of individual needs and the service provided by these agencies.
- assist in the personal and social development of an individual not able to adjust to society's rules by assisting in his conviction and rehabilitation.

Displaying Objectivity and Professional Ethics

- act in a manner that reflects your belief in the fundamental value of ethical behavior and in your application of this value to your job.
- conduct your daily activities in an objective manner striving to be uninfluenced by emotion, personal prejudice, or insufficient evidence.
- provide objective and constructive assistance or information to the best of your ability to all persons, regardless of personal feelings or needs.

- assist the public to understand how they can help in achieving objective and ethical behavior.

Protecting Rights and Dignity of Individuals

- become more fully informed about the Constitutional and statutory rights of individuals.
- provide protection of legal rights for all persons by using a variety of protection strategies.
- foster the development, in the people you contact, of a personal desire to protect the rights of others.
- foster among groups of people and within organizations, social norms which are fair to all persons and which give support and protection for their rights.

Providing Humane Treatment

- recognize problems that arise from the unmet needs of persons.
- exhibit humane treatment whenever possible.
- influence other persons to be humane.
- participate in improving those conditions which contribute to unmet needs and problems of people.

Enforcing Law Impartially

- take necessary enforcement action, basing its intensity on the nature of the situation and the severity of the offense.
- participate in the processes of justice such as charging and testifying, in ways which do not favor one individual or one group over any others on the basis of factors not related to the crime.
- communicate by word and action to the public and to other criminal justice personnel, whenever appropriate, that all personnel of criminal justice agencies are equally subject to the law and will not be given preferential treatment if they become subject to criminal justice procedures.

Enforcing Law Situationally

- make a full and accurate assessment of the circumstances associated with a possible or actual offense which bear

directly on your decision to enforce or not to enforce the law.

- use your knowledge of community opinion, behavior patterns, and life styles to evaluate the probable outcome of enforcement versus other courses of action.
- relate to people in a constructive, problem-solving manner that may encourage them to comply with the law in the future.
- maintain a high degree of objectivity in your decisions on enforcement versus nonenforcement to prevent personal biases about people from influencing your judgment about long-term results of your actions in reference to the goals of the system and the community.

Maintaining Order

- maintain self control when interacting with citizens or suspects as you carry out your required duties.
- deter violation of the law and criminal activity through your continual interaction with people in the community.
- maintain appropriate order among people as you discharge the responsibilities of your position.

PROSECUTING ATTORNEY

Advocating for the Prosecution

- effectively present the prosecution position, the prosecution evidence, and the need to protect society.
- determine if the issuance of a criminal complaint is justified on the basis of adherence to statutes or ordinances and an evaluation of whether the evidence was obtained in accordance with acceptable procedures.
- initiate actions necessary for effectively prosecuting a case.
- recommend dispositions that are in the best interests of society.

Advocating Effective Judicial Process

- determine and select the best methods of collecting, assessing, and evaluating all needed information.
- determine and select the criteria necessary and desirable for sifting, sorting, and arranging the evaluated information until all that remains is legally admissible evidence.
- draw, from the evidence, the legally permissible inferences and conclusions and weigh the results against the presumption of innocence and the doctrine of reasonable doubt, thereby reaching a fair and just decision.
- Once having reached a decision:
 - release the defendant from the system in an expeditious and helpful manner if the verdict is dismissal or not guilty.
 - obtain quickly all information and assistance necessary and desirable to determine a sentence in the best possible interests of the defendant and the public if the verdict is guilty.

Assisting Criminal Justice System and Other Appropriate Agency Personnel

- provide helpful information and constructive assistance and advice to other criminal justice personnel appropriate to the requirements, procedures, and constraints of your respective positions.

- interact with personnel in other public and private agencies providing them with assistance and advice appropriate to your respective positions.
- respond helpfully, whether on request or because in your good judgment you offer to help voluntarily, to improve the quality of justice as a result of improved system functioning.

Building Respect for Law and the Criminal Justice System

- demonstrate a professional and personal competence, ethics, and cooperation by presence, manner, words and actions.
- demonstrate concern for community and individual problems by providing direct assistance, when possible, and by referring individuals to alternative sources of assistance.
- conduct investigations or inquiries and provide instructions, suggestions, and information in a manner that is consistent with legal procedure and agency practice.
- maintain self control, impartiality, and decisiveness in your interactions with all kinds of people in all kinds of situations.
- avoid unnecessary criticism of the law and other criminal justice agencies.

Providing Public Assistance

- provide clear, accurate, and intelligent responses to requests for assistance.
- provide prompt and courteous referrals, as needed, to the appropriate person or agency.
- provide advice and counsel to families of juvenile and adult offenders.
- provide assistance to jurors in understanding their obligations.

Seeking and Disseminating Knowledge and Understanding

- improve your knowledge and understanding of the activities, procedures, and goals of your position and know how that position relates to the criminal justice system as a whole.

- share this information with other members of the criminal justice system, the public, and clients and help them to understand the day-to-day requirements and constraints of your job and the system of which you are an integral part.
- seek, develop, and exchange with other system members new information on procedures and techniques, being receptive to new and more effective ways of operating in your position.
- seek, understand, and disseminate knowledge on human behavior, sociocultural differences, and social trends impacting on your position and your performance.

Collecting, Analyzing, and Communicating Information

- obtain, through various means and sources, the appropriate information necessary to discharge job responsibilities--including immediate and specific information on the case at hand and other information of general use.
- analyze and evaluate information--selecting that relevant to your job and organizing it so that it can be retrieved and utilized in an effective and efficient manner.
- communicate written and oral information, when appropriate, in an organized, logical, and relevant fashion.

Managing Cases

- identify goals and objectives of the criminal justice system, your agency, and community.
- identify constraints that inhibit the achievement of these goals and objectives.
- identify priorities for these goals and objectives.
- identify available resources and alternatives for achieving these goals and objectives that minimize the constraints.
- allocate resources in an effective and efficient manner to enable adequate:
 - organization of assigned cases
 - attention to types of cases
 - time for each case
 - documentation of each case.

- assess how effectively and efficiently resources were allocated to achieve significant goals and objectives.

Assisting Personal and Social Development

- improve the quality of your decisions regarding the lives of others.
- contribute through a more productive relationship to the personal and social development of the people with whom you interact while performing your duties.
- meet your responsibilities as an agent of the criminal justice system adequately by intervening when socially unacceptable behavior takes place.

Displaying Objectivity and Professional Ethics

- act in a manner that reflects your belief in a fundamental set of ethical values and in accordance with standards of conduct acceptable in your profession.
- conduct your daily activities in an objective manner by striving not to be influenced by emotion, prejudice, or insufficient evidence.
- participate in an objective and ethical manner in community relations and education programs.

Protecting Rights and Dignity of Individuals

- understand the rights that need to be protected.
- recognize major problems encountered in protecting rights and dignity.
- protect the rights and dignity of all people.

Providing Humane Treatment

- recognize problems that arise for persons with needs that are unfulfilled.
- assist others in ways that express humane consideration.
- influence your colleagues to provide services in ways that reflect their intentions to be kind, compassionate, and considerate.

- participate in improving those social conditions which contribute to unmet needs and problems of people.

Enforcing Law Impartially

- objectively base the type and intensity of action taken on the nature of the offense, the nature of the situation, and the nature of the offender.
- help resolve conflicts between citizens by hearing fully all sides of the problems and making reasonably unemotional and logical decisions.
- communicate to the public, by word and action, that criminal justice personnel receive impartial treatment if and when they violate the law.

Enforcing Law Situationally

- assess the circumstances associated with a possible or actual offense and use sound judgment in determining whether or not to take formal action.
- use information gathered from participation in community relations, educational activities, and other sources to increase your knowledge of community opinion on crime and law enforcement issues and thus improve your ability to use discretion in the performance of your duties.
- use discretion in your operational problem-solving related to law enforcement and the administration of justice.

DEFENSE ATTORNEY

Advocating for the Defense

- assume an effective adversary posture for the defense at all stages of the legal proceedings:
 - to protect the innocent against wrongful conviction
 - to enforce the constitutional and procedural rights of all persons--whether innocent or morally guilty
 - to guard against inappropriate punishment of those legally proven guilty.
- apply legal principles of evidence, criminal law and procedures in defending clients on criminal charges during all phases of courtroom proceedings, including the presentation of motions, objections, and testimony.
- effectively communicate the defense position and the evidence supporting it to clients and criminal justice personnel.
- research and analyze relevant authorities, judicial and statutory, pertaining to defense of criminal charges in a manner that will assist the defense.

Advocating Effective Judicial Process

- determine and select the best methods of collecting, assessing, and evaluating all needed information.
- determine and select the criteria necessary and desirable for sifting, sorting, and arranging the evaluated information until all that remains is legally admissible evidence.
- draw from the evidence, the legally permissible inferences and conclusions and weigh the results against the presumption of innocence and the doctrine of reasonable doubt, thereby facilitating a fair and just decision.
- once a decision is reached:
 - enable the release of the defendant from the system in an expeditious and helpful manner if the verdict is dismissal or not guilty.
 - obtain quickly all information and assistance necessary and desirable to determine a sentence in the best possible interests of the defendant and the public if the verdict is guilty.

Assisting Criminal Justice System and Other Appropriate Agency Personnel

- provide helpful information and constructive assistance and advice to other criminal justice personnel appropriate to the requirements, procedures, and constraints of your respective positions.
- interact with personnel in other public and private agencies providing them with assistance and advice appropriate to your respective positions.
- respond helpfully, whether on request or because in your good judgment you offer to help voluntarily, to improve the quality of justice as a result of improved system functioning.

Building Respect for Law and the Criminal Justice System

- demonstrate professional and personal competence, ethics, and cooperation by presence, manner, words, and actions.
- demonstrate concern for community and individual problems by providing direct assistance, when possible, and by referring individuals to alternative sources of assistance.
- conduct investigations or inquiries and provide instructions, suggestions, and information in a manner that is consistent with legal procedure and agency practice.
- maintain self control, impartiality, and decisiveness in your interactions with all kinds of people in all kinds of situations.
- avoid unnecessary criticism of the law and other criminal justice agencies.

Providing Public Assistance

- provide clear, accurate, and intelligent responses to requests for assistance.
- provide prompt and courteous referrals, as needed, to the appropriate person or agency.
- provide advice and counsel to families of juvenile and adult offenders.
- provide assistance to jurors in understanding their obligations.

Seeking and Disseminating Knowledge and Understanding

- improve your knowledge and understanding of the activities, procedures, and goals of your position and know how that position relates to the criminal justice system as a whole.
- share this information with other members of the criminal justice system, the public, and clients and help them to understand the day-to-day requirements and constraints of your job and the system of which you are an integral part.
- seek, develop, and exchange with other system members new information on procedures and techniques, being receptive to new and more effective ways of operating in your position.
- seek, understand, and disseminate knowledge on human behavior, sociocultural differences, and social trends impacting on your position and your performance.

Collecting, Analyzing, and Communicating Information

- obtain, through various means and sources, the appropriate information necessary to discharge job responsibilities--including immediate and specific information on the case at hand and other information of general use.
- analyze and evaluate information--selecting that relevant to your job and organizing it so that it can be retrieved and utilized in an effective and efficient manner.
- communicate written and oral information, when appropriate, in an organized, logical, and relevant fashion.

Managing Cases

- identify goals and objectives of the criminal justice system, your agency, and community.
- identify constraints that inhibit the achievement of these goals and objectives.
- identify priorities for these goals and objectives.
- identify available resources and alternatives for achieving these goals and objectives that minimize the constraints.

- allocate resources in an effective and efficient manner to enable adequate:
 - organization of assigned cases
 - attention to types of cases
 - time for each case
 - documentation of each case.
- assess how effectively and efficiently resources were allocated to achieve significant goals and objectives.

Assisting Personal and Social Development

- improve the quality of your decisions regarding the lives of others.
- contribute through a more productive relationship to the personal and social development of the people with whom you interact while performing your duties.
- meet your responsibilities as an agent of the criminal justice system adequately by intervening when socially unacceptable behavior takes place.

Displaying Objectivity and Professional Ethics

- act in a manner that reflects your belief in a fundamental set of ethical values and in accordance with standards of conduct acceptable in your profession.
- conduct your daily activities in an objective manner by striving not to be influenced by emotion, prejudice, or insufficient evidence.
- participate in an objective and ethical manner in community relations and education programs.

Protecting Rights and Dignity of Individuals

- understand the rights that need to be protected.
- recognize major problems encountered in protecting rights and dignity.
- protect the rights and dignity of all people.

Providing Humane Treatment

- recognize problems that arise for persons with needs that are unfulfilled.
- assist others in ways that express humane consideration.
- influence your colleagues to provide services in ways that reflect their intentions to be kind, compassionate, and considerate.
- participate in improving those social conditions which contribute to unmet needs and problems of people.

JUDGE

Advocating Effective Judicial Process

- determine and select the best methods of collecting, assessing, and evaluating all needed information.
- determine and select the criteria necessary and desirable for sifting, sorting, and arranging the evaluated information until all that remains is legally admissible evidence.
- draw, from this evidence, the legally permissible inferences and conclusions and weigh the results against the presumption of innocence and the doctrine of reasonable doubt, thereby reaching a fair and just decision.
- once having reached a decision:
 - release the defendant from the system in an expeditious and helpful manner if the verdict is dismissal or not guilty.
 - obtain quickly all information and assistance necessary and desirable to determine a sentence in the best possible interests of the defendant and the public if the verdict is guilty.

Assisting Criminal Justice System and Other Appropriate Agency Personnel

- provide helpful information and constructive assistance and advice to other criminal justice personnel appropriate to the requirements, procedures, and constraints of your respective positions.
- interact with personnel in other public and private agencies providing them with assistance and advice appropriate to your respective positions.
- respond helpfully, whether on request or because in your good judgment you offer to help voluntarily, to improve the quality of justice as a result of improved system functioning.

Building Respect for Law and the Criminal Justice System

- demonstrate professional and personal competence, ethics, and cooperation by presence, manner, words, and actions.
- demonstrate concern for community and individual problems by providing direct assistance, when possible, and by referring individuals to alternative sources of assistance.

- conduct investigations or inquiries and provide instructions, suggestions, and information in a manner that is consistent with legal procedure and agency practice.
- maintain self control, impartiality, and decisiveness in your interactions with all kinds of people in all kinds of situations.
- avoid unnecessary criticism of the law and other criminal justice agencies.

Seeking and Disseminating Knowledge and Understanding

- improve your knowledge and understanding of the activities, procedures, and goals of your position and know how that position relates to the criminal justice system as a whole.
- share this information with other members of the criminal justice system, the public, and clients and help them to understand the day-to-day requirements and constraints of your job and the system of which you are an integral part.
- seek, develop, and exchange with other system members new information on procedures and techniques, being receptive to new and more effective ways of operating in your position.
- seek, understand, and disseminate knowledge on human behavior, sociocultural differences, and social trends impacting on your positions and your performance.

Collecting, Analyzing, and Communicating Information

- obtain, through various means and sources, the appropriate information necessary to discharge job responsibilities--including immediate and specific information on the case at hand and other information of general use.
- analyze and evaluate information--selecting that relevant to your job and organizing it so that it can be retrieved and utilized in an effective and efficient manner.
- communicate written and oral information, when appropriate, in an organized, logical, and relevant fashion.

Managing Cases

- identify goals and objectives of the criminal justice system, your agency, and community.

- identify constraints that inhibit the achievement of these goals and objectives.
- identify priorities for these goals and objectives.
- identify available resources and alternatives for achieving these goals and objectives that minimize the constraints.
- allocate resources in an effective and efficient manner to enable adequate:
 - organization of assigned cases
 - attention to types of cases
 - time for each case
 - documentation of each case.
- assess how effectively and efficiently resources were allocated to achieve significant goals and objectives.

Managing Judicial Process

- provide all possible assistance to defendants, witnesses, and jurors in understanding the court goals and processes and alleviate, whenever possible, the trauma associated with court appearances.
- maintain and operate realistic trial calendars in such a way as to ensure an atmosphere of fair, unhurried justice.
- acquire and use every modern device and method for the intelligent and expedient introduction and evaluation of evidence leading to the proper disposition of cases.

Assisting Personal and Social Development

- improve the quality of your decisions regarding the lives of others.
- contribute through a more productive relationship to the personal and social development of the people with whom you interact while performing your duties.
- meet your responsibilities as an agent of the criminal justice system adequately by intervening when socially unacceptable behavior takes place.

Displaying Objectivity and Professional Ethics

- act in a manner that reflects your belief in a fundamental set of ethical values and in accordance with standards of conduct acceptable in your profession.
- conduct your daily activities in an objective manner by striving not to be influenced by emotion, prejudice, or insufficient evidence.
- participate in an objective and ethical manner in community relations and education programs.

Protecting Rights and Dignity of Individuals

- understand the rights that need to be protected.
- recognize major problems encountered in protecting rights and dignity.
- protect the rights and dignity of all people.

Providing Humane Treatment

- recognize problems that arise for persons with needs that are unfulfilled.
- assist others in ways that express humane consideration.
- influence your colleagues to provide services in ways that reflect their intentions to be kind, compassionate, and considerate.
- participate in improving those social conditions which contribute to unmet needs and problems of people.

Enforcing Law Impartially

- objectively base the type and intensity of action taken on the nature of the offense, the nature of the situation, and the nature of the offender.
- help resolve conflicts between citizens by hearing fully all sides of the problems and making reasonably unemotional and logical decisions.
- communicate to the public, by word and action, that criminal justice personnel receive impartial treatment if and when they violate the law.

Enforcing Law Situationally

- assess the circumstances associated with a possible or actual offense and use sound judgment in determining whether or not to take formal action.
- use information gathered from participating in community relations, educational activities, and other sources to increase your knowledge of community opinion on crime and law enforcement issues and thus improve your ability to use discretion in the performance of your duties.
- use discretion in your operational problem-solving related to law enforcement and the administration of justice.

CASEWORKER

Assisting Criminal Justice System and Other Appropriate Agency Personnel

- provide helpful information and constructive assistance and advice to other criminal justice personnel appropriate to the requirements, procedures, and constraints of your respective positions.
- interact with personnel in other public and private agencies providing them with assistance and advice appropriate to your respective positions.
- respond helpfully, whether on request or because in your good judgment you offer to help voluntarily, to improve the quality of justice as a result of improved system functioning.

Building Respect for Law and the Criminal Justice System

- demonstrate professional and personal competence, ethics, and cooperation through presence, manner, words, and actions.
- obtain and present facts and opinions necessary for appropriate action, maintain self respect, and increase understanding of the criminal justice system requirements.
- avoid unnecessary criticism of the law and other criminal justice agencies.
- demonstrate concern about community and individual problems by providing appropriate assistance.
- conduct investigations or inquiries and provide instructions, suggestions, and information in a manner consistent with legal procedure and agency practice.
- maintain self control and perform ethically with impartiality and decisiveness in verbal and physical interaction with people in various situations regardless of threats to personal safety.

Providing Public Assistance

- respond courteously, expeditiously, and knowledgeably to requests for assistance.
- be observant of opportunities and provide self-initiated assistance to the public as occasions arise.
- make arrangements for assistance by specialized personnel when needed.

- make appropriate referrals, when a need arises, to public and private agencies.

Seeking and Disseminating Knowledge and Understanding

- reflect a knowledge and understanding of your position necessary for you to perform adequately in relation to other positions in your agency.
- increase your knowledge and understanding of society and its influences on criminal justice activities.
- disseminate knowledge more effectively about your position and agency to other criminal justice personnel and to the public.

Collecting, Analyzing, and Communicating Information

- collect complete, accurate, and relevant information from appropriate sources in stressful and nonstressful situations in an objective manner that reduces tensions and demonstrates concern, consideration, and impartiality.
- analyze data critically and objectively within the context of your position requirements to obtain complete and reliable interpretations of the meanings that reasonably can be drawn from the data.
- communicate information objectively, clearly, and concisely in verbal, written, or other forms through appropriate media and channels to those who need it.

Managing Cases

- identify goals and objectives of the criminal justice system, your agency, and community.
- identify constraints that inhibit the achievement of these goals and objectives.
- identify priorities for these goals and objectives.
- identify available resources and alternatives for achieving these goals and objectives that minimize the constraints.

- allocate resources in an effective and efficient manner to enable adequate:

- organization of assigned cases
- attention to types of cases
- time for each case
- documentation of each case.

- assess how effectively and efficiently resources were allocated to achieve significant goals and objectives.

Assisting Personal and Social Development

- understand and appreciate why people behave as they do.
- recognize the opportunities and limitations for helping others.
- intervene responsibly and appropriately when socially unacceptable behavior takes place.
- provide clients, their families, and associates with opportunities to discuss their problems in an atmosphere of understanding and make appropriate suggestions or recommendations for constructive activity.
- marshal public and private community resources to assist in the rehabilitation of clients.
- develop rehabilitation plans that are realistic in terms of a client's total situation and potential.

Displaying Objectivity and Professional Ethics

- act in a manner that reflects your belief in the fundamental value of ethical behavior and in your application of this value to your job.
- conduct your daily activities in an objective manner striving to be uninfluenced by emotion, personal prejudice, and insufficient evidence.
- provide objective and constructive assistance and information to the best of your ability to all persons, regardless of personal feelings or needs.
- assist the public to understand how they can help in achieving objective and ethical behavior.

Protecting Rights and Dignity of Individuals

- become more fully informed about Constitutional and statutory rights of individuals.
- provide protection of legal rights for all persons by using a variety of protection strategies.
- foster the development, within the people you contact, of a personal desire to protect the rights of others as well as of themselves.
- foster among groups of people and within organizations, social norms which are fair to all persons and which give support and protection for all of their rights.

Providing Humane Treatment

- recognize problems that arise from the unmet needs of persons.
- exhibit humane treatment whenever possible.
- influence other persons to be humane.
- participate in improving those conditions which contribute to unmet needs and problems of people.

Enforcing Law Impartially

- perform your routine daily assignments in a manner that minimizes your personal biases related to sex, age, social position, national origin, race, employment, and attitude.
- resolve conflicts between citizens by hearing both sides of a problem and not favoring one party over the other.
- communicate to the public by example that criminal justice personnel are equally subject to impartial law enforcement and criminal justice processes.

Enforcing Law Situationally

- use a broad base of information about your environment as a context in which each law enforcement situation may be completely analyzed.
- analyze the circumstances associated with a possible or actual law violation which bears directly on your decision to enforce, or not to enforce, the law.

- increase your appreciation of the need for an objective use of discretion in the problem-solving function of the administration of justice.

Maintaining Order

- maintain self control when interacting with clients or inmates face-to-face or through casework activities.
- deter violations of rules, regulations, and laws by clients or inmates through your continual interaction with them.
- improve orderly relationships among people as you discharge the responsibilities of your position.

CORRECTIONAL WORKER

Assisting Criminal Justice System and Other Appropriate Agency Personnel

- provide helpful information and constructive assistance and advice to other criminal justice personnel appropriate to the requirements, procedures, and constraints of your respective positions.
- interact with personnel in other public and private agencies providing them with assistance and advice appropriate to your respective positions.
- respond helpfully, whether on request or because in your good judgment you offer to help voluntarily, to improve the quality of justice as a result of improved system functioning.

Building Respect for Law and the Criminal Justice System

- demonstrate professional and personal competence, and cooperation through presence, manner, words, and actions.
- obtain and present facts and opinions necessary for appropriate action, maintain self respect, and increase understanding of the criminal justice system requirements.
- avoid unnecessary criticism of the law and other criminal justice agencies.
- demonstrate concern about community and individual problems by providing appropriate assistance.
- conduct investigations or inquiries and provide instructions, suggestions, and information in a manner consistent with legal procedure and agency practice.
- maintain self control and perform ethically with impartiality and decisiveness in verbal and physical interaction with people in various situations regardless of threats to personal safety.

Providing Public Assistance

- respond courteously, expeditiously, and knowledgeably to requests for assistance.
- be observant of opportunities and provide self-initiated assistance to the public as occasions arise.

- make arrangements for assistance by specialized personnel when needed.
- make appropriate referrals, when a need arises, to public and private agencies.

Seeking and Disseminating Knowledge and Understanding

- reflect a knowledge and understanding of your position necessary for you to perform adequately in relation to other positions in your agency.
- increase your knowledge and understanding of society and its influences on criminal justice activities.
- disseminate knowledge more effectively about your position and agency to other criminal justice personnel and to the public.

Collecting, Analyzing, and Communicating Information

- collect complete, accurate, and relevant information from appropriate sources in stressful and nonstressful situations in an objective manner that reduces tension and demonstrates concern, consideration, and impartiality.
- analyze data critically and objectively within the context of your positional requirements to obtain complete and reliable interpretations of the meanings that reasonably can be drawn from the data.
- communicate information objectively, clearly, and concisely in verbal, written, or other forms through appropriate media and channels to those who need it.

Managing Cases

- identify goals and objectives of the criminal justice system, your agency, and community.
- identify constraints that inhibit the achievement of these goals and objectives.
- identify priorities for these goals and objectives.
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- allocate resources in an effective and efficient manner to enable adequate:
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- marshal public and private community resources to assist in rehabilitation of clients.
- develop rehabilitation plans that are realistic in terms of a client's total situation and potential.

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- conduct your daily activities in an objective manner striving to be uninfluenced by emotion, personal prejudice, and insufficient evidence.
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- foster the development, within the people you contact, of a personal desire to protect the rights of others as well as of themselves.
- foster among groups of people and within organizations, social norms which are fair to all persons and which give support and protection for all of their rights.

Providing Humane Treatment

- recognize problems that arise from the unmet needs of persons.
- exhibit humane treatment whenever possible.
- influence other persons to be humane
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Enforcing Law Impartially

- perform your routine daily assignments in a manner that minimizes your personal biases related to sex, age, social position, national origin, race, employment, and attitude.
- resolve conflicts between citizens by hearing both sides of a problem and not favoring one party over the other.
- communicate to the public by example that criminal justice personnel are equally subject to impartial law enforcement and criminal justice processes.

Enforcing Law Situationally

- use a broad base of information about your environment as a context in which each law enforcement situation may be completely analyzed.
- analyze the circumstances associated with a possible or actual law violation which bears directly on your decision to enforce, or not to enforce, the law.

- increase your appreciation of the need for an objective use of discretion in the problem-solving function of the administration of justice.

Maintaining Order

- maintain self control when interacting with clients or inmates face-to-face.
- deter violations of rules, regulations, and laws by clients or inmates through your continual interaction with them.
- improve orderly relationships among people as you discharge the responsibilities of your position.

VII. EDUCATION AND TRAINING NEEDS

Once desired roles, tasks and performance objectives are identified for a particular position through empirical research, education and training programs for that position must be developed on the basis of the research findings.

However, before initiating the development of the education or training programs, it is necessary to identify:

- present education and training programs
- program design problems
- implementation conditions.

Further, based upon analysis of these additional elements, it is necessary to develop:

- an instructional strategy
- a statement of education and training program requirements.

This Chapter summarizes the results of this additional research and analysis conducted as part of Project STAR.

PRESENT EDUCATION AND TRAINING PROGRAMS

As described in the Chapter on research method, Project STAR staff collected and analyzed data on present education and training requirements and programs for the six relevant criminal justice positions in the four participating States. The results of that effort are as follows:

Present Selection Criteria

Analysis of the selection criteria used to employ individuals at present in the six positions indicated the following general education and training requirements:

- Police officers were required to have very little job related education prior to their employment. A high school diploma was typically the educational credential required.
- Correctional workers were required to have almost no job related education prior to their employment. An eighth grade education was typically the educational achievement level required.
- Caseworkers were generally required to have a bachelor's degree prior to their employment. In some cases, a combination of equivalent education and experience was permitted.
- Judicial process personnel were generally required to have obtained a law degree or to have been admitted to the Bar in their State. It is important to note that admission to the Bar in some states is by examination only and no specific legal education or degree is required.

Present Educational Programs

Analysis of present educational programs in the four participating states for each position was made from the first year of college through law school. Programs were assessed in relation to curricula, instructional techniques, organization and credentials available.

General Curricula

Police Officer--Criminal law, police administration, operational police procedures, police tasks and police skills.

Caseworker--Human behavior, social interactions, counseling, correctional administration, correctional procedures and correctional tasks.

All Judicial Process Positions--General law.

Instructional Technique

Police Officer--Generally involved lecture, lecture-discussion and some discussion groups.

Caseworkers--Generally involved lecture, lecture-discussion, individual research, some discussion groups and some field observation.

All Judicial Process Positions--Generally involved lecture, individual research with some discussion groups, panels and simulation (i.e., moot court).

Organization and Credentials Available

Police Officer--Generally found in academic departments, schools or colleges designated for police administration, law enforcement, criminal justice, public administration or criminology. Credentials available generally included special certificates, associate of arts, bachelor of arts and master of arts in the subject area pertinent to a particular college organization.

Caseworker--Generally found in academic departments, schools or colleges designated for social work, psychology, sociology or criminology. Credentials available generally included special certificates, associate of arts, bachelor of arts, master of arts or master of social work.

All Judicial Process Positions--Generally required a bachelor's degree in any field as a prerequisite for admission to a school of law. Credential available was the law degree.

None of the education met the requirement for understanding of the complex roles for each position or of the criminal justice system.

Present Training Programs

Analysis of present training programs in the four participating states for the six positions included programs sponsored or conducted by operational criminal justice agencies. Programs were assessed in relation to content, and instructional techniques and standards.

General Content

Police Officer--Agency organization and procedures, report format, local criminal law and ordinances, some tasks, processes and skills.

Caseworker--Agency organization and procedures, report format.

Correctional Worker--Agency organization and procedures, report format, some tasks and skills.

All Judicial Process Personnel--Agency organization and procedures.

Instructional Techniques

Police Officer and Correctional Worker--Lectures, reading assignments, demonstrations, and skill practice. In some

cases, innovative training techniques and instructional technology were used.

Caseworker and Judicial Process Personnel--Lectures and discussion groups, although some innovative use of instructional techniques and technology were employed.

Standards

Police Officer--Police officers were required to complete a minimum number of hours of training during a period of as much as 18 months after employment in order to be certified by the State. The minimum number of hours were:

- California 200
- Michigan 250
- New Jersey 240
- Texas 240.

In each State, additional hours are added as resources and requirements permit. As an example, a major police agency in Southern California provided 1,176 hours of training to all entering police officers.

Correctional Personnel and Judicial Process Personnel--No formal training was required of correctional personnel or judicial process personnel. However, each State provides a variety of training as apparent needs and resources dictated.

None of the training provided needed understanding of the complex roles for each position or for the criminal justice system.

Considerable difficulty was found during the data collection and analysis in really separating "education" from "training." Most agencies or institutions contacted seemed to be doing a little of both (according to Project definition).

PROGRAM DESIGN PROBLEMS

With the completion of the basic research, Project STAR staff initiated the development of required training programs and educational recommendations. Although this might appear to be a relatively simple transition, it was not.

In part, this was due to the following program design problems identified by Project research into present criminal justice education and training.

Definitions of Education and Training

As noted earlier, education was defined for Project purposes as "the acquisition and use of values, intellectual skills, basic knowledge, and understanding of concepts or relationships

which enhance independent action." Further, training was defined as "the acquisition and use of operational knowledge, physical and communications skills, and habits which relate to the performance of structured tasks."

As previously mentioned, considerable disagreement was found during Project research over the meaning of the terms "education" and "training." These disagreements centered on the following different viewpoints:

Difference between education and training.

- End result: education focused on theory and knowledge while training focused on practice and skills.
- Source: education is provided by schools and colleges; training is provided by employing organizations.

Similarity between education and training.

- End result: emphasis should be on the knowledge, skill, and attitudes a person needs to possess for a particular purpose.
- Source: emphasis should be on the achievement of desired knowledge, skill, and attitude regardless of source.

If no suitable utilization of these terms could be found, significant problems would exist in the development and use of Project end products. For example, where was "role" to be learned--in the school, in the agency, or from some other source? Also, was "knowledge" associated only with a school setting, or could agency experience provide knowledge? Where did an individual develop his "attitude?" These and numerous similar questions presented major problems in the design of educational recommendations and training programs.

Analysis of Present Education and Training Programs

Thorough analysis or comparison of existing education and training programs was impossible due to a combination of factors, including differences in:

- definition of terms
- prerequisites
- course title
- course length
- course content
- course references
- achievement criteria and testing methods
- instructors
- students
- instructional techniques
- student employment or assignment upon completion.

Setting Priorities

Considerable difference of opinion existed on whether criminal justice education and training priorities should focus on:

- the most important roles and tasks or those roles and tasks where education and training were inadequate
- system, component, or position
- national, regional, or local application.

IMPLEMENTATION CONDITIONS

In addition to the above design problems, conditions that could impact on the implementation of Project educational recommendations and training programs were identified. These conditions included:

- decentralized nature of criminal justice system and educational structure
- variation in:
 - capability, background, and interests of decision makers, instructors, and trainees
 - agency location, size, responsibilities, and policies
- resistance to:
 - change
 - performance evaluation
- need for periodic revision
- large number of agencies and trainees
- limited funds and time
- impact of:
 - perceptions
 - values
 - social trends.

INSTRUCTIONAL STRATEGY

The above design problems and implementation conditions led to the development of the following instructional strategy.

Identification of Learning Elements

Learning was defined as containing three elements:

- knowledge
- skill
- attitude.

Identification of Sources of Learning

Learning was deemed to emanate from at least one or more of

the following major sources:

- families
- churches
- community organizations
- schools and colleges
- peers
- literature
- media
- operational agencies
- experience.

Identification of Types of Learning

Learning was identified as being composed of at least the following major types:

- logic
- values
- basic knowledge
- operational knowledge
- communications skills
- physical skills.

Definition of Learning

Learning was defined as:

a process of developing or changing behavior.

Classification of Behavior

Behavior was determined to include three categories:

- knowing (cognitive)
- feeling (affective)
- doing (psychomotor).

Determination to Emphasize Role and Attitude

Based on the following analysis, illustrated by Figure 5, the Project National Advisory Council decided to emphasize "role" and "attitude" because they:

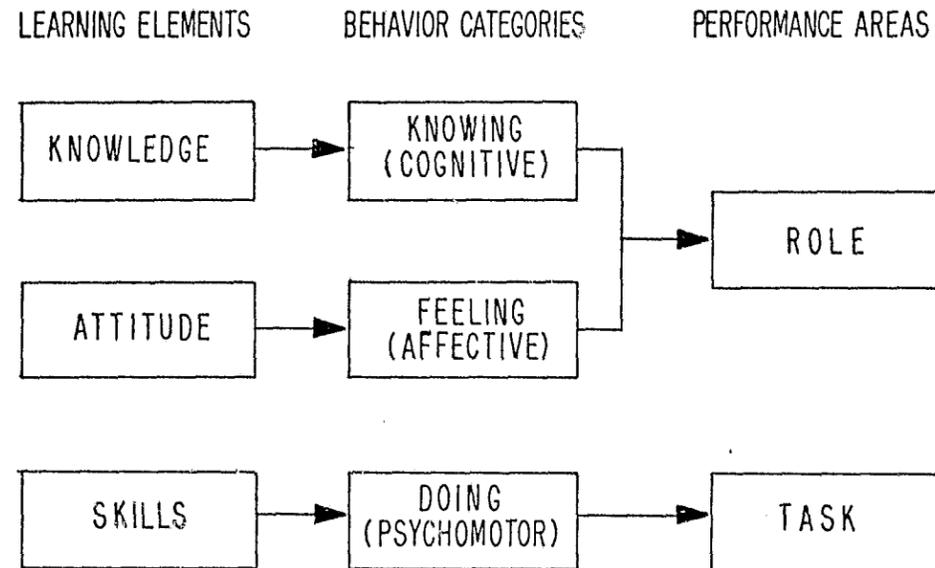
- would provide the greatest benefit to society as a whole since they would have the greatest impact on behavior
- encompass all tasks and situations
- had the greatest commonality among the criminal justice system and universe
- were most adaptable to education and training constraints
- were not adequately provided by current programs.

Relationship of Learning Elements, Behavior Categories, and Performance Areas

Analysis of the performance areas of role and task indicated the relationship between learning elements, behavior categories, and performance areas as shown in Figure 5.

Figure 5

Relationship of Learning Elements,
Behavior Categories, and Performance Areas.



EDUCATION AND TRAINING PROGRAM REQUIREMENTS

The education and training needs, design problems, implementation conditions, and instructional strategy indicate certain education and training program requirements. These include an emphasis on:

- all roles identified for each position
- actual role behavior
- system relationships.

Any education or training program must also be adaptable to:

- local environment
- agency or position individuality
- instructor/student capability
- facility/equipment availability
- existing and future education or training programs.

If any education or training is to be successful, it must have:

- a clearly stated purpose
- simple, yet flexible, organization
- a useful format
- easily understood content
- effective learning techniques
- a suitable evaluation procedure.

VIII. EDUCATIONAL RECOMMENDATIONS

For the purposes of Project STAR, "education" was defined as "the acquisition and use of values, intellectual skill, basic knowledge, and understanding of concepts or relationships which enhance independent action." As mentioned elsewhere, some problems were encountered during the Project research and development effort due to the wide variety in the types and sources of education and training.

However, Project research identified a number of instructional approaches and curricula requirements for criminal justice personnel and the public that involved elements included in the Project definition of education.

Curricula requirements identified by Project STAR included certain preliminary education (e.g., English, mathematics, intellectual capability, values) that should normally be provided by the family, community organizations or primary and secondary schools for all students, whether they end up as clients or employees of the criminal justice system. All of these preliminary requirements are described in this report as general education recommendations, regardless of their source.

In addition, Project research identified a number of general educational requirements at a higher level that were necessary for criminal justice personnel to perform their appropriate roles. Some of this education is of the nature that most students should be exposed to its content during their college experience, regardless of their major.

Other curricula requirements identified include subject matter that provide the necessary foundation for all criminal justice system

personnel. Further, some curricula were identified that were specialized in nature and which should be provided in different levels of complexity as required for appropriate criminal justice system components or positions.

Due to the nature of academic freedom and the wide variety of academic disciplines, organizational arrangements and potential credentials that could be involved in the provision of the desired curricula, Project STAR does not make specific recommendations on:

- placement of desired subject matter in particular academic departments
- prerequisites
- detailed course outlines
- course reference material
- units of credit
- degrees or certificates.

It is assumed that the criminal justice system and component curricula recommended in this Chapter will be provided as appropriate through institutions at the college level including those with two-year programs, four-year programs and graduate or professional programs.

Project STAR also identified a number of educational requirements for the public. In addition to the general education recommended for everyone, specific subject matter and program organization are suggested to better enable the public to understand and assist in achieving the objectives of the criminal justice system within resources available.

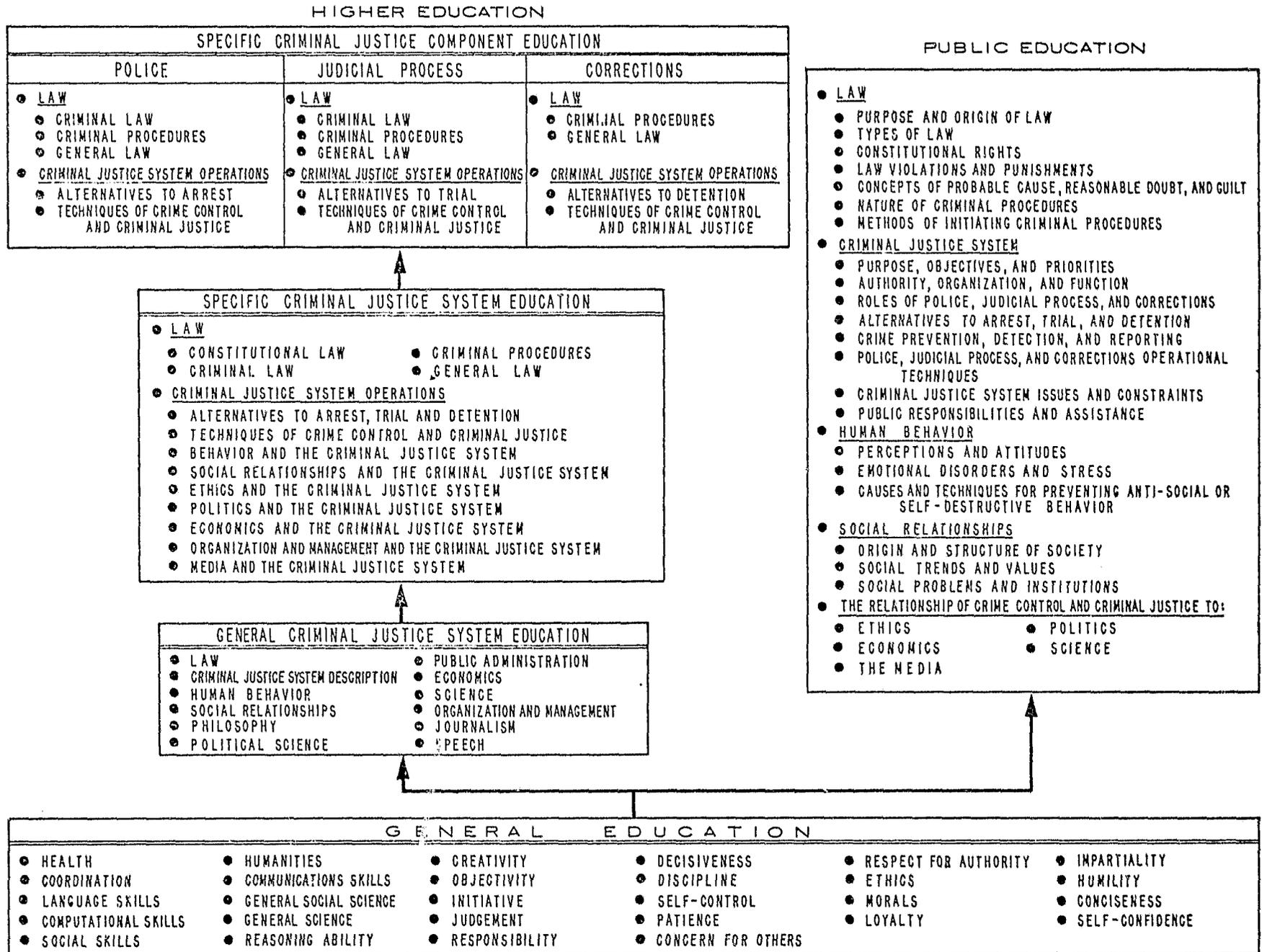
The following pages contain specific recommendations for:

- instructional approach
- general education for the public and criminal justice system employees
- general and specific criminal justice system and component education
- specific public education.

Figure 6 contains a summary of these recommendations. Of course, as subject matter becomes more specific for a particular audience, the instructional approach and course content must be directed at the requirements of the audience. Appendix D contains a comparison of educational requirements for the six key criminal justice positions included in Project STAR.

It is important to note that these educational recommendations do not represent all of the knowledge areas and skills required by the six criminal justice positions or the public. As described earlier, the emphasis of the educational recommendation is on performance of the roles identified by Project research. Other knowledge and skill requirements can be fulfilled by specialized education or training.

FIGURE 6 CRIMINAL JUSTICE SYSTEM EDUCATIONAL REQUIREMENTS



INSTRUCTIONAL APPROACH

Recent research findings in the field of learning theory and practice have identified problems in the quality of the total learning experience in the public schools and colleges in the nation. Traditional approaches to learning, (e.g., the lecture method) have proven inadequate in today's society.

Project STAR experience during the field testing of the Role Training Programs developed for police, correctional, and judicial process personnel led to the conclusion that the effectiveness of the learning was as much dependent on the instructional approach as it was on the subject matter involved. The desired instructional approach involves:

- instructional quality
- student involvement
- instructional techniques.

Quality of Instruction

Analysis of the data collected by Project STAR on existing criminal justice education and training in participating states indicated that instructional methods were usually limited to reading assignments, providing lectures, scheduling demonstrations, using films, and providing opportunities to practice needed skills (particularly for the police and correctional officers). In some programs, innovative techniques and the impact of instructional technology was evident in a well organized program that made excellent use of staff and facilities. This was not the general rule, however.

The role of the instructor in the first situation sets him apart as a teacher who provides for relatively passive students, while techniques geared to more active student participation requires that he operate as a facilitator whose main function is to stimulate student involvement and learning.

Observations during the field testing of Project STAR role training materials indicated that instructors with a combination of successful operational and classroom instructional experience were best able to facilitate student learning. The selection of instructors should favor individuals who have been able to demonstrate that:

- they understand the theory, basic knowledge, practice, and complexity of their operational area
- their interest in students' learning through active participation is reflected in their classroom activities
- they are willing to make use of a variety of different methods to encourage learning.

Student Involvement

Students today are asking for more active participation in their educational programs. They have become more sensitive to instruction that tends to isolate them from having direct personal involvement in determining what is worth learning and how it can best be learned. The change of emphasis in our society to learning through actual experience rather than by intellectual gymnastics has begun to reflect in the degree to which some college programs involve students. Project analysis of data related to existing programs, however, still indicates that students have little to do with the planning and organization of their learning experience in the area of criminal justice.

Active participation of the student in the total learning experience was found to be productive from the standpoint of the instructor as well as the student. Students were more willing to take responsibility for the success of their part in the process and instructors found relief from the total responsibility for "preparing the lesson plan" not always based on student interest or readiness to learn. Students need to participate in:

- planning the learning activities
- selecting methods of instruction
- taking responsibility for instruction where capable
- building evaluation measures and using them as additional learning devices.

Instructional Techniques

The extent to which a particular method of instruction can help the student understand the relationship of concepts to practices should be the critical element in selecting instructional methods. Methods which made optimum use of content, facilities, equipment, instructor and student capabilities, training objectives and tests were found most acceptable by both students and instructors during the field test of the Project STAR Role Training Program. The following techniques, used with groups and individuals, were found to be very effective in providing the desired learning result if appropriately used:

- case study
- committee
- debate
- discussion group
- field trip
- game
- inquiry
- interview
- lecture
- operational experience
- operational observation

- panel
- role play
- seminar.

Detailed descriptions of each of these instructional techniques can be found in Appendix E.

Experience during the field testing of the Role Training Program revealed that the majority of instructors and students preferred group methods to individual because of the complexity of the subject matter and the opportunity to learn through the interactions possible when more than one person is involved. In addition, findings indicated that arrangements for closure on the learning experience must be made to ensure that the learning was related to the purposes outlined.

GENERAL EDUCATION REQUIREMENTS

Project STAR findings indicate that all persons who are served or who are employed by a particular criminal justice system should receive the following general education with the intent of developing required knowledge, skills, and attitudes:

- health
- coordination
- language skills
- computational skills
- social skills
- humanities
- general social science
- general science
- communications skills
- reasoning ability
- creativity
- objectivity
- initiative
- judgement
- responsibility
- decisiveness
- discipline
- self-control
- concern for others
- respect for authority
- ethics
- morals
- loyalty
- impartiality
- humility
- conciseness
- self-confidence
- patience.

GENERAL CRIMINAL JUSTICE SYSTEM EDUCATION

The following general subject matter is recommended for all criminal justice positions included in Project STAR:

Law

Purpose and origin of law; concept of legislative intent; types of law, criminal procedures, and jurisdictions; definition of major terms.

Criminal Justice System Description

Purpose; goals; authority; organization; clientele; function; process; techniques; alternatives; issues; constraints; priorities; interdependence of system elements.

Human Behavior

Theories of behavior, human needs; learning theory; emotional disorders and stress; causes of anti-social or self-destructive behavior; behavior modification techniques.

Social Relationships

Origins of society; the development of social thought; social trends; role and status; social problems; social institutions; social structure.

Philosophy

Ethics; logic; aesthetics.

Political Science

Comparative political theories and forms; the sources and separation of power; the electoral process; political parties and pressure groups; the budget process.

Public Administration

The organization and function of government; public finance; public personnel practices; bureaucracy.

Economics

Production and consumption of goods and services; distribution of wealth; economic institutions and alternatives.

Science

Physiology; chemistry; narcotics and dangerous drugs; research methodology; statistics.

Organization and Management

Organizational theory; setting of goals and objectives; organizational alternatives; planning and scheduling; systems analysis; resource acquisition and allocation; identifying and overcoming constraints; administrative behavior; information system development; evaluation of achievement.

Journalism

Organization and powers of the press; media types and relations.

Speech

Public speaking.

SPECIFIC CRIMINAL JUSTICE SYSTEM EDUCATION

The following specific subject matter is recommended for the indicated criminal justice system components:

Police, Judicial Process, and Corrections

Law

Constitutional Law--National and State purposes, powers, organization and processes; rights of the people; prohibitions.

Criminal Law--Source; organization; general description of crimes and punishments; definition of intent, accessory, felony, misdemeanor, infraction, adult, juvenile, and other major terms.

Criminal Procedures--Concepts of probable cause, advocacy, reasonable doubt and guilt; general descriptions of warrants, search, seizure, citation, summons, arrest, booking, pretrial detention, bail, hold, indictment, complaints, charging, writs, waivers, arraignment, hearings, pretrial discovery, pleas, motions, continuances, jury selection, trials, errors, transcripts, presentence investigation, sentencing, appeals, disciplinary proceedings, revocation proceedings, stays, suspensions, and sealing, expunging or correcting records for adults and juveniles; definitions of perjury, exclusionary rule, incompetence and other major terms.

General Law--Source; organization; general description of common law, civil law, case law, health and safety law, administrative law, ordinances, rules and regulations; definition of major terms; general law procedures; techniques of legal research.

Criminal Justice System Operations

Alternatives to Arrest, Trial, and Detention--General description of concepts and processes of discretion, screening, plea negotiation, referral and diversion; development and use of community resources.

Techniques of Crime Control and Criminal Justice--General description of techniques for crime prevention and control, detection and apprehension, conflict resolution, traffic control, investigation, case preparation and presentation, offender classification and treatment, counseling, custody, and field supervision.

Behavior and the Criminal Justice System--General description of techniques for handling anti-social or self-destructive behavior; criminal psychopathology; impact of perception, values, and attitudes on the criminal justice system.

Social Relationships--General description of the impact of social trends, customs, culture, problems, institutions, and structure on crime and criminal justice.

Ethics and the Criminal Justice System--General description of the impact of ethics on crime and the criminal justice system.

Politics and the Criminal Justice System--General description of the impact of politics and public opinion on crime and the criminal justice system.

Economics and the Criminal Justice System--General description of the impact of economics on crime and the criminal justice system; the cost of crime.

Organization and Management and the Criminal Justice System--General description of alternatives and methods for the criminal justice system to organize, set goals and objectives, plan and schedule, analyze requirements, acquire and allocate resources, manage cases and processes, identify and overcome constraints, provide leadership and supervision, develop and use information systems and evaluate achievement.

The Media and the Criminal Justice System--The impact of the media on crime and criminal justice.

Police and Judicial Process

Law

Criminal Law--Detailed description of crimes and punishment.

Police and Corrections

Human Behavior

Behavior and the Criminal Justice System--Detailed description of techniques for handling anti-social and self-destructive behavior.

SPECIFIC CRIMINAL JUSTICE COMPONENT EDUCATION

Police

Law

Criminal Procedures--Detailed description and procedural steps for warrants, search, seizure, citation, summons, arrest, booking, charging.

General Law--Detailed description and procedural steps for all general law.

Criminal Justice System Operations

Alternatives to Arrest--Detailed description of process, resources available, and authority to use alternatives other than arrest.

Techniques of Crime Control and Criminal Justice--Detailed description of techniques for crime prevention and control, detection and apprehension, conflict resolution, traffic control, investigation, case preparation and presentation, counseling and custody.

Judicial Process

Law

Criminal Procedures--Detailed descriptions and procedural steps for all criminal procedures.

General Law--Detailed description and procedural steps for all general law.

Criminal Justice System Operations

Alternatives to Trial--Detailed description of process, resources available and authority to use alternatives other than trial.

Techniques of Crime Control and Criminal Justice--Detailed description of techniques for case preparation and presentation.

Corrections

Law

Criminal Procedures--Detailed description and procedural steps for warrants, search, seizure, arrest, booking, pre-trial detention, bail, hold, presentence investigation, disciplinary hearings, revocation hearings, expunging or correcting records.

General Law--Detailed description and procedural steps for rules and regulations.

Criminal Justice System Operations

Alternatives to Detention--Detailed description of process, resources available and authority to use alternatives other than detention.

Techniques of Crime Control and Criminal Justice--Detailed description of techniques for crime prevention and control, detection and apprehension, counseling, conflict resolution, investigation, offender classification and treatment, custody, case preparation and prevention, offender supervision.

PUBLIC EDUCATION REQUIREMENTS

Every society identifies certain behavior of its members as inappropriate in accordance with the values held by that society. For example, in most societies, strict limits are placed on what is justifiable behavior; in others, few limits may exist.

Typically, much of this anti-social behavior is incorporated into some type of law and some structure is set up to prevent the occurrence of these undesirable acts. In addition, the same structure is usually charged with the responsibility of assuring that no one is unjustly accused of inappropriate behavior, and for the supervision and rehabilitation of those justly convicted.

In order for such a structure to work, it requires at least the following by the members of the society:

- understanding and acceptance of what behavior is considered inappropriate
- awareness of the penalties for inappropriate behavior
- understanding and acceptance of the structure established to control inappropriate behavior and to provide justice
- understanding of how they can assist the established structure achieve its intended purpose.

Most of the responsibility for enabling the members of a society to understand, accept, and assist the established structure function successfully rests on those persons chosen to be representatives of the structure.

It is in this context that the public education recommendations resulting from Project STAR are placed. Thus, content areas and program organization are identified that can facilitate achieving the desired public education objectives.

Content

The following subject matter is recommended for public education programs at all levels (e.g., youth-adult, rich-poor, city-rural):

Law

Purpose and origin of law; types of law, and legal jurisdictions; constitutional rights; crimes, and punishments; concepts of probable cause, reasonable doubt, and guilt; nature of criminal procedures; methods for initiating criminal proceedings; major definitions; public options, and responsibilities.

Criminal Justice System

Purpose, goals, objectives, and priorities; authority, clientele, organization, and function; role of police, judicial process, and corrections; resources available; alternatives to arrest, trial, and detention; crime prevention, detection, and reporting techniques; police, judicial process, and correctional operational techniques; issues; constraints; interdependence of system components; major definitions; public responsibilities, and assistance requirements.

Human Behavior and the Criminal Justice System

Theories of behavior; human needs; perceptions and attitudes; emotional disorders and stress; causes and techniques for preventing anti-social or self-destructive behavior; the impact of behavior on the criminal justice system; public responsibilities.

Social Relationships and the Criminal Justice System

Origins and structure of society; social customs, and culture; social values; social trends; social problems, and institutions; the impact of social relationships on crime and the criminal justice system.

Ethics and the Criminal Justice System

Ethical theories; the impact of ethics on crime and the criminal justice system; public responsibilities.

Politics and the Criminal Justice System

Authority, organization, and function of government; community resources; the political process; the impact of politics on crime and the criminal justice system; public responsibilities.

Economics and the Criminal Justice System

Impact of economics on crime and the criminal justice system.

Science and the Criminal Justice System

Public responsibilities in the control of narcotics and dangerous drugs; nature of research and statistics.

The Media and the Criminal Justice System

The impact of the media on crime and criminal justice; public responsibilities.

Program Organization

The above program should be organized so that it attempts to reach:

- all ages and both sexes
- all socioeconomic and educational levels
- all geographical areas
- persons who support and oppose system purpose and operation.

Public education programs can be put on at agency facilities, in the media, or in community locations by:

- criminal justice system representatives
- elected or appointed officials from all levels and units of government
- school teachers and college instructors
- community leaders
- social organization representatives
- clergy
- political pressure groups
- community service organization representatives
- nonprofit research organization representatives
- fraternal organization representatives
- union or professional associations representatives
- business, banking, and industry representatives
- athletic or entertainment performers
- exoffenders and their family members
- media representatives.

Programs can be organized into specific content areas that are presented on a planned or as needed basis with either groups or individuals.

IX. SELECTION AND RECRUITING RECOMMENDATIONS

For the purposes of Project STAR, "selection" was defined as "the criteria and procedures required to employ, prepare, assign and retain personnel in the criminal justice system who can successfully perform - or develop the capacity to perform - the desired roles, tasks and performance objectives of a given position."

"Recruiting" was defined as "the policies and techniques used to identify and interest individuals who apparently met the desired criteria for selection as an employee of the criminal justice system."

The following pages contain recommendations for selection criteria, a selection process, and recruiting strategies for key operational criminal justice positions that were developed on the basis of the detailed research into their desired roles, tasks and performance objectives.

SELECTION CRITERIA

Selection criteria developed by Project STAR focused on those characteristics that would enable successful performance of desired roles and associated tasks and performance objectives. These characteristics involved the following categories:

- knowledge and aptitude
- skill and ability
- attitude and values.

Each of these categories of characteristics are discussed below.

Knowledge and Aptitude

For the purposes of Project STAR, "knowledge" is defined as "the possession of information and understanding concerning a particular subject."

The following assumptions were made about the nature of knowledge:

- knowledge can be acquired through education, training or experience
- knowledge requires understanding
- knowledge can involve very general subjects (e.g., human behavior) or very specific subjects (e.g., how to fill out a report).
- possession of knowledge in any subject area does not guarantee good performance.

"Aptitude" is defined for the purposes of Project STAR as "the capacity for learning." Thus, even if an individual does not possess specific knowledge about a subject, some capacity for learning the subject should exist - or should be developed.

As a result of Project STAR research, the following areas of knowledge and aptitude were identified for relevant criminal justice positions. The knowledge requirements are discussed in greater detail in the Chapter on educational recommendations.

Knowledge

Basic--As the foundation for effective performance, a number of required areas of basic knowledge were identified for all criminal justice system positions. These subject areas are:

- English language
- general mathematics
- general science and health
- humanities
- human behavior
- social relationships
- philosophy
- political science
- economics
- organization and management
- speech and journalism
- public administration
- constitutional and general law
- criminal justice system description.

Operational--In addition to the basic knowledge requirements, a number of required areas of operational knowledge were identified for appropriate criminal justice system personnel. These subject areas are:

- criminal law

- criminal procedures
- alternatives to arrest, trial and detention
- techniques of crime control and criminal justice
- the impact on crime and criminal justice of:

- human behavior
- social relationships
- social trends
- values
- politics
- economics
- media

- community:

- environment
- problems
- values
- resources

- agency:

- goals and objectives
- organization
- interaction with other agencies
- policies
- procedures
- schedules
- resources
- performance measures.

Aptitude

As reflected in the general education requirements, there are a number of desired general aptitudes that were identified through analysis of the roles, tasks and performance objectives for each position. These "capacities for learning" include:

- logical thought
- curiosity
- creativity
- initiative
- judgment
- flexibility
- patience
- analysis
- persistence
- humility.

Skill and Ability

For the purposes of Project STAR, "skill" is defined as "the ability to use knowledge competently and readily."

The following assumptions were made about the nature of skills:

- skills require knowledge
- skills can only be developed through experience
- skills involve very specific subject areas
- skills must be practiced in order to be maintained
- possession of a skill implies that good performance can be expected.

"Ability" is defined for the purpose of Project STAR as "the capacity for doing." Thus, even if an individual does not possess a specific skill, the capacity to acquire the skill should exist - or should be developed.

The following recommendations are made concerning desired skills and abilities for relevant criminal justice positions:

Skills

Project STAR research identified a requirement that all major operational criminal justice positions should possess general skills related to:

- language structure and use
- computation
- social practices
- interpersonal communications
- mechanical devices.

In the case of the police officer and correctional worker, Project research findings identified skills that were physical in nature (e.g. directing vehicle or pedestrian traffic, taking someone into custody by force).

Abilities

Project STAR research identified a number of general abilities that were desired for various criminal justice system positions. These included:

- decisiveness
- discipline
- self-control under stress
- conciseness
- organization of time and resources
- leadership
- self-expression
- sense of humor
- self-confidence
- courage
- reason
- resiliency
- conflict resolution
- helping others.

Attitude and Values

For the purposes of Project STAR, "attitude" is defined as "a feeling of emotion about a situation or state of being."

The following assumptions were made about the nature of attitudes:

- attitudes can be acquired through study and experience
- attitudes involve values
- attitudes influence behavior and performance
- attitudes can be changed.

"Values" are defined for the purposes of Project STAR as "elements of relative importance." Thus, attitudes - and performance - will be influenced by the values - or relative importance - of situations, states of being, philosophies, or things, (e.g., objectivity, power, ethics, money, people). Therefore, desired attitudes and values must exist - or must be developed - in order to achieve desired behavior or performance of identified roles and tasks in the criminal justice system.

The following recommendations are made concerning the desired attitudes and values for relevant criminal justice positions:

Attitude

Analysis of the roles identified by Project STAR for various criminal justice positions indicated that certain basic attitudes were necessary for effective role performance. These included:

- impartiality
- respect for authority
- sense of responsibility.

Values

Project STAR research also identified a number of general values that were desirable for all involved criminal justice positions.

As reflected in the general education requirements, these included:

- concern for others
- ethics
- objectivity
- morality.

As will be noted, the above selection criteria are based on those roles, tasks and performance objectives identified as being desirable for each position by Project STAR research. In effect, selection criteria and techniques will likely emphasize the acqui-

sition and development of the right person for the right purpose. This will involve:

- an organization of positions in relation to community and agency objectives, priorities, environment, and resources
- an increase in selection requirements to carry out the specific roles, tasks, and performance objectives of the position
- the provision of special training or assistance for persons who have difficulty meeting selection requirements
- the relative de-emphasis of physical qualifications (e.g. height, age, sex, weight, eyesight, health)
- the expansion of the merit system for appointment of personnel.

The level and type of knowledge, skill and attitude will vary depending on the responsibilities of a particular position or the policies and environment of a particular agency. Nevertheless, considerable similarity of requirements were found to be necessary - to one degree or another - for all positions. Of course, detailed selection criteria will have to be developed by local jurisdictions for full-time and part-time personnel in accordance with their requirements and resources.

Educational Requirements

As a condition of initial or continued employment, all persons employed in one of the operational positions included in Project STAR should meet the general and specific educational requirements identified by Project STAR for:

- knowledge
- aptitude
- skill
- ability
- attitude
- values.

Certificates or Degrees

All prospective or present employees for one of the criminal justice system positions included in Project STAR should possess or acquire appropriate certificates or degrees indicating satisfactory achievement of the educational requirements identified by Project STAR research.

No recommendations are made concerning specific certificates or degree levels for any position since:

- the awarding of specific types of certificates and degrees is done through the authority of specific institutions who may require a variety of additional subject matter or work for obtaining the credential that is beyond that required for the criminal justice system positions included in Project STAR.

- the receipt of many present certificates or degrees is no guarantee that the recipient has developed the necessary knowledge, skill and attitudes to effectively perform in one of the identified criminal justice system positions.

Tests

As appropriate, criminal justice system agencies should develop and administer tests to measure the knowledge, aptitude, skill, ability, attitudes and values of a prospective or present employee to determine their capability to fulfill the desired roles, tasks and performance objectives of a particular position.

These tests must be validated in relation to actual operational performance to determine if they measure what they are supposed to measure. In addition, the reliability of the tests must be determined; that is, to see if they measure what they are supposed to measure consistently.

Standards

Each state, in cooperation with operational agencies, professional associations, and educational institutions, should establish minimum selection standards for prospective or present criminal justice system positions included in Project STAR. These standards should include:

Educational requirements--minimum standards should be established for the following educational requirements:

- course objectives and general content
- course prerequisites
- units or hours of credit
- measures of satisfactory achievement
- instructor qualifications
- instructional methods
- certificates or degrees awarded.

Tests--Minimum standards should be established to assure that the content and method for required tests of knowledge, aptitude, skill, ability, attitude and values for a particular position are based on the roles, tasks and performance objectives for that position.

SELECTION PROCESS

In addition to establishing selection criteria, a selection process must be established and maintained to assure that competent individuals are located, prepared, assigned and retained in appropriate positions.

This requires not just the initial entry of an individual into a position, but a continuous process of preparation and evaluation

during the entire career of a particular employee.

Selection Process Elements

Such a selection process would require the following:

Education

Before or after selection, appropriate education must be completed by those selected. In some cases, this might require the provision of remedial education to persons who fulfill all selection criteria except certain required education.

Recruiting

Once the selection criteria are developed, organized effort must be initiated and maintained to locate and interest individuals of the desired general capabilities in applying for any of the positions.

Entry-level Selection Procedures

To enable appointment of a particular candidate to a position, detailed selection procedures (e.g., application form, background check, tests) must be initiated and maintained.

Training

Upon appointment to a particular position but before assuming operational responsibilities, each employee should receive required training. In some cases, remedial training is necessary to enable an individual to adequately achieve all present or developing training requirements.

Experience

Once an individual has completed the minimum education and training requirements, an organized and supervised period of on-the-job experience should be provided. In some situations, they should be authorized to function on their own.

Performance Evaluation

After completing the supervised on-the-job experience, individuals appointed to a particular position should have their performance evaluated. If a satisfactory rating is obtained, they should be authorized to function more independently. Performance of these individuals should then be evaluated at least annually to ascertain how well they are fulfilling the desired roles, tasks and performance objectives of their particular position. In some cases, remedial help (e.g., more education, training or experience) may be necessary in order to bring the individual up to necessary standards.

Career Development

After an appropriate period of successful performance in a particular position, individuals should be given the opportunity for career development. Career development is assumed to include the opportunity to achieve increased status, recognition, independence, responsibility, reward, capability, or challenge.

Career Completion

After completing a successful career, each individual should be retired in accordance with personnel policies and practices.

Selection Process Continuum

At each stage of the selection process, the following should result:

- successful candidates or employees should progress to the next stage of the selection process.
- unsuccessful candidates or employees should be screened out at whatever stage they did not meet predesignated criteria.
- information on successful or unsuccessful candidates or employees at any stage of the selection process must be fed back to the originating point in the selection process to reinforce or change the selection criteria.

This entire selection process should then operate as a continuum - that is, something of a common character that functions in an uninterrupted ordered sequence. This continuum is illustrated in Figure 7.

Periodic Testing

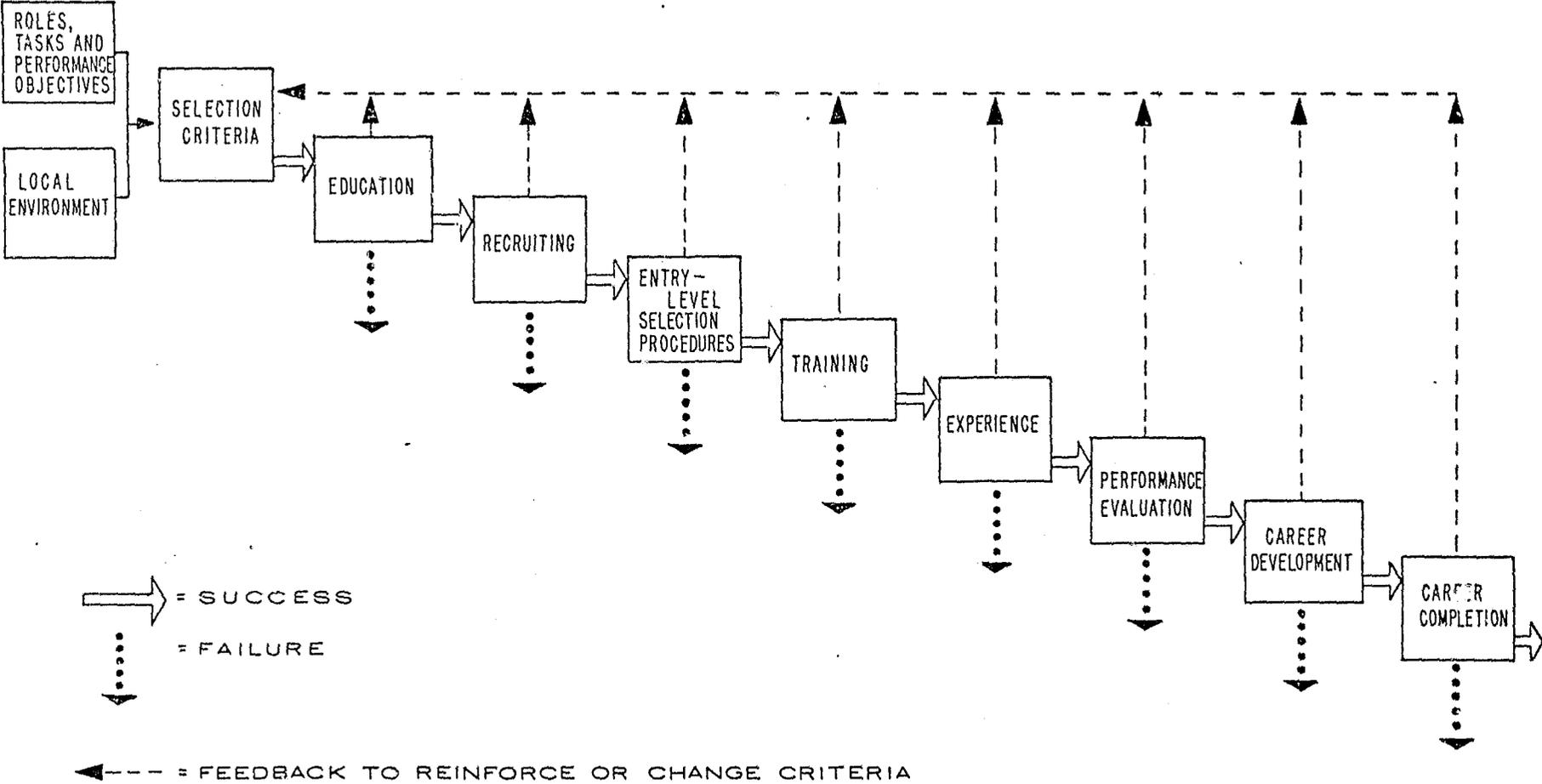
In the case of tests used as part of the selection process, some should be administered to employees periodically after their appointment or achievement of a specific level to determine if there has been any:

- reduction in capability
- increase in capability.

Classification System

It is critically important that positions relate to some overall agency or jurisdiction personnel classification system. Further, when a person is appointed to any particular position within that classification system, no assignment outside that class should occur for any longer than 60 days.

FIGURE 7
 THE SELECTION PROCESS CONTINUUM



If assignments exceed 60 days, the process to qualify the candidate for the alternate position should be initiated.

RECRUITING

Once the selection criteria and the selection process are established for a specific position, it is then possible and desirable to initiate a recruiting effort to obtain the best possible individuals to fill these positions.

Based on analysis of anticipated personnel needs (e.g., numbers and types of individuals required at particular times and locations), a detailed recruiting plan must be developed. Such a plan must identify the potential sources for candidates and specify the approach to be used for attracting and evaluating candidates.

Sources of Candidates

It must be assumed that candidates for a particular position may come from any:

- sex
- age group from 18 to 65
- physical group (e.g., size, condition)
- racial or ethnic group
- socio-economic group
- educational level
- geographical area
- employment status (e.g., presently employed, unemployed, volunteer, part-time).

Of course, each candidate must meet the criteria set for each agency for each position. However, as indicated earlier, this criteria may vary from agency to agency depending on local conditions. In addition, recruiting for some positions should consider personnel within the agency as well as from the outside.

Approach

The approach used to recruit competent personnel should involve at least the following:

Detailed Position Description

A clear statement of agency purpose, resources and organization; position duties and qualifications; pay, benefits and promotional opportunities; working conditions, and agency performance expectations should be developed for distribution to all candidates.

Position Announcement

An announcement concerning position availability, description

and procedures for application should be prepared for distribution to a wide range of publications, individuals and organizations.

Recruiting Responsibility

At least one person in each agency should be assigned on a full-time or part-time basis for recruiting needed personnel.

Recruiting Campaign

Once the need for specific personnel is identified, a campaign to locate and interest appropriate candidates must be initiated. Such a campaign should be directed as required to:

- the agency seeking the employee
- the jurisdiction seeking the employee
- appropriate professional or employee associations at the local, state or national level
- other criminal justice agencies at the local or state level
- high school placement offices
- college professional schools and placement offices
- state employment offices
- paid employment services
- professional journals
- local news media display or classified advertising or public service announcements
- local community service organizations.

Initial Screening

The individual responsible for agency recruiting must be prepared to screen applications that result from the recruiting campaign in order to eliminate those that clearly do not meet the selection criteria and to encourage those that do. Once the initial screening is completed, the candidate should then be subject to the detailed selection criteria and procedures.

Duration

The effectiveness of a recruiting effort will depend largely on how long the campaign is run. Terminating a recruiting effort either too early or too late will often result in not enough or too many desirable candidates.

The time from initial application to appointment is also one of the most significant factors in recruiting appropriate candidates. If such a period is too long, competent candidates will either lose interest or will accept another position; if it is too short, inadequate time is allowed for proper evaluation. Each agency must determine the duration

that best meets their needs.

Alternative Task Configuration

In order to permit a better match of available personnel resources with agency needs, the agency personnel classification system should permit an adjustment of the types of roles, tasks and performance objectives assigned to any specific position. This, in turn, would result in a modification of agency selection criteria.

This would include a difference between positions carrying responsibility for a limited number of simple tasks in a component (or agency) compared to positions with responsibility for a large number of diverse, complex tasks. It must be recognized that the assignment - or withholding - of certain tasks will materially affect the selection criteria and recruiting strategies.

Job structures are (and should be) constantly changing due to:

- changing social conditions
- changing environmental conditions
- shifts in public opinion
- changes in political philosophy
- changes in personnel availability
- variation in resource availability.

X. ROLE TRAINING

The research conducted by Project STAR identified the need for the development of training for key criminal justice personnel that emphasized their various roles. As a result, such a role training program was developed for appropriate police, judicial process, and corrections personnel. This Chapter describes the Project STAR role training program.

PURPOSE

Role Training seeks to develop desired personal characteristics, attitudes, and behavior in students through their active involvements in the learning process. Its focus is broader and more inclusive than typical training. It places a high priority on the behavior of individuals while performing the requirements of their positions, rather than on only increasing their knowledge and skills.

Project STAR role training is addressed to the operational people in the criminal justice system, regardless of their years of experience or status.

PRIME BENEFICIARY

The Project STAR role training program is based on the assumption that people working in the criminal justice system should be functioning for the benefit of the general public. While it is reasonable for all criminal justice personnel to benefit personally from their professional efforts in the system, their work must be directed primarily to benefiting society as a whole. Two concepts

from organizational theory are pertinent here:

- The "prime beneficiary" concept states that the intended recipient of an organization's activities must be identified. The work of personnel employed in the organization must then emphasize those activities most beneficial to the individuals or group so identified.
- The concept of "goals displacement," on the other hand, involves redirecting the benefits of the organization from those for whom they were intended to another person (yourself) or group (your agency).

The first of these two concepts places a priority on what a person "ought" to do, the latter allows one to consider themselves before the public. The greatest benefit for all (including one's self) results from a performance that accomplishes what it sets out to do. In the case of the criminal justice system, that can mean only to serve the people.

SYSTEM EMPHASIS

A major goal of the Project STAR role training program is to emphasize the importance of having individuals employed by criminal justice agencies view themselves as functioning within a system. The research data from which the Project STAR role training program has evolved reflected a strong need for police, corrections, and judicial process personnel to view themselves in that way. Interacting with each other as members of the system and having a knowledge of the objectives and conditions under which each position must operate make it easier for each person to handle the requirements of their job. The benefits of such coordinated interaction is then reflected in the improved quality of justice, operational effectiveness, and relations with the public.

The system aspect of the training has been emphasized by making the content of the shared roles as similar as possible for all six positions and by stressing the interpositional relationships involved.

TRAINING PROGRAM ORGANIZATION

Project research and development effort led to the development of a role training program for each of the major criminal justice components as follows:

- Police Officer¹⁵

¹⁵ Project STAR, American Justice Institute, Police Officer Role Training Program, Sacramento, California: Commission on Peace Officer Standards and Training, 1974, 736 pp.

- Judicial Process (for prosecuting attorney, defense attorney, and judge).¹⁶
- Corrections (for caseworker and correctional worker).¹⁷

TRAINING PACKAGE ORGANIZATION

In all three components, instructors and students receive the same training materials in order to enhance common understanding and to provide for a more effective learning experience. The instructor also receives test materials. Each component role training package is organized as follows:

Introduction

This contains a summary of Project STAR background and findings, including a description of all roles and tasks identified for all positions. In addition, it explains the logic for the design of the role training program. Further, it describes role training program purpose and instructional techniques. Finally, it contains specific suggestions on role training program implementation, including the establishment of priorities, integration of role training with present training, instructor/student ratios, preparation for training and actual use of the training elements. This should enable instructors or students of widely varying backgrounds to use the package effectively.

Training Modules

Two kinds of training modules are provided:

- System

This training module was prepared for use by police, judicial process, and corrections components. It stresses the interrelationships among these positions.

- Component

A separate training module is provided for each role identified for relevant components and positions in the criminal justice system.

¹⁶ Project STAR, American Justice Institute, Judicial Process Role Training Program, Sacramento, California: Commission on Peace Officer Standards and Training, 1974.

¹⁷ Project STAR, American Justice Institute, Corrections Role Training Program, Sacramento, California: Commission on Peace Officer Standards and Training, 1974.

Each training module contains the following sections:

- The Role Concept

This includes a description of the role and its associated performance objectives as identified through Project research. In addition, the benefits to be obtained from the role performance are identified. Further, appropriate theories and resource material related to each role are discussed; ways that the role can be performed by involved positions are noted; pertinent tasks are incorporated; and relevant examples of role performance are given.

- The Learning Activities

Each role training module contains from 5-10 learning activities from which an instructor or student can select one or more activities to facilitate learning and implementation of the role concept.

- Review

Each role training module contains at least five questions to enable instructors and students to review their knowledge and attitude concerning relevant role concepts.

Thus, the modules are organized to go from the general to the specific through the following steps:

- role concepts, including performance objectives
- related tasks, situations, and examples of role behavior
- learning activities to demonstrate role performance.

Test Materials

Instructors are given a test manual and a single copy of a recommended test to enable test control and administration.

TRAINING MODULE FORMAT

Each training module uses the format shown in Figure 8, excerpted from the police officer training module, "Enforcing Law Situationally." The text within the lines is the basic content; special instructions and questions to help improve understanding of the basic content are outside the lines.

The format enables the instructor to inject alternative situations, examples, discussion questions, or learning activities

CONTINUED

2 OF 3

related to special agency conditions. Yet, the concepts of the role remain consistent.

Figure 8. Role Training Program:
Training Module Format

Situational Enforcement at Patrol Levels

Many experienced officers quickly apply to any situation a mental checklist similar to the newspaper reporter's "Who, What, When, Where, Why." Let's discuss these, and a few more, in an order that might apply more readily to most police situations.

- What is the situation? Sometimes you will know this in advance from the dispatcher's call. Sometimes you won't because the dispatcher may not have all the information, what he has may be incorrect, and he may not have time to give you all he has. In any case, the dispatcher's call or your own observation of the situation will give you the major characteristics which will help define the possibilities for situational enforcement. A street fight gives you a different mental set than a family quarrel.

EXAMPLE

You observe a man and woman, late at night, in a parking lot near a bar, struggling over a purse. This situation certainly deserves your attention. However, before you conclude...

Discuss the kinds of situations an officer may find when he responds to a "disturbance" call.

The format also permits instructors and students to make notes on each page to facilitate presentation and retention of information.

INSTRUCTIONAL TYPES

The learning activities in each module have been designed to allow for their effective use whether by groups or individual

students. These two types of instruction are described below.

Group Instruction

Group instruction involves bringing a group of students together at the same time and place for as long as necessary to complete the training. The major advantage of group instruction is that it efficiently provides for various kinds of common interaction between the students, instructors, and other participants.

The group approach can also be used to get maximum coverage of a particular topic, problem, or situation by dividing up the larger group. Small group reports given when the class reconvenes provide both the "big picture" and a variety of viewpoints about it.

On the other hand, personal contact between instructor and student alone may be limited and the management problems associated with large groups of students may take a great deal of the instructor's time.

Instructor and students should get to know each other as quickly as possible. This may be accomplished both through records available in advance and from personal interaction in class and elsewhere. Knowledge should be obtained about the personal capabilities available among the students for assignments such as role players, discussion leaders, debaters, interviewers, and committee spokesmen.

Individual Instruction

Individual instruction generally occurs when one instructor works with one or more students individually, with each coordinating plans for the learning experience with the instructor. It also could occur without the participation of an instructor for self study, but this is not recommended.

The major advantage of individual instruction is its potential for matching the learning experience closely to the needs and interests of the student--like a tailor-made suit. Working closely with a skilled teacher and practitioner also has much to be said for it. Pacing the activities to mesh with both the student's and the instructor's time schedules can avoid the lock-step limitations of being in a larger group.

Instructors should be sensitive to some of the following possible disadvantages of individual instruction:

- the time required for close coordination with students may exceed time available

- the requirement that each individual have clear cut objectives before the activity is undertaken and the need to bring each experience to a productive end demands considerable effort on the part of the instructor
- the opportunity for the individual student to rub his opinions, ideals, philosophy, and knowledge against those of his peers is limited.

Some of the group and individual activities are interchangeable. When done by a group of students in a class, individual activities could become group activities. In addition, the essential learning experience in a group activity could, in some cases, be profitably undertaken by an individual.

INSTRUCTIONAL TECHNIQUES

The training program uses 14 different instructional techniques. These instructional techniques are organized to enable conduct of the training with varied:

- numbers and types of instructors
- numbers and types of students
- facility and equipment availability
- community and agency conditions
- types of training programs.

The technique suggested for each learning activity was selected carefully in relation to its ability to enhance understanding and acceptance of the role being studied. However, modifying it or using a different one altogether may be desirable to meet the needs of any one group, or student, or set of circumstances. The specific methods are grouped for easy reference into the following five major categories.

• Conferences

Group activities that make it possible for students to interact with informed professionals, guests, and other students according to predetermined rules are:

- debate
- discussion group
- panel
- seminar.

• Field Experiences

Methods included under this heading focus on getting the student out of the classroom and into contact with the people,

institutions, and situations in the community. Specific techniques included are:

- field trip
- interview
- operational experience
- operational observation.

• Presentations

Presentations are oral deliveries on topics by an instructor, a student, or a guest speaker. During the presentation, illustrations and visual aids, appropriate to the subject and the class, can be used to heighten interest. This method of instruction may involve:

- lecture
- lecture-discussion
- lecture-demonstration.

• Problem Investigations

The two instructional methods included under this heading require one or more students to define a problem, investigate it, and report the results of the investigation to an instructor or group for discussion and conclusions. Techniques available are:

- committee
- inquiry.

• Simulations

Simulations make it possible for students to experience situations that approximate real life but which are too dangerous or complex for an actual experience. Some can be extremely sophisticated to plan and carry out (e.g., a computer simulation of a riot). Others can be very simple (e.g., role play of a man being booked). The emphasis should remain with the purpose of each simulated exercise. Neither the instructor nor the students should allow themselves to become distracted because all of the conditions of reality are not present. Specific techniques used are:

- case study
- game
- role play.

Detailed descriptions of each of the above noted techniques, including step-by-step procedures for their use, are provided in Appendix E, including a notation of whether the technique can be used for groups, individuals, or both.

In addition to providing instruction for both groups and individuals, this training program has been constructed to give complete flexibility to the person responsible for developing courses of instruction geared to the needs of the local agency--large or small. When used to train individual students, it is suggested that the assignments and progress be coordinated with an instructor.

INSTRUCTOR SELECTION AND TRAINING

Observations during the field testing of these materials indicate that instructors with a combination of successful operational and classroom instructional experience are best able to facilitate student learning in the context of this program. This program, because of its nature and its emphasis on active student participation, however, requires much more from an instructor than does the traditional lecture-discussion method practiced in most education and training institutions or facilities.

The selection of instructors to present role training should favor individuals who have been able to demonstrate that:

- they understand the theory, basic knowledge, practice, and complexity of their operational area
- their interest in students' learning through active participation has been evident in their classroom activities
- they are willing to make use of a variety of different methods to encourage learning.

Because this training emphasizes the impact that attitudes have on the behavior of students, the instructor must see himself as a facilitator of the students' learning processes rather than a teacher who provides only information to students.

Instruction requirements can best be met through careful screening of instructor candidates and their successful completion of a training program in role training theory, content, and technique.

PLANNING FOR TRAINING

Successful management of these modules requires planning ahead, probably much more so than the conventional, lecture-oriented approach. The instructor should be well aware of the resources available to aid in the learning process. These include:

- the entire range of aids--audiovisual and reference materials
- experiences and backgrounds of instructors and students
- local agencies who are willing to make field experiences possible

- other persons willing to participate in the training programs.

The arrangements involved in carrying out role training is a major task that also requires coordination in terms of:

- selecting desired learning activities
- scheduling the learning activities and making the necessary arrangements
- inviting speakers, consultants, or panel members
- coordinating activities of several groups of students at one time.

In addition, the following must be established prior to initiating any role training program.

Establishing Priorities

Each local agency and community has certain unique characteristics that must be reckoned with when setting priorities for training. An agency in a small community may be primarily concerned with the regulation of traffic, general patrol, and providing service for its citizens. Another agency in a large metropolitan center, however, may be hard put just to maintain order in one part of the city while other areas in the city are as uneventful as the small community. In each case, the training needs may be different.

Other factors that may impact on the selection of priorities are the size of the budget, the amount of time available, the availability of qualified instructors, and the readiness of the community to accept changes in the criminal justice system resulting from training programs.

After consideration of the various factors, priorities based on agency needs must be established, the training organized, and plans for its implementation firmed up. The flexibility of this role training program provides a variety of alternatives for the planner.

No one module is considered to be necessarily more important than another--except that a local agency may choose to emphasize certain modules.

Selecting the Modules

The role training program has been developed in a modular form. Individual modules may be selected or the entire set for one component of the system may be used. The system role, "Assisting Criminal Justice System and Other Agency Personnel," could be used to exercise a mixed group representative of the

police, corrections, and judicial process components. The decision to use selected modules or the total set should be based on local needs and priorities. However, use of the total set is recommended.

Sequencing the Modules

Once the priorities have been established and the modules to be used have been selected, the decision regarding the order in which the modules will be presented must be made. This decision should be determined at the local level, arranging the roles to match local conditions, training emphasis, and agency requirements.

Instructor/Student Ratio

Experience during the field testing of these materials supports the idea that team teaching should be used whenever possible. The use of more than one instructor, with different skills, in the same group encouraged interactions between students and and instructors and had a positive influence on the progress made by students during the training. A ratio of one instructor for 10 to 15 students tends to maximize the benefits to be gained from role training.

Class Size

Field test results indicate that a class size of 25 greatly facilitates the learning process for all students in the role training program.

Instruction Time

Because of the many variables involved and the flexibility of the training program, it is impossible to accurately predict how much time would be required for each role training module. It will depend on many factors, including the position involved, the emphasis given to the role, the complexity of the role, the sequence of module use, and instructor-student capability and prior experience. However, field testing of the training modules has suggested the general time requirements shown in Table 13.

Table 13
Role Training Programs:
Estimated Ranges of Instructional Hours

<u>Training Program</u>	<u>Range of Hours per Module</u>	<u>Number of Modules</u>	<u>Range of Hours per Program</u>
Police Officer	8-12	13	104-156
Judicial Process	4-6	16	64-96
Corrections	8-12	13	104-156

Integration of Role Training Program with Other Training

The role training program is designed so it may be integrated into other training (current or planned) in a variety of ways. These include:

- addition of the role training as a unit at the beginning or end of an existing training program
- integration of role training modules into appropriate places throughout the training. In some cases, elements of existing training can be replaced by the STAR modules; in other cases, they may supplement present training elements.

USE OF AUDIO-VISUAL AIDS OR TECHNIQUES

Instructors may use audiovisual aids (i.e., flipcharts, transparencies, films, tapes) if they are relevant and available. However, roles involve attitudes and attitudes are rarely changed through learning in which the student is not emotionally involved.

Thus, the training package emphasizes the use of those instructional techniques that involve the student in an emotional experience.

The careful use of audiotape or videotape, if available, can be extremely useful in providing feedback to students on activities in real or simulated learning experiences.

PREPARATION FOR TRAINING

A sequence of logical steps can be taken to facilitate the installation of the training program. If adequate care and effort are exerted early, the usual problems that generate anxiety can be minimized. Four phases are suggested as a guide for initiating the program:

- review
- decisions
- preparation
- management.

Review

At least a half day should be devoted - without interruption - to getting acquainted with the entire role training program. Program administrators and instructors should:

- Read the Introduction first for a description of the contents, the research effort from which the empirical base for the role training program evolved, the nature of role training and its emphasis on the student as an active participating learner, a description of the role training

package, and suggestions about how to conduct a role training program.

- Examine the role and task descriptions of the six positions.
- Study the instructional techniques described.
- Look through the training modules and note the consistency of their organization as reflected in the sections on role concepts, learning activities, and review.
- Select one module that is of particular interest and:
 - read the role concept section thoughtfully
 - examine the learning activities and visualize how the role could come alive for students
 - answer the questions in the review section.
- Consider the local situation and think of ways in which this program could be best presented to meet local needs and to improve the performance of criminal justice personnel.

Decisions

After completion of the review, various decisions must be made in answer to the following questions as they relate to budget, staff, and time available for training.

- What are agency training objectives?
- Which modules can be used to train personnel according to these objectives?
- Will there be any modification of the training materials necessary?
- When will the training take place and where?
- Who will be assigned as instructors and what are their qualifications?
- What specific preparation is needed before the training can start?

Preparation

Adequate attention to detail and time spent in planning and preparing for the training will go a long way toward ensuring its success and will result in the improved performance of students.

Because much of the content in the program may be familiar to instructors, it may be easy to consider preparation for it lightly. They should not get caught in that trap. It will be to their benefit to plan ahead and:

- Develop a detailed schedule of the events that must take place from the first orientation of the students to the final session of the training, including test administration and scoring. Assignment of responsibility for these events, as well as the time, place, and special conditions (if any) should be clearly understood.
- Arrange for the necessary physical facilities.
- Select the learning activities to be used for each module.
- Get thoroughly acquainted with the purpose and details of the learning activities selected for the training program and the methods of instruction explained in the Introduction.
- Approach the modification of the learning activities with care until after instructors have had experience with them at least once. If there are to be modifications, take care of them prior to the beginning of instructions.
- Make the necessary arrangements for speakers, panel members, agency visits, operational observations, and visual aids.
- Assemble all of the necessary materials, such as schedules, scripts, and forms.
- Meet with other instructors to go over plans for the program and to train them if necessary.
- Plan a dry run of the orientation.

There may be other local factors that will have to be considered during preparation for the training. Of course, the key to the success of this, or any other training program, is adequate planning and preparation, far enough in advance, and attention to all details.

Management

The following suggestions should be helpful in managing the training program as a single unit. The same suggestions, with slight modification, will apply to those cases where role training is mixed with other types of training.

- Take advantage of the momentum that usually accompanies a new experience to get off to a good start. Then, maintain the momentum.
- Allow for adequate time to orient students and guests to the physical facilities and logistics of the training environment (e.g., meals, accommodations, transportation, free time).
- Orient students to the total schedule and make every effort to stay with it by starting and ending each session on time.
- If administering a pretest, allow each student to leave the testing room upon turning in each test. If possible, provide a place where students may relax and visit with each other after they complete the test.
- The orientation of the students to the scope and nature of role training should be given more than a passing effort. The Introduction must be read as a first assignment by students and the materials thoroughly discussed prior to moving through the roles.
- Before each module is initiated, make sure that all students, instructors, and guests are prepared and all arrangements have been made.
- If instructors choose to request that students read all or part of the training module prior to an instructional period, make sure that adequate time is allowed for all students. In addition, do not overload students with reading assignments early in the training program either at night or during class sessions. This will cause fatigue, boredom, and possible rejection of the training program.
- Avoid using the role concept material as a base for lecturing students. Encourage students to actively participate.
- Retain strong emphasis on conducting each learning activity according to the purpose for which it was designed. Discourage the urge to reminisce or discuss irrelevant matters.
- Maintain emphasis on the general concept of the role characteristics and behavior expected of a person employed in a specific criminal justice position.

- Make sure that time is available at the end of each learning activity for the student or group to draw conclusions from the experience as they apply to performance on the job. This provides the necessary closure for the training and confronts each student with his own behavior.
- If more than one instructor is involved, have them share experiences, discuss success or failure of activities and the level of student interest. Solicit feedback from students and involve them in planning as much as possible.
- Modify plans if necessary to better achieve desired results.

USING EACH ROLE TRAINING MODULE

The three major sections of all role training modules--the Role Concept, the Learning Activities, and the Review--have been designed to allow for modification to build in factors inherent in specific communities and agencies. The following paragraphs indicate ways these sections can be used to get the most out of the training in each local setting.

The Role Concept

This section provides the instructor and the student with the empirically derived concepts of the role. They have been organized to provide an understanding of the behavior expected of each person occupying any of the six operational positions to which this training is addressed. This is the one section of the module that should be retained intact and revisions minimized so as to retain the integrity of the data from which the role evolved.

The instructor is encouraged to study each part of this Role Concept section and make thoughtful use of the marginal notations in presenting each module for the students. The students will have to cover the same ground and both should have a good grasp of the role expectations before embarking on the learning activities.

Understanding the role concept can best be gained through a discussion group after both the students and the instructor have done their homework.

Examples are used throughout this Role Concept section to clarify or to emphasize role concepts that are of importance to the understanding of the role. These particular examples have been used because they were consistent with the thought being expressed. They may be modified slightly to fit local settings.

Similar examples from the personal repertoires of the instructors and the students should be explored and incorporated to improve the realism of the training and to relate

it more intimately to the experience of the student. Caution should be exercised here, however, since the opportunity to dramatize often irrelevant past experiences frequently becomes the focus instead of the role concept the examples were intended to clarify.

The Learning Activities

A total of 405 separate learning activities have been included in the Project STAR role training programs for the police officer, judicial process personnel, and corrections personnel. Each activity utilizes one of the training techniques identified as being desirable for achieving Project goals. These activities provide the main thrust of the role training program. They have been designed to provide the students with an opportunity to experience, in a variety of situations, the meanings and issues of the role concepts and performance objectives. Some can be used with a group, some on an individual basis, some with groups or individuals.

The Training Premise upon which these activities were developed emphasizes the need for the student to be as actively involved in real life training situations as possible. The choice of activities is heavily weighted with operational observations and experiences, contacts with personnel in criminal justice agencies and the community, and intensive interaction among students in situations that closely approximate the real working world of each of the particular positions.

Modification of Learning Activities may be undertaken to accommodate to local conditions and needs. Some of the existing activities which encourage the sharing of experiences, opinions, and approaches to problems can be especially valuable if the class includes experienced people with widely varying backgrounds, training, and experience in the local community.

New learning activities can also be developed to make use of local events and issues. Instructors and students should be alert to opportunities to move from the classroom into the community whenever possible. In either case, it is important that the focus be on the relevant role concept.

Early Selection of Learning Activities is critical because the amount of time consumed by each activity varies. It is equally important that the necessary arrangements be made well in advance for the visitation of other agencies, inviting speakers or panel members, and clearing operational observations with proper administrators. It should be made clear to students and agency personnel that the purpose for the observations made by students is in no way intended to evaluate the agency or its personnel.

The Review

The Review section consists of several questions that reflect the major concepts and objectives of the role. The purpose of these questions is to provide an opportunity for students to think back over the training experience of each role and pull together a summary of their attitudes and feelings about the role concepts and the implications for job performance.

This section is not intended to be used to test student achievement. It can be best used by students for individual study, by informal groups of students who are interested in further discussion of the issues involved, or by instructors to develop new learning activities or lead discussions reviewing the major concepts of the role as each role is completed.

USING THE ROLE CONCEPT TEST

The Role Concept Test is described in considerable detail in the Test Manual provided for instructors. This manual suggests alternative ways that the test can be administered and evaluated.

APPLYING ROLE TRAINING ON THE JOB

Some aspects of performing the roles in these training modules may be difficult to put into practice on the job because:

- Supervisors or peers may not be hospitable toward the role training program since their understanding of it and its concepts may be limited.
- Requirements of safety and time may limit opportunity to carry out all roles simultaneously.
- Informally established procedures and traditions may run counter to the role requirements.
- Personal backgrounds and experiences of fellow workers may suggest other seemingly more expedient ways to accomplish what the roles intend.
- The performance of one role may at first seem contradictory to the performance of another.

The instructor or student should not expect to overcome these constraints immediately. One of the best ways to do so, however, would be to work toward gaining a deeper understanding of the role and to reflect that understanding in one's actual behavior.

XI. IMPLEMENTATION RECOMMENDATIONS

The results of the Project STAR research and development effort provide an excellent basis for improving the effectiveness of the criminal justice system in the United States.

However, before any such improvement can be made, the findings and end products of the research and development effort must be implemented. This Chapter contains a series of recommendations that should enable appropriate implementation in any criminal justice system jurisdiction or agency.

In this Chapter, the term "jurisdiction" refers to any political subdivision at the state or local level (e.g., state, county, city, village). The term "agency" refers to operational criminal justice agencies involved in police services, judicial process or corrections.

ROLES, TASKS AND PERFORMANCE OBJECTIVES

The following recommendations are made concerning the study, adoption, implementation and evaluation of roles, tasks and performance objectives by criminal justice jurisdictions and agencies.

Study Project STAR Findings

Each criminal justice system jurisdiction, in cooperation with the public, should study Project STAR findings on roles, tasks and performance objectives to determine their general application to local requirements.

Adopt Jurisdictional Roles, Tasks and Performance Objectives

Each criminal justice system jurisdiction should adopt a statement of jurisdictional roles, tasks and performance objectives within their authority on the basis of Project STAR findings and on any special local conditions.

Develop Agency Performance Measurement Standards

Each criminal justice system agency should develop agency and employee performance measurement standards based on the roles, tasks and performance objectives adopted by each criminal justice system jurisdiction.

Seek and Allocate Resources in Accordance With Standards

Each criminal justice system agency should seek and allocate resources in accordance with the performance measurement standards developed by that agency.

Measure Performance in Accordance With Standards

Each criminal justice system agency should measure agency and employee performance in relation to the achievement of the performance measurement standards developed by that agency.

EDUCATION OF CRIMINAL JUSTICE SYSTEM PERSONNEL

The following recommendations are made concerning the study, adoption, implementation and evaluation of desired education for potential or present operational criminal justice system personnel.

Study Project STAR Recommendations

Each criminal justice system jurisdiction, in cooperation with local educational institutions, should study the Project STAR recommendations for the education of criminal justice system personnel to determine their general application to local requirements.

Adopt Jurisdictional Educational Requirements

Each criminal justice system jurisdiction should adopt a statement of educational requirements for operational criminal justice system personnel within that jurisdiction on the basis of Project STAR findings and on any special local conditions.

Develop Educational Programs

Educational institutions, in cooperation with criminal justice system jurisdictions and agencies, should develop appropriate educational programs for criminal justice system personnel.

Implement Educational Programs

Educational institutions should implement those educational

programs developed jointly with criminal justice system jurisdictions or agencies.

Evaluate Educational Programs

Educational institutions, in cooperation with criminal justice system jurisdictions and agencies, should evaluate educational programs to determine if desired objectives are being achieved.

PUBLIC EDUCATION

The following recommendations are made concerning the study, development, implementation and evaluation of desired public education programs.

Study Project STAR Recommendations

Each criminal justice system jurisdiction, in cooperation with representatives of the general public, should study the Project STAR recommendations for public education to determine their general application to local requirements.

Adopt Jurisdictional Public Education Requirements

Each criminal justice system jurisdiction should adopt a statement of public education requirements on the basis of Project STAR findings and on any special local conditions.

Develop and Implement Public Education Program

Each criminal justice system agency, in cooperation with community organizations and educational institutions, should develop and implement appropriate public education programs.

Evaluate Public Education Program

Each criminal justice system agency, in cooperation with representatives of the general public, should evaluate public education programs to determine if desired objectives are being achieved.

SELECTION AND RECRUITING

The following recommendations are made concerning the study, adoption, implementation and evaluation of criteria and techniques for selecting and recruiting desired operational criminal justice system personnel.

Study Project STAR Recommendations

Each criminal justice system jurisdiction should study the Project STAR recommendations for selection and recruiting of desired operational criminal justice system personnel to determine their general application to local requirements.

Adopt Jurisdictional Selection and Recruiting Requirements

Each criminal justice system jurisdiction should adopt a statement of selection and recruiting requirements on the basis of Project STAR findings and on any special local conditions.

Develop and Implement Selection and Recruiting Standards and Procedures

Each criminal justice system agency should develop and implement appropriate selection and recruiting standards and procedures.

Evaluate Selection and Recruiting Program

Each criminal justice system jurisdiction should evaluate whether criminal justice system agencies are following identified selection and recruiting standards and procedures, and whether these standards and procedures are achieving the desired objectives.

ROLE TRAINING

The following recommendations are made concerning the study, adoption, implementation and evaluation of desired role training programs for operational criminal justice personnel.

Study Project STAR Role Training Programs

Each criminal justice system agency should study the Project STAR role training programs to determine their general application to local requirements.

Incorporate Role Training into Present Training Programs

Each criminal justice system agency, in cooperation with training institutions, should incorporate the Project STAR role training programs as appropriate into present training programs.

Select and Train Role Training Instructors

In accordance with prescribed criteria, each criminal justice system agency or training institution should select and train appropriate instructors for the role training program.

Select Students for Role Training Program

In accordance with prescribed criteria, each criminal justice system agency should select appropriate personnel to participate in the role training program.

Obtain Necessary Role Training Materials

Each criminal justice system agency or training institution

should obtain the necessary materials for the role training program.

Arrange for Necessary Facilities

Each criminal justice system agency or training institution should arrange for the facilities necessary to conduct the role training program.

Plan for Role Training

Each instructor, in cooperation with participating criminal justice system agencies or training institutions, should develop a detailed plan for implementing the role training program.

Implement Role Training

Each criminal justice system agency or training institution should implement role training when adequate arrangements are complete.

Evaluate Role Training

Each criminal justice system agency should evaluate the impact of the role training program upon its completion and during the operational performance of participating students.

APPENDIX A
 ADVISORY COUNCILS, RESOURCE GROUPS AND STAFF

Appendix A contains a list of those individuals who were members of the Project STAR National Advisory Council, state advisory councils in Michigan, Texas, and New Jersey and the resource groups for police, judicial process, corrections, and education and training. In addition, key Project staff and special consultants are listed in the Appendix.

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Peter Forsythe, Director
Michigan Office of Youth
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Professor B. James George
Center for Administration
of Justice
Wayne State Law School
Detroit, Michigan

Robert Goussy
Assistant Attorney General
Criminal Division
Office of the Michigan
Attorney General

William Kime
Deputy Director of Programs
Michigan Department of
Corrections

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New Jersey Department of Law
and Public Safety

Richard L. Bruner, Chief
Bureau of Programs
New Jersey Department of
Institutions and Agencies

Richard Clement
Chief of Police
Dover Township, New Jersey

Professor William Cusack
Paterson State College
Wayne, New Jersey

Dr. James Finkenbauer, Chairman
Division of Criminal Justice
Trenton State College
Trenton, New Jersey

Michael Imbriani, Prosecutor
Somerset County, New Jersey

Evan William Jahos, Director
Division of Criminal Justice
New Jersey Department of Law
and Public Safety

Colonel David B. Kelly
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Fort Bend County, Texas

Joe M. Kilgore
Attorney at Law
Austin, Texas

William G. Reid, General Counsel
Texas Criminal Defense
Lawyers Association

Fred Toler, Executive Director
Texas Commission on Law
Enforcement Officer
Standards and Education

Dr. James A. Turman
Executive Director
Texas Youth Council

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Executive Director
Texas District and County
Attorneys Association

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Assistant Sheriff
Los Angeles County, California

Victor I. Cizanckas
Chief of Police
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California Department of
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Ft. Fred Hoover
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San Mateo County, California

C.A. Terhune, Deputy Director
California Youth Authority

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Superior Court
Los Angeles County, California

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Superior Court
Santa Clara County, California

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Judge, Municipal Court
Los Angeles County, California

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Municipal Court
San Rafael, California

Robert N. Tait
District Attorney
San Luis Obispo County,
California

Hon. Verne O. Warner, Judge
Superior Court
San Diego County, California

EDUCATION AND TRAINING RESOURCE GROUP

Jerome Ammerman
Chief of Police
Modesto, California

Robert Blanchard
Police Science Instructor
Riverside, California City
College

Lt. James W. Carlton
Police Department
San Rafael, California

Robert Doran
Deputy Superintendent
California Rehabilitation Center
Corona, California

Dr. James Herman, Chief
Bureau of Industrial Education
California Department of
Education

Charles Kuhl, Superintendent
DeWitt Nelson Youth Conservation
and Training Center
Stockton, California

Paul Li, Director
Center for Judicial Education
and Research
Berkeley, California

Austin Smith, Senior Consultant
California Commission on Peace
Officer Standards and Training

Wilber Littlefield, Chief
Research and Courts Division
Office of the Public Defender
Los Angeles County, California

Ray L. Esperance
Training Officer
Probation Department
Alameda County, California

Jack McArthur, Director
Regional Criminal Justice
Training and Resource Center
Modesto, California

Dr. Harry More, Chairman
Administration of Justice
Department
California State University-
San Jose

I.J. Shain, Research Director
Administrative Office of the
Courts
Judicial Council of California

J. Winston Silva
Consultant for Criminal Justice
Education
Chancellor's Office
California Community Colleges

STAFF

Project Director

Dr. Charles P. Smith

Associate Project Directors

Dr. Donald E. Pehlke (1972-74) Charles D. Weller (1971-72)

Behavioral Scientists

Dr. Ezra W. Geddes
Dr. Donald R. Jones
Billy R. Modisette

Field Coordinators

Kenneth E. Christian (Michigan)
Joseph Luskin (New Jersey)
N.K. Woerner (Texas)

Editor

Ruth Keane

Project Secretaries

Margaret L. Hunt
Lyn Raphael
Adrienne Burnette

Graphic Artist

Tom Yamane

Instructional Technologists

Dr. Stanley K. Gryde
Dr. Stanley L. Levine
Paul Rourman

Social Trends Analyst

Dr. Perry E. Rosove

System Development Corporation

Dr. Jack M. Coale
John F. Knudson
Eugene R. Streich
Joseph M. Konigsberg

Field Research Corporation

N. Robert Hyer
Dr. Peter Sherrill

National Scanning Incorporated

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Special Consultants

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John E. Caldwell
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Dr. Paul M. Whisenand
Robert A. Young
Dr. James Q. Wilson

Coordination Staff - California Commission on Peace Officer
Standards and Training

Coordinators

David Y. Allan (1973-74)
Otto H. Saltenberger (1971-73)

Coordination Support Staff

Eva Marie Sordi
Cathy Souders

APPENDIX B
CRIMINAL JUSTICE SYSTEM ROLES

Appendix B contains 17 relevant criminal justice role categories, role identifiers, and role descriptions. These roles are based on analysis of all available Project STAR data and review by appropriate criminal justice system personnel at all levels. These roles have been refined to eliminate overlap with other roles or tasks identified and to assure that each role represented the desired level of abstraction.

Roles for each criminal justice position can be found by associating the appropriate position on the matrix with a role identified with an "X". All roles are listed in alphabetical order, by category and within each category. No priority in importance or relative time in role performance is suggested since this must be determined at the local level.

Of these 17 roles, 12 apply to the position of defense attorney, 13 each apply to the positions of police officer, judge, caseworker, and correctional worker and 14 apply to the position of prosecuting attorney. It will also be noted that there is a remarkable similarity in roles identified across position. Of the 17 roles, 13 met the definition of being a "system" role, whereby it related to one or more positions in two or more components.

POSITION ROLE CATEGORY ROLE IDENTIFIER, AND ROLE DESCRIPTION	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<p>A. ADVOCATE</p> <p>1. <u>Advocating for the Defense</u></p> <p>Considering every plausible legal approach and using appropriate strategy and arguments for an effective defense regardless of whether or not it is believed that the client committed the alleged offense. Usually seeking to obtain dismissal, acquittal, or the lowest charge and lightest sentence possible for the client.</p> <p>2. <u>Advocating for the Prosecution</u></p> <p>Filing criminal complaints and prosecuting criminal violations if evidence is sufficient. Recommending disposition of offenders that will enhance the prevention of crime and the protection of society.</p> <p>3. <u>Advocating Effective Judicial Process</u></p> <p>Assessing accuracy, appropriateness, and completeness of case information, including physical evidence, testimony, inferences, and conclusions to facilitate determination of guilt or innocence and disposition of cases in a thoughtful and expeditious manner.</p>			X				

ROLE CATEGORY, ROLE IDENTIFIER, AND ROLE DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
B. COMMUNITY AND CRIMINAL JUSTICE SYSTEM RELATIONS							
1. <u>Assisting Criminal Justice System and Other Appropriate Agency Personnel</u> Assisting personnel in criminal justice system and other appro- priate agencies in the execution of their duties on request or as deemed necessary on a volunteer basis.	X	X	X	X	X	X	X
2. <u>Building Respect for Law and the Criminal Justice System</u> Building respect for law and the criminal justice system by ex- hibiting efficiency and con- structive concern for individ- uals while accomplishing work in a competent manner. Attempt- ing to understand and assist people with their problems and to help them understand the re- quirements of the criminal jus- tice system. Treating all peo- ple with due respect for their feelings and time. Avoiding un- necessary criticism of the law, the criminal justice system, and system participants.	X	X	X	X	X	X	X

ROLE CATEGORY ROLE IDENTIFIER, AND ROLE DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
3. <u>Providing Public Assistance</u> Treating all needs for assis- tance, requested by the public or observed, in a serious and helpful manner regardless of the appropriateness of the requests. Providing services or appropriate referrals, including any needed arrangements for special assis- tance, expeditiously and cour- teously.	X	X	X		X	X	X
4. <u>Seeking and Disseminating Knowledge and Understanding</u> Seeking to improve knowledge and understanding of the criminal justice system and other areas which affect criminal justice. Participating in opportunities for other criminal justice per- sonnel and the public to learn about the activities and goals of the criminal justice system and the interrelationships be- tween the components and the operation of the system as a whole.	X	X	X	X	X	X	X
C. INFORMATION PROCESSING							
1. <u>Collecting, Analyzing, and Communicating Information</u> Collecting, analyzing, and com- municating complete and reliable information from appropriate sources to appropriate recip- ients.	X	X	X	X	X	X	X

ROLE CATEGORY, ROLE IDENTIFIER, AND ROLE DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>D. MANAGEMENT</u>	X	X	X	X	X	X	X
<u>1. Managing Cases</u> Organizing and managing assigned cases so that requirements are met in an effective and timely manner. Organizing cases to facilitate an orderly and efficient use of time and to give proper attention to individual case problems as well as to case development, presentation, and reporting.							
<u>2. Managing Judicial Process</u> Facilitates an orderly and efficient judicial process that provides an atmosphere of impartial consideration and adequate time for the presentation and assessment of pertinent information.				X			

ROLE CATEGORY ROLE IDENTIFIER, AND ROLE DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>E. PERSONAL AND SOCIAL DEVELOPMENT</u>							
<u>1. Assisting Personal and Social Development</u> Contributing to the constructive personal and social development of adjudicated offenders and other persons. Notifying appropriate authorities or intervening when necessary. Reacting helpfully to problems and avoiding counterproductive actions. Informing individuals and groups of potential consequences of harmful, antisocial, and illegal behavior or conditions.	X	X	X	X	X	X	X
<u>F. PROTECTION OF RIGHTS AND DIGNITY</u>							
<u>1. Displaying Objectivity and Professional Ethics</u> Being objective and ethical in personal behavior and in functioning as a representative of the criminal justice system.	X	X	X	X	X	X	X
<u>2. Protecting Rights and Dignity of Individuals</u> Protecting the rights of all individuals and groups to equal application of the law, a fair and impartial trial, and appropriately dignified treatment.	X	X	X	X	X	X	X

POSITION ROLE CATEGORY ROLE IDENTIFIER, AND ROLE DESCRIPTION	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<p>3. <u>Providing Humane Treatment</u></p> <p>Taking appropriate action to enhance humane treatment of all persons. Recognizing and seeking to alleviate problems resulting from unmet needs of persons involved in the criminal justice system</p>	X	X	X	X	X	X	X
<p>G. <u>PROTECTION OF SOCIETY</u></p>							
<p>1. <u>Enforcing Law Impartially</u></p> <p>Enforcing laws in an impartial manner and supporting the concept that all persons, including criminal justice personnel, are equally subject to the law and will be treated equally by it.</p>	X	X		X	X	X	X
<p>2. <u>Enforcing Law Situationally</u></p> <p>Tempering enforcement of laws with due regard for the seriousness of the violation and the probable outcome of attempted enforcement. Enhancing judgment with knowledge of individual circumstances and community opinion regarding law enforcement issues.</p>	X	X		X	X	X	X

POSITION ROLE CATEGORY ROLE IDENTIFIER, AND ROLE DESCRIPTION	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<p>3. <u>Maintaining Order</u></p> <p>Reducing opportunities for anti-social and criminal activity and deterring crime whenever possible. Maintaining disciplined behavior and self control and using minimum necessary force in confrontations with crowds or individuals. Productively mediating family quarrels and dealing appropriately with persons suffering emotional problems.</p>	X				X	X	X

APPENDIX C
CRIMINAL JUSTICE SYSTEM TASKS

Appendix C contains 52 tasks and task descriptions for relevant criminal justice positions identified as a result of Project STAR research.

Tasks for each position can be located by associating the appropriate position on the matrix with a task identified by an "X". All tasks are listed in alphabetical order and there is no suggestion of priority for any task over another.

Of the 52 tasks identified, 33 apply to the position of police officer, 39 to the caseworker, 38 to the corrections worker, 20 to the prosecuting attorney, 18 to the defense attorney, and 15 to the judge. It will be noted here, as with the roles, that there is a remarkable similarity in tasks identified across position. Of the 52 tasks, 35 met the definition of being a "system" task, whereby it related to one or more positions in two or more components of the criminal justice system.

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Accounting for Inmates or Clients:</u> Accounts for location and status of inmates or clients.					X	X	
<u>Advising:</u> Provides information in the form of constructive guidance or recommendations.	X	X	X		X	X	X
<u>Booking and Receiving Inmates:</u> Transfers or accepts custody of suspects or offenders and completes required intake procedures.	X				X	X	X
<u>Collecting and Preserving Evidence</u> Acquires and protects evidence, including recording observed and verbally reported data, in relation to possible crimes or infractions of rules and regulations.	X	X			X	X	X
<u>Communicating:</u> Transmits and receives information in the form of written materials, oral messages, electronic images, gestures, and appearance.	X	X	X	X	X	X	X

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Conducting Group Sessions:</u> Leads discussion or treatment sessions for groups of offenders or inmates.					X	X	
<u>Conferring About Cases:</u> Meets with peers or other criminal justice system personnel regarding specific suspect or offender cases.	X	X	X	X	X	X	X
<u>Confining Inmates:</u> Accepts custody of suspects or offenders and places them in appropriate confinement location.					X	X	
<u>Contacting Families of Suspects and Clients:</u> Interacts with families of suspects and clients to obtain and provide information and to make plans.	X	X	X	X	X	X	X
<u>Controlling Crowds:</u> Handles small or large groups of people involved in potential or actual disturbance situations.	X					X	X

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Counseling:</u> Enters into a constructive relationship which enables persons being counseled to confront the reality of behavior and gain insight into the need to develop constructive and acceptable solutions to personal problems.					X	X	
<u>Defending Self and Others:</u> Engages in the necessary verbal and physical actions to protect himself and others in the presence of physical threat from persons or circumstances.	X				X	X	X
<u>Deterring Crime:</u> Attempts to foresee and prevent the occurrence of crime-related activities and rule infractions.	X				X	X	X
<u>Developing and Using Rehabilitation Resources:</u> Locates and uses appropriate employment, education, housing, volunteer, and other services to assist rehabilitation efforts.					X	X	
<u>Developing Plans for Offenders:</u> Prepares rehabilitation programs for offenders, often in consultation with offenders and resource specialists.			X	X	X	X	X

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Diagnosing, Classifying, Assigning:</u> Assesses offender's capabilities and security risk factors in determining appropriate location and program placement within a correctional institution or in the community.				X	X	X	X
<u>Enforcing Rules and Regulations for Offenders:</u> Interprets probation, parole, and institutional rules and regulations pertaining to offenders and reports or takes action on infractions.					X	X	
<u>Engaging in Legal Research:</u> Reviews legal statutes, codes, case decisions, and other reference material to assist in case preparation.	X	X	X	X			X
<u>Engaging in Professional Development:</u> Seeks to increase professional knowledge and skill through academic and self-improvement activities.	X	X	X	X	X	X	X
<u>Handling Restitution:</u> Receives and transmits money received from clients for payment of restitution and child support.					X		

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Interacting with Other Agencies:</u> Maintains communication with criminal justice and private agencies to discuss problems of mutual interest.	X	X	X	X	X	X	X
<u>Interviewing:</u> Talks with witnesses, victims, suspects, offenders, and members of the general public to obtain information.	X	X	X	X	X	X	X
<u>Improving Judicial Process:</u> Meets with fellow judges, other criminal justice system personnel, and other relevant sources to improve efficiency of the judicial system.				X			
<u>Investigating:</u> Conducts inquiries to obtain and verify information regarding possible violations and analyzes the obtained verbal and physical evidence.	X	X	X		X	X	X
<u>Issuing Complaints:</u> Reviews evidence presented to determine whether sufficient grounds exist for prosecution and issues complaints when appropriate.		X					

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Issuing Warrants:</u> Issues arrest, bench, and search warrants.				X			
<u>Making Arrests:</u> Determines existence of probable cause, identifies and takes suspects and offenders into custody.	X				X		X
<u>Managing Interpersonal Conflict:</u> Attempts to resolve disputes between two or more persons.	X				X	X	X
<u>Monitoring Inmates:</u> Maintains surveillance of inmate activities.						X	
<u>Monitoring Visits to Institutions</u> Observes activities of visitors to institutions.						X	
<u>Moving Inmates:</u> Maintains security and safety of inmates being moved.	X				X	X	X

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Participating in Community Relations and Education Programs:</u> Meets with citizen groups in programs directed toward understanding law, crime prevention, and the criminal justice system.	X	X	X	X	X	X	X
<u>Participating in Courtroom Proceedings:</u> Participates in presentation of legal cases in court.		X	X				
<u>Participating in Plea Negotiations:</u> Meets with counsel and other criminal justice personnel to discuss possible case dispositions.		X	X	X			
<u>Participating in Trial Preparation Conferences:</u> Meets with suspects, victims, witnesses, or criminal justice personnel to prepare for court proceedings.	X	X	X		X		X
<u>Patrolling/Observing:</u> Carries out routine surveillance in vehicle or on foot and determines the existence of actual or potential crime-related situations.	X				X	X	X

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Preparing Reports:</u> Completes reports in accordance with agency procedures and maintains required records.	X	X	X		X	X	X
<u>Preparing Search Warrant Requests:</u> Completes necessary legal materials for judicial approval and issuance of search warrants and may participate in issuing oral search warrants.	X	X					X
<u>Presiding over Courtroom Proceedings:</u> Presides over criminal cases in court, including conducting hearings, court and jury trials, sentencing, and other related matters.				X			
<u>Recovering Property:</u> Takes necessary steps to locate, identify, and impound lost or stolen property.	X					X	X
<u>Referring:</u> Arranges for offenders or inmates to contact appropriate service agencies and facilities.	X	X	X		X	X	X

TASK AND TASK DESCRIPTION	POSITION						
	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Regulating Traffic:</u> Observes and directs vehicle and pedestrian traffic and enforces traffic regulations.	X						
<u>Responding to Offender Requests:</u> Provides information and assistance when appropriate to offenders.	X				X	X	X
<u>Reviewing Case Materials:</u> Examines information contained in probation reports or in suspect's or offender's case file, such as psychiatric reports and recommendations from interested persons.	X	X	X	X	X	X	X
<u>Searching and Examining:</u> Conducts appropriate examination of persons, vehicles, premises, or areas to determine the presence of individuals, illegal activities, or articles.	X				X	X	X
<u>Searching for Fugitives:</u> Attempts to locate, apprehend, and return fugitives.	X				X	X	X

TASK AND TASK DESCRIPTION	POLICE OFFICER	PROSECUTING ATTORNEY	DEFENSE ATTORNEY	JUDGE	CASEWORKER	CORRECTIONAL WORKER	SYSTEM
<u>Supervising Offenders:</u> Contacts offenders periodically to supervise their activities.					X		
<u>Testifying as a Witness:</u> Presents factual information in court based on field observation and investigation of criminal cases.	X				X	X	X
<u>Testing for Drug and Alcohol Use:</u> Administers tests to suspects or offenders to determine drug and alcohol use.	X				X	X	X
<u>Training:</u> Instructs other persons in the classroom or while on the job.	X	X	X	X	X	X	X
<u>Transporting Clients:</u> Assists clients in meeting their appointments by providing transportation.					X		
<u>Using and Maintaining Equipment:</u> Uses equipment under routine and emergency conditions and practices good preventative maintenance.	X				X	X	X

APPENDIX D
CRIMINAL JUSTICE SYSTEM EDUCATIONAL REQUIREMENTS

Appendix D contains a comparison of educational requirements for the six key criminal justice positions included in Project STAR. These educational requirements are based on an analysis of Project findings on criminal justice system roles, tasks, and performance objectives.

Educational requirements for each position can be found by associating the appropriate position on the matrix with an educational requirement identified with an "X". No priority of importance is intended to the subject matter.

INDIVIDUALS REQUIRING BASIC KNOWLEDGE	POLICE OFFICER		PROSECUTING ATTORNEY		DEFENSE ATTORNEY		JUDGE		CASEWORKER		CORRECTIONAL WORKER	
	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC
A. LAW												
• Purpose and origin of law	X			X		X		X	X		X	
• Concept of legislative intent	X			X		X		X	X		X	
• Types of law	X			X		X		X	X		X	
• Constitutional law		X		X		X		X		X		X
• Criminal law		X		X		X		X		X		X
• Health & Safety law		X		X		X		X	X		X	
• Civil law		X		X		X		X	X		X	
• Case law	X			X		X		X	X		X	
• Ordinances		X		X		X		X	X		X	
• Rules and regulations		X		X		X		X		X		X
B. CRIMINAL PROCEDURES												
• Concept of probable cause		X		X		X		X		X		X
• Search, seizure and arrest		X		X		X		X		X		X
• Indictment, complaints and charges	X			X		X		X	X		X	
• Writs and waivers	X			X		X		X	X		X	
• Hearings and trials	X			X		X		X	X		X	
• Concepts of guilt and reasonable doubt		X		X		X		X		X		X
• Disposition alternatives		X		X		X		X		X		X
• Appeals, stays and suspensions	X			X		X		X	X		X	
• Sealing, expunging and correcting records	X			X		X		X	X		X	

INDIVIDUALS REQUIRING BASIC KNOWLEDGE	POLICE OFFICER		PROSECUTING ATTORNEY		DEFENSE ATTORNEY		JUDGE		CASEWORKER		CORRECTIONAL WORKER	
	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC	GENERAL	SPECIFIC
BASIC KNOWLEDGE REQUIREMENTS												
K. LANGUAGE												
• English		X		X		X		X		X		X
• Foreign (as re- quired)		X								X		
L. ORGANIZATION AND MANAGEMENT												
• Setting goals, ob- jectives, and prio- rities		X		X		X		X		X		X
• Organizational al- ternatives	X		X		X		X		X		X	
• Planning and schedu- ling		X		X		X		X		X		X
• Resource acquisi- tion and allocation		X		X		X		X		X		X
• Identifying and overcoming con- straints		X		X		X		X		X		X
• Evaluation of achievement; con- cepts of efficiency and effectiveness		X		X		X		X		X		X
• Information system development and use	X		X		X		X		X		X	
M. GENERAL CONCEPTS												
• Respect		X	X		X		X		X		X	
• Loyalty	X		X		X		X		X		X	
• Concern		X	X		X		X		X		X	
• Understanding		X	X		X		X		X		X	
• Direction		X	X			X		X		X		X
• Guidance		X	X			X		X		X		X
• Routine		X	X		X		X		X		X	
• Emergency		X	X		X		X		X		X	

APPENDIX E
INSTRUCTIONAL TECHNIQUES

Appendix E contains detailed descriptions and procedures for using the instructional techniques recommended for education or training.

These techniques are organized in this Appendix in alphabetical order for easy reference. An indication is made as to whether the technique should be used with a group, an individual, or either.

Techniques included are:

- Case Study (Group or Individual)
- Committee (Group)
- Debate (Group)
- Discussion Group (Group)
- Field Trip (Group or Individual)
- Game (Group)
- Inquiry (Individual)
- Interview (Group or Individual)
- Lecture (Group)
- Operational Experience (Group or Individual)
- Operational Observation (Group or Individual)
- Panel (Group)
- Role Play (Group)
- Seminar (Group)

Case Study (Group or Individual)

The case study method can be a potent learning device for individuals and for groups when the purpose of the instruction is to analyze hypothetical or real cases. This could include an individual's case record or a more complex set of problems related to a specific situation. No actual cases should be used where students were or are personally involved.

When actual cases are used, two benefits to instruction are realized. First, the reality of the case has a tendency to pique student interest. Second, students have a chance to explore in a time-ordered sequence, the initial phase, the stages of development, and the final results of the case from beginning to end--transferring relevant insights to similar situations they may anticipate in their future work.

One major disadvantage in the use of this method is the tendency of students to become distracted and carried away by their interest in the details of the case to the detriment of the purpose of the instruction.

Define the term "case" as appropriate to the position and purpose of the training in progress.

Select a case for study that meets the requirements of the training objectives, time, and resources of the individual or group.

Instruct the students regarding the methods to be used in the analysis of the case. These can be various depending on the time available and level of detail desired, for example:

- The instructor could have the main elements of the case copied and distributed for home study or reading in class preparatory to discussion by the group in class.
- Specific elements of the case could be assigned to groups or to individuals to study and report their conclusions to the class.
- The student or the instructor could prepare and report verbally to the class on a specific case--raising questions and drawing conclusions for further discussion.

Finally, the case study provides rich opportunities to develop conclusions that can be related to the students' performance on the job.

Committee (Group)

The use of the committee as an instructional method provides a group of students the opportunity to work together, pool their resources, and express divergent points of view and seek alternative solutions to role-related operational problems. A committee may examine a complex problem at a general level or a number of smaller committees may investigate several aspects of the same problem. Reports of findings may be presented orally or in written form depending on instructional requirements.

Select a suitable problem and a committee of students to investigate it. Relate the purpose of the investigation to the purpose of the course.

Instruct the committee to define (and restrict) the problem within the limits of time and resources available, to describe the methods to be used in the investigation, to outline the format of the report they plan to submit to the group for discussion, and to establish the date for the report.

Conduct the investigation

Conclusions based on the findings and recommendations made by the committee should be discussed by the class and applied to the specific positions.

Debate (Group)

The purpose of this method is to provide a formal structure within which both sides of an issue can be explored. Debating requires individuals to organize a point of view which may reflect their own thinking or is opposed to it. It is a disciplined method which, when properly executed, avoids the common "bull session" by requiring that each side of the issue be heard, rebutted, and summarized in that order.

The debate can be easily organized and, if adequate time is allowed for the selection and preparation of the debate topic, it can provide a productive one-hour to two-hour learning experience. The following suggested steps should help instructors and students to benefit and learn from this method.

Select the topic for the debate and state it in either a positive or negative context. For example: Resolved: "All judges should be law school graduates." Avoid ambiguous topics as they tend to confuse the debaters as well as the audience.

Decide whether students would benefit most by having the topic debated by professionals in the field or from doing it themselves.

Organize two debating teams of two or more persons each (depending on time available and the nature of the issue). One team is to present and defend the positive or "pro" side of the issue and the other team is to present and defend the negative or "con" side of the issue.

Advise the teams that each team member will be given 5-10 minutes during the debate to present his arguments for or against the resolution and 3-5 minutes to rebut the opposition and that one member will be given 3-5 minutes to summarize the team's position. Debaters may not interrupt when a speaker has the floor. Debate teams representing opposing viewpoints will alternate in their presentations. The team in agreement with the resolution as stated will start the debate.

Allow the team members adequate time to prepare for the debate.

Select a student or invite a guest to act as a moderator to limit the speakers to their allotted times, make sure that the debaters stay within the debating structure, and handle the discussion after the debate. The instructor could also act as the moderator.

Request the moderator to present the resolution on the day of the debate. The moderator should also inform the audience of the debating procedures and advise them to hold their questions until the discussion period.

Conduct the debate adhering strictly to the procedures described above.

After the debate, a class discussion should be conducted to develop conclusions related to the points summarized by the debating teams. These conclusions should then be applied to the job performance of specific criminal justice positions.

Discussion Group (Group)

This method of learning should be structured to encourage the participation and contribution by each member in the group. It can be easily organized and is useful for examining issues, defining problems, attempting to resolve problems, and for organizing group thinking relative to a training objective.

This very effective method can degenerate into wasted time and effort unless the following approach is taken:

Select a pertinent topic for discussion and, if preparation is desired, advise the group in advance. Creative

discussions can be developed in class, however, without prior preparation.

Allot a reasonable amount of time for the discussion. If the discussion is productive and requires more time, take it--if it is practical. If it takes less, don't prolong it.

Select someone to preside during the discussion. This should be a student, although it could be an instructor or visitor. The function of the group leader is to stimulate, not stifle discussion, to keep the group on the topic, and to note points made for summary later.

Describe to the group the ground rules for discussion in terms of topic, time, role of the leader, and the intention of deriving conclusions at the end of the period.

Conduct the discussion.

Allow adequate time at the end of the discussion to have the group summarize the main issues and draw conclusions from them that can be applied to performance on the job.

Field Trip (Group or Individual)

Trips to the field are designed to expose the student to what is taking place in the field and its relationship to what is presented in the classroom. This offers a change of pace from the classroom but should not be organized for that purpose specifically. The planning and conduct of the trip are critical if this method is to provide the desired training for students.

Plan a trip to a location, agency, or institution in relation to the subject matter under study.

Arrange through whatever channels are necessary for permission to conduct the trip. At the same time, request information about specific constraints, rules, or conditions that may exist. Schedule all details involving time, location, transportation, and other such matters well in advance of the trip.

Instruct students clearly with regard to the purpose of the trip and its relationship to the course objectives. Encourage them to make brief notes from which they can later summarize their experience. Inform them of any special conditions of the visit.

Conduct the field trip.

After the trip, plan time for a group review of the experience and its significance in terms of the purpose of the trip and its relationship to the subject under study.

Game (Group)

The use of games to produce desired learning can be productive only if the purpose for using the game is clearly defined and related to the subject being studied. Otherwise, students may get caught up in the game itself and the learning objectives may be lost.

The spirit of competition, generated by a well planned game, is the medium through which learning is effective. Students caught up in the game of Monopoly, for example, have a personal stake in building their real estate investments and, in the process, learn the basic principles of the economics of investment. If relevant principles are made clear to them before the game, the use of the game as an instructional method is justified.

Select a game that can be used to bring out the desired learning objectives. Due consideration should be given to a variety of factors including the time necessary to complete it, number of students that can be involved at one time, its appeal for adults, and its availability and cost.

Play the game yourself before introducing it to the class to make sure it meets training criteria and that you are well acquainted with its special requirements and rules.

Instruct students in the learning objectives to be achieved by the use of the game and in the rules of the game.

Getting students to leave the game and relate their game experience to the learning objectives and conclusions that can later be applied to their job performance may not be easy if they have become totally involved in the competition and the desire to win. The method of instruction should never detract from its purpose. Preparation of the students before the game and a brief break afterwards will minimize this problem.

Inquiry (Individual)

This instructional method enables an individual to accomplish what the committee method does, but on a more limited scale. This kind of an individual effort can be productively used by students who appear to be ahead of their classmates or who have an interest in exploring relevant problems at a greater depth.

Since this investigation is an individual effort, it may require more instructor time to help the student define (and contain) the problem, choose practical methods of investigation, and formulate a way of reporting the results.

The requirement for a discussion and evaluation of the conclusions reached by the student must be retained when individual instructional methods are used. This provides the student with

closure on the experience.

Interview (Group or Individual)

This method can be productively used to elicit relevant information from a qualified person to provide additional insight into the subject area. The interview can be conducted either in a field location or in a classroom. Stress should be placed on the need for advance preparation by interviewers.

Select the relevant topic and the person to be interviewed. Advise the interviewer of the purpose of the interview.

Arrange in advance a convenient time and place for the interview, paying particular attention to the details in each case.

Conduct the interview in a manner that reflects preparation of meaningful questions, a willingness to listen, and a concern for the other person's time.

If the interview is conducted before a group, the main points should be summarized and related to the purpose and concepts involved. If individually conducted, the same kind of summary should be prepared and discussed with the instructor or perhaps reported to the group.

Lecture (Group)

The principal use of this method is to supply information in a controlled setting. While the purpose of the lecture can be justified, no other method of instruction has so badly abused students over the years. The well executed lecture demands a maximum amount of preparation and planning if students learning is to be accomplished.

Assuming adequate knowledge and organization of the content material, the lecturer must plan primarily in terms of such audience dynamics as:

warming up the group, getting their interested attention, keeping them with the speaker, changing the pace of the lecture, being sensitive to the audience response to what is being said, using the appropriate vocabulary, having concern for length of the lecture, awareness of the physical comfort of the audience, and a variety of other factors pertinent to the learning situation.

Too often the lecture method has been used in lieu of knowledge, preparation, or concern for student learning to somehow unload information on the students and make them responsible for it. Logistics for this method of instruction are extremely simple, requiring only the availability of a suitable classroom, auditorium or outside area.

Considerable care must be exercised in planning and organizing the material to be presented with more than usual attention to audience characteristics. Two modifications of this method are described below.

Lecture-Discussion

This method requires the lecturer to encourage student participation by allowing them to interrupt for clarification, questions, and discussion. The purpose is to provide information about a subject to the group and to discuss reactions to the information.

Lecture-Demonstration

The use of the demonstration during a lecture enables the instructor to emphasize important points and illustrate them. In addition to showing what should be done, the demonstration also may show what not to do. The lecture demonstration may also be followed by discussion.

The need for a period of discussion is greater after the lecture than for most other methods of instruction because the student is a passive participant, that is, they are not really required to do anything. Major points need to be reviewed, summarized, and related to practical conclusions.

Operational Experience (Group or Individual)

This method provides the student an opportunity to carry out, under controlled conditions, specifically assigned activities. Care should be exercised in fitting the assignment to the experience and maturity of the student. It should be made clear to all parties involved that the student's purpose is to learn by doing; it is not to evaluate personnel or procedures at the location.

Select an appropriate operational setting that will provide the student with experiences calculated to increase understanding of the subject matter concepts being considered.

Arrange (in advance) student clearance into the location where they are to observe the assigned activity. Determine what constraints exist or precautions are necessary and so advise the student. Establish time and date of the exercise and name of the person to whom the student will report.

Assure that the student has adequate preparation to handle the assignment under supervision.

Instruct the student in the clear definition of the purposes of the activity and provide information about special constraints and conditions. Make sure they are aware of

the date and time of the exercise and the person to whom they should report.

Instruct the student to carry out the assignment under the supervision of the person responsible.

At the end of the exercise, the student should review the experience with the instructor and generate conclusions related to the concepts under consideration.

Operational Observation (Group or Individual)

Exposing a student as an observer to the actual environment in which the daily operations are carried out provides them with firsthand insight into what they can expect in their future assignments. It should be made clear to all parties involved in this exercise that the student's purpose is to observe and to learn--it is not to evaluate the operational personnel at the location.

Select an appropriate operational setting that will provide the student observers with experiences calculated to increase their understanding of the concepts being considered.

Arrange (in advance) the student observer's clearance into the location where the observation will take place. Determine what constraints exist and what precautions are necessary and advise the student of them. Establish the time and date of the observation and the name of the person to whom the student will report.

Instruct the student in the purposes of the observation, special constraints and conditions, schedule of observation, and the person to whom he should report.

Carry out the observation period, requesting the student observer to remain as unobtrusive as possible.

At the end of the observation period, the observer should review the experience with the instructor and generate conclusions related to the concepts under consideration.

Panel (Group)

Panel discussions serve many purposes. If students are used as panel members, issues developed in class may be explored further. Panels may also be used to allow students to give their reactions to a short film presentation, a lecture, or a demonstration. The opinions of members of the community, governmental agencies, or special interest groups can add variety, a change of pace and insight to the class.

Arranging and conducting a panel discussion is primarily a matter of logistics and careful selection of panel members.

Select a topic and the appropriate panel members to handle it well in advance of the desired date for presentation. Most people appreciate a minimum of one or two weeks notice so that they can arrange their schedules. For most sessions, three members on the panel will be adequate.

Advise the panel about the topic to be discussed, how the panel will be expected to operate, and exactly when (date and time) and where (a map may be helpful) the panel will make its presentation. If honorariums are to be paid and if special arrangements (e.g., parking) are necessary, they should be clearly explained.

Select a panel moderator. This can be a student, instructor, or a guest. Provide adequate instructions about how to conduct the panel as well as information about the panel members and the topic.

Conduct the panel according to the personalities on the panel and the nature of the topic. In some cases, each panel member may be given five to ten minutes to present opinions, without interruption, followed by a summary and questions from the class handled by the moderator. In other situations, the panel may be able to carry on a very effective discussion among themselves without strict adherence to individual time.

Time should be made available for discussion, reaching conclusions, and applying conclusions to performance in a specific position.

Role Play (Group)

The primary purpose of this instructional method is to provide a medium through which insight might be gained into attitudes and behavior. In the context of role training, it should not be used to provide a stage for theatrics or an opportunity for individual or group therapy.

This method demands a great deal of sensitivity and good judgment on the part of the instructor if it is to be used. It should be made clear to the role players and observers that there will be no attempt to focus on or diagnose personal inadequacies or to embarrass anyone. The insights that role players (and members of the audience) gain as they participate in an incident is frequently meaningful, very personal, and not always in need of further discussion and explanation.

Select or write up a role play situation that will accomplish a training objective. Include a description of each character. Complicated, lengthy, and involved situations should be avoided. Detailed scripts are unnecessary since each player should interpret the situation and the character as they see it.

Instruct the role players to assume the assigned roles in as natural a way as possible. The audience should be discouraged from laughter or making comments. Make sure that both the observers and the players understand the training purposes of the session.

Conduct the role play.

Discussion during the period following the presentation should be clearly focused on the concepts to be learned and some of the useful obvious conclusions to be drawn.

Seminar (Group)

The seminar method is similar to the discussion group mentioned above and is generally organized in the same manner. Most seminars, however, have a group leader knowledgeable in a specific area. His job is to guide the discussion into channels of greater depth and understanding relative to information students have prepared for the seminar either through library research or the writing of a paper.

The group leader takes a more active part in the seminar--probing, questioning, sometimes answering questions, making brief clarifications, or suggesting further references. When papers are presented by students, the instructor may critique the papers before or after other students have made their comments.

The seminar may consist of one session or a series of sessions. It is frequently of longer duration than the discussion group, often lasting two or three hours. Time should be allocated near the end of the session for drawing conclusions about the main points brought out in the seminar as they relate to the role studied and job performance.

APPENDIX F GLOSSARY OF TERMS

Appendix F contains an alphabetical listing of major terms as they were defined for the purposes of Project STAR.

Ability: The capacity for doing.

Aptitude: The capacity for learning.

Attitude: A feeling of emotion about a situation or state of being.

Caseworker: Full-time probation officers assigned to presentence/probation investigation or caseload supervision responsibilities for juvenile and adult, felony and misdemeanor cases, serving trial court judges, including juvenile judges; or full-time parole officers assigned parole plan development responsibilities or caseload supervision of parolees.

Correctional Worker: Full-time custodial personnel staffing local and state correctional facilities which serve either adult, youthful, or juvenile offenders. This position title includes deputy sheriffs staffing jails and camps; correctional officers in state adult correctional institutions and camps; youth counselors in youth institutions; and group supervisors or other custodial personnel in juvenile halls.

Defense Attorney: Public defenders and, in those jurisdictions not served by a public defender, those private defense attorneys appointed by the court to represent persons economically incapable of securing private defense counsel.

Education: This acquisition and use of values, intellectual skills, basic knowledge, and understanding of concepts or relationships which enhance independent action.

Judge: Judges in trial courts having jurisdiction over felony and misdemeanor criminal cases, including juvenile courts, but excluding appellate responsibilities.

Knowledge: The possession of information and understanding concerning a particular subject.

Learning: A process of developing or changing behavior.

Performance Objective: A statement of operational behavior required for satisfactory performance of a task, the conditions under which the behavior is usually performed, and the

criteria for satisfactory performance.

Police Officer: Police patrolmen or deputy sheriffs (sworn, full-time, uniformed) who are responsible for basic, primary police functions. This includes automobile and foot patrol officers who respond to calls for assistance and who are also responsible for enforcement of observed violations of law.

Prosecuting Attorney: Officially appointed or elected attorneys responsible for primary prosecution of persons alleged to have violated state, county, or local laws or ordinances.

Recruiting: The policies and techniques used to identify and interest individuals who apparently met the desired criteria for selection as an employee of the criminal justice system.

Role: The personal characteristics and behavior expected in a specific situation of an individual occupying a position.

Selection: The criteria and procedures required to employ, prepare, assign and retain personnel in the criminal justice system who can successfully perform - or develop the capacity to perform - the desired roles, tasks, and performance objectives of a given position.

Skill: The ability to use knowledge competently and readily.

Task: An activity to be accomplished within a role and which usually involves a sequence of steps and which can be measured in relation to time.

Training: The acquisition and use of operational knowledge, physical and communication skills, and habits which relate to the performance of structured tasks.

Values: Elements of relative importance.

ABSTRACT

"Role Performance and the Criminal Justice System"

This report contains findings and conclusions of Project STAR concerning roles, tasks, performance objectives, education, selection, recruiting, training, and performance measurement of the six key police, judicial process and correctional positions in the criminal justice system. The report also includes recommendations for public education.

Project STAR, completed in 1974, was a multimillion dollar, three and one-half year effort involving four states and 1500 criminal justice system agencies. It was designed to assist in developing those attitudes and behavior necessary for key criminal justice system positions to effectively perform appropriate roles. Research techniques included surveys, field observation, literature search, expert opinion, and social trends analysis.

Project research identified 17 roles, 52 tasks and 781 performance objectives. The research showed strong similarity in desired roles and considerable variation in tasks and performance objectives among the six positions. Present selection, education, training and performance measurements for these positions were found to inadequately emphasize identified roles and performance objectives.

Educational recommendations emphasize general values, basic knowledge, and specific knowledge about the criminal justice system.

Selection criteria include knowledge, aptitude, skill, ability, attitude and values. A proposed selection process involves continuous preparation and evaluation of present or potential personnel.

Role training recommendations emphasize position and public interaction and instructional techniques involving active student participation.

Implementation of Project results is recommended within each state through criminal justice system agencies, educational institutions, political jurisdictions, and the public.

END