

Regional Community Policing Institute
Michigan State University
School of Criminal Justice
Community Policing
OBJECTIVES

1. To identify required and desired outcomes of community policing;
2. To identify the need for change that impacts the function of community policing;
3. To examine the philosophy and the inherent values of community policing;
4. To identify and respond to the needs of participants in the workshop;
5. To involve the participants in the furthering of skill development in teamwork and problem solving;
6. To identify issues of empowerment as it relates to the CPO's role; and
7. To examine successful strategies of current examples.

Regional Community Policing Institute
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A Two Day Workshop

Instructor Notes

Overhead
Welcome

DAY ONE

8:00 – 8:30 Registration, MLEOTC Forms, Notebook, and Name card.

8:30 – 9:15 I. Introduction of Instructors

A. Welcome from Regional Community Policing Institute

1. Role of the Institute is to provide technical assistance to assist police departments with change to facilitate community policing.
2. Role of providing training
 - a. What is different about community policing versus traditional style policing?
 - b. “How will I do my job differently as a police officer?”

B. Background of Instructors as to their experience as police officers and with community policing.

C. Resource Book

1. Notebook will act as source book for future use;
2. Best practice section gives examples and references for selected programs utilized by departments;
3. Idea page – write down ideas discussed in class that have value.

Instructor Notes

Overhead

Experience without theory is meaningless. (Deming)

10
8
6
4
2

Use
Colored
Dots

Overhead
Training Objectives

Copy of organizational survey in notebook.

Have participants read an objective. Ask them what it means to them. Instructor then comments on meaning.

D. Opening Exercise – break down into small groups.

1. Purpose
 - a. Workshop will be participatory in nature;
 - b. Start thinking “outside the box”;
 - c. Agree to analyze new ideas rather than flat rejection of “it won’t work”;
 - d. Importance of interaction within the classroom;
2. Have each participant acknowledge their knowledge of community policing on a scale of 1 through 10. (Ten is high).
3. Summarize the experience level.

9:15 – 9:45

E. Training Objectives for Community Policing

1. To identify required and desired outcomes of community policing;
2. To identify the need for change that impacts the function of community policing;
3. To examine the philosophy and the inherent values of community policing;
4. To identify and respond to the needs of participants in the workshop;
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6. To identify issues of empowerment as it relates to the CPO’s role; and
7. To examine successful strategies of current examples.

F. Pass out cards and have individuals take a few moments to write out questions they wish addressed in the next two days on the issues of community policing.

1. Collect cards.
2. Chart questions on flip chart and place them on the wall.
3. As questions are answered, facilitator marks off during the 2 days.

10:00-10:15 Break

10:15-11:15 II. Perceptions of Community Policing

A. Ask class members for a definition of the word PERCEPTION.

B. Assignment

1. Break into groups of 5 or 6 by counting off sitting across from one another at the table;
2. Have each individual write several ideas on what “you perceive community policing” to be. NOTE: Not a definition but what the individual believes it to be.
3. After 3 minutes, convene the group as a whole and list as many perceptions as the group can think of to compile;
 - a. Stress the importance of “balancing the list” with both positive and negative indicators;
 - b. Select a facilitator and have groups define what the facilitator is responsible for in their role;
 - c. Announce they can have 20 minutes to complete this;
 1. A scribe, appointed by facilitator, writes these on poster paper.
 2. Sheets are placed on the wall and each group is responsible for explaining these to the total group.

Objectives

- To allow class members to voice negative and positive thoughts they have heard or experienced;
- To engage participants in critically assessing present police practices; and
- To encourage frank discussions on what they envision the role of police to be;.

Overhead
Community Policing Is..

Objectives:

- To clearly define community policing and those necessary elements;
- To broaden these concepts to illustrate that business and industry are operating under these concepts;
- To reinforce the need for organizational change and commitment;
- To examine the necessity of the daily use of information in order to be effective problem solvers;
- To examine the effectiveness, efficiency, and equity of police services now being utilized; and
- To examine job satisfaction issues for police.

- d. At the conclusion of the discussion show overhead "Community Policing is..."
 1. Customer based organizational strategy;
 2. Unlimited partnerships; and
 3. An informational based unified effort to solve problems.
- e. Utilizing the information they have listed, which also reinforces the knowledge they have, take time to break components down into more detail;
- f. Compare perceptions to lack of knowledge when definition is given.

For Instance:

- Customer Based – identify external as well as internal customer;
- Organization Based Strategy – What within the organization impedes or blocks the mission of the organization; what is the mission; what are the rules, policies and procedures; Under what agreed upon strategies does Agency operate?
- Unlimited Partnerships – what is the difference between a relationship and a partnership? What would be necessary to have an effective partnership? Why are partnerships profitable?
- What kind of information is now used on a regular, on-going basis to identify and solve problems within communities;
- What method of problem solving is utilized in your agency on a continuous, on-going process?
- How are crime problems presently being addressed in police organizations?

Instructor Notes

CAPS Video

11:15-12:00

Objectives:

- To illustrate a major city, starting in 1993 with 5 prototype districts, converting to total organizational change in 1996;
- To illustrate the partnership with police and community;
- To illustrate the supervisory and management support;
- To show initiatives that police officers routinely accept as responsibilities; and
- To engage the class in discussion of perceptions and definition of what community policing really is.

E. CAPS video – Chicago Police Department

1. Chicago Alternative Policing Strategy
2. Chicago is used as an example, showing a large department where organizational change might be close to impossible to occur but did indeed occur.
 - a. Northwestern University's Fourth year program evaluation;
 - b. Importance of political top support to make it happen as well as partnerships and technology to assist with the problem solving;
3. Debrief the video with reaction from the class on what they saw that could be of value for their departments;

Northwestern University's Fourth Year Evaluation.

12:00-1:00 Lunch

Quiz in Notebook

1:00 – 2:00 III. Why Change?

Objectives:

- To directly address the issues of change because of the present system inadequacies;
- To examine the 20th century history of policing;
- To identify myths regarding deliver of police services that continue; and
- To have participants examine what their Dept. does on prevention and control as well as solving crimes.

- A. Have individuals turn to the quiz in their notebooks and have them individually choose the correct answers;
- B. Have a member of the class read a question along with each possible answer.
 1. With a show of hands, how many said A, B, C, and D?
 2. The correct answer is _____. With instructor giving the full answer and why.
 3. Hand out fact sheet for the questions on the quiz.

Handout with full information on quiz answers

2:00 – 2:40

- C. Have groups brainstorm for 5 minutes about what is not effective or efficient in their police organization in relationship to crime, social disorder and quality of life issues;
 - 1. Calling them out, have one instructor facilitate and the other instructor lists on the chart paper to put on the walls;
 - 2. Then ask question “How could these on list be turned around to show positive direction? What 2 items do you need to have but can not have – manpower and money? If there is no additional money/manpower, are there alternatives?”

2:40 – 2:55 Break

2:55 – 3:10 Chief Jerry Sanders, San Diego Police Department Video

Video Tape
San Diego

Objectives:

- To illustrate empowerment as it is given to officers in San Diego PD;
- To examine the wide-spread use of regular utilization of volunteers;
- To illustrate a highly responsive management approach to prevention and control of crime through creating a new organizational approach;
- To illustrate through technology an information base available to community and officer; and
- To involve participants in evaluating the effectiveness of policing as practiced in San Diego.

- 1. After video is shown, have the entire class stand and name one word or phrase he said on the videotape. Must sit if unable to name different word phrases.
- 2. Winner – last one standing with prize.
- 3. Video tape illustrates new ways of thinking and creating change.

3:10 – 4:00

- D. Values in Community Policing
 - 1. Re-shift groups into new 5 or 6 people and hand out the “Lucy and the Sailor” exercise.
 - 2. Directions:
 - a. Need to reach a consensus.
 - b. Each person should be vocal about their choices;
 - 3. Each person individually reads assignment and ranks each person; and
 - 4. Then, as a group come to a consensus.

Handout
Lucy and the Sailor

Instructor Notes

	1	2	3	4
1				
2				
3				
4				
5				

Objectives:

- To involve the participants in an activity that clearly illustrates the difficulties and approaches necessary when values of members will be different and sometimes conflicting;
- To illustrate the necessity when working with groups to define "rules" and how decisions will be made before entering into problem-solving;
- To illustrate the value of working on the "trust" factor that needs to be established in order for successful partnerships to be effective;
- To illustrate that values drive behavior; and
- To illustrate that through the use of discussion, resolving issues can be achieved.

In Notebook
Principles of Community Policing Handout

Objectives:

- To enable participants to apply principles to their job experiences; and
- To summarize the day's activities.

5. Have each group give answer and chart them.
 - a. Ask how they defined consensus?
 - b. Ask what the problem was and how this fit in with the concepts of community policing?

Instructor Note: This exercise, because it is based on values, will show much difference of opinion and the difficulty, if not impossibility, of coming to a true consensus. The issue is, what, as a police officer, is your role in meeting with diverse groups when there are strong differences of opinion; remember, this group may be as cohesive a group as possible and can not agree on values.

- c. What values are underlying in the problem?
- d. How did you feel when your opinion was the minority – what happened?

4:00–4:30 Principles of Community Policing Contained in the Notebook

1. Have participants choose 2 of these and write down what they, as a police officer, would have to do differently on their role as a street officer.
2. Have participants give examples of these.

4:30 Adjourn

DAY TWO – Community Policing

Instructor Notes

Overhead #1

Have participants read aloud, one at a time, and give either bad/good example of the statement from their experience.

Objectives:

- To initiate problem solving from a general point of view;
- To enable participants to start thinking about the significance of the collection of accurate data;
- To illustrate the difference of “applying band-aids to “looking at applying critical thinking techniques to solving problems; and
- To focus on the importance of evaluation.

8:30 – 10:15 IV. Problem Solving

A. Key Elements

1. Defining a group or pattern of crimes, calls, incidents.
2. Focus on what citizens perceive as problems.
3. Focus on resolving problems ... focus on solutions.
4. Develop analysis before response.
5. KISS philosophy.
6. Accuracy in defining by stating precisely and accurately, broken into parts.
7. “How do we do it now” and “but what’s a better way?”
8. Why does it not happen somewhere else?
9. Involve “stake holders” into the process.
10. Anticipate, Anticipate, Anticipate.
11. Accountable for decisions.
12. Evaluation of effectiveness
 - What works?
 - What does not?
 - Why?

10:15-10:30 Break

Instructor Notes

Worksheets in trainer's box;
6 participants per team and one observer;
25 minute limit;
direction sheet;
Information sheet;
Observer sheet;
judges.

Objectives:

- To engage class members in a problem solving process that necessitates the participation of all in order to successfully solve the problem;
- To examine how information is misinterpreted, not heard or used to make decisions when not enough data has been obtained;
- To illustrate that identifying the problem is often not completed in an attempt at wanting to solve the problem;
- To illustrate how leadership can be circulated effectively dependent upon the need; and
- To illustrate the personal satisfaction of successfully working through a problem within a group.

10:30-11:30

II. "Did You Hear That?" Exercise

B. "Did you hear that?" exercise in instructor's box.

1. Purpose of the exercise
 - a. Participants will be successful if they enter into a problem solving process.
 - b. Utilize a simple problem solving technique.
 - c. Everyone's participation is necessary or they will fail to solve the issue.
 - d. Listening skills are critical and bad habits will be observed.
 - e. Withholding information will lead to inaccurate definitions of problems.
 - f. A system for solving problems can be worked out immediately before tasks are initiated.
2. Assignment of problem to teams at tables throughout the room.
3. Debriefing of the problem is critical
 - a. Observers will report their observations to the entire group including, "did members know and agree upon objectives or did they start working immediately?"
 - b. What patterns of communication developed, and what problem solving procedures developed?
4. Also have each group identify behavior that supported a successful problem solving process.

Instructor Notes

Lansing Police Department Video

Objectives:

- To clarify political structure support;
- To identify partners working together on problems brought forth by various communities;
- To observe a Network Center concept with agencies collaborating;
- To hear community member's expectations of community policing officer;
- To observe a police organization conversion from specialization to a total organizational concept of community policing;
- To hear the hostility between officers when specialization is the choice; and
- To see results on the reduction of crime and disorder based on this philosophy.

This must be arranged prior to workshop and is dependent upon needs of the Department.

Objective:

- To have participants talk with community members/or a police officer experienced in community policing and to hear first-hand expectations and role.

11:30-12:00

- C. Lansing, Michigan Police Department Video
1. Show Video
 2. Debrief film – go around room and have participants pick out key issues contained in the video.
 3. Information on Neighborhood Network Center and police officer role.

12:00-1:00 Lunch

1:30 – 2:30

- D. Choice of either a community panel or an experienced police officer from a department attempting to philosophically operate under community policing guidelines. (This must be worked upon with the person/persons as to what the expectations you have. This includes that they are comfortable and able to work with police officers in how they envision each other's role. Use an outline. However, there must be an opportunity for questions and input by the trainees.)

2:30 – 2:45 Break

Instructor lecture here

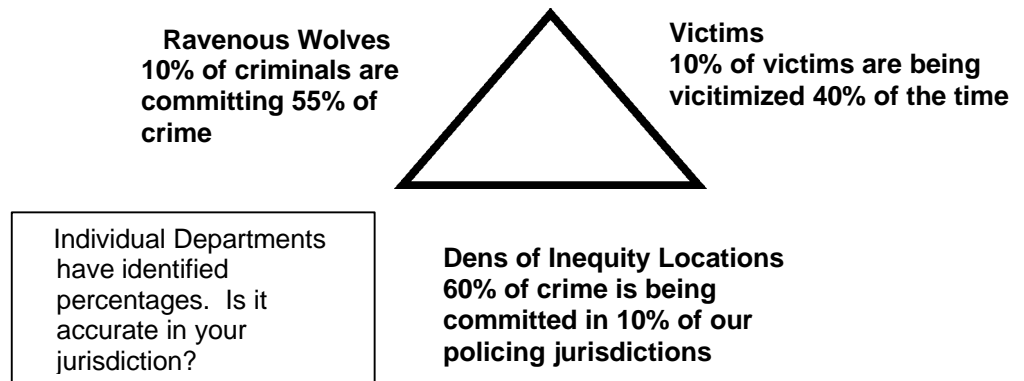
Objectives:

- To illustrate the crime triangle; and
- To identify SARA as an example of a problem solving model.

E. Have each individual draw a good-sized triangle on a blank sheet of paper and then ask them to fill in information for the short lecture.

1. Lecture: CRIME PROBLEMS will always be the reason to initiate the problem solving process. We are now attempting to determine the root causes as we examine what now needs to be done.

We want to look at crime and issues of disorder from a 3 pronged approach (or as a triangle).



What does this mean as we look at traditional policing and changing style of policing? What have we not taken into consideration on a regular basis?

2. IMPORTANT TEACHING POINT

As the basic step in understanding the working model of problem solving, we need to visualize the Δ and think how we might use a side that we traditionally have not done.

Example: The “wolf” and the “victim” have always been crucial but where does “location” fit in -- working with partnerships, could we accomplish some things we have not been able to do?

60 minutes

Instructor Notes

Partnership handout
In trainer box.

20 minutes

30 minutes

Overhead
SARA

Have students write this on
sheet of paper

Objectives:

- To identify differences between relationships and partnerships;
- To identify the concept of “who is at the table?”;
- To illustrate that participants have some working knowledge of potential partners;
- To examine short term vs. long term solutions;
- To examine “who brings what to the table”; and
- To have participants work through a problem.

F. PARTNERSHIP EXERCISE (Trainer Box)

1. Hand the partnership handout to each group. Ask them to identify problems they commonly encounter, and how (if they had an effective partner, public or private), there could be impact on altering, modifying, or eliminating the problem?
 - a. Give an example
 - b. Give them 20 minutes

G. Go around groups and have them identify partnerships/what this would impact.

H. SARA Model - A process of how problem solving can best be utilized by working police officers and their partners. This comes from Newport News:

S = Scanning

A = Analysis

R = Response

A = Assessment

We're going to put it altogether now

SARA Model

The SARA Model is a sequential four step process

1. SCANNING: Identifying the Problem

A problem is identified as a “group of incidents occurring in a community that are similar in one or more ways and that are of concern to the police and the public”.

The purpose of scanning is to identify those problems which might be appropriate for a problem solving solution.

2. ANALYSIS: Verifying the Problem Through Data

In the analysis stage, we attempt to learn as much as possible about the perceived problem. A thorough analysis will lead to effective responses; a hasty analysis may lead us to design and implement responses which are ineffective because we never really understood the nature of the problem.

During this stage we need to ask ourselves:

- **Who are the people involved?**
- **Where is the problem happening?**
- **Where is the problem not happening?**
- **How does the problem happen?**
- **What are the current responses to the problem?**

3. RESPONSE: Action Taken To Resolve the Problem

The preferred goal is to select a response which will permanently eliminate the problem.

This may not be possible in all cases and you will have to select a different goal.

Possible goals may include:

- **Responses designed to totally eliminate the problem**
- **Responses designed to reduce a problem**
- **Responses designed to reduce the harm caused by the problem**
- **Responses designed to improve how we deal with a problem**
- **Responses designed to remove the problem from police consideration**

Before we select a RESPONSE, the following questions need to be answered:

- **What will be the goal(s) of the problem solving process?**
- **What leg(s) of the problem solving triangle is/are the most vulnerable?**
- **What strategies will we use to resolve the problem?**
- **Who can assist us in developing these strategies?**
- **What obstacles are in our way?**
- **What will be our plan of action?**

4. ASSESSMENT: How Effective Was Our Response?

- **Most important stage of the process - defines how effective we were.**
- **Effectiveness is determined by measuring the difference before the problem solving process and after the response.**

INSTRUCTOR NOTE: It is critical that the group is involved in the teaching of this model. For instance, you can have a different person read the definition of each one. Have someone else explain what that means.

Instructor Notes

Objectives:

- To allow entire class to have the same example and then the SARA model to process the examples;
- To work with the class on applying new skills through this problem solving example;
- To compare a traditional response to that of a community policing response; and
- To illustrate the connection of separate incidents that are actually a “problem” that allows potential for solving when police, agencies, public, media, and business work together.

I. Jackson, Mississippi TV News Report.

1. Class views tape of 3 minutes.
2. In small assigned groups, utilize the SARA model to look at the Jackson situation. (10 minutes)
3. Have each group report out on one segment. Facilitator should be aware that the traditional approaches police use will often be the approach. It is critical that the facilitator address this and ask groups to reconvene thinking of long term approaches to solving problems. For instance questions like:
 - a. Who has been invited to the table?
 - b. What problems and symptoms are evident?
 - c. What information is needed that is not now available?
 - d. Who are stake holders?
 - e. What is role of police officer supervisor?
 - f. What would success be?Etc.

Objectives:

- To have officer leave the workshop with potential of application within his/her community; and
- To have officer recognize that they can have impact on crime/social disorder given a geographic location to control.

J. Have each participant write down a series of incidents or problems that the officer in his/her community would have ability to have impact upon in working towards fixing.

1. Consider elimination, partial elimination or change.
2. What could you and what would you have to do in order for impact to occur?
3. Ask question “if you were made responsible for a given geographical area, do you believe you could personally impact, for the better, crime and social disorder working with community policing principles?
4. Have each participant announce this project.

K. Make sure that all of the questions have been answered on the board.

L. Evaluation of Workshop and Instructors

Thank participants for their involvement.