Developing Community, Police, & Problem Solving Teams
Participant Guide

Western Community Policing Institute
Western Oregon University
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## Schedule

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Module I: Introductions and Logistics

**Trainer Introductions:** Trainer names -

**Housekeeping**

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

**About Us**

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

**Training Objectives**

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

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

Expectations

What are some of your expectations?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

Page 5
Ground Rules

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

Participant Introductions

Activity: Three Hats and a Passion

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

**Hats:**

1. __________________________________________

2. __________________________________________

3. __________________________________________

**Passions:**

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
What can the police do?

Seven Commonalities of Criminals

- Poverty
- Unemployment
- Lack of Education
- Single Parent Family
- Substance Abuse
- Family Member in the Criminal Justice System
- Young Male
How do we build healthy communities?

________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
So…..Which one works best?

The Harvey Story

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

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

<table>
<thead>
<tr>
<th>Players (in order of appearance):</th>
<th>Participant</th>
<th>Group</th>
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</thead>
<tbody>
<tr>
<td>Harvey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judge</td>
<td></td>
<td></td>
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<tr>
<td>Probation Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House Parent</td>
<td></td>
<td></td>
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<tr>
<td>Bill</td>
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</tbody>
</table>
Module II: Community Policing

Community Policing Objectives

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

What is Community Policing (write your own definition)?

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

PARTNERSHIPS + PROBLEM SOLVING
- Western Community Policing Institute

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

- Sir Robert Peel 1829

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

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

What can the prosecutor do?

Community Prosecution

What is Community Prosecution (write your own definition)?

- Proactive, community driven, problem-solving approach to law enforcement to improve the quality of life in the community
- Focuses on Quality of Life Crimes such as traffic, graffiti, prostitution, and nuisance
- Develops partnerships and collaboration in the community
Growing Trends Towards Community Prosecution
- In 1995 approximately six jurisdictions engaged in community prosecution
- An APRI survey conducted in 2000 revealed that 49% of prosecutors’ offices practice community prosecution in some form. (Nugent, M.E. and Rainville, G.A. (2001))
- The Bureau of Justice Statistics Bulletin, showed that during 2001, 68% of all prosecutors’ offices used tools other than traditional criminal prosecution to address community problems

Community Governance

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

Community Governance = Community Wellness
Weed and Seed

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

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

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

Trigger Events

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

Facilitating Change Objectives

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

Change Process

Change is all around us:

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

Changes in Policing

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

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

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

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

Conventional Policing Methods

- Preventative Patrol – Kansas City Preventative Patrol Experiment

THE EXPERIMENT

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

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

The experiment asked the following questions:

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

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

MAJOR FINDINGS

Interestingly, citizens did not notice the difference when the level of patrol was changed. What is more, increasing or decreasing the level of police patrol had no significant effect on resident and commercial burglaries, auto thefts, larcenies involving auto accessories, robberies, or
vandalism–crimes traditionally considered to be prevented by random, highly visible police patrol.

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

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

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

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

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

- The Police Foundation

- Rapid Response
- Follow-up Criminal Investigation

**Conventional Thinking**
- Officers focus on call response. Arrest is a primary tool.
- Community shouldn’t have to fight crime, we pay law enforcement to do that.
- Parole Officers focus on monitoring and reporting.
- Juvenile Systems and Adult Systems are two separate things.
- Police work is done “by the book.”
- Citizens expect to “call a cop (9-1-1) and get a cop.”
Conditions for Change
So…how’s that working for you?

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

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

Change is a Process
1. Resistance
2. Justifying the Resistance
3. Consideration of an Alternative
4. Resolution
Activity: Change

In your groups, discuss the following:

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

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
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The 80/20 Rule

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

Where will you spend your time and energy?
Module IV: Team Building

Team Building Objectives

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

Team – A definition

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

- The Wisdom of Teams

Why work as a team?

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

Ten Characteristics of an Effective Team

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

-The Human Side of Enterprise, by Douglas MacGregor;
The Wisdom of Teams, by Kaztenbach and Smith
“Seek first to understand, then to be understood”.

- Steven Covey

What does this statement mean to you?

________________________________________________________________________

________________________________________________________________________

Activity: Bridging Police and Community

How do the (police/community) perceive us?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

1. 

2. 

3. 

Group Development

Stages in Group Development:

Forming: People come together and meet each other.
- The leader directs
- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low

Storming: People struggle through the discomfort of a new group.
- The leader coaches
- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress

Norming: People find common ground
- The leader facilitates and enables
- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style

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

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

-Tuckman Model of Team Development
What stage of group formation is our team currently experiencing?

Maintaining Relationships

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

Decisions by Consensus

- All members are heard
- All members are honest
- Everyone’s input is considered equally
- All relevant information has been shared
- Genuinely searching for new solutions
- Personal sacrifice for the sake of the team
- Support the action as if the decision was your own
Passengers on the U.S.S. Consensus
They are on a ship that is sinking because the ship’s captain has run it into a coral reef. There is only one raft available and it can only hold 6 people. Decide which 6 people will be saved.

<table>
<thead>
<tr>
<th>Passengers</th>
<th>Participant List</th>
<th>Group List</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 year old AIDS patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54 year old Doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 year old Carpenter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 year old unwed Pregnant Girl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 year old Deputy Sheriff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 year old Beauty Queen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49 year old Ship’s Captain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 year old Professional Baseball Player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37 year old Plumber</td>
<td></td>
<td></td>
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<tr>
<td>40 year old IBM Executive</td>
<td></td>
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</tr>
</tbody>
</table>
Module V: Problem Definition

Activity: Problem Identification

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

Keep your problems manageable and focused

Write out your problem in a one/two sentence statement

Share your problem with the class
Module VI: Problem Solving

Activity: Team Building

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

Team Name and Motto:

Activity: Problem Solving

Problem Solving Objectives

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

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

Problem Solving Methods

SARA
- Scanning
- Analysis
- Response
- Assessment

Six Step Method
- Problem Identification
- Asset Mapping
- Underlying Conditions
- Planning
- Implementation
- Evaluation
- Others?
A Guide, Not a Procedure
Scanning

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

Problems can be:
- Crime related
- Order maintenance related
- Traffic related
- Disaster and Emergency service delivery

---

Scanning: Learning about the problem

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

Ask simple, reporter (Investigation) questions
- What is occurring?
- Who does it affect?
- When is it occurring?
- Where is it occurring?
- How is it impacting the community?
Scanning: Learning about YOUR problem
Using the problem you have identified, answer the "simple questions"

What is occurring?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who does it affect?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When is it occurring?

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Where is it occurring?

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________________________________________________________________________
How is it impacting the community?

________________________________________________________________________

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________________________________________________________________________
## SCANNING

**Define the problem: (be specific)**

How did the problem come to your attention:

## SCANNING - EXAMPLE

**Define the problem: (be specific)**

Homeless people begging on the road by the Cash and Carry

**How did the problem come to your attention:**

Community members complained to the police
### Identify Stakeholders – Who is affected by this problem?

<table>
<thead>
<tr>
<th>Victims</th>
<th>Suspects</th>
<th>Locations</th>
</tr>
</thead>
</table>
| Customers
Tourists
Students | Homeless
Druggies
Hippies | In front of Cash and Carry
Pahoa town |

#### Third Party Stakeholders

- Police, merchants, school, politicians, tourists, tour companies, rental car
- Police, prosecutors, school, family members, newspaper
- Cash and Carry, landlord, county, building dept., fire, health dept., police, merchants assc.
Brainstorm what other groups that might not be on the list.

Analysis
Birds are making a mess of the Lincoln Memorial

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

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

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

All three must be present

How does this apply to crime?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Crime Triangle

(All 3 must be present.)
### ANALYSIS

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

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victims:</td>
<td></td>
</tr>
<tr>
<td>Suspects:</td>
<td></td>
</tr>
<tr>
<td>Location/Managers:</td>
<td></td>
</tr>
</tbody>
</table>
### ANALYSIS - EXAMPLE

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

<table>
<thead>
<tr>
<th>Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Victims:</strong>&lt;br&gt;Where are these people coming from? Describe what these people are asking?</td>
<td>They live across the street in the abandoned buildings. They are asking for money to eat.</td>
</tr>
<tr>
<td><strong>Suspects:</strong>&lt;br&gt;Why do you come here to beg?</td>
<td>It's close to where we stay (Across the street).</td>
</tr>
<tr>
<td><strong>Location/Managers:</strong>&lt;br&gt;What have you done to get these people away from your property?</td>
<td>Owners of abandon buildings / not aware of them using their building.</td>
</tr>
</tbody>
</table>
Analysis: Identifying Patterns
What is similar about the event?

What are the patterns in the time the events occur?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do the locations have in common?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What common activity surrounds the events?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What characteristics do the suspects share?

What do the victims have in common?

What do these patterns suggest about the problem?
Activity: Analyzing your Problem

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Analysis:** Has your problem changed? What do I fix?

---

**Analysis**

After the ANALYSIS, go back to SCANNING. What is the problem?

Based upon your ANALYSIS, describe what the problem is now:

---

**Analysis - EXAMPLE**

After the ANALYSIS, go back to SCANNING. What is the problem?

Based upon your ANALYSIS, describe what the problem is now:

The problem is that the buildings across the street from the Cash and Carry are infested with criminals and homeless people that victimize the community.
Response: Step by step

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

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

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

Response: Setting Goals
Desired Outcome

<table>
<thead>
<tr>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish goals of problem-solving efforts</td>
</tr>
<tr>
<td><strong>What are you trying to accomplish on your NEW understanding of the problem?</strong></td>
</tr>
<tr>
<td>Short Term:</td>
</tr>
<tr>
<td>Long Term:</td>
</tr>
</tbody>
</table>
**RESPONSES - EXAMPLE**

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</tr>
</thead>
<tbody>
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<td>What are you trying to accomplish on your NEW understanding of the problem?</td>
</tr>
</tbody>
</table>

**Short Term:**

Get criminals out of buildings. Trespass criminals from the area.

**Long Term:**

Tear down buildings across from Cash and Carry.

**Responses:** How do I fix it?

---

**ACTION PLAN**

<table>
<thead>
<tr>
<th>What Strategies are you going to apply to solve this problem?</th>
<th>What resources are needed? Who will implement your strategies (partnerships)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Resources/Partnerships</td>
</tr>
<tr>
<td>Engineering (Location):</td>
<td></td>
</tr>
<tr>
<td>Education (Victims):</td>
<td></td>
</tr>
<tr>
<td>Enforcement (Suspects):</td>
<td></td>
</tr>
</tbody>
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### ACTION PLAN

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Resources/Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering (Location):</strong></td>
<td>Owners, building dept., prisoners, community</td>
</tr>
<tr>
<td>Board up or tear down buildings</td>
<td></td>
</tr>
<tr>
<td><strong>Education (Victims):</strong></td>
<td>Cash and Carry</td>
</tr>
<tr>
<td>Put up no panhandling signs</td>
<td></td>
</tr>
<tr>
<td><strong>Enforcement (Suspects):</strong></td>
<td>Building dept., prosecutors</td>
</tr>
<tr>
<td>Condemn buildings</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

```
Scanning

Analysis

Response

Assessment
```
Assessment: Is the problem solved?
- Did it work? How do you know?
- Evaluate both product and process
- Use evaluation rubrics (teacher/student generated)
- Self and Group evaluations

Goal: Measure the impact of response on problem.

Why do you think the Assessment step is important?

It can answer the question, “Did we solve the problem?”
How do you know?

-----------------------------------------------------

-----------------------------------------------------

-----------------------------------------------------

-----------------------------------------------------

Was the process effective?

-----------------------------------------------------

-----------------------------------------------------

-----------------------------------------------------

-----------------------------------------------------

**Assessment:** Five Measures of Success

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

-----------------------------------------------------

-----------------------------------------------------

-----------------------------------------------------

-----------------------------------------------------

-----------------------------------------------------
Assessment: Did I fix it?

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

Assessment: Follow-up

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

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

________________________________________

________________________________________

________________________________________

Maintenance: Will it come back?

<table>
<thead>
<tr>
<th>MAINTENANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
</tr>
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</table>
Module VII: Group Presentation

Group Presentation Outline

Step One: Define the Problem

Step Two: What strategies will be used to solve the problem?
- Short and long term goals?

Step Three: What are your next steps?
- Next meeting date, time and location?
- Who else you will invite?
- What do you need from us?
Group Presentation Outline Continued
Appendix

Tuckman Model of Team Development

Forming—Storming—Norming—Performing Theory

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

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

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

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

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

Norming
Agreement and consensus is largely formed among the team, which responds well to facilitation by the leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within the group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. The leader facilitates and enables.
Performing
The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team measures most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. The leader delegates and oversees

Adapted from various works and with the permission of Bruce W. Tuckman by WCPI March, 2006
Developing Community, Police, & Problem Solving Teams

Participant Guide

PowerPoint Slides

Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td>Building Community Partnerships</td>
</tr>
<tr>
<td>Community Policing</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Facilitating Change</td>
<td>Action Planning</td>
</tr>
<tr>
<td>Team Building</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

Trainer Introductions

Housekeeping

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

About Us

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

Training Objectives

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

Training Goals

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

Expectations

What are some of your expectations?

- 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

Ground Rules

- Adult learning environment
- Have fun

Activity: Three Hats and a Passion

Share:

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

What can the police do?

- Schools
- Non-profits
- Businesses
- Citizens at Large
- Other
- Public Safety
- Government
- Social Services
- Media
- POLICE
- CRIME
Seven Commonalities of Criminals

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

How do we build healthy communities?

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

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 littering and breaking car windows in the past three months. His father abandoned him and two younger children, leaving his mother to raise them alone. 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 also 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.

Community Policing Objectives

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

Community Policing

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

Partnerships + Problem Solving

On policing...

"...The police are the public and the public are the police..." - Sir Robert Peel 1829

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

So.....which one works best?

Community Policing

Partnerships + Problem Solving

Front View: The 1st building & part of the 2nd

View of buildings after being knocked down
Growing Trend towards Community Prosecution

- In 1995, approximately 15 jurisdictions engaged in community prosecution.
- An APRI survey conducted in 2000 revealed that 44% of prosecutors' offices practiced community prosecution in some form. (Nugent, M.E., & Rainwater, G.A. (2001))
- The Bureau of Justice Statistics Bulletin showed that during 2001, 88% of all prosecutors' offices used tools other than traditional criminal prosecution to address community problems.

Community Governance

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

Weed & Seed Strategy

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

Video: High Noon

What is Weed & Seed?

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

Facilitating Change Objectives

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

Conventional Policing Methods

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

Conventional Thinking

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

Change is all around us....

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

Video: Community Oriented Policing

Video:

Participant Guide

Change in Policing

<table>
<thead>
<tr>
<th>Administration</th>
<th>Professional</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officers</td>
<td>Professional</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Professional</td>
<td>Community</td>
<td>Education</td>
</tr>
<tr>
<td>Demographics</td>
<td>Technology</td>
<td>Environment</td>
</tr>
<tr>
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<td>Community</td>
<td>Wellness</td>
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Three Conditions of Change

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Developing Community, Police, & Problem Solving Teams

Change is a Process

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

Change Activity

In your groups take 15 minutes to discuss the following:
- Are you satisfied with your current ability to address crime & livability issues? If not, what’s wrong?
- Can you envision something better? What advantages and benefits might community policing bring?
- What steps can be taken to advance the community policing paradigm in your community? How can other citizens help?

The 80/20 Rule:

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

Where will you spend your time/energy?

Team Building Objectives

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

Team – A Definition

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

Team Building

Why work as a team?

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

Ten characteristics of Effective Teams

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

Bridging Police and Community

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

Bridging Police and Community

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

Change Activity

In your groups take 15 minutes to discuss the following:
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- Can you envision something better? What advantages and benefits might community policing bring?
- What steps can be taken to advance the community policing paradigm in your community? How can other citizens help?

The 80/20 Rule:

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

Where will you spend your time/energy?

Forming:

People come together and meet each other

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

Storming:

People struggle through the discomfort of a new group

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

Norming:

People find common ground

The leader facilitates and enables
- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style
Performing:
The group is working!
The leader delegates and oversees
• The group knows clearly why it is doing what it is doing
• Group members look after each other
• Members work proactively for the benefit of the team

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

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

Problem Definition
• Working in your groups discuss the problem you will use to work through.
• Keep your problems manageable and focused.
• Write out your problem in a one/two sentence statement.
• Share your problem statement with the class.
• What is YOUR problem?

Intro to Problem Solving Strategies
• Team Name
• Team Motto
• Team Flag

Group Identification
Problem Solving Activity
• Draw the pattern on a piece of paper

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

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

Developing Community Police Teams
End of Day One
Problem Solving
Day Two

Passengers on the U.S.S. Consensus – which 6 will you save
• 19 year old AIDS patient
• 54 year old Doctor
• 35 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

Problem Solving Objectives
• Understand the problem/issue
• Define Learning Issues
• Explore possible solutions/strategies
• Select and implement a solution/strategy
• Evaluate the impact
Scanning: What Problem?

Scanning - What Problem...?

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

Learning about Your Problem

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

Scanning: Learning about the Problem

Identifying Stakeholders

-Suspects
-Victims
-Locations

Identify Stakeholders - Who is affected by this problem?

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Victims</th>
<th>Suspects</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Carry, Landlord, county, building Dept., fire, health Dept., police, merchants, retailers, non-profits</td>
<td></td>
<td></td>
<td>In front of Cash and Carry, Pahoa town</td>
</tr>
<tr>
<td>Third Party Stakeholders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Police Department

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

In the Community

- Neighborhood Residents
- Church Officials
- School
- Non-profits
- Media
- Business Groups
- Community Groups
- Civic Groups
- Community Surveys

Analysis

Birds are making a mess of the Lincoln Memorial

Why?
- Why?
- Why?
- Why?
### Analysis

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

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

### The Fire Triangle

- **HEAT**
- **OXYGEN**
- **FUEL**

### The Crime Triangle

- **VICTIM**
- **OFFENDER**
- **LOCATION**

### Analysis – Identifying Patterns

What is similar about the event?

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

What do these patterns suggest about the problem?

- What characteristics do the incidents (behaviors, times, locations) share?
- What are the patterns in the offenders?
- What are the patterns in the events occur?

### Response – Step by Step

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

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

### Setting Goals

**Desired outcome?**

Establish goals of problem-solving efforts

<table>
<thead>
<tr>
<th>What are you trying to accomplish on your new understanding of the problem?</th>
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<tbody>
<tr>
<td>Goals:</td>
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<tr>
<td>- Get criminals out of buildings. Trespass Criminals from area.</td>
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<tr>
<td>Long Term:</td>
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<td>- Tear down buildings across from Cash and Carry.</td>
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**How do I fix it?**

- What strategies are you going to apply to solve this problem?
- What resources are needed? Who will implement your strategies (partnerships)?

### Responses

**STRATEGIES**

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**Resources/Partnerships**

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**Enforcement**

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**Education (Victims)**

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**Engineering (Location)**

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**Response**

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**What resources are needed? Who will implement your strategies (partnerships)?**

- Police, Community, Building Dept. Proseutors
- Building Dept. Proseutors
- Enforcement Suspects
- Education (Victims)
- Engineering (Location)
Goal: Measure the impact of response on problem.

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

Assessment

Five measures of success

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

Assessment

Did I fix it?

How can you assess the effectiveness of your problem-solving effort:

Did you:
1. Eliminate the problem?
2. Reduce the problem?
3. Reduce the harm or fear associated with the problem?
4. Redefine the responsibility for the problem?

What specific measures did you use to know that you had achieved your goals?

Maintenance

Will it come back?

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

Step One: Define the Problem
Step Two: What strategies will be used to solve the problem.
   - Short and long term goals?
Step Three: What are your next steps?
   - Next meeting date, time and location?
   - Who else you will invite?
   - What do you need from us?

Group Presentation Outline

Thank You!

For your contribution!

Course Evaluation

Developing Community Police
Teams

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