



Developing Community, Police, & Problem Solving Teams

Participant Guide

Western Community Policing Institute
Western Oregon University



Table of Contents

Schedule	3
Module I: Introductions and Logistics	4
Trainer Introductions:	4
Housekeeping	4
About Us	4
Training Objectives	4
Training Goals	5
Expectations	5
Ground Rules	6
Participant Introductions	6
Activity: Three Hats and a Passion	6
The Harvey Story	9
Module II: Community Policing	11
Community Policing Objectives	11
Five Core Components	12
Community Prosecution	12
Community Governance	13
Community Governance = Community Wellness	13
Weed and Seed	14
Trigger Events	14
Module III: Facilitating Change	15
Facilitating Change Objectives	15
Change Process	15
Changes in Policing	15
Conventional Policing Methods	16
Conventional Thinking	17
Conditions for Change	18
Activity: Change	19
The 80/20 Rule	20
Module IV: Team Building	21
Team Building Objectives	21
Team – A definition	21
Activity: Bridging Police and Community	22
Group Development	23
Maintaining Relationships	24
Decisions by Consensus	24
Module V: Problem Definition	26
Activity: Problem Identification	26
Module VI: Problem Solving	27
Activity: Team Building	27
Activity: Problem Solving	27

Problem Solving Objectives	27
Problem Solving	28
Problem Solving Methods	28
A Guide, Not a Procedure	29
Scanning	30
Analysis	35
Activity: Analyzing your Problem	43
Response	45
Assessment	48
Maintenance	52
Module VII: Group Presentation	53
Group Presentation Outline	53
Appendix	55
Tuckman Model of Team Development	55
PowerPoint Slides	57

Schedule

Day 1	Day 2
Introductions	Building Community Partnerships
Community Policing	Problem Solving
Facilitating Change	Action Planning
Team Building	Assessment
	Group Presentation

Module I: Introductions and Logistics

Trainer Introductions: Trainer names -

Housekeeping

- Coffee / refreshments
- Restrooms
- Phone calls, cell phones and pagers
- Breaks and meals
- Seating arrangement
- Registration Form
- Participant manuals

About Us

- Funded by the U.S. Department of Justice Office of Community Oriented Policing (COPS) and the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA), Training Exercise Integration (TEI)
- Delivering Training since 1996
- Located at Western Oregon University in Oregon
- Part of a national network of Regional Community Policing Institutes

Training Objectives

- To increase participants' knowledge and understanding of the philosophy of Community Policing and its application to community governance
- To develop collaborative partnerships between police, community, and other groups and organizations
- To develop effective problem-solving teams to build healthy communities
- To understand and practice the SARA method of problem solving
- To identify and begin work on a local community issue using the SARA method of problem solving
- Have FUN!!!

Training Goals

- Build “team” relations
- Establish partnerships
- Learn about community policing strategies to apply in your own community
- Learn the SARA method of problem solving
- Develop a plan of action to continue community building work in your communities

Expectations

What are some of your expectations?



Ground Rules

- Respect the opinions of others
- Be an active, empathetic listener
- Get everyone involved
- Recognize the value of making a mistake
- Be prepared to start and end on time
- Decision making through consensus
- Adult learning environment
- Have fun



Participant Introductions

Activity: Three Hats and a Passion

List three hats you wear and one passion in your life:

Hats: 1. _____
 2. _____
 3. _____

Passions: _____





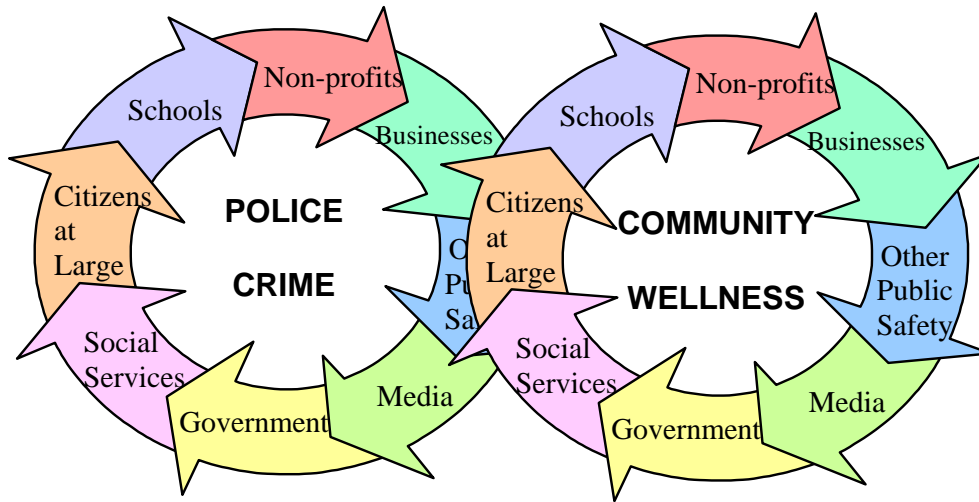
What can the police do?

Seven Commonalities of Criminals

- Poverty
- Unemployment
- Lack of Education
- Single Parent Family
- Substance Abuse
- Family Member in the Criminal Justice System
- Young Male



How do we build healthy communities?



So.....Which one works best?

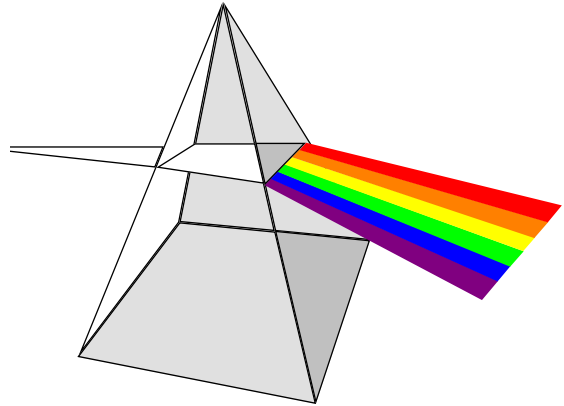
The Harvey Story

Harvey, a 15 year-old boy, has been on probation one year for being caught breaking into a house. It was his first referral to the court, although he had been “talked to” by the police on several occasions for kicking dogs and breaking car windows in the past three months. His father abandoned his mother and two younger children when Harvey was eight years old. His mother has not been effective at disciplining Harvey, and he has run wild for several years, skipping school, doing drugs, and stealing. He has again been caught breaking into another house.

At the hearing, it is learned that Harvey has seen his probation officer only once in 11 months. The Judge, having little confidence in the probation department, commits Harvey to a training school. Harvey does not like the training school. One house parent in particular treats him badly, pushing him around and humiliating him in front of the other young people. Bill, another boy in Harvey’s cottage, is planning an escape. Harvey does not want to run away, but Bill coerces Harvey into doing it. They escape one night, and Bill steals a truck. They speed through a red light, hit another car, and Harvey is killed.

In what order do you hold the characters in the story responsible for the tragedy?

Players (in order of appearance):	Participant	Group
Harvey		
Father		
Mother		
Police Officer		
Judge		
Probation Officer		
House Parent		
Bill		



Module II: Community Policing

Community Policing Objectives

- To define and understand community policing, community governance, weed and seed, and community prosecution
- To define roles of police, prosecutors, and others in government

What is Community Policing (write your own definition)?

“...a philosophy wherein the police and the community share resources and responsibility for solving recurring problems that directly or indirectly threaten community safety or livability.”

PARTNERSHIPS + PROBLEM SOLVING

-Western Community Policing Institute



“... The police are the public and the public are the police...”

- Sir Robert Peel 1829

“To maintain at all times a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only the members of the public that are paid to give full-time attention to the duties which are incumbent on every citizen in the interest of community welfare and existence.”

Five Core Components

- Organizational structure to support Community Policing Philosophy
- Community Partnerships
- Problem Solving
- Prevention
- Integrity

What can the prosecutor do?

Community Prosecution

What is Community Prosecution (write your own definition)?

- Proactive, community driven, problem-solving approach to law enforcement to improve the quality of life in the community
- Focuses on Quality of Life Crimes such as traffic, graffiti, prostitution, and nuisance
- Develops partnerships and collaboration in the community

Growing Trends Towards Community Prosecution

- In 1995 approximately six jurisdictions engaged in community prosecution
- An APRI survey conducted in 2000 revealed that 49% of prosecutors' offices practice community prosecution in some form. (Nugent, M.E. and Rainville, G.A. (2001))
- The Bureau of Justice Statistics Bulletin, showed that during 2001, 68% of all prosecutors' offices used tools other than traditional criminal prosecution to address community problems

Community Governance

...a philosophy focused on improving the quality of life of citizens and their satisfaction with local government services through government-wide organizational changes designed to support proactive collaborative problem solving and interagency and community partnerships.

Community Governance = Community Wellness



Weed and Seed

What is Weed and Seed (write your own definition)?

Weed and Seed is foremost a strategy – rather than a grant program that aims to prevent, control, and reduce violent crime drug abuse, and gang activity in designated high-crime neighborhoods across the country.

Weed and Seed Strategy

The Weed and Seed strategy is a multilevel strategic plan that includes four basic components: law enforcement; community policing; prevention, intervention, and treatment; and neighborhood restoration. Four fundamental principles underlie the Weed and Seed strategy: collaboration, coordination, community participation, and leveraging of resources.

Trigger Events

- Community crisis
- Injury or death
- Natural Disaster
- Community Victimization
- A problem is identified
- “Last Straw”
- Personal victimization
- Other?

Module III: Facilitating Change

Facilitating Change Objectives

- To understand the effects of change on an individual, an organization, and a community
- To compare the past practices and assumptions of traditional policing, with the implementation of community policing
- To note the importance of a shared vision in implementing community policing
- To differentiate between traditional leadership practices and those required in transitioning to community policing

Change Process

Change is all around us:

- Demographics
- Technology
- Economy
- Global issues
- Education
- Families
- Communities
- Travel



Changes in Policing

Political Era - _____

The police were familiar with their neighborhood and maintained order in them. However, this period was also characterized by abuse of immigrants' civil rights and was marked by widespread corruption.

Professional Era - _____

In this period the police relied heavily on new technology, such as radios, 911 emergency telephone systems, and automobile patrols to respond to calls for help from citizens. This is the period when police dealt only with crime; other community problems were seen as the responsibility of other city agencies.

Community Policing Era - _____

In the 70's, the beginning of the community policing era, police departments began to address some of the problems that had developed under the professional era style of policing. The reactive, rapid response to all 911 calls (regardless of their urgency) was viewed as a poor use of resources; because it allowed too little time for in-depth investigations. In addition, the passive role of citizens had resulted in the loss of police ties with the people (those who typically had the information needed to solve crimes).

Have you considered that we may have entered a new era of policing our communities?

Conventional Policing Methods

- Preventative Patrol – Kansas City Preventative Patrol Experiment

THE EXPERIMENT

The experiment began in October 1972 and continued through 1973; it was administered by the Kansas City Police Department and evaluated by the Police Foundation.

Patrols were varied within 15 police beats. Routine preventive patrol was eliminated in five beats, labeled "reactive" beats (meaning officers entered these areas only in response to calls from residents). Normal, routine patrol was maintained in five "control" beats. In five "proactive" beats, patrol was intensified by two to three times the norm.

The experiment asked the following questions:

- Would citizens notice changes in the level of police patrol?
- Would different levels of visible police patrol affect recorded crime or the outcome of victim surveys?
- Would citizen fear of crime and attendant behavior change as a result of differing patrol levels?
- Would their degree of satisfaction with police change?

Information was gathered from victimization surveys, reported crime rates, arrest data, a survey of local businesses, attitudinal surveys, and trained observers who monitored police-citizen interaction.

MAJOR FINDINGS

Interestingly, citizens did not notice the difference when the level of patrol was changed. What is more, increasing or decreasing the level of police patrol had no significant effect on resident and commercial burglaries, auto thefts, larcenies involving auto accessories, robberies, or

vandalism—crimes traditionally considered to be prevented by random, highly visible police patrol.

The rate at which crimes were reported to the police did not differ in any important or consistent way across the experimental beats. Citizen fear of crime was not affected by different levels of patrol. Nor was citizen satisfaction with police.

"Ride-alongs" by observers during the experiment also revealed that 60 percent of the time spent by a Kansas City patrol officer typically was noncommitted. In other words, officers spent a considerable amount of time waiting to respond to calls for service. And they spent about as much time on non-police related activities as they did on police-related mobile patrol.

IMPLICATIONS

The findings do not prove per se that a highly visible police presence has no impact on crime in selected circumstances. What they do suggest, however, is that routine preventive patrol in marked police cars has little value in preventing crime or making citizens feel safe.

The overall implication is that resources ordinarily allocated to preventive patrol could safely be devoted to other, perhaps more productive, crime control strategies. More specifically, the results indicate that police deployment strategies could be based on targeted crime prevention and service goals rather than on routine preventive patrol.

It is important to note that this experiment was conceived and executed by a local police department with technical help from outside researchers. The experiment demonstrates that, with the right kind of leadership and help, urban police departments can test new approaches to patrol. And they can use their patrol resources to conduct such experiments without jeopardizing public safety.

-The Police Foundation

- Rapid Response
- Follow-up Criminal Investigation

Conventional Thinking

- Officers focus on call response. Arrest is a primary tool.
- Community shouldn't have to fight crime, we pay law enforcement to do that.
- Parole Officers focus on monitoring and reporting.
- Juvenile Systems and Adult Systems are two separate things.
- Police work is done "by the book."
- Citizens expect to "call a cop (9-1-1) and get a cop."

Conditions for Change

So...how's that working for you?

What are the benefits in changing: Is there a better way to do it?

Commitment to Change: How can I change it for the better?/Can I see the change as doable?

Change is a Process

- 1. Resistance
- 2. Justifying the Resistance
- 3. Consideration of an Alternative
- 4. Resolution



Activity: Change

In your groups, discuss the following:

Are you satisfied with your current ability to address crime and livability issues? If not, what's wrong?

Can you envision something better? What advantages and benefits might community policing bring?

What steps can be taken to advance the community policing paradigm in your community? How can other citizens help?

The 80/20 Rule

- 10% - Actively embrace change
- 10% - Actively resist change
- 80% - Wait and see

Where will you spend your time and energy?



Module IV: Team Building

Team Building Objectives

- To identify the benefits of working as a team
- To develop a teamwork environment
- To demonstrate team development techniques
- To develop trust and consensus building skills

Team – A definition

“A small group of people with complementary skills, committed to a common purpose, with specific goals, a common working approach, and mutual accountability”.

-The Wisdom of Teams

Why work as a team?

- A team combines multiple skills, experience, and diverse backgrounds
- A team gets better results than a collection of individuals working on their own (Synergy)
- A team is more flexible than a permanent structure or system
- A team is more productive because their members are committed to a common goal
- As a result of all this, a team delivers results

Ten Characteristics of an Effective Team

1. Clearly defined mission and objectives
2. Has set clear and demanding performance goals
3. Working atmosphere in which members are involved and interested
4. Every idea is given a hearing
5. Ideas and feelings are freely expressed
6. Each individual carries his or her own weight
7. Criticism is frequent, frank, and relatively comfortable
8. Disagreements are carefully examined and not suppressed
9. Decisions are made at a point where there is general agreement
10. Leadership shifts: not who controls, but how to get the job done

-The Human Side of Enterprise, by Douglas MacGregor;
The Wisdom of Teams, by Kaztenbach and Smith

“Seek first to understand, then to be understood”.

-Steven Covey

What does this statement mean to you?

Activity: Bridging Police and Community

How do the (police/community) perceive us?

What I wish the (police/community) would understand about us is....

The three most important things I need from (police/community) are....

1. _____

2. _____

3. _____

Group Development

Stages in Group Development:

Forming: People come together and meet each other.

- The leader directs
- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low

Storming: People struggle through the discomfort of a new group.

- The leader coaches
- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress

Norming: People find common ground

- The leader facilitates and enables
- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style

Performing: The group is working!

- The leader delegates and oversees
- The group knows clearly why it is doing what it is doing
- Group members look after each other
- Members work proactively for the benefit of the team

Note: *Whenever a new person joins, the whole group returns (briefly) to the forming stage.*

-Tuckman Model of Team Development

What stage of group formation is our team currently experiencing?

Maintaining Relationships

- Agree on some operational ground rules
- Take small steps
- Maintain communication with all members in the group, not just its leaders
- Regularly assess the purpose of the group and its goals
- Make sure to serve everyone’s concerns
- Do not allow “factions” to develop and separate the group
- Distribute duties and power throughout
- Enjoy the process

Decisions by Consensus

- All members are heard
- All members are honest
- Everyone’s input is considered equally
- All relevant information has been shared
- Genuinely searching for new solutions
- Personal sacrifice for the sake of the team
- Support the action as if the decision was your own



Passengers on the U.S.S. Consensus

They are on a ship that is sinking because the ship's captain has run it into a coral reef. There is only one raft available and it can only hold 6 people. Decide which 6 people will be saved.

Passengers	Participant List	Group List
19 year old AIDS patient		
54 year old Doctor		
33 year old Carpenter		
16 year old unwed Pregnant Girl		
42 year old Deputy Sheriff		
23 year old Beauty Queen		
49 year old Ship's Captain		
25 year old Professional Baseball Player		
37 year old Plumber		
40 year old IBM Executive		

Module V: Problem Definition



Activity: Problem Identification

In your groups discuss the problem you will use to work through

Keep your problems manageable and focused

Write out your problem in a one/two sentence statement

Share your problem with the class

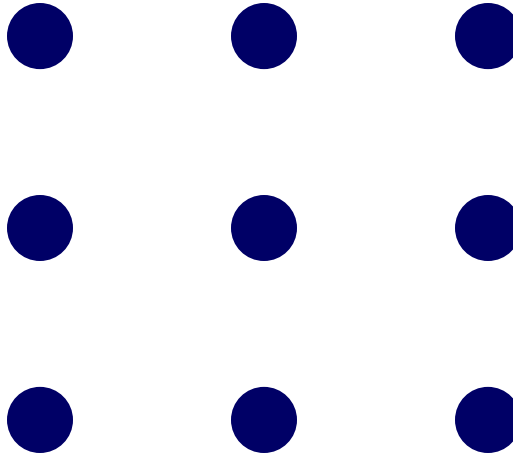
Module VI: Problem Solving

Activity: Team Building

In this activity your team will develop a team name, team flag, and team motto. Use chart paper to draw your flags and record your mottos

Team Name and Motto:

Activity: Problem Solving



Problem Solving Objectives

- To be able to recognize a “problem”
- To clarify the problem solving process and how it might help to reduce crime, fear of crime, and quality of life issues in your local communities
- To gain practical experience with the SARA problem solving model
- Understand the crime triangle as a scanning, analysis and response tool
- Promote partnerships between stakeholders

Problem Solving

- Understand the problem/issue
- Define Learning Issues
- Explore possible solutions/strategies
- Select and implement a solution/strategy
- Evaluate the impact



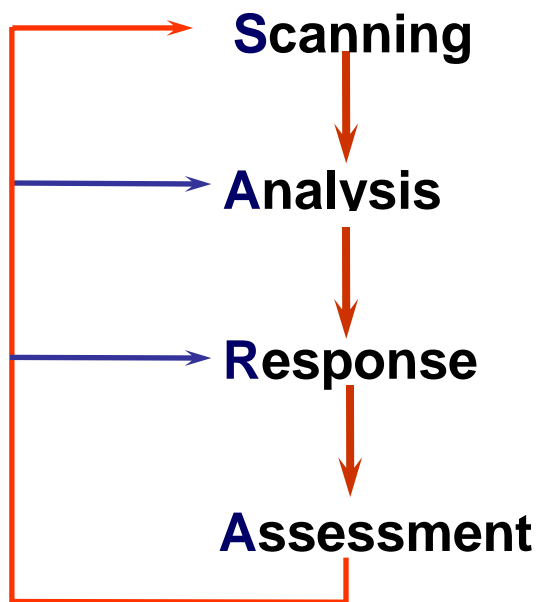
Problem Solving Methods

SARA

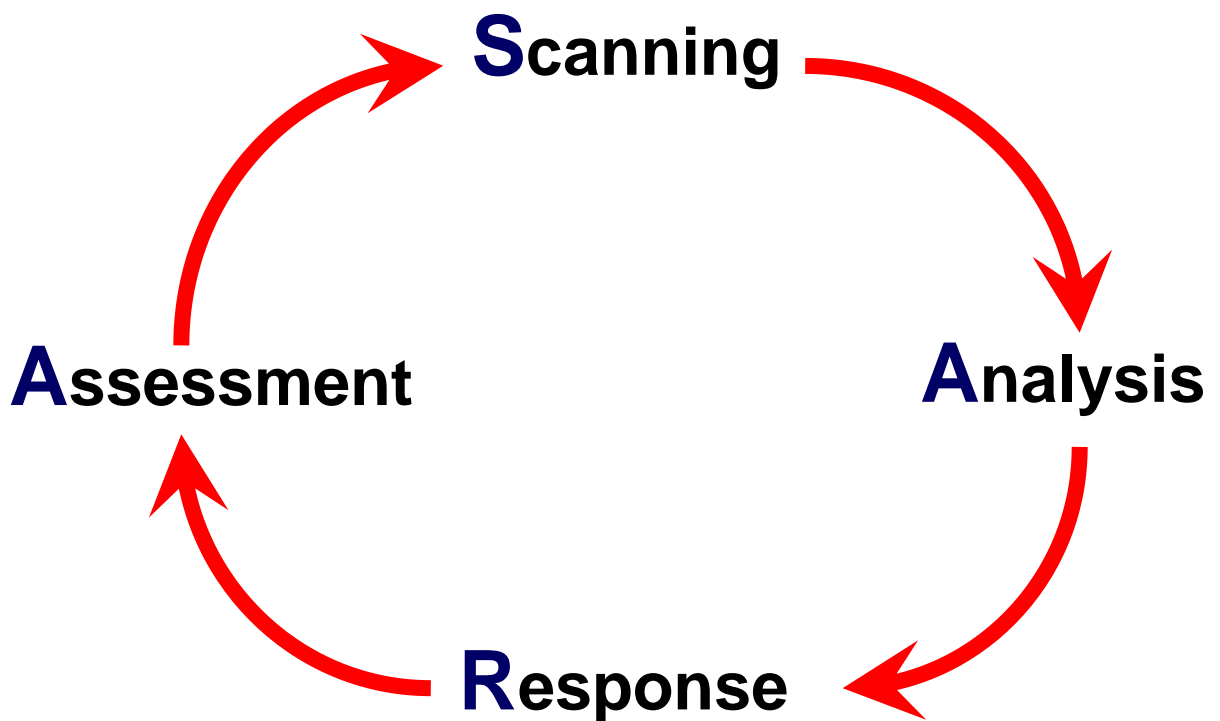
- Scanning
- Analysis
- Response
- Assessment

Six Step Method

- Problem Identification
- Asset Mapping
- Underlying Conditions
- Planning
- Implementation
- Evaluation
- Others?



A Guide, Not a Procedure



Scanning

Definition:

- Two or more incidents
- Direct harm to public
- Public Expectations
- Does it affect the safety, livability, or quality of life?



Problems can be:

- Crime related
- Order maintenance related
- Traffic related
- Disaster and Emergency service delivery

Scanning: Learning about the problem

Strategies for information gathering

- Personal observations - looking beyond the symptoms
- Talking and listening to employees
- Reviewing all police reports
- Newspapers
- Interviews of people in the area

Ask simple, reporter (Investigation) questions

- What is occurring?
- Who does it affect?
- When is it occurring?
- Where is it occurring?
- How is it impacting the community?

Scanning: Learning about **YOUR** problem

Using the problem you have identified, answer the “simple questions”

What is occurring?

Who does it affect?

When is it occurring?

Where is it occurring?

SCANNING

Define the problem: (be specific)

How did the problem come to your attention:

SCANNING - EXAMPLE

Define the problem: (be specific)

Homeless people begging on the road by the Cash and Carry

How did the problem come to your attention:

Community members complained to the police

Identify Stakeholders – Who is affected by this problem?		
Victims	Suspects	Locations
Third Party Stakeholders		

Identify Stakeholders – Who is affected by this problem?		
EXAMPLE		
Victims	Suspects	Locations
-Customers -Tourists -Students	-Homeless -Druggies -Hippies	-In front of Cash and Carry -Pahoa town
Third Party Stakeholders		
-police, merchants, school, politicians, tourists, tour companies, rental car	-police, prosecutors, school, family members, newspaper	-Cash and Carry, landlord, county, building dept., fire, health dept., police, merchants assoc.

Police Department

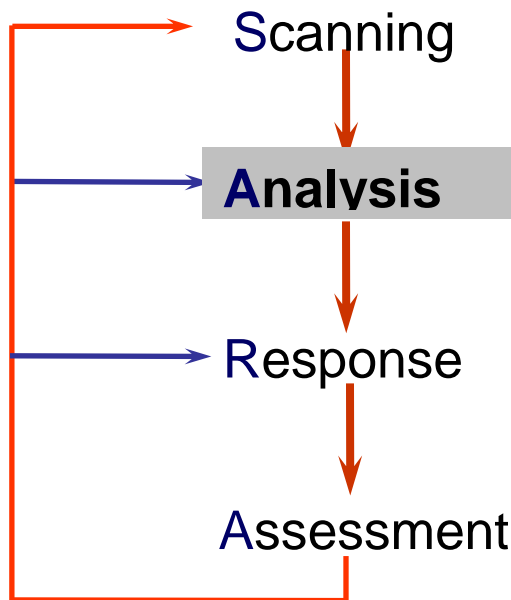
- Crime Analysis
- Records
- Crime Prevention
- Communications
- Other Law Enforcement agencies
- Investigative Division
- Others...

In the Community

- Neighborhood Residents
- Elected Officials
- Schools
- Non-profits
- Media
- Business Groups
- Community Groups
- Civic Groups
- Community Surveys

Brainstorm what other groups that might not be on the list.

Analysis



Birds are making a mess of the Lincoln Memorial

- Why?
- Why?
- Why?
- Why?
- Why?



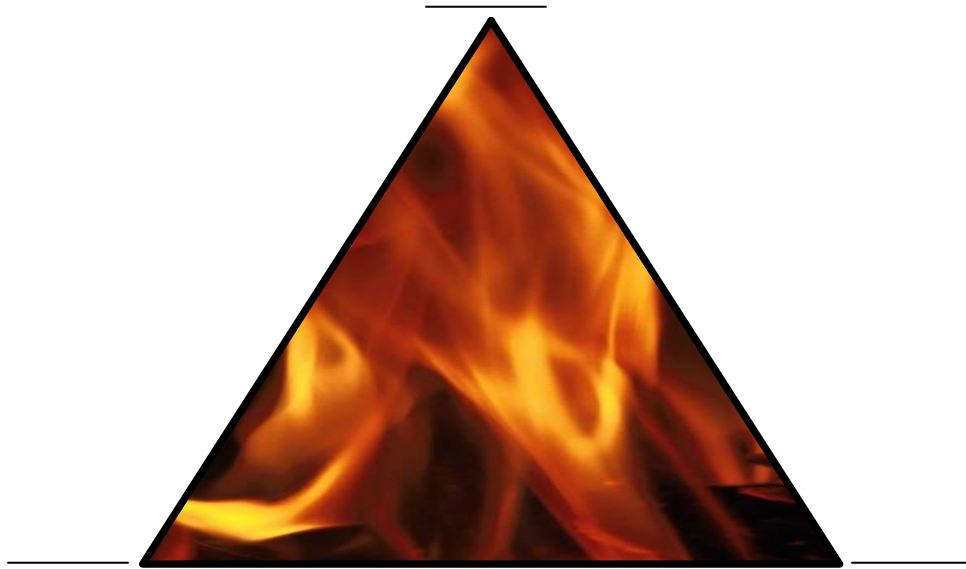
Analysis: Learning about the problem

Goal: Learning about the problem to understand underlying conditions creating the problem.

What do you need to know to solve the problem?

- Look carefully at:
- Actors (Victims, Offenders, Others)
- Incidents (Behaviors, Times, Locations)
- Responses (What has been tried?)

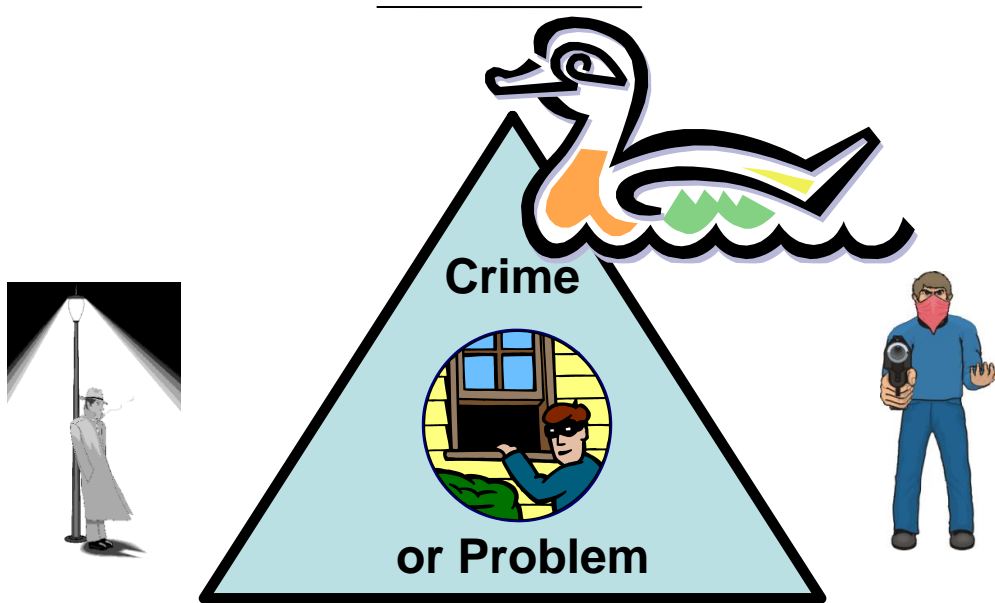
The Fire Triangle



All three must be present

How does this apply to crime?

The Crime Triangle



(All 3 must be present.)

ANALYSIS

Determine the questions that you have for each individual or group that is affected by this problem. What specific source would you go to for the answer? Gather information to answer your questions.

Questions	Answers
Victims:	
Suspects:	
Location/Managers:	

ANALYSIS - EXAMPLE

Determine the questions that you have for each individual or group that is affected by this problem. What specific source would you go to for the answer? Gather information to answer your questions.

Questions	Answers
<p>Victims:</p> <p>Where are these people coming from? Describe what these people are asking?</p>	<p>They live across the street in the abandoned buildings. They are asking for money to eat.</p>
<p>Suspects:</p> <p>Why do you come here to beg?</p>	<p>It's close to where we stay (Across the street).</p>
<p>Location/Managers:</p> <p>What have you done to get these people away from your property?</p>	<p>Owners of abandon buildings / not aware of them using their building.</p>

Analysis: Identifying Patterns

What is similar about the event?

What are the patterns in the time the events occur?

What do the locations have in common?

What common activity surrounds the events?

What characteristics do the suspects share?

What do the victims have in common?

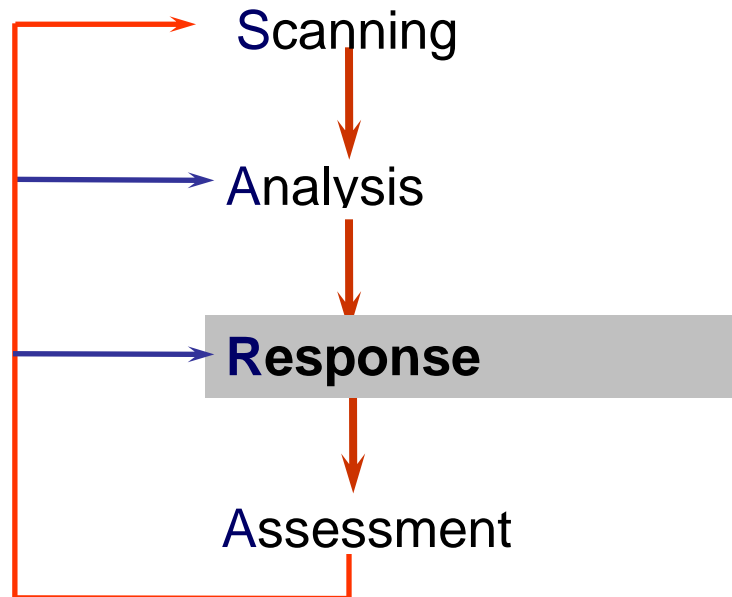
What do these patterns suggest about the problem?

Activity: Analyzing your Problem

Ask “WHY? WHY? WHY?” the problem is occurring:

Strategize on how you might impact at least two legs of the crime triangle....

Response



Response: Step by step

1. Determine what obstacles must be overcome
2. Develop a list of action steps
3. Identify and recruit the resources needed to make the plan work
4. Develop a timetable
5. Delegate roles and responsibilities
6. Consider formalizing roles and responsibilities in a written partnership agreement
7. Implement the solution

The strategy chosen must go beyond the incident and address the underlying problem

Response: Planning for Action

- The strategy chosen must go beyond the incident and address the underlying problem.
- Don't wait for the "perfect" solution.
- The solution should be aimed at:
 - Providing a livability improvement for the residents of the community
 - Reducing police workload

The strategy should be aimed at providing a long lasting solution to the problem.

Response: Setting Goals

Desired Outcome

RESPONSES
Establish goals of problem-solving efforts
What are you trying to accomplish on your NEW understanding of the problem?
Short Term:
Long Term:

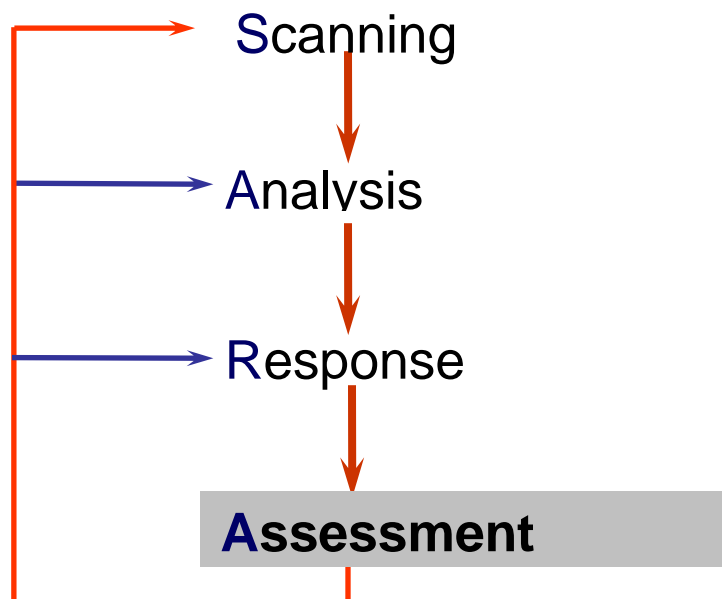
RESPONSES - EXAMPLE	
Establish goals of problem-solving efforts	
What are you trying to accomplish on your NEW understanding of the problem?	
Short Term:	
Get criminals out of buildings. Trespass criminals from the area.	
Long Term:	
Tear down buildings across from Cash and Carry.	

Responses: How do I fix it?

ACTION PLAN	
What Strategies are you going to apply to solve this problem?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	Resources/Partnerships
Engineering (Location):	
Education (Victims):	
Enforcement (Suspects):	

ACTION PLAN	
What Strategies are you going to apply to solve this problem?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	Resources/Partnerships
Engineering (Location): Board up or tear down buildings	Owners, building dept., prisoners, community
Education (Victims): Put up no panhandling signs	Cash and Carry
Enforcement (Suspects): Condemn buildings	Building dept., prosecutors

Assessment



Assessment: Is the problem solved?

- Did it work? How do you know?
- Evaluate both product and process
- Use evaluation rubrics (teacher/student generated)
- Self and Group evaluations

Goal: Measure the impact of response on problem.

Why do you think the Assessment step is important?

It can answer the question, “Did we solve the problem?”

How do you know?

Was the process effective?

Assessment: Five Measures of Success

1. Totally eliminate the problem
2. Substantially reduce the problem
3. Reduce harm or fear associated with problem
4. Improve police response to the problem
5. Redefine problem responsibility

Maintenance

What have/are you doing to ensure that the problem does not return?

Maintenance: Will it come back?

MAINTENANCE

What are you doing to ensure for the problem does not return? How will you monitor the problem? How can we strive for continuous improvement?

Appendix

Tuckman Model of Team Development

Forming—Storming—Norming—Performing Theory

Bruce Tuckman published his Forming Storming Norming Performing model in 1965. The Forming Storming Norming Performing theory remains a good explanation of team development and behavior. Similarities can be seen with other models, such as Tannenbaum and Schmidt Continuum and especially with Paul Hersey's Situational Leadership® model developed about the same time.

As the team develops maturity and ability, relationships establish, and the leaders changes leadership style. Beginning with a directing style, moving through coaching, then participating, finishing with delegating and almost detached. At this point the team may produce a successor leader and the previous leader can move on to develop a new team.

The progression is: 1) Forming 2) Storming 3) Norming and 4) Performing.

Forming

At this level, there is a high dependence on leader for guidance and direction. There is little agreement on team aims other than received from leader. Individual roles and responsibilities are unclear. The leader must be prepared to answer lots of questions about the team's purpose, objectives, and external relationships. Processes are often ignored. Members test the tolerance of the system and leader. *The leader directs.*

Storming

Decisions don't come easily within the group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. *The leader coaches.*

Norming

Agreement and consensus is largely formed among the team, which responds well to facilitation by the leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within the group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. *The leader facilitates and enables.*

Performing

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team measures most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. *The leader delegates and oversees*

Adapted from various works and with the permission of Bruce W. Tuckman by WCPI March, 2006

PowerPoint Slides



Schedule

Day 1	Day 2
Introductions	Building Community Partnerships
Community Policing	Problem Solving
Facilitating Change	Action Planning
Team Building	Evaluation
	Things That Matter



Housekeeping

- Coffee / refreshments
- Restrooms
- Phone calls, cell phones and pagers
- Breaks and meals
- Seating arrangement
- Registration Form
- Participant manuals

About Us

- Funded by the U.S. Department of Justice Office of Community Oriented Policing (COPS) and the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA), Training Exercise Integration (TEI)
- Delivering Training since 1996
- Located at Western Oregon University in Oregon
- Part of a national network of Regional Community Policing Institutes

Training Objectives

- To increase participants' knowledge and understanding of the philosophy of Community Policing and its application to community governance
- To develop collaborative partnerships between police, community, and other groups and organizations
- To develop effective problem-solving teams to build healthy communities
- To understand and practice the SARA method of problem solving
- To identify and begin work on a local community issue using the SARA method of problem solving
- Have FUN!!!

Training Goals

- Build "team" relations
- Establish partnerships
- Learn about community policing strategies to apply in your own community
- Learn the SARA method of problem solving
- Develop a plan of action to continue community building work in your communities

Expectations

What are some of your expectations?

Ground Rules

- Respect the opinions of others
- Be an active, empathetic listener
- Get everyone involved
- Recognize the value of making a mistake
- Be prepared to start and end on time
- Decision making through consensus
- Adult learning environment
- Have fun



Activity: Three Hats and a Passion

Share:

- three **hats** you wear in your community
- and one **passion** in your life



Seven Commonalities of Criminals

- Poverty
- Unemployment
- Lack of Education
- Single Parent Family
- Substance Abuse
- Family Member in the Criminal Justice System
- Young Male



The Harvey Story

Harvey, a 15 year-old boy, has been on probation one year for being caught breaking into a house. It was his first referral to the court, although he had been "talked to" by the police on several occasions for kicking dogs and breaking car windows in the past three months. His father abandoned his mother and two younger children when Harvey was eight years old. His mother has not been effective at disciplining Harvey, and he has run wild for several years, skipping school, doing drugs, and stealing. He has again been caught breaking into another house.

At the hearing, it is learned that Harvey has seen his probation officer only once in 11 months. The Judge, having little confidence in the probation department, commits Harvey to a training school. Harvey does not like the training school. One house parent in particular treats him badly, pushing him around and humiliating him in front of the other young people. Bill, another boy in Harvey's cottage, is planning an escape. Harvey does not want to run away, but Bill coerces Harvey into doing it. They escape one night, and Bill steals a truck. They speed through a red light, hit another car, and Harvey is killed.

The Harvey Story

Players, in order of appearance:

- Harvey
- Father
- Mother
- Police Officer
- Judge
- Probation Officer
- House Parent
- Bill



Community Policing Objectives

- To define and understand community policing, community governance, weed and seed, and community prosecution
- To define roles of police, prosecutors, and others in government

Community Policing

... a philosophy wherein the police **and the community share** resources and responsibility for solving recurring problems that **directly or indirectly threaten community safety or livability.**

Partnerships + Problem Solving

-Western Community Policing Institute

On policing...

"... The police are the public and the public are the police..."

- Sir Robert Peel 1829

"To maintain at all times a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only the members of the public that are paid to give full-time attention to the duties which are incumbent on every citizen in the interest of community welfare and existence."

Five Core Components

- Organizational structure to support Community Policing Philosophy
- Community Partnerships
- Problem Solving
- Prevention
- Integrity

What can the prosecutor do?

What is Community Prosecution?

- Community prosecution is a proactive, community driven, problem-solving approach to law enforcement to improve the quality of life in the community.
- Focuses on Quality of Life Crimes such as traffic, graffiti, prostitution, and nuisance.
- Develops partnerships and collaboration in the community.

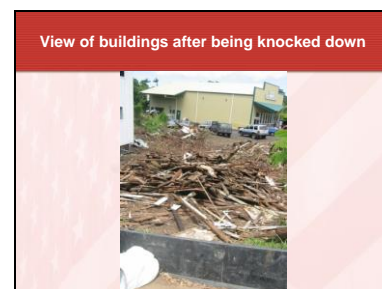
Suspected dealer banned from town

BANNED

According to court documents, police have received information that the defendant, who is a resident of the town, has been involved in several drug transactions. The town council has decided to ban the defendant from the town for a period of 12 months.


THE BANNED

The defendant, who is a resident of the town, has been involved in several drug transactions. The town council has decided to ban the defendant from the town for a period of 12 months.



Growing Trend towards Community Prosecution

- In 1995 approximately six jurisdictions engaged in community prosecution.
- An APRI survey conducted in 2000 revealed that 49% of prosecutors' offices practice community prosecution in some form. (Nugent, M.E. and Rainville, G.A. (2001))
- The Bureau of Justice *Statistics Bulletin*, showed that during 2001, 68% of all prosecutors' offices used tools other than traditional criminal prosecution to address community problems.



Community Governance

Community governance is a philosophy focused on improving the quality of life of citizens and their satisfaction with local government services through government-wide organizational changes designed to support proactive collaborative problem solving and interagency and community partnerships




What is Weed & Seed?

Weed and Seed is foremost a strategy – rather than a grant program that aims to prevent, control, and reduce violent crime drug abuse, and gang activity in designated high-crime neighborhoods across the country.

Weed & Seed Strategy

The Weed and Seed strategy is a multilevel strategic plan that includes four basic components: law enforcement; community policing; prevention, intervention, and treatment; and neighborhood restoration. Four fundamental principles underlie the Weed and Seed strategy: collaboration, coordination, community participation, and leveraging of resources.

Video: High Noon



Trigger Events

- Community crisis
 - Injury or death
 - Natural Disaster
 - Community Victimization
- A problem is identified
 - "last straw"
 - Personal victimization




Facilitating Change

Facilitating Change Objectives

- To understand the effects of change on an individual, an organization, and a community.
- To compare the past practices and assumptions of traditional policing, with the implementation of community policing.
- To note the importance of a shared vision in implementing community policing.
- To differentiate between traditional leadership practices and those required in transitioning to community policing.

Change is all around us....


- Demographics
- Technology
- Economy
- Global Issues
- Education
- Families
- Communities
- Travel



Changes in Policing


Authorization	Political Era (1800s – 1900s)	Professional Era (1920s – 1960s)	Community Era (1960s – ??)
Function	Politics and Law	Law and Professionalism	Community Support (political law, and professionalism)
Organization at Design	Broad Social Services	Crime Control	Broad Provision of Service (decentralized task force, matrices)
Demand	Decentralized	Centralized, Classic	Decentralized
Relation to Environment	Decentralized, to police and politicians interests	Centralized	Intimate
Tactics and Technology	Foot Patrol	Professionally Remote	Foot Patrol, Problem-Solving
Outcome	Citizen and Political Satisfaction	Preventative Patrol, Rapid Response to Calls, Crime Control	Quality of Life and Citizen Satisfaction

Video: Community Oriented Policing



Conventional Policing Methods

- Preventative Patrol
 - Kansas City Experiment
- Rapid Response
- Follow-up Criminal Investigation
 - Low property recovery rate
 - Medium to low clearance rate



Conventional Thinking

Officers focus on call response. Arrest is a primary tool.
 Community shouldn't have to fight crime. we pay law enforcement to do that.
 Parole Officers focus on monitoring and reporting.
 Juvenile Systems and Adult Systems are two separate things.
 Police work is done "by the book."
 Citizens expect to "call a cop (9-1-1) and get a cop."

Three Conditions of Change

- Case for change: So...How's that working for you?? (*Discomfort*)
- What are the benefits in changing: Is there a better way to do it?? (*Vision*)
- Commitment to change: How can I change it for the better? (*Steps*)
 - Create some reasonable steps to get there.
 - We have adequate resources and leadership to accomplish it.

Change is a Process

1. Resistance
2. Justifying the Resistance
3. Consideration of an Alternative
4. Resolution



Change Activity

In your groups take 15 minutes to discuss the following:

- Are you satisfied with your current ability to address crime & livability issues? If not, **what's wrong?**
- Can you envision something better? What advantages and benefits might community policing bring?
- What steps can be taken to advance the community policing paradigm in your community? How can other citizens help?

The 80/20 Rule:

- 10% - Actively embrace change
- 10% - Actively resist change
- 80% - Wait and see

Where will you spend your time/energy?



Team Building

Team Building Objectives


- To identify the benefits of working as a team
- To develop a teamwork environment
- To demonstrate team development techniques
- To develop trust and consensus building skills



Team – A Definition

“A small group of people with complementary skills, committed to a common purpose, with specific goals, a common working approach, and mutual accountability”.

- The Wisdom of Teams




Why work as a team?

- A team combines multiple skills, experience, and diverse backgrounds.
- A team gets better results than a collection of individuals working on their own. (Synergy)
- A team is more flexible than a permanent structure or system.
- A team is more productive because their members are committed to a common goal.
- As a result of all this, a team delivers results.

Ten characteristics of Effective Teams

1. A meaningful mission
2. A clearly defined outcome
3. An understanding of cultural norms and their impact on communication, problem-solving, and conflict
4. A set of shared values that clearly demonstrate dignity and respect
5. A cultivation of different viewpoints
6. A willingness to get the job done
7. Loyalty and devotion to the team experience
8. A desire for individual and collective growth
9. An openness to new experiences and processes
10. Shared laughter and humor as part of the team experience



“Seek first to understand, then to be understood”.

-Steven Covey

Bridging Police and Community

- The class will be divided into two groups, police and community.
- Your group will be instructed about where they will conduct the exercise.
- Your facilitator will have three questions to ask your group to address.
- Once you have completed the task you will return to this room for processing.

Bridging Police and Community

- How do the (police/community) perceive us?
- What I wish the (police/community) would understand about us is...
- The three most important things I need from the (police/community) are...

Stages of group development



Forming:

People come together and meet each other

The leader **directs**

- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low



Storming:

People struggle through the discomfort of a new group

The leader **coaches**

- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress




Norming:

People find common ground

The leader **facilitates and enables**

- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style



Performing:

The group is working!




The leader delegates and oversees

- The group knows clearly why it is doing what it is doing
- Group members look after each other
- Members work proactively for the benefit of the team

Maintaining Relationships

- Agree on some operational ground rules
- Take small steps
- Maintain communication with all members in the group, not just its leaders
- Regularly assess the purpose of the group and its goals
- Make sure to serve everyone's concerns
- Do not allow "factions" to develop and separate the group
- Distribute duties and power throughout
- Enjoy the process

Decisions by Consensus



- All members are heard.
- All members are honest.
- Everyone's input is considered equally.
- All relevant information has been shared.
- Genuinely searching for new solutions.
- Personal sacrifice for the sake of the team.
- Support the action as if the decision was your own.

Passengers on the U.S.S. Consensus – which 6 will you save

<ul style="list-style-type: none"> 19 year old AIDS patient 54 year old Doctor 33 year old Carpenter 16 year old unwed Pregnant Girl 42 year old Deputy Sheriff 	<ul style="list-style-type: none"> 23 year old Beauty Queen 49 year old Ship's Captain 25 year old Professional Baseball Player 37 year old Plumber 40 year old IBM Executive
--	--




Problem Definition

What is YOUR problem?

- Working in your groups discuss the problem you will use to work through.
- Keep your problems manageable and focused.
- Write out your problem in a one/two sentence statement.
- Share your problem statement with the class.

Developing Community Police Teams




End of Day One




Problem Solving

Developing Community Police Teams



Day Two

Intro to Problem Solving Strategies



Group Identification




Team Flag

- Team Name
- Team Motto

Problem Solving Activity

Draw the pattern on a piece of paper



The Problem



Problem Solving Objectives

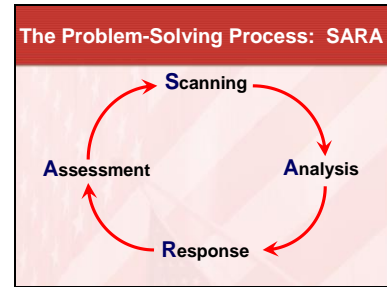
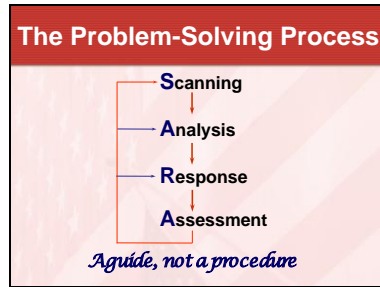
- To be able to recognize a "problem"
- To clarify the problem solving process and how it might help to reduce crime, fear of crime, and quality of life issues in your local communities
- To gain practical experience with the SARA problem solving model
- Understand the crime triangle as a scanning, analysis and response tool
- Promote partnerships between stakeholders

Problem Solving

- Understand the problem/issue
- Define Learning Issues
- Explore possible solutions/strategies
- Select and implement a solution/strategy
- Evaluate the impact

Problem Solving Methods

SARA	Six Step Method
Scanning	<ul style="list-style-type: none"> • Problem Identification • Asset Mapping
Analysis	<ul style="list-style-type: none"> • Underlying Conditions • Planning
Response	<ul style="list-style-type: none"> • Implementation
Assessment	<ul style="list-style-type: none"> • Evaluation

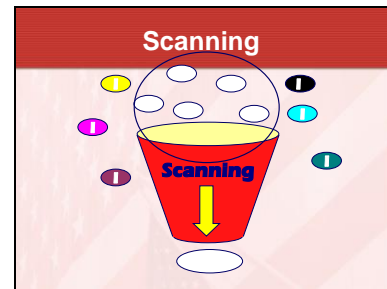


Scanning: What Problem?

Scanning - What Problem...?

Scanning

Definition	Problems can be
<ul style="list-style-type: none"> • Two or more incidents • Direct harm to public • Public Expectations • Does it affect the safety, livability, or quality of life? 	<ul style="list-style-type: none"> • Crime related • Order maintenance related • Traffic related • Disaster and Emergency service delivery



Scanning: Learning about the problem

- **Strategies for information gathering**
 - Personal observations - looking beyond the symptoms
 - Talking and listening to employees
 - Reviewing all police reports
 - Newspapers
 - Interviews of people in the area
- **Ask simple, reporter (Investigation) questions**
 - ✓ **What** is occurring?
 - ✓ **Who** does it affect?
 - ✓ **When** is it occurring?
 - ✓ **Where** is it occurring?
 - ✓ **How** is it impacting the community?

Learning about YOUR problem

- Using the problem **you** have identified, answer the "simple questions."
 - **What is occurring?**
 - **Who does it affect?**
 - **When is it occurring?**
 - **Where is it occurring?**
 - **How is it impacting the community?**
- Record your answers.

Scanning

SCANNING
Define the problem: (be specific)
How did the problem come to your attention:

Scanning

SCANNING
Define the problem: (be specific)
<i>Homeless people begging on the road by the Cash and Carry</i>
How did the problem come to your attention:
<i>Community members complained to the police</i>

Identifying Stakeholders

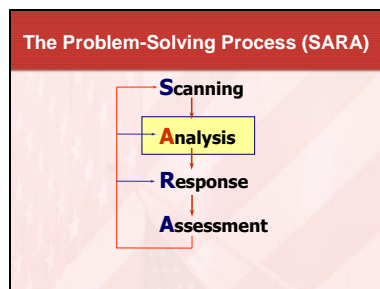
Identify Stakeholders – Who is affected by this problem?		
Victims	Suspects	Locations
Third Party Stakeholders		

Identifying Stakeholders

Identify Stakeholders – Who is affected by this problem?		
Victims	Suspects	Locations
-Customers -Tourists -Students	-Homeless -Druggies -Hippies	-In front of Cash and Carry -Pahoa town
Third Party Stakeholders		
-police, merchants, school, politicians, tourists, tour companies, rental car	-police, prosecutors, school, family members, newspaper	-Cash and Carry, Landlord, county, building Dept., fire, health Dept., police, merchants Assoc.

Scanning

Police Department	In the Community
<ul style="list-style-type: none"> • Crime Analysis • Records • Crime Prevention • Communications • Other Law Enforcement agencies • Investigative Division • Others... 	<ul style="list-style-type: none"> • Neighborhood Residents • Elected Officials • Schools • Non-profits • Media • Business Groups • Community Groups • Civic Groups • Community Surveys



Analysis

Birds are making a mess of the Lincoln Memorial

**Why?
Why?
Why?
Why?**

Analysis

Goal: Learning about the problem to understand underlying conditions creating the problem.

- What do you need to know to solve the problem?
- Look carefully at:
 - Actors (Victims, Offenders, Others)
 - Incidents (Behaviors, Times, Locations)
 - Responses (What has been tried?)

The Fire Triangle

HEAT

OXYGEN FUEL

(All 3 must be present.)

The Crime Triangle

VICTIM

LOCATION OFFENDER

(All 3 must be present.)

Analysis

ANALYSIS	
Determine the questions that you have for each individual or group that is affected by this problem. What specific source would you go to for the answer? Gather information to answer your questions.	
Questions	Answers
Victims:	
Suspects:	
Location/Managers:	

Analysis

ANALYSIS	
Determine the questions that you have for each individual or group that is affected by this problem. What specific source would you go to for the answer? Gather information to answer your questions.	
Questions	Answers
Victims: Where are these people coming from? Describe what these people are asking?	They live across the street in the abandon buildings. They are asking for money to eat.
Suspects: Why do you come here to beg?	It's close to where we stay. (Across the street).
Location/Managers: What have you done to get these people away from your property?	Owners of abandon buildings / not aware of them using their building.

Analysis – Identifying Patterns

What is similar about the event?

- What are the patterns in the time the events occur?
- What do the locations have in common?
- What common activity surrounds the events?
- What characteristics do the suspects share?
- What do the victims have in common?

What do these patterns suggest about the problem?

Analyzing Your Problem

- Using the problem you have identified:
 - Ask "Why? Why? Why?" the problem is occurring. (5 min.)
 - Report back to the group.

Has your problem changed?

What do I fix?

Analysis	
After the ANALYSIS, go back to SCANNING. What is the problem?	
Based upon your ANALYSIS, describe what the problem is now:	

Has your problem changed?

What do I fix?

Analysis	
After the ANALYSIS, go back to SCANNING. What is the problem?	
Based upon your ANALYSIS, describe what the problem is now:	
The Problem is that the buildings across the street from the Cash and Carry are invested with criminals and homeless people that victimize the community.	

Response – Step by Step

1. Determine what obstacles must be overcome
2. Develop a list of action steps
3. Identify and recruit the resources needed to make the plan work
4. Develop a timetable
5. Delegate roles and responsibilities
6. Consider formalizing roles and responsibilities in a written partnership agreement
7. Implement the solution

The strategy chosen must go beyond the incident and address the underlying problem

Response – Planning for Action

- The strategy chosen must go beyond the incident and address the underlying problem.
- Don't wait for the "perfect" solution.
- The solution should be aimed at:
 - Providing a livability improvement for the residents of the community
 - Reducing police workload

The strategy should be aimed at providing a long lasting solution to the problem.

Setting Goals

Desired outcome?

RESPONSES
Establish goals of problem-solving efforts
What are you trying to accomplish on your NEW understanding of the problem?
Short Term:
Long Term:

Setting Goals

Desired outcome?

RESPONSES
Establish goals of problem-solving efforts
What are you trying to accomplish on your NEW understanding of the problem?
Short Term:
Get criminals out of buildings. Trespass Criminals from area.
Long Term:
Tear down buildings across from Cash and Carry.

Responses

How do I fix it?

ACTION PLAN	
What Strategies are you going to apply to solve this problem?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	Resources/Partnerships
Engineering (Location):	
Education (Victims):	
Enforcement (Suspects):	

Responses

How do I fix it?

ACTION PLAN	
What Strategies are you going to apply to solve this problem?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	Resources/Partnerships
Engineering (Location): board up or tear down buildings	Owners, building Dept. Prisoners, community
Education (Victims): Put up no panhandling signs	Cash and Carry
Enforcement (Suspects): Condemn buildings	Building Dept. Prosecutors

Assessment

Goal: Measure the impact of response on problem.

1. Why do you think this step is important?
2. It can answer the question, "Did we solve the problem?"
3. How do you know?
4. Was the process effective?

Assessment

Five measures of success

1. Totally eliminate the problem
2. Substantially reduce the problem
3. Reduce harm or fear associated with problem
4. Improve police response to the problem
5. Redefine problem responsibility

Assessment

Did I fix it?

ASSESSMENT

How can you assess the effectiveness of your problem-solving effort:
 Did you:
 1. Eliminate the problem?
 2. Reduce the problem?
 3. Reduce the harm or fear associated with the problem?
 4. Redefine the responsibility for the problem?
What specific measures did you use to know that you had achieved your goals?

Assessment – follow up


Next Steps:

- Celebrate your successes
- Acknowledge your mistakes
- If it did not work do SARA again or try another model
- Write new action steps
- Make new assignments
- If successful take on something else

Assessment – follow up

Maintenance

What have/are you doing to ensure that the problem does not return?



Assessment – follow up

Will it come back?

MAINTENANCE

What are you doing to ensure for the problem does not return? How will you monitor the problem? How can we strive for continuous improvement?

Group Presentation Outline

Step One: Define the Problem
 Step Two: What strategies will be used to solve the problem.
 ✓ Short and long term goals?

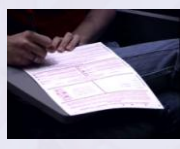
Step Three: What are your next steps?
 ✓ Next meeting date, time and location?
 ✓ Who else you will invite?
 ✓ What do you need from us?

Thank You!




For your contribution!

Course Evaluation



Developing Community Police Teams



Points of view or opinions in this document are those of the author and do not represent the official position or policies of the U.S. Department of Homeland Security/Federal Emergency Management Agency.