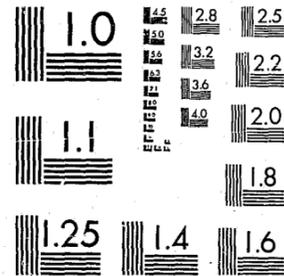


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United States Department of Justice  
Washington, D. C. 20531

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JULY 21, 1981

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Final Report

on the

~~X~~ CRIMINAL JUSTICE MANAGEMENT COURSE

Submitted to:

John Moxley  
Government Project Monitor  
Law Enforcement Assistance Administration

Submitted by:

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March 9, 1981

U.S. Department of Justice  
National Institute of Justice

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## INTRODUCTION

The activities of the American Management Associations (AMA) in the development and in the presentations of this course for the Law Enforcement Assistance Administration (LEAA) cannot be evaluated properly without an understanding of the history. The initiating document, RFP J-016-LEAA-8, provides the basic background. Thus, we find in Attachment B of the referenced RFP the following, which has been lightly edited:

### " BACKGROUND

LEAA has sponsored the development and delivery of an integrated series of one-week training courses in criminal justice planning, analysis, monitoring and evaluation. Another course in program development is under development and more advanced courses in these and related subject areas are under consideration. It has been determined that there is a related need for the delivery of an intensive training course in the area of program management. However, it appears that it may not be necessary to develop a special course in the area of program management. Because of the large number of highly successful program management courses that have been developed and refined through repeated deliveries, it may be possible to competitively identify an excellent course which can be readily adapted to the needs of our target audience and refined to complement our existing courses.

Four courses, Criminal Justice Planning, Analysis, Monitoring, and Evaluation, are currently being delivered at each of the CJTCs, using instructors drawn from across the country. The planning course is centered around a "General Planning Process Model" and serves as a point of departure for the other courses. It provides instruction and practice in a series of tasks which should be performed in any planning effort. The analysis course seeks to develop in the participants some basic skills in statistical analysis, identifies criminal justice data sources and sets forth a framework for analyzing both the criminal justice system and crime in order to identify problems. The monitoring course stresses project monitoring and process evaluation while the evaluation course concentrates on process evaluation and impact assessment. The evaluation and monitoring courses emphasize the underlying logic of program and project evaluation, the characteristics of different evaluation technologies, and their uses for different information needs. All four courses are five days long, are given in a combination lecture and practical exercise mode, reinforce each other, and relate to the General Planning Process Model.

Because these courses are ultimately delivered through a decentralized system of Criminal Justice Training Centers (CJTCs), the course selected must be well documented, transferable and sensitive to local needs. These CJTCs present nationally developed and tested training materials to criminal justice personnel under LEAA sponsorship. The CJTCs are: Northeastern University, Service Area "A", Boston, Massachusetts; University of Wisconsin, Service Area "B", Milwaukee, Wisconsin; Florida State University, Service Area "C", Tallahassee, Florida; Washburn University, Service Area "D", Topeka, Kansas; and University of Southern California, Service Area "E", Los Angeles, California.

Each of the CJTCs operates under the guidance of a Planning/Advisory Committee which is representative of the clientele served by the CJTC. This committee participates in course scheduling, instructor and participant selection, course evaluation and ongoing refinement of courses presented. These committees participate in a variety of CJTC activities and formally meet about six times a year.

The Program Management Course selected as a result of this RFP must be able to demonstrate its effectiveness nationally and locally, complement the courses described, relate the model for program management to the planning process model, and use terminology which is consistent with that which has evolved during the development of the other courses...

### OBJECTIVES

This contract will provide for the following:

- I. The adaptation of an existing training course to the needs of program managers in criminal justice planning units at State, regional and local levels of government."

The four additional objectives deal with procedural matters.

AMA, in its response to the LEAA RFP on August 28, 1978, made clear its understanding of the background and support of the objectives. Thus, on page 2 of AMA's response we find the statement:

"We believe that AMA's existing Project Management courses fit this description and that only minor modifications are needed to tailor them to the specific requirements of SPA and RPU managers."

Objective I was changed slightly by modification of Contract No. J-LEAA-033-78, dated 10/2/78, to the following:

- "I. The adaptation, insofar as possible, of an existing training course to the needs of program managers in criminal justice planning units at State, regional and local levels of government."

It is less important from the viewpoint of this evaluation that as the contract between LEAA and AMA proceeded the AMA had to move from the use of course material that was substantially in place to the development of new course-specific material, than that the objectives of the contract which specified the personnel for whom the course was developed remained unchanged. The potential students were characterized in the objectives as program managers of criminal justice planning units. In late 1979 and early 1980, as it became clear that the LEAA budget was going to be severely reduced, the work experience and professional interests of the recipients of this training program became an increasingly important issue to the CJTCs who were to be the recipients of the AMA-developed course. As federal support via the LEAA for planning units diminished, the interest among the clients of the CJTCs in the training of program managers in criminal justice planning units diminished as well. This result of the federal budget crunch generated a tension between pressures for CJTC presentations which followed the LEAA RFP and its subsequent modifications and the perceived need for the course to satisfy a different category of criminal justice professional from the Criminal Justice System (CJS) personnel served by the centers. This category comprised, in the main, managers of operational agencies. The evaluation reports for two AMA-presented pilot runs of the Criminal Justice Management Course and for the courses presented by each of the five CJTCs (Appendices A, B, C, D, E, F, and G) provide information on the professional background of the participants. These appendices are also the source of the comparative data upon which this final evaluation is based. Descriptive material on the course content is provided by two AMA documents, the Instructor Guide and the Participant Guide to Criminal Justice Management: A Course for Criminal Justice Administrators, American Management Associations, New York, N.Y., edition of November 24, 1980. The table of contents for the Instructor Guide is Appendix H. It is essentially identical to the table of contents for the Participant Guide. The documents themselves weigh several pounds and are far too cumbersome to be an attachment to this report.

The Sections of this report will discuss the following issues in the order presented:

- The relevance of the training program to participants' needs
- Suggestions for course modifications based on evaluator's observations

- An assessment of the CJTC trainers based upon a comparison between the AMA training presentation and the CJTC training presentations
- An assessment of the residual capability of the CJTCs
- Other topics or comments by the evaluator which may be of help to AMA and to LEAA

#### RELEVANCE TO PARTICIPANTS' NEEDS

The participants in the AMA pilot presentations and the subsequent CJTC presentations of this course were selected by a combination of decisions from three different sources: their own professional interest, their employment unit whose support was necessary for their attendance at the course, and the approval of the Center presenting the course. In order to enable potential attendees and their supervisors to determine whether the course promised to be of value to them, a statement of course objectives and course overview was distributed by AMA to prospective pilot run participants. Substantially the same information was distributed by the Training Centers to their clients in order to develop an appropriate and properly motivated group of students. Exhibit 1, Course Objectives and Overview, is the AMA information material for potential attendees. This and related material established the participants' expectations for the course. The participants' professional needs arise from: their understanding of their jobs and their expectations for advancement, their supervisors' perceptions of the participant's job and potential for advancement, and the role that the job and organization play in the evolving overall CJS. This third definition or statement of professional needs is often not readily accepted by members of young and developing institutions like the CJS. In the absence of established traditions and a history of shared experience, efforts to establish communication patterns and common methods of acting and decision-making are often resisted by those personnel in the system who have operational day-to-day responsibilities. Despite their general acceptance of the logic which dictates that the CJS should position itself to address future as well as immediate problems, it is difficult for operating agency personnel to relate these CJS needs to their personnel and professional needs. Personnel in planning units, on the other hand, are accustomed to preparing for and dealing with problems and institutional issues at a future time, and as such they have less trouble in accepting the third statement of professional need. These attitudes and issues are by no means limited to the CJS. In the national Air Traffic Control system, the same distinction exists between the attitudes of the tens of thousands of traffic controllers (the operating personnel) and the research and planning personnel.

COURSE OBJECTIVES AND OVERVIEWCourse Objectives

The four and one-half day Management Course is intensive and is designed to help you enhance your capability to plan, organize and control criminal justice activities and programs under your authority, and to influence those not under your control but in whose improved performance or administration you have a decided interest. The course has a broad orientation which integrates a variety of management knowledge and skills and project/program techniques. It will contribute to improved performance in your multi-faceted role as a Criminal Justice Administrator.

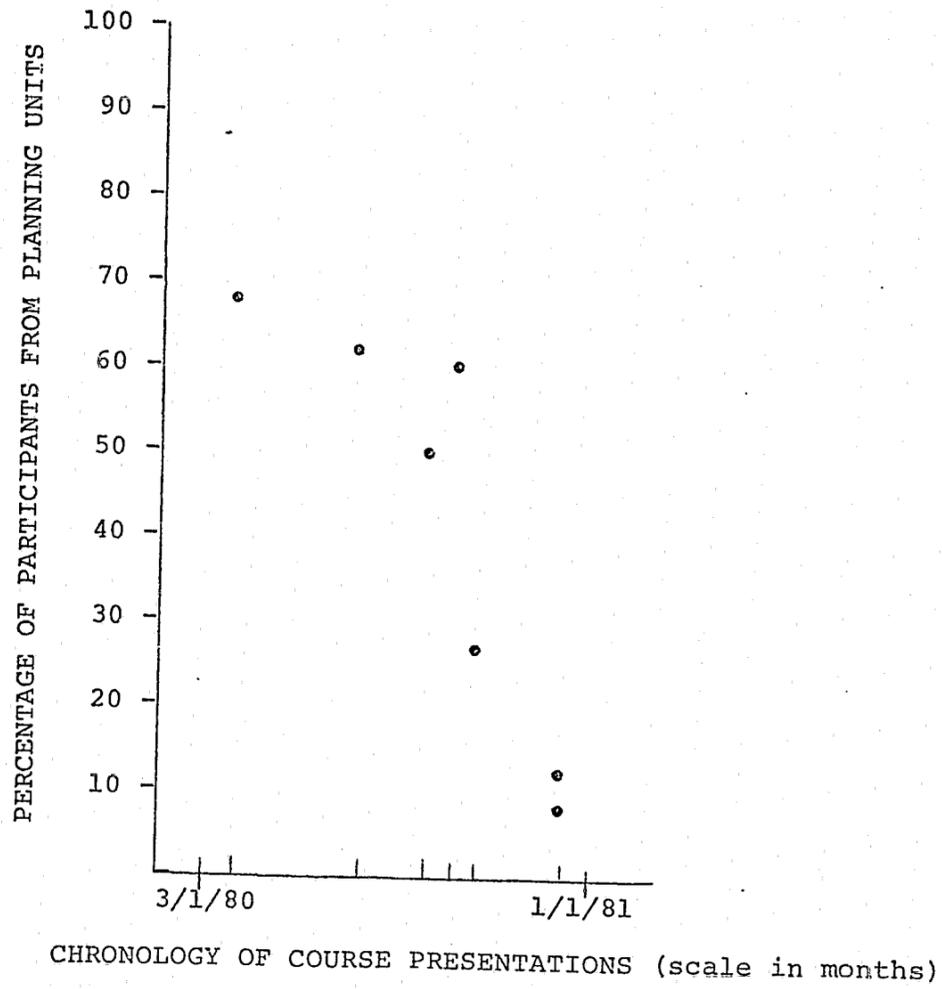
Overview of Course

Managing in the criminal justice system is a complex and dynamic challenge. Criminal justice managers are required to perform in three clearly identifiable roles: 1) director of an organizational unit; 2) manager of programs, and 3) leader within the criminal justice system. This course will carefully examine these three roles, the activities included in each, how they relate to one another, and so on. A major emphasis will be placed on providing course participants with knowledge and skills which will enable them to more effectively and efficiently carry out the three roles. Participants will learn specific techniques useful in executing their major management responsibilities - planning, organizing, and controlling. These techniques include Critical Path Analysis, the Method of Rationales, networking, PERT, and many others.

This ambitious course is implemented by using a faculty that will assist the group in acquiring a view of Criminal Justice Management in its current and future environment, and who will contribute specific knowledge regarding detailed approaches to both the internal and external management situations and tasks. All major areas of the course are integrated by exercises and a major case study.

One can readily predict, therefore, that if the relevance of this course to the participants' professional needs is inferred from their attitudes, opinions and ratings of how well the course enables them to achieve their own perception of their professional needs, then there will be a difference between the responses of participants from planning units and those who come from operational agencies. This is, in fact, the case as was demonstrated in the evaluation in Appendix A for Pilot Course #1. These differences have strong implications for the acceptance of a course conceived and designed for participants coming from planning units if circumstances result in participants with different backgrounds. In Figure 1, Participants' Changing Professional Experience, there is displayed for each of the presentations of the course evaluated in the Appendices A through G, the percentage of participants from planning units to the total number of participants against the chronology of the pilot and training sessions. The first two points are the pilot runs #1 and #2 and the last two points are for two CJTC sessions which occurred simultaneously. The figure graphically demonstrates the departure from LEAA's Objective I; i.e., providing what LEAA conceived as the needs of "...program managers in criminal justice planning units at State, regional and local levels of government."

Counting heads has provided the quantitative evidence that the participants from planning units are declining with time. Can the participants' assessment ratings of the entire course be related to the demonstrated changing professional experience of the participants? Although observations and the opinions of participants provide useful insights, it is more helpful to use numerical measurements in demonstrating trends and links to other numerical data. Two numerical measures were used: the participants' rating of the utility of the course on a 4-point scale, and the AMA rating of the entire course on a 20-point scale. The AMA ratings can be compared with the data base of hundreds of courses in general management. The AMA data bank contains aggregate means for the ratings without standard deviations. These statistics are of limited value for the attitude scale used. The values for the mode (a more appropriate statistic) for the AMA ratings in Table 1 are less than one "unit" different for every course except the UWM CJTC for which the departure was 1.3 "units". In all cases the skew was such that the mode was higher. The total number of participants comprises planning units, operational agencies and others. The others include a mixed bag of court officers, community workers, etc. The "unavailable" rating occurred because a special CJTC questionnaire form was used on that occasion and the question identical to that answered in the other course presentations was not on it. It is clear from Table 1 that when participants from operational agencies predominated, as in the last three courses on the list, the ratings were higher than when these participants were a decided minority, as in the first three courses on the list. The data on the mid-point course is



Participants' Changing Professional Experience

Figure 1

Table 1

Influence of Professional Experience on Course Ratings

<u>Presenter</u>	<u>Participants from Operational Agencies +</u>	<u>Total No. of Participants %</u>	<u>Rating of Entire Course "Very Useful" %</u>	<u>AMA Overall Course Scale (Avg.)*</u>
AMA Pilot #1	33		7	10.4
AMA Pilot #2	37		28	15.3
NU CJTC	21		23	15.2
UWM CJTC	24		unavailable	16.6
WU CJTC	72		75	17.1
FSU CJTC	85		40	16.2
USC CJTC	91		60	16.9

\* In Fiscal Year 1979 and up to and including April in FY 1980, the AMA presented 718 courses in General Management which were rated by their students. The average rating overall was 16.7.

ambiguous. The AMA scale ratings should be used as trend indicators, and not be treated with the precision the numbers imply. Three "significant" figures -- e.g., 16.6 -- were used instead of rounding off to 17, for comparison with the three "significant" figure AMA data base of 16.7. It might be more appropriate to consider the AMA scores for the last three courses as 17, 16 and 17, for the first three courses as 10, 15 and 15, and for the 718 presentations of General Management Courses as 17.

It should be noted that both sets of ratings in Table 1 are for the entire course and as such represent a balance struck by the participant between those portions of the course which were rated favorably and those which were rated less favorably. In Table 2 a comparison of ratings by participants of the applicability to their job of each of the four modules is presented in an effort to separate the favorably rated from the less favorably rated parts of the course. The percentages of participants assigning the module a rating of 5, and the percentage assigning a rating of 5+4, on a scale where 1 denotes "minimally useful" and 5 "very useful," are displayed. Since the first AMA pilot was modified substantially into the second pilot presentation at Lancaster, Pennsylvania, data are presented in Table 2 for the second AMA pilot and the five CJTC presentations which it generated. Trends which indicate relationships between professional experience and the ratings assigned to portions of the course are difficult to find in Table 2. This is because not only were the faculty different for the six presentations, but the modules themselves were changed by the CJTCs. The general tendency for the participants to find Module IV more applicable to their jobs than Modules II and III is associated with the fact that Module IV concentrated on personality linked problems, such as stress control and techniques for motivating subordinates. These topics fascinated the participants in all the presentations and came as a relief after the more technically demanding content of Module III and the often confusing content of Module II. Although comparisons across courses, rather than within courses as in the foregoing, are of limited significance because of the large differences in course content and presentation, the large difference between the UWM CJTC rating of Module IV and all the others calls for an explanation. The reason is that Module IV in this instance was not as heavily oriented toward behavioral problems as in the other presentations and contained a considerable amount of technical material on performance evaluation standards and project and program control. The participant's evaluation of a module's applicability to his or her job was influenced by the participant's rating of the lesson module's overall quality. Professional experience and overall lesson module quality ratings are shown in Table 3 in a format similar to that used in Table 2. It is difficult to see relationships which link professional experience with the lesson quality ratings assigned

Table 2

Professional Experience and Job Applicability Ratings of  
Modules I, II, III and IV

Presentor	Participants from Operational Agencies (%) (see Table 1)	Module I		Module II.		Module III		Module IV	
		%5	%(5+4)	%5	%(5+4)	%5	%(5+4)	%5	%(5+4)
AMA Pilot #2	37	21	63	20	70	45	75	40	95
NU CJTC	21	30	54	4	16	21	62	48	95
10 UWM CJTC	24	46	83	24	59	31	59	28	72
WU CJTC	72	39	78	36	88	32	88	72	96
FSU CJTC	85	15	56	33	89	27	86	45	91
USC CJTC	91	50	90	41	82	41	82	62	90

to the modules. The differences in patterns within courses between Tables 2 and 3 can be ascribed to the effectiveness of the faculty and to the breakout sessions and exercises.

From observing the course presentations, listening to the participants, reading their comments and examining their ratings, I believe that the participants believed that the parts of the course most relevant to their needs as they perceive them are the sessions which help them with personal and interpersonal problems. I am not convinced that such a self-determined assessment of needs is sufficient or even adequate to meeting the requirements of the CJS of which these people are a part. The part they play is increasingly one of manager of an operational agency. As such, the CJS's needs for them are that they have a grounding in general management procedures, skills and techniques. Interpersonal behavior skills are certainly part of this requirement, but not necessarily the most important part.

SUGGESTED MODIFICATIONS TO THE COURSE

My suggestions will focus on procedures and methods rather than deal with substantive content. Changes in substantive content can be developed best after the objectives of the course have been re-evaluated in terms of the changing work experience and needs of likely future participants. This changing client population can be expected to lead to modifications by the CJTCs of the other five courses with which this course is linked: Criminal Justice Planning, Analysis, Monitoring, Evaluation and Program Development. These modifications will likely be generated by the CJTC's need to survive on State and regional funding support and will evolve from the direct contacts and knowledge which each of the Training Centers has with and of its clients.

In each of the presentations of the course which I observed and reported upon in Appendices A-G, I was struck by the positive effect on the students of the use of examples from the CJS. Not only did the use of CJS examples strengthen the credibility of otherwise weak instructors but it introduced reality and clarity to management concepts for which the lectures at times became overblown, "theoretical", and occasionally confused. The examples in the case study were all to the good and often were able to bring meaning out of confusion to the participant. Those examples which came from the instructor's experience were most effective in driving home a point. CJS examples invariably stimulated classroom discussion and the introduction of different examples by the participants. On rare occasions the lesson drifted from its focus because of this, but it was easily brought back. I would have liked to have seen at least one use of a negative example; that is, the deleterious effects of not following the precepts of the course. This should be

Table 3

Professional Experience and Lesson Quality Ratings of  
of Modules I, II, III and IV

Presentor	Participants from Operational Agencies (%) (see Table 1)	Module I		Module II		Module III		Module IV	
		%5	%(5+4)	%5	%(5+4)	%5	%(5+4)	%5	%(5+4)
AMA Pilot #2	37	5	84	5	65	20	90	40	95
NU CJTC	21	25	83	0	30	2	75	43	90
UWM CJTC	24	62	90	21	52	55	86	17	38
WU CJTC	72	17	96	24	80	28	92	48	96
FSU CJTC	85	22	70	52	100	32	95	52	95
USC CJTC	91	45	95	23	95	36	86	48	81

relatively simple for such areas as performance evaluation, controlling and conflict resolution. An example illustrating the results of an inept performance evaluation, for instance, with a juxtaposed illustration of how the resulting problems in employee morale, legal issues, etc. could have been avoided by following the guidance provided by the course would provide forceful reinforcement of the content. The message would be: career gains are possible by following the precepts presented, and there are losses possible without them.

The manner in which the breakout sessions was conducted varied among presentations. The most effective was the method used in the Washburn University sessions. Here the guiding policy was that the first few breakout sessions were to be conducted in a directive fashion by the facilitators with non-directive facilitation becoming the rule toward the end of the course. I believe that this was a step in the right direction, but the policy should have been stronger. All of the breakout sessions should have been conducted in a directive manner; comments should have been elicited from the participants; time-wasting excursions should have been deftly squelched. A more effective role model for the facilitators would have been that of an instructor in a college seminar. Conducting the breakout sessions in a directive fashion is all the more important as the experience of the students is increasingly from operational agencies.

Another course modification, related somewhat to the previous comments on breakout sessions, is the length of the course. Some of the breakout sessions wasted time and achieved little effective learning. When the lecturer just prior to the breakout session was also a facilitator, the fatigue of the classroom hours was often obvious and understandable. This led to the instructor acting as a passive facilitator because this mode was less demanding on his/her depleted resources. The course should be pruned back to at most three days by eliminating much of Module II and conducting the group activities more efficiently. Lessening the time demanded of the participants will also serve to make the presentations more acceptable to future clients of the Training Centers.

#### COMPARING CJTC PRESENTATIONS WITH AMA PRESENTATION: ASSESSMENT OF TRAINERS

It is not meaningful to assess the CJTC trainers based upon a comparison between the AMA training presentation and the CJTC training presentations because the CJTC presentations were not always the same as the AMA version. The closest presentations in content were the AMA Lancaster, PA presentation and the Washburn University CJTC presentation. Although the numerical ratings strongly favor the Washburn presentation (for example, AMA scale 15.3 mean for

Lancaster and 17.1 mean for Washburn), the numbers are less informative than direct observations. The Washburn faculty had the advantage of the passage of time to become well organized and familiar with the material; the result was a better presentation. As a general remark, all of the sessions at all of the training sites were strongly influenced by the personality, teaching skills, knowledge and experience of the instructors. This was at least as important in establishing ratings as the content itself.

Three of the CJTC faculty stood out because of their personality, delivery, knowledge and effectiveness. They were Hal Mandl, Adam Yagodka and George Trubow. Trubow was not strongly influenced by the content specified in the instructor's manual and he treated Module II on his own terms, rushing through sections which he clearly looked at unenthusiastically, but overall showing an ability to connect the various course segments rationally into a coherent whole. Yagodka displayed his considerable experience by creating a series of segments on interpersonal behavior and related themes which, though a departure, were a considerable improvement on the original material. Mandl followed the instructor's manual but he enriched its content from his experience and used his classroom interactions with the participants to illustrate certain of the interpersonal skills he was teaching. In effect, he taught by both precept and example. All three of these men used examples frequently and effectively.

#### RESIDUAL CAPACITY OF CJTCs

The faculty who presented this course for the five CJTCs were rarely part of the permanent cadre of the Centers. Some taught courses for more than one Center and others were teaching for the CJTC for the first time. The residual capacity of the CJTCs is more dependent on the director and other administrative personnel of the CJTC than on the particular faculty they selected for this course. It is the administration of the CJTC which must make the choices upon which its survival will depend. These choices involve knowing your potential clients, understanding their needs, working within their budgetary restrictions, and providing services of which they approve. All of the CJTC administrators were painfully and fully aware of the LEAA funding cutback. All of them were responding in a fashion they thought effective for developing and maintaining financial support by potential clients after LEAA funding ceased. Time will tell which of the CJTCs had sufficient residual capacity to achieve their immediate goal, survival.

#### OTHER TOPICS AND SUMMARY COMMENTS

Detailed comments on each of the seven course presentations are found in Appendices A-G. This final report on the evaluation of the Criminal Justice Management Course is not as quantitative as I had planned because a) there was no one fixed version of the course

which all the CJTCs presented, and b) the participants did not represent random samples from one client population of CJS personnel, as Figure 1 clearly shows. These conditions mean that comparisons among the courses must rely heavily on subjective comment and observation. Numerical data can be used for comparisons of segments or modules within a given course. These subjective comments have been made in the foregoing and extensively in the appendices.

There is an evaluation need which will become more pressing when this or other courses are presented in a manner which allows quantitative comparisons. This is for evaluation forms and techniques which are across all courses and used by all CJTCs. The questionnaires used in the evaluations in Appendices A-G were all selected from forms used by various CJTCs. Were a data base to become available, comparisons could then be made using the same measuring instrument. Unfortunately such a data base did not become available. The closest to fulfilling this goal was the AMA entire course evaluation data. Here, however, we have no adequate information on the sample, the courses given and the statistics of the responses. What little data were available in the foregoing have been used and were useful. Either with the aid of a federal agency, or by forming their own consortium, the CJTCs should develop evaluation standards which will enable them to exchange information about their offerings in a useful and constructive fashion.

After these standards are in place, efforts will be required to develop feedback from the participants and from their supervisors about the on-the-job performance improvements a particular course made possible. This post-course feedback should cover both the retention of learned material as well as examples of its application. Such an evaluation of long-term effectiveness of training should be carried out by visits and interviews conducted by CJTC personnel. Doubtless, some of these issues are being addressed informally by forward-looking CJTC administrators. I believe that a need exists to formalize and structure the process so that an exchange of information among CJTCs can be more easily accomplished.

Content of the Criminal Justice Management Course can be improved by a similar interaction among the CJTCs. Here the need is to share information about the actual needs of the various different operational agencies for management skills and to share experiences from which examples can be constructed. In attending seven different presentations of the course I was impressed with the fact that each had one or two first-rate examples which should have been shared so as to bolster subsequent CJTC presentations. I believe that a process of sharing such knowledge and other course-related information will enable the Centers to improve the content of the course for their clients and to improve its reception by

them. Such sharing should also address what is known about the potential market. Some joint long-range planning is needed by the Centers, which, if successful, can provide an excellent device for use in teaching the Criminal Justice Management Course by both precept and example!

EVALUATION REPORT

on the  
Criminal Justice Management Course  
Pilot Test

Kansas City, Missouri  
March 16-20, 1980

Submitted to:

John Moxley  
Government Project Monitor  
Law Enforcement Assistance Administration

Submitted by:

Ezra S. Krendel  
Professor of Operations Research  
The Wharton School  
University of Pennsylvania

April 3, 1980

INTRODUCTION

The course was presented at the Hilton Airport Plaza Inn from 7:00 PM on March 16 until 3:00 PM on March 20. The American Management Associations (AMA) instructors were Mr. James R. Ladd, Ms. Marcia Lee Ladd and Ms. Allene L. Stokesberry. Mr. John Moxley, the Government Project Monitor (GPM), and Mr. Richard Waters, an observer, were present from LEAA. Logistic support was coordinated by Mr. Irwin M. Jacobs and secretarial support provided by Ms. Sheila Dillon, both of the AMA. Twenty-two participants arrived for the course; their names and affiliations are listed in Appendix A. Personal emergencies and other unexpected circumstances depleted the total number of participants from time to time. As a result, the total number of respondents to the questionnaires rarely equalled 22, and was usually 20 or thereabouts. Seventy-five percent of the participating group had more than five years experience in criminal justice. The remaining 25% had between two and five years experience in criminal justice. The participants were dedicated and effective in fulfilling their responsibilities to both evaluate and, where needed, to suggest modifications to the content and process of this pilot course. Since this course is a pilot the suggested modifications as well as the general comments of the participants constitute the most important of the three sources of information upon which this evaluation is based. (These sources are: participants' comments, quantitative data from questionnaires, and the evaluator's observations.) The first of these sources emerges from both the written outputs of the participants as well as from their formal and informal comments to the evaluator. Formal comments were made in both a session called by the participants at 3:30 on the afternoon of March 18 and a one-hour debriefing session conducted by the evaluator at the conclusion of the course in response to the request of several participants. Except for the few who were constrained by flight schedules, all of the participants attended this latter session. Informal comments were obtained at a variety of social occasions, such as coffee breaks, lunch, dinner and so forth. The written comments of the participants are recorded in the appendices to this report. Their generally less structured oral comments have been incorporated into the evaluator's opinion.

The quantitative data generated by the questionnaires which were submitted to the participants at the conclusion of each of the six modules and at the conclusion of the course serve two purposes. The first is to organize, focus, and rank the comments and opinions of the participants. In this manner possible differences between participants who come from Operational Agencies, from CJTC's, or from SPA's, RPU's or LPU's can be made explicit. The second is to provide a basis for comparing the reception which this pilot and subsequent presentations receive with the reception and participant evaluation of different courses or this course presented by different instructors under different circumstances. In that the present course is a pilot presentation,

it should be compared with different courses only to the extent that it is appropriate to do so for such courses while in their pilot stage of development. An effort was made in the evaluation plan to use questionnaire formats which corresponded to those used by other evaluators so that comparisons with previously developed data bases would be feasible. Such data bases are available infrequently.

The third source of information comes from the evaluator's observation of all the lectures, breakout sessions for the case study, and many informal get-togethers of the participants.

In what follows I will first discuss the environment in which the pilot was presented, followed by a module-by-module evaluation and concluding with an overall evaluation and recommendations. Written comments by the participants will be found in the appendices and occasionally in the body of this report.

#### PHYSICAL ENVIRONMENT

The Hilton Airport Plaza Inn is a modern facility located a short distance from the Kansas City airport. It is well equipped with a variety of restaurants as well as a swimming pool and a health club. There were many convenient places where participants could get together to discuss the course informally, and they did. The room in which the course was given was large, with the participants' tables arranged in a horseshoe shape with the instructors and vugraph projector at the open end. This provided an opportunity for direct one-on-one interaction between instructor and student. Occasionally, however, flip charts which were hand-lettered by an instructor during a session were difficult to read by persons seated at the top of the horseshoe. This was an infrequent occurrence and easily corrected. For the purpose of considering the case study the group was divided into three subgroups all of which addressed the same episode simultaneously. These subgroups first met in sections of the classroom which had been separated by portable screens. The later sessions were held in two separate hotel rooms registered to participants, with one group remaining behind in the main classroom. The two groups which met in hotel sleeping rooms had the awkward and time-consuming job of moving extra chairs back and forth from the main lecture room. Perhaps the most conspicuous facility-related issue which generated negative comment was the quality and cost of the group luncheons. Given the need to maintain a schedule and the general desirability of the group interactions at lunch, there was no reasonable alternative to the use of hotel-catered events. Otherwise the participants might have gone separate ways, been delayed in service queues, and havoc would have been played with the course schedule. Whether a better goal could have been struck with the hotel management is difficult to say. All in all the complaints had somewhat of the quality of grouching about college dormitory food. The complaints are usually right -- but minor in comparison with the reasons why the individual is in the dormitory in the first place!

#### MODULE ONE

Because of a delayed flight I didn't arrive until near the end of this module. Last-minute schedule changes had reduced the module from two hours in length to one hour. As a result some of the content of the questionnaire submitted at the conclusion of the module was inappropriate. The module had very little substantive content. Such as there was could have been combined with Module Two. The administrative information presented could easily have been presented in written form and distributed to the participants. Appendix B presents the questionnaire administered at the conclusion of this module, the resulting scores, and the written comments of the participants.

#### MODULE TWO

The course began at 8:00 AM on March 17. Audience participation was high -- a state of affairs which continued throughout the course. Episode One of the case study began at 10:15, approximately half an hour ahead of the schedule. The three groups met in portable screen-separated segments of the main room. They all completed their tasks in an hour to an hour and ten minutes. One group met at the base of the horseshoe shaped classroom where the instructors had left various flip charts used in their lecture on display. The presence of these visual aids was a distinct advantage to this group in that wrangling over definitions of terms was less evident than in the other two groups. The chairperson of each group presented the group position on Episode One to all the participants. The three groups differed markedly from each other. In the wrap-up session they were told that such dissonance was admissible in that there were no right or wrong answers. This answer is difficult for me to accept since it makes no distinction between differences in solution or approach which were based on the attitudes or values of the participants and differences which arose from confusion and misunderstanding on the part of the group members. The concept of referent power, for example, seemed to cause confusion in the minds of members of all of the groups. The facilitators, who had previously been the instructors, each had somewhat different styles, but in all cases the facilitator's role imposed a non-directive attitude on the instructor. I felt that a more directive behavior would have been appropriate so that the group members could focus their attention on content and issues and not dissipate energy in attempting to agree on ground rules, which unfortunately was the case. Module Two was completed 15 minutes later than the schedule. Appendix C presents both the numerical and subjective responses of the participants.

#### MODULE THREE

This module began at 1:20 PM on March 17 and was recessed for the day at 4:30PM. Since the course had begun at 8:00 AM, it had been a long day and some participants appeared to be flagging. The module presentation continued at 8:45 AM on March 18 after a meeting between the instructors and the CJTC program managers. Episode Two began at 9:30AM and, together with the concluding de-

briefing to all participants, ended at 12 noon. Two of the breakout groups met in the nearby sleeping rooms of participants, and one met in the lecture room. As I observed in Episode One, the group remaining behind had an advantage because sheets from the presentation flip boards were posted in plain view and information on them helped to clarify and to organize the thinking of the group members. What with the need for people to move to the breakout rooms, for some of these people to carry chairs, plus the time taken for the scheduled morning coffee break, Episode Two ran an hour longer than scheduled. As in Episode One, the facilitators maintained a non-directive posture. This posture became even more non-directive when one facilitator's time was preempted for a half hour by an important conference with LEAA representatives, thus forcing a sharing of one facilitator by two groups. Although each of the three groups worked responsibly and had a positive attitude, I heard remarks in each group which can be summarized in paraphrase as: "Why must I be exposed to planning when I expected to learn management?" Jim Ladd pointed out that, in accordance with the Technical Review Committee's guidance, this course had been intended as a "one-shot" effort for students who had not had other courses. He saw a problem in having a course so conceived and designed reviewed in its pilot presentation by people who had taken -- and in some cases developed -- other courses.

In casual conversation as well as in class discussions it was becoming increasingly clear that many of the participants had expectations about the course content which differed from the understanding of content and purpose which the course developers had reached. Shortly after Episode Three began at 2:30 PM, it began to appear that it would be necessary to resolve these differences before the pilot could continue productively under positive conditions. Jim Ladd requested statements on their concerns from each of the three groups, and all the participants met together at 3:50 PM to discuss them. Ladd's purpose was to address the issues directly and to reorient the course where feasible.

The group statements can be paraphrased as follows:

- Group One: "We've all had experience in planning. The exercises and the lectures spent too much time on the planning process. We are eager for Wednesday to arrive so that we can learn about management techniques."
- Group Two: "We have similar concerns to those of Group One. Any further knowledge that we have acquired about the planning process during this course could have been accomplished in 1/2 of the time. We came here to learn the techniques and tools of management. It is frustrating to have only 1.5 days assigned to this task."
- Group Three: "We provided much of the early impetus behind this meeting because we wanted to struggle together with the instructors instead of both of us struggling separately."

Following these statements by the group spokespersons, individual participants made individual comments as follows in paraphrase.

- Weisman - "You must sell planning as part of the control and organizing aspects of management. You must hit this in Module One. Otherwise participants lose interest. They lose the theme."
- Esensten - "I'd like the group to express their prior expectations for a management course. This should provide insight into self-determined needs for management training."
- Weisman - "This participant group is typical because when the course is given by the Centers, personnel from SPA's, RPU's and Operational Agencies, in that order, will be selectees."
- Someone from Group Three - "I don't think that management for criminal justice is that different from management in general. I think that the issue is emphasis, not new concepts."
- Jim Ladd - "General management is much more than a planning process. In going through the planning portion you've gotten a leg up on management. Organizing and control are part of planning. That's why we taught planning."
- Hamilton - "I'm not against organizing, control and planning. I just think that you have spent too much time on planning."
- Hall - "We've been frustrated for two and a half days."

One of the participants with planning responsibility expressed the frustration the previous speaker mentioned by writing a comment on the course up to 3:00 PM on 3/19/80. This participant became quite pleased with the turn around in course emphasis and content after the Wednesday meeting. The comment which expresses much of the uneasiness bruited about follows:

"It has finally become somewhat clearer to me that the major problem with this course is that most of the participants had a preconceived idea of what management was and some of the kinds of techniques involved and necessarily expected a course along those lines. What we are instead being presented with is a REVISED PLANNING COURSE from the perspective of the decision-maker. I use decision-maker rather than manager because, while they are both functions under one title, manager connotes to me "having an influence over people, time, and events," while decision-making is another aspect of that job that this course is focusing on. It seems the course developers looked at our planning process model and decided it was wrong, then set out to build a new one and developed this course around it. While I would concede that managing is "planning, controlling, and organizing," the assumption here has been that planning deserves 75 percent of the discussion and effort and that controlling and organizing deserve little consideration. If it is a three-part definition there should be a more even division of time and resources.

"Secondly, there was not that much difference between all the kinds of things people expected from this course under the general areas of interpersonal skills or time management or increased efficiency, etc. Therefore I find it incredible that a Technical Review Committee could have given any serious consideration to these types of issues and consciously decided that they did not need to be included in a Management course. There should be mandatory participation in the pilot of at least one member of the Technical Review Committee.

"I do like the approach of the three roles of the cj manager; I see no reason why a very good course could not have been easily developed by taking a standard management course and adjusting it to these three roles, perhaps elaborating on the "program manager" role and the degree of coordination necessary, which is probably unique to criminal justice.

"The document originally put out, defining what the course would contain, is in my opinion far better than what was ultimately developed. The kinds of topics listed: how to logically organize; how to come up with realistic schedules; how to forecast resource need; oversee programs; how to spot potential problems, etc. -- I think the rationale behind that concept was much more valid than a revised planning course."

- Jim Ladd - "I think that you mean that you would like training in interpersonal skills. We'd be glad to present such a course. I think that someone failed to do a situational analysis for this course. We all share responsibility for that."
- Schueler - "I think the concern is not history but a feeling that we have overemphasized planning. We should spend less time on it. We ought to express our expectations and report them to you."
- Waters (observer, not participant) - "The Analysis Course was preceded by a statement of expectations by the participants to which the instructor responded individually."
- Moxley (GPM, not participant) - "Let's do it. Let everyone take five minutes to write down their expectations for this course."

The participants each briefly discussed their expectations. The written copy was collected for a ranking by frequency of the various subjects. The results for the 22 participants are presented in Table 1. The ranking was made by the instructors in the evening in preparation for a discussion and reorientation of the course the next morning. Episodes Four and Five which were cancelled were distributed to the participants for evening reading to provide background to Episode Six which was scheduled. The meeting to reconcile the course with participant expectations

Table 1

FREQUENCY RANKING OF PARTICIPANTS' EXPECTATIONS

- \* Specific Organizing and Controlling Techniques (11)
- \* General Management Techniques (8)
- \*\* Interpersonal Relationship and Skills (8)
- \* Fiscal Resource Allocation (7)
- Staff Development (6)
- Conflict Resolution (5)
- \* Time Management (5)
- \*\* Delegation (5)
- \*\* Communication (5)
- \*\* Coping with Political Environment (3)
- Increased Productivity (3)
- \* Performance Appraisal and Evaluation (3)
- Motivation (3)
- \*\* Working with Boards and Committees (3)
- Management of Stress (2)
- Interface with Other Government Agencies and Units (2)
- Morale (2)
- Management Styles (2)
- \* Managing Change (2)
- Organizational Structures (2)
- Crisis Management (2)
- \*\* Program Budgeting (1)
- Collective Bargaining (1)
- \* Informal Learning from Other Participants (1)
- \* Self-Management Techniques (1)
- \* Program Management in Criminal Justice System (1)
- Consistency and Linkages with Other CJTC Courses (1)
- \* Leadership (1)
- \* Develop Contacts for Future Technical Assistance (1)

concluded with a remark to the instructors by Quinn which was the sense of the meeting: "We appreciate the opportunity to change the course and your flexibility." The participants expressed an upbeat spirit for having successfully wrestled with a vexing issue without affect or anger.

Module Three (in transition) continued the next morning, March 19, at 8:10 AM. Jim Ladd went over Table 1. The subjects with a single asterisk were contained in the course as designed and planned. The subjects with double asterisks would be added to the presentation as feasible. John Moxley requested that a prioritized list of those portions of the last two days which were important to the participants be submitted to him that evening. He further stated that future participants would receive an annotated bibliography of further material of relevance to CJ. The course then proceeded on in its modified direction. Episode Seven became a desk exercise. Episode Eight was changed to a desk exercise in an eightfold personality typology. Jim Ladd speeded up the presentation of the remnant of Module Three so as to conclude in about 45 minutes at 9:20 AM. Appendix D presents the quantitative and subjective responses of the participants to this unexpectedly revised module. Rating a module in flux by a previously prepared instrument becomes dubious. The subjective comments in the Appendix contain the more relevant information.

#### MODULES FOUR, FIVE AND SIX

In order to accommodate the participants' requests, the planned content in these modules was rearranged and augmented by a presentation mainly by Marcia Ladd on personality typologies lasting about two and one half hours including a desk exercise (new Episode Eight) in Module Six. Appendices E, F and G present questionnaire responses and written opinions for the modified pilot. It is clear that many participants were pleased with the results of the "mid-course" guidance applied on March 19. The unanticipated changes in the presentation diminished the relevance of many of the structured questions rated by the participants. General questions were still of value, but questions directed to the achievement of learning objectives were inappropriate at times. These issues come through clearly in the participants' comments which provide the core of this evaluation.

#### PARTICIPANTS' OVERALL EVALUATION OF THE PILOT

The participants' overall evaluation is based on comments and questionnaire responses to the instrument in Appendix H and on oral comments at the evaluation debriefing held at the conclusion of the pilot.

Although an effort has been made to separate the comments and rankings by the three "constituencies" -- i.e., Planning, Operations and Training -- this has not been done for questionnaire results when the numbers involved were too small for valid insights.

In this event the data were aggregated over "constituencies." In Table 2 overall evaluations for this pilot are compared with the Program Development first and second pilot runs. It was to be able to accomplish this end that the same questions and ranking procedures were used here as in the previous evaluation. The second pilot for the Program Development Course was a Donnybrook, and unfortunately the overall evaluations of this CJ Management pilot are closer to the second Program Development pilot than the first. The comparisons are made based on the percentages of answers that are in the categories 3 or 4. Averaged rankings are not useful for the forced choice non-interval scale used. The general dissatisfaction with Module Three and the course content created long lasting negative attitudes. In that past experience with other courses, particularly the Planning Course, contributed to the pressures to modify this pilot, it is helpful to note in Table 3 that about 70% of the participants had taken the Planning Course and its 3 + 4 percentage was 86%. In Appendix H, breakdowns by "constituency" are made available for data from Tables 2 and 3 as well as for other overall course evaluation questions. Statistical manipulations of these detailed data are not productive. The AMA format in Appendix H encouraged comments which were presented, but also provided some additional quantitative rankings. Thus in ranking the instructors, Jim Ladd had an excellent or good rating of 100% out of 18 responses, Allene Stokesberry ranked 94% under the same conditions, and Marcia Ladd had an excellent or good rating of 67%. On the 20-point scale in part D, the 19 respondents ranked the course at 10.5 or right down the middle. The four CJTC respondents ranked it at 7.8; the four Operating Agency respondents at 14, and the 11 Planning personnel at 10.2.

The final debriefing session repeated some of the comments presented in written form in the overall evaluation as well as in the various module evaluations. The oral comments can be paraphrased as follows:

"Although we don't expect major changes in the course we want our comments to be effective in improving it. We invested much effort in this activity and we would like to see results."

"Unlike other courses, we left this course with relatively few usable concepts."

In contrast to this remark, another participant was enthusiastic about learning PERT, and he hoped to apply it back home.

"The Participants' Guide was inconsistent with the presentation and was not useful."

"Either eliminate the time utilization segment or make it more specific."

"It is bothersome and occasionally frustrating when terms are used differently in this course from other courses. "Element" is used in a slightly different way, and "objective" quite differently."

Table 2

COMPARISON WITH PROGRAM DEVELOPMENT PILOT EVALUATION

	Very Useful(4)			Somewhat Useful(3)			Of no Use at all(1)			3+4 %					
	+	#	%	+	#	%	+	#	%	+	#	%			
Usefulness of the entire course	1	8	3	8	6	2	11	3	8	0	0	1	45	82	36
Comparison of this course to other professional training programs you have attended	1	4	1	6	9	1	11	4	8	2	0	2	37	76	19
Appropriateness of information presented to your job setting	1	4	4	7	10	2	12	2	7	0	1	1	40	82	43
Appropriateness and execution of the case study															32

+ Evaluation of Criminal Justice Management Course Pilot  
Kansas City, Missouri, March 16-20, 1980.

# Evaluation Report on the Program Development Training Course,  
First Pilot Test, Tallahassee, Florida, September 9-14, 1979.

\$ Evaluation Report on the Program Development Training Course,  
Second Pilot Test, Denver, Colorado, October 8-12, 1979

Table 3

RANKINGS OF CRIMINAL JUSTICE COURSES  
PREVIOUSLY TAKEN BY PARTICIPANTS

	Very Useful(4)			Somewhat Useful(3)			Of no Use at all(1)			3+4 %			
	+	#	%	+	#	%	+	#	%	+	#	%	
Analysis	5			3			2			0			80
Evaluation	5			4			1			0			90
Planning	6			6			2			0			86
Program Development													

"The typologies from A to H are cocktail party psychology and produce a possibly dangerous feeling of insight and understanding on the part of nonprofessional personnel."

"An annotated bibliography and a glossary that is really used are needed."

"The course is too long. It could be done in 2.5 days."

"I would like the breakout groups to have three different subjects to satisfy specific needs."

Quinn expanded upon this idea in writing as follows:

"After presenting the basic techniques of the course, separate lectures or workshops could be offered simultaneously to provide more in-depth information on those specific techniques just taught. For example, all would learn as we did about organizational dynamics, PERT, time management, and the behavioral science aspects of interpersonal management. There could then be a more in-depth session (2-4 hours) on each of these so that a social science person with training in behavioral science could learn more about PERT or organizational development, in which he may be weak. Similarly, a statistician may be more than familiarized with PERT and could use more exposure to behavioral science techniques. It is my understanding that these were cut back and other techniques were excluded during the development of these courses in order to make room for increased discussion on planning and problem solving.

"The only problem I can anticipate with this expanded workshop approach appears to be the possible difficulty in locating persons with sufficient backgrounds in the specific areas, e.g., time management, to handle the more in-depth session. However, I believe it would be worth the effort to locate such an individual and the trainees would benefit from the increased flexibility afforded them. It would even be possible to offer different in-depth lectures at the various centers depending on the schools and backgrounds of the individual trainers as long as the same basic information was provided to all."

Innovative as the idea is, there was opposition to it on the grounds that it would be an administrative nightmare and thus detract from the overall course effectiveness.

There was a strongly expressed position that the course should be squeezed in time at the beginning and that this extra time given to the revised Modules 4, 5 and 6. It was also evident that those participants who were skilled in quantitative management techniques were enthralled with the O.D. and behavioral segments and down on the quantitative material, whereas those with a familiarity with behavioral science were pleased to hear and learn about quantitative techniques and were unenthusiastic about the behavioral content! This pointed up the need for students of the course as it develops to have a reasonably well defined common background of training experience. This could be a set of broadly defined course prerequisites.

## CONCLUSIONS

A dedicated group of participants worked long and hard with positive goals to help shape an effective Criminal Justice Management Course which could become part of the instruction capability of the CJTC's. There was a difference in the attitudes of those who might eventually deliver this course -- the Training personnel -- and those who would be its clients -- the Planners and the Operating Agencies. These differences come forth in the categorized comments and data in the Appendices.

It is clear that the course, which is in the nature of a pilot, needs modification, and this presentation should be assessed in terms of what it may become rather than what it was. I believe that the AMA instructors have the capability and the intent to modify this course to serve the needs of the client. This pilot served the extremely useful function of helping to make the client (or clients) needs clearer to the instructors, and perhaps to the several clients themselves.

Over and over the participants expressed the desire to learn how to be more effective managers. They wanted to leave this course with greater confidence and knowledge in carrying out their managerial responsibilities. Since this is not a one-shot course and future attendees will probably have experienced other CJTC courses, this acquired knowledge should make their learning experience in Criminal Justice Management more effective. My recommendations arise from this point of view and from the many contributions of the participants.

## RECOMMENDATIONS

- Instructors of this course should at the very least have taken the Planning Course and, desirably, the courses in Analysis, Evaluation and Program Development. Similar selection rules should hold for future attendees.
- Terms such as are found in the glossary should be used with the identical meaning as in the other courses. If there is a dispute on language usage, the course on line first should have priority.
- The presentations should have a greater emphasis on concrete examples in Criminal Justice. In my experience few things fix the content of a presentation more effectively in the students' minds than examples, examples, and more examples.
- Although the case study was ingeniously contrived, it was not effective because it was too unstructured. The facilitators must be more directive and the time for the episodes controlled. Debates over definitions are a waste of time in a case study and easily avoided. I would like to see the breakout sessions limited to at most four.
- Strong consideration should be given to shortening the course to four days. Module One was ineffective and unnecessary, and if the breakout sessions are limited as

suggested it should not be difficult to give the course in four days.

- Not only should an annotated bibliography be made available, but source books and papers should be available in limited numbers during the course so that curious attendees can learn more at night if they want to. There are, for example, many simple books and pamphlets available on PERT and CPM. These are examples of what could be made available to the attendees.
- The Participant Guide was not coordinated with the presentations on many occasions. Given the nature of a pilot, this is not surprising. In the final form, the guide should be both consistent with the Instructor Guide and should have more content than presently. At times it appeared that participants were writing in their Guide what could be read in the Instructor Guide.
- The visual aids need improving in content and, at times, size.
- Modules Four, Five and Six should receive the most time and effort. Module One should be eliminated, and Modules Two and Three shortened and improved.
- A second pilot is required.

CRIMINAL JUSTICE MANAGEMENT COURSE

NATIONAL PILOT TEST

Hilton Airport Plaza Inn  
Kansas City, Missouri

March 16-20, 1980

Participants

APPENDIX A

- List of Participants and Observers
- Form - Professional Background of Participants

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If you have Criminal Justice experience in a position or job other than that identified in 3., please indicate position title and number of years of experience:

_____	_____
_____	_____
_____	_____

4. Name or Social Security Number: \_\_\_\_\_ Date \_\_\_\_\_

State: \_\_\_\_\_

APPENDIX B

Participants' Evaluation of Module One

The attached questionnaire data are aggregated over all the participants, as is the case in the evaluation of subsequent modules.

The comments which were written and submitted by participants during the evaluation of Module One have been divided into three groups, depending on the affiliation of the writer: SPA, RPU or LPU; Operational Agency; and CJTC. The corresponding three headings categorizing the writer's responsibility or "constituency" are "Planning", "Operations" and "Training", respectively. These headings will be used to summarize the evaluation comments for this and subsequent modules.

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module I, INTRODUCTION

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER.

1. How do you rate the overall quality of this lesson module?

	4 Excellent	3 Good	2 Barely Adequate	1 Poor
$\frac{3+4}{1+2+3+4} \%$				
55%	1	11	10	0

2. How do you rate the module's content in terms of its applicability to your job?

	4 Very Useful	3 Mostly Useful	2 Somewhat Useful	1 Minimally Useful
$\frac{3+4}{1+2+3+4} \%$				
32%	3	3	9	4

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

	4 Excellent	3 Good	2 Barely Adequate	1 Poor
$\frac{3+4}{1+2+3+4} \%$				
74%	2	12	4	1

4. What do you feel about the appropriateness of time given to the module?

	4 Too Much	3 More Than Enough	2 Less Than Enough	1 Too Little
$\frac{3+4}{1+2+3+4} \%$				
53%	0	10	8	1

\* \* \* \* \*

PLEASE USE OTHER SIDE FOR ANY OTHER GENERAL OR SPECIFIC COMMENTS ON MODULE I

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Rank the extent to which the following learning objectives were achieved at the end of Module I. PLEASE CIRCLE THE MOST APPROPRIATE NUMBER.

At the completion of this module, the participant should be able to:

$\frac{3+4}{1+2+3+4} \%$  1. Identify the specific functions--Planning, Analysis, Program Development and Evaluation--taught in the Criminal Justice Training Centers and which can provide support to a criminal justice administrator.

	4 Completely	3 Mostly	2 Somewhat	1 Not At All
$\frac{3+4}{1+2+3+4} \%$				
42%	5	3	8	3

2. State the course theme, goal and objective.

	4 Completely	3 Mostly	2 Somewhat	1 Not At All
$\frac{3+4}{1+2+3+4} \%$				
76%	4	12	5	0

\* \* \* \* \*

PLEASE USE OTHER SIDE FOR ANY OTHER GENERAL OR SPECIFIC COMMENTS ON MODULE I

## PLANNING

"Didn't follow outline -- on page 2 -- completely skipped II and III-E, changed order on other items".

"The introduction would have been more explicit if there was a flow chart."

"Though I am only speaking for the 20 minutes of the session I attended, I felt most of us probably read and understood in a minute or so the information on the projector. The elaboration was a bit long."

"Module omits - I - A & B, II - A, B, C, D, E & F, III - D & E. Participants' Looseleaf Guide should have been assembled. Bibliography is not a Glossary. Not clear on purpose of Centers, most of these items omitted A, B & C. Lecture notes indicate B.C. - what was that supposed to be?"

"It is my feeling that the role of the Program Manager should have been discussed in this Module. Also some discussion on "What is Program Management" should have been included in this Module. The instructor should become more familiar with materials as opposed to simply reading the materials."

"Module I was more procedural than substantive. I don't think the four evaluation questions adequately describe what was covered in the Module. I think more could have been covered in this module. An overhead slide may not be sufficient as an introduction. Hopefully there will be more to come."

"Administrative details pertaining to reimbursement procedures (Module One - III - E) were omitted."

## OPERATIONS

"It hardly seems fair to attempt to rate Mr. Ladd on this module. The Module was really only an introduction -- little in the way of substantive material was presented."

"Instructor followed printed data in outline course -- appeared to be meaningful information for applications in which I become involved on a routine basis. As such, module met its objectives in my opinion."

"The overview was fairly general and maybe too repetitious considering the background of the audience."

## TRAINING

"Given the nature of Module I, the evaluation questions are not really applicable, e.g. there really was no "content" in the orientation."

"The time allowed this module was enough for content given, however, I feel that for an Intro Module, I still have no more information re: course content than before module."

"This should not be labeled as a "Module" and not evaluated as a "Module" it is nothing more than an (1) introduction; (2) course overview. Modules should indicate something substantive is going to be taught."

"Way too general an introduction and course overview. Spend more time linking this course with the other CJTC courses. Also, ask each participant what they expect to learn from this course. Then, as a teaching point, talk about each student's expectations, and discuss whether or not that will be met."

"The module lasted less than one hour; the majority of the time was self introductory. A lot more could have been done to tie the themes to goals etc., with examples. The objectives are not objectives as defined in the glossary."

"More space needed for participants; greater time needed for explanation of themes of current CJTC Courses and their relationship to Management Course."

APPENDIX CParticipants' Evaluation of Module Two

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module II, ROLES AND RESPONSIBILITIES OF THE  
 CRIMINAL JUSTICE ADMINISTRATOR

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

	1. How do you rate the overall quality of this lesson module?			
	4	3	2	1
	Excellent	Good	Barely Adequate	Poor
$\frac{3+4}{1+2+3+4} \%$				
90%	3	16	2	0
	2. How do you rate the module's content in terms of its applicability to your job?			
	4	3	2	1
	Very Useful	Mostly Useful	Somewhat Useful	Minimally Useful
64%	1	13	6	2
	3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?			
	4	3	2	1
	Excellent	Good	Barely Adequate	Poor
100%	16	13	0	0
	4. What do you feel about the appropriateness of time given to the module?			
	4	3	2	1
	Too Much	More Than Enough	Less Than Enough	Too Little
58%	2	9	4	7
	5. How do you rate your group case study experience (Episode 1)?			
	4	3	2	1
	Excellent	Good	Barely Adequate	Poor
86%	2	16	1	2

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Rank the extent to which the following learning objectives were achieved at the end of Module II. PLEASE CIRCLE THE MOST APPROPRIATE NUMBER.

At the completion of this module, the participant should be able to:

	4	3	2	1
	Completely	Mostly	Somewhat	Not At All
$\frac{3+4}{1+2+3+4}$ %				
100%	12	8	0	0
	1. Identify and explain the three roles performed by a criminal justice administrator.			
	4	3	2	1
	Completely	Mostly	Somewhat	Not At All
85%	9	8	3	0
	2. Identify and define the three major management responsibilities carried out by criminal justice administrators in performing their roles.			
	4	3	2	1
	Completely	Mostly	Somewhat	Not At All
85%	6	11	3	0
	3. Define the various types of "power" which can be exercised by criminal justice administrators.			
	4	3	2	1
	Completely	Mostly	Somewhat	Not At All
50%	1	9	9	1
	4. Explain the potential impact of the criminal justice administrator as a "change agent" within the criminal justice system.			
	4	3	2	1
	Completely	Mostly	Somewhat	Not At All
50%	1	9	9	1

\* \* \* \* \*

PLEASE USE OTHER SIDE FOR ANY ADDITIONAL COMMENTS

Planning

"Interesting discussions were generated during the group exercise, but time was not sufficient to develop these discussions. An extra 15-30 minutes might be considered to extend the exercise period. Personally, I had trouble with the concept of referent power and would suggest that more time be taken in the lecture to develop and distinguish this type of power."

"The lecture left me a bit fuzzy about the differences between legitimate and referent power i.e., I may have gotten hung up with Hitler, Jim Jones example of referent power."

"Exercise could have been a little more structured in terms of format. Wide discrepancy between groups made it difficult to relate to findings of other groups. That is, without knowing rationale behind format it was difficult to conceptualize findings and relate them to discussions and concepts formed in one's own group."

"Issues left unresolved due to dove-tailing of roles and powers. Anyway to clarify? Good group in that, although there was disagreement/dissension, empathy existed for the person's position. More clarity needed in effect of power and kinds of upon changing role."

"Many of the concepts are known to Managers with experience of 1-2 years or more. Much of the lecture was simplistic and obvious. More time should have been spent in small group exercises and debriefings. The lecture part might be more useful to novice cj

managers. It might also be useful to add a section to the debriefing like "practical lesson learned" or how individuals would apply what was learned to their jobs. Although the material was not new to me, I think it was presented in such a way as to be easily learned. For people familiar with the concepts, there was too much repetition."

"If the rest of the week lives up to this module we will have gotten our money's worth. Allene's style is very good for this kind of group."

"I agree with Lyle Newton's statement that structure should be given to the groups for the case study. Since we have only 30 minutes to complete the group exercise, time should not be wasted in developing individual group structure. Also, groups can better be compared if they all utilize the same structure. Only the points which the groups differ on would need to be discussed."

"The notes on pages 12-13 linking "Planning, Organizing, Controlling" to the 3 roles seemed a bit forced. Is it necessary? (I'll see later, I suppose). To me, Planning includes most of controlling functions. In fact, the Planning Model includes such. In particular, item "C" on page 13 doesn't seem to be necessary."

"Many of the illustrative examples were practical and not managerial. Power concepts leave out values and games people play. I feel what is missing here is some time devoted to personal style (new managerial grid). The power concepts were interesting -- bit shallow: there are a number of other variables that must be addressed as well: size of organization; history; need of change; timing; honeymoon periods for new managers; authority concepts."

"It may become helpful to ask for each participant's agency, i.e., SPA, operating agency, etc. A breakdown in these categories might yield some useful data. The lecture was timely done and relevant to my day-to-day job responsibilities. Instructor should be careful not to use just the pronoun "he". It should be: "he/she." Otherwise, style of instructors was good."

"The workshop was fairly good. The Monitors should re-emphasize instructions or what is to be done by participants after participants have settled in the group. Also, Monitors should provide a little more "guidance" all along the way when necessary. The debriefing for the workshop (after each workshop) should discuss important points as to what should have been gotten out of the workshop discussion -- even though there are really no right or wrong answers."

"I think this module could have been started on Sunday night, then begin class exercise on Monday morning. There should have been substantive-material on Sunday night so that the participation in class exercise could have been anticipated/expected to begin the next morning. Need to leave the group wanting something "eventful", Module I didn't leave any "warm feelings" just unfulfilled expectations. Group exercise could have used a little more definitive introduction."

#### OPERATIONS

"Group interaction greatly enhanced understanding of materials' applicability to real world situations."

"The time devoted to this module was just about right."

"Instructor was good with plenty time allowed. I don't think people should always be referred to as "he" when talking about a supervisor, subordinate, etc."

"The group exercise was productive -- no one completely dominated it and it was a good learning process. Although there may be come confusion in the use of terms. I think for a pilot session this exercise went well."

"I felt more time could be used for above subjects; at times I was confused as to "what was what". It will require review on my part which is O.K. too. I was not ready for the case-study because of trying to remember each category of items as I would have preferred. Presentation was O.K.: just needs more time to present."

#### TRAINING

"Spend more time talking about the definitions and functions of principles of management such as: (1) control, (2) responsibility; and (3) authority. Not once did I hear the instructor say "control" is an important management principle. I think this module should start with about half an hour on "principles of management", then move on with the roles of management and Criminal Justice, power types, sources etc. Also, talk about how power is used and mis-used. Stress the fact that with each role the CJ Administrator plays many sub-roles, e.g., facilitator, negotiator, change agent, mediator, etc. Stress also the interrelations and interdependencies between roles and sub-roles."

"Just before the coffee break at 9:35 it started to drag. The impression was that we were stalling for coffee. I think that some attribution to the literature should be made in the lecture -- more than reference to one book. To avoid the impression of a "continued method"."

"Absent from the discussion/presentation was an emphasis or realization that "power" for the CJ Administrator does not exist without a forum. Since an administrator requires the forum to exercise his/her power. I believe it needs to be noted. If the exercise had had this clarification responses to the questions raised would have been more focused. (e.g., if the power of the administrator over his subordinate was the forum I believe the answers would have been clear. If the forum were defined as the agency then a slightly different set of answers would pertain etc.)"

"Pre-structured format for group exercise may be better -- save time for real important deliberations. Also, easier to compare difference between groups. "Change Agent" not given enough treatment. Differences between power types (esp., legit, referent and experience not made clear enough.)"

"Module requires explanation of the nature of change, and the role of the change agent. Case study required: Better objective (more specific), Pre-formatting of response, and much better defining with specific learning points. No discussion of change or the change agent was in the module."

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module III, THE CRIMINAL JUSTICE ADMINISTRATOR  
 AND THE PLANNING PROCESS

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

APPENDIX D

Participants' Evaluation of Module Three

	1. How do you rate the overall quality of this lesson module?				
		4	3	2	1
		Excellent	Good	Barely Adequate	Poor
		0	3	13	3
16%					
	2. How do you rate the module's content in terms of its applicability to your job?				
		4	3	2	1
		Very Useful	Mostly Useful	Somewhat Useful	Minimally Useful
		2	3	14	1
25%					
	3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?				
		4	3	2	1
		Excellent	Good	Barely Adequate	Poor
		3	12	5	0
75%					
	4. What do you feel about the appropriateness of time given to the module?				
		4	3	2	1
		Too Much	More Than Enough	Less Than Enough	Too Little
		13	3	3	0
86%					
	5. How do you rate your group case study experiences?				
	Episode 2	4	3	2	1
	Episode 3	4	3 +	2	1
		Excellent	Good	Barely Adequate	Poor
		0	14	1 4	3
65%					

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_  
or Social Security No. \_\_\_\_\_

Rank the extent to which the following learning objectives were achieved at the end of Module III. PLEASE CIRCLE THE MOST APPROPRIATE NUMBER.

At the completion of this module, the participant should be able to:

$\frac{3+4}{1+2+3+4}$  %

53%

63%

69%

30%

1. Explain how the levels of planning relate to the performance of the three roles of the criminal justice administrator.  
4 Completely      3 Mostly      2 Somewhat      1 Not At All
2. Describe the involvement of the criminal justice administrator in Normative, Strategic, and Operational Planning (from the General Planning Process Model) and how all three levels relate to the criminal justice administrator's roles.  
2      7      7      1
3. Identify and use various tools in making normative, strategic, and operational decisions.  
3      7      6      0  
4 Completely      3 Mostly      2 Somewhat      1 Not At All
4. Explain how various techniques can be used to address resource allocation issues both within the criminal justice administrator's agency and in dealing with other agencies and organizations administering criminal justice programs and activities.  
2      9      5      0  
4 Completely      3 Mostly      2 Somewhat      1 Not At All

PLEASE USE THE OTHER SIDE FOR ANY ADDITIONAL COMMENTS

PLANNING

"Need to cut down on length of this module. Take comments from debriefing of yesterday afternoon."

"Evaluation is invalid. Episode Three was incomplete, episode four and five were not done as originally planned and the final part of module was rushed (good, clear, concise, but rushed)."

"The Ladds are to be complimented for their flexibility, perseverance, and composure during a very difficult time of criticism and feedback. It should be stated that the criticism and frustration were directed at the course not the instructors."

"Way too long. Felt like we got bogged down in jargon. Reference to MOR and other such prior training experiences were meaningless for those of us who have not been exposed. New flow chart was helpful. Internal and External Variables material was good. Suggest skipping the issues. A point of confusion in planning - are we discussing the organization, the system, or what. The halfway house examples confuse rather than clarify -- better examples would be planning organizations."

"This module was too lengthy. Much of it could have been covered by reference and not spend time delving into the specifics. This marked the turning point in the course - alternative strategy was necessary. The walk-through from the crime analysis course could have been omitted. As previously mentioned - some of the episodes could have been desk exercises. Lecture could have been better structured. Module was confusing - terminology was inconsistent."

"My comments seem contradictory without clarification. The module was extremely useful from a planning perspective, which is what I do; hence the answer on #2. However, it's not helpful from what I thought I wanted - management. I think this whole course was developed from an idea that the planning course would be retaught from a decision-maker's point of view. That's not a bad idea, but the course was inappropriately named and the course objectives grossly misleading. I agree that comments should be limited to instructors and course participants to encourage interaction - LEAA personnel had their input previously."

"As discussed fully yesterday, the large amount of time devoted to developing the planning model as a management technique was not productive. While I think that the deviations from the planning model as developed in the planning course are important and should be pointed out, much less time should be devoted to it since most people attending the course will have the appropriate background. I also think that the breakouts were not necessary to reinforce, since the skills that were being emphasized were already possessed by the participants. However, as a point of procedure, I think more time should be devoted to debriefing after the exercises."

While we all presented what the various groups developed in the breakout, more time might be spent in debriefing exactly what the experience was supposed to instill.

"Lecture was vague, confusing, boring and lasted too long. The major objective of this module, "The CJ Administrator in the Planning Process" was really not addressed until the last 30 minutes of this morning wrap-up of Module 3 -- March 19, 1980 from 9:00 until 9:20 AM. The majority of Tuesday was simply an unnecessary waste of time. Only the first 45 minutes of this morning's wrap up of Module 3 by Jim Ladd really related to the major objective of this module. It is really unfortunate that adequate time was not spent on addressing the key and relevant issues in module three -- the last 3 to 5 pages of module three."

"Jim Ladd did extremely well in wrapping up Module 3. It's too bad he did not teach the entire module. Lastly, I wish more time had been spent on the development and submission of the "Decision Package" beginning with page 47, item "C". This part of the lecture is one of the first times that the participants' expectations were being addressed."

"Too much time on Planning Process Model. Too much time on "Assessing Internal Variables" No need to distinguish External/Internal Variables to the degree you did. Value of doing so not worth the time. Just mention that some are internal some ext. That as Managers we can influence external as well, so don't ignore. I like (encourage emphasis in tone - not time) that normative assumptions should be made (beyond data generated by staff) and that managers should exercise judgment in determining which assumptions to do VRP for. No time need be spent on pages 30-43. It should be there as appendix for information. Page 45 Suggested Policy Alternative Decision Package-is unnecessary. Wednesday - A.M. Discussion on Strategic Goals etc. was good - the decision package. No more time needed although you might mention the key event linkages when zipping through MOR. On the decision package emphasize role of Manager in using this as a tool to get information from subordinates in fashion so decision can be made."

#### OPERATIONS

"Too much time was devoted to this module yesterday yet not enough this morning."

"The discussions relative to poor use of time by repetition of past learning expresses my feelings concerning this phase of this course."

"Although I have attended the planning course many of the elements of this module were new and needed. The content was highly appropriate and needed more time to expand the elements (even considering the fact that this module was condensed because of time). The instructor's presentation was well done despite some unnecessary interruptions."

"It's really hard to evaluate this module and list all concerns here - since the process broke down during the module. Basically its important to address planning and its importance to management, however I'm feeling very confused over how it fits together and how it could possibly be used. I also think that the level of detail and the attempt to totally link all elements of all other courses is too overwhelming. Semantic differences are too nit-picking."

#### TRAINING

"Even if module was delivered as designed, you cannot rate a two-day multi-episode experience on one page. Roles as a course theme were not linked in. Managers need to learn how to use products not develop them."

"Module cannot be evaluated in this format. Module was not delivered as an integrated package due to events. Also, Modules (especially this one) are too long and involved to treat as one, single theme/direction entity."

"Far, far, far too much time on this. With the wrong focus on many topics. The entire module needs to be reorganized and tightened up."

APPENDIX E

Participants' Evaluation of Module Four

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module IV, ORGANIZING AND IMPLEMENTING  
 CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

	1. How do you rate the overall quality of this lesson module?				
	4	3	2	1	
	Excellent	Good	+ Barely Adequate	Poor	
75%	3	13	2	2	0
	2. How do you rate the module's content in terms of its applicability to your job?				
	4	3	2	1	
	Very Useful	Mostly Useful	Somewhat Useful	Minimally Useful	
62%	4	9	8	0	
	3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?				
	4	3	2	1	
	Excellent	Good	Barely Adequate	Poor	
90%	1	17	2	0	
	4. What do you feel about the appropriateness of time given to the module?				
	4	3	2	1	
	Too Much	+ More Than Enough	Less Than Enough	Too Little	
55%	0	10	2	7	1
	5. How do you rate your group case study experiences?				
60%	Episode 6	4	2	3	11
56%	Episode 7	4	3	+ 5	1
		3	Excellent	Good	1
				Barely Adequate	5
					1
					Poor

\* \* \* \* \*

PLEASE USE OTHER SIDE FOR ANY GENERAL OR SPECIFIC COMMENTS ON MODULE IV.

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Rank the Extent to which the following learning objectives were achieved at the end of Module IV. PLEASE CIRCLE THE MOST APPROPRIATE NUMBER.

At the completion of this module, the participant should be able to:

1. Identify and explain various concepts utilized in properly organizing criminal justice agencies and programs, including responsibility, authority, delegation and accountability.

	4	3	2	1
	Completely	Mostly	Somewhat	Not At All
3+4 1+2+3+4 %	3	17	1	0

95%

2. Apply various organizing and implementation techniques to the management of criminal justice agencies, activities and programs, including MOR, Action Plans, PERT and CPM.

	4	3	2	1
	Completely	Mostly	Somewhat	Not At All
67%	0	14	7	0

67%

\* \* \* \* \*

PLEASE USE THE OTHER SIDE FOR ANY ADDITIONAL COMMENTS

PLANNING

"I liked this module & the way it was presented - e.g., Alene noted she had a reference for us if we wanted it, so those of us who want to go into depth can, while the presentation was not prolonged."

"Module Four could have been expanded to combine discussion of authority, responsibility, delegation, etc. with inter-personal management skills. E.g. Episode six had many other lessons to be learned about approaching the assigning of tasks, clarity of communicating, organizational climate, etc. These could have been brought out at least through discussion and some references to read. PERT could have been presented with other methods, e.g., GANT charts to reveal differences, advantages and disadvantages. All of the module was well presented."

"I have a very difficult time evaluating modules that cover two or more time periods and two or more presenters. I would suggest that a module be no more than four hours - a morning or an afternoon -- with one instructor. If it is longer, or you have two instructors, subdivide it into 4A and 4B, or some such division. Perhaps a few minutes should have been given to MOR. I fail to see the distinction between the amount of time you gave some tools vs. others. We've had them all yet you eliminated discussion of some and retained others."

"Reorganize instructions for episode 7 wherein participants are told they can/should make assumptions that they can add events to the PERT chart. Take out dates - confuses assignment."

"Not necessary to breakout - desk exercise good."

"I felt that episode 7 would have been better if it were done in a breakout mode. Principally since I was unfamiliar with constructing PERT's, I was unable to gain much from the exercise. I understand that you were assuming that everyone had this knowledge, and that may be an assumption that you will have to retain, but if it is done in a group, someone who is not completely familiar with constructing a PERT could still derive benefit by getting the assistance of the others in the group. Additionally (but not so strongly) I felt that episode 6 could have been just as valuable as a desk exercise."

"PERT Chart needs revising (time periods vs. dates). Episode 6 could have been a desk exercise; no linkage between Episode 5 and 6. Page 58 need more examples of roles of cj manager. Page 66 need more examples of roles of c.j. managers."

"I think that the fact that I have not taken the Planning and Evaluation inhibited my ability to readily comprehend much of this material. This is my first exposure to MOR, PERT and CPM."

"The presentation of this Module was very good in terms of: instructor's style, materials provided and utility to my everyday situation."

"I would suggest that a more detailed and thorough explanation be given to the development of a PERT Chart. There seems to be no set or standard guidelines or common parameters for developing such."

#### OPERATIONS

"More explanation of PERT would have helped preparation of chart, spec., labelling the beginning and ending of specific responsibilities as separate events."

"Episode 6 could be desk exercise. Episode 7 should be in Break Out Room."

"The material on CPM and PERT was excellent but more time should have been allowed both for lecture and the individual exercise. A graduate course in system analysis would have devoted a number of days to this same material. The lecture on critical path and key flow analysis was somewhat unclear. Overall, the material has potential and should certainly be retained."

"The materials need work -- there should be more consistency i.e., definitions of terms, models and examples. The problem during the lecture is the instructor explaining the terms and giving examples. The participants are trying to write everything down and miss the significance of examples and the strategy for putting it all together."

"The first exercise was a disaster for our group (3) because the items were not clear and confusion over the definitions of terms. I think we got bogged down in semantics and missed the major point of the exercise. The second exercise was again frustrating because of the lack of clear instructions. We were told to use the activities of the action plan and not that we should expand on them as I would have done if I didn't think that we were specifically supposed to stick to the action plan."

#### TRAINING

"Participants' achievement of objective two can be strengthened up considerably. The lecturer didn't seem to really understand PERT. (Didn't make the point as to what "relationship" meant) that events are start and ending not resource consuming and time consuming."

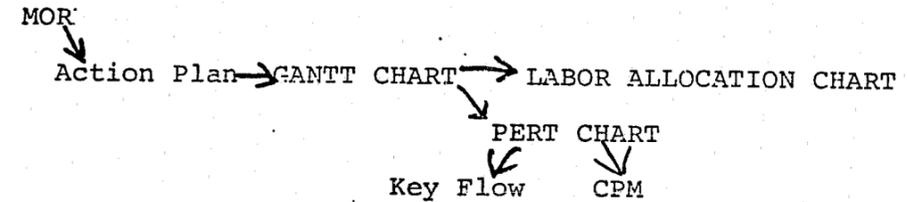
"More time required for PERT as a good "Hands-on" tool with wide applicability."

"There was no flow or linkage between these two objectives. Could the tool in Obj 2 be used to apply the concepts in obj. 1?"

"PERT example in Participants' Guide used different symbolism on notation than solution given out at end of Episode 7. Module had no summary -- it just stopped after PERT exercise."

"Too much dead time after Episode 7 (partic. ready to go after 20 minutes but started again in 60 minutes)"

"Good module, but needs slight refinement. To make it tighter/better, introduce material from the "Managing Analysis" module of our analysis course. You would include the following sequence:



This would provide more "meat" to finish the module, and in my judgment, make it an exceptional module."

"As usual, the episodes are superb in terms of content, but severely lacking in adequate and appropriate instructions, instructional objective, etc. It would have been TREMENDOUSLY HELPFUL if the 3 faculty members had each gone through our analysis, planning and evaluation course."

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module V, CONTROLLING RESULTS

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

$\frac{3+4}{1+2+3+4}$  %

72%

59%

82%

33%

1. How do you rate the overall quality of this lesson module?
 

4 Excellent	3 Good	+	2 Barely Adequate	1 Poor
1	11	1	3	1
  
2. How do you rate the module's content in terms of its applicability to your job?
 

4 Very Useful	3 Mostly Useful	+	2 Somewhat Useful	1 Minimally Useful
6	4	1	4	2
  
3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?
 

4 Excellent	+	3 Good	2 Barely Adequate	1 Poor
4	1	9	3	0
  
4. What do you feel about the appropriateness of time given to the module?
 

4 Too Much	3 More Than Enough	+	2 Less Than Enough	1 Too Little
0	5	1	11	0
  
- ~~5. How do you rate your group case study experience (Episode 8)?~~

4 Excellent	3 Good	2 Barely Adequate	1 Poor
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\* \* \* \* \*

PLEASE USE THE OTHER SIDE FOR ANY OTHER GENERAL OR SPECIFIC COMMENTS ON MODULE V

APPENDIX F

Participants' Evaluation of Module Five

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Rank the extent to which the following learning objectives were achieved at the end of Module V. PLEASE CIRCLE THE MOST APPROPRIATE NUMBER.

At the completion of this module, the participant should be able to:

1. Identify first- and second-category controls and explain how they can be used by criminal justice managers in carrying out their various roles.

3+4	4	3	2	1	
<u>1+2+3+4</u> %	Completely	Mostly	Somewhat	Not At All	
41%	2	5	9	1	

2. Apply various techniques to the control of activities in criminal justice agencies and programs, including PERT, CPM, action plans, Method of Rationales, and Evaluation products.

4	3	2	1	
Completely	Mostly	Somewhat	Not At All	
59%	1	9	6	1

3. Apply various techniques in insuring the productivity of individual employees within a criminal justice agency, including defining, developing and using standards of performance, and conducting an employee performance appraisal process.

4	3	2	1	
Completely	Mostly	Somewhat	Not At All	
63%	2	8	5	1

\* \* \* \* \*

PLEASE USE OTHER SIDE FOR ANY ADDITIONAL COMMENTS

PLANNING

"Did not have a group case study in this module. Good material. Very relevant subject matter."

"Consistency with text unclear. Not all that well organized, but individual items and discussions were good. Could have moved off points a bit more quickly once made."

"Need more information on insuring productivity of individual employees. Need more on leadership. Text is too long."

"Instructor's style a bit rushed, but understandable given circumstances."

"Learning objective one was most confusing. Learning objective two was done in other courses thoroughly. I would have liked more on learning objective three. Where you got at 4:00 PM today is what I came for. If you had spent a week on such topics I would have been delighted."

"I am prejudiced; this is the stuff I like."

"I still think it's necessary to mix interpersonal skill-building with management techniques. The discussion on action plans as a performance evaluation tool was more animated when discussing interpersonal problem than the tools themselves. No matter how many techniques one learns, they are all for nothing if you can't communicate effectively, deal with people effectively, build trust in your agency, etc. I strongly encourage you to mix interpersonal skill building with management techniques during this entire course."

OPERATIONS

"This was the best (most useful) module to date. Its focus is closer to the type of thing I expect from the entire course."

TRAINING

"Again, more 'meat' needs to be included in this course. For example, this course should spend a lot more time talking about Control problems. Here we talk about (1) politics and its ramifications; (2) Personnel management and its many ramifications; (3) PPBS as a controlling tool; and (4) other budgeting methods as a controlling tool, e.g, We need to be much more specific about what new skills are learned."

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_

Participant Evaluation - End of Module VI, ACHIEVING MAXIMUM IMPACT IN THE  
 THREE ROLES OF THE CRIMINAL  
 JUSTICE ADMINISTRATOR

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

APPENDIX G

Participants' Evaluation of Module Six

		4	3	2	1
		Excellent	Good	Barely Adequate	Poor
	$\frac{3+4}{1+2+3+4} \%$		+		
90%		9	9	1	1
					0
		4	3	2	1
		Very Useful	Mostly Useful	Somewhat Useful	Minimally Useful
90%		11	7	2	0
		4	3	2	1
		Excellent	Good	Barely Adequate	Poor
100%		12	8	0	0
		4	3	2	1
		Too Much	More Than Enough	Less Than Enough	Too Little
33%		2	4	1	11
		4	3	2	1
		Excellent	Good	Barely Adequate	Poor
100%		9	11	0	0

\* \* \* \* \*

PLEASE USE THE OTHER SIDE FOR ANY OTHER GENERAL OR SPECIFIC COMMENTS ON  
 MODULE VI

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

Rank the extent to which the following learning objectives were achieved at the end of Module VI. PLEASE CIRCLE THE MOST APPROPRIATE NUMBER.

At the completion of this module, the participant should be able to:

	1.	Apply behavioral analysis techniques to identify appropriate methods to communicate, motivate, and promote organizational change.				
3+4			4	3	2	1
1+2+3+4			Completely	Mostly	Somewhat	Not At All
85%			5	12	3	0
	2.	Explain how organizational development techniques can be used by the criminal justice administrator in acting as director of an organizational unit.				
			4	3	2	1
			Completely	Mostly	Somewhat	Not At All
75%			3	12	5	0
	3.	Assess opportunities to have impact as a manager of programs.				
			4	3	2	1
			Completely	Mostly	Somewhat	Not At All
70%			2	12	6	0
	4.	Establish parameters for the role of a leader in the criminal justice system.				
			4	3	2	1
			Completely	Mostly	Somewhat	Not At All
65%			1	12	7	0
	5.	Identify and explain techniques for establishing an effective framework for leadership.				
			4	3	2	1
			Completely	Mostly	Somewhat	Not At All
60%			2	10	8	0
	6.	Select the proper "mix" of roles to gain maximum impact on the criminal justice system.				
			4	3	2	1
			Completely	Mostly	Somewhat	Not At All
60%			2	10	8	0

PLEASE USE OTHER SIDE FOR ANY ADDITIONAL COMMENTS

PLANNING

VERY GOOD - This is the kind of information I hoped to obtain. Page 89 item V (if more time was available) could have been a desk exercise. In describing the types of traits for each of the A-H types, Jim and Marcia jumped from summary to how to communicate to positive and negative traits, sometimes repeating themselves. Could be a bit better organized. Could have used a bit more "Time Management."

"Best exercise and lecture yet. Felt it was more related to my job and it held more meaningful information than most of the preceding modules. Wish there had been more of this type of lecture during the week."

"This module came the closest to what I expected out of the whole week. It presented information that was new to me that definitely will help me when I return to my agency. I think that this is the correct path to take when considering additions and deletions to the course."

"The exercise was one of the better ones. There was more group enthusiasm and responsiveness in the last exercise. Might consider more types of "behavioral" exercise. Would role playing be helpful."

"This module was too much of a grab bag, a pot pourri. Too little emphasis on too many things. You can't learn that much from a little bit of OD, a little bit of time management etc. We could have learned more applying a few OD techniques and spending a half to a whole day on it. I attended an excellent time management seminar and found it helpful and applied some of the techniques -- but you can't get that in a 10 minute presentation. There needs to be more attention on a few topics based upon surveying users' needs. You could do a fairly simple survey form to a random sample of SPA's, RPU's, LPU and Operational Agencies. Or you vary the amount of time to the various modules based on user needs. The instructors are very capable and did a good job."

"The discussion was good but not too much utility can be made of it once we get back home. Good for discussion over coffee, tea or danish, but almost impossible to apply unless we are trained psychologists."

OPERATIONS

"This was a good module and an example of what I wanted to learn in this course. Please expand on it and have more use of personality types effectively in an organization. Once you know the planning process, interpersonal relations is the name of the game."

"This module was informative and enjoyable, perhaps a little too enjoyable. The material on psychological profile was interesting but may have dragged on more than necessary. The facilitators certainly were familiar with the subject matter and should be commended for the presentation."

TRAINING

"Finally!! Some meat in a module to sink my teeth into. Leadership Style exercise and Time Management are excellent topics -- let's see both in the course."

"Interpersonal material is good! Organizational Development, O.D. should have been 5 to 10-minute summary since skills could not be imparted in this course."

APPENDIX H

- Overall Course Evaluation Segregated by Constituencies
- AMA Comments by Constituencies

CRIMINAL JUSTICE MANAGEMENT COURSE

Overall Course Evaluation

\* CJTC  
 & Operational Agenc  
 \$ SPA, RPU, LPU

Participant's Name \_\_\_\_\_  
 or Social Security No. \_\_\_\_\_ Date \_\_\_\_\_

CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR RATING OF THE FOLLOWING COMPONENTS OF THIS COURSE:

$\frac{3+4}{1+2+3+4}$  %

Component	Very Satisfied (4)	Satisfied (3)	Somewhat Satisfied (2)	Dissatisfied (1)
-----------	--------------------	---------------	------------------------	------------------

Training Methods

	* & \$	* & \$	* & \$	* & \$
Lectures	4	3 2+3+7=12	2 3+1+4=8	1
<del>Workshops</del>	<del>4</del>	<del>3</del>	<del>2</del>	<del>1</del>
<del>Desk activities</del>	<del>4</del>	<del>3</del>	<del>2</del>	<del>1</del>

Case Study	4 1+0+2=3	3 2+0+0=2	2 1+3+7=11	1 1+0+2=3
------------	--------------	--------------	---------------	--------------

Materials

Student guide	4 0+0+1=1	3 2+0+5=7	2 1+3+4=8	1 2+1+1=4
Visual aids	4 0+0+1=1	3 0+0+4=4	2 3+4+3=10	1 2+0+3=5

Training Flow

Time given to lectures	4	3 2+2+5=9	2 2+2+6=10	1 1+0+0=1
Time given to workshops	4 0+1+0=1	3 3+1+0=4	2 1+0+5=6	1 1+2+6=9
Sequence of modules	4	3 3+3+4=10	2 2+0+4=6	1 0+0+3=3
Linkage between units	4 0+0+1=1	3 0+3+1=4	2 3+0+6=9	1 2+0+3=5

Training Staff

Lecturers	4 0+1+4=5	3 3+3+6=12	2 2+0+0=2	1 0+0+1=1
Small group facilities	4	3 2+2+4=8	2 2+0+4=6	1 1+0+3=4

Ambience of Training

Opportunity for questions/discussions	4 3+3+6=12	3 2+1+4=7	2 0+0+1=1	1
---------------------------------------	---------------	--------------	--------------	---

(cont'd)

$\frac{3+4}{1+2+3+4}$  %

	* & \$	* & \$	* & \$	* & \$
Facilitation of learning by instructors	4 0+1+1=2	3 3+3+7=13	2 1+0+0=1	1 0+0+1=1

Evaluate the following general characteristics of the course by circling the proper number:

Items	Very Useful	Useful	Somewhat Useful	Of no Use at all
-------	-------------	--------	-----------------	------------------

Usefulness of the entire course	4 0+1+0=1	3 0+3+5=8	2 5+0+6=11	1
---------------------------------	--------------	--------------	---------------	---

Comparison of this course to other professional training programs you have attended	4 0+0+1=1	3 0+3+3=6	2 4+1+5=10 <sup>1/2</sup>	1 1+0+0=1
---	--------------	--------------	------------------------------	--------------

Appropriateness of information presented to your job setting	4 0+1+0=1	3 1+2+4=7	2 4+1+7=12	1
--	--------------	--------------	---------------	---

Appropriateness and execution of the case study	4 1+0+0=1	3 1+2+2=5	2 2+1+6=9 <sup>1/2</sup>	1 0+0+1=1
---	--------------	--------------	-----------------------------	--------------

Evaluate the usefulness of each of the following Criminal Justice courses which you have taken. If you have taught or designed the course, underline its title.

Course	Very Useful	Useful	Somewhat Useful	Of no Use at all
Analysis	4 2+2+1=5	3 1+0+2=3	2 0+0+2=2	1
Evaluation	4 2+0+3=5	3 1+2+1=4	2 0+0+1=1	1
Planning	4 1+2+3=6	3 3+0+3=6	2 0+0+2=2	1
Program Development	4	3	2	1

PROGRAM SUBJECT MATTER

Benefits

Derived

From

Program

PLANNING

"Interpersonal Styles"

"General familiarity with "planning" terms and concepts."

"Personnel analysis skills."

"Generally a refresher of ideas, processes already learned or known."

"Specific tools & techniques to help me better organize and manage my staff and programs."

"Reinforcement of skills studied years ago in the academic environment; created interest to read current literature and attempt to implement some of the basic skills."

"I especially thought the 6th module was of particular interest."

"Learned some specific organizing and controlling techniques also about myself and personality type."

"Ability to exchange working solutions."

OPERATIONS

"An overall conception of relating the planning process to management."

"It helped me see the importance of including planning as a part of management."

"I will put it to practical use."

"The material was relevant but difficult in the early modules which didn't help."

"Better understanding of the process used to assist in Management roles."

TRAINING

"Some knowledge re: roles and types of management. Some specific skills and knowledge."

"Basic exposure to C.J. Management Course."

"Some management techniques, knowledge of management as it applies to C.J. system."

Suggestions

PLANNING

"If they would provide more narrative, so there would be less of a rush to try and write things down it would be helpful."

"The planning process subject matter should be reduced to 4 hours at the most, and the management techniques section should be expanded to include more material and more in-depth study."

"Make subject matter more specific. Require Planning Course as preparation for this course so this one can concentrate on management."

"Greatly underplay planning."

"Condense course down to about 2 or 2½ days and possibly merge with the Program Development Course."

"Much too much on Planning. 1st 2½ days should be compressed into one (Leave "Power" discussion intact). Additional time should be spent on specific tools/techniques."

"Too much emphasis on planning; omit walk through exercise III; add more detail in student text; critique the episodes after they have been presented to the group to reinforce learning experience."

"As was discussed, I would suggest the planning Module be reduced substantially with more emphasis on other management tools and techniques."

OPERATIONS

"Cut down & integrate the planning process. Expand on main principles."

"Less time on planning details, but present a concrete overview of planning procedure."

"Shorten planning discussion."

"Less planning function, more management."

TRAINING

"The course needs to be focused on management rather than planning."

"More C.J. relationship and impact management on C.J."

PLANNING (cont'd)

"Needs to be revised for more common threads, less emphasis in planning, more on interpersonal skills to be woven in with exercises."

"Increase last half, decrease first half."

Subjects  
of  
Most  
Interest

PLANNING

"Management/communications tools."

"Management techniques."

"Establishing foci for organization, program and leadership."

"Personnel Assessment."

"Modules 4, 5, and 6."

"Time Management; Action Plan; Power Profile; Behavioral Analysis."

"Modules 5 and 6."

"Module 6 - Organizational Development, and Personality Characteristics."

"Modules 4, 5 and 6."

"Modules 4, 5 and 6."

OPERATIONS

"Interpersonal Relations, Time Allocation."

"Personality Types"

"Administrative Roles

"Management Skills"

TRAINING

"Management Tools"

"Personnel Techniques"

Subjects  
of  
Least  
Interest

PLANNING

"Planning"  
"Planning Process"  
"Case Study"  
"Planning"  
"Modules 1, 2 and 3"  
"Planning (Already known  
by all participants);  
Program Analysis."  
"Module 3 too lengthy."  
"Planning"  
"Modules 1, 2 and 3."  
"Modules 1, 2 and 3."

OPERATIONS

"A total summary of all  
the CJTC courses."  
"Planning Procedures"  
"Planning - due to previous  
course."

TRAINING

"Normative Planning - duplicative  
of other courses."  
"Planning Methodology"

## FURTHER COMMENTS

### PLANNING

"I feel that the course started to get on track the last day. The subject matter was such that it enabled me to gain new insight as to management techniques that I can use in my agency. In my opinion (as discussed thoroughly on Tuesday) the thrust of the course was incorrect. Focusing on planning was not what the participants expected. More would be gained by emphasizing the management skills and knowledge as presented on Thursday. Since this was a pilot program, I think the week was worthwhile in the sense that the participants were able to point out the fact that they felt much of the material was inappropriate to a course in management. While I don't feel that I gained a lot of knowledge that I could bring home to my agency, I realized that as a pilot participant, this was necessarily unexpected. I think the course got on track the last day, and I feel that the course could prove to be very beneficial if it is restructured."

"My scores are indicative of the average; if I were completing one evaluation based on the first half it would be very negative, but on the second half very positive. My negative comments regarding the planning portion are attached. The last 8 hours were great. Tools like the personality types are great! When the instructors got into their own areas they were much more effective."

1. The course can be cut back to a maximum of 2½ to 3 days.
2. Consideration should be given to combining with Program Course.
3. Emphasis should be placed entirely on Management's principles, methods and techniques.
4. Participants' Guides should contain a lot more information, similar to that in the Instructor's Guide.
5. A Module on Equal Opportunity/Affirmative Action should be incorporated in program content.
6. Target audience must be identified along with suggested prerequisite, i.e. like taking the Planning Course.
7. Too many "short" breakouts without enough substantive tasks to perform.
8. Not enough debriefing of workshop assignments following actual workshops."

"Cut back on time for Modules one through three substantially (although leave Discussion of Power Source in) and somewhat on Module four. I suggest expanding on the last modules in a flexible manner. Perhaps expand the number of techniques/tools/systems presented in lecture. The more detailed workshops on selected techniques so a trainer can attend -- receive maximum benefit for his particular needs. For example, hold an afternoon workshop (after the current presentations) on Time Management, PERT, O.D., and allow trainees to attend whichever one they feel is most applicable. A couple of such opportunities would be time much better spent than the first 2½ days of the course. Logistics -- have paper pads available (crispy potato chips)."

"Add to debriefing -- critique of exercise by lecturers. Student text needs more work/detail and checking to make sure all points are covered in lecture. Reduce number of episodes -- combine or change to desk exercises. Semantics seem to be a problem; terminology is inconsistent. Attempt to teach Planning Course in a different format should be deleted (lacks interface/linkages with other courses)."

## FURTHER COMMENTS (cont'd)

"I would like to give you more constructive feedback after I've had time to think about it. Perhaps the course should be split for new managers and those with some experience. Also, you might consider inviting some of these same criminal justice people to one of your general management courses and see if the feedback is different and is better, more positive. Again, I think it would be possible to integrate interpersonal skill building with the management techniques being taught. I hope you'll give this notion some serious consideration. All the AMA folks, and the consultants were helpful, willing to spend time with us, and generally very professional. You are to be complimented."

"After Tuesday the course became clearer and receptivity level increased."

### OPERATIONS

"It's hard to evaluate this course as a whole because the component parts affected me in different ways, so I'll give my general reactions:

Course Content: I strongly feel that it is important to have a consistent linkage between the relevant aspects of the other CJTC courses and their implication on management, however it should be done as a simple, logical process with the main emphasis on its use in management and not a regurgitation on an executive summary of all other courses. The planning process as offered here was too drawn out, redundant and hard to grasp as a useful process. Maybe this was because my expectations were different and I couldn't relate the early modules to "the big picture".

Audience: My guess from experience (at least from Minnesota) is that 60% or more will have had at least one of the other courses. The rest will be managers and organization directors who have not had any course, but should be made somewhat familiar with them so they can utilize their staff.

Trainers: All three were excellent. I have a very positive feeling toward them and wish they had been less constrained by LEAA guidelines and freer to go with their instincts and experience for this course.

Changes I Would Make: Cut down on the Planning (tie it together - maybe eliminate some of the steps) portion. Cut down on the group exercises and have a consistent data base and example for all of them. Use individual exercises or walk throughs instead of 8 groups. Get better student manual (i.e. - all definitions should be included so you don't have to write them down and miss part of the lecture). Better visuals that follow student guide. Have a total model for the course, so you can see the big picture. Ask people's expectations at the beginning of the course and respond whether or not they will be addressed. Add more on interpersonal relations: (a) conflict resolution; (b) team building; (c) O.D.; (d) MBO; and (e) staff/supervisor personality conflicts, etc. Time Management should be expanded along with role mix. This course has a great deal of potential and I'm glad I could experience this."







## INTRODUCTION

The course was presented at the Brunswick Motor Inn in Lancaster, Pennsylvania from 7:00 pm on June 8 until 11:45 am on June 12. The American Management Associations (AMA) instructors, participants, faculty and staff from CJTCs and LEAA are listed in Appendix A, together with a professional background form for participants. Of the 20 participants, 12 were from planning agencies (SPA, 6; RPU, 4; and LPU, 2). Of the remaining eight, one was from a university research center and the other seven were from operational agencies. Twelve of the participants were managers, three were planners and the others held a variety of criminal justice jobs. Five participants had between two and five years experience in criminal justice, and 15 had more than five years experience. Despite the impending severe budget cutbacks at LEAA and the effect on their careers, the participants were highly motivated and of good morale.

The location of the hotel in downtown Lancaster was a convenience to the participants in that this made the local amenities for eating, entertainment or sightseeing readily available. The individual rooms and eating facilities in the hotel were adequate, but the meeting room itself had shortcomings. The air conditioner, which was essential in the closed room, was excessively noisy and had to be turned off to allow the speakers to be heard. A minor annoyance was caused by the occasional blinking of the spotlights illuminating the flip charts in the front of the room. Although these problems are presumably transient and have no general impact in this evaluation, they did impose an unreasonable burden on the instructors.

This evaluation follows the method and format presented in the Evaluation Report of April 3, 1980 for the Pilot Test. Three sources of data have been used: a quantitative questionnaire submitted to the participants after each module and at the conclusion of the course; opinions and comments of the participants either in writing or orally; and the observations and opinions of the evaluator. The evaluator attended all of the sessions in the main lecture room, circulated among the three break-out groups during their meetings, and attended occasional informal meetings of the participants.

### MODULE I - ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

This module began at 7:00 pm on June 8 and concluded at 10:15 pm. There was widespread dissatisfaction with this long and tiring duration so soon after the participants' arrival for the course. Introducing the participants to one another and determining their expectations for the course was achieved in an effective manner by having the participants pair up and then present on behalf of their partner the following information:

- A brief biographical sketch
- A statement of the partner's expectations for this course
- The partner's most important task
- The partner's most difficult task
- The partner's most satisfying experience

The expectations were summarized by Marcia Ladd during each participant's presentation and the summary descriptions were written on a large flip chart. These descriptions follow (numbers in parentheses denote the number of participants having that expectation):

Scheduling  
Evaluation  
Program development  
Understanding management problems in Criminal Justice systems  
Maximum utilization of staff  
Influencing the operation of programs  
Managerial skills (5)  
Management theory  
Obtaining additional money (2)  
Sharing with other professionals  
Productivity (2)  
Cutback in management (3)  
Put together other CJTC courses  
Organizing  
Application of management tools and techniques (4)  
Cost Benefit analysis (3)  
Budgeting (4)  
Financial analysis (3)

The instructor went over the list of expectations briefly and stated which would be covered in detail, which briefly and which not at all. The financial expectations would not be addressed. The handwritten lists were subsequently taped to centrally located structural columns on either side of the U-shaped participants' table, and they remained in place for essentially the entire course.

At 9:15 pm the participants broke into three groups, two of which left for break-out rooms to work on Episode 1 of the Case Study. The remaining group worked in the main classroom. Since Allene Stokesberry was not due until the next day, only two facilitators were available for the three groups. The participants reconvened at 10:05 pm and a debriefing took place until 10:25 pm, at which time the module and the session ended. Since the participants were tired, distribution of the evaluation questionnaire was delayed until the next morning so as to encourage thoughtful rather than hasty and impatient responses. In all other modules the evaluation questionnaire immediately followed the module's conclusion, as in the Pilot Test. Appendix B presents the questionnaire used together with the numbers of respondents for each rating. One of the participants had not arrived the previous night, hence the respondents sum to 19 not 20. Summary comments as to what was liked most and least are presented only when more than one participant made the comment. As before, the number in parentheses represents the number who made the particular comment.

### MODULE II - THE CRIMINAL JUSTICE ADMINISTRATOR AND THE PLANNING PROCESS

After the evaluation questionnaires for Module I were completed on June 9, Module II began at 9:00 am and continued through the day pretty much on the planned schedule. The day ended at 3:25 pm with the presentation on developing strategic goals and the distribution of Episode #4 of the Case Study for overnight reading. On June 10, Day 3 of

the course, the planned schedule was modified since the presentations on Creating Change and on Conflict Resolution took more than twice their allotted time of one hour. As a consequence the module wound up with a brief conclusion at 3:30 and a participant evaluation ending at 4:00 pm. Appendix C presents the results of the numerical and verbal comments.

Informal comments by the participants indicated that the Management Process diagram was not particularly helpful and that there was a feeling that Module II had a spasmodic character to it. The personality-related material did not mesh with the planning material or the Case Study and it appeared that the Module could more reasonably have been split into two separate modules.

MODULE III - ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE AGENCIES, ACTIVITIES AND PROGRAMS

This module began at 8:40 am on June 11, Day 4 of the course, and the program schedule was speeded up drastically. Thus, the overview of Module III, scheduled for 15 minutes, took place in five minutes. Ten minutes were spent on Action Plans and PERT for which 40 minutes had been scheduled. Ten minutes were spent on Critical Path Analysis for which 30 minutes had been allotted. Twenty-five minutes were spent on Calculating Slack Time instead of the assigned 45 minutes, and only five minutes were spent on LAT and Budget Analysis instead of the allocated 45 minutes. This speed-up resulted in completing the module by 1:30 pm on June 11. The evaluation questionnaire was completed by 1:45 pm and its results are to be found in Appendix D. The comments are consistent with what has been described above.

MODULE IV - CONTROLLING

This module began at 1:45 pm on June 11 and ended for the day at 4:00 pm. It began again at 8:40 am on June 12 and ended at 11:45 am. About an hour and a half had been cut from the planned schedule. Of this time, half an hour was cut from the Case Study Episode #8. The evaluation took place for both this module and the course overall from 11:45 am until 12:10 pm after which the course was over. Appendix E presents the results of the Module IV questionnaire.

COMPARISONS ACROSS MODULES

As stated in the evaluation report for the Pilot Test in Kansas City, verbal comments are more useful in providing feedback for modifying the course than are numerical rankings. The numerical rankings provide a device for comparison across other presentations of the course subject to the effects of content modification, different student selection rules, and different instructors. In view of the changes in course content which followed the Kansas City Pilot Test as well as the characteristics of the participants in that test, comparisons of rankings from the Lancaster course with the Pilot are rarely useful. Comparisons of rankings for individual modules are useful for comparing case study episodes, exercises, and the content and instructor evaluations. Additionally, such rankings from individual modules, as presented in Appendices B, C, D and E, provide some of the data for specific comparisons between this course

and similar courses presented by the CJTCs. In Table 1 the percentages of participants who have rated the question as 5 or 4 are listed, except for Question 3 where the grouping 5+4+3 has been considered as well. This is because a favorable response should include the middle ground, i.e., "the right amount" of time allocated. In Table 2 the rankings of episodes and exercises, separated by whether they were performed as a group or individually, are presented. That there is room for improvement is clear.

Table 1  
Summary of Module-by-Module Rankings  
from Appendices B, C, D and E

<u>Question</u>	<u>Module</u>	<u>5+4/Total %</u>	
1. Overall quality	I	84	
	II	65	
	III	90	
	IV	95	
2. Applicability to your job.	I	63	
	II	70	
	III	75	
	IV	95	
3. J. Ladd	I	84	
	II	70	
	III	74	
	IV	95	
M. Ladd	II	80	
	IV	95	
A. Stokesberry	II	100	
4. Available time	I	37	<u>5+4+3/Total</u>
	II	30	84
	III	26	95
	IV	10	89
			50

(Question 8 only)

Table 2

Case Study and Exercises  
from Appendices B, C, D and E

Case Study (Group)

<u>Episode</u>	<u>5+4/Total %</u>
1	63
2	50
4	35
5	30
7	88
<u>Exercises (Individual)</u>	
3	40
6	58
8	40
Interpersonal Checklist	85
Change Agent Questionnaire	95
Slack Time	63

OVERALL EVALUATION AND SUMMARY COMMENTS

At the conclusion of the course the participants filled out a questionnaire which was essentially identical to that filled out by participants in the Pilot Test. Part of this questionnaire is also identical to the form used by the Professional Institute of the AMA, thus making possible a comparison with a large data base for this and subsequent CJTC course presentation evaluations. The numerical results of the summary questionnaire are presented in Appendix F. The reader should note the forced choice ranking used for the overall evaluation. Some minor comparisons with the Pilot Test are possible. In the Pilot results there was a clear division of responses by the participant's constituency - planning unit, agency, or CJTC. This division showed up clearly, for example, in responses to the scale in Question D of the AMA form where a multimodal distribution resulted from the Pilot Test. In the current presentation of the course the responses are unimodal, and the mean is considerably higher: 15.3, compared with 10.1 for the Pilot. No clear division by constituency appears here or in other participant responses. Where the participants responded critically -- for example, with regard to the Participant Guide and the visual aids -- the percentage of Lancaster participants with 4+3 rankings was 65%. This compares with the 40% and 25%, respectively for the Kansas City participants.

The verbal comments by the participants on the AMA form in Appendix F added little if anything to the comments which had been made on a module-by-module basis. Therefore, since the previous comments are to be found in Appendices B, C, D and E, additional verbal comments will be incorporated in the independent evaluator's remarks and observations which follow.

There is no doubt that a large advance has been made in this course since the Kansas City presentation. There is, however, room for improvement. The Participants' Guide is often out of synchronism or unrelated to either the presentation or the Instructor's Guide. The case study episodes do not relate to the material presented in class often enough or with sufficient detail. Module II is not a coherent, consistent segment of the course and requires rearranging and modification. The instructor workload was too unequal. J. Ladd did most of the lecturing and in so doing may have become so overworked that he collapsed the time needed for some parts of Module III. The Management Process chart or "road map" for the course was neither presented nor used effectively. It should have been before the participants clearly and at all times. It was used most effectively at the end of the course in J. Ladd's concluding summary when he followed the feedback path back to Step 1. More such presentations should have been made by both J. Ladd and the other instructors. Participant expectations were elicited at the beginning, posted in the room, and ignored for the rest of the course. As the participant rankings and comments indicate, the case study episodes and exercises needed improvement in the mechanics of how they are conducted, the time allocated and the protocols followed by the facilitators. In general, the time scheduling of the course did not appear to be worked out well. The first night was too long, but subsequently no real effort was made to use the evenings for case study episodes or other group interactions.

RECOMMENDATIONS

- The Management Process diagram should be before the participants in plain view at all times as a professionally prepared chart on which a marker clearly shows the participants' present position in the course. The expectations elicited from the participants should also be in plain view, but they should be addressed by the instructors during introductions to a module or segment, in conclusions to such segments, and in relating the course to the Management Process diagram as an ongoing procedure.
- Many administrative or mechanical procedures should be accomplished. For example, the Participants' Guide should contain all the visual displays used by the instructors. These visuals should be professionally prepared. The Participants' Guide should be tightly integrated with the Instructors' Guide and contain more course material than present. References to original sources, particularly in the behavioral and personality lectures, should be increased well beyond their present limited number.
- The case study episodes should be worked into the presentation clearly and frequently. The episodes which require much reading should be scheduled so that either the entire episode can be carried out during the evening or at least the background material can be read in

CRIMINAL JUSTICE MANAGEMENT COURSE

## Final Participant Roster

Lancaster, Pennsylvania June 8-12, 1980

advance. The instruction to the groups should be explicit. Delays in selecting spokespersons, secretaries, etc. should be minimized using random and arbitrary systems if need be; for example, alphabetic position of surname. A protocol for facilitators should be developed and followed so as to maintain consistency in the break-out group activities. Adequate time for debriefing of the groups should be allowed, again possibly included in evening sessions.

- Consideration should be given to shortening the duration of the course. By rearranging episodes, sending some reading material to participants in advance, holding one or two evening sessions, and so forth, there should be little problem in compressing the course to three or three and a half days.

- The instructors' workload should be equalized and particular care given to spending adequate time on such technical material as PERT and CPM.

- Although I believe that as the course is given a few more times it will tighten up, efforts should be made to pull together Module II early on. Breaking it into two modules could be the way to go.

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If you have Criminal Justice experience in a position or job  
other than that identified in 3., please indicate position  
title and number of years of experience:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Name \_\_\_\_\_ Date \_\_\_\_\_

State: \_\_\_\_\_

APPENDIX B

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module One, ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

(1)	(15)	(3)		
5	4	3	2	1
Excellent				Poor

2. How do you rate the module's content in terms of its applicability to your job?

(4)	(8)	(6)	(1)	
5	4	3	2	1
Very Useful				Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

	(6)	(10)	(3)	
J. Ladd	5	4	3	2
				1

4. What do you feel about the appropriateness of time given to the module?

	(7)	(9)	(2)	(1)
5	4	3	2	1
Too Much				Too Little

5. How do you rate your Group Case Study experience (Episode One)?

(2)	(10)	(6)	(1)	
5	4	3	2	1
Excellent				Poor

6. What did you like most in this module?  
 Discussion of management power and its sources (8)  
 Use of a case study (3)  
 Clarity of presentation style (2)

7. What did you like least in this module?  
 Session was too long and lasted too late (6)  
 Lack of direction and organization in case study (3)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE ONE

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module Two, THE CRIMINAL JUSTICE ADMINISTRATOR AND THE PLANNING PROCESS

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

(1)	(12)	(6)	(1)	
5	4	3	2	1
Excellent				Poor

2. How do you rate the module's content in terms of its applicability to your job?

(5)	(9)	(4)	(2)	
5	4	3	2	1
Very Useful				Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

	(5)	(9)	(5)	(1)
J. Ladd	5	4	3	2
M. Ladd	(5)	(11)	(4)	
	5	4	3	2
A. Stokesberry	(9)	(11)		
	5	4	3	2
	Excellent			Poor

4. What do you feel about the appropriateness of time given to the module?

(1)	(5)	(13)	(1)
5	4	3	2
Too Much			Too Little

5. How do you rate your Group Case Study experiences?

	(2)	(8)	(10)	
Episode 2	5	4	3	2
Episode 4	(3)	(4)	(11)	(2)
(Team Exercise)	5	4	3	2
Episode 5	(3)	(3)	(9)	(4)
	5	4	3	2
	Excellent			Poor

6. How do you rate your individual exercises?

	(2)	(6)	(11)	(1)
Episode 3	5	4	3	2
Interpersonal Checklist	(9)	(8)	(3)	
	5	4	3	2
Change Agent Questionnaire	(11)	(8)	(1)	
	5	4	3	2
	Excellent			Poor

7. What did you like most in this module?

Interpersonal Checklist and Change Agent Questionnaire (9)  
 Conflict resolution (4)  
 Management theory (2)

8. What did you like least in this module?

Case study episodes - insufficient time to work up or to debrief and discuss (9)  
 Lack of coherence between module components (4)  
 \* Fuzziness of normative assumptions (2)

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE TWO.

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module Three; ORGANIZING AND IMPLEMENTING  
CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

(8)	(14)	(2)		
5	4	3	2	1
Excellent				Poor

2. How do you rate the module's content in terms of its applicability to your job?

(9)	(6)	(4)	(1)	
5	4	3	2	1
Very Useful				Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

	Excellent				Poor
	(5)	(9)	(5)		
J. Ladd	5	4	3	2	1

4. What do you feel about the appropriateness of time given to the module?

	(5)	(12)	(1)	(1)
5	4	3	2	1
Too Much				Too Little

5. How do you rate your Group Case Study experience (Episode 7)?

(4)	(12)	(4)		
5	4	3	2	1
Excellent				Poor

6. How do you rate your individual exercises?

	(3)	(8)	(5)	(3)	
Episode 6	5	4	3	2	1
"Slack Time"	(3)	(9)	(7)		
	5	4	3	2	1
	Excellent				Poor

7. What did you like most in this module?

PERT (3); CPM and Slack Time (4); Techniques as a general statement (6)  
practical procedures (3)

8. What did you like least in this module?

Inadequate instruction in techniques such as PERT, CPM etc., because of  
haste, lack of discussion etc. (7)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module Four, CONTROLLING

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?  
(8) (11) (1)  
5 4 3 2 1  
Excellent Poor
2. How do you rate the module's content in terms of its applicability to your job?  
(8) (11) (1)  
5 4 3 2 1  
Very Minimally  
Useful Useful
3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?  
(7) (12) (1)  
J. Ladd 5 4 3 2 1  
(9) (9) (1)  
M. Ladd 5 4 3 2 1  
Excellent Poor
4. What do you feel about the appropriateness of time given to the module?  
(2) (8) (9) (1)  
5 4 3 2 1  
Too Too  
Much Little
5. How do you rate your Individual Case Study experience (Episode 8)?  
(2) (6) (8) (4)  
5 4 3 2 1  
Excellent Poor

6. What did you like most in this module?  
Stress management and stress discussions (8)  
Practical applications (4)  
Tied together concepts presented earlier (2)

7. What did you like least in this module?  
Time too short (3)  
Episode #8 (2)  
Need more specificity in stress management (2)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE FOUR

CRIMINAL JUSTICE MANAGEMENT COURSE

Overall Course Evaluation

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR RATING OF THE FOLLOWING COMPONENTS OF THIS COURSE:

<u>Component</u>	<u>Very Satisfied (4)</u>	<u>Satisfied (3)</u>	<u>Somewhat Satisfied (2)</u>	<u>Dissatisfied (1)</u>
<u>Training Methods</u>				
Lectures	(8) 4	(11) 3	(1) 2	1
Case Study	(6) 4	(8) 3	(6) 2	1
<u>Materials</u>				
Student guide	(5) 4	(8) 3	(6) 2	(1) 1
Visual aids	(2) 4	(11) 3	(4) 2	(3) 1
<u>Training Flow</u>				
Time given to lectures	(5) 4	(11) 3	(4) 2	1
Time given to workshops	(4) 4	(7) 3	(8) 2	(1) 1
Logical sequence of modules	(7) 4	(9) 3	(2) 2	(2) 1
<u>Training Staff</u>				
Lecturers	(11) 4	(8) 3	(1) 2	1
Small group facilitators	(6) 4	(10) 3	(3) 2	1
<u>Ambience of Training</u>				
Opportunity for questions/discussions	(11) 4	(9) 3	2	1

Evaluate the following general characteristics of the course by circling the proper number:

<u>Items</u>	<u>Very Useful (5)</u>	<u>Useful (12)</u>	<u>Somewhat Useful (1)</u>	<u>Of no Use at all</u>
Usefulness of the entire course	4	3	2	1
Comparison of this course to other professional training programs you have attended	(6) 4	(11) 3	(2) 2	1
Appropriateness of information presented to your job setting	(8) 4	(9) 3	(3) 2	1

If you have taken any of the following criminal justice courses, please evaluate them.

<u>Course</u>	<u>Very Useful (3)</u>	<u>Useful (6)</u>	<u>Somewhat Useful (1)</u>	<u>Of no Use at all</u>
Planning	4	3	2	1
Analysis	(4) 4	(2) 3	(1) 2	1
Program Development	(1) 4	3	2	1
Evaluation	(2) 4	(4) 3	2	1



EVALUATION REPORT

on the

CRIMINAL JUSTICE MANAGEMENT COURSE

presented by the

NORTHEASTERN UNIVERSITY CRIMINAL JUSTICE TRAINING CENTER

Northampton, Massachusetts  
August 18-22, 1980

Submitted to:

John Moxley  
Government Project Monitor  
Law Enforcement Assistance Administration

Submitted by:

Ezra S. Krendel  
Professor of Operations Research  
The Wharton School  
University of Pennsylvania

September 2, 1980

INTRODUCTION

This evaluation follows the method and format presented in the Evaluation Report of April 3, 1980 for the Pilot Session. Three sources of data have been used: a quantitative questionnaire submitted to the participants after each module and at the conclusion of the course; the oral or written opinions of the participants; and the observations and opinions of the evaluator. The evaluator attended all the sessions of the entire group and circulated among the break-out groups occasionally.

The course was presented at the Colonial Hilton Inn in Northampton, Massachusetts. The facilities were very good. The service, the food at a special buffet luncheon for the participants, the recreational opportunities, and the availability of a hospitality suite each evening all contributed to a pleasant environment for both learning and exchanging ideas and experiences with colleagues. In addition, NUCJTC made available to the participants an annotated list of restaurants in the area.

In Appendix A a list is presented of the participants, the staff and their affiliations, together with a professional background form for participants with data for the group. Of the 24 participants, 12 were from planning agencies (SPA, 4; RPU, 2; and LPU 6). Of the remaining 12 five were from operational agencies, and seven were in jobs such as: in the office of the mayor, the office of the attorney general, community organizer, statistical analyst, and so forth. Fifteen of the participants had more than 5 years of criminal justice experience, six had from 2 to 5 years experience, and three from 0 to 1 year of experience.

The course began at 3:30pm August 18 with some brief introductory and administrative remarks by Donald Main of NUCJTC. This was followed by an effective technique to prepare the participants for group exercises conducted by the Yagodkas. The entire group was divided into four equal subgroups each of which worked on the same problem. The problem was an exercise in ranking the importance of 15 items left intact after the forced landing of a space crew on the moon 200 miles from the rendezvous point with the mother ship. Individual members of each subgroup ranked the items and these rankings were submitted to the organizers who compared the rankings with a NASA-developed standard, but before this comparison was disclosed the subgroups went through a procedure of achieving consensus rankings. The organizers were then able to compare average, best and consensus rankings. Consensus rankings were overwhelmingly superior and were exceeded only twice among all the other comparisons and then by two individual scores.

The NASA exercise provoked discussion topics, for example: absent professional expertise there is less professional bias hence consensus is more easily achieved; who was the captain of the space ship; consensus and a facilitator is fine for planning, but an emergency requires a leader. The exercise lasted an hour and 25 minutes and was successful in developing group interest, momentum to continue, and an appreciation of the potential of consensus decisions.

The next exercise was an expectation session. The participants were divided into three groups in which pairs of participants interviewed each other on the following questions:

- What do you wish to be called in the course?
- What would be the best possible outcome of the course for you?
- What would be the worst possible outcome?
- What are you willing to do to promote the best, prevent the the worst?

The groups presented responses in which everyone wanted to be called by their first name. Participants wanted to gain tools to improve their managerial abilities and have a pleasurable learning experience. They were strongly opposed to wasting their time, and they planned on being cooperative, attentive and to speak up in class. These trite expectations served as a class start-up rather than as an expression of individual desires and needs which could serve to assess the success of the course.

This exercise lasted 50 minutes. The Introduction concluded at 6:20 pm. Participant interaction continued with cocktails at 7:00 pm and a dinner at 7:30. The stage had been well set for a successful course.

#### MODULE I - ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

The session began at 8:30 am. The participants were seated at a squared off U-shaped table with the instructor and visual aids at the open end. The instructor, Zielinski, began with the Management Process chart which was mounted in plain view at the instructor's position. He made good use of criminal justice examples from his experience and by 9:30 am the class was sufficiently warmed up to begin interacting with him. At 10:55 am case study Episode #1 was distributed, group leaders appointed, and the groups left for their breakout rooms.

The case study was improved over past versions in that there was much needed structure in the form of clear instructions and a format for participant responses. The instructor visited the breakout groups to insure that activity moved forward smoothly without undue delays. The groups returned at 11:40 am and participated in an effective debriefing which emphasized the clear advantage of gaining achieved power so as to avoid the route Parfitt took. The importance of learning survival material was brought home to the group. In conclusion the instructor related the materials to the Management Process chart, and then the group broke for lunch.

Appendix B presents the questionnaire used for this module together with the number in parentheses of respondents for each rating. Summary comments as to what was liked most and what was liked least are presented in paraphrase form, but only when more than one participant made the comment. The number of participants is in parentheses. These format conventions will be followed in all subsequent questionnaires in the appendices.

#### MODULE II - THE CRIMINAL JUSTICE ADMINISTRATOR AND THE PLANNING PROCESS

Instruction began at 1:15 pm on 8/19/80 and all four instructors participated in this long module. The Management Process chart and the GPPM were used to put the forthcoming material into a structure. A minor aside: Visual 2-2 was missing in the participant guides. Episode #2 was completed in an hour and resulted in an active debriefing discussion. Following a behavioral and personality presentation by the Yagodkas, the Management Process chart was presented and Walchak began a discussion of situation analysis at 4:25 pm. The session ended at 5:30 pm to begin again at 8:30 am the next morning with Episode #3 which was conducted as a walkthrough by Zielinski. Walchak provided effective assistance from his experience by discussing a recent example in Concord, NH, of perceived threats to joggers following a recent sexual attack on a jogger. Zielinski prepared and presented additional visual aids to clarify both the lecture material and participant understanding of the material in the case study. The responses of the participants were beginning to indicate an erosion of the enthusiasm and momentum which had developed earlier in the course. At 11:00 am the group took a break to read the handout for Episode #4, which was worked on in breakout rooms from 12:45 pm to 1:30 pm. In the 15-minute debriefing which began at 1:30 pm, two of the three groups presented humorous and vigorous tension-relieving responses. These appeared to be frustration-releasing actions in response to the planning segments of Module II. These appearances were verified by participant comments during the coffee break at 2:10 pm. Episode #5 which lasted from 3:00 pm to 4:20 pm brought the group together again and established a mutual interest. The planning topic was concluded after a brief summary at 4:30 pm. Informal discussions in the hospitality suite made clear that there was widespread dissatisfaction with the content of Module II. Module II continued at 8:40 am on 8/21/80 with the Yagodkas on creating change and conflict resolution. The module was concluded at 10:30 am and was followed by a break and assessment. Appendix C presents the questionnaire results for this module.

#### MODULE III - ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

Module III began at 11:10 am on 8/21/80. Walchak and Zielinski were the instructors. There was considerable interest in learning the well developed tools of PERT and CPM. It was clear that Episode #7 on LAT and cutback management struck many interested and responsive chords. In fact, one group arrived at the answer in the instructor's key to the penny. The group reports expressed enthusiasm for learning the practical aspects of management, in strong contrast with the responses to the more theoretical and verbally elaborate segments of the previous modules which dealt with planning. There was some discussion of the advisability of having the exercises which involved networking all refer to the same set of underlying circumstances. Appendix D presents the quantitative data from the evaluation questionnaires and the participant comments.

MODULE IV - CONTROLLING

This module began at 4:45 pm on 8/21/80 and contained a voluntary session on conflict resolution strategy and methods conducted by the Yagodkas which lasted from 5:30 pm until about 6:30 pm with 23 enthusiastic attendees. A test of imagination consisting of three sketches which was essentially a thematic apperception test (TAT), was distributed for the participants to work on during the evening in preparation for a session the next day. On 8/22/80 the session began with the showing of a movie on productivity and the self-fulfilling prophecy which was based on the research of Professor Merton of Columbia University. It was advanced in time in the topic sequence in order to avoid wasteful time delays in setting up the projector and to avoid having it remain in position unused and thus inconveniencing the participants. The slight break in sequence did not appear to have a detrimental effect on the cohesion of the entire presentation. At 9:30 the film and discussion were completed and the participants broke up into groups of three to evaluate the TAT exercise in terms of McClelland's primary social motives of Achievement, Power and Affiliation. The instructors enriched the participant's guide by distributing a selection of handouts which explained McClelland's theory of the dynamics of power and motivation in an organizational context. Other handouts which augmented the topics in this module addressed performance appraisal and the managerial responsibility for work performance feedback. These concepts were supported with examples from the Yagodkas' experience at various laboratories and units at MIT. Similarly, their MIT experience in encouraging change and development was presented in anecdotal form and handouts were used to fix concepts and techniques in the memories of the participants. These techniques extended to improving the conduct of meetings and helpful excerpts from a paper by Professor Schein of MIT's Sloan School were provided by the instructors. Episode #8 was carried out between 1:50 pm and 2:15 pm and although the participants addressed Virgil Voyles' problem with enthusiasm, attempts to develop an understanding and actions based on the personality typologies involved were based on insufficient evidence. The concluding topics in this module on time management and leadership were strengthened greatly by Walchak's effective and frequent use of examples from his experience. The module and course ended at 3:15 pm and the assessments were completed by about 3:30 pm. Appendix E presents the questionnaire data for this module.

COMPARISONS ACROSS MODULES

Although verbal comments from participants, instructors and the evaluator provide the most useful information for modifying and improving the course in subsequent iterations, numerical comparisons across modules, episodes and exercises provide the CJTC as well as LEAA with specific comparison data between courses as well as pointing out strong and weak aspects of the course. In Table 1 the percentage of participants who have ranked a question 5 or 4 are presented for each of the modules. Question 4 on available time is treated differently. The percentage for Question 4 is 3+2+1/Total because there is a positive attitude implied in moving from an assessment of adequate time to an assessment that even more time was desirable. In Table 2 a similar array of percentages is presented for the Case Study episodes and

Table 1  
Summary of Module-by-Module Rankings  
from Appendices B, C, D, & E

<u>Question</u>	<u>Module</u>	<u>5+4/Total %</u>
1. Overall Quality	I	83
	II	30
	III	75
	IV	90
2. Applicability to your job	I	54
	II	16
	III	62
	IV	95
3. Walchak	II	75
	III	88
	IV	90
Yagodka, A.	II	91
	IV	95
Yagodka, M.	II	78
	IV	95
Zielinski	I	88
	II	77
	III	83
	IV	95
4. Available Time	I	58
	II	30
	III	46
	IV	71
		<u>3+2+1/Total %</u>

Table 2  
Case Study Episodes and Exercises  
from Appendices B, C, D, & E

<u>Episode</u>	<u>5+4/Total %</u>
1	67
2	61
4	73
5	65
7	79

Individual Activity

<u>Episodes and Exercises</u>	<u>5+4/Total %</u>
3	55
Interpersonal Checklist	74
Change Agent Questionnaire	74
6	54
Slack Time	54
8	43

exercises. The shortcomings in Module II as perceived by the participants are quite clear, as is the relatively low enthusiasm for Episode #8.

OVERALL EVALUATION AND SUMMARY COMMENTS

At the conclusion of the course, after filling out the Module IV assessment, the participants were asked to fill out overall course evaluation forms which included a form used by the Professional Institute of the AMA for the large number of courses which they give each year. For one reason or another only 13 of the remaining 21 participants who filled out the Module IV form also filled out the overall evaluations. These results are presented in Appendix F. It is of interest to note the response to Question D of the AMA form. The mean is 15.2 and the distribution is unimodal. The mean for this question for the June 8-12, 1980 presentation at Lancaster PA was 15.3 and also unimodal. In other words the different agencies from which the participants came did not isolate them into separate constituencies with different needs and values as was the case in the first Pilot Session in Kansas City on 3/16-20/80. In addition, the opinions of the Northampton group are clearly not inconsistent with what might be expected in subsequent presentations of this course.

Some general comments which combine the evaluator's opinion and observations with the comments of the participants and instructors follow.

The structuring of the breakout episodes has been improved considerably. The instructions and format for responding are both desirable improvements.

NUCJTC selected a good balance of instructors: two with operational police experience and two with academic experience. The instructors all did a commendable job under rigid constraints. The Yagodkas provided additional handouts which enriched the behavioral science aspects of the course while covering the listed topics. Zielinski worked up a detailed guide to the case study scenario as well as several visual aids to help the participants. Walchak in his lectures as well as in those of his colleagues interposed useful examples from his experience. All of the foregoing activities helped to make this a better course than it might have been otherwise.

Although the instructors used the Management Process chart frequently, there was no apparent advantage to doing this. Neither in the comments of the participants nor in anything else that I could observe did the chart serve to clarify the course content. The chart appears imposing -- almost baffling -- in its complexity and thus accentuates rather than clarifies some of the excessive complexity of the verbal content of the course.

Module II still has many of the outstanding aspects of a camel to me. That is, a horse designed by a committee! It doesn't fit together. It is too long. It is overblown for the essentially simple issues which it treats. These opinions on Module II run through the three presentations of this course which I have observed.

## RECOMMENDATIONS

- Module II should be broken into two separate modules whose total duration is about 60% of the original. The behavioral and the planning aspects should be separate entities.
- The case study should be improved. For example, the PERT exercise and the network exercise should overlap in content; Episode #8, which was ranked low, could be improved if personality traits were brought out in the cast of characters for the case study. Doing this would make more meaningful the use of typologies or personality types in dealing with stress.
- The managerial grid reference material in Module I should have been emphasized because of its obvious relation to the Change Agent Questionnaire.
- The course was at its most effective when examples from experience made the content appear real. This should be encouraged, perhaps by sharing examples among the CJTC's. It was at occasions such as this when the instructors could free themselves from an almost slavish adherence to the manual that they were at their best.
- The handouts used by the Yagodkas should be considered for inclusion among the reference material in the Participant Guide.
- The Management Process chart should be simplified or deemphasized.

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INDEPENDENT EVALUATOR

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CRIMINAL JUSTICE MANAGEMENT COURSE

Professional Background of Participant

To fully evaluate this course it is necessary to have some information about the professional status of participants. Please respond to the following questions. The evaluator is not an employee of either LEAA or the American Management Associations, and he will not identify individual participants in his reports; all information will be aggregated. Names are requested in the event clarification or follow-up are necessary.

1. The type of agency in which you work is:
  - 4 a SPA
  - 2 b RPU
  - 6 c LPU
  - 5 d Operational Agency
  - 7 e Other (specify) statistical analysis center (2); training (2); mayor's office; attorney general's office; community action program
  
2. Your primary function now is:
  - 9 a Generalist C.J. Planner
  - 1 b Specialist C.J. Planner
  - 1 c Evaluator
  - 1 d Analyst
  - 9 e Manager
  - 3 f Other (specify) analysis, community organization, training
  
3. Criminal Justice experience:
  - 3 a 0 - 1 Years
  - 6 b 2 - 5 Years
  - 15 c More than 5 Years

(Continued on reverse)

SUM OF PARTICIPANT RESPONSES IN PARENTHESES

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module One, ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?
 

5	4	3	2	1
Excellent				Poor
(6)	(14)	(4)		
  
2. How do you rate the module's content in terms of its applicability to your job?
 

5	4	3	2	1
Very Useful				Minimally Useful
(7)	(6)	(9)	(2)	
  
3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?
 

<u>Zielinski</u>	5	4	3	2	1
	5 (11)	4 (10)	3 (2)	2 (1)	1
	Excellent				Poor
  
4. What do you feel about the appropriateness of time given to the module?
 

5	4	3	2	1
Too Much				Too Little
(1)	(9)	(13)		(1)
  
5. How do you rate your Group Case Study experience (Episode One)?
 

5	4	3	2	1
Excellent				Poor
(5)	(9)	(6)	(4)	

(Continued on reverse)

6. What did you like most in this module?

Practical examples (9)  
 Exercise and group interaction (6)  
 Precise definitions of power (2)

7. What did you like least in this module?

Too long and complicated (5)  
 Insufficient time for case study (3)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE ONE

SUM OF PARTICIPANT RESPONSES IN PARENTHESES

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module Two, THE CRIMINAL JUSTICE ADMINISTRATOR AND THE PLANNING PROCESS

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5	4	3	2	1
Excellent				Poor
	(7)	(13)	(3)	

2. How do you rate the module's content in terms of its applicability to your job?

5	4	3	2	1
Very Useful				Minimally Useful
(1)	(2)	(1)	(11)	(1)
			(1)	(6)
				(1)

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

<u>Zielinski</u>	5 (6)	4 (11)	3 (5)	2	1
<u>Yagodka, M.</u>	5 (12)	4 (6)	3 (5)	2	1
<u>Yagodka, A.</u>	5 (11)	4 (10)	3 (2)	2	1
<u>Walchak</u>	5 (6)	4 (9)	3 (4)	2 (1)	1
	Excellent				Poor

4. What do you feel about the appropriateness of time given to the module?

5	4	3	2	1
Too Much				Too Little
(8)	(8)	(6)		(1)

5. How do you rate your Group Case Study experiences?

Episode 2	5 (7)	4 (7)	3 (7)	2 (2)	1
Episode 4	5 (6)	4 (10)	3 (5)	2 (1)	1
Episode 5	5 (10)	4 (5)	3 (7)	2 (1)	1
	Excellent				Poor

(Continued on reverse)

6. How do you rate your individual exercises?

	5	4	3	2	1
Episode 3	(5)	(7)	(8)	(2)	1
Interpersonal Checklist	(10)	(7)	(5)	(1)	1
Change Agent Questionnaire	(10)	(7)	(4)	(1)	(1)
	Excellent				Poor

7. What did you like most in this module?

The breakout sessions - more learned there	(8)
Interpersonal check list	(5)
Change agent questionnaire	(4)

8. What did you like least in this module?

Module too confusing	(6)
Too much lecture time	(4)
Too much jargon	(3)
Too much time spent on planning	(2) * * *

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE TWO.

SUM OF PARTICIPANT REPSONSES IN PARENTHESES

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module Three, ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5	4	3	2	1
Excellent				Poor
(1)	(17)	(5)	(1)	

2. How do you rate the module's content in terms of its applicability to your job?

5	4	3	2	1
Very Useful				Minimally Useful
(5)	(11)	(6)	(1)	(1)

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

<u>Walchak</u>	5 (8)	4 (13)	3 (3)	2	1
<u>Zielinski</u>	5 (8)	4 (12)	3 (3)	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
	Excellent				Poor

4. What do you feel about the appropriateness of time given to the module?

5	4	3	2	1
Too Much				Too Little
(1)	(12)	(10)	(1)	

5. How do you rate your Group Case Study experience (Episode 7)?

5	4	3	2	1
Excellent				Poor
(10)	(9)	(4)	(1)	

6. How do you rate your individual exercises?

Episode 6	5 (3)	4 (10)	3 (8)	2 (1)	1 (2)
"Slack Time"	5 (5)	4 (8)	3 (9)	2 (2)	1
	Excellent				Poor

(Continued on reverse)

SUM OF PARTICIPANT RESPONSES IN PARENTHESES

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

Participant Evaluation - End of Module Four, CONTROLLING

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5	4	3	2	1
Excellent				Poor
(9)	(10)	(2)		

2. How do you rate the module's content in terms of its applicability to your job?

5	4	3	2	1
Very Useful				Minimally Useful
(10)	(10)	(1)		

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

Walchak	5 (11)	4 (8)	3 (2)	2	1
Yogadka, A.	5 (15)	4 (5)	3	2 (1)	1
Yogadka, M.	5 (14)	4 (6)	3 (1)	2	1
Zielinski	5 (10)	4 (10)	3 (1)	2	1
	Excellent				Poor

4. What do you feel about the appropriateness of time given to the module?

5	4	3	2	1
Too Much				Too Little
(1)	(5)	(9)	(3)	(3)

5. How do you rate your Individual Case Study experience (Episode 8)?

5	4	3	2	1
Excellent				Poor
(1)	(8)	(8)	(3)	(1)

7. What did you like most in this module?

- Budget exercise (7)
- CPA & PERT (4)
- Case Studies (2)

8. What did you like least in this module?

- PERT charts too complicated (4)
- Slack time computation (2)
- Too complex for simple concepts (2)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

6. What did you like most in this module?  
 Information on stress and on interpersonal relations (7)  
 Material on motivation and communication (2)

7. What did you like least in this module?

\* \* \* \* \*  
 PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE FOUR

SUM OF PARTICIPANT RESPONSES IN PARENTHESES  
CRIMINAL JUSTICE MANAGEMENT COURSE

Overall Course Evaluation

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR RATING OF THE FOLLOWING COMPONENTS OF THIS COURSE:

Component	Very Satisfied (4)	Satisfied (3)	Somewhat Satisfied (2)	Dissatisfied (1)
<u>Training Methods</u>				
Lectures	4 (3)	3 (7)	2 (3)	1
Case Study	4 (6)	3 (7)	2	1
<u>Materials</u>				
Student guide	4 (4)	3 (8)	2	1
Visual aids	4 (6)	3 (4)	2 (2)	1
<u>Training Flow</u>				
Time given to lectures	4	3 (9)	2 (3)	1 (1)
Time given to workshops	4 (2)	3 (8)	2 (2)	1 (1)
Logical sequence of modules	4 (4)	3 (6)	2 (1)	1
<u>Training Staff</u>				
Lecturers	4 (9) (1)	3 (3)	2	1
Small group facilitators	4 (11)	3 (2)	2	1
<u>Ambience of Training</u>				
Opportunity for questions/discussions	4 (8)	3 (5)	2	1

(Continued on reverse)



PROGRAM COMMENT SHEET

DATE \_\_\_\_\_ LOCATION \_\_\_\_\_

Over the years, comments made through this medium have resulted in more steps for program enlargement or upgrading than any other source. Please help us by completing this form thoughtfully. Thank you.

Evaluate the following general characteristics of the course by circling the proper number:

Items	Very Useful	Useful	Somewhat Useful	Of no Use at all
Usefulness of the entire course	4 (3)	3 (9)	2 (1)	1
Comparison of this course to other professional training programs you have attended	4 (3)	3 (6)	2 (2)	1
Appropriateness of information presented to your job setting	4 (4)	3 (7)	2 (1)	1

If you have taken any of the following criminal justice courses, please evaluate them.

Course	Very Useful	Useful	Somewhat Useful	Of no Use at all
Planning	4 (5)	3	2 (1)	1
Analysis	4 (2)	3 (1)	2 (1)	1
Program Development	4	3	2 (1)	1
Evaluation	4	3 (2)	2 (2)	1

A. PROGRAM SUBJECT MATTER

Please indicate the benefits you derived from this program. managerial background (4); behavioral aspects of people who manage (4); Peer associations (2)

What suggestions do you have regarding the subject matter, sequence, or other? \_\_\_\_\_

Subjects most interested: Behavioral mat'l. (3) Time Mgmt. (2) Budgeting (2)  
Subjects of *Most* interest PERT (3); stress management (4) Controlling (3)  
Subjects of *Least* interest Developing strategic goals (2)

B. PROGRAM TRAINER(S) - Please indicate how you feel about the way the trainer(s) conducted the program. Check the box best representing your rating.

Name	Excellent	Good	Fair	Poor
<u>Zielinski</u>	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/>	<input type="checkbox"/>
<u>Walchak</u>	<input type="checkbox"/> 9	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>
<u>Yagodka</u>	<input type="checkbox"/> 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

C. METHODS OF INSTRUCTION - Please check the box that best represents your reactions to the instructional methods used.

	Very much so	To some extent	Not at all	Not applicable
Were the filmed lectures and case studies practical enough for your purposes? .....	<input type="checkbox"/> 7	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>
Was there effective interaction within the group? .....	<input type="checkbox"/> 10	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>
Were role playing and/or small group sessions helpful? .....	<input type="checkbox"/> 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the hand-out material assist in the learning process? .....	<input type="checkbox"/> 10	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>

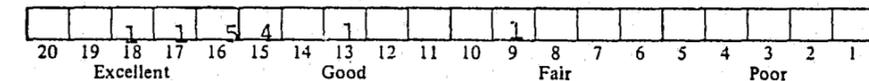
D. REACTION TO THE PROGRAM AS A WHOLE

To what extent did the program live up to your expectations? .....  Very much 5  To some extent 8  Not at all

If not, please explain: \_\_\_\_\_

Would you recommend this program to others? .....  Yes 11  Maybe 2  No

Please record your overall reaction to this program by placing an 'x' in the appropriate box on the scale below.



What subjects other than those presented at this session would you recommend for future programs? \_\_\_\_\_

Your Name \_\_\_\_\_ Organization \_\_\_\_\_

Title \_\_\_\_\_ Mailing Address \_\_\_\_\_

Thank you.

NOTE: FOR FURTHER COMMENT PLEASE WRITE ON REVERSE SIDE.

EVALUATION REPORT  
on the  
CRIMINAL JUSTICE MANAGEMENT COURSE  
presented by  
UNIVERSITY OF WISCONSIN-EXTENSION,  
CRIMINAL JUSTICE TRAINING CENTER  
Oshkosh, Wisconsin  
September 7-11, 1980

submitted to  
John Moxley  
Government Project Monitor  
Law Enforcement Assistance Administration

submitted by  
Ezra S. Krendel  
Professor of Operations Research  
The Wharton School  
University of Pennsylvania  
September 19, 1980

INTRODUCTION

This evaluation follows the method and standardized format employed in my report of September 2, 1980 on the Criminal Justice Management Course presented by the Northeastern University CJTC. Three sources of data have been used: a quantitative questionnaire submitted to the participants after each module and at the conclusion of the course, the oral or written opinions of the participants, and the observations and opinions of the evaluator. Since each module could have more than one instructor and cover more than one major topic, the participants' verbal comments were needed for the specific details which the questionnaire alone could not provide. The evaluator attended all the sessions and circulated among the breakout groups.

The course was presented at the Pioneer Inn in Oshkosh, WI. The recreational facilities were adequate; the lecture room was poorly ventilated, too small, and susceptible to distracting noises from the surroundings. The breakout rooms were too distant from the main lecture room and time was wasted moving to and from them. The hospitality suite was pleasant and well patronized.

Appendix A presents a list of faculty, the staff, and the participants together with their affiliations. Of the 29 participants, 17 were from planning agencies (SPA, 6; RPU, 6; LPU, 5). Of the remaining 12, 7 were from operational agencies and 5 from other agencies: delinquency prevention commission, neighborhood crime prevention and courts. Slightly over 50% of the participants, the largest single grouping, considered "manager" to be their primary function. Nearly 80% of the participants had more than 5 years of experience in the CJ system.

The course began at 4:45 pm on Sunday, 9/7/80 with the participants seated at four round tables in the lecture room. Dale Schueller discussed UW-EX CJTC and some administrative details for the course, and after the one thousandth UW-CJTC course participant -- the eleventh registrant this day -- was awarded a bottle of champagne and a T-shirt, and all participants had introduced themselves and described their job responsibilities, a discussion of participant expectations for the course began at 5:15 pm. A recorder and a reporter were elected from each of the four tables to present their group's three highest ranking expectations for the course. George Trubow wrote these in paraphrase form on large sheets of newsprint which remained on the lecture room wall throughout the course; they are restated below. Bullets meant that the expectations would be addressed in the course; question marks meant they would be partially addressed, and only one -- the last one -- was not expected to be covered at all. The numbers 1, 2 and 3 referred to the order of ranking per table.

Rank # 1

- Theoretical principles converted to practical applications of management techniques
- A working definition of CJ management

- Specific strategies for inducing change as we move from planning agencies to operational agencies
- ? Techniques for managing shrinking budgets and maintaining some control over environment and programs  
(? because course doesn't deal with avoiding shrinking budgets)

Rank # 2

- ? How to avoid the "counterproductive" impact of good or lucky management on budgets
- Management skills transferable to areas other than to CJ in view of pending LEAA cutbacks
- To learn more effective grant management
- To learn the ability to develop meaningful, measurable, and communicable organizational objectives

Rank # 3

- How to manage without authority
- Strategies for dealing with confrontation, especially on the part of the staff
- How to stick to organizational objectives
- How to move from planning to implementation, and,
- ? How to sensitize implementers to that role

Additions by Individuals

- How do you get non-performers to perform in a civil service or a union environment -- motivation
- Personnel management techniques
- Are management goals consistent with societal needs

"No" How to manage time

It was difficult for the evaluator to believe that the response to the last item should have been "No", and in fact by the end of the course it became clear that the item deserved a bullet.

After a course overview was presented by Schueller, the handout for Episode #1 was distributed for overnight reading and the participants left for an introductory group dinner.

MODULE I - ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

The participants gathered about their four round tables on September 8, and at 8:30 am the session began. Schueller gave an introduction with some definitions and a discussion of course goals. Trubow then began by referring to the Management Process chart on the wall behind him in broad-brush terms and focusing on the managerial functions of planning, organizing and controlling. He salted an effective introductory discussion of management with CJ examples of roles and power. After a ten-minute break at 9:30 am, Trubow continued until 10:10 am at which time Dennis Starrett took over with Episode #1. He explained the procedures and the function of the facilitators, and the groups retired to the breakout rooms to select recorders, spokespeople and to proceed. They returned at 11:30. The initial delays in getting started and the fact that some participants appeared to be reading the handout in the breakout room indicated that the material had not been read the night before by all members of the groups. Each of the groups appeared to need a more clearly defined operating procedure. A debriefing was held until noon, and the second part of Module II began at 1:30, after lunch.

Allene Stokesberry presented some of the behavioral aspects of management, including the Interpersonal Checklist which had been in Module II in the AMA/LEAA instructor's guide. Her presentation of the Change Agent Questionnaire was effective and strengthened by her discussion of the built-in bias due to the instrument developer's belief that a 9/9 individual was highly desirable. The session concluded at 5:30 with the distribution of Episodes 2-5 for rapid perusal before the next morning.

Appendix B presents the questionnaire used for this module together with the number of respondents for each rating in parentheses. Summary comments as to what was liked most and what was liked least are presented in paraphrase form, but only when more than a single participant made the comment. The number of participants commenting is in parentheses. This format convention will be followed in all subsequent questionnaires in the appendices.

The participant's guide for Module I and for the subsequent modules is much less detailed than previous versions. It is clearly a first cut and needs both minor corrections and elaboration.

MODULE II - THE CRIMINAL JUSTICE ADMINISTRATOR AND THE PLANNING PROCESS

The session began at 8:35 am on 9/9/80 with Trubow referring to the Management Process chart and then discussing the meaning of the terms normative, strategic and operational. Once again examples were used extensively and well; for example, "social variables" were made realistic by discussing CJ planners' objections to politicians who withdraw their support of a plan in which these planners attempted to force a community-based corrections facility on the neighborhood which the politician represented.

This module was characterized by a rapid sequencing of lectures and episodes from the case study. The episodes became a crucial part of the instruction, and as such required directive instruction rather than passive facilitation. The groups left for the breakout rooms at 9:10 am after an introduction to Episode #2 by Starrett. They returned at 10:10 am and completed debriefing at 10:25 am. At 10:25 am Trubow discussed the manager's role in the planning process until 10:50 am, at which time Episode #3, a walk-through, began. Starrett gave the participants 25 minutes to read the material. After a 15-minute discussion, pages CS 3-37 to 3-39, which had been split from the material previously distributed, were given out and a discussion of how Virgil should respond to Juanita's latest position continued until noon.

At 1:35 pm, after the lunch break, Trubow discussed strategic goals until 1:50 pm, at which point Starrett took over with Episode #4, a desk exercise in which groups of 2 to 3 people worked together. Discussion on Episode #4 ended at 3:05 pm, and after a break Trubow discussed developing "elements" of operational or tactical options from 3:20 pm until 3:30 pm. Then Starrett instructed the breakout groups for Episode #5 to deemphasize the networks in the package since they would become more important when implementation began. The groups returned at 5:00 pm to a debriefing characterized by good interaction among the participants and the instructor. Leaving the stale and oppressive air of the lecture room to walk to the breakout rooms may have stimulated the participants!

The disenchantment bordering on anger which characterized participants in other versions of Module II was not evident, although the participants could hardly have been described as enthusiastic. Appendix C presents the questionnaire results.

### MODULE III - ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

Rick Reischl began at 8:30 am on 9/10/80 facing a room which had been rearranged so that the participants sat at a U-shaped table with the instructor in the open area. Unfortunately there was not enough room to place all the participants on the outside of the U looking in. Consequently about 1/3 of the participants were seated somewhat awkwardly inside the U configuration. Reischl started out by relating Module III to the posted list of participant expectations, although he made no reference to the Management Process chart behind him. His presentation was well organized and of enough detail so that a serious participant would have more than just a smattering of buzz words and should actually be able to use the techniques presented. This was an improvement over previous presentations of the topics in Module III. Appendix D presents the questionnaire results for this brief module which ended at noon on 9/10/80.

### MODULE IV - CONTROLLING

Reischl began at 1:40 pm with a discussion of controlling programs and projects. He was not assisted in any way by the interfering noise from a combo that was rehearsing next door. Reischl attempted to explain first and second category controls in terms of non CJ examples such as design specifications and the control of an aircraft. The analogies were strained and did not relate to the experiences of the participants. When CJ examples -- such as Project Identification, or evaluating an ex-offender's project -- came up, the participants perked up and took notice. Module III as well as IV made clear that the participant's guide sorely needs a glossary. Reischl finished at 2:45 pm and Starrett began at 3:00 pm on controlling personnel and particularly on developing defensible performance evaluation methods. The presentation needed shaking down and simplification, but most of all it lacked a reference to real world examples of its use. It was not in the original AMA/LEAA instructor's guide. The session ended at 4:30 pm. Module IV began again on 9/11/80 at 8:50 am with Stokesberry on stress management. The discussion provoked much interest from the participants, and at 10:00 am Episode #7 was distributed and discussed. (This is Episode #8 in the AMA/LEAA instructor's guide. The former Episode #7 was omitted since it was felt that it didn't shed much light on cut-back management, and it covered problems that were well known to the participant group.) The discussion of new Episode #7 concluded at 10:45 am, and was followed by an ad hoc discussion of time management ending at 10:55 am. Trubow then recapitulated the course content and compared it with the list of expectations on the wall, and Schueller made concluding remarks which wound up the course a little before noon. The questionnaire results for Module IV are presented in Appendix E.

OVERALL EVALUATION AND SUMMARY

Although verbal comments from participants, instructors and the evaluator provide the most useful information for modifying and improving the course in subsequent iterations, numerical comparisons across modules, episodes and exercises provide the CJTC as well as LEAA with useful comparison data between courses as well as pointing out strong as well as weak aspects of the course. In Table 1 the percentages of participants who have ranked question 5 or 4 are presented for each of the modules. Question #4 on available time is treated differently. The percentage for this question is 3+2+1/Total since one can argue that a positive attitude is implied in moving from an assessment of adequate time to an assessment that even more time was desirable. In Table 2 a similar array of percentages is presented for the Case Study episodes and exercises. A relative lack of enthusiasm for Module II and for Episode #4 and the Slack Time exercise are clear.

In Appendix F the overall course evaluations are presented as they were expressed by the participants in the summary questionnaires. The first three pages of Appendix F contain material distributed by and of particular interest to UW-EX CJTC. They are presented for the additional insights they provide. The final page in Appendix F is the standard AMA Professional Institute evaluation form which enables one to make a comparison with data from a very large number of professional development courses. Such comparisons will be made as a final product of this course evaluation after data from all of the courses to be evaluated are available. It is of interest to note the response to Question #4 of the AMA evaluation form. The mean is 16.6 which is higher than that for any previous presentation of this course. The mode, which is slightly less than 18, is also well above any previous ratings for this course.

The following are general comments by the evaluator. The participant's guide is too skimpy and lacking in substance. A glossary is needed. Shortening Module II and putting the behavioral science material previously in Module II into a revised Module I made for a presentation whose content was more consistent. Unfortunately, this revised Module II lacked the smooth sequencing and coordination between lectures and exercises which I believe is needed for clarity and comprehension. Since Module II has generated so much flak from participants in previous presentations, this current effort to improve participant reaction to the course by revising a problem area is commendable. The revision, however, needs more practice and reworking. It is of interest to note that none of the expectations expressed by the participants, either on the posted list or in informal remarks, indicated any interest in the management process to which Module II is directed: i.e., normative, strategic and operational decision making.

Table I  
Summary of Rankings of Modules  
from Appendices B, C, D, & E

Questions	Module	5+4/Total %	
1. Overall quality	I	90	
	II	52	
	III	86	
	IV	38	
2. Applicability to your job	I	83	
	II	59	
	III	59	
	IV	72	
3. Reischl	III	90	
	IV	97	
Starrett	II	62	
	IV	62	
Stokesberry	I	100	
	IV	90	
Trubow	I	97	
	II	83	
4. Available time			<u>3+2+1/Total %</u>
	I		66
	II		59
	III		90
	IV		79

Table 2  
Case Study Episodes and Exercises  
from Appendices B, C, D, & E

<u>Group Activity</u>	
<u>Episode</u>	<u>5+4/Total %</u>
1	52
2	59
4	38
5	66

<u>Individual Activity</u>	
<u>Episodes and Exercises</u>	<u>5+4/Total %</u>
Interpersonal Checklist	90
Change Agent Questionnaire	90
3	41
6	79
Slack Time	48
7*	72

\*This is AMA/LEAA Episode #8.

RECOMMENDATIONS

- Since time is being wasted and interest dissipated by counter-productive discussions in the breakout sessions, the facilitators should assume a more directive role. This is particularly needed if the sequencing of Module II is maintained since the breakout sessions and exercises are an essential part of this module's instruction.
- The distribution of time between Episodes and Lectures in Module II should be changed so as to increase lecture time by about 50% without increasing overall module duration.
- The participant's guide should be expanded to something closer to the AMA/LEAA version and a glossary added.
- The descriptions of the dramatis personae in the case study scenario should be so elaborated that the decisions made for AMA/LEAA Episode #8 can rely with greater confidence on the behavioral and personality content of this course.
- The personnel evaluation discussion in Module III should be simplified, clarified, and endowed with credibility by presenting examples of its successful use.
- The Management Process chart should be simplified or deemphasized.

Table 2  
Case Study Episodes and Exercises  
from Appendices B, C, D, & E

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<u>Episode</u>	<u>5+4/Total %</u>
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2	59
4	38
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<u>Episodes and Exercises</u>	<u>5+4/Total %</u>
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- The Management Process chart should be simplified or deemphasized.

CRIMINAL JUSTICE MANAGEMENT COURSEProfessional Background of Participant

To fully evaluate this course it is necessary to have some information about the professional status of participants. You may use your Social Security number to conceal your identity if you choose to remain anonymous. The evaluator is not an employee of the American Management Associations or the LEAA. He will not reveal the identity of any respondents who request anonymity.

## 1. The type of agency in which you work is:

- 6 a SPA  
6 b RPU  
5 c LPU  
7 d Operational Agency  
5 e Other (specify) delinquency prevention commission (2);  
neighborhood crime prevention (2); courts

## 2. Your primary function now is:

- 6 a Generalist C.J. Planner  
4 b Specialist C.J. Planner  
1 c Evaluator  
1 d Analyst  
15 e Manager  
2 f Other (specify) community organizer; program developer

## 3. Criminal Justice experience:

- 2 a 0 - 1 Years  
4 b 2 - 5 Years  
23 c More than 5 Years

UNIVERSITY OF WISCONSIN-EXTENSION  
Criminal Justice Training Center  
Criminal Justice Management  
Oshkosh, WI

Participant List  
September 7-11, 1980

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Criminal Justice Planning Council  
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Administrator/Manager  
Investigative Policy Services  
Mequon Police Department  
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DISTRICT OF COLUMBIA

Robin Yeldell  
Office of Criminal Justice Plans  
& Analysis  
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Landsburg Building, 2nd Floor  
Washington, DC 20004  
202/727-6537

1270Z:26Y  
GB/cad  
9/03/80

Participant's Name \_\_\_\_\_

Date 9/8/80

SPA \_\_\_\_\_  
RPU \_\_\_\_\_  
LPU \_\_\_\_\_  
OP AG \_\_\_\_\_  
LEAA \_\_\_\_\_  
OTHER \_\_\_\_\_

Participant Evaluation - Module I: ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?
 

5	4	3	2	1
Excellent				Poor
(18)	(8)	(3)		
  
2. How do you rate the module's content in terms of its applicability to your job?
 

5	4	3	2	1
Very Useful				Minimally Useful
(13)	(11)	(5)		
  
3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?
 

George Trubow	5 (20)	4 (8)	3 (1)	2	1
Allene Stokesberry	5 (22)	4 (7)	3	2	1
Excellent					Poor
  
4. What do you feel about the appropriateness of time given to the module?
 

5	4	3	2	1
Too Much				Too Little
(1)	(9)	(16)	(2)	(1)
  
5. How do you rate your group exercise?
 

Episode 1	5	4	3	2	1
	Excellent				Poor
	(7)	(8)	(12)	(2)	



5. How do you rate your group exercises?

Episode 2	5 (6)	4 (11)	3 (9)	2 (3)	1
Episode 4 (Team Exercise)	5 (5)	4 (6)	3 (6)	2 (10)	1 (2)
Episode 5 Excellent	5 (9)	4 (10)	3 (8)	2 (2)	1 Poor

6. How do you rate your individual exercises?

Episode 3	5 (4)	4 (8)	3 (9)	2 (3)	1 (2) Poor
Excellent					

7. What did you like most in this module?

- Content (4)
- Case Study episode #5 (3)
- All case study episodes (3)
- Could relate material to past and anticipated experiences (3)

8. What did you like least in this module?

- Insufficient structure and instruction in breakout groups (6)
- Lack of definition of terms (6)
- Insufficient time (5)
- Poor instructions Episode #4 (4)
- Episode #3 (3) \* \* \* Strategic goals (2) \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE TWO

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1329Z:12Y  
GB/ljm  
9/3/80

APPENDIX D

Participant's Name \_\_\_\_\_

Date 9/10/80

- SPA \_\_\_\_\_
- RPU \_\_\_\_\_
- LPU \_\_\_\_\_
- OP AG \_\_\_\_\_
- LEAA \_\_\_\_\_
- OTHER \_\_\_\_\_

Participant Evaluation - Module III: ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5 (16)	4 (9)	3 (2)	2 (1)	1 (1)
Excellent				Poor

2. How do you rate the module's content in terms of its applicability to your job?

5 (9)	4 (8)	3 (9)	2 (2)	1 (1)
Very Useful				Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

Rick Reischl	5 (16)	4 (10)	3 (1)	2 (1)	1 (1)
Excellent					Poor

4. What do you feel about the appropriateness of time given to the module?

5	4 (3)	3 (15)	2 (6)	1 (5)
Too Much				Too Little



5. How do you rate your individual exercises?

Episode 7	5 (9)	4 (12)	3 (7)	2 (1)	1
	Excellent				Poor

6. What did you like most in this module?

Stress management (14)  
 Useful material (5)  
 Exercises (4)  
 Time management (4)

7. What did you like least in this module?

Performance evaluation (11)  
 Insufficient time (3)  
 Terminology (2)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

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1329Z:33Y  
GB/ljm  
9/3/80

For the following questions please circle appropriate answer.

1. Would you recommend a fellow worker with responsibilities similar to yours, to take this course? If no, why?

Yes  
(27)

No

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2. Would you recommend that others take this course? If no, why?

Yes  
(27)

No

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3. How useful was the pre-mailing in helping you prepare for the program?

1 (1)	2 (5)	3 (5)	4 (8)	5 (5)
Minimally Useful				Very Useful



PROGRAM COMMENT SHEET

DATE 9/7-11/80 LOCATION Pioneer Inn, Oshkosh, WI

Over the years, comments made through this medium have resulted in more steps for program enlargement or upgrading than any other source. Please help us by completing this form thoughtfully. Thank you.

A. PROGRAM SUBJECT MATTER

Please indicate the benefits you derived from this program. Improved understanding of management (12); Highly applicable content (5); Reinforcement and understanding of previous intuitive actions (4); Learning new management tools such as PERT (2)

What suggestions do you have regarding the subject matter, sequence, or other? \_\_\_\_\_

Motivation (2); Control systems (2); Planning & management (2); Roles and power base of management (2); Evaluation (2)  
 Subjects of *Most* interest PERT (7); Stress management (3); Personality issues (6)  
 Subjects of *Least* interest Performance and personnel evaluation (7); PERT (2); Control systems (2); Time management (2)

B. PROGRAM TRAINER(S) - Please indicate how you feel about the way the trainer(s) conducted the program. Check the box best representing your rating.

Name	Excellent	Good	Fair	Poor
<u>Dick Deischl</u>	<input type="checkbox"/> 16	<input type="checkbox"/> 10	<input type="checkbox"/> 1	<input type="checkbox"/>
<u>Dennis Starrett</u>	<input type="checkbox"/> 6	<input type="checkbox"/> 12	<input type="checkbox"/> 8	<input type="checkbox"/> 1
<u>Allene Stokesberry</u>	<input type="checkbox"/> 19	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/>
<u>George Trubow</u>	<input type="checkbox"/> 18	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/>

Comments: \_\_\_\_\_

C. METHODS OF INSTRUCTION - Please check the box that best represents your reactions to the instructional methods used.

	Very much so	To some extent	Not at all	Not applicable
Were the filmed lectures and case studies practical enough for your purposes? .....	<input type="checkbox"/> 14	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 1
Was there effective interaction within the group? .....	<input type="checkbox"/> 18	<input type="checkbox"/> 8	<input type="checkbox"/> 1	<input type="checkbox"/>
Were role playing and/or small group sessions helpful? .....	<input type="checkbox"/> 15	<input type="checkbox"/> 12	<input type="checkbox"/>	<input type="checkbox"/>
Did the hand-out material assist in the learning process? .....	<input type="checkbox"/> 24	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>

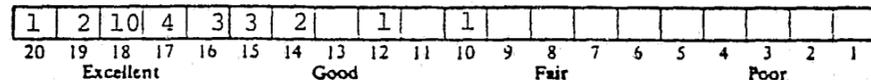
D. REACTION TO THE PROGRAM AS A WHOLE

To what extent did the program live up to your expectations? .....  21  6

If not, please explain: \_\_\_\_\_

Would you recommend this program to others? .....  27

Please record your overall reaction to this program by placing an 'x' in the appropriate box on the scale below.



What subjects other than those presented at this session would you recommend for future programs? \_\_\_\_\_

Your Name \_\_\_\_\_ Organization \_\_\_\_\_

Title \_\_\_\_\_ Mailing Address \_\_\_\_\_

Thank you.

NOTE: FOR FURTHER COMMENT PLEASE WRITE ON REVERSE SIDE.

EVALUATION REPORT

on the

CRIMINAL JUSTICE MANAGEMENT COURSE

presented by

WASHBURN UNIVERSITY  
 CRIMINAL JUSTICE TRAINING CENTER

Topeka, Kansas  
 September 28 - October 2, 1980

Submitted to:

John Moxley  
 Government Project Monitor  
 Law Enforcement Assistance Administration

Submitted by:

Ezra S. Krendel  
 Professor of Operations Research  
 The Wharton School  
 University of Pennsylvania

October 10, 1980

## INTRODUCTION

This evaluation follows the method and standardized format employed in my report of September 2, 1980 on the Criminal Justice Management Course presented by the Northeastern University CJTC. Three sources of information have been used: a quantitative questionnaire submitted to the participants after each module and at the conclusion of the course, the oral or written opinions of the participants, and the observations and opinions of the evaluator. Since each module could have more than one instructor and cover more than one major topic, the participants' verbal comments were needed for the specific details which the rankings in the questionnaire could not provide by themselves. The evaluator attended all the sessions, although a flight delay due to weather made him late to the first session, and he circulated among the breakout groups.

Following registration and a buffet dinner at the Howard Johnson's Motor Lodge in Topeka the course was introduced by Lyle Newton and the participants' expectations elicited. These expectations are listed below in the order in which they were arranged for subsequent display.

- Learn how to manage change
- Learn: Planning, Evaluation, Organization, Implementation
- To learn how to help other agencies manage
- To learn how to develop and manage training schools
- To get help in how to personally help other people
- To learn how other agencies function
- To learn how to be a more effective change agent
- To learn how to improve organization results through others
- To learn new skills and techniques for more effective decision-making
- To study how attitudes and behavior affect organizations and how to manage them
- To discuss how management and planning fit together

The introduction, course overview and Module I were all conducted in the Convention Center of the motor lodge. The subsequent modules were presented in the Criminal Justice Conference Center, Benton Hall, Washburn University. The motor lodge provided appropriate surroundings for informal and relaxed initial meetings of the faculty and participants. The Washburn University facilities, however, were better for instructional purposes because of seating, visibility, lighting, availability of breakout rooms, and general ambience.

Appendix A presents the names of the faculty and observers, and of the participants together with their affiliations and an aggregated description of their professional backgrounds. Of the 25 participants, 18 were from operational agencies and 7 were from planning agencies (SPA, 2;

RPU, 4; LPU, 1). The primary function of 18 of the participants, not all of whom were from operational agencies, was that of manager, and 18 of the participants had more than 5 years of experience in criminal justice. The remaining 7 had 2-5 years experience in criminal justice.

## MODULE I - ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

Module I began at 7:45 pm in the Conference Center with a lecture by Jerzy Hauptmann. The Management Process chart and the course theme were posted in the front of the room and were used to relate elements of the course when appropriate. At 8:45, Jim Fagin spent 10 minutes introducing Case Study Episode #1 after which the participants divided into three breakout groups which met in different areas in the conference room. A rotating system for group recorders and spokesmen had been established in advance and as a result breakout time was rapidly focused on the problem rather than on procedures. Each of the three facilitators, Jim Fagin, Jerzy Hauptmann and Hal Mandl took an active, directive role which also served to focus participant attention and to make the sessions productive. Following the debriefing, Case Study Episode #2 was distributed at 9:45, to be read before Monday morning. It was announced that Case Study Episode #3 would be distributed before lunch on Monday for reading during the lunch period. Module I concluded with some participants tired because of travel and the hour, but all appeared to be enthusiastic. The course was off to a good start.

Appendix B presents the questionnaire used for this module together with the number in parentheses of the respondents giving each rating. Comments on what was liked most and what was liked least in the module are presented in paraphrase form, but only when more than one participant made the comment. The number of participants commenting is in parentheses. This convention is followed in all the subsequent appendices.

## MODULE II - THE CRIMINAL JUSTICE ADMINISTRATOR AND THE PLANNING PROCESS

The session began at 8:20 am on 9/29/80 with a presentation by Fagin. A few minor changes were made in the composition of the breakout groups so as to separate people from the same agency. Case Study Episode #2 began at 9:15. The debriefing began at 9:50 and lasted for 15 minutes. The facilitators were directive and the debriefing discussions active and vigorous. Fagin provided an effective connection with Mandl on behavioral variables which followed at 10:20 after a break. Mandl distributed the Ladd checklist and discussed personality assessment beginning with the early work of Dr. Harry Murray of Harvard and continuing on to the present. He encouraged the participants to examine the characters in the scenario in terms of A-H archetypes thus preparing a basis for useful behavioral inputs in Case Study Episode #8.

After lunch Fagin began with a lecture on situational analysis at 1:15 pm. The Management Process chart, the course theme chart and flip charts listing the participants' expectations for the course were all posted in the front of the room. Case Study Episode #3 was conducted with paired off participants in plenary session as a walk-through beginning at 2:55 pm and ending at 3:15 pm. The content of the lecture was such that it was difficult to maintain participant interest. It is possible that Case Study #3 would have been more effective in getting the ideas across if it had been conducted through breakout groups. Hauptmann began a discussion of strategic goals at 3:20 pm which concluded at 3:45. He related the lecture to numbers 7 and 8 on the Management Process Chart. Debriefing

of Case Study Episode #4 began at 4:10 pm and ended at 5:00 pm. There was considerable confusion about the meaning of normative, strategic and operational goals and decisions.

The module continued the next morning, Tuesday, at 8:30 am with an effort by Hauptmann to clarify the concepts and their purposes. At 10:30 Case Study Episode #5 was distributed, but only two of the six packages were distributed to each of the breakout groups. The debriefing began at 1:15 pm after lunch. Breaking up the large collection of packages was a good idea; however, it would have been better to select the pairs of packages (if pairs be the appropriate division) more carefully for pedagogic purposes.

Following a discussion by Mandl on change and on conflict resolution, Hauptmann began a summary and general discussion of Modules I and II in which he used the Management Process chart as an aid. Appendix C presents the questionnaire and comment results for Module II.

### MODULE III - ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE AGENCIES, ACTIVITIES AND PROGRAMS

Module III began at 8:30 am on 10/1/80. After Jim Fagin presented the basic concepts of organizing, Allen Beck continued with detailed applications such as PERT and CPM. The Participants' Guide solution in Case Study Episode #6 was improved upon. Thus in the original Case Study 6-17, the diagram is too linear to be a useful pedagogic device. There is an insufficiency of options. Diverse activities have been combined and shorthand methods, which though not wrong per se are poor for instructional purposes, were used. The replacement is an improvement, but the interchanging of the notation for events and for activities in the replacement is a source of confusion with the rest of the PERT material in the Participants' Guide. Case Study Episode #6 was carried out by having the group break into subgroups of 2 or 3 with the instructors as well as experienced participants assisting the subgroups. The slack time desk exercise was omitted and presented by Beck as part of his lecture. After lunch, Fagin carried out Case Study Episode #7 with the entire group in attendance from 1:30 until 2:15 pm. This module was summarized and completed 10 minutes later.

The questionnaire results and comments for this module are presented in Appendix D.

### MODULE IV - CONTROLLING

Hauptmann began the introduction to Module IV at 2:35 pm and the session ended at 4:30 pm, and began again at 8:30 am the next morning with Mandl lecturing. The participant interaction was very good as a result of both effective lecture material and examples as well as by the use of a group exercise in which pairs of participants alternated between selected A-H roles in a motivation communication scenario: for example, switching from chief to subordinate in trying to persuade a type H to attend the Cop of the Month award ceremony when he hasn't attended in four months. The stress management development played down internal stress, which I thought was appropriate emphasis. The Kubler Ross loss syndrome was presented very effectively with an example from Mandl's recent experience with an automobile death in a small South Dakota community.

Case Study Episode #8 was carried out in breakout groups in which the facilitators were less directive than they had been in earlier sessions. The episode was begun at 1:00 pm and completed by 1:30. Mandl concluded the module and course at 2:30 pm with reference to the Management Process chart. Appendix E presents the questionnaire and comment results for this module.

### OVERALL EVALUATION AND SUMMARY

Verbal comments from participants, instructors and the evaluator provide valuable information for modifying and improving the course in subsequent iterations. Numerical rankings of modules, episodes, exercises and instructors provide the CJTC and the LEAA with useful comparison data between courses as well as pointing to the strong and the weak aspects of a given course. In Table I the percentage of participants who have ranked each of the questions with a 5 or a 4 are presented for each module. Question #4 on available time is treated differently. The percentage tabulated for this question is  $3+2+1/\text{Total}$ , following the argument that a positive attitude is implied in moving from an assessment of adequate time to an assessment that even more time was desirable. In Table II a similar array of percentages is presented for the Case Study episodes and exercises. A relative lack of enthusiasm for Case Study Episodes #3, #6 and #8 is clear.

In Appendix F the overall course evaluations are presented. The final page in Appendix F is the standard AMA Professional Institute evaluation form which makes possible the comparison with evaluation data from a large number of professional development courses given by AMA. Such comparisons will be made as a final product of this course evaluation after data from all of the CJTC courses to be evaluated are available. It is of interest to note the response to Question D on the AMA form. The mean is slightly over 17 which is higher than the mean for any previous presentation of this course. The mode, which is slightly less than 18, is as high as for any previous course.

The following are general comments by the evaluator. The professional and dramatic skills of the faculty were able to make portions of this course, especially in Module II, more willingly and positively received by the participants than in previous presentations. This was accomplished without making any substantive modifications in the material provided by AMA to the CJTC. Module II is still far from a success as the ratings and comments make clear. This particular faculty has a good chance of raising the effectiveness and acceptability of this module because of their ability.

After observing the faculty make determined efforts to use the Management Process chart as a device to clarify and explain, I am unconvinced that it is effective as such.

TABLE I

Summary of Rankings of Modules  
from Appendices B, C, D & E

<u>Question</u>	<u>Module</u>	<u>5+4/Total %</u>	
1. Overall quality	I	96	
	II	80	
	III	92	
	IV	96	
2. Applicability to your job	I	78	
	II	88	
	III	88	
	IV	96	
3. Beck	III	88	
Fagin	II	76	
	III	84	
	IV	80	
Hauptmann	I	100	
	II	88	
	IV	90	
Mandl	II	88	
	IV	92	
4. Available time			<u>3+2+1/Total %</u>
	I		87
	II		64
	III		64
	IV		72

TABLE II

Case Study Episodes and Exercises  
from Appendices B, C, D, & E

Break-out Group Activities

<u>Episode</u>	<u>5+4/Total %</u>
1	91
2	67
4	63
5	79
8	44

Individual Activities

<u>Episodes &amp; Exercises</u>	<u>5+4/Total %</u>
3	54
Interpersonal Checklist	82
Change Agent Questionnaire	82
6	54
7	60

## CRIMINAL JUSTICE MANAGEMENT COURSE

Professional Background of Participant

To fully evaluate this course it is necessary to have some information about the professional status of participants. Please respond to the following questions. The evaluator is not an employee of either LEAA or the American Management Associations, and he will not identify individual participants in his reports; all information will be aggregated. Names are requested in the event clarification or follow-up are necessary.

1. The type of agency in which you work is:
  - 2 a SPA
  - 4 b RPU
  - 1 c LPU
  - 18 d Operational Agency
  - e Other (specify) \_\_\_\_\_
  
2. Your primary function now is:
  - 3 a Generalist C.J. Planner
  - 1 b Specialist C.J. Planner
  - c Evaluator
  - 1 d Analyst
  - 18 e Manager
  - 2 f Other (specify) administrator; deputy director corrections
  
3. Criminal Justice experience:
  - a 0 - 1 Years
  - 7 b 2 - 5 Years
  - 18 c More than 5 Years

Although the expectations elicited from the participants remained in full view on flip chart paper for most of the course, no further attention was paid to them by the faculty. These expectations were met by the course, and they seemed consistent with the description of course objectives and overview which was distributed in the preregistration mailing. This accomplishment should have been pointed out to the participants, either in group discussion or in summary statements, or else the list of expectations should not have been posted.

The directive manner in which the facilitators acted during the early breakout group meetings was effective in preventing futile diversions and a waste of time. More, however, can and should be done to improve the content of the case study episodes. Again the evaluations make this need clear.

RECOMMENDATIONS

- The presentations on Normative, Strategic and Operational goals should include more examples; in particular, examples which make clear why organizing one's thinking this way is a useful device for a manager.
- The PERT example should be cleaned up in the direction Beck and Fagin indicate, but the use of symbols should be consistent with other CJTC courses and diagrams in this course.
- Case Study Episode #5 should be reduced from 6 packets to no more than 3 well selected packets which should be distributed to all the breakout groups.
- Case Study Episode #3 should be carried out in breakout groups rather than by pairs of participants in plenary session.

If you have Criminal Justice experience in a position or job other than that identified in 3., please indicate position title and number of years of experience:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name \_\_\_\_\_ Date \_\_\_\_\_

State: \_\_\_\_\_

CRIMINAL JUSTICE TRAINING CENTER  
WASHBURN UNIVERSITY  
Topeka, Kansas

Presents

MANAGEMENT COURSE  
September 28, - October 2, 1980

FINAL PARTICIPANT LIST

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NEBRASKA (Continued)

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TEXAS - NONE

APPENDIX A

CRIMINAL JUSTICE MANAGEMENT SEMINAR  
Criminal Justice Training Center  
Washburn University of Topeka  
Topeka, Kansas

STAFF AND FACULTY

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Observer

Observer

Evaluator

APPENDIX B

Participant's Name \_\_\_\_\_ Date 9/28/80

Participant Evaluation - End of Module One, ROLES AND RESPONSIBILITIES  
OF THE CRIMINAL JUSTICE ADMINISTRATOR

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5	4	3	2	1
Excellent				Poor
(4)	(18)	(1)		

2. How do you rate the module's content in terms of its applicability to your job?

5	4	3	2	1
Very Useful				Minimally Useful
(9)	(9)	(5)		

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

<u>J. Hauptmann</u>	5 (11)	4 (12)	3	2	1
<u>L. Newton</u>	5 (7)	4 (13)	3 (2)	2 (1)	1
	Excellent				Poor

4. What do you feel about the appropriateness of time given to the module?

5	4	3	2	1
Too Much				Too Little
	(7)	(14)	(2)	

5. How do you rate your Group Case Study experience (Episode One)?

5	4	3	2	1
Excellent				Poor
(5)	(16)	(2)		

(Continued on reverse)

APPENDIX C

6. What did you like most in this module?

Case Study (7); Definitions of power (5); Hauptmann (2)

7. What did you like least in this module?

Late Sunday evening session (5); Too little time (2)

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT  
MODULE ONE

Participant's Name \_\_\_\_\_ Date 9/30/80

Participant Evaluation - End of Module Two, THE CRIMINAL JUSTICE ADMINISTRATOR  
AND THE PLANNING PROCESS

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5 Excellent (6)	4 (14)	3 (5)	2	1 Poor
-----------------------	-----------	----------	---	-----------

2. How do you rate the module's content in terms of its applicability to your job?

5 Very Useful (9)	4 (13)	3 (3)	2	1 Minimally Useful
----------------------------	-----------	----------	---	--------------------------

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

<u>J. Fagin</u>	5 (6)	4 (13)	3 (5)	2	1 (1)
<u>J. Hauptmann</u>	5 (10)	4 (12)	3 (2)	2 (1)	1
<u>H. Mandl</u>	5 (12)	4 (10)	3 (2)	2 (1)	1
_____	5	4	3	2	1
	Excellent				Poor

4. What do you feel about the appropriateness of time given to the module?

5 Too Much	4 (9)	3 (11)	2 (5)	1 Too Little
------------------	----------	-----------	----------	--------------------

5. How do you rate your Group Case Study experiences?

Episode 2	5 (3)	4 (13)	3 (6)	2 (1)	1
Episode 4	5 (3)	4 (12)	3 (6)	2 (3)	1
Episode 5	5 (7)	4 (12)	3 (4)	2 (1)	1
	Excellent				Poor

(Continued on reverse)

6. How do you rate your individual exercises?

Episode 3	5 (2)	4 (11)	3 (10)	2	1 (1)
Interpersonal Checklist	5 (11)	4 (7)	3 (4)	2	1
Change Agent Questionnaire	5 (9)	4 (9)	3 (3)	2	1
	Excellent				Poor

7. What did you like most in this module?

Personality and behavioral material (6); Useful information (5); Mandl (3); Interpersonal Checklist (3); Change Agent Questionnaire (2); Group exercises (2); Hauptmann (2); Instructors' style (2)

8. What did you like least in this module?

Too conceptual and planning oriented (3); Introduction to module doesn't clarify what follows (3); Too much material for the time (3)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE TWO.

Participant's Name \_\_\_\_\_

Date 10/1/80

Participant Evaluation - End of Module Three; ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5	4	3	2	1
Excellent				Poor
(7)	(16)	(2)		

2. How do you rate the module's content in terms of its applicability to your job?

5	4	3	2	1
Very Useful				Minimally Useful
(8)	(14)	(3)		

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

<u>J. Fagin</u>	5 (6)	4 (15)	3 (4)	2	1
<u>A. Beck</u>	5 (12)	4 (9)	3 (3)	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
	Excellent				Poor

4. What do you feel about the appropriateness of time given to the module?

5	4	3	2	1
Too Much				Too Little
	(9)	(10)	(6)	

5. How do you rate your Group Case Study experience (Episode 7)?

5	4	3	2	1
Excellent				Poor
(2)	(13)	(7)	(3)	

6. How do you rate your individual exercises?

Episode 6	5	4	3	2	1
	Excellent				

7. What did you like most in this module?  
 PERT etc. (7); Useful job related material (5); Presentation style (2)

8. What did you like least in this module?  
 Too much time spent on lectures (2); Staff poorly prepared for case studies (2); Not enough time for material (2)

\* \* \* \* \*  
 PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

Participant's Name \_\_\_\_\_ Date 10/2/80

Participant Evaluation - End of Module Four, CONTROLLING

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5	4	3	2	1
Excellent (12)	(12)	(1)		Poor

2. How do you rate the module's content in terms of its applicability to your job?

5	4	3	2	1
Very Useful (18)	(6)	(1)		Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

5	4	3	2	1
J. Fagin	5 (7)	4 (13)	3 (4)	2 (1)
J. Hauptmann	5 (10)	4 (10)	3 (2)	2
H. Mandl	5 (19)	4 (4)	3 (2)	2
_____	5	4	3	2
	Excellent			Poor

4. What do you feel about the appropriateness of time given to the module?

5	4	3	2	1
Too Much	(7)	(14)	(3)	Too Little (1)

5. How do you rate your Case Study experience (Episode 8)?

5	4	3	2	1
Excellent (2)	(9)	(13)		Poor (1)

## CRIMINAL JUSTICE MANAGEMENT COURSE

## Overall Course Evaluation

Participant's Name \_\_\_\_\_ Date 10/2/80

CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR RATING OF THE FOLLOWING COMPONENTS OF THIS COURSE:

Component	Very Satisfied (4)	Satisfied (3)	Somewhat Satisfied (2)	Dissatisfied (1)
<u>Training Methods</u>				
Lectures	4 (13)	3 (10)	2 (1)	1 (1)
Case Study	4 (13)	3 (10)	2 (2)	1
<u>Materials</u>				
Student guide	4 (18)	3 (5)	2 (2)	1
Visual aids	4 (10)	3 (11)	2 (4)	1
<u>Training Flow</u>				
Time given to lectures	4 (14)	3 (8)	2 (1)	1 (2)
Time given to workshops	4 (10)	3 (9)	2 (5)	1 (1)
Logical sequence of modules	4 (14)	3 (9)	2 (1)	1 (1)
<u>Training Staff</u>				
as Lecturers	4 (16)	3 (8)	2 (1)	1
as Small group facilitators	4 (13)	3 (8)	2 (4)	1
<u>Ambience of Training</u>				
Opportunity for questions/discussions	4 (13)	3 (6)	2 (5)	1 (1)

(Continued on reverse)

6. What did you like most in this module?

Control agent material (8); Stress management (6); Relevant and useful information (6); Communicating and motivating (4); Time management (2)

7. What did you like least in this module?

Not enough time on stress management (2)

\* \* \* \* \*  
PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE FOUR



PROGRAM COMMENT SHEET

DATE 9/28 - 10/2 '80 LOCATION Topeka, Kansas

Over the years, comments made through this medium have resulted in more steps for program enlargement or upgrading than any other source. Please help us by completing this form thoughtfully. Thank you.

A. PROGRAM SUBJECT MATTER

Please indicate the benefits you derived from this program.

What suggestions do you have regarding the subject matter, sequence, or other?

Change Agent & interpersonal evaluation (3); Stress Management (4); Subjects of Most interest Behavioral material by Mandl (5); Control mechanisms (4); Subjects of Least interest Strategic goals and planning (3); PERT and CPA (2); Stress management (2).

B. PROGRAM TRAINER(S) - Please indicate how you feel about the way the trainer(s) conducted the program. Check the box best representing your rating.

Table with 5 columns: Name, Excellent, Good, Fair, Poor. Rows include J. Fagin, J. Hauptmann, H. Mandl, and A. Beck.

C. METHODS OF INSTRUCTION - Please check the box that best represents your reactions to the instructional methods used.

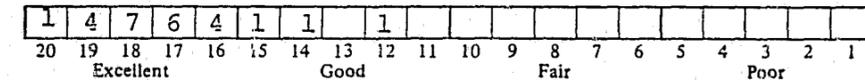
Table with 5 columns: Very much so, To some extent, Not at all, Not applicable. Rows include questions about filmed lectures, group interaction, role playing, and hand-out material.

D. REACTION TO THE PROGRAM AS A WHOLE

To what extent did the program live up to your expectations? Very much, To some extent, Not at all.

Would you recommend this program to others? Yes, Maybe, No.

Please record your overall reaction to this program by placing an 'x' in the appropriate box on the scale below.



What subjects other than those presented at this session would you recommend for future programs?

Your Name Organization

Title Mailing Address

Thank you.

NOTE: FOR FURTHER COMMENT PLEASE WRITE ON REVERSE SIDE.

Evaluate the following general characteristics of the course by circling the proper number:

Table with 5 columns: Items, Very Useful, Useful, Somewhat Useful, Of no Use at all. Rows include Usefulness of the entire course, Comparison of this course to other professional training programs, and Appropriateness of information presented.

If you have taken any of the following criminal justice courses, please evaluate them.

Table with 5 columns: Course, Very Useful, Useful, Somewhat Useful, Of no Use at all. Rows include Planning, Analysis, Program Development, and Evaluation.

EVALUATION REPORT  
on the  
CRIMINAL JUSTICE MANAGEMENT COURSE

presented by

UNIVERSITY OF SOUTHERN CALIFORNIA  
CRIMINAL JUSTICE TRAINING CENTER

Pasadena, California  
December 15 - December 18, 1980

Submitted to:

John Moxley  
Government Project Monitor  
Law Enforcement Assistance Administration

Submitted by:

Ezra S. Krendel  
Professor of Operations Research  
The Wharton School  
University of Pennsylvania

December 27, 1980

INTRODUCTION

This evaluation report follows the methods and format established in the previous reports in the series of CJTC Criminal Justice Management Course evaluations which the author has carried out. Three sources of information have been used: quantitative rankings from a questionnaire submitted to each of the participants at the conclusion of each module and at the end of the course; the written as well as the spoken comments and opinions of the participants; and the observations and opinions of the evaluator. The quantitative rankings provide relative comparisons only. The two other data sources were the basis for the specific and substantive findings in this report.

The course was given at the Huntington-Sheraton Hotel in Pasadena, California, where all the participants except for eight commuters were in residence. The lecture room comfortably held round tables for the participants, the visual aid equipment, and a table for observers and a table for breakout group use. Coffee was provided for the break in the morning sessions and coffee and soft drinks at the afternoon break. A hospitality suite was available on Monday and Wednesday nights for informal discussions between participants and the faculty. There was a shortcoming in the otherwise acceptable and attractive facilities. During the day the lecture room was well lit by sunlight entering from the large windows on both sides of the hall, but when lectures extended past 5:00 pm, as they did each day but the last, the low wattage overhead lamps did not provide adequate light for note-taking or reading.

Registration began at 8:30 am on 12/15/80, and the orientation and introduction began at 9:30. The 22 participants were seated at four round tables, and each table was constituted as a group whose expectations for the course were elicited. The faculty then told them which expectations would be realized and in which module or modules this would occur.

These expectations and faculty comments are presented below in priority ranking by group. Expectations mentioned by preceding groups were not repeated.

Participant Expectations

Group I

1. Tools for the effective management of my staff
2. Different types of performance evaluation systems
3. Dealing with personnel problems
4. Time Management
5. Program development techniques
6. Stress management

Group II.

1. Planning program redirection as required by budget reduction
2. Scaling down
3. Techniques to improve staff productivity
4. Improving interagency cooperation and coordination
5. Mobilizing community support

GROUP III

1. Roles and relations of middle management and top management
2. How to manage a division in the absence of stated agency goals

Group IV

1. To learn and understand management "lingo"
2. Exposure to different management styles; how to coordinate, handle conflict, etc.
3. Reorganization around ineffective people ("turkey farming")
4. Self-assessment of organization
5. Participatory management

Faculty Responses

Modules III & IV

Discussed in terms of legal issues in Module IV

No

Module IV

Module II

Module IV

Selling to political groups Module I

Early planning Module II

Change & conflict Mod. III

No

Addressed somewhat at individual level in assessments

Modules I & II

No

No

No

A glossary exists, but it has not been updated for this course

All modules

No

Some general discussion in Module IV

Discussed, Yes

**CONTINUED**

**2 OF 3**

The foregoing expectations were not posted in the lecture hall nor were they referred to in any significant manner during the conduct of the course or at its conclusion. At 11:35 am the discussion was directed to the reasons why training programs fail. Student participation was weak but did come up with eight reasons which are listed below in the order in which they were presented, not the order of importance.

### Why Training Programs Fail

1. Poor extracurricular activities
2. Poor site
3. Too much presented in too little time
4. Lack of group participation
5. Faculty who read their material
6. Lack of timeliness
7. Failure to maintain schedule
8. Too few afternoons off

Several of these reasons occurred as either positive or negative inputs in the end-of-course evaluation comments.

The names and addresses of the participants, the faculty and the staff are presented in Appendix A. Twenty of the 22 participants came from operational agencies; manager was the primary function for 18, and 17 had more than five years of criminal justice experience.

### MODULE I - EFFECTIVE MANAGEMENT: THE SITUATIONAL NATURE OF THE JOB

After a lunch break of an hour and a half, Dan Straub began Module I as scheduled at 1:30 pm. A wide-ranging presentation on the management process, roles, power, the leadership process and the situational nature of the job took place. Examples from the criminal justice system were rare and audience participation was minor. An instrument not used in previous versions of this course, the Leader Effectiveness and Adaptability Description, LEAD, by Hersey and Blanchard was distributed at 3:45 pm and a self-scoring form for evaluating the responses to the 12 situations was used and discussed in class. At 4:40 pm, the three breakout groups left to work on Episode #1 of the Case Study. Membership in the groups was determined by Tom Esenstein who separated members from the same organization or same discipline so as to achieve diversity and balance in the group. The rooms for the two groups who left the lecture room were adequate and not excessively distant from the main room. All the groups reconvened at 5:10 pm for a debriefing session which lasted until 5:25 pm. The groups did not use identical formats in their presentations during the debriefing and this caused unnecessary confusion. The facilitators had maintained a low, relatively passive profile and this contributed to the lack of structure and clear purpose in much of the debriefing.

Appendix B presents the questionnaire for this module together with the number in parentheses of respondents giving each rating. Comments on what was liked most and what was liked least in the module are presented in paraphrase form, but only when more than one participant made the comment. The number of participants commenting is in parentheses. This convention is followed in all subsequent appendices.

### MODULE II - THE CRIMINAL JUSTICE MANAGER AND THE PLANNING PROCESS

Bob Cushman began at 8:30 am and early on used a metaphor for the criminal justice system as: a large plumbing system with material flowing through it! The images which flow from this metaphor leave much to be desired! This module was distinguished by a large and effective use of criminal justice system examples. For example, a classroom exercise, lasting from 9:35 am to 9:50 am, in normative, strategic and operational planning products in which the students had to enter their answers in a response matrix provided an effective method for making the concepts both real and useful. Vigorous and positive classroom discussion took place during the instructor's explanation of the appropriate answers.

Episode 2A began at 10:15 am and consisted of a truncated version of what had been Episode #2; essentially, the environmental assumption part was left out. A vigorous discussion ensued in the debriefing with a focus on the reliability of what might be politically self-serving letters. Episode 2B, (former Episode #3) was a walk-through with the discussions ending at noon. At 1:55 pm, after lunch, the students broke into groups of 2 and 3 to work on Episode #3 (former #4). The exercise was completed at 2:25 pm and the debriefing at 2:40 pm. MOR and networking were presented hastily and, because of time pressures, incompletely. Episode #4, (former #5), began at 3:00 pm, participants returned at 4:15 pm and the debriefing ended at 4:35 pm. At the end of this long day the instructor related what he had presented to the General Planning Process Model which had come up first in the morning. The Change Agent instrument was distributed at 5:00 pm for the students to respond to in the evening. Appendix C presents questionnaire results and student comments.

### MODULE III - SELECTED ISSUES IN ORGANIZING PEOPLE AND TASKS

Steve Ward began at 8:35 am with a presentation that had little or no relation to the participant's guide and continued that way. There was a 15-minute interlude at 9:15 am during which Bob Cushman presented Thompson's coalignment model as it developed from Lewinian force fields. The morning was generally a philosophical/ "academic" presentation of a wealth of findings and theories of applied social psychology. There was only one minor use of criminal justice system examples and this was the use of control of the St. Louis Police Department by the Missouri State Republicans to maintain power via patronage in a Democratic city. The morning ended with a review of the Change Agent Questionnaire findings. In the afternoon session, after more discussion of change agent styles and the management of conflict, the Thomas-Kilmann Conflict Mode Instrument was distributed at 3:30 pm and was used as the basis of a classroom exercise. A general discussion of PERT began at 4:10 pm and 15 minutes later the classroom exercise in PERT, Episode #5, (former #6), began. Participants worked singly in a classroom environment until a little after 5:00 pm, when the light began to fail. Appendix D presents the questionnaire and comments.

MODULE IV - SELECTED ISSUES IN CONTROLLING PEOPLE, TASKS AND SELF

Allene Stokesberry began this module at 8:30 am and, at the request of the students, continued without a break for lunch to an early conclusion at 1:45 pm. The first hour began with an introduction of about 40 minutes which was inappropriate under the time pressures which had emerged for this module. Techniques to assist managers such as PERT and CPM were presented in summary form with little student participation which might have made the issues more concrete. At 9:30 am discussion on the A-H style descriptors began and continued until 11:15 am. Student participation was low. Performance evaluation began at 11:30 am and as with the previous material provided little relating directly to criminal justice system activities. As an example, the statement, "Performance standards should be task specific and behaviorally oriented," provides valuable guidance to a manager, but its impact would be enhanced if specific examples were used to bring home the two generally stated points. Stress management elicited student participation, which in view of the time pressures on this module indicated strong interest. A brief discussion of time management began at 1:20 pm and ended at 1:45 pm. Episode #6, (former Episode #7) had been eliminated and Episode #7 (former #8), was scrubbed for lack of time. Appendix E presents questionnaire results and student comments.

OVERALL EVALUATION AND SUMMARY

The numerical rankings of modules, episodes, exercises and instructors can provide the LEAA and the Criminal Justice Training Centers with useful comparison data between courses as well as pointing to the strong and the weak aspects of a given course. Major differences in the substantive content of the items being compared render such comparisons dubious.

In Table I the percentage of participants who have ranked each of the questions with a 5 or 4 are presented for each module. Question #4 on available time is treated differently. Following the reasoning that a positive attitude is implied in moving from the judgment that time was adequate to the judgment that even more time was desirable, the percentage tabulated for this question is 3+2+1/Total. Suffice it to say this reasoning has weaknesses. In Table II a similar array of percentages is presented for the Case Study episodes. A lack of enthusiasm for Episodes #1 and #5 is clear. The renumbering of the episodes must be taken into account in any comparison with other presentations of this course.

Appendix F contains the overall course evaluations whose purpose is comparisons among different courses. The program comment sheet from the Professional Institute of AMA enables a comparison with evaluation data from a large number of professional development courses given by AMA. It is of interest to note the response to question D of this form. The mean is 16.9 and the mode is 17.5, both of which are close to the highest values obtained in any previous presentations of this course.

TABLE I

Summary of Rankings of Modules  
from Appendices B, C, D & E

Question	Module	5+4/Total %	
1. Overall quality	I	95	
	II	95	
	III	86	
	IV	81	
2. Applicability to your job	I	90	
	II	82	
	III	82	
	IV	90	
3. Dan Straub Bob Cushman Steve Ward Allene Stokesberry	I	100	
	II	91	
	III	91	
	IV	76	
4. Available time	I		3+2+1/Total %
	II		75
	III		81
	IV		86
			75

TABLE II  
Case Study Episodes and Exercises  
from Appendices B, C, D & E

<u>Episode</u>	<u>5+4/Total %</u>
<u>Break-out Group Activities</u>	
1	30
2A (shortened former #2)	66
3 (former #4)	73
4 (former #5)	73
<u>Classroom Activities</u>	
2B (former #3)	77
5 (former #6)	38

The Pasadena/USC presentation was so different from previous offerings that both comparisons and comments are difficult. A special participant's guide was prepared at the CJTC, and has only minor similarities with the LEAA version and equally minor relationship with the LEAA instructor's guide. More often than not the instructor's lecture material did not tie in directly to the participant's guide. It is apparent that the final version of this course has not as yet emerged. Since personnel from operational agencies dominated the participant group and may be expected to so dominate subsequent groups, adjustments of course content to meet their needs will be important in future presentations. The expectations elicited from the group could have provided some insights toward this goal, but there was no such discussion at the conclusion of the course. It is appropriate to reread the participant comments in the Introduction to this report on Why Training Programs Fail. Items #3 and #7 are right on target.

RECOMMENDATIONS

- Since the presentation was in effect a pilot run, it is to be expected that more time and practice will be needed to insure consistency between the instructor's lecture material and the student's notes as well as in the content and time schedule of the course. This should be done.
- Except for Module II, criminal justice system examples were few. I believe that it is important that specific criminal justice system examples be developed and used in all four modules.
- The facilitator's role in the breakout groups should be more directive. Much time was wasted and a tight schedule made more difficult because of this lack.
- The presentation, explanation and exercise in PERT needs considerable improvement.
- Too much time was spent on course content of a theoretical or somewhat philosophical nature. This consumed scarce time and did not appear to be valuable for personnel from operational agencies. This content should be cut back to allow more time for practical examples.

CRIMINAL JUSTICE MANAGEMENT COURSEProfessional Background of Participant

To fully evaluate this course it is necessary to have some information about the professional status of participants. You may use your Social Security number to conceal your identity if you choose to remain anonymous. The evaluator is not an employee of the American Management Associations or the LEAA. He will not reveal the identity of any respondents who request anonymity.

## 1. The type of agency in which you work is:

- \_\_\_\_\_ a SPA  
 \_\_\_\_\_ b RPU  
2 c LPU  
20 d Operational Agency  
 \_\_\_\_\_ e Other (specify) \_\_\_\_\_

## 2. Your primary function now is:

- 3 a Generalist C.J. Planner  
 \_\_\_\_\_ b Specialist C.J. Planner  
 \_\_\_\_\_ c Evaluator  
 \_\_\_\_\_ d Analyst  
18 e Manager  
1 f Other (specify) Secretary

## 3. Criminal Justice experience:

- \_\_\_\_\_ a 0 - 1 Years  
5 b 2 - 5 Years  
17 c More than 5 Years

Participant's name and state on reverse side.

## STAFF/FACULTY ROSTER

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CRIMINAL JUSTICE MANAGEMENT PROGRAM

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 CRIMINAL JUSTICE TRAINING CENTER  
 December 15-18, 1980

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 Clark County Juvenile Services  
 3401 East Bonanza Road  
 Las Vegas, Nevada 89101

OREGON

Jon R. Grim  
 Salem Police Department  
 555 Liberty Street S.E.  
 Salem, OR 97301





5. How do you rate your group exercises?

Episode 2A	5 (4)	4 (10)	3 (5)	2 (2)	1
Episode 3	5 (3)	4 (13)	3 (2)	2 (3)	1 (1)
Episode 4	5 (4)	4 (12)	3 (4)	2 (2)	1
	Excellent				Poor

6. How do you rate your classroom exercise?

Episode 2B	5 (1)	4 (16)	3 (4)	2 (1)	1
	Excellent				Poor

7. What did you like most in this module?

Planning Section (8)  
Applied content of module (5)

8. What did you like least in this module?

Insufficient time for group exercises (6); Insufficient time for module content (4); Too much content especially MOR and networking (3).

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE TWO

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1329Z:12Y  
GB/ljm  
9/3/80

Participant's Name \_\_\_\_\_

Date 12/17/80

SPA \_\_\_\_\_  
RPU \_\_\_\_\_  
LPU \_\_\_\_\_  
OP AG \_\_\_\_\_  
LEAA \_\_\_\_\_  
OTHER \_\_\_\_\_

Participant Evaluation - Module III: ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5 (8)      4 (11)      3 (2)      2 (1)      1  
Excellent      Poor

2. How do you rate the module's content in terms of its applicability to your job?

5 (9)      4 (9)      3 (4)      2      1  
Very Useful      Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

5 (11)      4 (9)      3 (1)      2 (1)      1  
Excellent      Poor

4. What do you feel about the appropriateness of time given to the module?

5      4 (3)      3 (9)      2 (8)      1 (1)  
Too Much      Too Little

5. How do you rate your desk exercise?

Episode	5	5 (3)	4 (5)	3 (5)	2 (7)	1 (1)
		Excellent				Poor

6. What did you like most in this module?

Presentation on the manager and his role in change (6); Applicability of content (4); self-assessment instruments (4); Case study (2)

7. What did you like least in this module?

Too little time (9); PERT charting (3); Case study, insufficient time and unclear (2); Outline used by instructor differs from that given to students. (2)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

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1329Z:33Y  
GB/ljm  
9/3/80

Participant's Name \_\_\_\_\_

Date 12/18/80 \_\_\_\_\_

SPA \_\_\_\_\_  
 RPU \_\_\_\_\_  
 LPU \_\_\_\_\_  
 OP AG \_\_\_\_\_  
 LEAA \_\_\_\_\_  
 OTHER \_\_\_\_\_

Participant Evaluation - Module IV: CONTROLLING

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5 (10)	4 (7)	3 (3)	2 (1)	1
Excellent				Poor

2. How do you rate the module's content in terms of its applicability to your job?

5 (13)	4 (6)	3 (2)	2	1
Very Useful				Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

5 (9)	4 (7)	3 (3)	2 (2)	1
	Excellent			Poor

4. What do you feel about the appropriateness of time given to the module?

5	4 (5)	3 (5)	2 (10)	1
Too Much				Too Little

5. What did you like most in this module?  
 Stress management (6); Time management (7); Personnel related information (5); Specific suggestions and information (5)

6. What did you like least in this module?

Too much time devoted to introductory material (5); Too much time spent on A-H typology (3); Time management (2)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

1329Z:33Y  
 GB/ljm  
 9/3/80

## APPENDIX F

CRIMINAL JUSTICE MANAGEMENT COURSEOverall Course Evaluation

Participant's Name \_\_\_\_\_ Date 12/18/80

CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR RATING OF THE FOLLOWING COMPONENTS OF THIS COURSE:

<u>Component</u>	<u>Very Satisfied (4)</u>	<u>Satisfied (3)</u>	<u>Somewhat Satisfied (2)</u>	<u>Dissatisfied (1)</u>
<u>Training Methods</u>				
Lectures	4 (18)	3 (3)	2	1
Case Study	4 (4)	3 (8)	2 (8)	1 (1)
<u>Materials</u>				
Student guide	4 (19)	3 (2)	2	1
Visual aids	4 (14)	3 (6)	2	1
<u>Training Flow</u>				
Time given to lectures	4 (6)	3 (7)	2 (7)	1 (1)
Time given to workshops	4 (1)	3 (4)	2 (13)	1 (3)
Logical sequence of modules	4 (11)	3 (10)	2	1
<u>Training Staff</u>				
Lecturers	4 (19)	3 (1)	2 (1)	1
Small group facilitators	4 (7)	3 (9)	2 (4)	1
<u>Ambience of Training</u>				
Opportunity for questions/discussions	4 (12)	3 (5)	2 (4)	1

(Continued on reverse)

DATE December 18, 1980 LOCATION Pasadena, California

Over the years, comments made through this medium have resulted in more steps for program enlargement or upgrading than any other source. Please help us by completing this form thoughtfully. Thank you.

A. PROGRAM SUBJECT MATTER

Please indicate the benefits you derived from this program. Acquisition of new management skills and understanding (11); Provided a "refresher" course (4); Useful information for planning (3)

What suggestions do you have regarding the subject matter, sequence, or other? \_\_\_\_\_

\_\_\_\_\_ Planning (7); Stress management (3); Time management (5);

Subjects of *Most* interest Personality information (3); Management techniques & styles (4)

Subjects of *Least* interest Insufficient time for content (5); Insufficient time for case studies (4)

B. PROGRAM TRAINER(S) - Please indicate how you feel about the way the trainer(s) conducted the program.

Check the box best representing your rating.

Name	Excellent	Good	Fair	Poor
<u>Bob Cushman</u>	<input type="checkbox"/> 14	<input type="checkbox"/> 7	<input type="checkbox"/>	<input type="checkbox"/>
<u>Allene Stokesberry</u>	<input type="checkbox"/> 14	<input type="checkbox"/> 5	<input type="checkbox"/> 2	<input type="checkbox"/>
<u>Dan Straub</u>	<input type="checkbox"/> 19	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>
<u>Steve Ward</u>	<input type="checkbox"/> 14	<input type="checkbox"/> 5	<input type="checkbox"/> 2	<input type="checkbox"/>

Comments: \_\_\_\_\_

C. METHODS OF INSTRUCTION - Please check the box that best represents your reactions to the instructional methods used.

	Very much so	To some extent	Not at all	Not applicable
Were the <u>case studies</u> practical enough for your purposes? .....	<input type="checkbox"/> 8	<input type="checkbox"/> 13	<input type="checkbox"/>	<input type="checkbox"/>
Was there effective interaction within the group? .....	<input type="checkbox"/> 11	<input type="checkbox"/> 10	<input type="checkbox"/>	<input type="checkbox"/>
Were role playing and/or small group sessions helpful? .....	<input type="checkbox"/> 6	<input type="checkbox"/> 11	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Did the hand-out material assist in the learning process? .....	<input type="checkbox"/> 16	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>

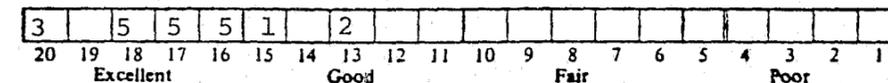
D. REACTION TO THE PROGRAM AS A WHOLE

To what extent did the program live up to your expectations? .....  17  3

If not, please explain: \_\_\_\_\_

Would you recommend this program to others? .....  20  1

Please record your overall reaction to this program by placing an 'x' in the appropriate box on the scale below.



What subjects other than those presented at this session would you recommend for future programs? \_\_\_\_\_

Your Name \_\_\_\_\_ Organization \_\_\_\_\_

Title \_\_\_\_\_ Mailing Address \_\_\_\_\_

Thank you.

NOTE: FOR FURTHER COMMENT PLEASE WRITE ON REVERSE SIDE.

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Evaluate the following general characteristics of the course by circling the proper number:

Items	Very Useful	Useful	Somewhat Useful	Of no Use at all
Usefulness of the entire course	4 (12)	3 (8)	2	1
Comparison of this course to other professional training programs you have attended	4 (12)	3 (5)	2 (2)	1
Appropriateness of information presented to your job setting	4 (12)	3 (8)	2	1

If you have taken any of the following criminal justice courses, please evaluate them.

Course	Very Useful	Useful	Somewhat Useful	Of no Use at all
Planning	4 (2)	3 (1)	2	1
Analysis	4 (1)	3 (1)	2 (1)	1
Program Development	4	3	2 (2)	1
Evaluation	4 (3)	3 (1)	2	1

Abbreviated Evaluation Report

on the  
CRIMINAL JUSTICE MANAGEMENT COURSE

presented by  
Southeastern Criminal Justice Training Center

The Florida State University

Jackson, Mississippi  
December 15 - December 18, 1980

Submitted to:

John Moxley  
Government Project Monitor  
Law Enforcement Assistance Administration

Submitted by:

Ezra S. Krendel  
Professor of Operations Research  
The Wharton School  
University of Pennsylvania

February 7, 1981

INTRODUCTION

This evaluation is different from the four evaluations of this course as it was presented by each of the other Criminal Justice Training Centers (CJTC's), in that the independent evaluator was not present. LEAA had suggested his attendance at the Criminal Justice Management Course which was presented by the University of Southern California CJTC at the same time as this course. The faculty of the University of Southern California course had not been observed by this evaluator before. Two of the faculty members at the Florida State University course had also taught at the Washburn University presentation where the independent evaluator previously had the opportunity to observe their performance.

It was, possible, however, to obtain some useful data on the Florida State University course. Questionnaires to which participant responses had been obtained at the other CJTC courses had provided both quantitative and subjective inputs to the evaluator. Due to the helpful cooperation of Mr. Henry Weisman, Director of the CJTC at Florida State University, the same questionnaires were distributed to this group of participants and then sent to the evaluator. On the generally accepted premise that: "Half a loaf is better than none at all!", these questionnaire data were used to prepare this report. They provide a link to the evaluations of other courses, and as such contribute to the final program evaluation.

The course was held at the Downtowner Motor Inn in Jackson, MS, and followed this schedule fairly closely:

Module I	8:30 am to 10:30am	12/15/80
Module II	10:45 am to 11:45 am 1:00 pm to 5:15 pm	12/15/80
	8:30 am to 12 noon 1:15 pm to 3:00 pm	12/16/80
Module III	3:15 pm to 4:00 pm 8:30 am to 12:15 pm	12/16/80 12/17/80
Module IV	1:30 pm to 5:00 pm 8:30 am to 12 noon	12/17/80 12/18/80
Summary	12 noon to 1:00 pm	12/18/80

The participants, all of whom came from Mississippi, are listed in Appendix A together with their affiliations and an aggregated description of their professional backgrounds. Of the 27 participants who filled in the background forms on 12/15/80 (two more arrived on 12/16/80) 23 came from operational agencies, 3 from SPA and 1 from a youth court. Twenty of the participants had the primary role of manager. None had the primary role of planner. Fifteen had more than 5 years of experience in criminal justice, 7 had 2 to 5 years and 5 were just starting in the field. The faculty and a resource person are also listed in this appendix.

QUESTIONNAIRE RESULTS

Module I - Roles and Responsibilities of the Criminal Justice Administrator -- Appendix B

Module II - The Criminal Justice Administrator and the Planning Process -- Appendix C

Module III - Organizing and Implementing Criminal Justice Agencies, Activities and Programs -- Appendix D

Module IV - Controlling -- Appendix E

Overall evaluation and AMA Professional Institute questionnaire -- Appendix F

Each of the appendices listed above contains the questionnaire used together with the number in parentheses of the respondents giving each rating. Comments on what was liked most and what was liked least in each module are presented in paraphrase form, but only when more than one respondent made a similar comment. The number of participants is in parentheses.

Comparisons across the four modules and across instructors are presented in Table I where the percentage of respondents who have ranked each of the first three questions with either a 5 or a 4 is listed. Question #4 on available time is treated differently. The tabulated percentage is 3+2+1/Total, following the weak argument that a positive attitude is implied in moving from an assessment of adequate time to the assessment that even more time was desirable. Table II presents a similar array of percentages for the Case Study episodes and exercises. The relatively low ranking assigned to the Change Agent Questionnaire can be attributed to a delay in the scoring procedures. A shortcoming of the numerical ratings in comparison with the freely structured, volunteered comments may be found in the ratings of Case Study Episode #8. The night before this episode was scheduled the family of one of the participants was kidnapped and held for ransom. This participant left the course and Dr. Mandl used this potential tragedy (tragedy was averted) as a theme for an unusually effective session on stress management. In so doing the participants benefited from a very valuable learning experience, but no time was available for Episode #8. Episode #8's achievement of a 5+4/total % of 47 under these circumstances makes numerical rankings suspect.

The final page of Appendix F is the standard AMA Professional Institute evaluation form whose use makes possible the comparison with evaluation data from a large number of professional development courses given by AMA. Such comparisons will be made as part of the final evaluation of data from all of the previous CJTC presentations of this course. It is of interest to note the response to Question D on the AMA form. The mean is 16.2, and the mode, a more appropriate measure, is 16.5.

TABLE I

Summary of Rankings of Modules  
from Appendices B, C, D & E

<u>Question</u>	<u>Module</u>	<u>5+4/Total %</u>	
1. Overall quality	I	71	
	II	100	
	III	95	
	IV	95	
2. Applicability to your job	I	57	
	II	85	
	III	86	
	IV	91	
3. Weisman	I	93	
	Mandl	100	
	Wamsley	100	
	Fagin	95	
	Mandl	95	
4. Available time	IV	95	
	I		<u>3+2+1/Total %</u>
	II		63
	III		44
	IV		64
			67

TABLE II

Case Study Episodes and Exercises  
from Appendices B, C, D & E

Break-out Group Activities

<u>Episode</u>	<u>5+4/Total %</u>
1	56
2	68
4	60
5	73
8	47

Individual Activities

<u>Episodes &amp; Exercises</u>	<u>5+4/Total %</u>
3	71
Interpersonal Checklist	82
Change Agent Questionnaire	62
6	86
Slack Time	86
7	95

CRIMINAL JUSTICE MANAGEMENT COURSE

Professional Background of Participant

To fully evaluate this course it is necessary to have some information about the professional status of participants. You may use your Social Security number to conceal your identity if you choose to remain anonymous. The evaluator is not an employee of the American Management Associations or the LEAA. He will not reveal the identity of any respondents who request anonymity.

1. The type of agency in which you work is:

- 3 a SPA  
 b RPU  
 c LPU  
 23 d Operational Agency  
 1 e Other (specify) youth court

2. Your primary function now is:

- a Generalist C.J. Planner  
 b Specialist C.J. Planner  
 2 c Evaluator  
 1 d Analyst  
 20 e Manager  
 4 f Other (specify) watch sgt., court administrator, supervisor, computer specialist.

3. Criminal Justice experience:

- 5 a 0 - 1 Years  
 7 b 2 - 5 Years  
 15 c More than 5 Years

Criminal Justice Management Course  
December 15 - 18, 1980  
Jackson, Mississippi  
Participant Roster

If you have Criminal Justice experience in a position or job  
other than that identified in 3., please indicate position  
title and number of years of experience:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Name \_\_\_\_\_ Date \_\_\_\_\_

State: \_\_\_\_\_

Tye Ashford  
Criminal Justice Planning Commission  
723 N. President St.  
Jackson, MS 39201

Anderson Bradford  
MS Department of Corrections  
Charleston, MS

Kenneth L. Bridges, Lt.  
Jackson Police Department  
Jackson, MS 39205

Becky Cade  
Criminal Justice Planning Commission  
723 N. President St.  
Jackson, MS 39201

G. G. Collins  
Circuit Court Administrator  
Hinds County Courthouse  
Jackson, MS 39201

Harold J. Cooper  
Assistant Superintendent  
Oakley Campus, Downing Road  
Raymond, MS 39154

Jesse Cline, Sgt.  
Jackson Police Department  
Jackson, MS 39205

Glenn B. Cumberland, Capt.  
Jackson Police Department  
Jackson, MS 39205

Lou Davis, Sgt.  
Jackson Police Department  
Jackson, MS 39205

Michael L. Dill, Sgt.  
Jackson Police Department  
Jackson, MS 39205

Dianne Evans  
Jackson Police Department  
Jackson, MS 39205

Richard Hart  
Communications Division  
Jackson Police Department  
Jackson, MS 39205

Donald Hocutt, Lt.  
MS Department of Corrections  
Parchman, MS 38738

David Kirtley, Sgt.  
Jackson Police Department  
Jackson, MS 39205

Charles Lee  
MS Department of Corrections  
Parchman, MS 38738

Gary Mann  
Regional Supervisor  
Department of Youth Services  
407 Woolfolk Office Building  
Jackson, MS 39201

Clyde Miller, Lt.  
Jackson Police Department  
Jackson, MS 39205

Patricia Newman  
Planning Specialist  
Department of Youth Services  
407 Woolfolk Office Building  
Jackson, MS 39201

Steven Njemanze  
Criminal Justice Planning Commission  
723 N. President St.  
Jackson, MS 39201

John Osborne  
Regional Supervisor  
Department of Youth Services  
407 Woolfolk Office Building  
Jackson, MS 39201

Mary Riddley, Sgt.  
Jackson Police Department  
Jackson, MS 39205

Doug Sproat, Director  
Hinds County Youth Court  
400 E. Silas Brown  
Jackson, MS

Butch Townsend, Chief  
Pelahatchie Police Department  
Pelahatchie, MS

Participant Roster  
Page 2

Roger D. Vanlandingham, Major  
MS Department of Corrections  
Parchman, MS 38738

James V. Williams, Superintendent  
Oakley Campus, Downing Road  
Raymond, MS 39154

Willie E. Winn, Lt.  
Jackson Police Department  
Jackson, MS 39205

Tommy Ross  
MS Department of Corrections  
Parchman, MS 38738

Walter Jones  
Director - Counselor  
Project Unity Youth Center  
130 West Academy Street  
Canton, MS 39046

J. T. Purnell, Sgt.  
Jackson Police Department  
Jackson, MS 39205

FACULTY

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Colton, South Dakota 57018

Gary L. Wamsley, Ph.D.  
110 Williams Hall  
Virginia Polytechnic Institute  
and State University  
Blacksburg, Virginia 24061

Henry Weisman, Director, SE CJTC  
School of Criminology  
The Florida State University  
Tallahassee, Florida 32306

OBSERVER/RESOURCE PERSON (AMA)

Ms. Marcia Ladd  
405 Polk Street  
Raleigh, North Carolina 27604

Participant's Name \_\_\_\_\_

Date 12/15/80

SPA \_\_\_\_\_  
RPU \_\_\_\_\_  
LPU \_\_\_\_\_  
OP AG \_\_\_\_\_  
LEAA \_\_\_\_\_  
OTHER \_\_\_\_\_

Participant Evaluation - Module I: ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?  

5	4	3	2	1
Excellent				Poor
(6)	(13)	(1)	(7)	
  
2. How do you rate the module's content in terms of its applicability to your job?  

5	4	3	2	1
Very Useful				Minimally Useful
(4)	(11)	(1)	(8)	(3)
  
3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?  

Weisman	5 (13)	4 (12)	3 (2)	2	1
	5	4	3	2	1
	Excellent				Poor
  
4. What do you feel about the appropriateness of time given to the module?  

5	4	3	2	1
Too Much				Too little
(1)	(9)	(9)	(7)	(1)
  
5. How do you rate your group exercise?  

Episode 1	5	4	3	2	1
	Excellent				Poor
	(2)	(13)	(11)	(1)	

6. What did you like most in this module?

Explanation of specific roles and the uses of power (10); Clarity of definitions (5); The case study (3); Applicability of the material (3)

7. What did you like least in this module?

The way coercive power was used (2)  
Not enough time for the case study (2)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE ONE

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\_\_\_\_\_  
\_\_\_\_\_

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GB/ljm  
9/3/80

Participant's Name \_\_\_\_\_

Date 12/16/80

SPA \_\_\_\_\_  
RPU \_\_\_\_\_  
LPU \_\_\_\_\_  
OP AG \_\_\_\_\_  
LEAA \_\_\_\_\_  
OTHER \_\_\_\_\_

Participant Evaluation - Module II: THE CRIMINAL JUSTICE ADMINISTRATOR AND THE PLANNING PROCESS

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5                      4                      3                      2                      1  
Excellent                      Poor  
(14)                      (13)

2. How do you rate the module's content in terms of its applicability to your job?

5                      4                      3                      2                      1  
Very Useful                      Minimally Useful  
(9)                      (14)                      (4)

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

Mandl                      5 (21)                      4 (6)                      3                      2                      1  
Wamsley                      5 (19)                      4 (8)                      3                      2                      1  
Excellent                      Poor

4. What do you feel about the appropriateness of time given to the module?

5                      4                      3                      2                      1  
Too Much                      Too Little  
(2)                      (13)                      (11)                      (1)

5. How do you rate your group exercises?

Episode 2	5 (4)	4 (13)	3 (8)	2	1
Episode 4 (Team Exercise)	5 (7)	4 (8)	3 (10)	2	1
Episode 5 Excellent	5 (6)	4 (13)	3 (7)	2	1 Poor

6. How do you rate your individual exercises?

Episode 3 Excellent	5 (6)	4 (11)	3 (7)	2	1 Poor
Interpersonal Checklist Excellent	5 (9)	4 (13)	3 (4)	2 (1)	1 Poor
Change Agent Questionnaire Excellent	5 (5)	4 (11)	3 (7)	2 (3)	1 Poor

7. What did you like most in this module?  
 Understanding management concepts, techniques and decision making (5);  
 Episode #5 (5); Individual exercises for self-awareness (5); Participation (4);  
 Conflict resolution (3); Applicability (2)

8. What did you like least in this module?  
 Too little class participation (2)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE TWO

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 9/3/80

Participant's Name \_\_\_\_\_  
 Date 12/17/80

SPA \_\_\_\_\_  
 RPU \_\_\_\_\_  
 LPU \_\_\_\_\_  
 OP AG \_\_\_\_\_  
 LEAA \_\_\_\_\_  
 OTHER \_\_\_\_\_

Participant Evaluation - Module III: ORGANIZING AND IMPLEMENTING CRIMINAL JUSTICE PROGRAMS AND ACTIVITIES

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

- How do you rate the overall quality of this lesson module?  

5	4	3	2	1
Excellent				Poor
(7)	(14)	(1)		
- How do you rate the module's content in terms of its applicability to your job?  

5	4	3	2	1
Very Useful				Minimally Useful
(6)	(13)	(2)	(1)	
- How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?  

Fagin	5	4	3	2	1
	Excellent				Poor
	(11)	(10)	(1)		
- What do you feel about the appropriateness of time given to the module?  

5	4	3	2	1
Too Much				Too Little
(8)	(11)	(2)		(1)

5. How do you rate your group exercises?

Episode 7	5 (11)	4 (10)	3	2 (1)	1 Poor
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6. How do you rate your individual exercises

Episode 6	5 (10)	4 (9)	3 (3)	2	1
"Slack Time"	5 (9)	4 (10)	3 (2)	2 (1)	1 Poor
	Excellent				

7. What did you like most in this module?

Case Study #7 (5); Group work (4); PERT (3); Applicability (3)

8. What did you like least in this module?

Slack time (3)

\* \* \* \* \*

PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

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9/3/80

Participant's Name \_\_\_\_\_

Date 12/18/80

SPA \_\_\_\_\_  
RPU \_\_\_\_\_  
LPU \_\_\_\_\_  
OP AG \_\_\_\_\_  
LEAA \_\_\_\_\_  
OTHER \_\_\_\_\_

Participant Evaluation - Module IV: CONTROLLING

PLEASE CIRCLE THE MOST APPROPRIATE NUMBER

1. How do you rate the overall quality of this lesson module?

5 (11)	4 (9)	3	2	1 (1)
Excellent				Poor

2. How do you rate the module's content in terms of its applicability to your job?

5 (10)	4 (10)	3 (2)	2	1
Very Useful				Minimally Useful

3. How do you rate the instructor in terms of clarity, teaching style, knowledge and ability to address your needs?

Mandl	5 (17)	4 (4)	3 (1)	2	1
Wamsley	5 (13)	4 (8)	3 (1)	2	1
	5	4	3	2	1
	Excellent				Poor

4. What do you feel about the appropriateness of time given to the module?

5	4	3	2	1
Too Much				Too Little
	(7)	(11)	(3)	

5. How do you rate your individual exercises?

Episode 8	5 Excellent (1)	4 (7)	3 (7)	2 (2)	1 Poor
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6. What did you like most in this module?

Mandl on stress (8); Learning about available management tools and how to apply them (5);  
Motivation (2); Open discussions (2)

7. What did you like least in this module?

Too little time (4)

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PLEASE WRITE BELOW ANY OTHER GENERAL OR SPECIFIC COMMENTS ABOUT MODULE THREE

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9/3/80

APPENDIX F

CRIMINAL JUSTICE MANAGEMENT COURSE

Overall Course Evaluation

Participant's Name \_\_\_\_\_ Date 12/18/80

CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR RATING OF THE FOLLOWING COMPONENTS OF THIS COURSE:

Component	Very Satisfied (4)	Satisfied (3)	Somewhat Satisfied (2)	Dissatisfied (1)
<u>Training Methods</u>				
Lectures	4 (13)	3 (8)	2 (1)	1
Case Study	4 (7)	3 (14)	2 (1)	1
<u>Materials</u>				
Student guide	4 (13)	3 (7)	2 (1)	1
Visual aids	4 (15)	3 (4)	2 (2)	1
<u>Training Flow</u>				
Time given to lectures	4 (10)	3 (9)	2 (2)	1(1)
Time given to workshops	4 (10)	3 (8)	2 (3)	1(1)
Logical sequence of modules	4 (14)	3 (8)	2	1
<u>Training Staff</u>				
Lecturers	4 (15)	3 (6)	2 (1)	1
Small group facilitators	4 (14)	3 (6)	2 (2)	1
<u>Ambience of Training</u>				
Opportunity for questions/discussions	4 (17)	3 (5)	2	1

(Continued on reverse)



Instructor Guide

CRIMINAL JUSTICE MANAGEMENT COURSE

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1-7A	Development and Management Decision Points and the GPPM
1-8	Management Responsibilities of the Criminal Justice Administrator
1-9	Sources of Power and the Roles of the Criminal Justice Administrator
2-1	Planning
2-2	Levels of Planning
2-3	Situation Analysis
2-4	Method of Rationales
2-5	Inappropriate Network
2-6	Appropriate Network
2-7	Change Agent Styles
3-1	Concepts of Organizing
3-2	Action Plan
4-1	Element Monitoring and MOR
4-2	Process Evaluation and MOR
4-3	Impact Assessment and MOR

LIST OF EXHIBITS

- 2-1 Variable Response Plan
  - 2-2 Outline of a Problem Statement
  - 2-3 Characteristics of Well-Developed Problem Statement
  - 2-4 Presumed Causes, Effects, and System Responses
  - 2-5 Normative Goal Decision Package
  - 2-6 Initial Area of Concentration
  - 2-7 Alternative Strategic Goal Decision Package
  - 2-8 Interim Strategy Decision Package
  - 2-9 Synopsis of Alternative Element
  - 2-10 Preferred Strategy Decision Package
  - 2-11 Strategic Decision Package
  - 2-12 Ways of Handling Conflict
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- 3-1 PERT Chart Events
  - 3-2 PERT Chart for Community-based Treatment Facility
  - 3-3 Critical Path Analysis for Community-based Treatment Facility
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- 4-1 Action Plan and Standards of Performance
  - 4-2 Social Readjustment Rating Scale
  - 4-3 Questions Regarding Everyday Stressors

**END**