

**Regional Community Policing Institute  
Michigan State University  
School of Criminal Justice  
Supervision and the Community Police Officer  
Two Day Workshop**

**TRAINING OBJECTIVES**

- 1. To identify characteristics of traditional policing and contrast the community policing style of management**
- 2. To identify tasks and outcomes desired on the role of supervision/management**
- 3. To identify the change in role of the supervisor and how this relates to the function of community policing**
- 4. To examine the inherent values contained in the philosophy of community policing**
- 5. To identify participant's needs as it relates to where they are in this process of change**
- 6. To involve the participants in the furthering of skill development in teamwork, motivation, coaching, and problem solving**
- 7. To examine the expectations of the executive/management and patrol level as it relates to the supervisor**
- 8. To examine successful examples of community policing strategies**

Instructor Outline for  
Community Policing for Supervisors  
Regional Community Policing Institute  
School of Criminal Justice  
Michigan State University

INSTRUCTOR NOTES

Overhead  
Welcome by Institute

30 minutes

15 minutes  
Overhead –Objectives  
–Notebook  
–Instructors  
Explain each one briefly  
45 minutes

8:30 - 9:00 - Introductions of Instructors

A. Welcome from Regional Community Policing Institute

1. Role of the Institute is to provide technical assistance on changing police organizations
2. Role of providing training
  - a. Importance of the 1st line supervisor role in examining changing to the concept of community policing
  - b. The issue is what do I do differently as a supervisor?

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

C. Course Objectives

1. Explain each one briefly
  - a. **To identify characteristics of traditional policing and contrast the community policing style of management**
  - b. **To identify tasks and outcomes desired on the role of supervision/management**
  - c. **To identify the change in role of the supervisor and how this relates to the function of community policing**

**Instructor Notes**

- d. To examine the inherent values contained in the philosophy of community policing
- e. To identify participant's needs as it relates to where they are in this process of change
- f. To involve the participants in the furthering of skill development in teamwork, motivation, coaching, and problem solving
- g. To examine the expectations of the executive/management and patrol level as it relates to the supervisor
- h. To examine successful examples of community policing strategies

9:00 - 10:00 Introduction of Participants

A. Opening Exercise

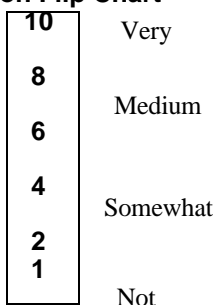
- 1. Pair up participants with someone they know the least;
  - a. Give them 2 minutes on general conversation, how long in Department, where they've been assigned, etc.
  - b. Call time and have each participant in their same partnership tell the other person two unique items about themselves. In the instruction, make sure that they have time to really discuss their mutual unique qualities.
  - c. Have partner introduce the other to the class, giving the uniqueness of each person.

5 minutes

**Thermometer  
Knowledge of Community  
Policing**

**Instructor:**

**Draw on Flip Chart**



**Hang on wall after officers  
have put "dots" on chart  
(colored dots)**

**Instructor Notes**

**Instructors:  
Check off items of  
participant's needs as they  
are discussed in the 2 days;**

- d. Each person also goes to the Board and puts a dot on the thermometer of how knowledgeable they are on community policing.
- e. Make sure you go up to the thermometer and summarize where the class is on knowledge of community policing.

## B. Pass Out Blank Index Cards

1. Have individuals WRITE OUT EXPECTATIONS OF CLASS - what the participant wants to obtain in class;
2. Instructors summarize and put on poster paper, transferring to walls.

### Objectives:

- To obtain information from participants on knowledge and stereotyping in regards to community policing;
- To engage participants in critically assessing present police practices;
- To have frank discussions on purpose/philosophy of American policing.

10:00 - 10:15 BREAK

10:15 - 11:15 Perceptions of Community Policing

## A. Definition

1. Ask for a definition of "Perceptions" from class members
2. Definition - "Those attitudes and beliefs you brought to class"

## Instructor Notes

Class Assignment  
(Blank)  
Perception  
Handout

3 minutes -  
Emphasize not  
asking for a  
definition but  
what you  
perceive,  
believe, & think  
community  
policing is

15 minutes

Have facilitator  
explain those  
that are  
unusual

## B. Assignment

1. Break into groups of 5 or 6 by counting off; sit across from one another at table;
2. As an individual in the group write out personally, for three minutes, your individual attitudes, beliefs and perceptions of community policing
3. Now, as a group, discuss those issues and list as many as you can  
  
FACILITATOR - will be the person with birthday closest to today's date. Explain their role;
  - a. Facilitator can appoint the scribe (or writer)
4. Have scribe transfer these to flip chart paper and put on the wall.
5. Have each group tell aloud their list - facilitator
6. This generally shows that the individuals in the class have a fairly good concept of what community policing is - it also shows the areas in which negative stereotyping is found
7. Indicate to the class that it has been estimated that approximately 80% of police agencies in the United States have adopted some form of community policing.

## Instructor Notes

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Section I  
COMMUNITY POLICING IS:  
Overhead  
15 minutes  
Front of Student book

### Objectives:

- To critically assess traditional and community policing philosophy as to how they differ;
- To identify external and internal customers, clearly, interpreting the internal customer's needs;
- To examine organizational barriers preventing full participation of employees;
- To examine purpose of bureaucratic organization and to contrast the changed military style organization;
- To recognize meaning of partnership, versus a relationship;
- To examine the ability of communities to prioritize and identify their needs for police;
- To determine if necessity demands partnership;
- To examine present and future technology to support an information system;
- To identify problem solving as a key function of police in order to identify, isolate, and work on long term solutions; and
- To identify information and data that should be utilized on a long term basis to solve crime.

## 11:15 - 11:30 Definition of Community Policing

8. COMMUNITY POLICING IS:
1. A customer based organizational strategy
  2. Unlimited partnerships
  3. An informational based unified effort to solve problems

**Briefly define these indicating that all 3 must be elements that are present in order for community policing to be effective. Also indicate this will be theme of entire class.**

1. CUSTOMER= public is the key to change
2. Wholesale transformation of a department from a largely centralized, incident-driven, crime suppression agency to a more decentralized, customer driven organization dedicated to solving crime, preventing crime and improving the quality of life in neighborhood.
3. Looking for partnerships that may not have existed before in which both bear responsibility
4. Problem solving is incorporated with all of partnerships.

## Instructor Notes

VIDEOTAPE  
"CAPS"  
20 minutes

### Objectives:

- To identify a major city who has transformed their policing practices into a "different way of doing business".
- To illustrate the power of city government and the politician partnership;
- To illustrate problem solving; and
- To illustrate the technology of crime analysis.

11:30 - 12:00

### A. CAPS video - Chicago Police Department

#### Chicago Alternative Policing Strategy

Background: Chicago Police Department was selected because of their implementation strategies and the evaluation effort that has been tied into their work. CAPS was initiated in Chicago in April of 1993 on a prototype basis in 5 of Chicago's 25 police districts. In April of 1996 department-wide implementation was started. The districts were broken into 244 neighborhoods with permanent beat assignment officers and rapid response officers assigned to priority one calls. Studies done on the 5 prototypes show a dramatic decrease in crime and officer satisfaction increased significantly with their jobs.

- B. After viewing the videotape, ask for discussion. What did they hear?  
(Background on Chicago)
- C. Give summary of Northwestern University's Fourth year evaluation study.

### LUNCH BREAK

12:00 - 1:15

Instructor Notes:

SECTION II  
**Notebook-  
take quiz**

Instructor -  
**Answers to quiz with  
explanation**  
**Point out the history and  
transformation of police  
agencies as they have  
become “call takers.”**

**Let there be discussion on  
individual’s giving  
information on what patrol  
officers do, what closure  
rate is on cases reported,  
etc.**

**Officers need to come to  
conclusions on  
effectiveness, efficiency  
and equity.**

**Handout – Support  
information for each  
question on the quiz.**

Objectives:

- To examine standards of efficiency and effectiveness;
- To examine how departments have become “call-takers” with questionable impact on prevention or control of crime;
- To examine myths of police work and how to avoid this; and
- To examine use of factual information within Departments on regular, consistent basis.

**SEE  
OVERHEADS**

Section II of  
Student Manuel

1:15 - 2:15

- A. Have students take from their notebooks the quiz by themselves which takes 3 minutes.
1. Take each question having students vote on which answer they selected.
  2. After each question, give them correct answer and tell why the answer is correct.

**Usually there is a lot of discussion around these answers which gives you an opportunity to bring in the solid point of “We have been operating on emotions, not facts”. Define effectiveness, efficiency and equity with a police organization.**

**This is what we are starting to study, examine and research. FACT: Because we have been reacting to crime, we have not studied what our real crime is and looking at problems of causation and prevention.**

3. Hand out support information for answers to quiz.
- B. Show overheads of
1. Index crime arrest for individual city where training is occurring for the last 10 years.
  2. Calls for service - how many - what are they? – show increase. – ask why.
  3. Rising prison population in Michigan.
- C. CHANGE - article in book
1. Have participants read article aloud.
  2. Ask “Is this true?”

## Instructor Notes

Videotape  
**Chief, San Diego Police  
Department**

### Objectives:

- To illustrate the empowerment given to officers and the community in San Diego;
- To illustrate effective use of volunteers on a regularly scheduled basis;
- To illustrate the difficulties with specialization;
- To illustrate problem solving as a function of all in the Department;
- To illustrate a highly responsive management approach to policing that is more effective and efficient.

PRIZE

**Section II of student manual  
Overhead (3)**

### Objectives:

- **To clearly identify the philosophy of community policing;**
- **To allow participants to give examples from their experience on why these are important in successfully preventing and controlling crime.**

**2:15 - 2:30      BREAK**

2:30 - 3:00 San Diego Police Department - Chief

- A. View videotape
  1. After video, ask everyone in the room to stand.
  2. Ask each participant to think of one word or phrase from the video (no more than 4 words). Each one in the room will say that word from tape but will have to sit down if they can not come up with a word or phrase not already said.
  3. Keep going around room until a winner. Give prize.

3:00 - 4:00 Guiding Principles of Community Policing

- A. Highlight areas that have not been covered in class - Go back to their lists on wall showing their understanding of community policing.
- B. Concentrate on #6 and #7 and #8
  1. Evaluation is something that evolves and is still undergoing analysis BUT we know it will have to be a different way than simply analyzing statistics.
  2. Strength in an effective and efficient police organization is operating with facts, not assumptions and experience.
  3. Compare to the medical model of Intensive care within a hospital.

## Instructor Notes

### **MATERIALS:**

5 chairs and one table  
5 baseball hats with labels  
BOSS- agree with me  
CLOWN - laugh at me  
EXPERT - ask my opinion  
PAIN IN THE NECK-  
argue with me  
NOBODY - ignore me

### **Objectives:**

- To illustrate the changing role of the supervisor to support, coach, and model appropriate behavior to allow the officer to be able to identify problems and initiate response in a community policing model;
- To demonstrate to participants how groups “keep people in place”.
- To help participants explore the connection between stereotypes, and behavior and values.

## C. STAFF MEETING EXERCISE

### *Instructions:*

1. Ask for five volunteers to be members of a staff meeting, or select five participants who are good sports. Invite them to sit around the small table.
2. Set up the staff meeting as follows:  
Quickly determine which volunteer should receive which hat. Distribute the hats. Do not let the volunteer wearing the hat see the label. Make sure other participants can see the label. Caution them not to reveal what the label says.
  - Give the Clown, Nobody, and Pain-in-the-Neck labels to participants known to be good sports.
  - Avoid giving any label to a person whose behavior seems to fit that role. The activity does not work as well if participants behave toward that person in a familiar way.
  - Tell the volunteers to act toward each of the other four members according to his or her label.
  - Ask five other participants to volunteer to observe one of the five staff members. The observer watches the behavior and reactions of a staff member wearing a labeled hat. It is best if the observer stands across from the volunteer he or she is observing in order to clearly see the interaction.

- Announce the subject for the staff meeting. Choose a subject known to everyone in the group so everyone has the potential to participate. Avoid topics that are bland or controversial. Here are some ideas:
  - Discuss ways to motivate people in their new role as community police officers.
- 3. Announce that it is time to start the meeting. Wait for a volunteer to start the dialogue. Let the meeting run five minutes or until each person becomes involved. Select an appropriate cut-off point after all five participants have had a chance to interact. (Five minutes.)
- 4. Debrief the activity as follows: One at a time, ask each staff member all of the following questions:
  - What do you think your label says?
  - What did you do?
  - How did that feel?

After each staff member responds, show him or her the label on the hat. Here are some of the responses you are seeking. Probe to get these:

- *Boss*: I felt powerful, in charge, important, respected. I felt motivated to continue to lead.
- *Clown*: I felt badly because my ideas did not count. After a while, I stopped being serious.

- *Pain-in-the-Neck*: I felt badly because I had to defend everything I said. I stopped offering ideas.
- *Expert*: I felt good that people kept asking my opinion, but I also felt some pressure.
- *Nobody*: I couldn't tell what my label was. They did not pay attention to me. I felt bad.

Following processing all of the five staff members, ask each observer: What did you observe? Then ask the group questions such as the following:

- What are some key learnings?
  - What implication does this have for us in this organization?
5. Summarize the key messages as follows:
- We get accustomed to treating people according to a label. The more comfortable we become doing that, the harder it becomes to view that person in a way that is different from the label. Thus, we pigeonhole people. We restrict them and, as a result, risk losing their contribution to work and the group.
  - What values were operating/community members we have put value on?

- People can adjust and begin behaving according to their label, that is, the expert becomes more of an expert, clowns feel they need to always provide the lightness in the group, and bosses feel they have to make the decisions. This is known as the Pygmalion effect.
- Labeling is stereotyping. To stop labeling, we must look for more appropriate ways to treat and interact with people.
- As supervisors, we will be looking for talents of people and to strengthen those.

6. Close by reviewing the purpose of the activity.

4:30

Close session asking them to read notebook articles, if possible, before tomorrow morning.

# Community Policing for Supervisors

## Day 2

### INSTRUCTOR NOTES

#### Videotape

10 minutes

#### Objective:

- To illustrate deterioration of a neighborhood utilizing traditional police concepts;
- To engage participants in identifying how community policing concepts could change and stabilize a neighborhood for the better; and
- To allow participants to identify the roles that a supervisor would engage in working with officers.

#### Flip Chart

10 minutes

“What role does the Sgt. Have on “changing this neighborhood?”

#### 8:30 Problem Solving Module

- A. News tape from Jackson, MS.
1. Explain that this video could be from any urban area and is fairly typical.
  2. Show video
  3. Break into small groups of 4-6 participants

#### CRIMINALS - VICTIMS - LOCATION

4. On flip chart have headers of Criminals, Victims and Locations
5. Directions to small groups: Identify what problems you saw in the video and list them under each category
6. At end of time have leader come to flip chart and list their answers - you may have some that mean the same - consolidate them as there should not be any duplication
7. Ask if anyone wants to add to the list
8. Ask the question “Do you believe that a police department could change this neighborhood into a safe environment utilizing community policing principles?”

Instructor Notes

## Instructor Lecture

### Objectives:

- To illustrate the crime triangle;
- To identify SARA as an example of a problem solving model; and
- To identify the responsibility of the supervisor in assisting officers to alter a work style.

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

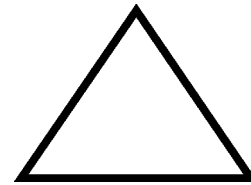
1. Lecture: CRIME PROBLEMS will always be the reason to initiate the problem solving process. We are now attempting to determine the root causes as we examine what now needs to be done.

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

\*Ravenous Wolves  
10% of criminals are committing 55% of crime

Victims  
10% of victims are being victimized 40% of the time

\*Individual Departments have identified percentages. Is it accurate in your jurisdiction?



Dens of Inequity Locations  
60% of crime is being committed in 10% of our policing jurisdictions

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?

60 minutes

2. IMPORTANT TEACHING POINT

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

## Instructor Notes

Partnership handout

20 minutes

### Objectives:

- To engage participants in dialogue of importance of full partners and what they can “bring to the table”;
- To examine issues that bring repeat calls that could have different resolutions;
- To identify known agencies who provide services;
- To allow participants to acknowledge from experience their community problems, versus a police problem; and
- To identify the supervisor’s role in assisting their officers.

**30 minutes**

**Overhead  
SARA**

**Handouts in  
Notebooks that  
participants can  
write their own  
notes;**

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?

## C. PARTNERSHIP EXERCISE

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

10:00 - 10:15 Break

B. Have groups identify partnerships/what this would impact.

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

S = Scanning

A = Analysis

R = Response

A = Assessment

We’re going to put it altogether now.

## Instructor Notes

### Objectives:

- To encourage supervisors to implement a problem solving model with the offices they supervise;
- To illustrate the power of problem solving as a tool for identifying patterns of crime;
- To assist the supervisor in their teaching of the model to their officers;
- To involve the participants in a scenario that can assist in their understanding; and
- To identify a process by which the supervisor can assist in the evaluation.

## 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 that 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?

## Instructor Notes

Jackson, Miss. Video Tape

### Objectives:

- To allow participants to experience utilizing the SARA model;
- To have participants work on a known problem in their jurisdiction; and
- To identify patterns that can be grouped together in a problem solving mode.

30 minutes

## 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.

11:00 - 11:10 BREAK

### C. Jackson, Mississippi News Video Tape

1. Using the LOCATION factor on the side of the triangle, have them come up with a problem solving process using SARA in a non-traditional style of policing to eliminate, alter decisively, etc. (In other words, arresting and arresting is not the answer.)
2. They may make up facts to solve but must include potential partners and their responsibilities.
3. How will they, as supervisors support this process?

11:45 - 1:00 LUNCH

## Instructor Notes

Worksheets in trainer's

box;

6 participants per team and one observer;

Objectives:

- To have supervisors experience how groups/teams form;
- To allow supervisors to appreciate the value of concise and direct communication;
- To enable supervisors to experience common errors in communication and their responsibility levels in this;
- To engage supervisors in observation of behavior and participation levels that may not be what their judgment tells them; and
- To allow supervisors to observe leadership roles that evolve.

LPD Video

Objectives:

- To illustrate a Department moving from specialization to total implementation;
- To hear citizen and community groups identify relationship to police;
- To show a concept of Neighborhood Network Center;
- To identify organizational issues of resistance; and
- To identify governmental role in community policing.

1:00 – 1:50

- D. “Did You Hear That?” Exercise
1. Divide participants into groups and inform them they will have 25 minutes in which to successfully complete.
  2. Group does exercise with no assistance from facilitator.
  3. Upon completion of exercise, observers from each group give summary.
  4. Supervisors will then be asked by facilitators to answer the following questions contained in the stated objectives.

(Instructor notes: Dependent upon group and their focus, this is an opportunity to bring in change process, what motivates employees, Quiz, teamwork, or difference in communication styles in a changing organization.)

1:50 – 2:00      BREAK

- E. Lansing Police Department video
1. Neighborhood Network Center.
  2. Strong Political Alliance.

2:00 - 3:00

## Instructor Notes

This must be coordinated before the workshop with assistance in identifying and requesting community members to come in to speak to the group.

### Objectives:

- To allow supervisors to hear from the community their concerns and perceptions of the police;
- To engage supervisors and community members in a dialogue;
- To allow supervisor's to inform community on their views as a police supervisor; and
- To allow community members to identify priorities and partnerships.

Must have a moderator.

### Objectives:

- To allow supervisors to plan on changing "something" from the training they have engaged with in the last 2 days;
- To support the supervisor in their role as "change-maker";
- To assist the supervisor in identifying their needs from managers in their Department; and
- To acknowledge the pivotal role supervisors have in changing the way a police organization operates.

## H. CITIZEN'S GROUP PANEL DISCUSSIONS

### BREAK

3:15 - 4:00

I. When I return to my Department tomorrow, I will....

J. Thank the class for effort and participation.  
1. Pass out evaluations  
2. Give Web page.