Strategic Community Policing & Problem Solving

The New Era of Community Policing
Participant Guide

COPS-CPD-2013-2.0

COMMUNITY POLICING – BUILDING *Relationships*, SOLVING *Problems*

This project was awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

The author of this curriculum is the Western Community Policing Institute (WCPI).

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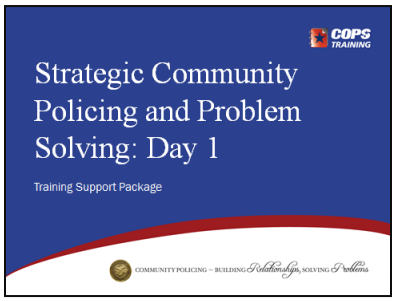
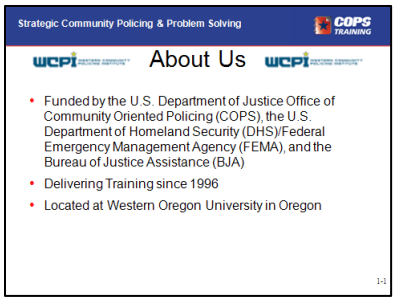
Day 1-Course Introduction



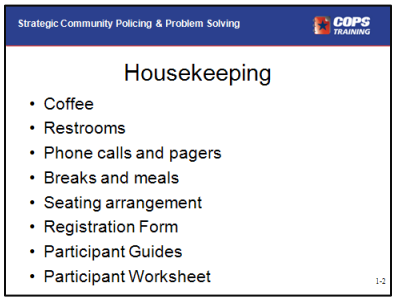
Welcome to ***Strategic Community Policing & Problem Solving,*** designed to create, expand, and sustain community policing initiatives across the country. This course developed by the Western Community Policing Institute (WCPI) in partnership with the U.S. Department of Justice, COPS Office is designed to provide participants with an in-depth understanding of the fundamental principles and best practices of community policing and problem solving. Based on the Department of Justice, COPS Office publication, *Community Policing Defined* this course not only examines the practice of community policing but also examines how it can be effectively applied in a new era of policing. Comprised of interactive modules, the course explores community policing, partnerships, strategic problem solving and organizational transformation as they relate to specific issues and challenges facing today's law enforcement professionals and the communities they serve. As such it is a valuable and appropriate training opportunity for a wide variety of law enforcement, public safety professionals, and community representatives ranging from a wide range of disciplines and professions. Utilizing a technology enhanced and blended learning approach provides participants with a comprehensive and hands-on learning experience. The materials contained in this course have been "linked" with valuable on-line resources such as the U.S. Department of Justice COPS Office Resource Information Center (RIC). Throughout the course RIC and other links have been embedded to provide both instructors and participants with additional and more in-depth information. It is strongly recommended that both instructors and participants become familiar with the RIC on-line resources and take advantage of the wealth of resources and information contained on this site. The content of this curriculum is designed to be delivered as "customized" individual topics or as part of a two day course. Facilitators should use their discretion in delivering and customizing the content based on the topical need and/or available time.



Background of Course Provider (Customized slide to be inserted by course provider)

Some background notables about WCPI are as follows:

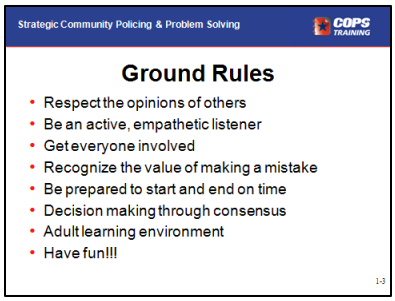
- Funded by the U.S. Department of Justice Office of Community Oriented Policing (COPS), the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA), U.S. Bureau of Justice Assistance (BJA)
- Delivering training since 1996
- Located on the campus of Western Oregon University
- A Nationally recognized community policing institute



Housekeeping/ Ground Rules

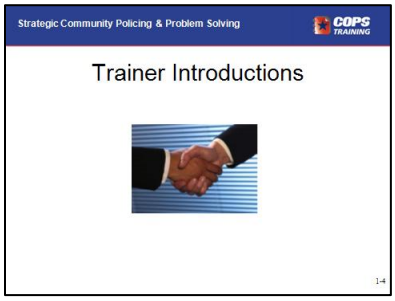
Housekeeping

- Coffee
- Restrooms
- Phone calls and cell phones
- Breaks and meals
- Seating arrangement
- Registration Form
- Participant Guides
- Participant Worksheets

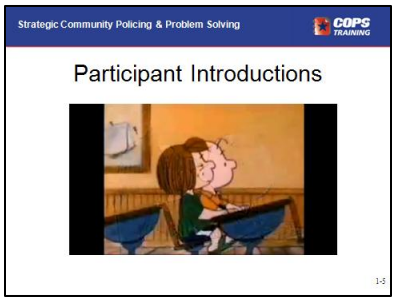


Ground Rules

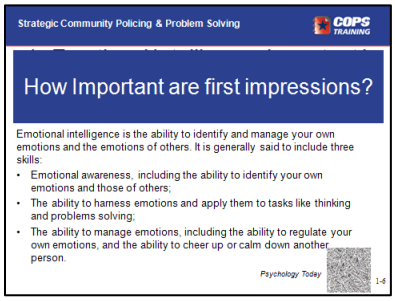
- Respect the opinion of others
- Be an active, empathetic listener
- Get everyone involved
- Recognize the value of making a mistake
- Be prepared to start and end on time
- Decision making through consensus
- Adult learning environment
- Have Fun!!



Trainer Introductions



Participant Introductions: First Impressions / Emotional Intelligence



Emotional Intelligences and the Community Policing Practitioner

Great leadership and its application to community policing works through emotion

> "Understanding the powerful role of emotions in the workplace sets the best leaders apart from the rest – not just in tangibles such as better business results and retention of talent, but also in the all-important intangibles, such as higher morale, motivation, and commitment." (Goleman, Boyatzis & McKee, 2002, p. 5)

Emotional Intelligence, unlike IQ and certain personality characteristics can in fact change and frequently fluctuate depending on life events and circumstances. With some effort, individuals can manipulate their emotional intelligence and improve their ability to use it as a means of pursuing professional excellence. This seems to be especially true of individuals in formal and informal leadership roles. Since they tend to have significant impact on others (Limbic System) by virtue of their position, emotional intelligence is a

potential very powerful leadership tool. Emotional Intelligences include key points to consider:

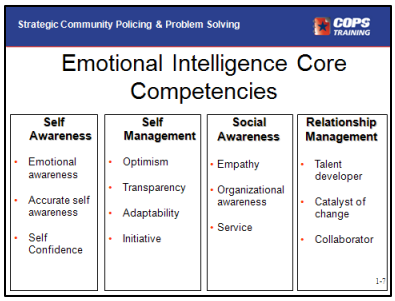
There are distinct components to a person

Intelligence (IQ), personality, and emotional intelligence (EI or EQ) are distinct qualities that we all possess. Together they determine how we think and act, it is impossible to predict one based upon the other. People may be intelligent but not emotionally intelligent, and people of all types of personalities can be high in EQ and/or IQ. Of the three, EI is the only one that is flexible and able to change (Bradberry & Greaves, 2005, p. 26). The value of EI cannot be overstated in terms of professional excellence. According to Bradbury and Greaves (2005, p. 52), EI was tested along with "thirty three other important workplace behaviors and found that it subsumes the majority of them, including time management, motivation, vision, and communication. You can use your EI to boost your job performance in a variety of ways. It's so critical to success that it accounts for 60 percent of performance in all types of jobs. It is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence."

In their research Bradberry and Greaves (2005, p. 53) found that 90 percent of individuals characterized as high performers also had high EI. In contrast only 20 percent of those characterized as low performers were associated with high EI.

There exists a set of core emotional competencies that are the essence of leadership.

As a whole these competencies are the components of EI/EQ. They are changeable and can be mastered. Once mastered, they are a powerful tool of effective leadership. The following is a list of the EI/EQ competencies and a brief summary of leader characteristics associated with each.



Self-Awareness

Emotional Self-Awareness

- Attuned, recognizing how feelings, mood, disposition affect job performance
- Seeing the big picture in complex situations
- Candid, authentic ability to speak about emotional component or conviction about their mission

Accurate Self-Awareness

- Know their strengths and limitations
- Exhibit sense of humor about themselves
- Gracefulness in learning

Self-confidence

- Knowing abilities (strengths/limitations) allows them to play to their own abilities

Self-Management

Self-control

- Clear-headed and collected under stressful situations
- Capable of channeling negative impulses and emotions

Transparency

- “Leaders who live transparent lives live their values”
- Openly admits own mistakes and faults, confront unethical behaviors in others

Adaptability

- Can juggle multiple demands
- Comfortable with “inevitable vagueness of organizational life”
- Limber thinkers that handle change well

Achievement

- High personal standards that drive achievement
- Pragmatic–setting reasonable but challenging goals
- “A hallmark of achievement is continually learning and teaching”

Initiative

- Have a sense of efficacy (the ability to produce the desired result)
- Seize opportunities or create them
- Do not hesitate to “cut red tape”

Optimism

- Sees opportunity rather threat in setbacks
- Sees others positively whenever prudent and expects and often elicits the best out of them

Social Awareness

Empathy

- Able to attune to a wide variety of people and their situations/perspectives

Organizational awareness

- Politically astute
- Able to detect crucial social networks/relationships
- Understand political forces at work in an organization, as well as the guiding values and unspoken rules that operate people there

Service

- Fosters emotional climate that keeps organization directly in touch with the customer/client/constituent

Relationship Management

Inspiration

- Move people with compelling vision/shared mission
- Embodies what they ask of others

Influence

- Knowing how to build buy-in
- Articulate a common mission

Developing Others

- Adept at cultivating employees
- Have genuine interest
- Natural mentors/coaches

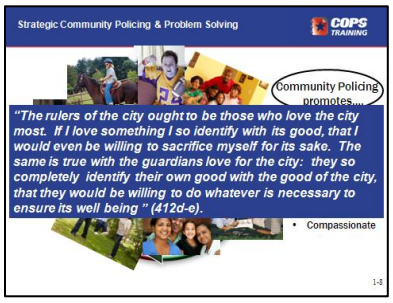
Change Catalyst

- Recognize need for change

- Strong advocates for change when necessary
- Find practical ways to overcome barriers

Conflict Management

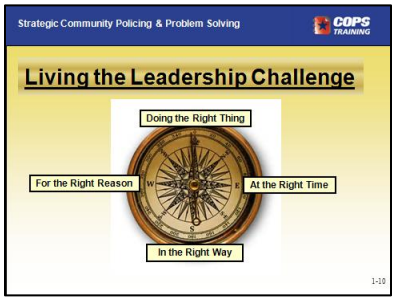
- Are able to draw out all parties involved in a conflict
- Understand differing perspectives
- Look for common ideal that all can endorse
- Redirect energy toward shared ideal



Don't Forget what is most important to you and your community

"The rulers of the city ought to be those who love the city most. If I love something I so identify with its good, that I would even be willing to sacrifice myself for its sake. The same is true with the guardians love for the city: they so completely identify their own good with the good of the city, that they would be willing to do whatever is necessary to ensure its well being " (Plato's Republic 412d-e)

Application to Community Policing: The concept of emotional intelligence, whether as a part of leadership or as a standalone body of knowledge, is vital to community policing practitioners. As noted before, community policing practitioners have and will continue to operate in emotionally charged environments and circumstances. Therefore learning to recognize, appreciate the value of, and proactively use emotional intelligences will likely prove to be a practical tool for practitioners and decision makers.



The Four Dimensions of the Leadership Challenge

Leadership and management start with good decision-making. If we can accept that leaders begin with doing "the right thing", while managers begin with "doing things right", it allows us to begin to develop a tool. This tool can be used by both a leader and manager in the process of making decisions around personnel as well as tactical and operational issues. There are four dimensions of this tool that we should consider when making decisions.

The First Dimension: Are We Doing the Right Thing?

Since "right" is certainly a subjective term, it is necessary that leadership be value and belief driven (organizational and personal). It is beliefs that become the parameters by which we make our decisions. Decisions that you make, especially under stress, will be based not only on your training, education, and experience, but also based on what you and your organization believe and value.

The Second Dimension: At the Right Time?

Timing is critical to everything in life. The best intentions or decisions can become worthless or perhaps even dangerous if they are not thought out and/or properly timed.

Timing is often a function of seizing opportunity and avoiding undue hesitation and impulsiveness.

The Third Dimension: In the Right Way?
You can do the "right thing" at the right time but in the wrong way and fail in your leadership role. Issues of demeanor, style of approach, and personal/professional/organizational conduct are absolutely critical. It is important to note that perception (especially in homeland security) is a powerful aspect of this dimension.

The Fourth Dimension: For the Right Reason?

A leader can do the "right thing," at the right time, in the right way but for the wrong reason and not have near the impact. The reason you do something as a leader will greatly influence the motivation of the people involved. People and leaders that make decisions that are simply self-serving will kill off motivation in their team. It is imperative that motivation and perceived motivation be considered in terms of incentive and cause.

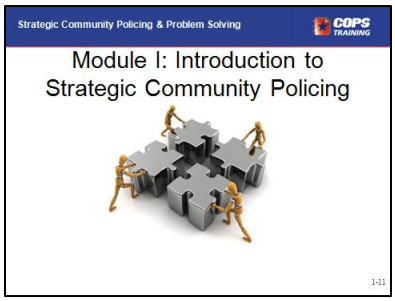
Leadership Challenge
What evolves when considering these four dimensions in our decision-making process is what we will refer to as Leadership Challenge. This test hopefully increases the quality of our decision-making. To pass the Leadership Challenge you must get a "yes" to all four questions. One "no" and you need to reconsider your decision. While it is not a perfect tool or the answer to making good decisions when applying community policing principles, it will improve the quality of our decision-making in our reactive work-a-day world. That is its intended use. It is a macro tool that we can lay over the community policing problem solving process to improve our decision-making abilities.

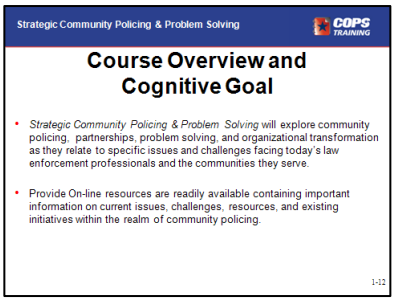
The Leadership Challenge asks:

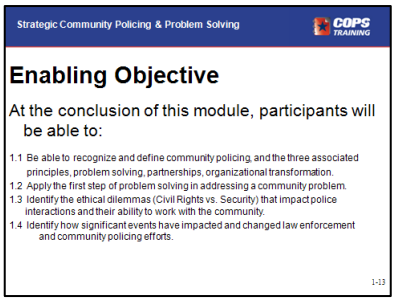
- **Am I doing the right thing,**
- **At the right time**
- **In the right way**
- **And for the right reason?**

If a leader can answer yes to all four of these components of the Leadership Challenge then the quality of their decision will most likely be bettered as both a manager and a leader.

Module I: Introduction to Strategic Community Policing







Course Overview and Cognitive Goal

Cognitive Course Goal

At the conclusion of this course, participants will be able to engage in community policing and problem solving initiatives by learning how to use strategic problem solving steps, develop sustainable partnerships and collaboration efforts, and promote organizational transformation in their organizations and communities.

Terminal Learning and Enabling Objectives

A Terminal Learning Objective corresponds to the overall instructional goals of the course. Each module's Terminal Learning Objective describes what participants will be able to do at the end of the module.

TLO

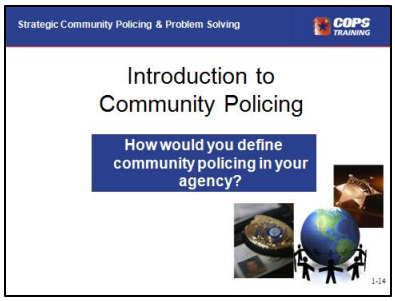
At the conclusion of this module, participants will be able to define community policing, the three associated principles, and their application and relevance in the Strategic Community Policing and Problem Solving Process.

1.1 Be able to recognize and define community policing, and the three associated principles, problem solving, partnerships, organizational transformation.

1.2 Apply the first step of problem solving in addressing a community problem.

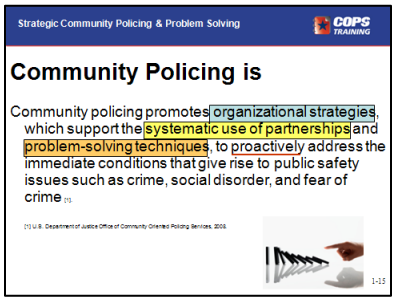
1.3 Identify the ethical dilemmas (Civil Rights vs. Security) that impact police interactions and their ability to work with the community.

1.4 Identify how significant events have impacted and changed law enforcement and community policing efforts.



Introduction to Community Policing

How would you define community policing in your agency?



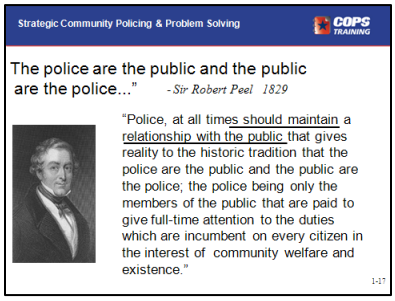
Community Policing:

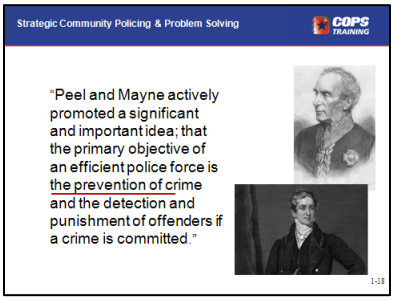
Community policing promotes organizational strategies, which support the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime

Historical Overview of Community Policing

The three key components of community policing actively promote strategies that build, strengthen and maintain sustainable relationships with community partners. These three components are:

- Problem Solving: Involves analyzing groups of related incidents that comprise a specific crime problem so that comprehensive, tailored strategies to prevent future crime can be developed.
- Partnerships: Collaborative partnerships between the law enforcement agency and the individuals and organizations they serve to develop solutions to problems and increase trust in police.
- Organizational Transformation: The alignment of organizational management, structure, personnel, and information systems to support community partnerships and proactive problem solving.





On Policing…

Development of Early Policing Strategies

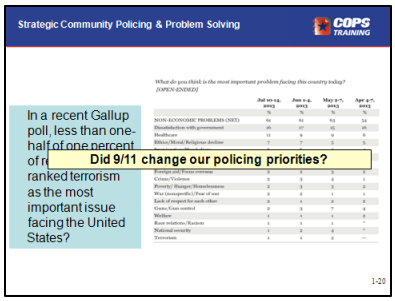
"Peel and Mayne actively promoted a significant and important idea; that the primary objective of an efficient police force is the prevention of crime and the detection and punishment of offenders if a crime is committed."

While prevention was the primary goal of early policing in England, Sir Robert Peel also recognized the need to develop a strategic approach to support policing efforts. His strategies included:

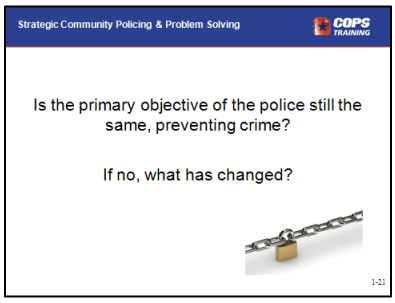
- Organizational police structure – 8 superintendents, 20 inspectors, 88 sergeants, 895 constables
- Creating eight divisions staffed by companies
- Provided uniforms for officers

"The primary goal is to prevent terrorism rather than investigate and apprehend after an event occurs. The FBI has been involved in proactive counterterrorism work for some time. This reorganization is intended to make a greater commitment."

Do you think the FBI has changed their approach to crime and terrorism? Why, and how they have changed based on the above quote?



Did September 11, 2001 change your policing priorities? How do you know? What are the impacts on your agency and community?



Do you think that the primary objective of police is still the same, preventing crime, and if not what has changed?

What has occurred over the last several years that may be creating resistance from your community, and threatening the approval and cooperation of the public?

Is there resistance towards preventative policing approaches?

"Organized and preventative approaches to policing was significant but also created a great deal of resistance from the community who regarded an organized uniform police force as a threat to their civil liberties, power and authority with community relations."

Ethics & Community/Police Responsibility

Civil Liberties vs. Security

- Access, dissemination and use of information
- Accountability of persons in authority
- Profiling
- Responsible use of funding

"Ethics, at a minimum, is the effort to guide one's conduct by reason- that is, to do what there are the best reasons for doing- while giving equal weight to the interests of each individual who will be affected by one's conduct."

-James Rachel, 1986

Has ethics in law enforcement changed today? Has it changed in our society? Does the community have an ethical responsibility?

_____

_____

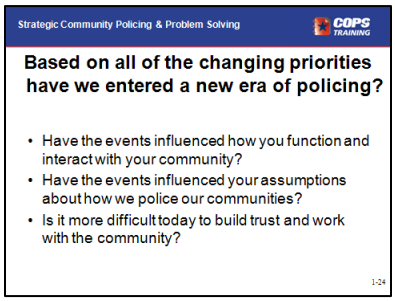
_____

_____

_____

Whose job is it?

- What can/should we expect from police?
- Does the community have a role?
- What is the responsibility of the individual citizen?

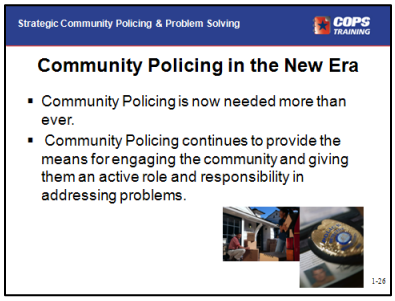


Community Policing In the New Era: Changing Priorities

Have we entered a new era of policing, community policing?

- _____
- _____
- _____

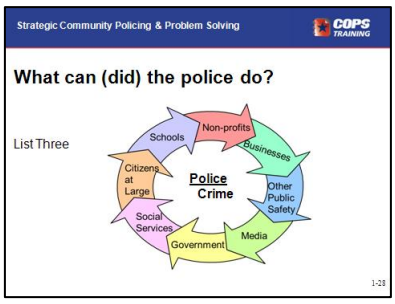
What is happening in your community?



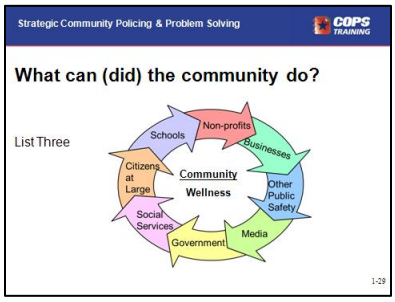
Community Policing In the New Era: Community Governance

- Community policing is now needed more than ever.
- Community policing continues to provide the means for engaging the community and giving them an active role and responsibility in addressing problems.

Springfield Massachusetts: Gangs and the "North End"



What can (did) the police do in Springfield, MA



What can (did) the community do?

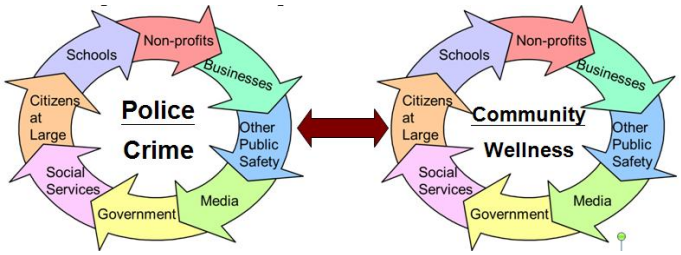
Which one works best in solving problems?

Like community policing which is built around problem solving, partnerships, and organizational transformation, community governance is very similar and can have a direct connection and relationship to the philosophy and principles of community policing. Community governance is comprised of four elements:

1. Partnerships among municipal agencies
2. Partnerships with the community.
3. Collaborative problem-solving efforts.
4. Organizational change.

Considerations for Cities Interested in Adopting Community Governance

- Start small with community governance efforts and expand them over time. Raise comfort levels with small wins.
- Do not think of community governance as a program, but rather as a philosophy and way of doing business.
- Nothing is ever good enough in a community; a community does not have a status quo. Cities must work toward perfection every day.
- Community governance should be spearheaded by city administrators and municipal department heads. These efforts require institutionalization of the philosophy and its activities, which transcend the ability and influence of any one city leader.



So…Which One Works Best?

Community governance does the following:

- Recognizes that the activities of one city department affect other departments.
- Provides a holistic approach to local government service delivery that breaks down organizational barriers.
- Encourages community and municipal stakeholders to pool expertise and limited resources to address community problems.
- Provides a voice for the full range of community stakeholders and input into decision-making processes.
- Engages community members in their own well-being and in improving the community's quality of life.
- Adheres to the democratic principles of equality and responsiveness.
- Increases the transparency and accountability of local government.
- Shares the responsibility for community safety and quality of life between local government and the community.
- Stresses community well-being outcomes (e.g., health and safety), rather than mere outputs (e.g., number of persons vaccinated, number of tickets written).
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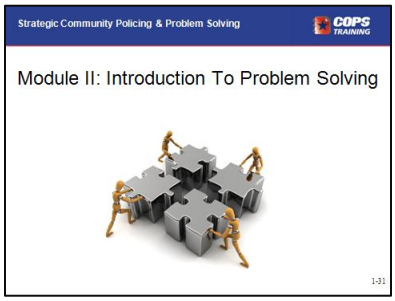
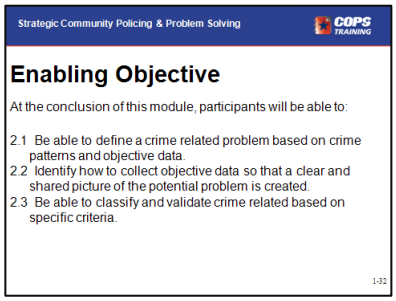
Module II: Introduction to Problem Solving



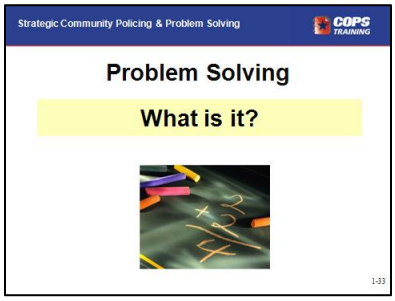


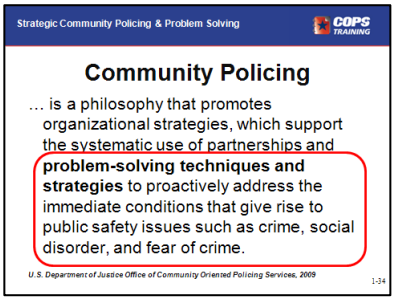
Terminal Learning Objective (TLO)

At the conclusion of this module, participants will be able to apply the first step (Scanning) of the strategic problem solving process in order to positively impact crime and/or quality of life related issues in their community.

Enabling Objectives

2.1 Be able to define a crime related problem based on crime patterns and objective data.
2.2 Identify how to collect objective data so that a clear and shared picture of the potential problem is created.
2.3 Be able to classify and validate crime related based on specific criteria.





Problem Solving

Problem Solving: What is it?

… is a philosophy that promotes organizational strategies, which support the systematic use of partnerships and **problem-solving techniques and strategies** to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

U.S. Department of Justice Office of Community Oriented Policing Services, 2009

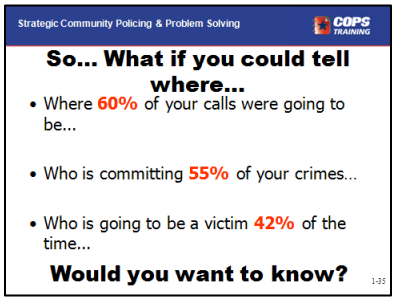
What does problem solving mean to you?

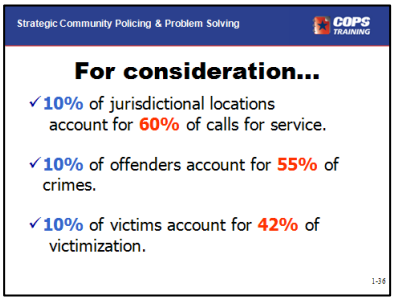
What does problem solving mean to your community?

Is your definition of Problem Solving different from what it means to your community? WHY, HOW?

Whose problems are more important?

Problem solving is an essential strategy contained within the definition of community policing. With the many problems facing law enforcement, community policing provides effective strategies that promote the **systematic use of partnerships and problem solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.**





What if I could tell you;

- Where 60% of their calls were going to be;
- Who is committing 55% of their crimes;
- Who is going to be a victim 42% of the time…

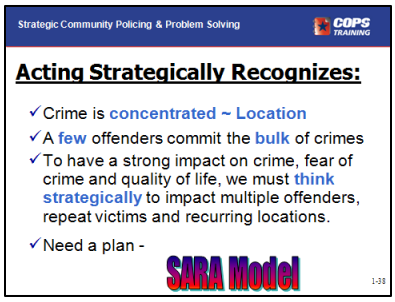
Would you want to know?

For consideration…

- ✓ **10%** of jurisdictional locations account for **60%** of calls for service.
- ✓ **10%** of offenders account for **55%** of crimes.
- ✓ **10%** of victims account for **42%** of victimization.

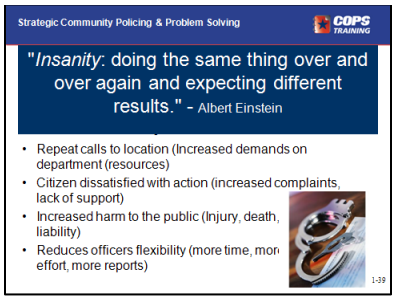
What would you do with the information and how would you use it?

SO…..How much of our business is repeat business?



Acting Strategically

- ✓ Crime is **concentrated ~ Location**
- ✓ A **few** offenders commit the **bulk** of crimes
- ✓ To have a strong impact on crime, fear of crime and quality of life, we must **think strategically** to impact multiple offenders, repeat victims and recurring locations.
- ✓ Need a plan – SARA



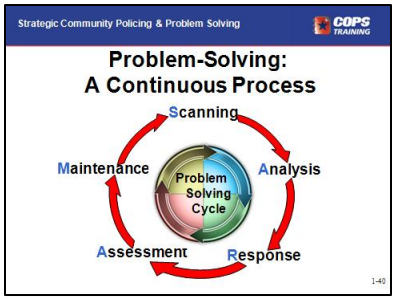
Risks to Conventional Policing

Conventional policing includes those strategies that officers and departments use on a regular basis. While these approaches are important they often focus solely on the police owning the problem and being the solution. In strategic problem solving the focus moves away from the police owning and fixing the problem to shared community ownership and responsibility. Shifting the focus of problem solving efforts to shared approaches maximizes time and available resources in ensuring that the problem is eliminated.

- Repeat calls to location (Increased demands on department (resources).
- Citizen dissatisfied with action (increased complaints, lack of support).
- Increased harm to the public (injury, death, liability).
- Reduces officer's flexibility (more time, more effort, more reports).

The New Era of Problem Solving

In the new era of strategic problem solving, one way that law enforcement is actively working towards supporting Sir Robert Peel's belief that the **"primary role of police is to prevent crime,**" is to explore ways to better anticipate and prevent crime. Like their private counterparts who have long used data analysis to anticipate market conditions or industry trends to drive sales strategies, police can use similar data analysis strategies to help make their work more efficient. This concept is currently being called "predictive policing". Predictive policing, "in essence, is taking data from disparate sources, analyzing them and then using results to anticipate, prevent and respond more effectively to future crime" (2009, NIJ Journal / Issue No. 26).



Strategic Problem Solving Method

Problem solving is shifting away from the "crime is random" mindset to one of impacting crime strategically. While this approach is not new and one that is based on the existing SARA Problem Solving Process, this course will move beyond the traditional use of the SARA model by discussing new technology data driven advancements and creative problem solving strategies. Provide participants with a brief overview of the SARA model.

Overview of Problem Solving

History of SARA Problem Solving

- The problem-solving process that is being introduced today involves a problem-oriented approach to policing at all levels of the organization and community.
- It is a five-step process for solving reoccurring problems, which have not been solved by traditional policing strategies. The five steps are: Scanning, Analysis, Response, Assessment, and Maintenance. ****Maintenance was not a step in the original SARA problem solving process.**
- You will notice in the illustration that the arrows lead you through each step of the process. If you discover in your assessment that your problem was not solved, you can see that the model takes you right back into the process again.

- Think of it as a guide, not a strict procedure.
- It creates a common language for the police and community to use to solve problems of mutual concern.
- Although group learners typically progress through the steps linearly, the entire process is circular. It is acceptable and even common given large scale problems, to repeat the steps in order to solve complex problems.

Introduction to Strategic Problem Solving: *Problem Identification – Scanning*

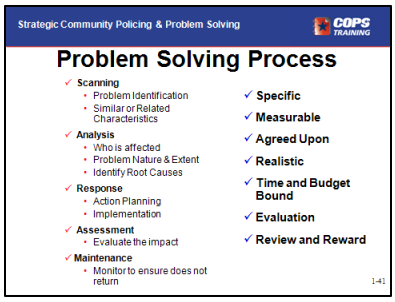
(WorkSheet) "All Projects – Strategic Problem Solving"

As a key component of community policing, problem solving and the SARA Model has provided a foundational process that assists officers in successfully impacting crime, fear of crime, and quality of life issues. The worksheets guide officers through an easy to use, step by step process that is designed to help them become more effective and efficient in daily patrol activities. It is important to note that this process should also be used as an on-going and continuous problem solving and community policing strategic tool.

Scanning-Problem Identification is a cyclical process, which starts with:

- (S) Scanning (Problem Identification)
- (A) Analysis (Underlying Conditions)
- (R) Response (Action Planning and Implementation)
- (A) Assessment (Evaluate the Impact)
- (M) Maintenance (Problem monitoring for effectiveness and improvement)

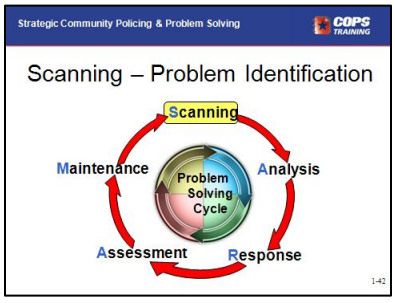
NOTES:

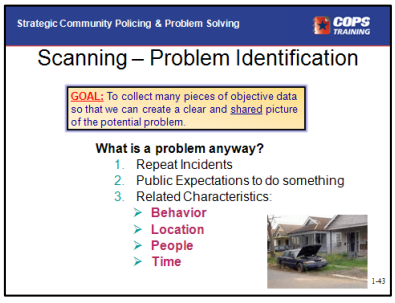


The Problem Solving Process

- ✓ **Scanning**
  - Problem Identification
  - Similar or Related Characteristics
- ✓ **Analysis**
  - Who is affected
  - Problem Nature & Extent
  - Identify Root Causes
- ✓ **Response**
  - Action Planning
  - Implementation
- ✓ **Assessment**
  - Evaluate the impact
- ✓ **Maintenance**
  - Monitor to ensure does not return

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Agreed Upon**
- ✓ **Realistic**
- ✓ **Time and Budget Bound**
- ✓ **Evaluation**
- ✓ **Review and Reward**





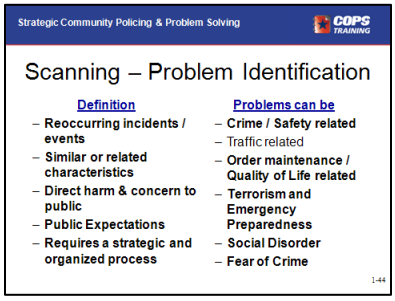
Identifying and Selecting a Problem: *Problem, What Problem?*

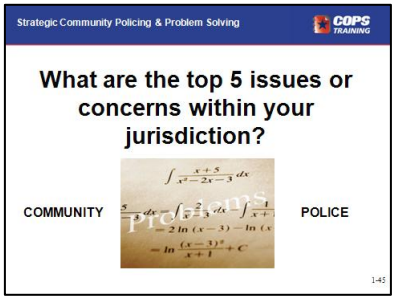
GOAL: To collect many pieces of objective data so that we can create a clear and shared picture of the potential problem.

What is a problem anyway?

1. Repeat Incidents
2. Public Expectations to do something
3. Related Characteristics:

- **Behavior**
- **Location**
- **People**
- **Time**





Scanning – Problem Identification

Definition

- **Reoccurring incidents / events**
- **Similar or related characteristics**
- **Direct harm & concern to public**
- **Public Expectations**
- **Requires a strategic and organized p**

Problems can be

- **Crime / Safety related**
- **Traffic related**
- **Order maintenance / Quality of Life related**
- **Terrorism and Emergency Preparedness**
- **Social Disorder**
- **Fear of Crime**

List your top five issues or concerns that exist within your jurisdiction:

1. _____
2. _____
3. _____
4. _____
5. _____

List what you think your local communities top five issues or concerns are:

1._____

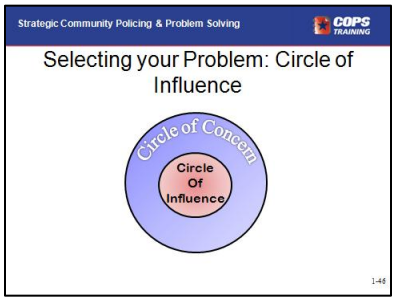
2._____

3._____

4._____

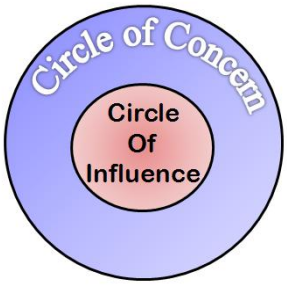
5._____

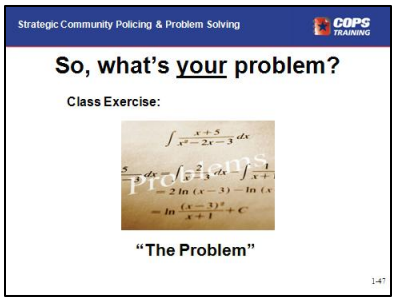
Are the problems you selected different from what the community might identify? Why / How?

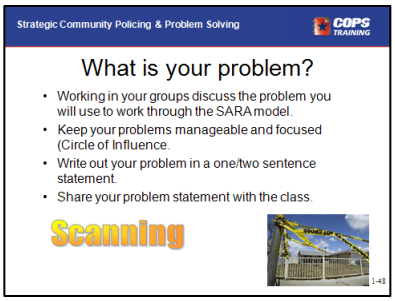


Circle of Concern

Circle of influence are those things that you can directly control or impact. Circle of concern are those things that while important and probably your initial focus, are generally things you cannot directly impact or control. The community may have different views as to what the police can and cannot impact and control. In solving problems it is important to articulate this concept and agree upon solving those problems that you can work on in partnership with the community.







Now Let's Pick Your Problem: (Select one problem)

(Step 1 worksheet) "Create New Project*

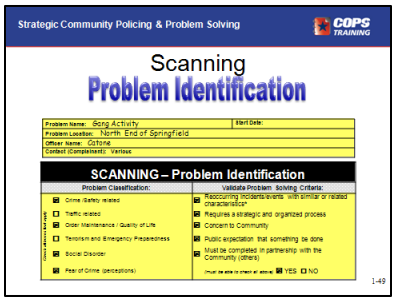
What is your problem: Activity

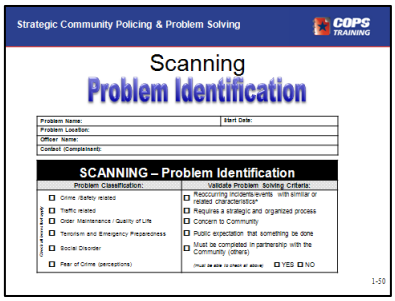
Problem Name: Gang Activity	**Start Date:**
Problem Location: North End of Springfield	
Officer Name: Catone	
Contact (Complainant): Various	

Problem Name:	**Start Date:**
Problem Location:	
Officer Name:	
Contact (Complainant):	

The problem solving process begins with:

- Naming your problem,
- Location of occurrence
- Examples of photos of location including "pin drop" **Crime Mapping**
- Start date of project
- Problem classification





Part 1 "Problem Classification

Example:

SCANNING – Problem Identification

Problem Classification:		Validate Problem Solving Criteria:	
Check all boxes that apply			
☒	Crime /Safety related	☒	Reoccurring incidents/events with similar or related characteristics*
☐	Traffic related	☒	Requires a strategic and organized process
☒	Order Maintenance / Quality of Life	☒	Concern to Community
☐	Terrorism and Emergency Preparedness	☒	Public expectation that something be done
☒	Social Disorder	☒	Must be completed in partnership with the Community (others)
☒	Fear of Crime (perceptions)	*(must be able to check all above)* ☒ YES ☐ NO	

After identifying a problem check one or more of the following problem classifications that best fits your problem.

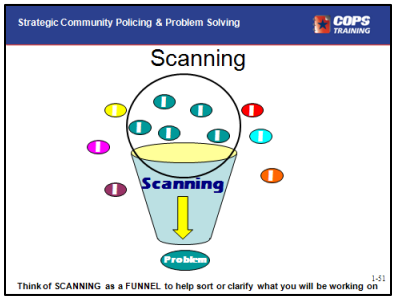
SCANNING – Problem Identification

Problem Classification:		Validate Problem Solving Criteria:	
Check all boxes that apply			
☐	Crime /Safety related	☐	Reoccurring incidents/events with similar or related characteristics*
☐	Traffic related	☐	Requires a strategic and organized process
☐	Order Maintenance / Quality of Life	☐	Concern to Community
☐	Terrorism and Emergency Preparedness	☐	Public expectation that something be done
☐	Social Disorder	☐	Must be completed in partnership with the Community (others)
☐	Fear of Crime (perceptions)	*(must be able to check all above)* ☐ YES ☐ NO	

Problem Classification

- Crime / Safety related
- Traffic related
- Order Maintenance / Quality of life related
- Disaster and emergency service
- Social disorder
- Fear of crime" perceptions"

"Validate Problem Criteria : Does your Problem…..



Scanning:

In this step you will be required to validate your problem against these criteria by checking the boxes of "Yes", or "No". If you are able to select the "Yes" box your problem meets the required criteria, you will be able to continue through the process. If you select the "No" box, you will not be able to continue and will need to re-evaluate, re-define, or select a different problem that meets the criteria.

SCANNING – Problem Identification	
Problem Classification:	**Validate Problem Solving Criteria:**
Check all boxes that apply ☐ Crime /Safety related ☐ Traffic related ☐ Order Maintenance / Quality of Life ☐ Terrorism and Emergency Preparedness ☐ Social Disorder ☐ Fear of Crime (perceptions)	☐ Reoccurring incidents/events with similar or related characteristics***** ☐ Requires a strategic and organized process ☐ Concern to Community ☐ Public expectation that something be done ☐ Must be completed in partnership with the Community (others) *(must be able to check all above)* ☐ YES ☐ NO

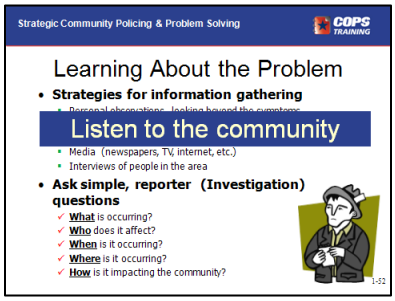
The list below is the criteria your problem must meet for use in the process

- ✓ Reoccurring incidents with similar or related characteristics
  - (behavior, location, people, or time)
- ✓ Requires a strategic and organized step by step process that you can organize and manage in partnership with the community (others)
  - Conventional policing has not been effective
- ✓ A reoccurring problem that is of concern to the department and community (partnership)
  - Must have buy in from both parties to create true partnerships
- ✓ Public expectation to do something about it
  - Ethical obligations, commitment, accountability
- ✓ Must be completed in partnership with the community
  - Shared resources, accountability, moves from COPS problem to shared community problem.
- ✓ Ethics Consideration

Does your Problem meet all of the above criteria? Yes or No?

If yes proceed, if no, re-evaluate, re-define, identify new project

After checking the "yes" box validating your problem, you will now identify similar or related characteristics by checking one or more of the appropriate boxes. By checking the boxes you are identifying and isolating those specific related characteristics that you want to begin targeting in your problem solving efforts. In the analysis step of problem solving you will explore the characteristics more in-depth to identify those characteristics that you can directly influence or impact (circle of influence).



LEARNING ABOUT YOUR PROBLEM: Strategies for information gathering

- Personal observations - looking beyond the symptoms
- Talking and listening to employees

- Reviewing all police reports
- Media (newspapers, TV, internet, etc.)
- Interviews of people in the area

Using the problem statement you have developed, answer the “simple, reporter questions”.

Ask simple, reporter (Investigation) questions

What is occurring?

Who does it affect?

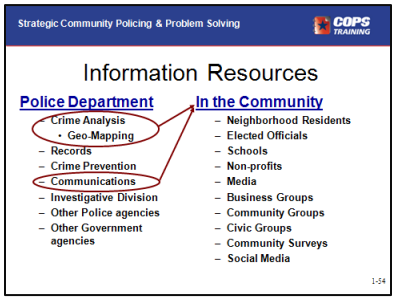
When is it occurring?

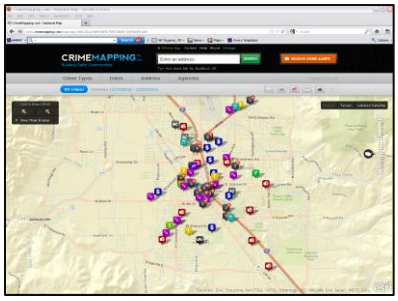
Where is it occurring?

How is it impacting the community?

Even though you have the basic information about your problem, there are multiple information sources in your community. Remember to use them as resources as you find out all you can about your problem. **Listen and Learn from the community!**

Information Resources



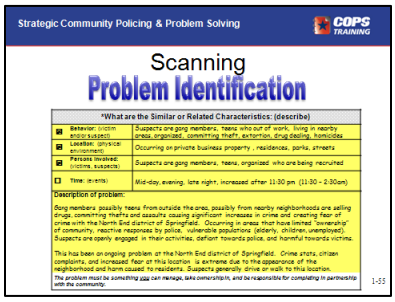


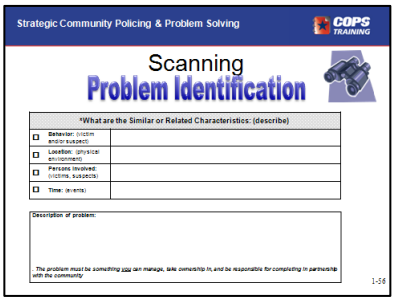
Police Department

- ✓ **Crime Analysis**
- ✓ **Geo-Mapping**
- ✓ **Records**
- ✓ **Crime Prevention**
- ✓ **Communications**
- ✓ **Investigative Division**
- ✓ **Other Police agencies**
- ✓ **Other Government agencies**

In the Community

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





Part 2

Example:

*What are the Similar or Related Characteristics: (describe)	
☒ **Behavior:** (victim and/or suspect)	Suspects are gang members, teens who out of work, living in nearby areas, organized, committing theft, extortion, drug dealing, homicides
☒ **Location:** (physical environment)	Occurring on private business property , residences, parks, streets
☒ **Persons Involved:** (victims, suspects)	Suspects are gang members, teens, organized who are being recruited
☐ **Time:** (events)	Mid-day, evening, late night, increased after 11:30 pm (11:30 – 2:30am)

Now that participants have selected their problem classification have them select the characteristics of the problem that may be similar or related in various ways including:

What are the Similar or Related Characteristics: (describe)	
Behavior: (victim and/or suspect)	
Location: (physical environment)	
Persons Involved: (victims, suspects)	
Time: (events)	

Characteristics are:

Behaviors: suspicious vehicles, drug deals, burglaries, thefts, graffiti, gang activity, etc…

Location: apartment complex's, strip malls, parks, roadways, residential neighborhoods, etc…

Persons: repeat offenders or repeat victims

Writing the Problem Statement:

Now that you have validated your problem and identified related characteristics, write your problem description. Your description should be brief and clearly describe your problem including identifying the characteristics of how these repeat calls are related **(by: behavior, location, people, or time).**

The problem description must be something <u>you</u> can manage, take ownership in and be responsible for completing. (Circle of Influence)

Example:

Description of problem:

Gang members possibly teens from outside the area, possibly from nearby neighborhoods are selling drugs, committing thefts and assaults causing significant increases in crime and creating fear of crime with the North End district of Springfield. Occurring in areas that have limited "ownership" of community, reactive responses by police, vulnerable populations (elderly, children, unemployed). Suspects are openly engaged in their activities, defiant towards police, and harmful towards victims.

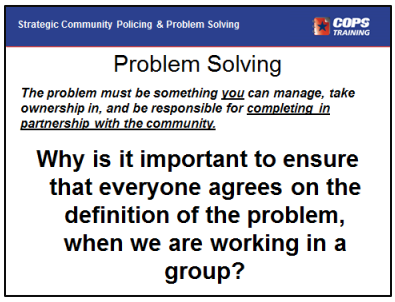
This has been an ongoing problem at the North End district of Springfield. Crime stats, citizen complaints, and increased fear at this location is extreme due to the appearance of the neighborhood and harm caused to residents. Suspects generally drive or walk to this location.

The problem must be something <u>you</u> can manage, take ownership in, and be responsible for completing in partnership with the community.

Description of problem:

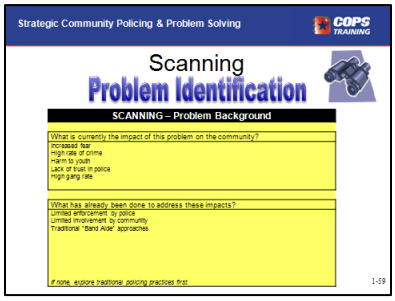
. The problem must be something <u>you</u> can manage, take ownership in, and be responsible for completing in partnership with the community

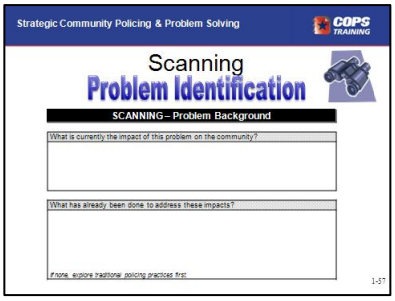
Remember: The problem must be something <u>you</u> can manage, take ownership in, and be responsible for <u>completing in partnership with the community.</u> **Ensure that everyone agrees on the definition of the problem, when we are working in a group.**



Now that you have written the description of your problem, it is important to ensure that everyone agrees on the definition of the problem. This is an important step to ensure that everyone understands the problem and has had the opportunity to voice any concerns before the process proceeds.

Upon the completion of selecting your problem, listing the similar or related characteristics, and writing a brief description, present the project to the appropriate person (s) for approval. This step will serve as a part of documenting and ensuring that your project is understood and agreed upon by your agency and the community.





Part 3

Now that you have validated your problem and identified related characteristics for use in the problem solving process, move to listing the current impacts of the problem and what has already been done. Completing this section will help answer the question as to extent of the problem on the community and what conventional approaches have been taken to address the impacts.

Example:

SCANNING – Problem Background

What is currently the impact of this problem on the community?
Increased fear High rate of crime Harm to youth Lack of trust in police High gang rate

What has already been done to address these impacts?
Limited enforcement by police Limited involvement by community Traditional "Band Aide" approaches *If none, explore traditional policing practices first.*

SCANNING – Problem Background

What is currently the impact of this problem on the community?

What has already been done to address these impacts?
If none, explore traditional policing practices first.

WORKSHEETS

Problem Name:	Start Date:
Problem Location:	
Officer Name:	
Contact (Complainant):	

SCANNING – Problem Identification

Problem Classification:	Validate Problem Solving Criteria:
Check all boxes that apply ☐ Crime /Safety related ☐ Traffic related ☐ Order Maintenance / Quality of Life ☐ Terrorism and Emergency Preparedness ☐ Social Disorder ☐ Fear of Crime (perceptions)	☐ Reoccurring incidents/events with similar or related characteristics***** ☐ Requires a strategic and organized process ☐ Concern to Community ☐ Public expectation that something be done ☐ Must be completed in partnership with the Community (others) *(must be able to check all above)* ☐ YES ☐ NO

*What are the Similar or Related Characteristics: (describe)	
☐ **Behavior:** (victim and/or suspect)	
☐ **Location:** (physical environment)	
☐ **Persons Involved:** (victims, suspects)	
☐ **Time:** (events)	

Description of problem:

The problem must be something <u>you</u> can manage, take ownership in, and be responsible for completing in partnership with the community.

Project Approval: ☐ Submit to Supervisor

Date:	Approved by:

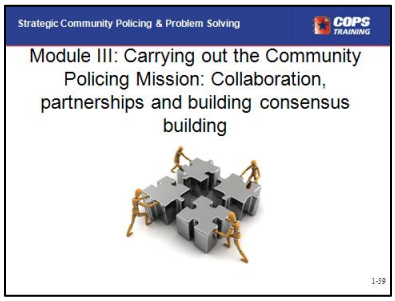
SCANNING – Problem Background

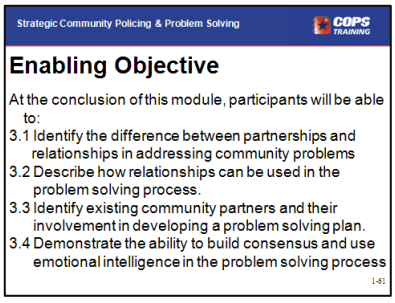
What are the current impacts of this problem on the community?

What has already been done to address these impacts?

If none, explore traditional policing practices first.

Module III: Carrying out the Community Policing Mission: Collaboration, partnerships and community team building





TLO

At the conclusion of this module participants will be able to incorporate partnerships into the problem solving process, and develop collaboration skills to build consensus and create sustainable community/ police teams in addressing community problems.

In this module you will begin exploring strategies and approaches to building effective and sustainable community/police partnerships and teams. Working in a new era of community policing can provide a great deal of strategies and success for police officers, their departments, and respective communities.

The Enabling objectives are:

3.1 Identify the difference between partnerships and relationships in addressing community problems
3.2 Describe how relationships can be used in the problem solving process.
3.3 Identify existing community partners and their involvement in developing a problem solving plan.
3.4 Demonstrate the ability to build consensus and use emotional intelligence in the problem solving process

Partnerships Defined: Collaborative partnerships between the law enforcement agency and the individuals and organizations they serve to develop solutions to problems and increase trust in police. This often requires building relationships and trust.

Activity:

How many words do you associate with _____

_____ _____

_____ _____

_____ _____

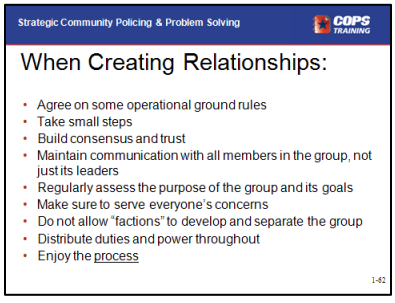
_____ _____

_____ _____

_____ _____

_____ _____

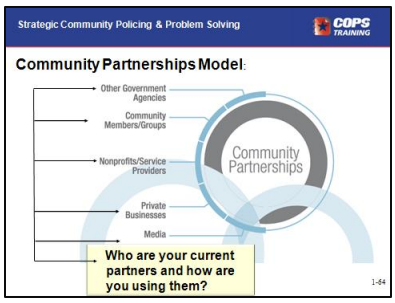
Do you think that it is more difficult today to build trust and work within the community? What do you think the community's ethical responsibility is in building trust and supporting community policing efforts?



When Creating Relationships

1) Agree on some operational ground rules
2) Take small steps
3) Build consensus and trust
4) Maintain communication with all members in the group, not just its leaders

5) Regularly assess the purpose of the group and its goals
6) Make sure to serve everyone's concerns
7) Do not allow "factions" to develop and separate the group
8) Enjoy the process



Community Partnership Model:

- Other Government Agencies
- Community Members/ Groups
- Nonprofit/ Service Providers
- Private Business
- Media

Who are your current partners and how are you using them?

_____

_____

_____

_____

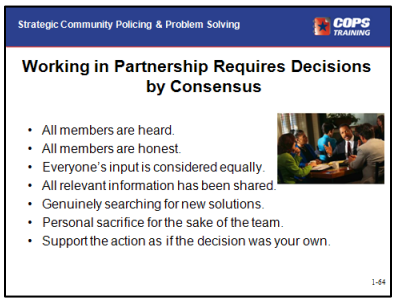
_____

Working in Partnership

Working in partnership often requires making decisions by consensus. When actively engaged in problem solving, consensus plays a vital part in ensuring that the process moves forward. Supporting the philosophy of community policing, at the heart of

consensus is a cooperative intent, where the members are willing to work together to find a combined solution that better meets the needs of the group. Consensus involves a cooperative nature different from a mindset of a competitive nature such as majority voting. In a consensus process all members come together to find or create the best solutions by working together. Consensus builders have attributes such as:

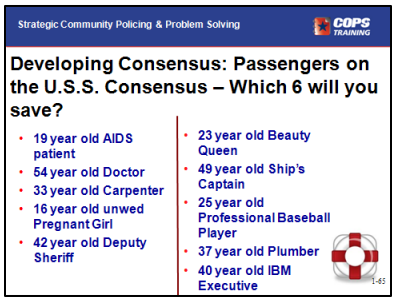
- Humility
- Willingness and openness to listen to others and see their perspectives
- Willingness to share your own ideas but not insist they are the best ones
- Being respectful and aware of your Emotional Intelligences and how they apply to consensus building. (EI / EQ discussed at the end of the course)



ACTIVITY: Decision by Consensus

During this activity you must adhere to the following points:

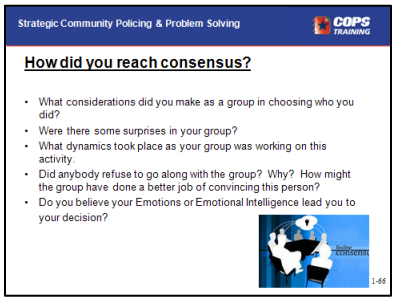
- All members are heard.
- All members are honest.
- Everyone's input is considered equally.
- All relevant information has been shared.
- Genuinely searching for new solutions.
- Personal sacrifice for the sake of the team.
- Support the action as if the decision was your own.



U.S.S. Consensus

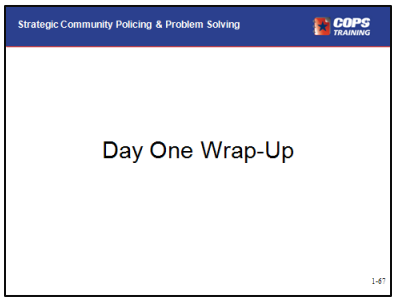
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The Story: Participants 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. Participants will have 10 minutes to decide which 6 people will be saved.



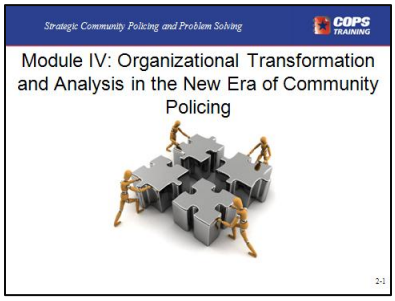
How did you reach consensus?

- What considerations did you make as a group in choosing who you did?
- Were there some surprises in your group?
- What dynamics took place as your group was working on this activity.
- Did anybody refuse to go along with the group? Why? How might the group have done a better job of convincing this person?
- Do you believe your Emotions or Emotional Intelligence lead you to your decision?

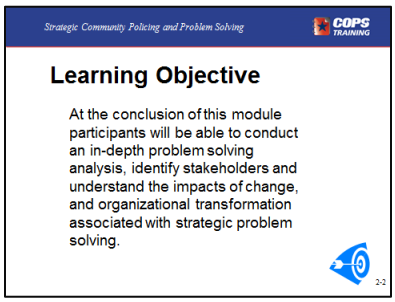


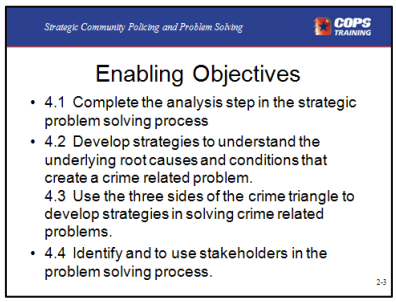
Wrap up Discussion Day One

Day 2 - Module IV: Organizational Transformation and Analysis in the New Era of Community Policing



Welcome back to ***Strategic Community Policing & Problem Solving,*** designed to create, expand, and sustain community policing initiatives across the country. This course developed by the Western Community Policing Institute (WCPI) is designed to provide participants with an in-depth understanding of the fundamental principles and best practices of the new era of community policing and problem solving. Based on the Department of Justice, COPS Office publication, *Community Policing Defined* this course not only examines the practice of community policing but also examines how it can be effectively applied. Comprised of four interactive modules, the course explores partnerships, strategic problem solving and organizational transformation as they relate to specific issues and challenges facing today's law enforcement professionals and the communities they serve. As such it is a valuable and appropriate training opportunity for a wide variety of law enforcement, public safety professionals, and community representatives ranging from a wide range of disciplines and professions. Utilizing a blended learning approach, *Strategic Community Policing and Problem Solving* provides participants with comprehensive and hands-on learning experience. This course is the second part of a two part series on Strategic Community Policing and Problem Solving. It is highly recommended that participants first take Part 1 in this series. Although it is not required, training content included in Part 1 provides participants with a comprehensive understanding of community policing, partnerships, and organizational transformation.



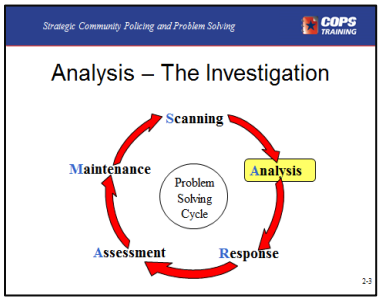


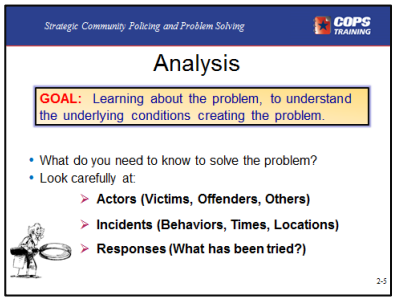
TLO

At the conclusion of this module participants will be able to conduct an in-depth problem solving analysis, identify stakeholders and understand the impacts of change, and organizational transformation associated with strategic problem solving.

Enabling Objectives

4.1 Complete the analysis step in the strategic problem solving process
4.2 Develop strategies to understand the underlying root causes and conditions that create a crime related problem.
4.3 Use the three sides of the crime triangle to develop strategies in solving crime related problems.
4.4 Identify and to use stakeholders in the problem solving process.





Analysis-The Investigation

GOAL: Learning about the problem, to understand the underlying conditions creating the problem.

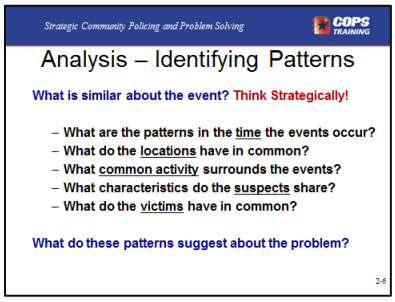
What you need to know to solve the problem:

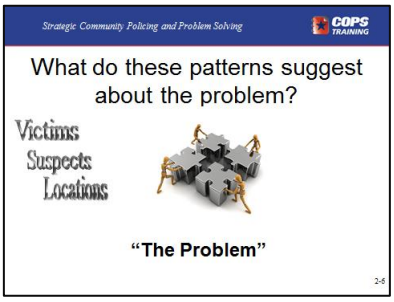
- **Actors: (**Victims, Offenders, Others)
- **Incidents: (**Behaviors, Times, Locations)
- **Responses: (**What has been tried?)

One method participants can use in developing questions involves the concept of pattern analysis. Pattern analysis connects the related characteristics to the Crime

Triangle by exploring the similarities of the multiple recurring events. A Crime Pattern is a group of two or more crimes reported to or discovered by police that are unique because they meet each of the following conditions:

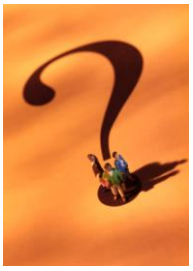
1. They share at least one commonality in the type of crime; behavior of the offenders or victims; characteristics of the offender(s), victims, or targets; property taken; or the locations of occurrence;
2. There is no known relationship between victim(s) and offender(s) (i.e., stranger-on-stranger crime);
3. The shared commonalities make the set of crimes notable and distinct from other criminal activity occurring within the same general date range;
4. The criminal activity is typically of limited duration, ranging from weeks to months in length; and
5. The set of related crimes is treated as one unit of analysis and is addressed through focused police efforts and tactics.



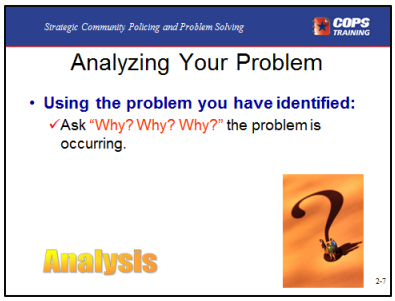


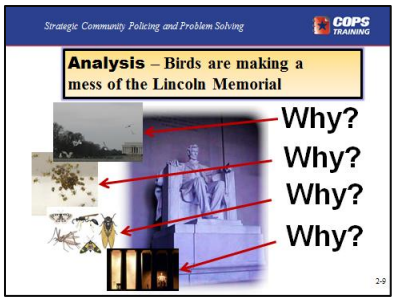
Questions to help identify crime patterns include: (Think Strategically!)

- 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?





The Lincoln Memorial

The story of the Lincoln Memorial begins by explaining that birds were making a mess of the Lincoln Memorial. It was covered with bird droppings and costing a fortune for regular cleanings. Ask participants what their initial thoughts are in what is creating the problem and what their initial reaction or approach might be. Participants usually jump right to what appears to be obvious, the birds, and shooting them! Explain that while shooting the birds may eliminate the problem for a short time, it is likely they will return. Also explain that the Lincoln Memorial is visited by hundreds of thousands of visitors and shooting the birds may create a substantial risk. Instead of jumping into the perceived solution have participants explore the problem by asking the question "WHY"?

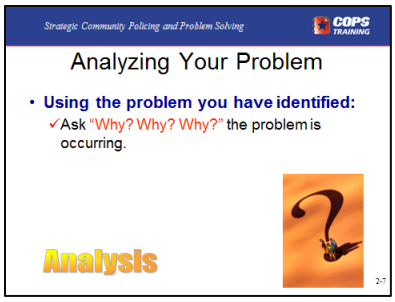
1. Why did the memorial have bird droppings?

2. Why were the birds hanging out there?

3. Why were there spiders there?

4. Why were there flying insects there?

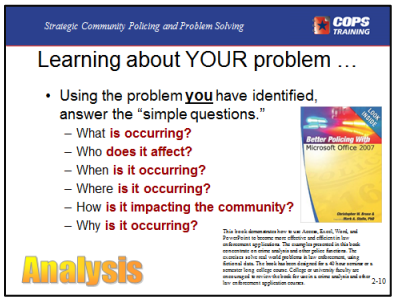
5. Why?



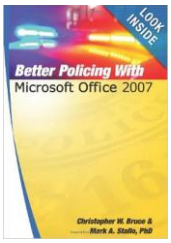
Using the problem you have identified:

Analysis

- ✓ Ask "Why? Why? Why?" the problem is occurring.
- ✓ Identify the Victims, Suspects, Locations, and Stakeholders
- ✓ Strategize on how you might impact at least two legs of the crime triangle.

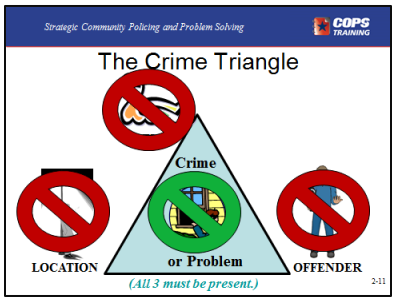


Using the problem **you** have identified, answer the "simple questions."



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

Note: One tool that can assist you in becoming more effective and efficient in solving problems is the use of software programs such as Access, Excel, Word, and PowerPoint. These technology driven tools allow the user to concentrate on crime analysis.



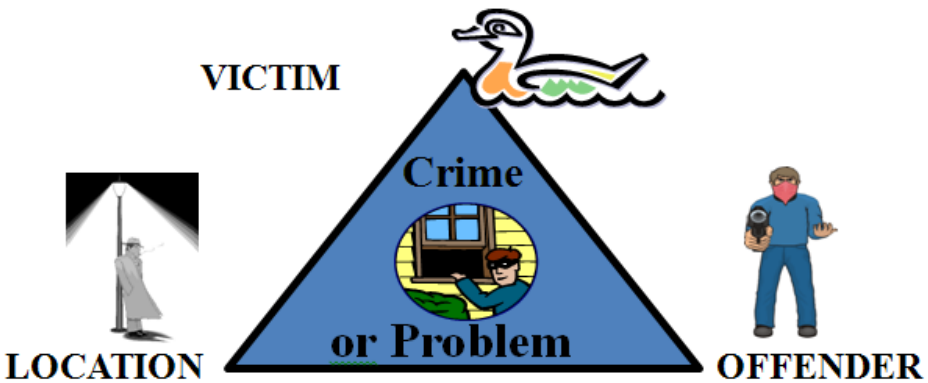
Exploring the Problem Solving Triangle

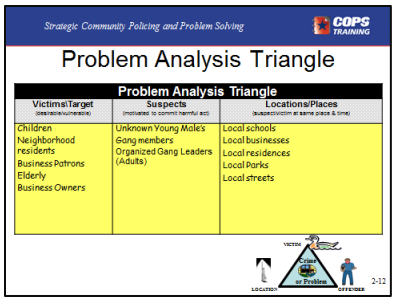
The problem solving triangle, based on the **crime triangle**, illustrates the relationship among the three critical elements that are needed for a problem to exist. Focusing on these three elements, offender, victim, and location, officers can begin to visualize the problem and understand the relationship among the three elements. The triangle can also assist in helping officers analyze problems and direct them in where to find more information that may be needed to help address problems. (1996, Peak & Glensor)

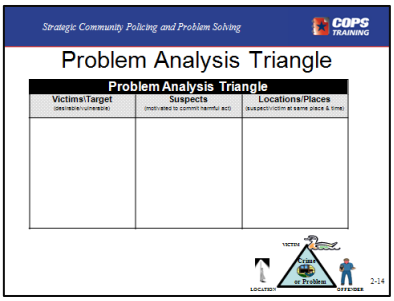
The three sides of the Crime Triangle begins with identifying those affected by the problem.

- **Victims:** Victims are desirable and/or vulnerable individuals that the suspect sees as potential targets. **(Working with Victims)**
- **Suspects:** Suspects are those individuals who are motivated to commit harmful acts. **(Offender Interviews)**
- **Locations/Places:** Suspect/victim at same place & time, if crime is a person crime. Desirable, accessible, convenient, "a reason for selecting". Consider completing a **CPTED** or risk assessment to help clarify vulnerabilities/risks.

Eliminating one or more of the elements of the triangle will remove the problem, and that their selected strategies and approaches are only limited by their creativity, availability of resources, and ability to leverage resources and collaborative community responses.







Fill in as much information as you can regarding the problem you have selected. Consider all of the previous information and data that you have already completed in filling out this section. Information entered here should be based on crime reports and/or other reliable sources as previously discussed.

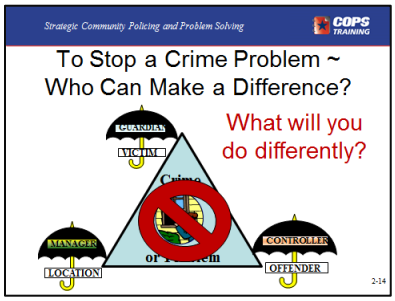
Exploring the Problem Analysis Triangle

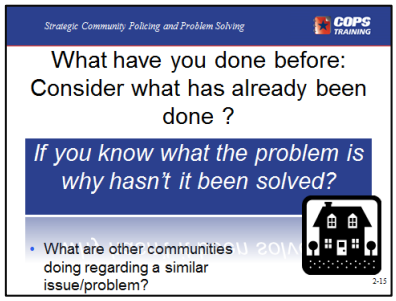
Example:

Problem Analysis Triangle		
Victims\Target (desirable/vulnerable)	**Suspects** (motivated to commit harmful act)	**Locations/Places** (suspect/victim at same place & time)
Children Neighborhood residents Business Patrons Elderly Business Owners	Unknown Young Male's Gang members Organized Gang Leaders (Adults)	Local schools Local businesses Local residences Local Parks Local streets

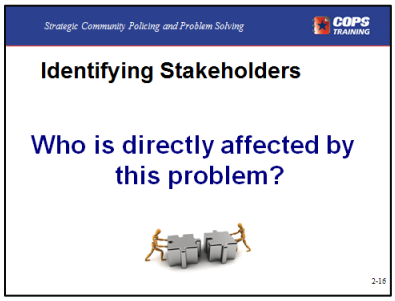
Problem Analysis Triangle		
Victims\Target (desirable/vulnerable)	**Suspects** (motivated to commit harmful act)	**Locations/Places** (suspect/victim at same place & time)

Who Can Make a difference?

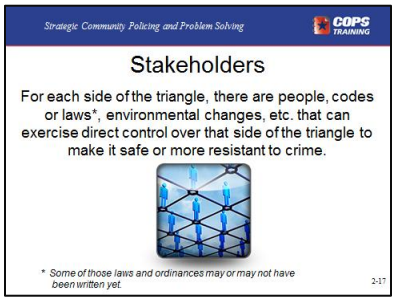




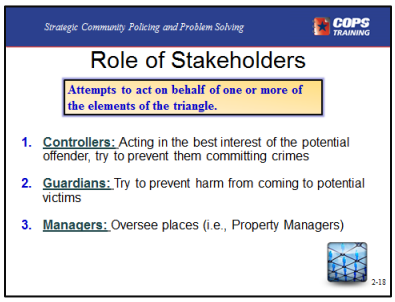
What have you done before: Consider what has already been done?
If you know what the problem is why hasn't it been solved?
What are other communities doing regarding a similar issue/problem?



Identifying Stakeholders: Who is directly affected by the problem?



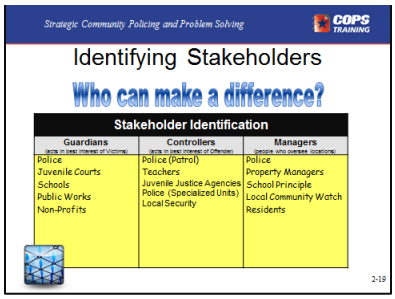
For each side of the triangle, there are people, codes or laws*, environmental changes, etc. that can exercise direct control over that side of the triangle to make it safe or more resistant to crime.

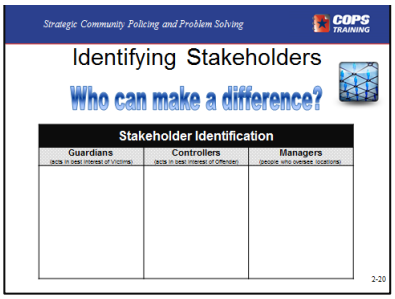


There are **stakeholders** that can indirectly help or hinder problem solving efforts. Stakeholders act on behalf of one or more of the elements of the triangle. They are people, environmental changes, etc. that can exercise control over that side of the triangle to make it safe or more resistant to crime.

Attempts to act on behalf of one or more of the sides of the triangle.

1. **Controllers:** Acting in the best interest of the potential offender, try to prevent them committing crimes
2. **Guardians:** Try to prevent harm from coming to potential victims
3. **Managers:** Oversee places (i.e. Property Managers)

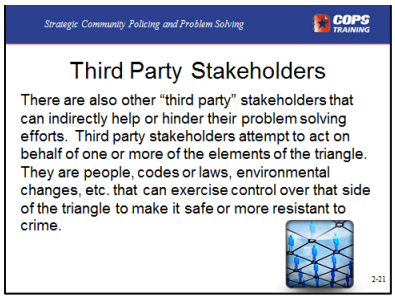


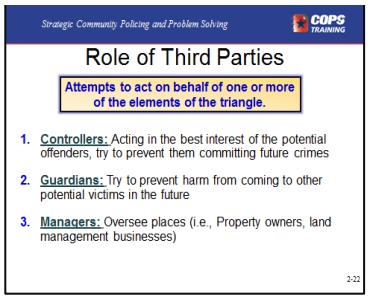


Example:

Problem Analysis Triangle		
Victims\Target (desirable/vulnerable)	**Suspects** (motivated to commit harmful act)	**Locations/Places** (suspect/victim at same place & time)
Children Neighborhood residents Business Patrons Elderly Business Owners	Unknown Young Male's Gang members Organized Gang Leaders (Adults)	Local schools Local businesses Local residences Local Parks Local streets

Problem Analysis Triangle		
Victims\Target (desirable/vulnerable)	**Suspects** (motivated to commit harmful act)	**Locations/Places** (suspect/victim at same place & time)

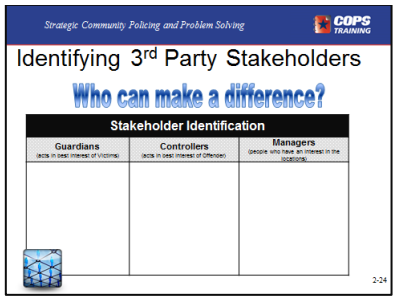




There are also other "third party" **stakeholders** that can **indirectly** help or hinder their problem solving efforts. Third party stakeholders attempt to act indirectly on behalf of one or more of the elements of the triangle. They are people, codes or laws, environmental changes, etc. that can exercise control over that side of the triangle to make it safe or more resistant to crime.

Attempts to act indirectly on behalf of one or more of the sides of the triangle.

1. **Controllers:** Acting in the best interest of the potential offender, try to prevent them committing crimes
2. **Guardians:** Try to prevent harm from coming to potential victims
3. **Managers:** Oversee places (ie, Property Managers)



Example:

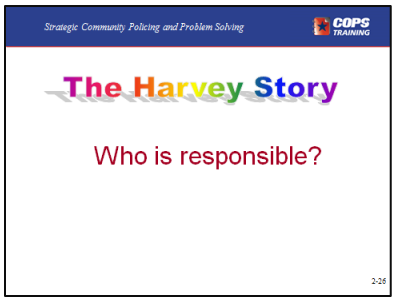
Stakeholder Identification		
Guardians (acts in best interest of Victims)	**Controllers** (acts in best interest of Offender)	**Managers** (people who oversee locations)
Insurance Companies Partnership Police Agencies Absentee Property Managers Local Security Employing Businesses	Police Juvenile Court System Peer Courts Family Churches Non-Profits	Police Property Managers Local Security

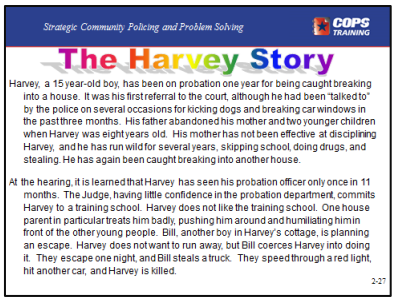
Stakeholder Identification		
Guardians (acts in best interest of Victims)	**Controllers** (acts in best interest of Offender)	**Managers** (people who have an interest in the locations)

Many times problems come to our attention through "trigger events" which is what the Harvey story represents.

Trigger events can be:

- Community Crisis
- Injury or death
- Community Victimization





The Harvey Story

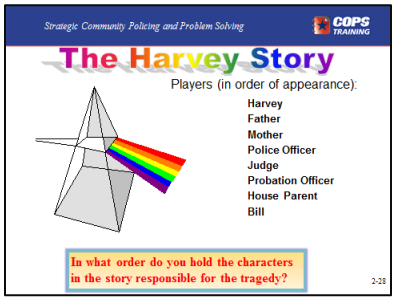
Harvey, a 15 year-old boy, has been on probation one year for being caught breaking into a house. It was his first referral to the court, although he had been "talked to" by the police on several occasions for kicking dogs and breaking car windows in the past three months. His father abandoned his mother 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.

Players in the tragedy:

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

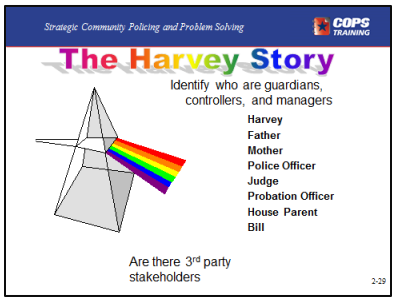
Individually ran in order who you think Is most responsible for this tragedy (Harvey's death).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



As a group come to consensus on ranking the same list of characters presented

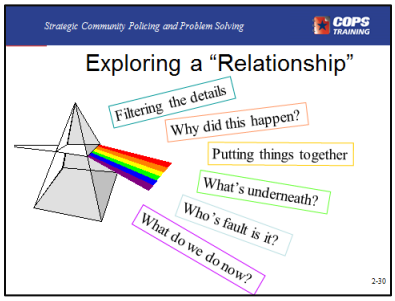
- Was this easy to do? Why or Why Not?
- How did you come up with your ranking. (Criteria)
- Was your list the same as the group list? Why or Why Not?
- Was any one of the persons listed more to blame, or have more responsibility? How do you know? What do you base your selection on?
- Do we often place blame rather than focus on the underlying conditions that allowed the problem to exist in the first place?



As a group identify:

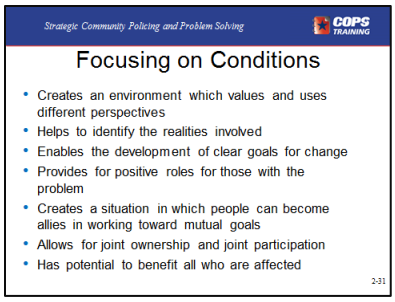
- Who the guardians are
- Who the controllers are
- Who the managers are
- Who are third party stakeholders

Why did you list the "characters" in the roles you placed them?



When looking at problems we often forget about the relationship between the people involved and the actual problem. In exploring problems we need to explore relationships including:

- How we filter details
- Why the problem is happening
- Putting things together (patterns and relationships)
- What is underneath the problem
- Who is at fault (not blaming)
- What are the next steps

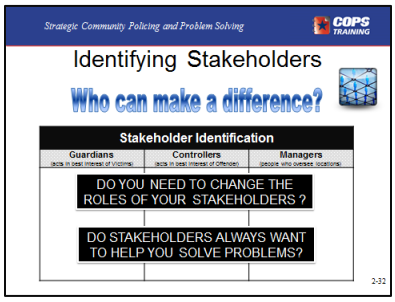


The lesson from this activity is that as individuals or organizations we often get caught up in placing blame "blame game" and never get to actually working on solving the problem or addressing the conditions that created the problem. By focusing on the conditions of the problem you are able to:

- Create an environment which values and uses different perspectives
- Help Identify the realities involved
- Enable the development of clear goals for change
- Provide for positive roles for those with the problem
- Create a situation in which people can become allies in working toward mutual goals

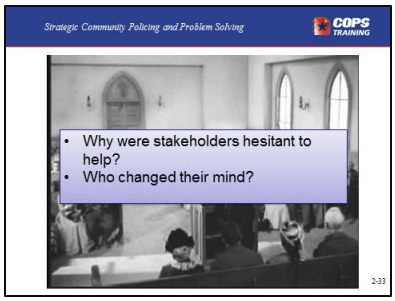
- Allow for joint ownership and joint participation
- Has potential to benefit all who are affected

  - Other trigger events are:
    - Last straw
    - Personal Victimization



Do you need to change the roles of your stakeholders?

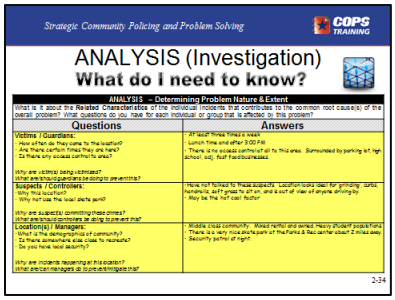
Do Stakeholders always want to help?

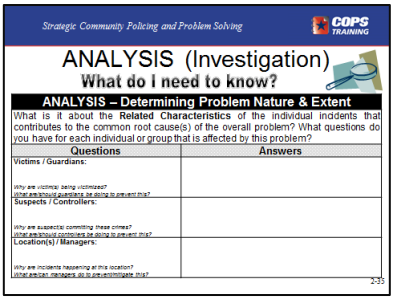


Video: High Noon

What was the public reaction to the request for help?
Who changed their mind?

Analysis





Now begin addressing the three sides of the problem triangle by developing questions for those "parties" that are directly and indirectly associated or affected by the problem what may be related characteristics that may be contributing to the common root causes of the overall problem. T*hese are people or organizations that have the ability or authority to assist in solving the problem. Enter basic information about each stakeholder. (name, address, physical location)*

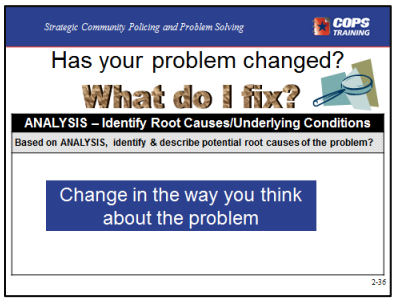
- **Guardians:** Try to prevent harm from coming to potential victims. Examples: parents/relatives/friends/co-workers, police, courts, victim assistance programs, school officials, employers
- **Controllers:** Acting in the best interest of the potential offender, try to prevent them from committing crimes. Examples: parents/relatives/friends/co-workers, police, courts, community corrections, employers
- **Managers:** Oversee places. Examples: Apartment managers, business/property owner, school principle/administrators.

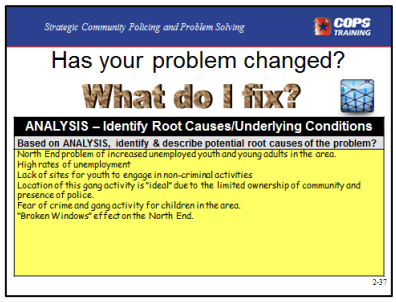
Example:

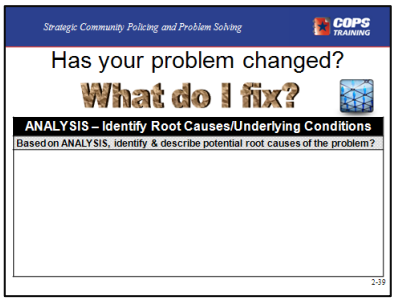
ANALYSIS – Determining Problem Nature & Extent	
What is it about the **Related Characteristics** of the individual incidents that contributes to the common root cause(s) of the overall problem? What questions do you have for each individual or group that is affected by this problem?	
Questions	**Answers**
Victims / Guardians: • How often do they come to the location? • Are there certain times they are here? • Is there any crime control to area? *Why are victim(s) being victimized?* *What are/should guardians be doing to prevent this?*	• Every day • Mostly after 3:00 PM and after 11:30 pm to early hours • There is limited community oversight and proactive enforcement in the North End district..
Suspects / Controllers: •Why this location? • Why the North End? *Why are suspect(s) committing these crimes?* *What are/should controllers be doing to prevent this?*	• Location looks ideal for committing crime, engaging in gang activity, Lots of teens and young adults who don't have anything to do during the evening hours. • Easy access to area, limited community ownership or police presence.
Location(s) / Managers: •What is the demographics of community? • Is there something drawing gang members to the area? • Do you have local security? *Why are incidents happening at this location?* *What are/can managers do to prevent/mitigate this?*	• Lower income community. Mixed rental and owned. • High rate of unemployed youth and young adults. • Limited security or police presence.

ANALYSIS – Determining Problem Nature & Extent	
What is it about the **Related Characteristics** of the individual incidents that contributes to the common root cause(s) of the overall problem? What questions do you have for each individual or group that is affected by this problem?	
Questions	**Answers**
Victims / Guardians: *Why are victim(s) being victimized?* *What are/should guardians be doing to prevent this?*	
Suspects / Controllers: *Why are suspect(s) committing these crimes?* *What are/should controllers be doing to prevent this?*	
Location(s) / Managers: *Why are incidents happening at this location?* *What are/can managers do to prevent/mitigate this?*	

The next part will be to identify questions that will help to determine the problem nature and extent. You will look at the related characteristics of the individual incidents that contributes to the common root causes of the overall problem. Identify specific questions you would have of the three sides of the Problem Analysis Triable (those affected by the problem), and of the three stakeholder groups that are indirectly associated or affected by the problem. After the questions are identified, seek out the answers.





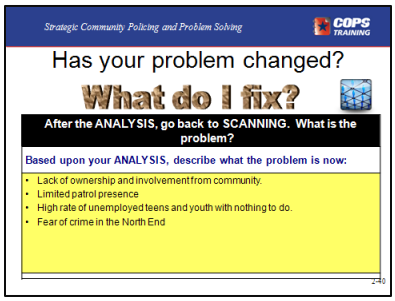


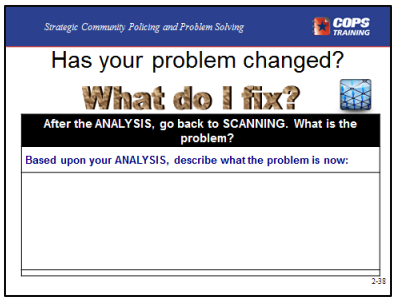
Change in the way you think about the problem

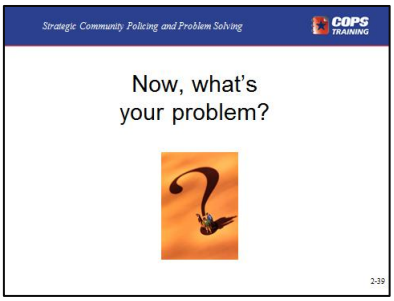
Example:

ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?
North End problem of increased unemployed youth and young adults in the area. High rates of unemployment Lack of sites for youth to engage in non-criminal activities Location of this gang activity is "ideal" due to the limited ownership of community and presence of police. Fear of crime and gang activity for children in the area. "Broken Windows" effect on the North End.

ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?







Has your problem changed?

Now what's your problem?

Example:

After the ANALYSIS, go back to SCANNING. What is the problem?
Based upon your ANALYSIS, describe what the problem is now:
• Lack of ownership and involvement from community. • Limited patrol presence • High rate of unemployed teens and youth with nothing to do. • Fear of crime in the North End

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

WORKSHEETS *(Review and complete)*

Problem Analysis Triangle		
Victims\Target (desirable/vulnerable)	**Suspects** (motivated to commit harmful act)	**Locations/Places** (suspect/victim at same place & time)
Stakeholder Identification		
Guardians (acts in best interest of Victims)	**Controllers** (acts in best interest of Offender)	**Managers** (people who oversee locations)

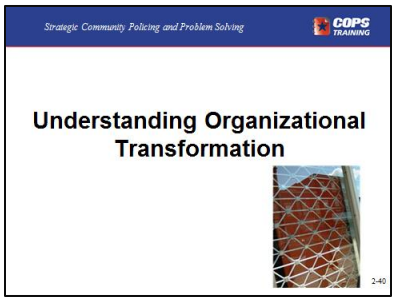
ANALYSIS – Determining Problem Nature & Extent

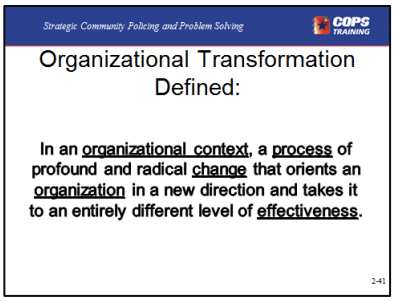
What is it about the **Related Characteristics** of the individual incidents that contributes to the common root cause(s) of the overall problem? What questions do you have for each individual or group that is affected by this problem?

Questions	Answers
Victims / Guardians: *Why are victim(s) being victimized?* *What are/should guardians be doing to prevent this?*	
Suspects / Controllers: *Why are suspect(s) committing these crimes?* *What are/should controllers be doing to prevent this?*	
Location(s) / Managers: *Why are incidents happening at this location?* *What are/can managers do to prevent/mitigate this?*	

ANALYSIS – Identify Root Causes/Underlying Conditions

Based on ANALYSIS, identify & describe potential root causes of the problem?





Understanding Organizational Transformation:

Organizational Transformation: In an organizational context, a process of profound and radical change that orients an organization in a new direction and takes it to an entirely different level of effectiveness.

Words contained in the definition.

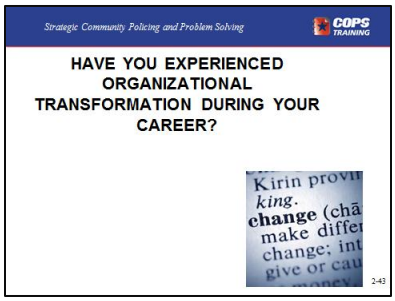
- Organizational context brings the definition to a practical application for any department or organization with public safety implications.
- The word process implies that structure or a system should be a part of the transformation. There needs to be a plan, a timeline, and assignments with outcomes that are clearly understood.
- It is important that the expected radical change be managed or controlled so that it can be a positive experience for the organization. This transformation will not be just another program, or routine approach. The word radical implies that everyone will be affected and the process will not be easy.
- The final word effectiveness is the overall result and the reason for any organization or department to experience the difficulty of change as discussed in the previous module.

Organizational Transformation: The New Era

In an increasingly turbulent world, the ability to create new organizational forms and process while promoting innovations in organizational policing practices is crucial to the New Era of policing. The New Era of community policing emphasizes changes in organizational structures to institutionalize its adoption and infuse it throughout the entire department, including the way it is managed and organized, its personnel, and its technology. Under the community policing model, police management infuses community policing ideals throughout the agency by making a number of critical changes in climate and culture, leadership, formal relations, decentralized decision-making and accountability, strategic planning, policing and procedures, organizational evaluations, and increased transparency.

Organizational transformation as outlined by the U.S. Department of Justice in their publication "Community Policing Defined" focuses on four primary areas:

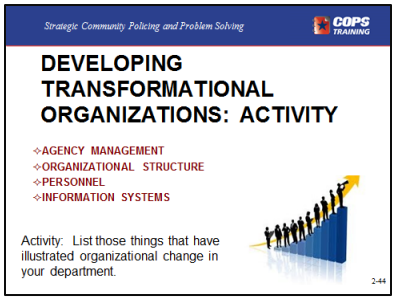
- Agency Management
- Organizational Structure
- Personnel
- Information Systems (Technology)



Organizational Transformation: The Approach

Operating within the framework of community policing, the philosophy focuses on the way that departments are organized and managed and how the infrastructure can be changed to support the philosophical shift behind community policing.

Have you experienced organizational transformation during your career?



Activity: Changes in Your Organizations Transformation

Organizational Transformation: The Approach

Operating within the framework of community policing, the philosophy focuses on the way that departments are organized and managed and how the infrastructure can be changed to support the philosophical shift behind community policing.

Agency management – Shared Vision

Shared vision is a discipline for bringing into alignment the vision and efforts of people organization-wide. The principle of shared vision leverages the most productive usage of capital, technology, and human capital since resources are coordinated toward the same ends.

1) Leaders cultivate a *shared vision* among people throughout the organization, as well as with stakeholders.
2) Leaders surface and challenge *mental models* which hinder open communication and learning in themselves and others.
3) Leaders foster practices, processes, and relationships that make *systems thinking* a normal approach to innovation and problem solving
4) Leaders promote the intrinsic and extrinsic benefits of *personal mastery*, recognizing areas of needed growth, and being disciplined about those improvements.

Organizational Structure - Systems Thinking

It is important that the organizational structure of the agency ensures that local patrol officers have decision-making authority and are accountable for their actions. This can be achieved through long-term assignments, the development of officers who are "generalists" and using special units appropriately.

Systems thinking are ways of seeing the connections, links, or relationships between things. Instead of seeing parts and pieces of how things happen, it allows the interdependent whole to be appreciated. It is a process for understanding the interrelationships among key components of a system, such as: hierarchical relations, process flow, attitudes and perceptions, service quality, assignments, special units,

budgets, customer service, delivery, research and development, how decisions are made, and hundreds of other factors.

Systems' thinking asks…

- "We do x that way because …"
- "What are your reasons for doing it that way?"
- "What works and doesn't work about doing it that way?"
- "Can you imagine doing it in some completely different manner – and what value might that add?"
- "What is going on upstream (policies, systems, practices, habits, traditions, etc.) that affects how and why we are doing things this way?"
- "What does doing something this way affect people and stakeholders, things, systems, practices and outcomes downstream?"
- "How will one shift in how we work in (or design) this systems help other systems to operate more effectively and intelligently?"

(Adapted from Raines, 2009)

Personal

When we experience personal mastery, there is a sense of effortless "flow." This results from mastering the underlying principles that bring about the results we desire, and doing the work with little conscious effort. It involves an on-going dual process of

1) Clarifying what's important (and envisioning it vividly), and
2) Continually learning how to assess current reality in relation to progressing toward that vision. Through that creative tension, we see what steps, practices, and behaviors need to grow in order to approach the vision.

A tool leaders can use as a means of stimulating personal mastery awareness is a performance appraisal that takes place as an interactive dialogue. For example, the leader could ask the following questions of a direct report:

- How do you want to grow your value to the organization over the next year?
- How do you want to grow and what do you want to accomplish over the next few years?
- What expertise and passion do you have that can help you make the kinds of contributions that would be meaningful to you and others?
- What do you need from the organization to help you grow?
- What can you do to help the team, our department, other departments, and the organization to grow in service to our stakeholders?
- What can I do, as your supervisor, to support your efforts?
- What do you want me to do less of, more of, or differently?

- What early warning signals should I look out for ahead of time, so I know to come to talk to you and help?
- How do you like to get feedback? How would you be most comfortable giving me feedback?

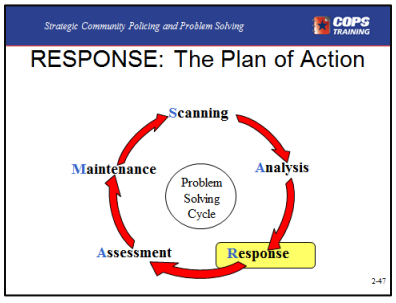
(2009, Lloyd Raines)

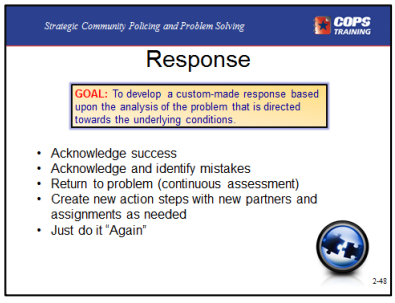
Information Systems

The principles of community policing need to be infused throughout the entire personnel system of an agency including recruitment, hiring, selection, and retention of all law enforcement agency staff, from sworn officers to civilians and volunteers. There should be communication and access to all data and information. The Quality and accuracy of data is also to maintain.

Accountability in Organizational Transformation

The need for a transformation in our policing strategies was identified in the 1980's. Public safety as a discipline, and law enforcement specifically had fallen into an environment of Activity vs. Accomplishment. A transformation to a strategy of community policing helps bring an element of accountability for law enforcement organizations that have moved into a new era of policing.



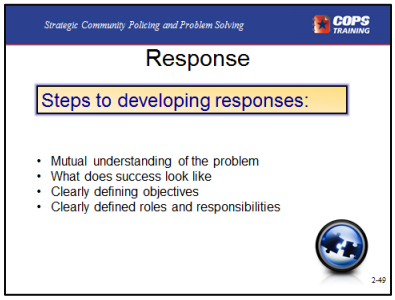


Response-Action Planning and Implementation

GOAL: To develop a custom-made response based upon the analysis of the problem that is directed towards the underlying conditions.

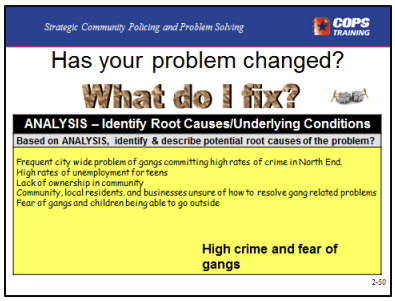
- Acknowledge success
- Acknowledge and identify mistakes

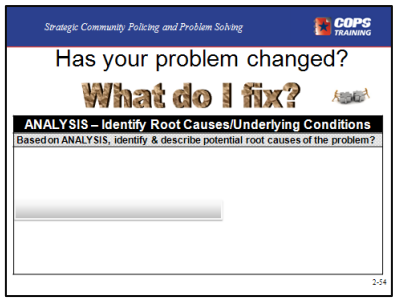
- Return to problem (continuous assessment)
- Create new action steps with new partners and assignments as needed
- Just do it “Again”



Steps to developing responses include:

- Mutual understanding of the problem
- What does success look like
- Clearly defining objectives
- Clearly defined roles and responsibilities



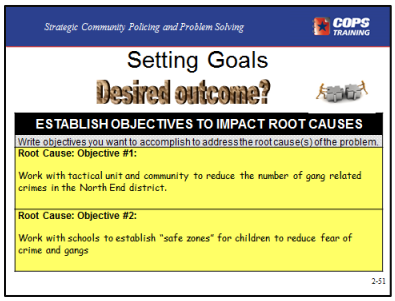


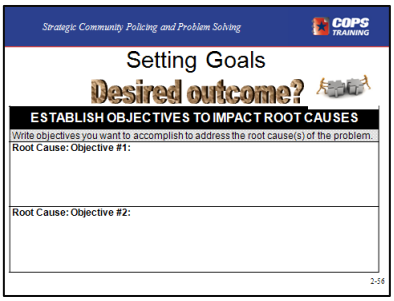
The response step begins with having participants consider how their responses will be measured in relationship with impacting their problem (assessment). Explain to participants that in order to achieve the desired objectives they will be listing for their problem solving efforts they need to establish clear agreements between the police and community as to what success will look like, and how it will be measured.

Example:

ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?
Frequent city wide problem of gangs committing high rates of crime in North End. High rates of unemployment for teens Lack of ownership in community Community, local residents, and businesses unsure of how to resolve gang related problems Fear of gangs and children being able to go outside

ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?



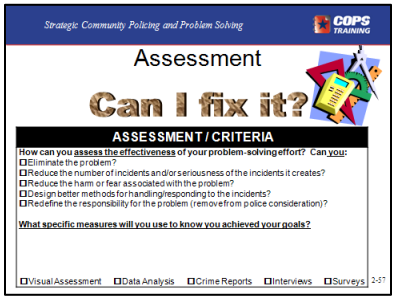


In this part of the process now write objectives that you want to accomplish to address the root cause (s) of the problem. (Remember to look at your root causes that you identified in the analysis part of the problem solving process.

Example:

ESTABLISH OBJECTIVES TO IMPACT ROOT CAUSES
Write objectives you want to accomplish to address the root cause(s) of the problem.
Root Cause: Objective #1: Work with tactical unit and community to reduce the number of gang related crimes in the North End district.
Root Cause: Objective #2: Work with schools to develop "safe zones" for children to reduce fear of crime and gangs

ESTABLISH OBJECTIVES TO IMPACT ROOT CAUSES
Write objectives you want to accomplish to address the root cause(s) of the problem.
Root Cause: Objective #1:
Root Cause: Objective #2:



After writing the objectives review your assessment and determine if are still able to still achieve your outcome to solving the problem

ASSESSMENT / CRITERIA

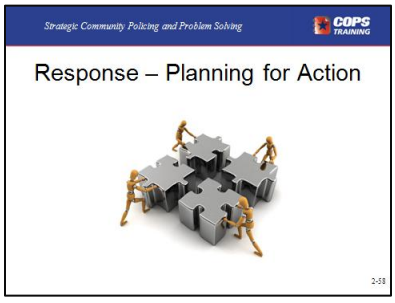
How can you <u>assess the effectiveness</u> of your problem-solving effort? Can <u>you</u>:

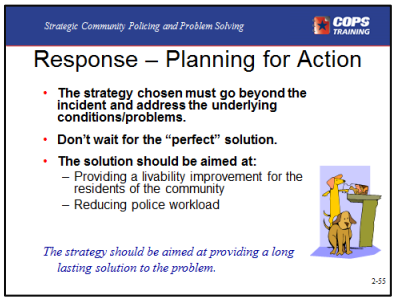
☐Eliminate the problem?
☐Reduce the number of incidents and/or seriousness of the incidents it creates?
☐Reduce the harm or fear associated with the problem?
☐Design better methods for handling/responding to the incidents?
☐Redefine the responsibility for the problem (remove from police consideration)?

<u>What specific measures will you use to know you achieved your goals?</u>

☐Visual Assessment ☐Data Analysis ☐Crime Reports ☐Interviews ☐Surveys

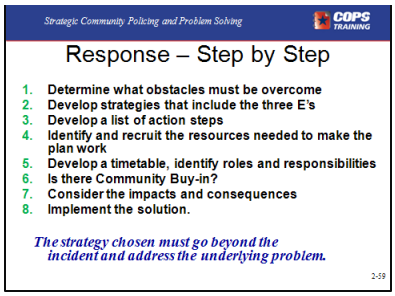
Action Plan: Strategies





Response Planning for Action

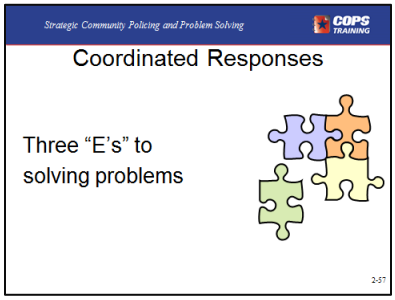
- **The strategy chosen must go beyond the incident and address the underlying conditions/problems.**
- **Don't wait for the "perfect" solution.**
- **The solution should be aimed at:**
  - Providing a livability improvement for the residents of the community
  - Reducing police workload

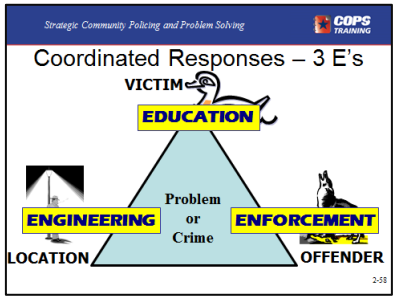


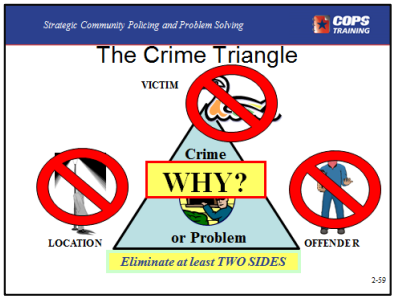
Response – Step by Step

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, identify roles and responsibilities
5. Is there Community Buy-in?
6. Consider the impacts and consequences
7. Consider a written partnership agreement
8. Implement the solution.

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



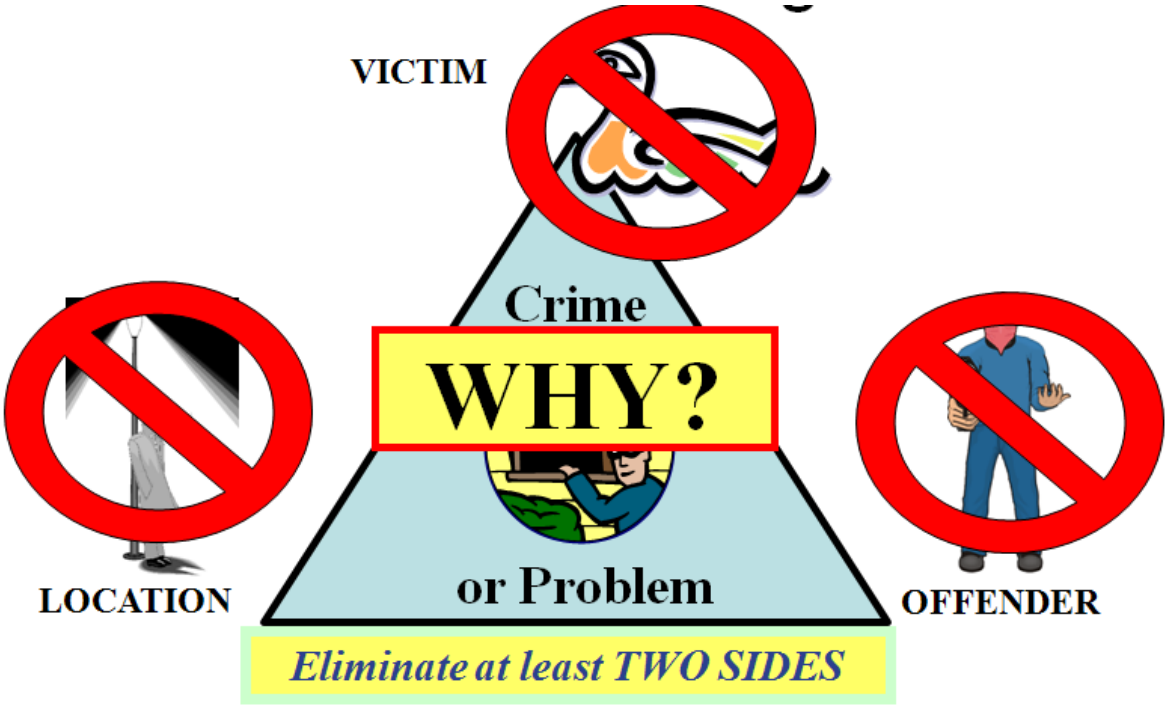


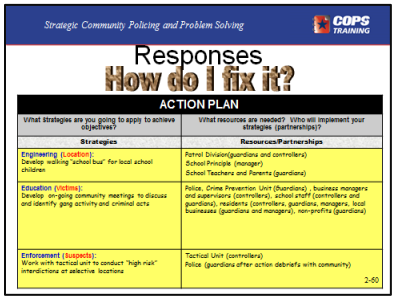


The next step of the strategic problem solving process begins with developing specific strategies targeted to at least two sides of the problem-solving triangle (victims, suspect, location). Targeting two sides of the triangle improves your probability of success. To assist participants in developing their strategies, introduce the concept of the three E's to solving problems. The three E's concept has been used by traffic engineers to help them develop multiple strategies in solving complex traffic related problems.

The three E's consists of engineering, education, and enforcement.

- **Engineering**: The concept of engineering is applied to **locations**, where we will look at the built environment to determine if there are any modifications that can be made to reduce the potential of the problem reoccurring (target hardening.) This is explained in the use of CPTED (Crime Prevention Through Environmental Design.)
- **Education**: This concept of education is applied to **victims** to help them from becoming repeat victims. What is it that they need to know that will reduce this potential of repeat victimization?
- **Enforcement**: This concept of enforcement is applied towards **suspects** to create an increased risk of being apprehended, reducing the potential of them reoffending. (Rational Choice Theory & "Risk vs. Reward Crime Prevention Theory")



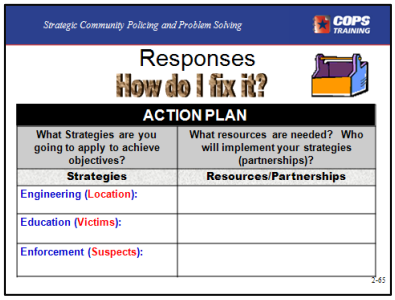

Strategic Community Policing and Problem Solving

Responses
How do I fix it?

ACTION PLAN

What strategies are you going to apply to achieve objectives?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	Resources/Partnerships
Engineering (Location): Develop walking "school bus" for local school children	Patrol Division(guardians and controllers) School Principle (manager) School Teachers and Parents (guardians)
Education (Victims): Develop on-going community meetings to discuss and identify gang activity and criminal acts	Police, Crime Prevention Unit (guardians) , business managers and supervisors (controllers), school staff (controllers and guardians), residents (controllers, guardians, managers, local businesses (guardians and managers), non-profits (guardians)
Enforcement (Suspects): Work with tactical unit to conduct "high risk" interdictions at selective locations	Tactical Unit (controllers) Police (guardians after action debriefs with community)

2-60


Strategic Community Policing and Problem Solving

Responses
How do I fix it?

ACTION PLAN

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

2-65

Stakeholder Responses

While the three E's are the primary focus of strategy development, participants also need to consider how effective stakeholders are in helping to impact the problem. Participants need to consider the possibility of not having a stakeholder that is currently available or exists. If this is the case, this may be a root cause, and finding a stakeholder may solve the problem.

Example:

ACTION PLAN	
What Strategies are you going to apply to achieve objectives?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	**Resources/Partnerships**
Engineering (Location): Develop walking "school bus" for local school children	Patrol Division(guardians and controllers) School Principle (manager) School Teachers and Parents (guardians)
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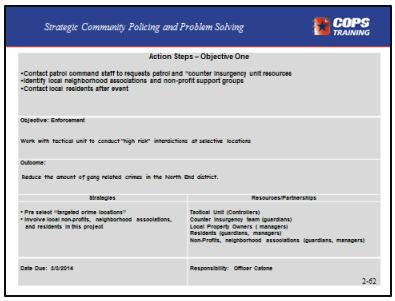
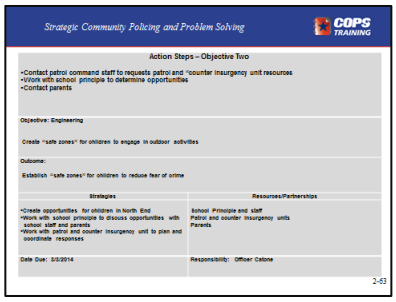
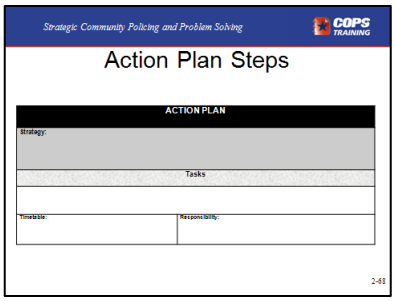
ACTION PLAN	
What Strategies are you going to apply to achieve objectives?	What resources are needed? Who will implement your strategies (partnerships)?
Strategies	**Resources/Partnerships**
Engineering (Location):	
Education (Victims):	
Enforcement (Suspects):	







Team Action Plan: Steps

- ✓ Where are we now?
- ✓ Where do we want to be?
- ✓ How do we get there?
- ✓ How do we measure progress?

Example:

Action Steps – Objective One	
▪Contact patrol command staff to requests patrol and "counter insurgency unit resources ▪Identify local neighborhood associations and non-profit support groups ▪Contact local residents after event	
Objective: Enforcement Work with tactical unit to conduct "high risk" interdictions at selective locations	
Outcome: Reduce the amount of gang related crimes in the North End district.	
Strategies	**Resources/Partnerships**
▪ Pre select "targeted crime locations" ▪ Involve local non-profits, neighborhood associations, and residents in this project	Tactical Unit (Controllers) Counter insurgency team (guardians) Local Property Owners (managers) Residents (guardians, managers) Non-Profits, neighborhood associations (guardians, managers)
Date Due: 3/3/2014	**Responsibility: Officer Catone**

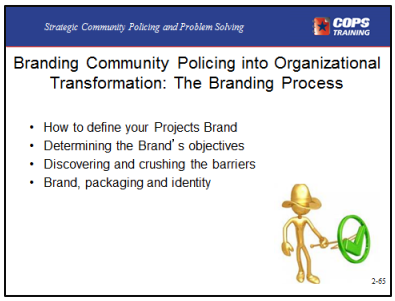
Action Steps – Objective Two	
▪Contact patrol command staff to requests patrol and "counter insurgency unit resources ▪Work with school principle to determine opportunities ▪Contact parents	
Objective: Engineering Create "safe zones" for children to engage in outdoor activities	
Outcome: Establish "safe zones" for children to reduce fear of crime	
Strategies	**Resources/Partnerships**
▪Create opportunities for children in North End ▪Work with school principle to discuss opportunities with school staff and parents ▪Work with patrol and counter insurgency unit to plan and coordinate responses	School Principle and staff Patrol and counter insurgency units Parents
Date Due: 3/3/2014	Responsibility: Officer Catone

ACTION PLAN	
Strategy:	
Tasks	
Timetable:	Responsibility:

Remember the problem and action steps must be something <u>you</u> can manage, take ownership in, and be responsible for completing in partnership with the community.

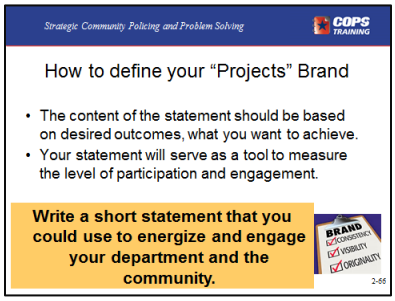
Promoting Organizational Transformation: Branding the Transformation

Each and every organization has a history and many traditions that employees and volunteers can take pride in. Consider the reputation of your organization or department within the community and jurisdiction that you serve.



Branding Community Policing into Organizational Transformation: The Branding Process

- How to define your Projects Brand
- Determining the Brand's objectives
- Discovering and crushing the barriers
- Brand, packaging and identity

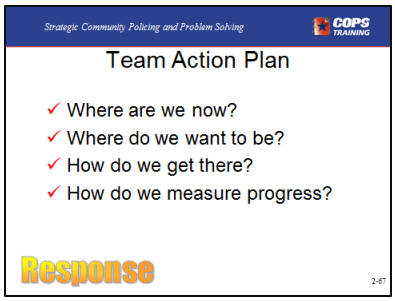


How to define your "Projects" Brand

- The content of the statement should be based on desired outcomes, what you want to achieve.
- Your statement will serve as a tool to measure the level of participation and engagement.

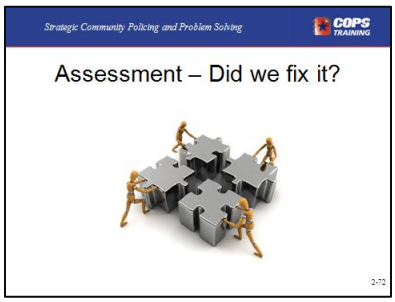
Write a short statement that you could use to energize and engage your department and the community.

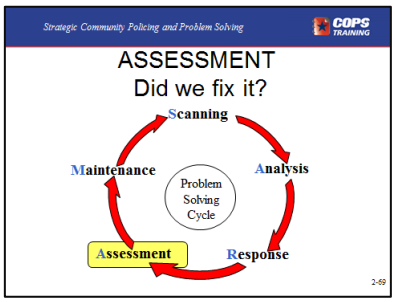
Activity: (5 min) write a short statement that you could use to energize your department and community around your community policing project

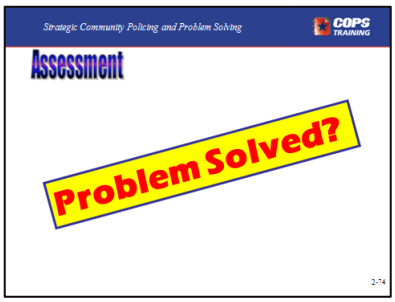


Team Action Plan: Review

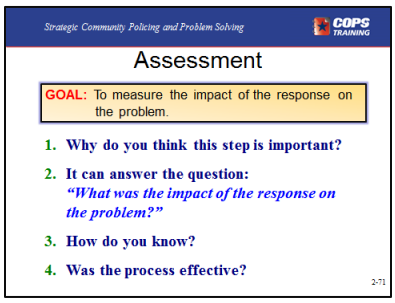
- ✓ Where are we now?
- ✓ Where do we want to be?
- ✓ How do we get there?
- ✓ How do we measure progress?







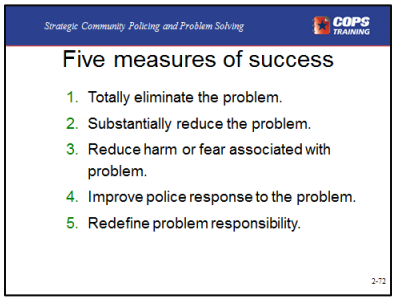
Assessment- Did we fix it?



GOAL: To measure the impact of the response on the problem.

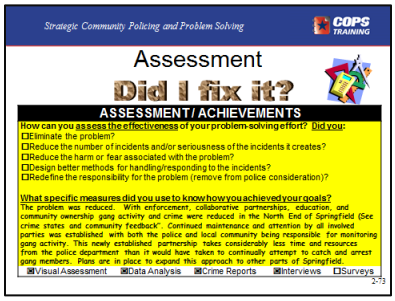
1. Why do you think this step is important?
2. It can answer the question:
   "What was the impact of the response on the problem?"

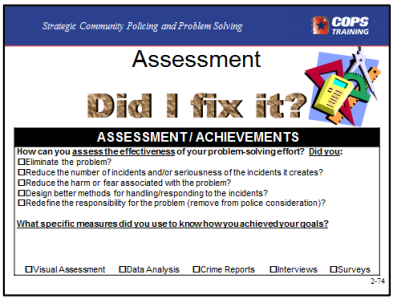
3. How do you know?
4. Was the process effective?

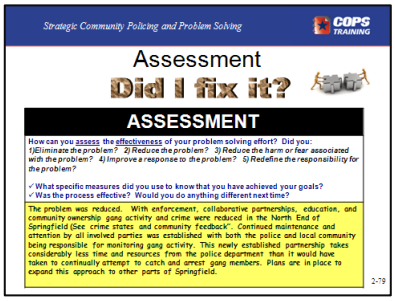


Five Measures of Success:

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?

In order to complete the final assessment / achievements step all of the tasks identified must be completed. The assessment / achievements step assesses the effectiveness of the problem solving strategies in impacting the root causes of the problem. Measurements can be validated through the following:

- Eliminating the problem
- Reducing the number of incidents and/or seriousness of the incidents it creates
- Reducing the harm or fear associated with the problem
- Designing better methods for handling/responding to the incidents?
- Redefining the responsibility for the problem (remove from police consideration)?

Example:

ASSESSMENT / ACHIEVEMENTS

How can you <u>assess the effectiveness</u> of your problem-solving effort? <u>Did you</u>:

☐Eliminate the problem?
☐Reduce the number of incidents and/or seriousness of the incidents it creates?
☐Reduce the harm or fear associated with the problem?
☐Design better methods for handling/responding to the incidents?
☐Redefine the responsibility for the problem (remove from police consideration)?

<u>What specific measures did you use to know how you achieved your goals?</u>

The problem was reduced. With enforcement, collaborative partnerships, education, and community ownership gang activity and crime were reduced in the North End of Springfield (See crime states and community feedback". Continued maintenance and attention by all involved parties was established with both the police and local community being responsible for monitoring gang activity. This newly established partnership takes considerably less time and resources from the police department than it would have taken to continually attempt to catch and arrest gang members. Plans are in place to expand this approach to other parts of Springfield.

☒Visual Assessment ☒Data Analysis ☒Crime Reports ☒Interviews ☐Surveys

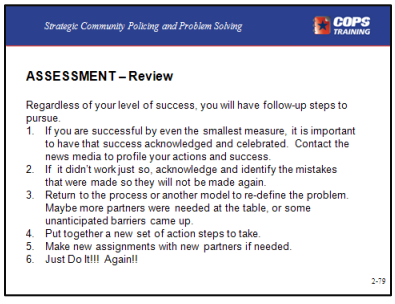
ASSESSMENT / ACHIEVEMENTS

How can you <u>assess the effectiveness</u> of your problem-solving effort? <u>Did you</u>:

☐Eliminate the problem?
☐Reduce the number of incidents and/or seriousness of the incidents it creates?
☐Reduce the harm or fear associated with the problem?
☐Design better methods for handling/responding to the incidents?
☐Redefine the responsibility for the problem (remove from police consideration)?

<u>What specific measures did you use to know how you achieved your goals?</u>

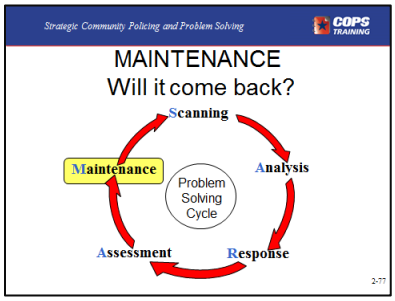
☐Visual Assessment ☐Data Analysis ☐Crime Reports ☐Interviews ☐Surveys

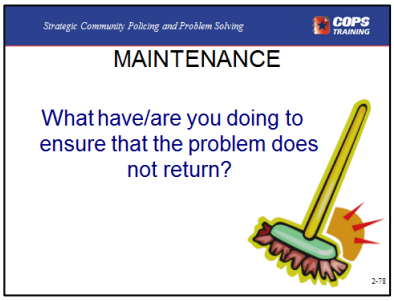


ASSESSMENT – Review

Regardless of your level of success, you will have follow-up steps to pursue.

1) If you are successful by even the smallest measure, it is important to have that success acknowledged and celebrated. Contact the news media to profile your actions and success.
2) If it didn't work just so, acknowledge and identify the mistakes that were made so they will not be made again.
3) Return to the process or another model to re-define the problem. Maybe more partners were needed at the table, or some unanticipated barriers came up.
4) Put together a new set of action steps to take.
5) Make new assignments with new partners if needed.
6) Just Do It!!! Again!!





Maintenance: Ensuring that the Problem Does Not Return

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

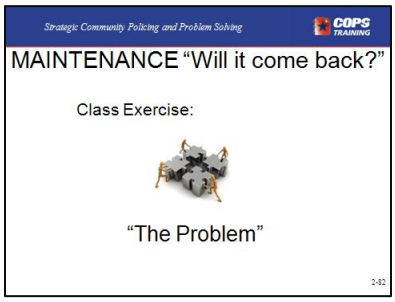
Ensuring that the Problem Does Not Return

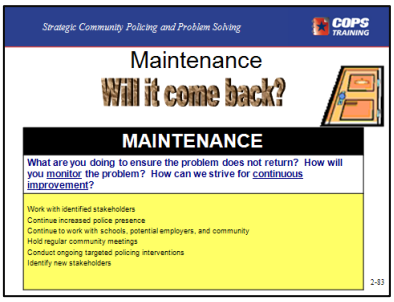
In order to ensure that the problem does not return you will need to develop strategies to maintain and monitor the problem.

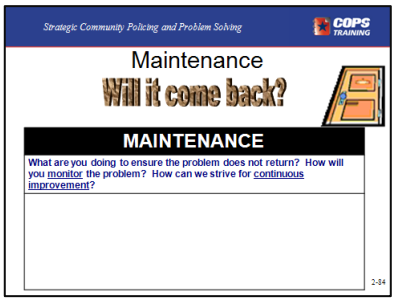
- How and Who is going to responsible for monitoring the problem?
  - Extra Patrol
  - Personal Observation (police/community)
  - Community Meetings
  - Social Media (Facebook)
  - Community Survey
  - Crime Data (CFS)

- Time and Resources
  - Who is going fund maintenance efforts if necessary?
  - How will you monitor your time and resources as they relate to maintenance?

If your strategies did not lead to the level of success you had anticipated, or over a period of time your strategies become ineffective you may need to be re-defined or amended to impact the desired objectives you had previously identified. You may also conclude that new root causes were identified over the course of maintaining the problem.





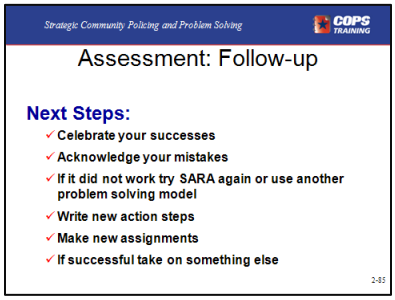


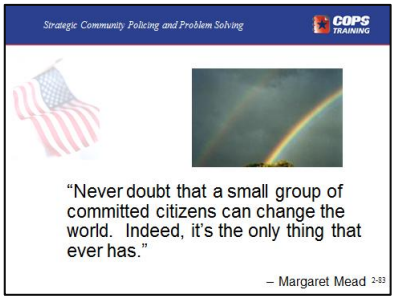
Example:

MAINTENANCE
What are you doing to ensure the problem does not return? How will you monitor the problem? How can we strive for continuous improvement?
Work with identified stakeholders Continue increased police presence Continue to work with schools, potential employers, and community Hold regular community meetings Conduct ongoing targeted policing interventions Identify new stakeholders

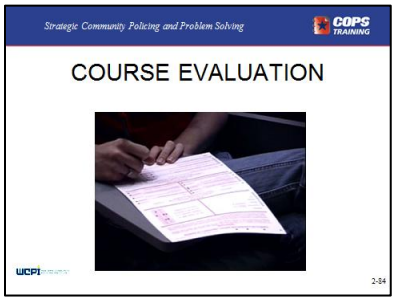
MAINTENANCE

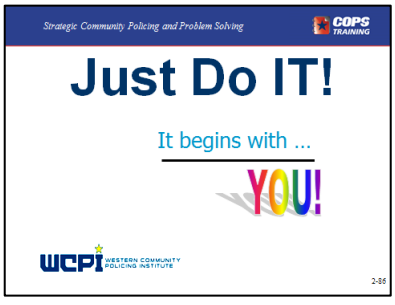
What are you doing to ensure the problem does not return? How will you monitor the problem? How can we strive for continuous improvement?

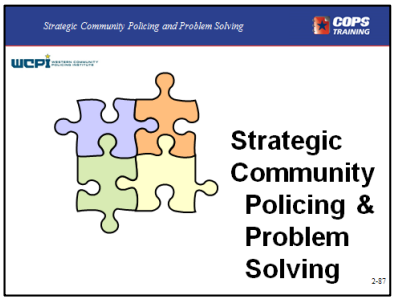




"Never doubt that a small group of committed citizens can change the world. Indeed, it's the only thing that ever has."







Wrap Up

Notes:

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WORKSHEETS

Problem Name:	Start Date:
Problem Location:	
Officer Name:	
Contact (Complainant):	

SCANNING – Problem Identification

Problem Classification:		Validate Problem Solving Criteria:	
Check all boxes that apply	☐ Crime /Safety related	☐	Reoccurring incidents/events with similar or related characteristics*
	☐ Traffic related	☐	Requires a strategic and organized process
	☐ Order Maintenance / Quality of Life	☐	Concern to Community
	☐ Terrorism and Emergency Preparedness	☐	Public expectation that something be done
	☐ Social Disorder	☐	Must be completed in partnership with the Community (others)
	☐ Fear of Crime (perceptions)	*(must be able to check all above)*	☐ YES ☐ NO

*What are the Similar or Related Characteristics: (describe)	
☐ **Behavior:** (victim and/or suspect)	
☐ **Location:** (physical environment)	
☐ **Persons Involved:** (victims, suspects)	
☐ **Time:** (events)	

Description of problem:

The problem must be something <u>you</u> can manage, take ownership in, and be responsible for completing in partnership with the community.

Project Approval: ☐ Submit to Supervisor

Date: Approved by:

SCANNING – Problem Background

What are the current impacts of this problem on the community?

What has already been done to address these impacts?

If none, explore traditional policing practices first.

Problem Analysis Triangle

Victims\Target (desirable/vulnerable)	Suspects (motivated to commit harmful act)	Locations/Places (suspect/victim at same place & time)

Stakeholder Identification

Guardians (acts in best interest of Victims)	Controllers (acts in best interest of Offender)	Managers (people who oversee locations)

ANALYSIS – Determining Problem Nature & Extent

What is it about the **Related Characteristics** of the individual incidents that contributes to the common root cause(s) of the overall problem? What questions do you have for each individual or group that is affected by this problem?

Questions	Answers
Victims / Guardians: *Why are victim(s) being victimized?* *What are/should guardians be doing to prevent this?*	
Suspects / Controllers: *Why are suspect(s) committing these crimes?* *What are/should controllers be doing to prevent this?*	
Location(s) / Managers: *Why are incidents happening at this location?* *What are/can managers do to prevent/mitigate this?*	

ANALYSIS – Identify Root Causes/Underlying Conditions

Based on ANALYSIS, identify & describe potential root causes of the problem?

RESPONSES

ESTABLISH OBJECTIVES TO IMPACT ROOT CAUSES
Write objectives you want to accomplish to address the root cause(s) of the problem.
Root Cause: Objective #1: ☐Visual Assessment ☐Data Analysis ☐Crime Reports ☐Interviews ☐Surveys
Root Cause: Objective #2: ☐Visual Assessment ☐Data Analysis ☐Crime Reports ☐Interviews ☐Surveys

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

Strategy:	
Tasks	
Timetable:	**Responsibility:**

Strategy:	
Tasks	
Timetable:	**Responsibility:**

Strategy:	
Tasks	
Timetable:	**Responsibility:**

ASSESSMENT / ACHIEVEMENTS

How can you <u>assess the effectiveness</u> of your problem-solving effort? <u>Did you</u>:

- ☐ Eliminate the problem?
- ☐ Reduce the number of incidents and/or seriousness of the incidents it creates?
- ☐ Reduce the harm or fear associated with the problem?
- ☐ Design better methods for handling/responding to the incidents?
- ☐ Redefine the responsibility for the problem (remove from police consideration)?

<u>What specific measures did you use to know how you achieved your goals?</u>

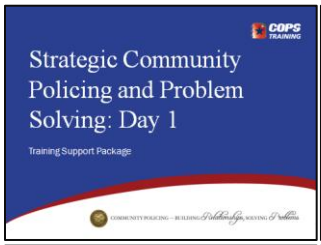
☐ Visual Assessment ☐ Data Analysis ☐ Crime Reports ☐ Interviews ☐ Surveys

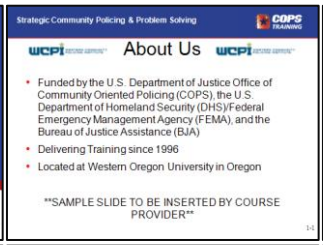
MAINTENANCE

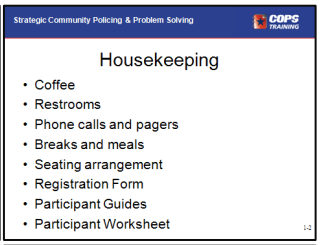
What are you doing to ensure for the problem does not return? How will you monitor the problem? How can we strive for continuous improvement?

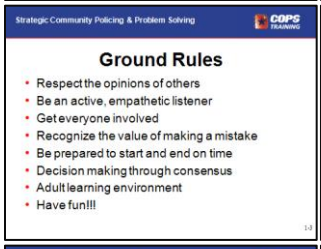
☐ Visual Assessment ☐ Data Analysis ☐ Crime Reports ☐ Interviews ☐ Surveys

Power Point


Strategic Community Policing and Problem Solving: Day 1
Training Support Package


Strategic Community Policing & Problem Solving
About Us
Funded by the U.S. Department of Justice Office of Community Oriented Policing (COPS), the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA), and the Bureau of Justice Assistance (BJA)
Delivering Training since 1996
Located at Western Oregon University in Oregon
SAMPLE SLIDE TO BE INSERTED BY COURSE PROVIDER


Strategic Community Policing & Problem Solving
Housekeeping
Coffee
Restrooms
Phone calls and pagers
Breaks and meals
Seating arrangement
Registration Form
Participant Guides
Participant Worksheet

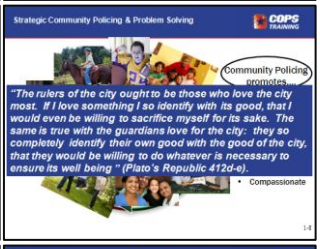

Strategic Community Policing & Problem Solving
Ground Rules
Respect the opinions of others
Be an active, empathetic listener
Get everyone involved
Recognize the value of making a mistake
Be prepared to start and end on time
Decision making through consensus
Adult learning environment
Have fun!!!

Strategic Community Policing & Problem Solving
Trainer Introductions

Strategic Community Policing & Problem Solving
Participant Introductions

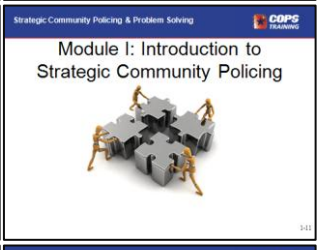
Strategic Community Policing & Problem Solving
How Important are first impressions?
Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:
Emotional awareness, including the ability to identify your own emotions and those of others;
The ability to harness emotions and apply them to tasks like thinking and problems solving;
The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.
Psychology Today

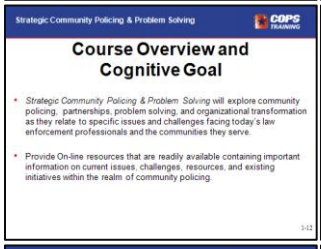
Strategic Community Policing & Problem Solving
Emotional Intelligence Core Competencies
Self Awareness
Emotional awareness
Accurate self awareness
Self Confidence
Self Management
Optimism
Transparency
Adaptability
Initiative
Social Awareness
Empathy
Organizational awareness
Service
Relationship Management
Talent developer
Catalyst of change
Collaborator

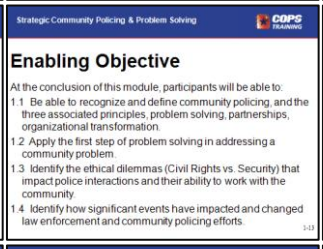

Strategic Community Policing & Problem Solving
Community Policing promotes...
"The rulers of the city ought to be those who love the city most. If I love something I so identify with its good, that I would even be willing to sacrifice myself for its sake. The same is true with the guardians love for the city: they so completely identify their own good with the good of the city, that they would be willing to do whatever is necessary to ensure its well being" (Plato's Republic 412d-e).
Compassionate

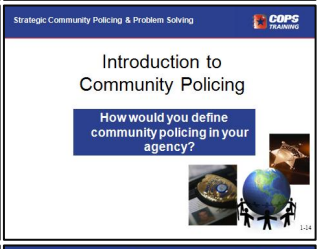
Strategic Community Policing & Problem Solving
Your Challenge
Your Best ,Your Best
Don't Stop
Don't Quit until there's nothing left
Keep Driving
Your Very Best
Everything You Got
Keep Going
It Hurts
Don't Quit, Don't Quit ...

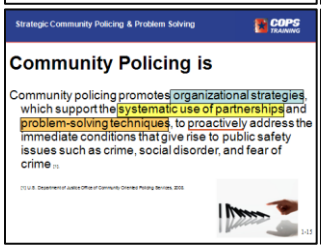
Strategic Community Policing & Problem Solving
Living the Leadership Challenge
Doing the Right Thing
For the Right Reason
At the Right Time
In the Right Way

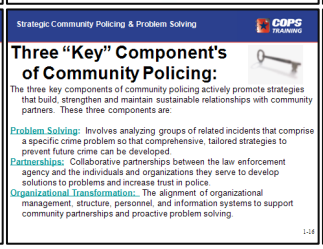

Strategic Community Policing & Problem Solving
Module I: Introduction to Strategic Community Policing

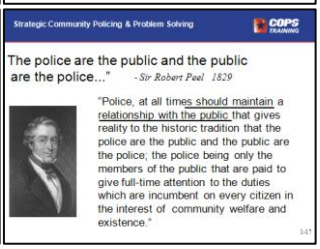

Strategic Community Policing & Problem Solving
Course Overview and Cognitive Goal
Strategic Community Policing & Problem Solving will explore community policing, partnerships, problem solving, and organizational transformation as they relate to specific issues and challenges facing today's law enforcement professionals and the communities they serve.
Provide On-line resources that are readily available containing important information on current issues, challenges, resources, and existing initiatives within the realm of community policing.

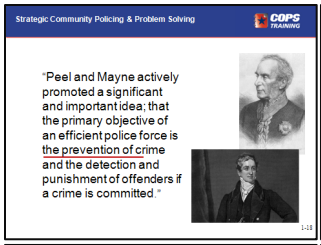

Strategic Community Policing & Problem Solving
Enabling Objective
At the conclusion of this module, participants will be able to:
1.1 Be able to recognize and define community policing, and the three associated principles, problem solving, partnerships, organizational transformation.
1.2 Apply the first step of problem solving in addressing a community problem.
1.3 Identify the ethical dilemmas (Civil Rights vs. Security) that impact police interactions and their ability to work with the community.
1.4 Identify how significant events have impacted and changed law enforcement and community policing efforts.


Strategic Community Policing & Problem Solving
Introduction to Community Policing
How would you define community policing in your agency?

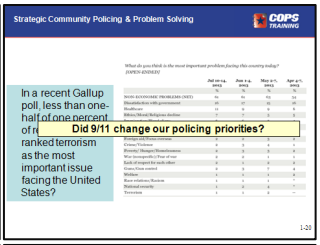

Strategic Community Policing & Problem Solving
Community Policing is
Community policing promotes organizational strategies, which support the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime

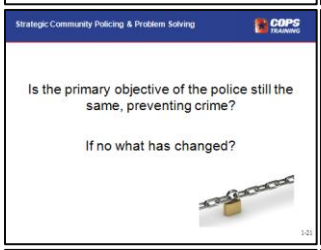

Strategic Community Policing & Problem Solving
Three "Key" Component's of Community Policing:
The three key components of community policing actively promote strategies that build, strengthen and maintain sustainable relationships with community partners. These three components are:
Problem Solving: Involves analyzing groups of related incidents that comprise a specific crime problem so that comprehensive, tailored strategies to prevent future crime can be developed.
Partnerships: Collaborative partnerships between the law enforcement agency and the individuals and organizations they serve to develop solutions to problems and increase trust in police.
Organizational Transformation: The alignment of organizational management, structure, personnel, and information systems to support community partnerships and proactive problem solving.


Strategic Community Policing & Problem Solving
The police are the public and the public are the police... - Sir Robert Peel 1829
"Police, at all times should maintain 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."


Strategic Community Policing & Problem Solving
"Peel and Mayne actively promoted a significant and important idea; that the primary objective of an efficient police force is the prevention of crime and the detection and punishment of offenders if a crime is committed."

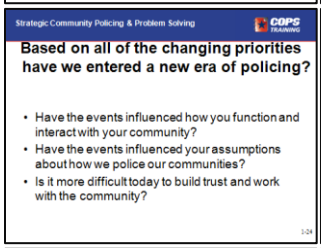
Strategic Community Policing & Problem Solving
"The primary goal is to prevent terrorism rather than investigate and apprehend after an event occurs. The FBI has been involved in proactive counterterrorism work for some time. This reorganization is intended to make a greater commitment."
Do you think the FBI has changed their approach to crime and terrorism?
Why, and how did they change based on the above quote?


Strategic Community Policing & Problem Solving
In a recent Gallup poll, less than one-half of one percent of r
Did 9/11 change our policing priorities?
ranked terrorism as the most important issue facing the United States?


Strategic Community Policing & Problem Solving
Is the primary objective of the police still the same, preventing crime?
If no what has changed?

Strategic Community Policing & Problem Solving
Is there resistance towards preventative policing approaches?
"Organized and preventative approaches to policing was significant but also created a great deal of resistance from the community who regarded an organized uniform police force as a threat to their civil liberties, power and authority with community relations."
WE WANT JUSTICE

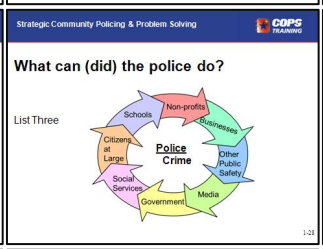
Strategic Community Policing & Problem Solving
Ethical Issues
Civil Liberties vs. Security
Access, dissemination and use of information
Accountability of persons in authority
Profiling
Responsible use of funding

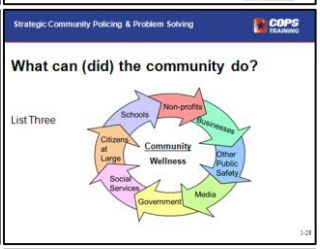

Strategic Community Policing & Problem Solving
Based on all of the changing priorities have we entered a new era of policing?
Have the events influenced how you function and interact with your community?
Have the events influenced your assumptions about how we police our communities?
Is it more difficult today to build trust and work with the community?

Strategic Community Policing & Problem Solving
What is happening in your Community?
Briefly discuss "things" that are happening in your community that are impacting or effecting your operations and community relationships

Strategic Community Policing & Problem Solving
Community Policing in the New Era
Community Policing is now needed more than ever.
Community Policing continues to provide the means for engaging the community and giving them an active role and responsibility in addressing problems.

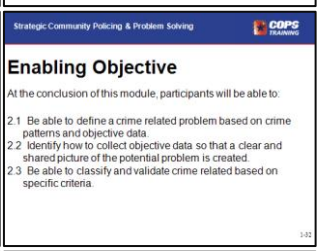
Strategic Community Policing & Problem Solving
Springfield, MA
What Did the Police Do? What Did the Community Do?


Strategic Community Policing & Problem Solving
What can (did) the police do?
List Three
Schools
Non-profits
Businesses
Citizens at Large
Police Crime
Other Public Safety
Social Services
Government
Media

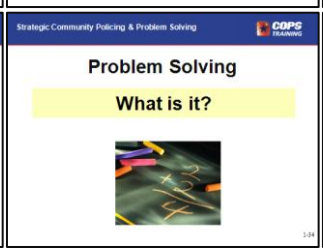

Strategic Community Policing & Problem Solving
What can (did) the community do?
List Three
Schools
Non-profits
Businesses
Citizens at Large
Community Wellness
Other Public Safety
Social Services
Government
Media

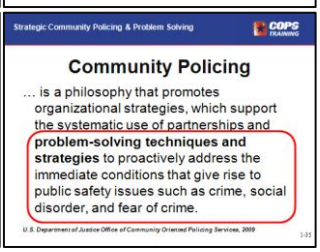
Strategic Community Policing & Problem Solving
Which one works best?
A Community Policing / Governance Approach
Partnerships among municipal agencies
Partnerships with the community
Collaborative Problem-Solving efforts
Organizational Change
Police Crime
Community Wellness

Strategic Community Policing & Problem Solving
Module II: Introduction To Problem Solving

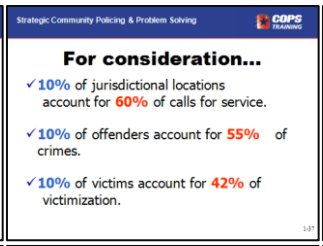

Strategic Community Policing & Problem Solving
Enabling Objective
At the conclusion of this module, participants will be able to:
2.1 Be able to define a crime related problem based on crime patterns and objective data.
2.2 Identify how to collect objective data so that a clear and shared picture of the potential problem is created.
2.3 Be able to classify and validate crime related based on specific criteria.

Strategic Community Policing & Problem Solving
Scanning - "What Problem…?"

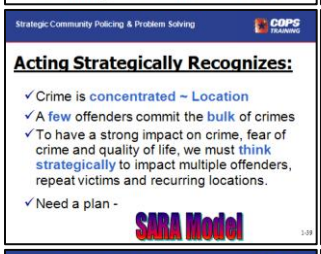

Strategic Community Policing & Problem Solving
Problem Solving
What is it?

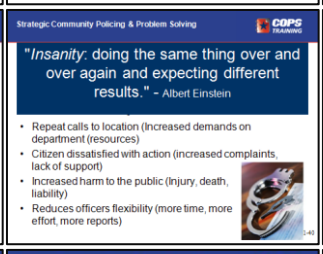

Strategic Community Policing & Problem Solving
Community Policing
… is a philosophy that promotes organizational strategies, which support the systematic use of partnerships and problem-solving techniques and strategies to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.
U.S. Department of Justice Office of Community Oriented Policing Services, 2009

Strategic Community Policing & Problem Solving
So... What if you could tell where...
• Where 60% of your calls were going to be...
• Who is committing 55% of your crimes...
• Who is going to be a victim 42% of the time...
Would you want to know?

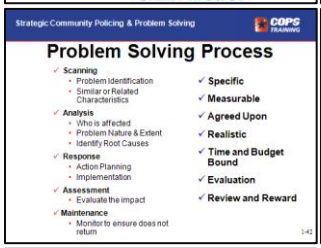

Strategic Community Policing & Problem Solving
For consideration...
✓10% of jurisdictional locations account for 60% of calls for service.
✓10% of offenders account for 55% of crimes.
✓10% of victims account for 42% of victimization.

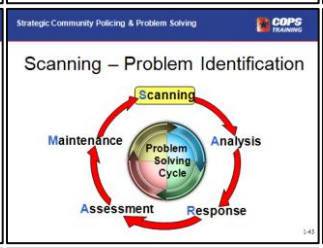
Strategic Community Policing & Problem Solving
So...
How much of our 'business' is repeat business?
•Graffiti in local parks
•Speeding cars in school zones
•On-going burglaries at businesses
•Pan-handling at local malls

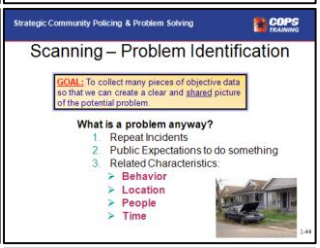

Strategic Community Policing & Problem Solving
Acting Strategically Recognizes:
✓Crime is concentrated ~ Location
✓A few offenders commit the bulk of crimes
✓To have a strong impact on crime, fear of crime and quality of life, we must think strategically to impact multiple offenders, repeat victims and recurring locations.
✓Need a plan -
SARA Model


Strategic Community Policing & Problem Solving
"Insanity: doing the same thing over and over again and expecting different results." - Albert Einstein
• Repeat calls to location (Increased demands on department (resources)
• Citizen dissatisfied with action (increased complaints, lack of support)
• Increased harm to the public (Injury, death, liability)
• Reduces officers flexibility (more time, more effort, more reports)

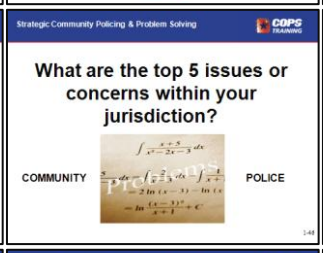
Strategic Community Policing & Problem Solving
Problem-Solving: A Continuous Process
Scanning
Analysis
Response
Assessment
Maintenance
Problem Solving Cycle

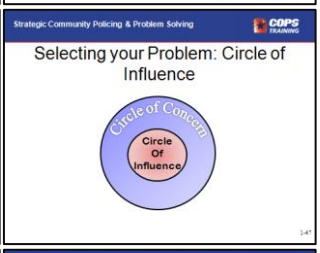

Strategic Community Policing & Problem Solving
Problem Solving Process
Scanning
Problem Identification
Similar or Related Characteristics
Analysis
Who is affected
Problem Nature & Extent
Identify Root Causes
Response
Action Planning
Implementation
Assessment
Evaluate the impact
Maintenance
Monitor to ensure does not return
Specific
Measurable
Agreed Upon
Realistic
Time and Budget Bound
Evaluation
Review and Reward

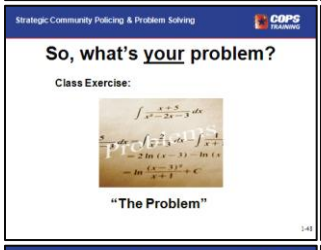

Strategic Community Policing & Problem Solving
Scanning – Problem Identification
Scanning
Analysis
Response
Assessment
Maintenance
Problem Solving Cycle

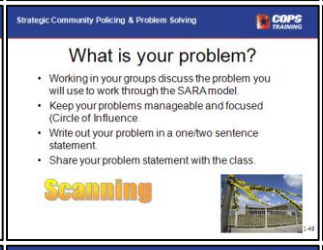

Strategic Community Policing & Problem Solving
Scanning – Problem Identification
GOAL: To collect many pieces of objective data so that we can create a clear and shared picture of the potential problem.
What is a problem anyway?
1. Repeat Incidents
2. Public Expectations to do something
3. Related Characteristics:
Behavior
Location
People
Time

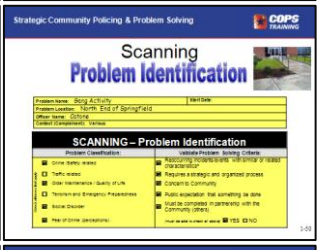
Strategic Community Policing & Problem Solving
Scanning – Problem Identification
Definition
– Reoccurring incidents / events
– Similar or related characteristics
– Direct harm & concern to public
– Public Expectations
– Requires a strategic and organized process
Problems can be
– Crime / Safety related
– Traffic related
– Order maintenance / Quality of Life related
– Terrorism and Emergency Preparedness
– Social Disorder
– Fear of Crime

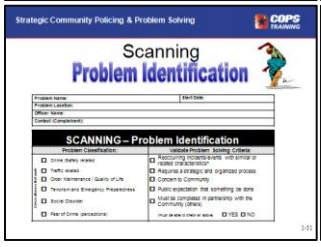

Strategic Community Policing & Problem Solving
What are the top 5 issues or concerns within your jurisdiction?
COMMUNITY
POLICE

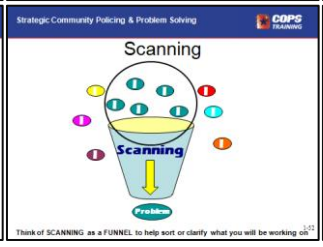

Strategic Community Policing & Problem Solving
Selecting your Problem: Circle of Influence
Circle of Concern
Circle Of Influence

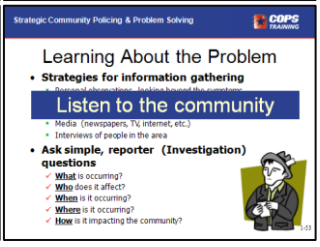

Strategic Community Policing & Problem Solving
So, what's your problem?
Class Exercise:
"The Problem"

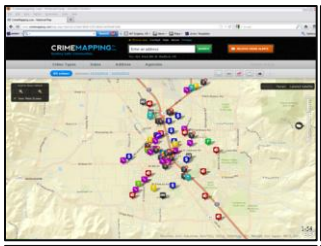

Strategic Community Policing & Problem Solving
What is your problem?
• Working in your groups discuss the problem you will use to work through the SARA model.
• Keep your problems manageable and focused (Circle of Influence.
• Write out your problem in a one/two sentence statement.
• Share your problem statement with the class.
Scanning


Strategic Community Policing & Problem Solving
Scanning
Problem Identification
SCANNING – Problem Identification

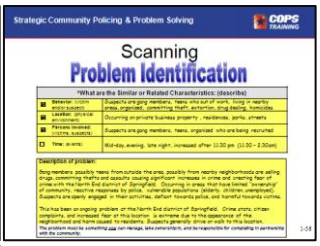

Strategic Community Policing & Problem Solving
Scanning
Problem Identification
SCANNING – Problem Identification


Strategic Community Policing & Problem Solving
Scanning
Scanning
Problem
Think of SCANNING as a FUNNEL to help sort or clarify what you will be working on

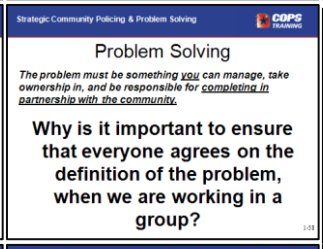

Strategic Community Policing & Problem Solving
Learning About the Problem
• Strategies for information gathering
Listen to the community
• Media (newspapers, TV, internet, etc.)
• Interviews of people in the area
• Ask simple, reporter (Investigation) questions
What is occurring?
Who does it affect?
When is it occurring?
Where is it occurring?
How is it impacting the community?

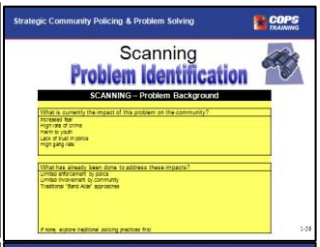

CRIMEMAPPING

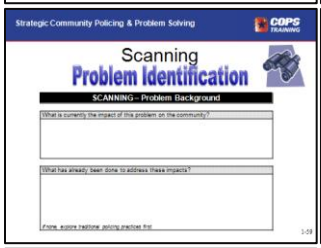
Strategic Community Policing & Problem Solving
COPS TRAINING
Information Resources
Police Department
Crime Analysis
• Geo-Mapping
– Records
– Crime Prevention
– Communications
– Investigative Division
– Other Police agencies
– Other Government agencies
In the Community
– Neighborhood Residents
– Elected Officials
– Schools
– Non-profits
– Media
– Business Groups
– Community Groups
– Civic Groups
– Community Surveys
– Social Media


Strategic Community Policing & Problem Solving
COPS TRAINING
Scanning
Problem Identification
*What are the Similar or Related Characteristics: (describe)
Description of problem:

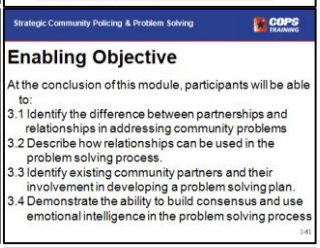
Strategic Community Policing & Problem Solving
COPS TRAINING
Scanning
Problem Identification
*What are the Similar or Related Characteristics: (describe)
Description of problem:


Strategic Community Policing & Problem Solving
COPS TRAINING
Problem Solving
The problem must be something you can manage, take ownership in, and be responsible for completing in partnership with the community.
Why is it important to ensure that everyone agrees on the definition of the problem, when we are working in a group?

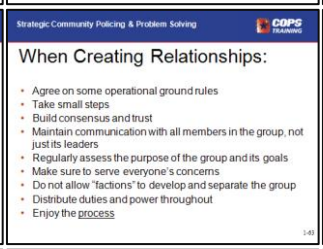

Strategic Community Policing & Problem Solving
COPS TRAINING
Scanning
Problem Identification
SCANNING – Problem Background
What is currently the impact of this problem on the community?
Increased fear
High rate of crime
Harm to youth
Lack of trust in police
High gang rate
What has already been done to address these impacts?
Limited enforcement by police
Limited involvement by community
Traditional "Band Aide" approaches
If none, explore traditional policing practices first

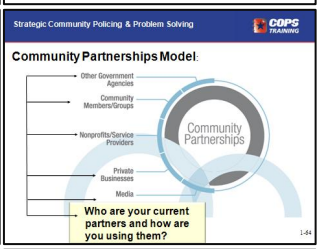

Strategic Community Policing & Problem Solving
COPS TRAINING
Scanning
Problem Identification
SCANNING – Problem Background
What is currently the impact of this problem on the community?
What has already been done to address these impacts?
If none, explore traditional policing practices first

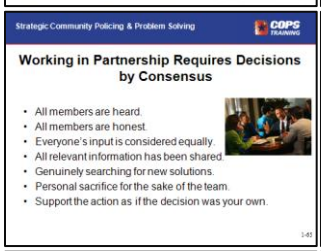
Strategic Community Policing & Problem Solving
COPS TRAINING
Module III: Carrying out the Community Policing Mission: Collaboration, partnerships and building consensus building


Strategic Community Policing & Problem Solving
COPS TRAINING
Enabling Objective
At the conclusion of this module, participants will be able to:
3.1 Identify the difference between partnerships and relationships in addressing community problems
3.2 Describe how relationships can be used in the problem solving process.
3.3 Identify existing community partners and their involvement in developing a problem solving plan.
3.4 Demonstrate the ability to build consensus and use emotional intelligence in the problem solving process

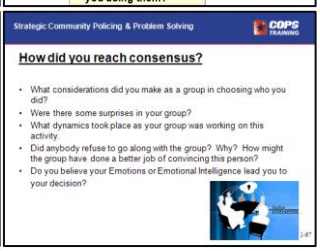
Strategic Community Policing & Problem Solving
COPS TRAINING
What are Partnerships?
Collaborative partnerships between law enforcement and the individuals and organizations they serve to develop solutions to problems while increasing trust in police.
TRUST
This often requires building relationships and trust.
SUCCESS

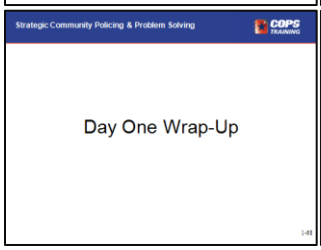

Strategic Community Policing & Problem Solving
COPS TRAINING
When Creating Relationships:
• Agree on some operational ground rules
• Take small steps
• Build consensus and trust
• Maintain communication with all members in the group, not just its leaders
• Regularly assess the purpose of the group and 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


Strategic Community Policing & Problem Solving
COPS TRAINING
Community Partnerships Model:
Other Government Agencies
Community Members/Groups
Nonprofits/Service Providers
Private Businesses
Media
Community Partnerships
Who are your current partners and how are you using them?

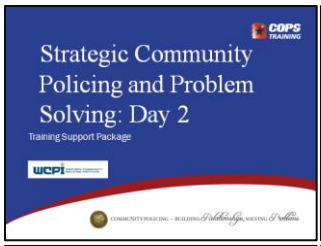

Strategic Community Policing & Problem Solving
COPS TRAINING
Working in Partnership Requires Decisions by Consensus
• All members are heard.
• All members are honest.
• Everyone's input is considered equally.
• All relevant information has been shared.
• Genuinely searching for new solutions.
• Personal sacrifice for the sake of the team.
• Support the action as if the decision was your own.

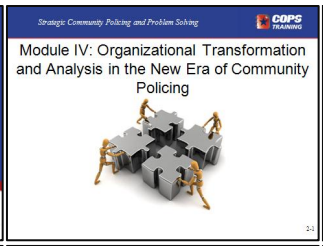
Strategic Community Policing & Problem Solving
COPS TRAINING
Developing Consensus: Passengers on the U.S.S. Consensus – Which 6 will you save?
• 19 year old AIDS patient
• 54 year old Doctor
• 33 year old Carpenter
• 16 year old unwed Pregnant Girl
• 42 year old Deputy Sheriff
• 23 year old Beauty Queen
• 49 year old Ship's Captain
• 25 year old Professional Baseball Player
• 37 year old Plumber
• 40 year old IBM Executive

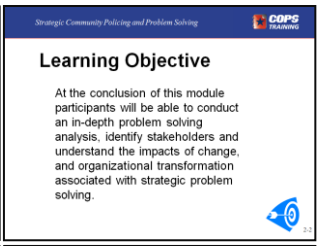

Strategic Community Policing & Problem Solving
COPS TRAINING
How did you reach consensus?
• What considerations did you make as a group in choosing who you did?
• Were there some surprises in your group?
• What dynamics took place as your group was working on this activity.
• Did anybody refuse to go along with the group? Why? How might the group have done a better job of convincing this person?
• Do you believe your Emotions or Emotional Intelligence lead you to your decision?

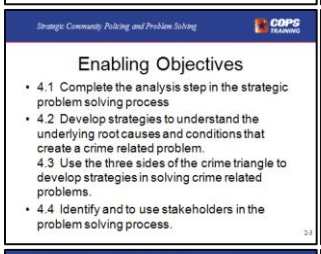

Strategic Community Policing & Problem Solving
COPS TRAINING
Day One Wrap-Up

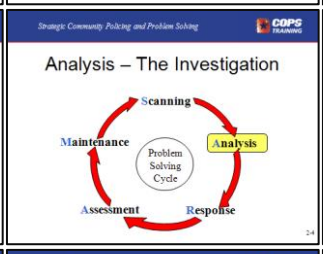
Strategic Community Policing & Problem Solving
COPS TRAINING
Strategic Community Policing & Problem Solving

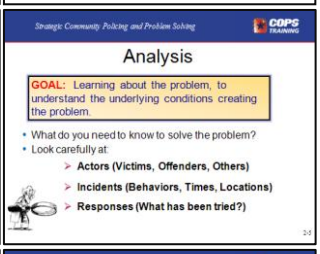

Strategic Community Policing and Problem Solving: Day 2
Training Support Package

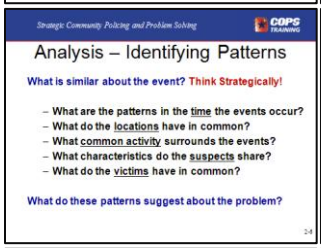

Module IV: Organizational Transformation and Analysis in the New Era of Community Policing

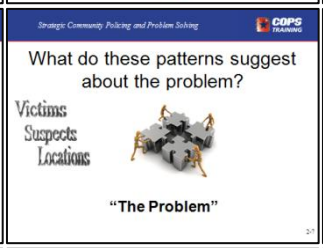

Learning Objective
At the conclusion of this module participants will be able to conduct an in-depth problem solving analysis, identify stakeholders and understand the impacts of change, and organizational transformation associated with strategic problem solving.

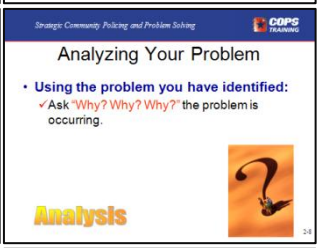

Enabling Objectives
4.1 Complete the analysis step in the strategic problem solving process
4.2 Develop strategies to understand the underlying root causes and conditions that create a crime related problem.
4.3 Use the three sides of the crime triangle to develop strategies in solving crime related problems.
4.4 Identify and to use stakeholders in the problem solving process.

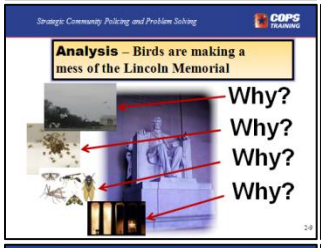

Analysis – The Investigation
Scanning
Analysis
Response
Assessment
Maintenance
Problem Solving Cycle

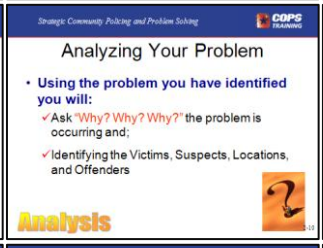

Analysis
GOAL: Learning about the problem, to understand the underlying conditions creating the problem.
What do you need to know to solve the problem?
Look carefully at:
Actors (Victims, Offenders, Others)
Incidents (Behaviors, Times, Locations)
Responses (What has been tried?)

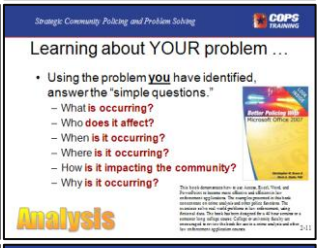

Analysis – Identifying Patterns
What is similar about the event? Think Strategically!
What are the patterns in the time the events occur?
What do the locations have in common?
What common activity surrounds the events?
What characteristics do the suspects share?
What do the victims have in common?
What do these patterns suggest about the problem?

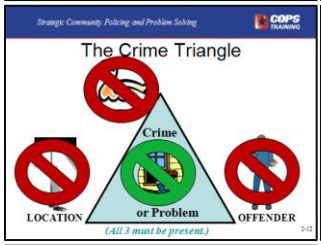

What do these patterns suggest about the problem?
Victims
Suspects
Locations
"The Problem"

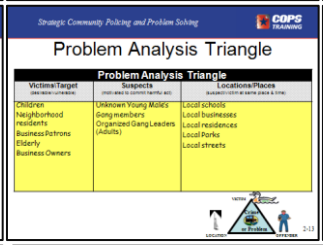

Analyzing Your Problem
Using the problem you have identified:
Ask "Why? Why? Why?" the problem is occurring.
Analysis

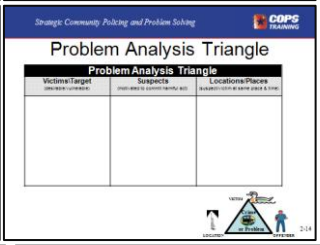

Analysis – Birds are making a mess of the Lincoln Memorial
Why?
Why?
Why?
Why?

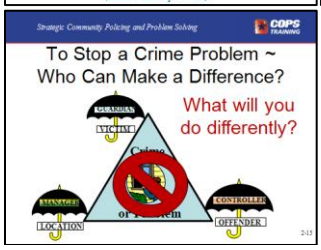

Analyzing Your Problem
Using the problem you have identified you will:
Ask "Why? Why? Why?" the problem is occurring and;
Identifying the Victims, Suspects, Locations, and Offenders
Analysis

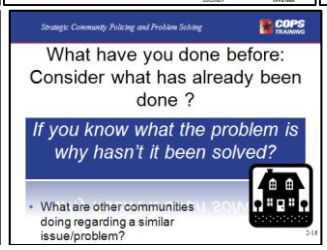

Learning about YOUR problem …
Using the problem you have identified, answer the "simple questions."
What is occurring?
Who does it affect?
When is it occurring?
Where is it occurring?
How is it impacting the community?
Why is it occurring?
Analysis

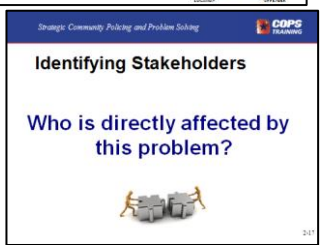

The Crime Triangle
Crime
LOCATION
or Problem
OFFENDER
(All 3 must be present.)


Problem Analysis Triangle
Victims/Target
Suspects
Locations/Places
Children
Neighborhood residents
Business Patrons
Elderly
Business Owners
Unknown Young Males
Gang members
Organized Gang Leaders (Adults)
Local schools
Local businesses
Local residences
Local Parks
Local streets


Problem Analysis Triangle
Victims/Target
Suspects
Locations/Places


To Stop a Crime Problem ~ Who Can Make a Difference?
What will you do differently?
GUARDIAN
VICTIM
Crime
or Problem
MANAGER
LOCATION
CONTROLLER
OFFENDER


What have you done before: Consider what has already been done ?
If you know what the problem is why hasn't it been solved?
What are other communities doing regarding a similar issue/problem?


Identifying Stakeholders
Who is directly affected by this problem?

Strategic Community Policing and Problem Solving

Stakeholders

For each side of the triangle, there are people, codes or laws*, environmental changes, etc. that can exercise direct control over that side of the triangle to make it safe or more resistant to crime.

* Some of those laws and ordinances may or may not have been written yet

Strategic Community Policing and Problem Solving

Role of Stakeholders

Attempts to act on behalf of one or more of the sides of the triangle.

1. **Controllers:** Acting in the best interest of the potential offender, try to prevent them committing crimes
2. **Guardians:** Try to prevent harm from coming to potential victims
3. **Managers:** Oversee places (i.e., Property Managers)

Strategic Community Policing and Problem Solving

Identifying Stakeholders

Who can make a difference?

Stakeholder Identification		
Guardians	**Controllers**	**Managers**
Police Juvenile Courts Schools Public Works Non-Profits	Police (Patrol) Teachers Juvenile Justice Agencies Police (Specialized Units) Local Security	Police Property Managers School Principle Local Community Watch Residents

Strategic Community Policing and Problem Solving

Identifying Stakeholders

Who can make a difference?

Stakeholder Identification		
Guardians	**Controllers**	**Managers**

Strategic Community Policing and Problem Solving

Third Party Stakeholders

There are also other "third party" stakeholders that can indirectly help or hinder their problem solving efforts. Third party stakeholders attempt to act on behalf of one or more of the elements of the triangle. They are people, codes or laws, environmental changes, etc. that can exercise control over that side of the triangle to make it safe or more resistant to crime.

Strategic Community Policing and Problem Solving

Role of Third Parties

Attempts to indirectly act on behalf of one or more of the elements of the triangle.

1. **Controllers:** Acting in the best interest of the potential offenders, try to prevent them committing future crimes
2. **Guardians:** Try to prevent harm from coming to other potential victims in the future
3. **Managers:** Oversee places (i.e., Property owners, land management businesses)

Strategic Community Policing and Problem Solving

Identifying 3rd Party Stakeholders

Who can make a difference?

Stakeholder Identification		
Guardians	**Controllers**	**Managers**
Insurance Companies Partnership Police Agencies Absentee Property Managers Local Security Employers	Police Juvenile Court System Peer Courts Family Churches Non-Profits	Police Property Managers Local Security

"Role depends on how use identify and use stakeholders" (Harvey Story)

Strategic Community Policing and Problem Solving

Identifying 3rd Party Stakeholders

Who can make a difference?

Stakeholder Identification		
Guardians	**Controllers**	**Managers**

Strategic Community Policing and Problem Solving

Forced Problems: Emerging Trigger Events

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

Strategic Community Policing and Problem Solving

The Harvey Story

Who is responsible?

Strategic Community Policing and Problem Solving

The Harvey Story

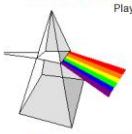
Harvey, a 15 year-old boy, has been on probation one year for being caught breaking into a house. It was his first referral to the court, although he had been "talked to" by the police on several occasions for kicking dogs and breaking car windows in the past three months. His father abandoned his mother 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.

Strategic Community Policing and Problem Solving

The Harvey Story

Players (in order of appearance):



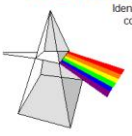
Harvey
Father
Mother
Police Officer
Judge
Probation Officer
House Parent
Bill

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

Strategic Community Policing and Problem Solving

The Harvey Story

Identify who are guardians, controllers, and managers

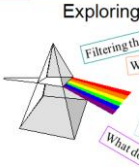


Harvey
Father
Mother
Police Officer
Judge
Probation Officer
House Parent
Bill

Are there 3rd party stakeholders

Strategic Community Policing and Problem Solving

Exploring a "Relationship"



- Filtering the details
- Why did this happen?
- Putting things together
- What's underneath?
- Who's fault is it?
- What do we do now?

Strategic Community Policing and Problem Solving

Focusing on Conditions

- Creates an environment which values and uses different perspectives
- Helps to identify the realities involved
- Enables the development of clear goals for change
- Provides for positive roles for those with the problem
- Creates a situation in which people can become allies in working toward mutual goals
- Allows for joint ownership and joint participation
- Has potential to benefit all who are affected

Strategic Community Policing and Problem Solving

Identifying Stakeholders

Who can make a difference?

Stakeholder Identification		
Guardians	**Controllers**	**Managers**

DO YOU NEED TO CHANGE THE ROLES OF YOUR STAKEHOLDERS ?

DO STAKEHOLDERS ALWAYS WANT TO HELP YOU SOLVE PROBLEMS?

Strategic Community Policing and Problem Solving

- Why were stakeholders hesitant to help?
- Who changed their mind?

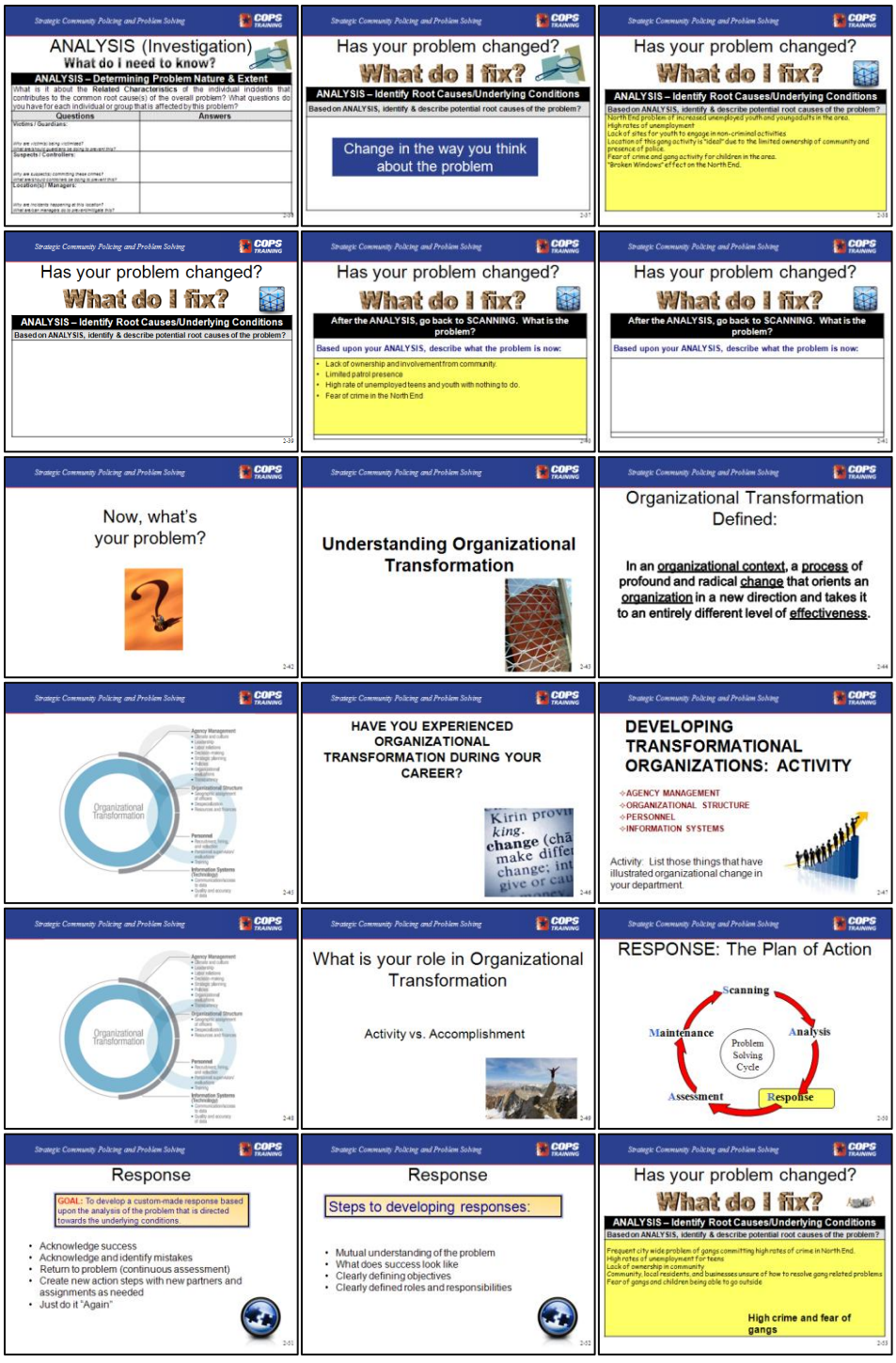
Strategic Community Policing and Problem Solving

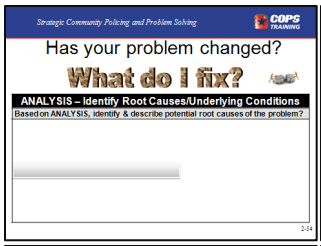
ANALYSIS (Investigation)

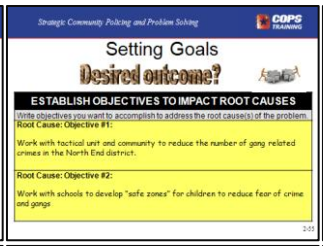
What do I need to know?

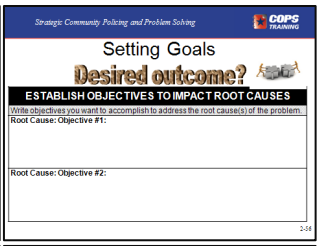
ANALYSIS – Determining Problem Nature & Extent

Questions	Answers
Victims / Guardians: How often do they come to the location? Are there conflict times? Are they safe? Is there any crime carried to area? Why are victims being victimized? What are they doing that are going to prevention?	Many, etc. Mostly at 1:00 PM and after 12:30 pm to early hours There is limited community oversight and proactive enforcement in the North End district. Location have ideal for determining time, engaging in, gang activity, conflict between and young adults who don't have anything to do during the evening hours Easy access to area, limited community ownership of police presence.
Targets / Controllers: Why this location? Why the North End? Why are suspects committing these crimes? What are they motivated or going to prevention?	
Location(s) / Managers: What is the demographics of community? Is there something drawing gang members to the area? Do you have local security?	Lower income community. Known for no one street. High rate of crime/violence with young adults Limited security of police presence.
Why are incidents happening at this location? What are our managers or supervisors/agencies?	


ANALYSIS (Investigation)
What do I need to know?
ANALYSIS – Determining Problem Nature & Extent
Has your problem changed?
What do I fix?
ANALYSIS – Identify Root Causes/Underlying Conditions
Change in the way you think about the problem
Has your problem changed?
What do I fix?
ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?
North End problem of increased unemployed youth and young adults in the area.
High rates of unemployment
Lack of sites for youth to engage in non-criminal activities
Location of this gang activity is "ideal" due to the limited ownership of community and presence of police.
Fear of crime and gang activity for children in the area.
"Broken Windows" effect on the North End.
Has your problem changed?
What do I fix?
ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?
Has your problem changed?
What do I fix?
After the ANALYSIS, go back to SCANNING. What is the problem?
Based upon your ANALYSIS, describe what the problem is now:
Lack of ownership and involvement from community.
Limited patrol presence
High rate of unemployed teens and youth with nothing to do.
Fear of crime in the North End
Has your problem changed?
What do I fix?
After the ANALYSIS, go back to SCANNING. What is the problem?
Based upon your ANALYSIS, describe what the problem is now:
Now, what's your problem?
Understanding Organizational Transformation
Organizational Transformation Defined:
In an organizational context, a process of profound and radical change that orients an organization in a new direction and takes it to an entirely different level of effectiveness.
Organizational Transformation
HAVE YOU EXPERIENCED ORGANIZATIONAL TRANSFORMATION DURING YOUR CAREER?
DEVELOPING TRANSFORMATIONAL ORGANIZATIONS: ACTIVITY
AGENCY MANAGEMENT
ORGANIZATIONAL STRUCTURE
PERSONNEL
INFORMATION SYSTEMS
Activity: List those things that have illustrated organizational change in your department.
Organizational Transformation
What is your role in Organizational Transformation
Activity vs. Accomplishment
RESPONSE: The Plan of Action
Scanning
Analysis
Response
Assessment
Maintenance
Problem Solving Cycle
Response
GOAL: To develop a custom-made response based upon the analysis of the problem that is directed towards the underlying conditions.
Acknowledge success
Acknowledge and identify mistakes
Return to problem (continuous assessment)
Create new action steps with new partners and assignments as needed
Just do it "Again"
Response
Steps to developing responses:
Mutual understanding of the problem
What does success look like
Clearly defining objectives
Clearly defined roles and responsibilities
Has your problem changed?
What do I fix?
ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?
Frequent city wide problem of gangs committing high rates of crime in North End.
High rates of unemployment for teens
Lack of ownership in community
Community, local residents, and businesses unsure of how to resolve gang related problems
Fear of gangs and children being able to go outside
High crime and fear of gangs


Strategic Community Policing and Problem Solving
COPS TRAINING
Has your problem changed?
What do I fix?
ANALYSIS – Identify Root Causes/Underlying Conditions
Based on ANALYSIS, identify & describe potential root causes of the problem?


Strategic Community Policing and Problem Solving
COPS TRAINING
Setting Goals
Desired outcome?
ESTABLISH OBJECTIVES TO IMPACT ROOT CAUSES
Write objectives you want to accomplish to address the root cause(s) of the problem.
Root Cause: Objective #1:
Work with tactical unit and community to reduce the number of gang related crimes in the North End district.
Root Cause: Objective #2:
Work with schools to develop "safe zones" for children to reduce fear of crime and gangs


Strategic Community Policing and Problem Solving
COPS TRAINING
Setting Goals
Desired outcome?
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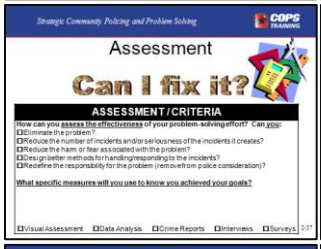
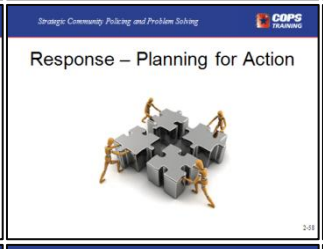
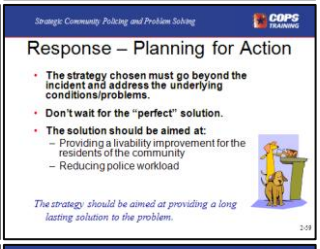
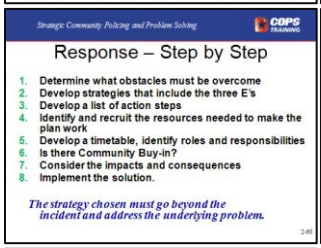
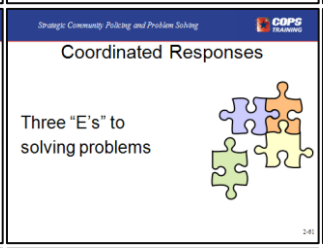
Root Cause: Objective #1:
Root Cause: Objective #2:

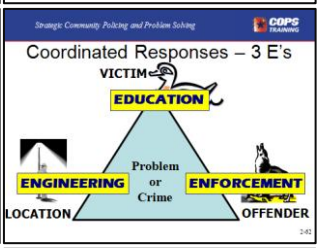

Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment
Can I fix it?
ASSESSMENT / CRITERIA
How can you assess the effectiveness of your problem-solving effort? Can you:
Eliminate the problem?
Reduce the number of incidents and/or seriousness of the incidents it creates?
Reduce the harm or fear associated with the problem?
Design better methods for handling/responding to the incidents?
Redefine the responsibility for the problem (remove from police consideration)?
What specific measures will you use to know you achieved your goals?
Visual Assessment
Data Analysis
Crime Reports
Interviews
Surveys

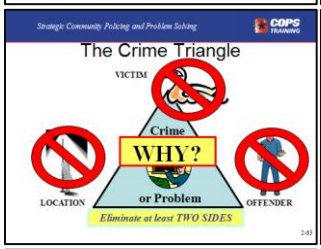

Strategic Community Policing and Problem Solving
COPS TRAINING
Response – Planning for Action

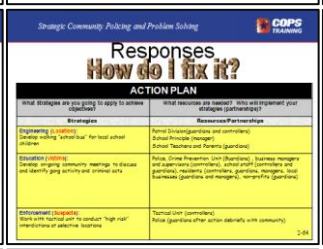

Strategic Community Policing and Problem Solving
COPS TRAINING
Response – Planning for Action
The strategy chosen must go beyond the incident and address the underlying conditions/problems.
Don't wait for the "perfect" solution.
The solution should be aimed at:
Providing a livability improvement for the residents of the community
Reducing police workload
The strategy should be aimed at providing a long lasting solution to the problem.

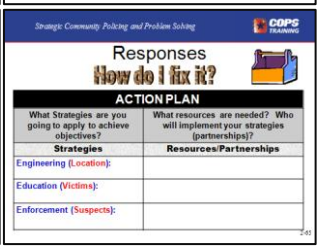

Strategic Community Policing and Problem Solving
COPS TRAINING
Response – Step by Step
1. Determine what obstacles must be overcome
2. Develop strategies that include the three E's
3. Develop a list of action steps
4. Identify and recruit the resources needed to make the plan work
5. Develop a timetable, identify roles and responsibilities
6. Is there Community Buy-in?
7. Consider the impacts and consequences
8. Implement the solution.
The strategy chosen must go beyond the incident and address the underlying problem.


Strategic Community Policing and Problem Solving
COPS TRAINING
Coordinated Responses
Three "E's" to solving problems


Strategic Community Policing and Problem Solving
COPS TRAINING
Coordinated Responses – 3 E's
VICTIM
EDUCATION
ENGINEERING
ENFORCEMENT
Problem or Crime
LOCATION
OFFENDER


Strategic Community Policing and Problem Solving
COPS TRAINING
The Crime Triangle
VICTIM
Crime
WHY?
or Problem
LOCATION
OFFENDER
Eliminate at least TWO SIDES


Strategic Community Policing and Problem Solving
COPS TRAINING
Responses
How do I fix it?
ACTION PLAN
What Strategies are you going to apply to achieve objectives?
What resources are needed? Who will implement your strategies (partnerships)?
Strategies
Resources/Partnerships
Engineering (Location):
Education (Victims):
Enforcement (Suspects):


Strategic Community Policing and Problem Solving
COPS TRAINING
Responses
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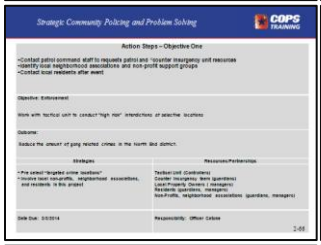
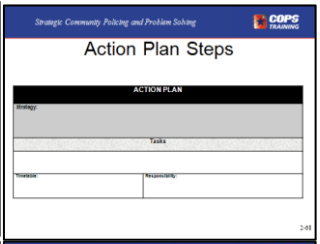
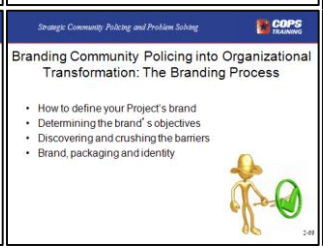
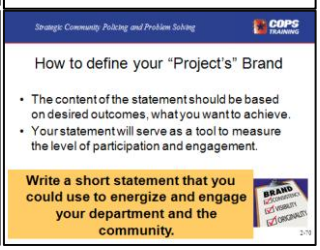

Strategic Community Policing and Problem Solving
COPS TRAINING
Action Steps – Objective One

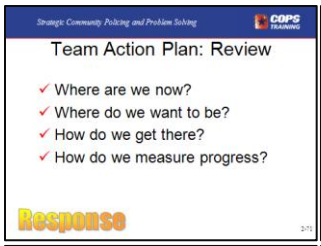
Strategic Community Policing and Problem Solving
COPS TRAINING
Action Steps – Objective Two


Strategic Community Policing and Problem Solving
COPS TRAINING
Action Plan Steps
ACTION PLAN
Strategy:
Tasks
Timetable:
Responsibility:

Strategic Community Policing and Problem Solving
COPS TRAINING
Promoting Organizational Transformation: Branding the Transformation

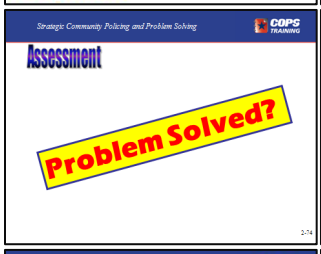

Strategic Community Policing and Problem Solving
COPS TRAINING
Branding Community Policing into Organizational Transformation: The Branding Process
How to define your Project's brand
Determining the brand's objectives
Discovering and crushing the barriers
Brand, packaging and identity

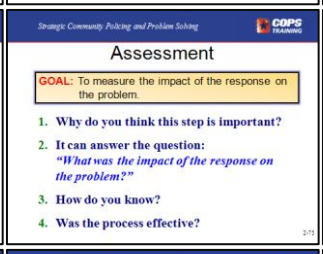

Strategic Community Policing and Problem Solving
COPS TRAINING
How to define your "Project's" Brand
The content of the statement should be based on desired outcomes, what you want to achieve.
Your statement will serve as a tool to measure the level of participation and engagement.
Write a short statement that you could use to energize and engage your department and the community.
BRAND

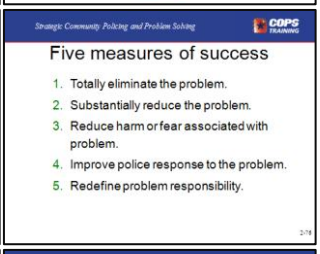

Strategic Community Policing and Problem Solving
COPS TRAINING
Team Action Plan: Review
✓ Where are we now?
✓ Where do we want to be?
✓ How do we get there?
✓ How do we measure progress?
Response

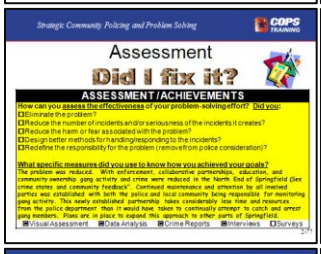
Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment – Did we fix it?

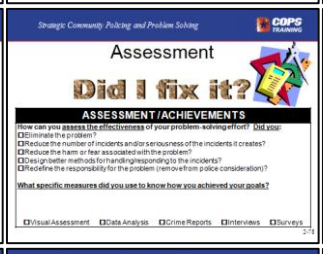
Strategic Community Policing and Problem Solving
COPS TRAINING
ASSESSMENT
Did we fix it?
Scanning
Analysis
Response
Assessment
Maintenance
Problem Solving Cycle

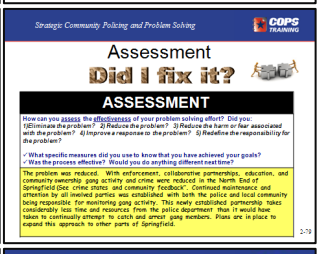

Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment
Problem Solved?

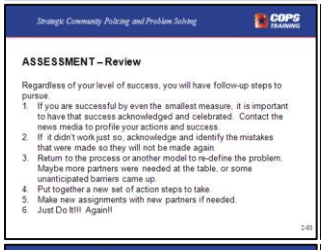

Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment
GOAL: To measure the impact of the response on the problem.
1. Why do you think this step is important?
2. It can answer the question:
"What was the impact of the response on the problem?"
3. How do you know?
4. Was the process effective?

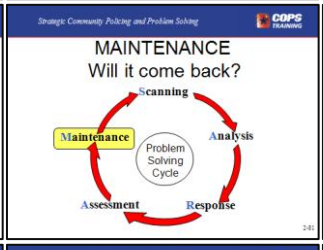

Strategic Community Policing and Problem Solving
COPS TRAINING
Five measures of success
1. Totally eliminate the problem.
2. Substantially reduce the problem.
3. Reduce harm or fear associated with problem.
4. Improve police response to the problem.
5. Redefine problem responsibility.

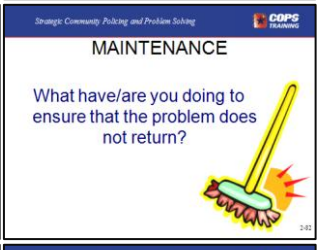

Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment
Did I fix it?
ASSESSMENT/ACHIEVEMENTS

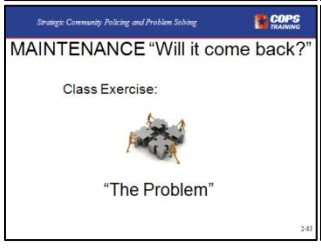

Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment
Did I fix it?
ASSESSMENT/ACHIEVEMENTS

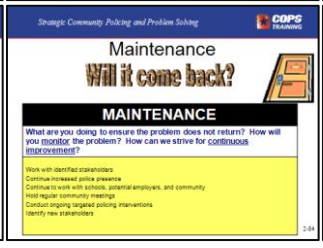

Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment
Did I fix it?
ASSESSMENT


Strategic Community Policing and Problem Solving
COPS TRAINING
ASSESSMENT – Review
Regardless of your level of success, you will have follow-up steps to pursue.
1. If you are successful by even the smallest measure, it is important to have that success acknowledged and celebrated. Contact the news media to profile your actions and success.
2. If it didn't work just so, acknowledge and identify the mistakes that were made so they will not be made again.
3. Return to the process or another model to re-define the problem. Maybe more partners were needed at the table, or some unanticipated barriers came up.
4. Put together a new set of action steps to take.
5. Make new assignments with new partners if needed.
6. Just Do It!!! Again!!

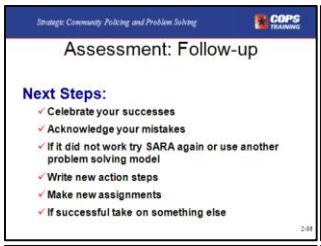

Strategic Community Policing and Problem Solving
COPS TRAINING
MAINTENANCE
Will it come back?
Scanning
Analysis
Response
Assessment
Maintenance
Problem Solving Cycle

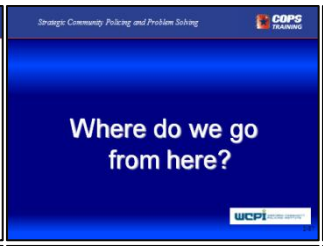

Strategic Community Policing and Problem Solving
COPS TRAINING
MAINTENANCE
What have/are you doing to ensure that the problem does not return?


Strategic Community Policing and Problem Solving
COPS TRAINING
MAINTENANCE "Will it come back?"
Class Exercise:
"The Problem"

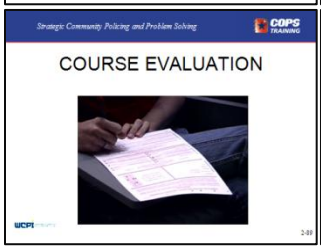

Strategic Community Policing and Problem Solving
COPS TRAINING
Maintenance
Will it come back?
MAINTENANCE

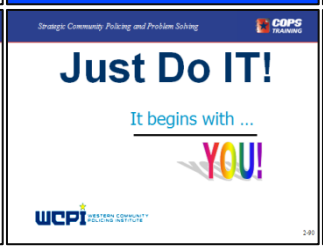
Strategic Community Policing and Problem Solving
COPS TRAINING
Maintenance
Will it come back?
MAINTENANCE

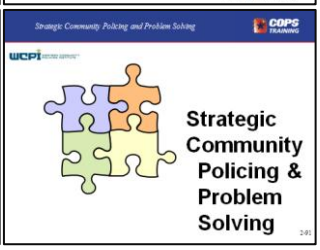

Strategic Community Policing and Problem Solving
COPS TRAINING
Assessment: Follow-up
Next Steps:
Celebrate your successes
Acknowledge your mistakes
If it did not work try SARA again or use another problem solving model
Write new action steps
Make new assignments
If successful take on something else


Strategic Community Policing and Problem Solving
COPS TRAINING
Where do we go from here?
WCPI

Strategic Community Policing and Problem Solving
COPS TRAINING
"Never doubt that a small group of committed citizens can change the world. Indeed, it's the only thing that ever has."
– Margaret Mead


Strategic Community Policing and Problem Solving
COPS TRAINING
COURSE EVALUATION


Strategic Community Policing and Problem Solving
COPS TRAINING
Just Do IT!
It begins with ...
YOU!
WCPI


Strategic Community Policing and Problem Solving
COPS TRAINING
WCPI
Strategic Community Policing & Problem Solving