Police-Community Partnerships

Instructor Manual

Police-Community Partnerships

Instructor Manual

SPC St. Petersburg College
CENTER FOR PUBLIC SAFETY INNOVATION

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Chapter Seven

Appendix

Goal of the Partnership Course

The goal of this course is to provide the law enforcement practitioner, community service provider, business owner, and most importantly, the residents of the community, the tools necessary to define, develop, nurture, and maintain partnerships to improve the quality of life in their respective communities. This course will show how to build and maintain meaningful cooperative partnerships to better address and solve community problems.

Upon completion of this course, students will understand the partnership building aspect of Community Oriented Policing.

Course Schedule

Day 1

800-900	Registration
	Introductions
	Review of Schedule
900-1030	History of American Law Enforcement and its Migration to Community Policing
	Introduction to Community Policing
1030-1200	Communication
	• Active Listening
1200-1300	Lunch
1300-1500	Conflict Resolution
	Conflict Theory
	• Causes of Conflict
	• Power and Culture
	• Conflict Styles
	Barriers to Good Communication
1500-1600	Anger Management
	• Defusing Anger
	De-escalating Conflict
1600-1700	Problem Solving
	• SARA

Day 2

800-1000	Partnerships

- Define Partnerships
- Role Partnerships play in COP
- Reasons for Partnerships
- Events that "Trigger" Partnerships
- Benefits of Partnerships

800-1200	Partnerships (continued)

- Working Definition
- Types of Partnerships
- Examples of Partnerships

1200-1300	Lunch
1300-1400	Partnerships (continued)

- Building Partnerships
- Eight-Step Process
- Maintaining Partnerships

Meetings-Formation and Operation

1400-1500	Meeting Formation and Operation
1500-1600	Team Building
1600-1700	Closing and Evaluations

What Community Policing is Not

Discussion

It is helpful to understand Community policing by looking at some of the things that community policing *is not:*

- Community policing *is not a program*–community policing is not a limited effort to be tried and then withdrawn, but instead is a new way of delivering police service to the community.

- Community policing *is not a public relations campaign*–encouraging officers to view citizens as partners improves relations between the police and the public.

- Community policing *is not a separate division or squad in the department*–while an organization may choose to identify certain officers as community policing Officers (CPO's), these officers must be part of an overall departmental strategy that buys into the philosophy and strategies of joining the community in partnership and problem solving.

- Community policing *is not social work*–community policing formalizes the notion that solving problems is a basic mission of the police.

Instructor Notes:

Community Policing is a Philosophy, not a program. Programs end.
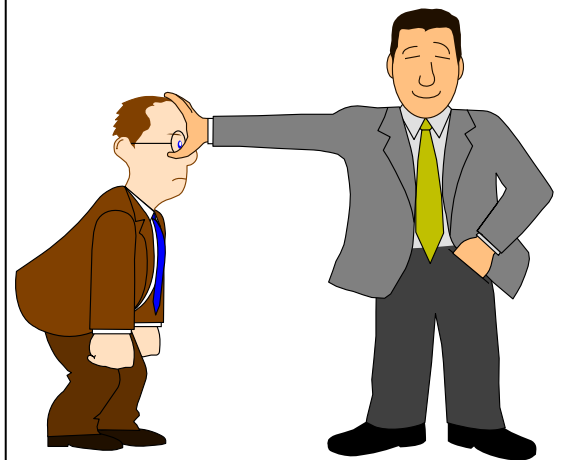
- Community policing *is not soft on crime*– community policing officers answer calls and make arrests like any other officer. The important distinction is that community policing officers view an arrest as a problem solving tool when appropriate.

Understanding the Benefits of Collaborative Partnerships.

- Collaborative problem solving efforts are powerful multifaceted endeavors to reduce crime, the fear of crime and public disorder.

- Collaboration allows all members of communities to establish and reinforce appropriate community behavior and standards.

- Collaboration allows community communication by which common concerns can be identified and effectively addressed.

- Collaboration empowers the community to act on its own behalf and to assume responsibility for their neighborhood.

- In the most basic sense, collaboration allows big, complex, or otherwise daunting problems to be solved. This is done through sharing the workload and accessing the skills and resources of a variety of people.

- Collaborative partnerships build the relationships that create a sense of community.

- Collaboration can bring otherwise unknown expertise and knowledge to the effort.

Chapter One

History of American Law Enforcement

- To inform the audience about the development of modern policing

- To engage the audience in conversation

- To facilitate a discussion about the paradigm shift from an efficiency model of police service to an effectiveness model

The Development of Modern Policing
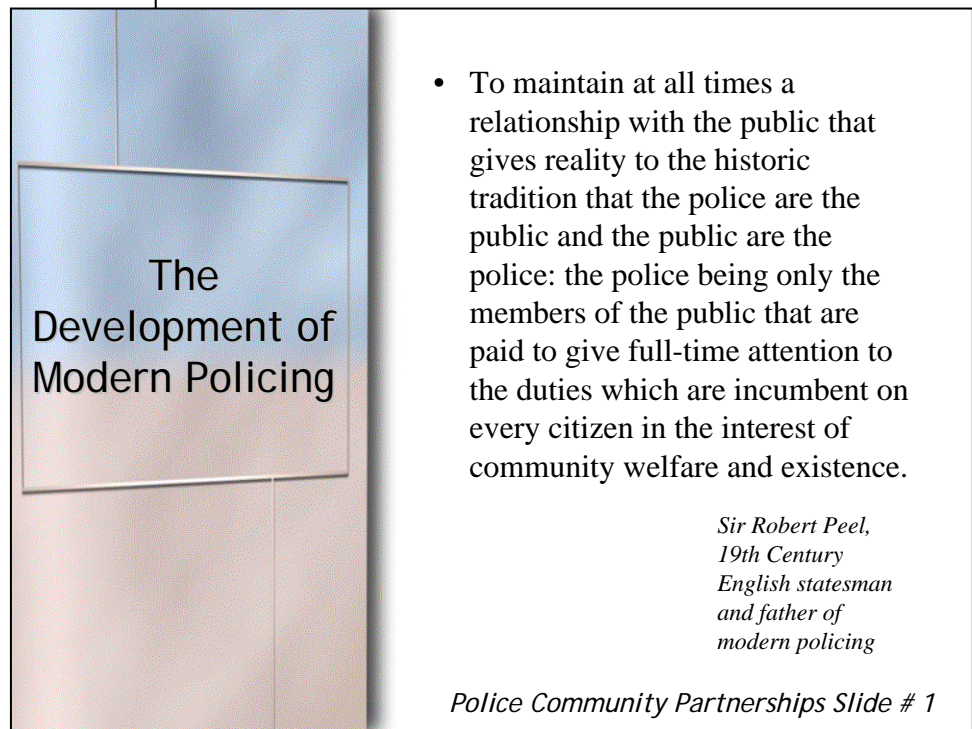
In 1829, Sir Robert Peel presented the British Parliament with the first known proposal for a "professional" police force entitled "An Act for Improving the Police in and Near the Metropolis." This proposal initiated the formation of the Metropolitan Police Force in London.

In the proposal, Peel explained a number of factors he felt important to the effective operation of the public police force. These have since become known as Peel's Principles for Policing. They include the following:

Instructor Notes:

Show Video:

- A & E – *History of American Law Enforcement*
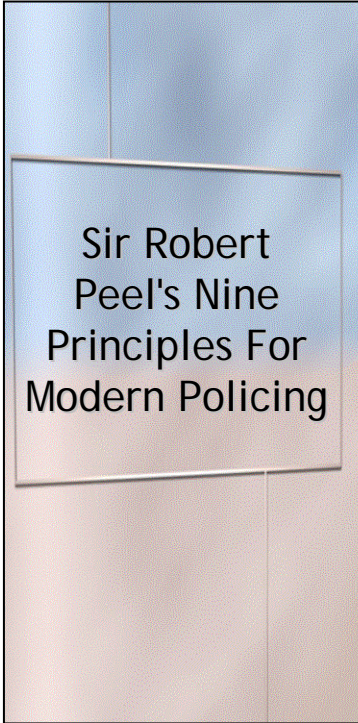
The Development of Modern Policing

- 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.

Sir Robert Peel,
19th Century
English statesman
and father of
modern policing
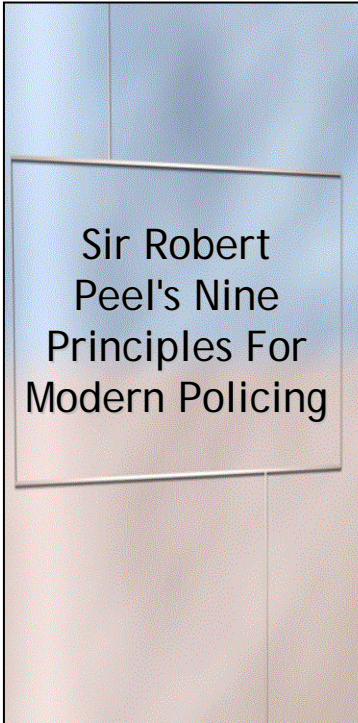
Police Community Partnerships Slide # 1

Sir Robert Peel's Nine Principles For Modern Policing

1. The basic mission for which the police exist is to prevent crime and disorder.

2. The ability of the police to perform their duties is dependant upon public approval of police actions.

3. Police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain the respect of the law.

4. The degree of cooperation of the public that can be secured diminishes proportionally to the necessity of the use of force.

Police Community Partnerships Slide # 2

Sir Robert Peel's Nine Principles For Modern Policing

5. Police seek and preserve public favor not by catered public opinion, but by constantly demonstrating absolute impartial service to the law.

6. Police use physical force to the extent necessary to secure observance of the law or to restore order only when exercise of persuasion, advice and warning is found to be insufficient.

Police Community Partnerships Slide # 3
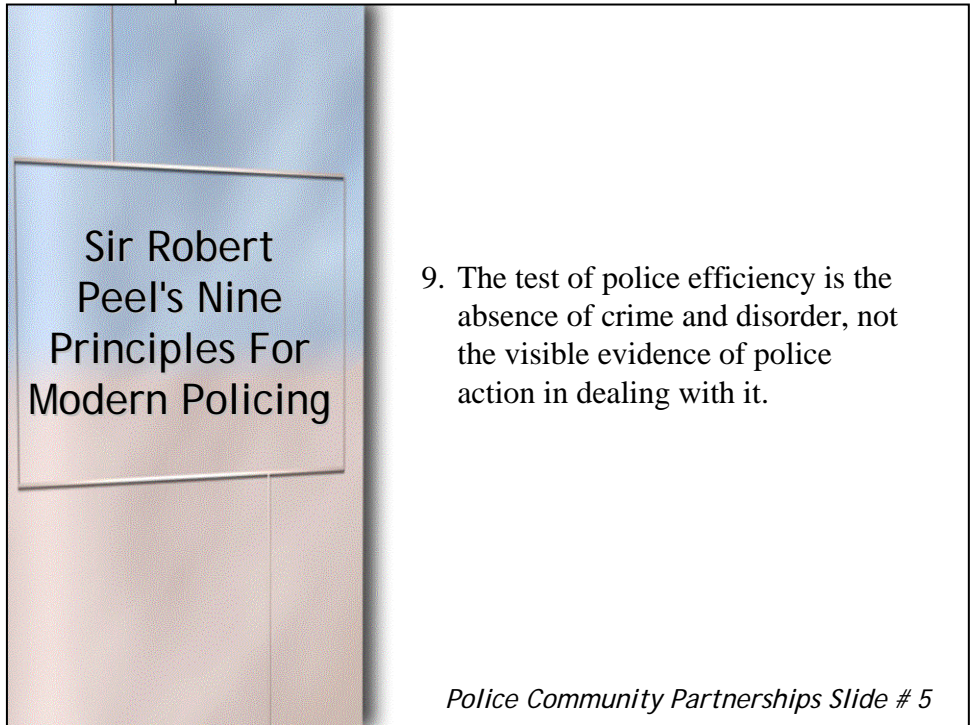
Sir Robert
Peel's Nine
Principles For
Modern Policing

7. Police at all times should maintain a relationship with the public that gives reality to the historic tradition; the police are the public and the public are the police. The police being only full time individuals charged with the duties that are incumbent on all of the citizens.

8. Police should always direct their actions strictly towards their functions and never appear to usurp the powers of the judiciary.

Instructor Notes:

Discuss # 7 as the key principle even though all of them still apply today.

Police Community Partnerships Slide # 4

Sir Robert
Peel's Nine
Principles For
Modern Policing

9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it.

Police Community Partnerships Slide # 5

1. The basic mission for which the police exist is to prevent crime and disorder as an alternative to the repression of crime and disorder by military force and severity of legal punishment.

2. The ability of the police to perform their duties is dependent upon public approval of police existence, actions, behavior, and the ability of the police to secure and maintain public respect.

3. The police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain public respect.

4. The degree of cooperation of the public that can be secured diminishes, proportionately, the necessity for the use of physical force and compulsion in achieving police objectives.
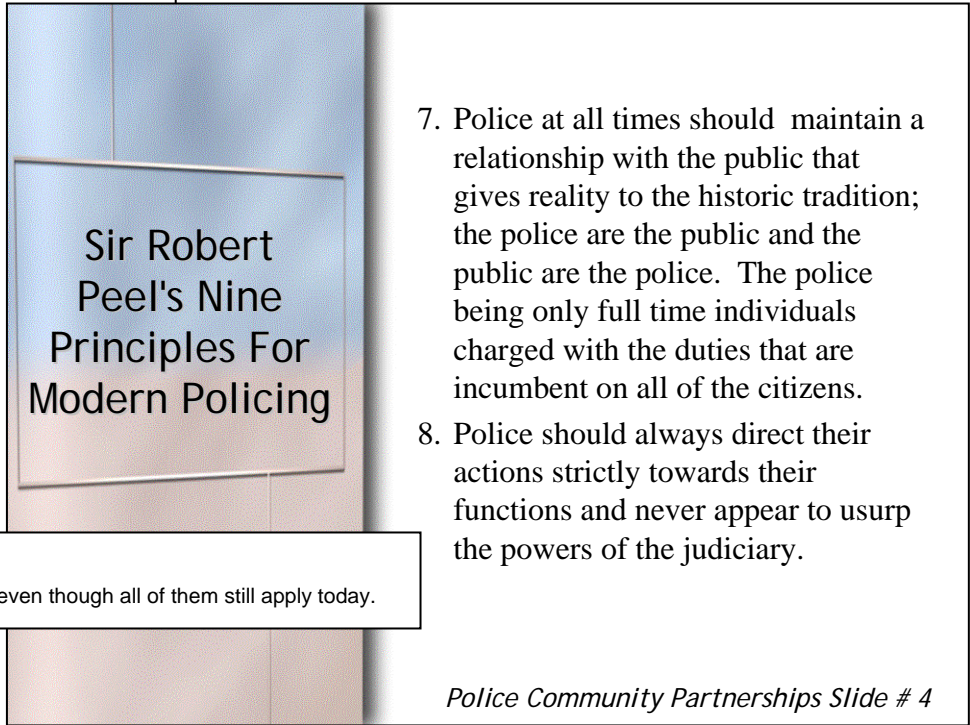
5. The police seek and preserve public favor, not by catering to public opinion, but by constantly demonstrating absolutely impartial service to the law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws; by ready offering of individual service and friendship to all members of the society without regard to their race or social standing; by ready exercise of courtesy and friendly good humor; and by ready offering of individual sacrifice in protecting and preserving life.

6. The police should use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice, and warning is found to be insufficient to achieve police objectives; and police should use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective.

7. The 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 are the only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interest of the community welfare.*

8. The police should always direct their actions toward their functions and never appear to usurp the powers of the judiciary by avenging individuals or the state, or authoritatively judging guilt or punishing the guilty.

9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with them.

These principles apply as much today to policing as they did in 1829.
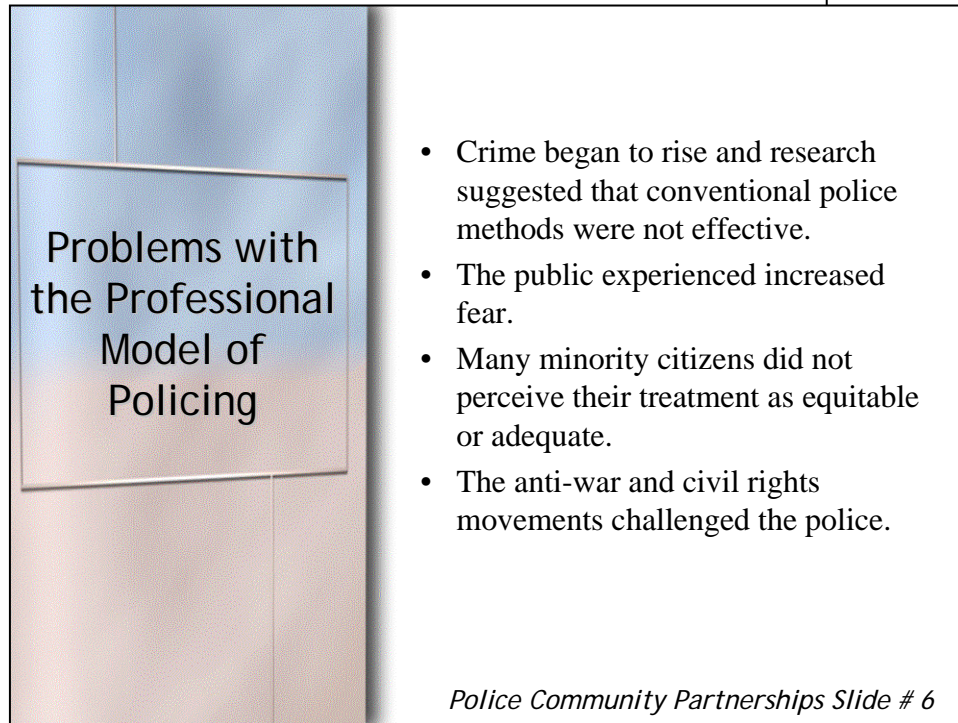
The first full-time police force was established in New York City in 1844 under a policing system now called the Ward concept. This concept was copied by many other cities as they developed their own police departments. Under this system, the police departments found themselves closely tied to the cities' political systems. Many local ward politicians even hired officers for their jurisdictions.

In the 1920's, criminologist August Vollmer suggested the professional model of policing - "the Policeman as a Social Worker" - expanding the police role in society.

In the 1930's, O. W. Wilson's work, entitled <u>Police Administration</u> spearheaded a movement to professionalize policing and stressed three main components:

1. Preventive patrol

2. Rapid response

3. Follow-up investigation

After a period of great public conflict in the 1960's, the police found themselves taking a good deal of criticism as the most visible sign of government.

Problems with the Professional Model of Policing

- Crime began to rise and research suggested that conventional police methods were not effective.
- The public experienced increased fear.
- Many minority citizens did not perceive their treatment as equitable or adequate.
- The anti-war and civil rights movements challenged the police.

Police Community Partnerships Slide # 6

In 1968, The President's Commission on Crime was convened to examine the current state of policing in the U.S. Many suggestions to professionalize policing were presented by the Commission; for example, a call to require all police officers to have a four-year college degree.

Beginning in the 1970's, federal money was allocated to conduct research on police practices and strategies. Different aspects of the professional model of policing were put to the test during that period. First noted among them were the early 1970's Foot Patrol Experiment in Flint, Michigan and the Team Policing Concept implemented in agencies across the nation.

The Effectiveness of Policing Practices

Research on Traditional Policing Strategies

" Increasing the number of police does not lower the crime rate or increase the number of crimes solved.

" Randomized patrol does not reduce crime nor increase the chance of catching suspects.

" Two-person patrol cars are not more effective than one-person cars in lowering of crime rates or catching criminals.

Instructor Notes:

Discuss the point that many of the policing strategies of the past were not particularly effective. We need to consider new methods.

Police Community Partnerships Slide # 7

Research on Traditional Policing Strategies

• Saturation patrol does not reduce crime, it displaces it.

• The kind of crime that terrifies Americans most is rarely encountered by police on patrol.

• Improving response time on calls has no effect on the likelihood of arresting criminals or even in satisfying involved citizens.

• Crimes are not usually solved through criminal investigations conducted by police.

Police Community Partnerships Slide # 8

Factors that Influenced the Development of New Police Strategies:

- The police field is preoccupied with management, internal pressures, and efficiency to the exclusion of concern for effectiveness in dealing with serious problems.
- The police devote most of their resources to responding to calls from citizens, reserving too small a percentage of their time and energy for acting on their own initiative to prevent or reduce community problems.

Police Community Partnerships Slide # 9

Factors that Influenced the Development of New Police Strategies:

- The community is a major resource with an enormous potential, largely untapped, for reducing the number and magnitude of problems that otherwise become the business of the police.
- Police are not using the time and talent of available rank-and-file officers effectively.
- Efforts to improve policing have often failed because they have not been adequately related to the overall policies and structure of the police organization.

Herman Goldstein, 1977

Police Community Partnerships Slide # 10

Instructor Notes:

Discuss the changes in law enforcement and society that made us consider new methods.

Chapter Two

Introduction to Community Policing

Learning Objectives

Students will understand the definition and role of the community in Community Oriented Policing.

Student Objectives:

- Students will be able to define Community Oriented Policing.

- Students will be able to identify the three critical components of COP.

- Students will be able to understand the need for COP.

- Students will understand that the goal of COP is to have the community police itself.

- Students will be able to understand the traditional role of the community in policing.
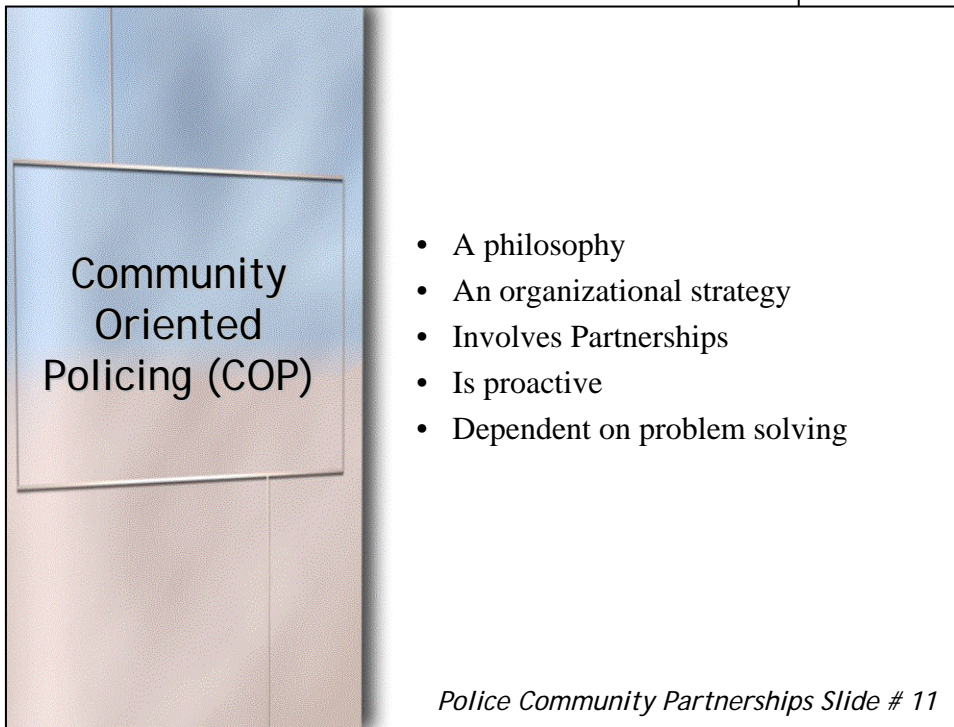
- Students will be able to distinguish between the geographic community and the community of interest.

- Students will be able to identify a community of interest.

- Students will be able to identify six major communities of interest.

- Students will be able to understand the new role of the community under COP.

Defining Community Oriented Policing (COP):

It is a philosophy and an organizational strategy that promotes a new partnership between people and the police. It is based on the premise that both the police and the community must work together to identify, prioritize, and solve contemporary problems such as crime, drugs, fear of crime, social and physical disorder, and overall neighborhood decay, with the goal of improving the overall quality of life in the area.

Instructor Notes:

Make sure students understand the definition and role of the community in Community Oriented Policing (COP)

Community Oriented Policing (COP)

- A philosophy
- An organizational strategy
- Involves Partnerships
- Is proactive
- Dependent on problem solving

Police Community Partnerships Slide # 11

- Community policing is an organization-wide philosophy and management approach that promotes community, government and police partnerships; proactive problem solving; and community engagement to address the causes of crime, fear of crime, and other community issues.

- Community policing is not easily defined. First Community Policing is not a *one size fits all* approach to policing. Second, the problems that it attempts to address are equally complex and diverse. And, there are many *authorities* on the subject who have put forth many different understandings and definitions of Community Policing.

- Herman Goldstein, who has been regarded by many as the *father of Community Policing* observed the following on the use of the term and attempts to define it:

  - "Indeed, the popularity of the term has resulted in its being used to encompass practically all innovations in policing, from the most ambitious to the most mundane: from the most carefully thought through to the most casual. The label is being used in ways that increase public expectations on the police and create the impression that community policing will provide an instant solution not only for the problems of crime, disorder, and racial tension, but for many of the other acute problems that plague our urban areas as well."

- This overuse of the term has forced a need for definition and simplification. There is a danger in oversimplification. It is practically impossible to identify the one pure model of Community Policing. Community Policing in Largo, St. Petersburg, or Plant City may not even remotely resemble one another, and yet if it contains some shared defining characteristics may well indeed be Community Policing.

Having said this, we can now move on to some attempts by the *experts* to define Community Policing:

- "Community policing is a philosophy and an organizational strategy that promotes a new partnership between people and their police. It is based on the premise that both the police and the community must work together to identify, prioritize, and solve contemporary problems such as crime, drugs, fear of crime, social and physical disorder, and overall neighborhood decay, with the goal of improving the overall quality of life in the area." (Trojanowicz and Bucqueroux: *Community Policing*:1994)

- Community policing is a collaborative effort between law enforcement and the community that identifies problems of concern to communities and works to solve them." *(Community Policing Consortium)*

And one more:

"The community policing concept has evolved from a critical examination of how police should respond to citizens and communities and to the problems of crime, drug abuse, and disorder. The community policing philosophy reaffirms that proactive crime prevention, not merely reacting to calls for service, is the basic mission of the police. Community policing fulfills this mission by maintaining a visible police presence in neighborhoods, undertaking activities to solve crime-producing problems, arresting law violators, maintaining order, and resolving disputes. At the same time, community policing is anchored in the concept of shared responsibility for community safety and security. In community policing, the police and citizens are partners in establishing and maintaining safe and peaceful neighborhoods." (N.I.J.)

Three Critical Components of Community Oriented Policing

- Pro-active

- Problem Solving

- Partnerships

Three Critical Components of COP

- Balance responding to emergencies with focusing on proactive prevention of problems
- Develop relationships with the community which are based on mutual respect, civility, and support
- Incorporate a problem solving approach for addressing community problems

Police Community Partnerships Slide # 12
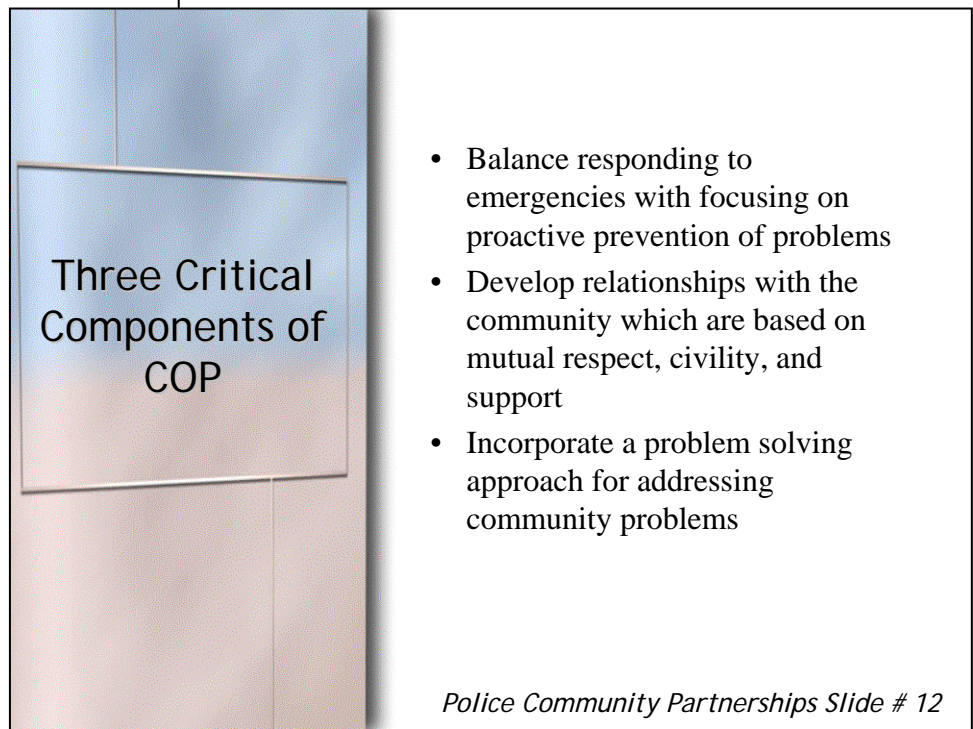
Community policing is a pro-active approach to policing. Law enforcement has identified that they are unable to succeed alone. Rising crime, an overburdened criminal justice system and ever shrinking government budgets have forced a change in the complexion of American policing.

- Pro-active law enforcement recognizes the importance of traditional police methods. The 911 responder will always be the back-bone of policing. What other agency or organization will respond to a customer's call 24 hours a day, every day of the year? Arrest and enforcement were once the only tools of the police. With co-activity they are only part of the tool box.

- Pro-active problem solving has become the *Big-Hammer* of community policing. It is certain that the *band aid* approach of traditional policing only temporarily affected the symptoms of problems. This effect may be for short time periods at best. Proactively seeking out problems, identifying the and solving for root cause for enabled or "made" the problems and symptoms to diminish in the long term.

- The Pro-active approach identifies that the police alone are not responsible for the solutions to the community's problems. This is a shared approach to solving quality of life issues that concern a community. Sharing is based upon a mutual sense of responsibility for any problem. The shared responsibility for solving problems indicates that there is a relationship. The hands that swing the *Big Hammer* are the partnerships that are built through the existence and belief in the community policing philosophy.

Instructor Notes:

Go into problem solving briefly. It will be taught later in the course.

Instructor Notes:

This is what this course is about.

- Problem solving

- Partnerships. We must identify that the most important relationship that exists is that between the police and the people. Sir Robert Peel developed his principles for modern policing in 1829. Even then he identified the importance of this relationship: "Police should at all times maintain a relationship with the public that gives reality to the historic tradition; the police are the public and the public are the police. The police being only full time individuals charged with the duties that are incumbent on all of the citizens."

Major Components of Community Oriented
Policing

- *Citizen Empowerment*–Allows citizens to under-stand that they have the ability to affect their world.

- *Officer Empowerment*–Allow officers to make deci-sions that affect their neighborhood. Officers need the ability to act and be creative in their approach to problem solving and community service.

- *Collaboration*–All interested parties must work to-gether in a coordinated problem solving effort.

- *Problem Solving*–This is a specific and precise method of identifying, analyzing and solving the root causes of community problems.

Instructor Notes:

Gives the citizens a say and stake on how to change their community

Instructor Notes:

Allowing the decision-making to the troops is a tough sell.

Instructor Notes:

All interested parties must be united.

Instructor Notes:

The way to solve or attack the problem.

Why do we need COP?

- The escalating cycle of violence, drugs, and property crime.

- Resources for addressing these problems are limited.

- Police are not trained nor are they equipped to deal with the root societal causes of crimes.

- Police-community relations have deteriorated in some neighborhoods.

- Communities that previously influenced their own social control over people have disappeared in many areas.

Instructor Notes:

Ask the class to add to the list of reasons.

The Need for COP

- Crime continues to be a primary concern for most citizens
- Resources for dealing with crime are limited
- Law enforcement is not equipped to deal with the root causes of crime
- Police-community relations need improvement
- The nature of communities has changed
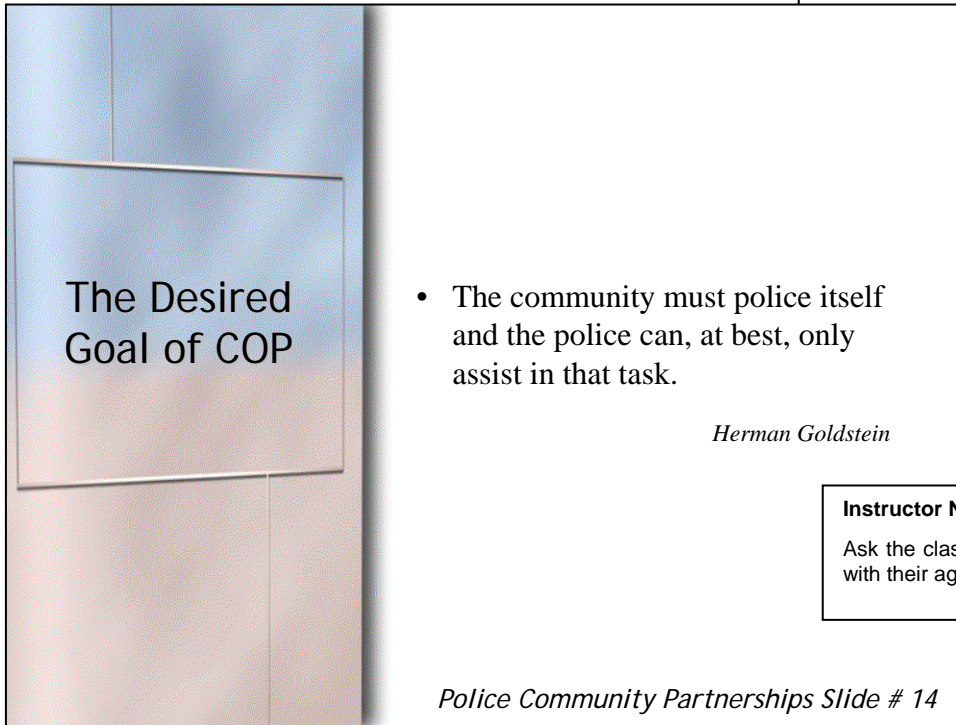
Police Community Partnerships Slide # 13

The Desired Goal of COP

The primary goal of COP is to have the community dictate the problems, prioritize their importance, determine means to effectively address them, then either implement or assist in the implementation of the various solutions. Essentially, "The community must police itself and the police can, at best, only assist in that task" Herman Goldstein 1990.

Instructor Notes:

Stress that the definition and role of the community are crucial to successfully achieving this goal.

The Desired
Goal of COP

- The community must police itself and the police can, at best, only assist in that task.

Herman Goldstein

Instructor Notes:

Ask the class how well this desired goal fits with their agency's ideas of COP.

Police Community Partnerships Slide # 14

The Traditional Roles of the Community in Law Enforcement

The call for greater community integration into policing is not a new concept in America. The founding of the United States and our form of government is strongly tied to citizen participation. From a historical perspective four standard roles have been identified for the community in relationship to the police function (Buerger 1994):

- To act as the "eyes and ears of the police."

- To act as "cheerleaders" by collectively supporting the police.

- To financially sustain the police.

- To be "statement makers" by making both symbolic and lasting efforts to confront crime problems in coordination with the police (for example, Take Back the Night rallies and forming Neighborhood Watch groups).

Instructor Notes:

All of these are roles that have played a part in the past and continue to play a part in the future of policing. However, COP allows for a much larger role on the part of the community. Before we expand on this it is important to clarify the definition of community.

Four Traditional Roles of the Community in Law Enforcement

- The eyes and ears of the police
- To act as cheerleaders
- To provide financial support
- To be statement makers

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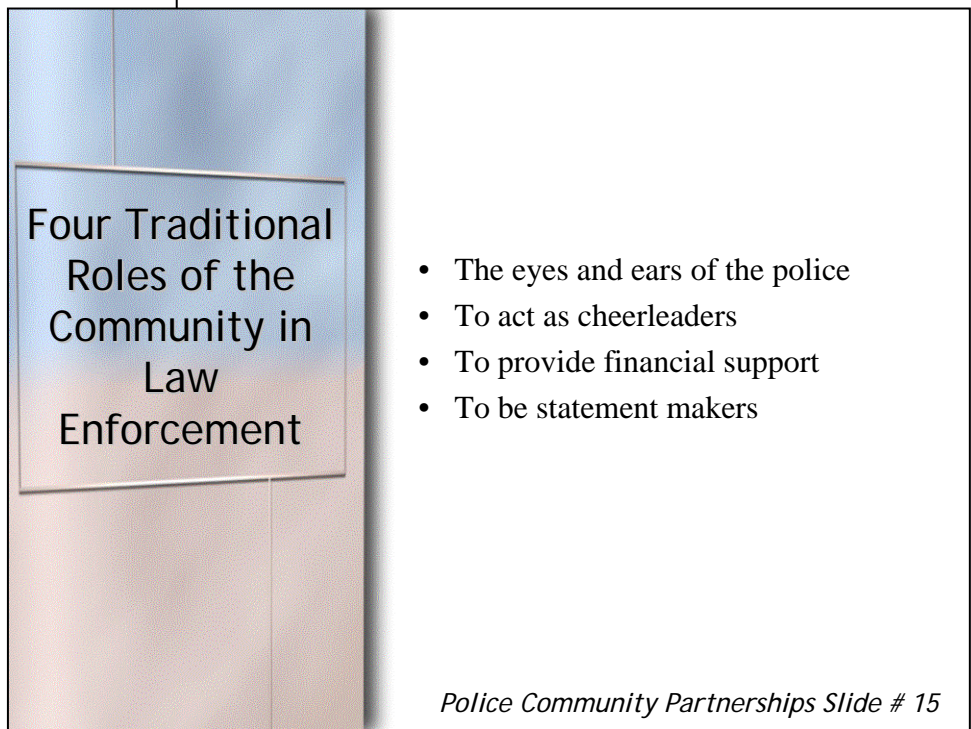
Traditional vs. Community Policing–Questions and Answers

Question	Traditional	Community Policing
Who are the police?	A government agency principally responsible for law enforcement.	Police are the public and the public is the police: the police officers are those who are paid to give full-time attention to the duties of every citizen.
What is the relationship of the police force to other public service departments?	Priorities often conflict.	The police are one department among many responsible for improving the quality of life.
What is the role of the police?	Focusing on solving crimes.	A broader problem-solving approach.
How is police efficiency measured?	By detection and arrest rates.	By the absence of crime and disorder.
What are the highest priorities?	Crimes that are high value (e.g., bank robberies) and those involving violence.	Whatever problems disturb the community most.
What, specifically, do police deal with?	Incidents.	Citizen's problems and concerns.
What determines the effectiveness of police?	Response times.	Public cooperation.
What view do police take of service calls?	Deal with them only if there is no real police work to do.	Vital function and great opportunity.
What is police professionalism?	Swift effective response to serious crime.	Keeping close to the community.
What kind of intelligence is most important?	Crime intelligence (study of particular crimes or series of crimes).	Criminal intelligence (information about the activities of individuals or groups).
What is the essential nature of police accountability?	Highly centralized; governed by rules, regulations, and policy directives; accountable to the law.	Emphasis on local accountability to community needs.
What is the role of headquarters?	To provide the necessary rules and policy directives.	To preach organizational values.
What is the role of the press liaison department?	To keep the "heat" off operational officers so they can get on with the job.	To coordinate an essential channel of communication with the community.
How do the police regard prosecutions?	As an important goal.	As one tool among many.

Instructor Notes:

It used to be that the words "neighborhood" and "community" were used synonymously because people worked, lived, and played within the same geographic area. Discuss how mass transportation, mass communication, and mass media have contributed to this change.

Instructor Notes:

It is this community that is critical to community oriented policing. Remember that community does not necessarily mean law-abiding.

Various Definitions of Community

- Geographic Community: a spatial or territorial unit of social organization in which people share cultural characteristics, attitudes, and lifestyle and interact with one another on a sustained basis.

- Community of Interest: a group of people who share a common interest or common concerns.

Two Types of Communities

- Geographic Communities
- Communities of Interest

Police Community Partnerships Slide # 16
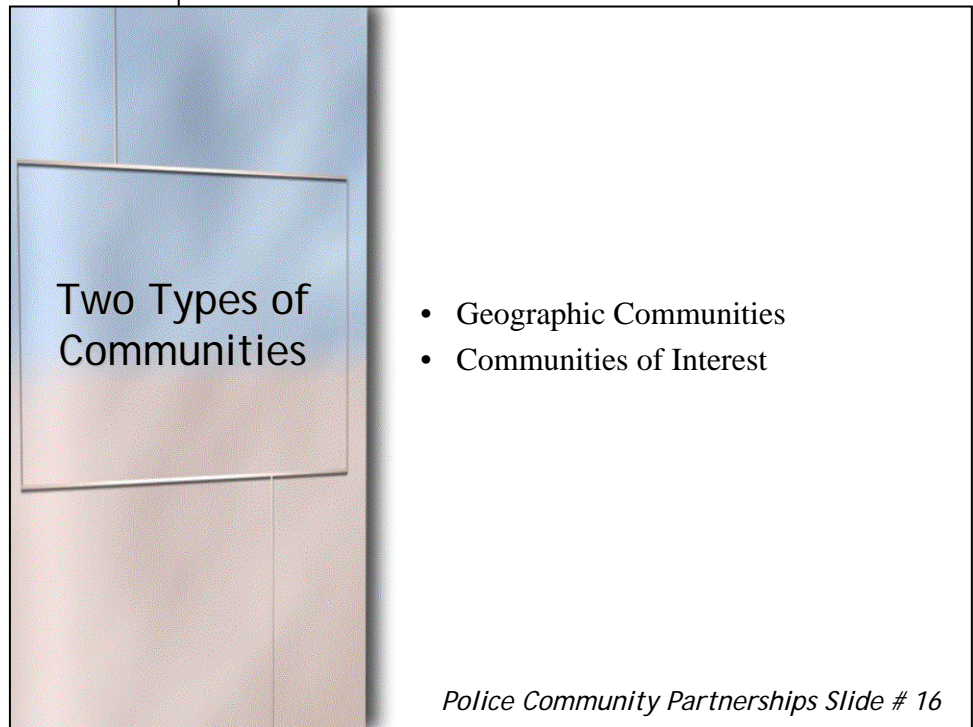
Identifying the Community of Interest

The following three questions can help to identify this community:

- Who is causing or enabling the problem?

- Who are the victims of the problem?

- Who has the authority, desire, ability, time, and resources to affect the problem?

Questions for Identifying the Community of Interest

- Who is causing the problem?
- Who are the victims?
- Who can act on the problem?

Police Community Partnerships Slide # 17

Instructor Notes:

Members of the Big Six often form partnerships as the result of trigger events which consist of community crises and chronic problems. Give a personal experience of how you as an officer have witnessed the formation of community partnerships based on a trigger event.

The "Big Six" Communities of Interest

Trojanowicz and Bucqueroux (1994) remind us that community policing requires input from everyone in the community, from the single-mother welfare recipient to the powerful business owners, from the average citizen to the mayor. Six key groups must be identified when looking for the community of interest to form partnerships and solve problems.

- The Police Department

- Citizens

- Elected Civic Officials

- The Business Community

- Other Agencies

- The Media

The "Big Six"

- The Police Department
- Citizens
- Elected and Civic Officials
- The Business Community
- Other Agencies, both Public and Private
- The Media

Police Community Partnerships Slide # 18

The Expanded Role of Citizens/
Communities of Interest in COP

Eck and Rosenbaum (1994) have defined five func-
tions/roles for communities of interest that can assist them
in effectively dealing with the problems of crime and order
maintenance in their neighborhoods.
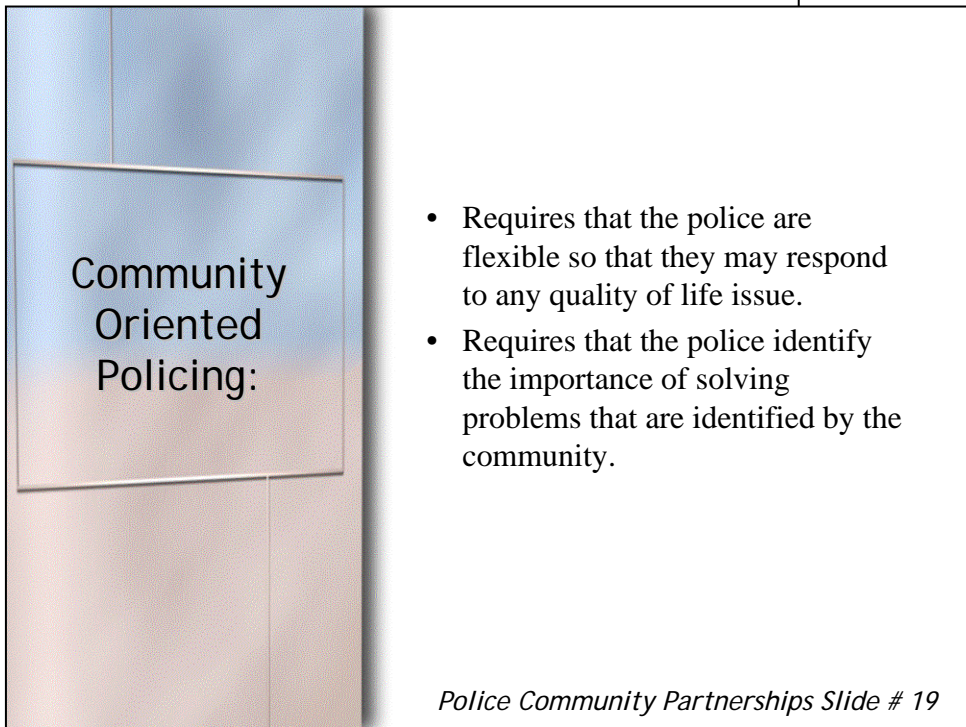
- Proactively and intelligently act as the "eyes and
  ears of the police."

- Form citizen/community unity patrols to directly
  confront criminal and disorderly individuals.

- Reduce citizen chances of victimization, reduce the
  opportunity for crime, reduce the actual amount of
  crime, and reduce the fear of crime.

- Place pressure on others to mobilize and act.

- Allow the police to act on their behalf.

- Take on a leadership role.

Instructor Notes:

Discuss the inherent dangers associated
with this role but also mention success
stories **(MAD DADS).**

Instructor Notes:

Provide an example of each of these roles
and be sure to clarify what each role em-
powers the police and citizens to do. As
an example, the role *(Allow the police to
act on their behalf)* might sound like the
police are given a license to be brutal.
What this actually means, however, is that
the police may be able to expand their
traditional enforcement capabilities with
the consent of the community (use
open-air drug market vehicle stops as an
example).

Community Oriented Policing:
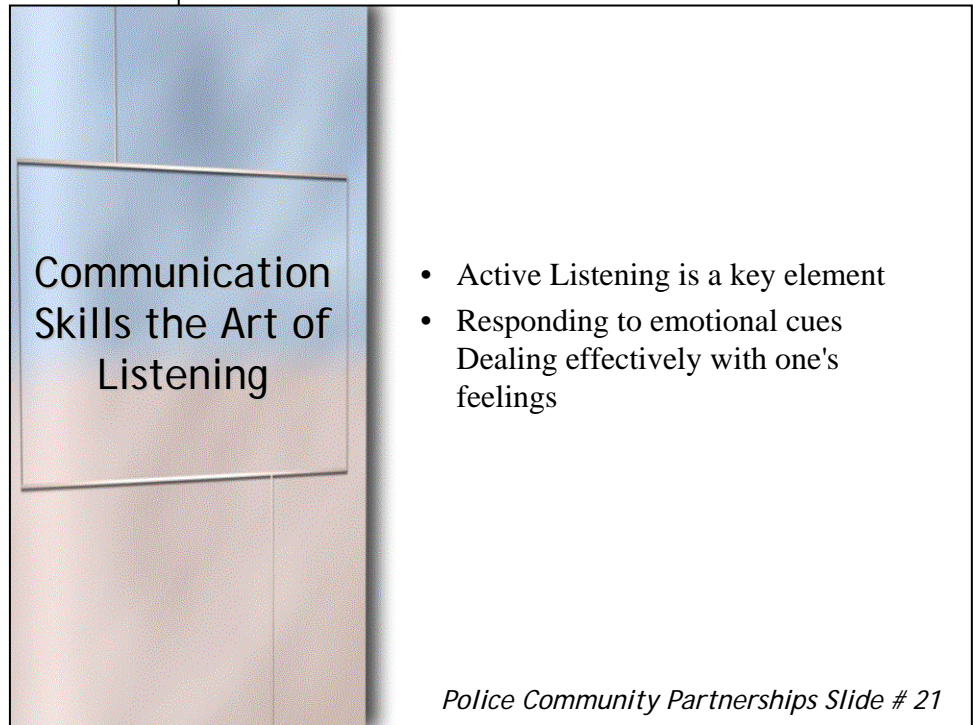
- Requires that the police are
  flexible so that they may respond
  to any quality of life issue.
- Requires that the police identify
  the importance of solving
  problems that are identified by the
  community.

Police Community Partnerships Slide # 19

Chapter Three

Communication

The Basics:
Active Listening
and
Communication

Police Community Partnerships Slide # 20
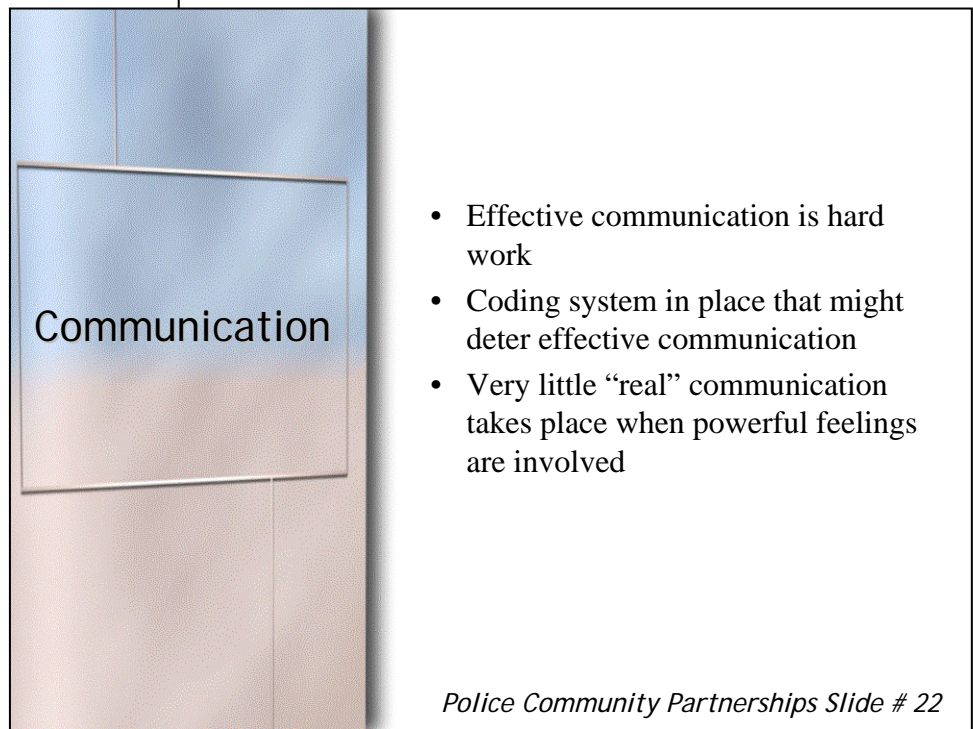
Communication Skills the Art of Listening

- Active Listening is a key element
- Responding to emotional cues Dealing effectively with one's feelings

Police Community Partnerships Slide # 21

Communication

- Effective communication is hard work
- Coding system in place that might deter effective communication
- Very little "real" communication takes place when powerful feelings are involved

Police Community Partnerships Slide # 22

How We Communicate

- 55% Non Verbal
  - Facial expression
  - Gestures
  - Body language
- 38% Tone of Voice
  - Emotion
  - Attitude
- 7% Words
  - Multiple meanings

Police Community Partnerships Slide # 23

Communication Cycle

Sender → Message

Verbal and Non-Verbal

Feedback ← Receiver
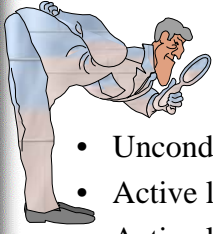
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Empathy

- Listener's sensitivity to current feelings
- Ability to verbally communicate an understanding
- An appreciation and awareness of another's feelings and emotions
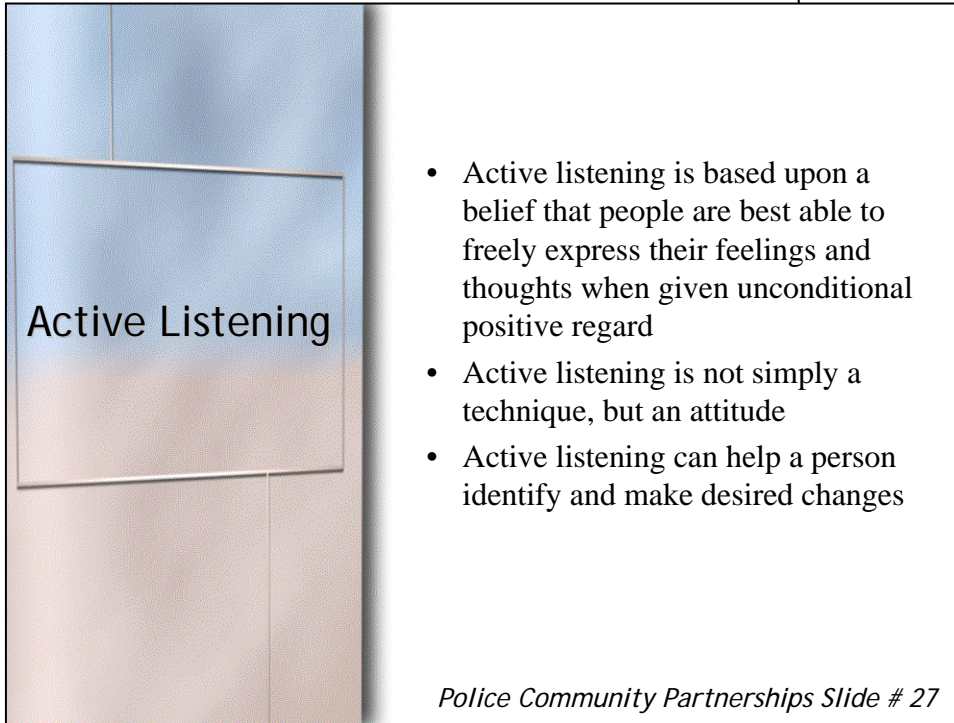
Police Community Partnerships Slide # 25

A Closer Look at Active Listening

- Unconditional positive regard
- Active listening is an attitude
- Active listening is not a threat
- Active listening and the person's self concept
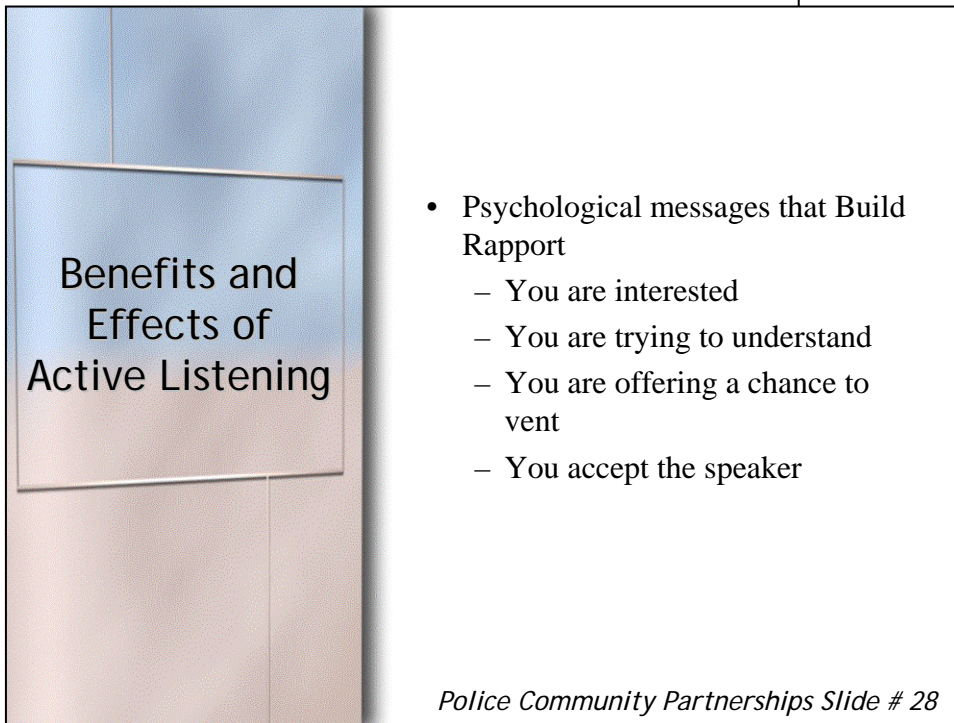
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Active Listening

- Active listening is based upon a belief that people are best able to freely express their feelings and thoughts when given unconditional positive regard
- Active listening is not simply a technique, but an attitude
- Active listening can help a person identify and make desired changes

Police Community Partnerships Slide # 27

Benefits and Effects of Active Listening

- Psychological messages that Build Rapport
  - You are interested
  - You are trying to understand
  - You are offering a chance to vent
  - You accept the speaker

Police Community Partnerships Slide # 28

Road Blocks to Active Listening

- Ordering
- Directing
- Commanding
- Warning
- Admonishing
- Threatening
- Moralizing
- Advising
- Giving Suggestions or Solutions
- Persuading with Logic
- Lecturing
- Arguing
- Judging
- Criticizing

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Road Blocks to Active Listening

- Disagreeing
- Blaming
- Praising
- Agreeing
- Buttering Up
- Name-Calling
- Ridiculing
- Shaming
- Interrupting
- Analyzing
- Diagnosing
- Distracting
- Diverting
- Kidding
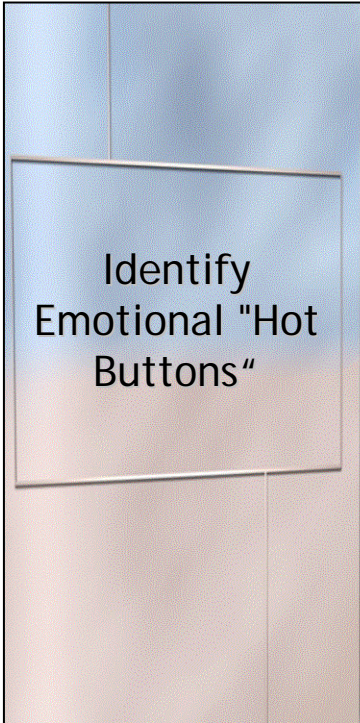
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Bad Questions for Listeners

- Why do you feel that way?
- Are you sure you really think that way?
- Don't you want to be different?
- Do you want to know what I think?
- What are you going to do about it now?

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Identify Emotional "Hot Buttons"

- The following are some listening situations and phrases that may cause you to be emotional. Check those that are "hot buttons" for you as a listener, and add others that strongly affect you, positively or negatively.
  - You never/always...
  - Know-it-all attitudes
  - Shut up!
  - Bigots
  - You never listen
  - Whining
  - What you should do is...

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Ten Steps For Controlling Emotional "Hot Buttons

- Listen attentively without interrupting
- Make a conscious choice about your response
- Acknowledge the other person's feelings
- Ask objective questions for clarification
- Try to see the other person's point of view
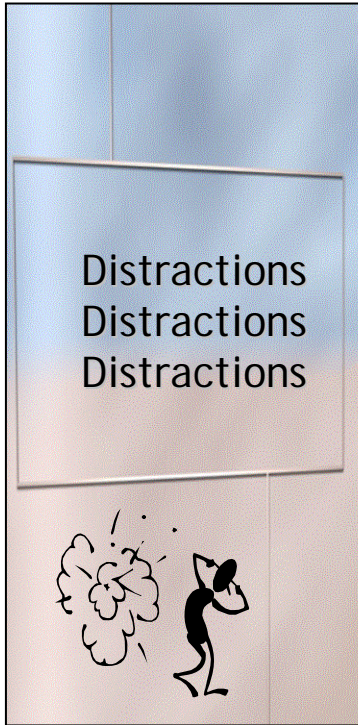
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Ten Steps For Controlling Emotional "Hot Buttons

- Stick to the subject
- Be patient
- Express your point of view
- Explain
- Work out a "WIN--WIN" plan
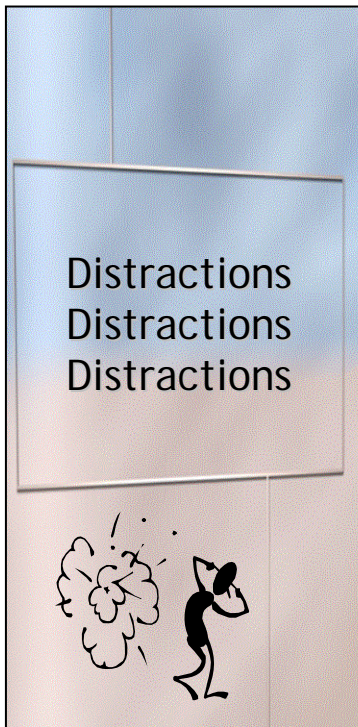
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• Overcoming Distractions
• The following statements describe how people might handle various distractions. Check those items you do well.
    – Plan your listening
    – Don't use distractions as a convenient excuse for not listening

Police Community Partnerships Slide # 35

• Overcoming Distractions
    – Identify what is causing a distraction and make adjustments
    – Ignore the distraction
    – Call "time out" when you are too tired to listen

Listening is a GIFT, give GENEROUSLY

Police Community Partnerships Slide # 36

Techniques and Tips for Active Listening

- Show signs of listening
- Ask open-ended questions
- Questions are asked to clarify
- Allow time for silence
- Consider race, nationality, religion, experience, etc.
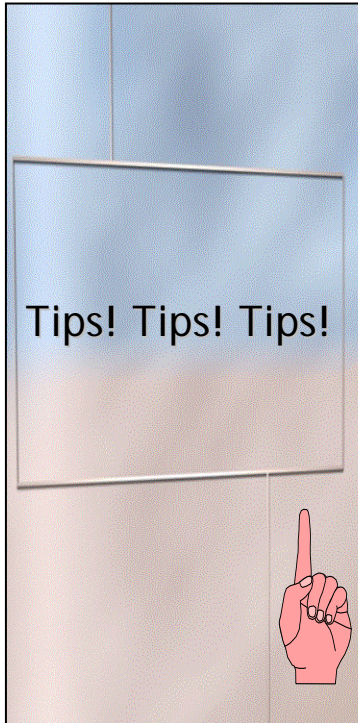
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Techniques and Tips for Active Listening

- Use words speaker used
- Repeat incomplete ideas
- Ask questions about words expressing feelings
- Don't put words in the person's mouth

Police Community Partnerships Slide # 38

Tips! Tips! Tips!

- Don't agree or disagree
- Remember the subject
- Don't fear silence
- Don't talk about yourself
- Summarize
- Empathize
- Maintain eye contact
- Don't ask "Why"
- Don't give advice

Police Community Partnerships Slide # 39

Good Questions For Listeners

- I hear you saying that…
- What happened then?
- What kinds of things, do you mean?
- Can you expand on that?
- I sense that you feel strongly about...
- Is that important to you?

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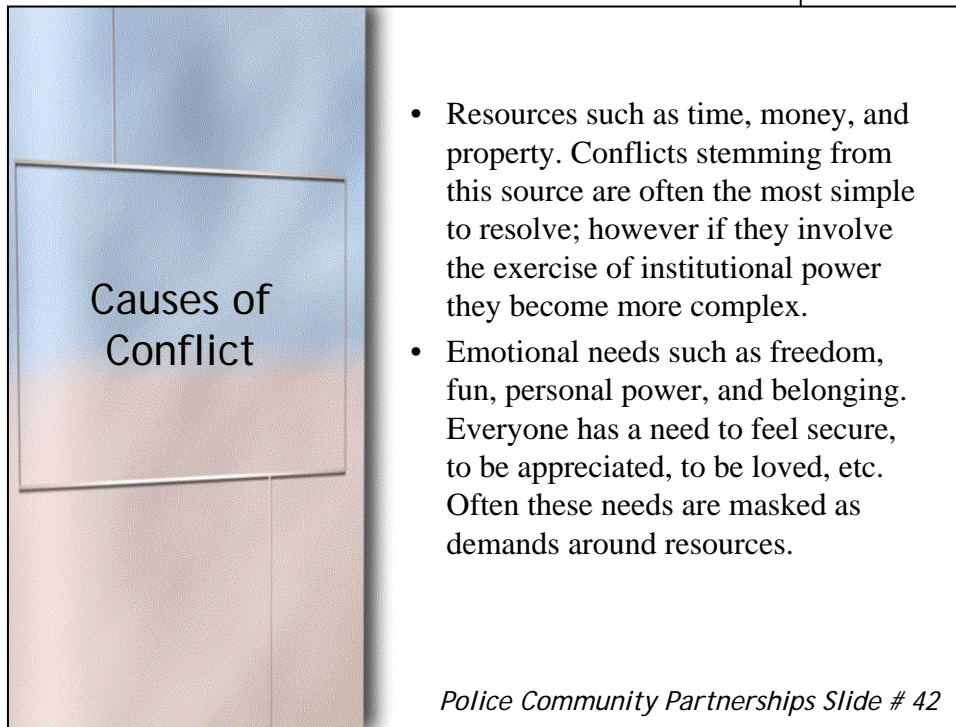
Checklist for Improved Listening
Do I:

- Know my own biases and prejudices
- Understand that being a good listener does not mean I must believe what I am hearing
- Understand that I am learning little when I am talking
- Try not to over-respond to emotionally charged words
- Consider the person involved as well as the situation
- Listen for what's not being said
- Listen for feeling tone as well as for words

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Chapter Four

Conflict Resolution
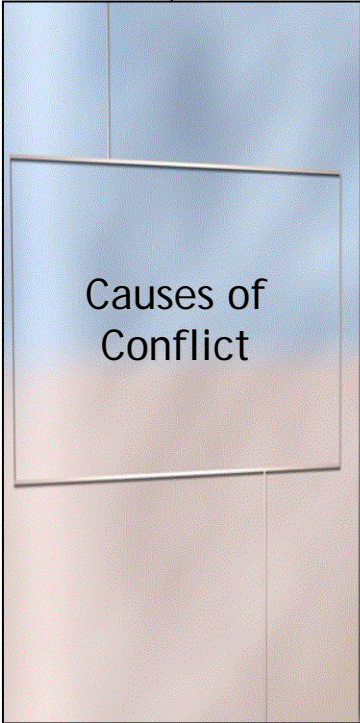
Causes of Conflict

- Resources such as time, money, and property. Conflicts stemming from this source are often the most simple to resolve; however if they involve the exercise of institutional power they become more complex.

- Emotional needs such as freedom, fun, personal power, and belonging. Everyone has a need to feel secure, to be appreciated, to be loved, etc. Often these needs are masked as demands around resources.
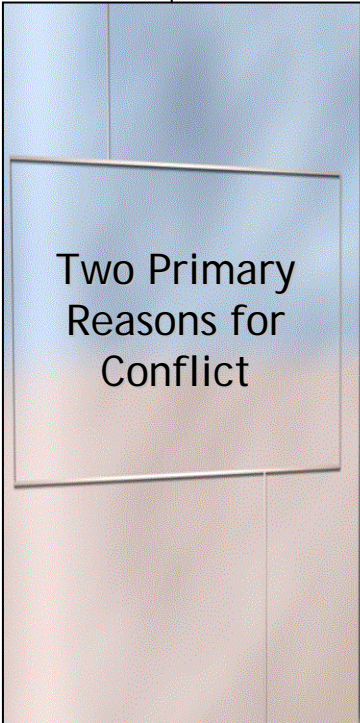
Police Community Partnerships Slide # 42

Causes of Conflict

- Value Differences such as beliefs, priorities and principles. This is where cultural differences impact the nature of the conflict. The goal is not to adopt another person's values or view them as right, but rather to develop mutual respect so that dialogue from different cultural perspectives is possible.

Police Community Partnerships Slide # 43

Two Primary Reasons for Conflict

1. We have different interests.
2. We have the same interests, which are in conflict.

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Position vs. Interest

- Position is what you want
- Interest is why you want it
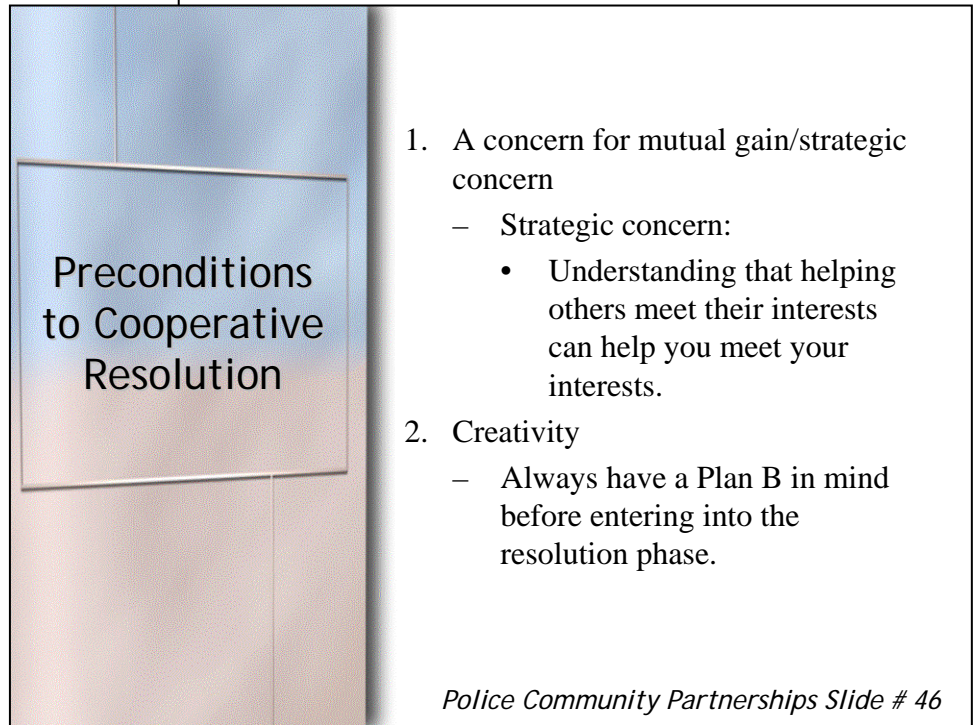
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Your Position	Others Position
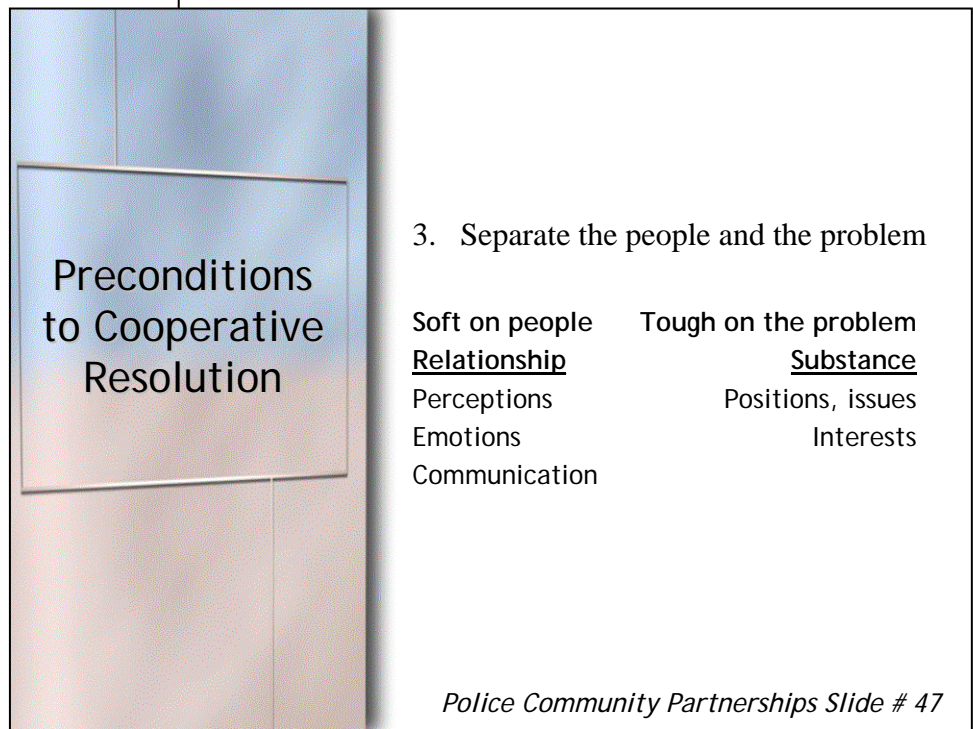
Your Interest	Others Interest

Preconditions to Cooperative Resolution

1. A concern for mutual gain/strategic concern
   – Strategic concern:
      • Understanding that helping others meet their interests can help you meet your interests.
2. Creativity
   – Always have a Plan B in mind before entering into the resolution phase.

Police Community Partnerships Slide # 46

Preconditions to Cooperative Resolution

3. Separate the people and the problem

Soft on people	Tough on the problem
Relationship	**Substance**
Perceptions	Positions, issues
Emotions	Interests
Communication	

Police Community Partnerships Slide # 47

Practice

Change these statements from attacking the person to addressing the problem.

- We never have any clean clothes around here because you don't help with the laundry chores.

_____

_____

_____

_____

- If you and your sister didn't fight so much, we'd all be able to communicate better.

_____

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_____

Conflict Styles

- Avoidance:
  - Ignoring a conflict or denying there is one.
- Accommodation:
  - Easily giving in and agreeing or yielding to the expedient or deferring because the issue is so trivial.
- Competition:
  - Taking a firm position and believing you are right and the other person is wrong.
  - There is also a "need to win" element.

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Conflict Styles

- Compromise:
  - Each side makes concessions to meet their needs.
- Collaboration:
  - Working together to explore alternatives and find an integrated solution that allows all parties to have their needs met without compromise.

Police Community Partnerships Slide # 49

This range of approaches to conflict is available in any given situation. The first three approaches typically fall into a win/lose paradigm in which only one side's needs get met. Compromise can fall into a win/lose paradigm if one concedes things that are central to one's identity. Collaboration is the optimum approach that leads to a win/win model of

conflict resolution in which both parties find a mutually satisfactory solution.

Power [1]

Power exists at different levels and can impact conflict on any of these levels:

- **Personal Power** such as self-assurance, determination, endurance, and communication skills determine one's sense of being able to make choices about one's life and an awareness of how one's actions and thoughts impact one's life. However, prejudice and bias affect these decisions. Attitudes, beliefs, and values about groups of people, whether conscious or unconscious, maintain and perpetuate a view of one's superiority or inferiority. It defines their sense of power and has a direct bearing on how people interact with the world and their ability to influence circumstances.

- **Interpersonal Power** is the ability to influence another person. Although all individuals have some personal power, it is often perceived power that allows one person to exert more influence over another. Behaviors based on conscious or unconscious biased assumptions about self or others affects how much one understands, respects, and appreciates the other in relationship to her/himself. This perception may be based on role, job status, class, ethnicity, gender, age, physical ability, or sexual orientation. It is often through intercultural interactions that these perceptions are brought to light.

- **Institutional Power** is the ability to impact a system. We need to examine to what extent the intended or unintended consequences of established policies, practices, laws, customs, traditions, and practices prohibit one's effectiveness in changing the system. The status quo of a system is maintained and perpetuated by the dominant culture because it has worked to its benefit. The status quo also grants

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[1]   Adapted from "Modem Racism; A New Medley To The Same Old Tune" By Valeria Vatts; Episcopal Divinity School, Occasional Papers, No. 2, May 1998, Cambridge, MA. and from Face to Face: Resolving Conflict Without Giving In or Giving Up, NAFCM. Permission pending

the dominant culture privileges at the expense of others and promotes social, political, and economic inequalities.

- **Cultural Power** refers to the use of power that is connected to and the extension of the values, beliefs, and rewards of dominant cultural or social norms. These are often reinforced and perpetuated in the media. Who can exert power over others is determined by cultural standards and preferences that dictate that individuals from certain race, class, gender, sexual orientation, age, ethnic, language, and ability backgrounds are superior. Conforming to the dominant culture is viewed as the norm and acceptance is determined by one's willingness to adopt the behaviors of the dominant culture.

Conflict Overview: The Conflict Cycle [2]

The Conflict Cycle

Reinforces → Beliefs and Attitudes about Conflict → Conflict Occurs

Consequences:
- Relief
- Escalation
- Stress
- De-escalation
- Resolution
- Hurt feelings
- Better or poor relationship

Response-What we do when conflict occurs:
- Pretend nothing's wrong
- Just give in
- Hit someone or get visibly angry
- Go to an authority
- Use the silent treatment
- Cry
- Complain to someone else
- Smile no matter what
- Make jokes, Kid around Agree to talk about it (no yelling)

Police Community Partnerships Slide # 50

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[2]   The Conflict Cycle © 1987 The Community Board Program, Inc. Used with permission

Understanding the Conflict Cycle

Beliefs and Attitudes about Conflict:
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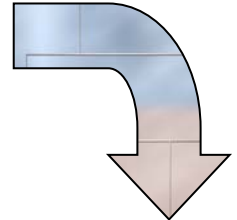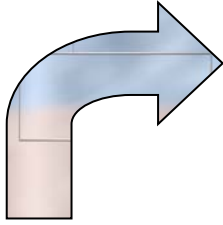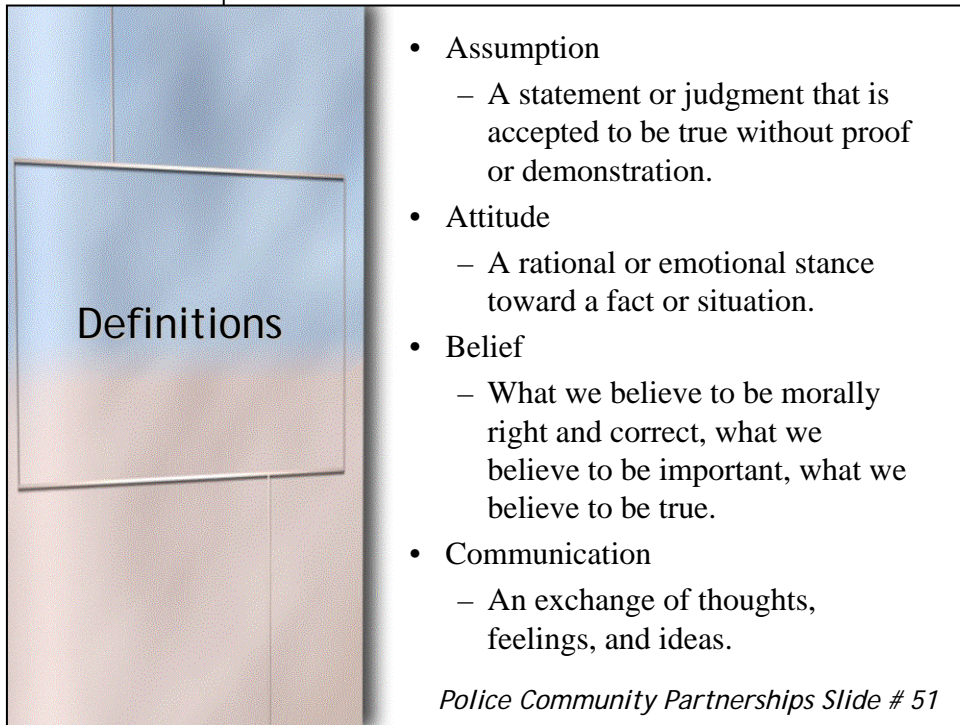
Consequences:
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Conflict Occurs:
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Response-What do we do when conflict Occurs:
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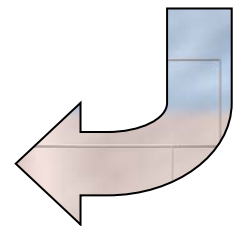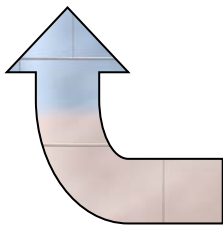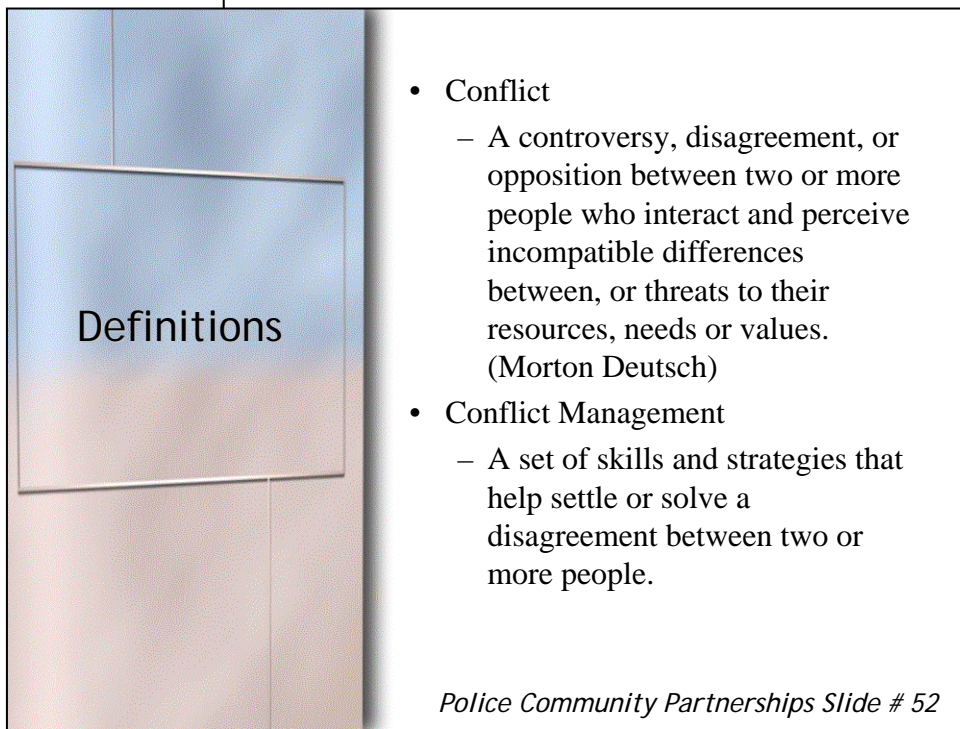
Definitions

- Assumption
  - A statement or judgment that is accepted to be true without proof or demonstration.
- Attitude
  - A rational or emotional stance toward a fact or situation.
- Belief
  - What we believe to be morally right and correct, what we believe to be important, what we believe to be true.
- Communication
  - An exchange of thoughts, feelings, and ideas.
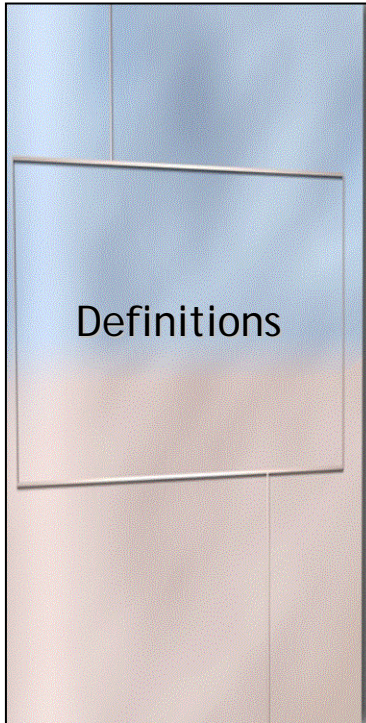
Police Community Partnerships Slide # 51

Definitions

- Conflict
  - A controversy, disagreement, or opposition between two or more people who interact and perceive incompatible differences between, or threats to their resources, needs or values. (Morton Deutsch)
- Conflict Management
  - A set of skills and strategies that help settle or solve a disagreement between two or more people.

Police Community Partnerships Slide # 52

Definitions
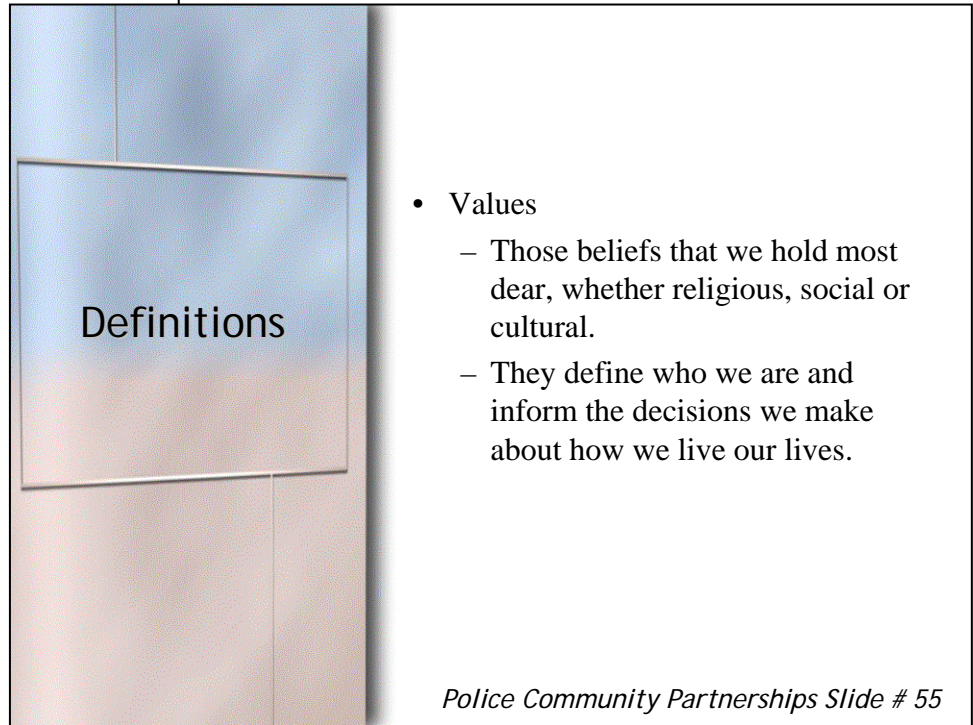
- Culture
  - Socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a group or population.
  - Culture includes one's nationality, ethnicity, race, gender, sexual orientation, socioeconomic background, ability, and age.
- Oppression
  - An unjust use of power or authority.

Police Community Partnerships Slide # 53

Definitions

- Perception
  - A point of view that is influenced by the mindset we bring with us to every situation.
  - This mind set is formed from our values, our previous experiences, our culture, and our expectations.
- Power
  - Having control, influence or authority over others.
  - Also the ability to act or perform effectively.

Police Community Partnerships Slide # 54

- Values
  - Those beliefs that we hold most dear, whether religious, social or cultural.
  - They define who we are and inform the decisions we make about how we live our lives.

Police Community Partnerships Slide # 55

Roommate Case Study

You receive a call from Claire who lives in an apartment building on the Northside. Claire is extremely concerned because her two roommates (Alice and Betty) are screaming at each other over their rental agreement. You hear at least two people yelling at each other in the background. As you obtain information from the caller, two people get on the phone extensions and attempt to tell you "their side of the story."

After hearing conflicting stories from each of the occupants you have determined the following:

- Alice and two others were the original leaseholders for the apartment.

- They lived together for approximately two years.

- Over the last six months, the three decided to go their separate ways and Alice decided to stay in the apartment.

- The original three occupants had verbal agreements as to how the apartment tasks, utility bills and rent were to be divided among the three.

- Alice invited Betty and Claire to be her new roommates.

- Betty has lived with Alice for approximately five months and Claire has lived with Alice and Betty for approximately two months.

- Alice tells you that Betty and Claire are not abiding by the apartment tasks/payment agreements that she had originally made with the original occupants and she wants them evicted immediately.

- Betty and Claire tell you that Alice is crazy, overbearing, and unreasonable and has never indicated to them what the apartment ground rules are.

- They refuse to move out because each has made a one-year lease with Alice.

- All occupants want you to have the police come out and arrest each other.
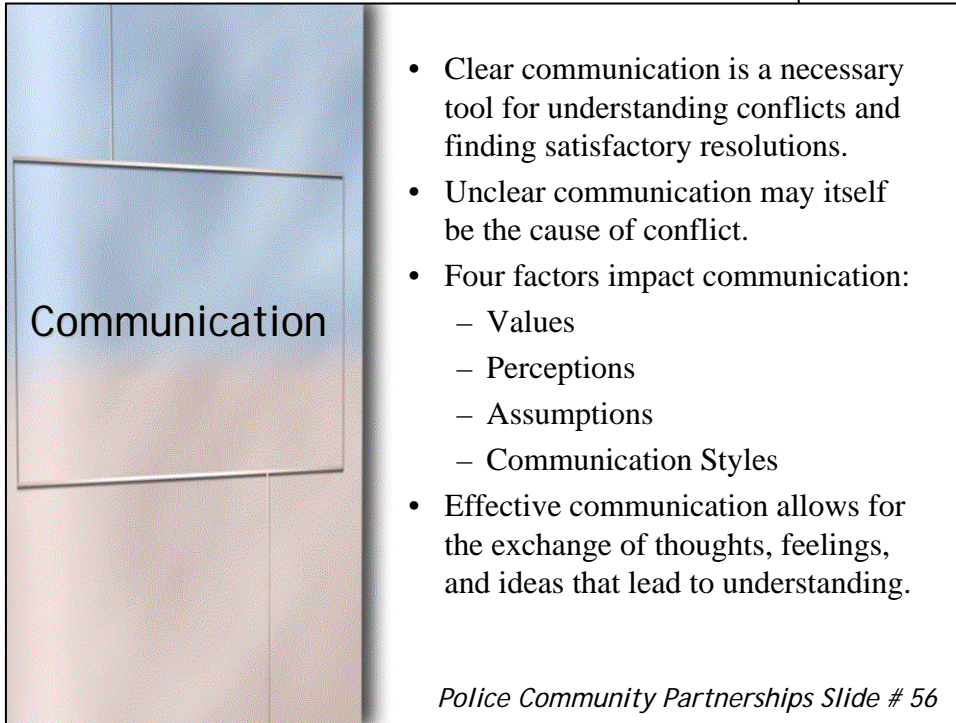
Discussion Questions

- What beliefs and attitudes do you think Alice, Betty and Claire have?

_____

_____

_____

_____

_____

_____

- What started the conflict? What was the conflict about?

  _____

  _____

  _____

  _____

  _____

  _____

- What was Alice's response? Betty's? Claire's?

  _____

  _____

  _____

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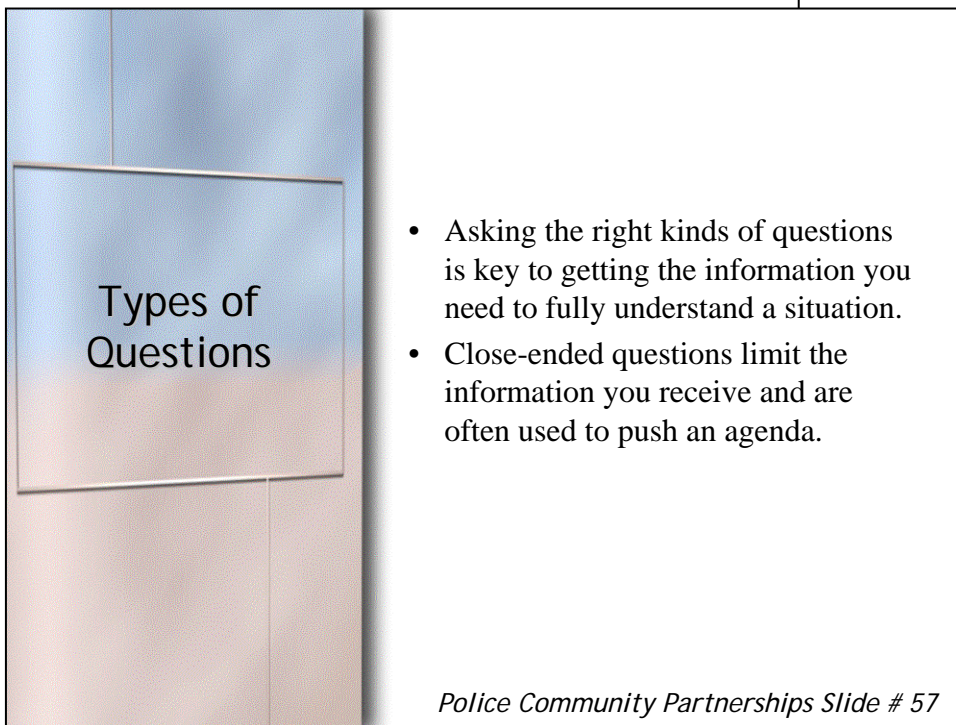
- What were the results or consequences of this conflict?

  _____

  _____

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  _____

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Communication

- Clear communication is a necessary tool for understanding conflicts and finding satisfactory resolutions.
- Unclear communication may itself be the cause of conflict.
- Four factors impact communication:
  - Values
  - Perceptions
  - Assumptions
  - Communication Styles
- Effective communication allows for the exchange of thoughts, feelings, and ideas that lead to understanding.
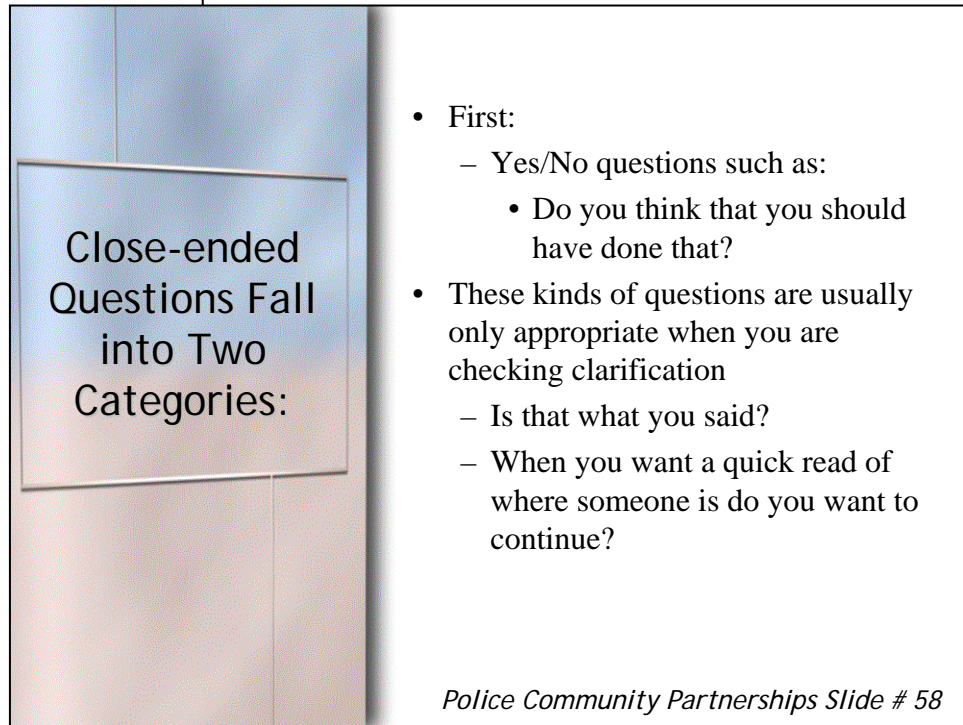
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Types of Questions

- Asking the right kinds of questions is key to getting the information you need to fully understand a situation.
- Close-ended questions limit the information you receive and are often used to push an agenda.
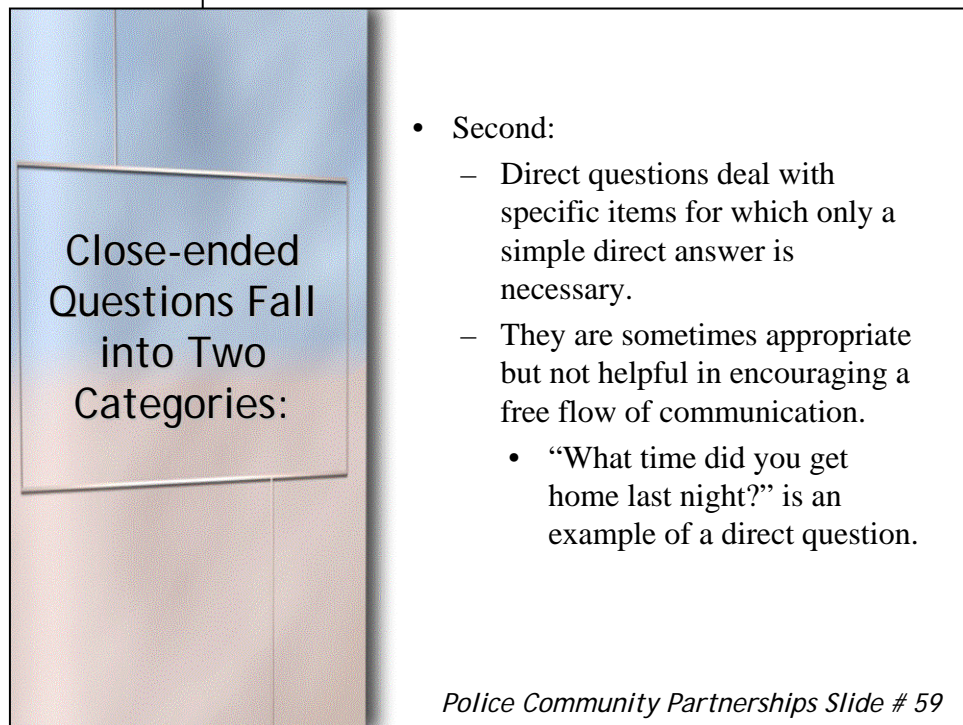
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Close-ended Questions Fall into Two Categories:

- First:
  - Yes/No questions such as:
    - Do you think that you should have done that?
- These kinds of questions are usually only appropriate when you are checking clarification
  - Is that what you said?
  - When you want a quick read of where someone is do you want to continue?
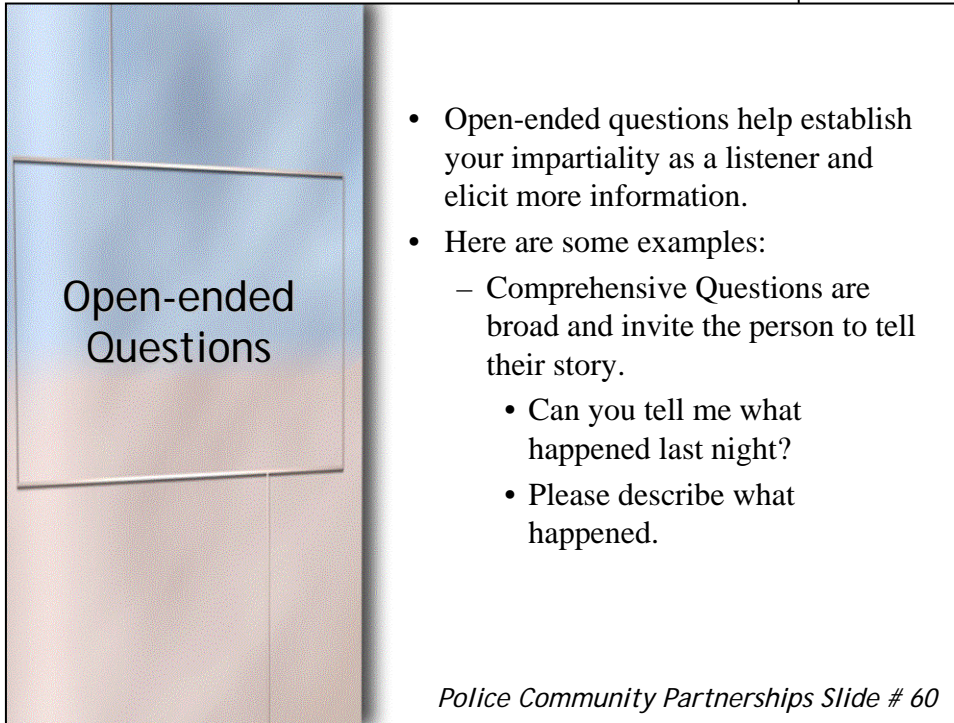
Police Community Partnerships Slide # 58

Close-ended Questions Fall into Two Categories:

- Second:
  - Direct questions deal with specific items for which only a simple direct answer is necessary.
  - They are sometimes appropriate but not helpful in encouraging a free flow of communication.
    - "What time did you get home last night?" is an example of a direct question.
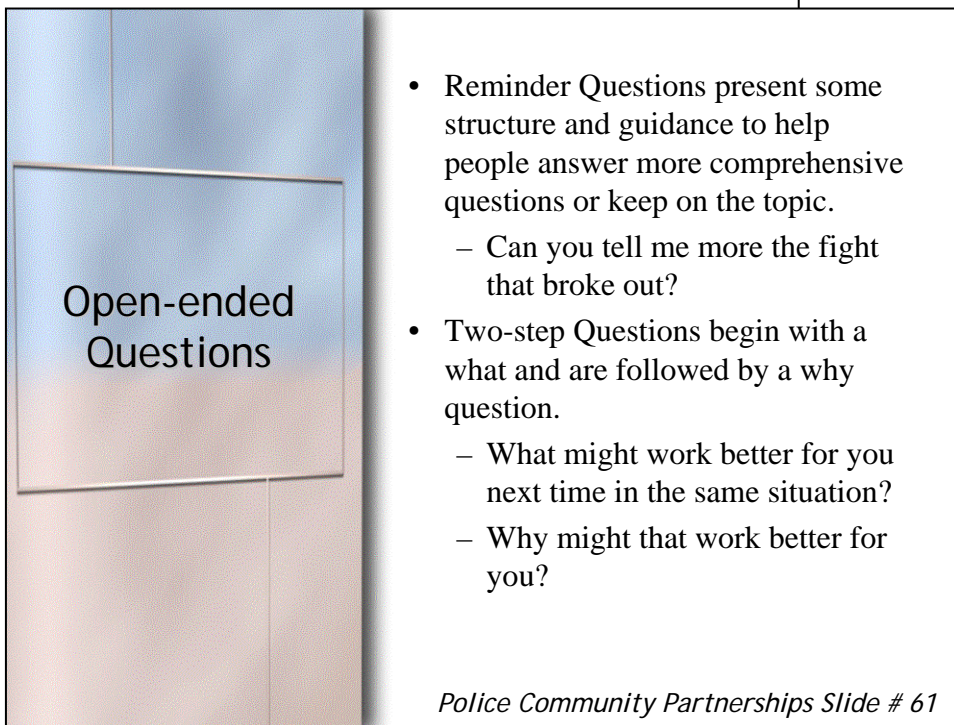
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Open-ended Questions

- Open-ended questions help establish your impartiality as a listener and elicit more information.
- Here are some examples:
  - Comprehensive Questions are broad and invite the person to tell their story.
    - Can you tell me what happened last night?
    - Please describe what happened.
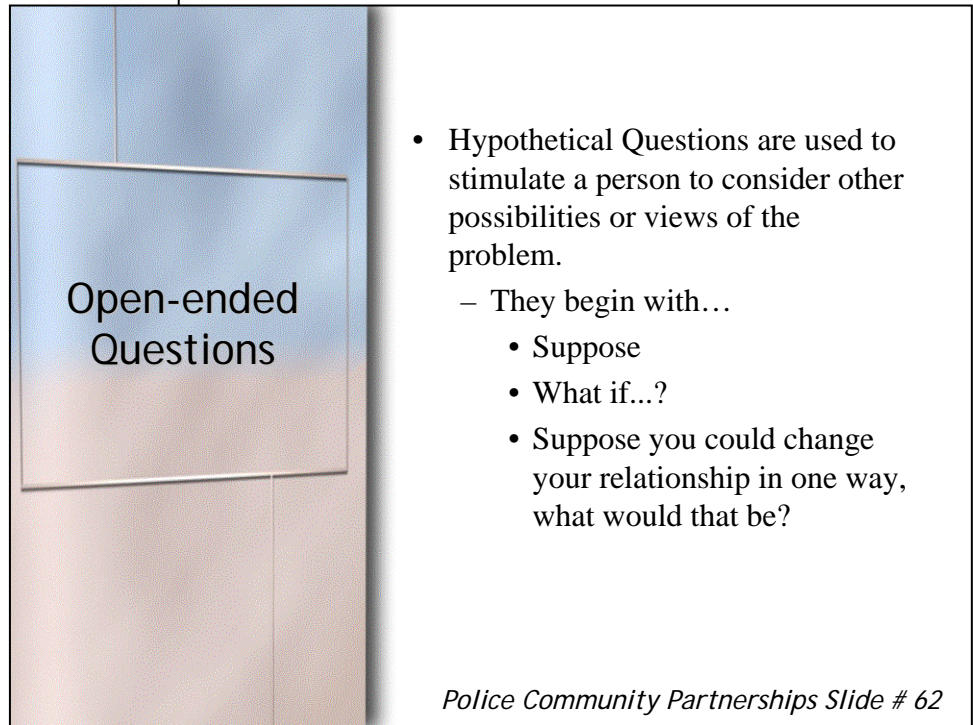
Police Community Partnerships Slide # 60

Open-ended Questions

- Reminder Questions present some structure and guidance to help people answer more comprehensive questions or keep on the topic.
  - Can you tell me more the fight that broke out?
- Two-step Questions begin with a what and are followed by a why question.
  - What might work better for you next time in the same situation?
  - Why might that work better for you?

Police Community Partnerships Slide # 61
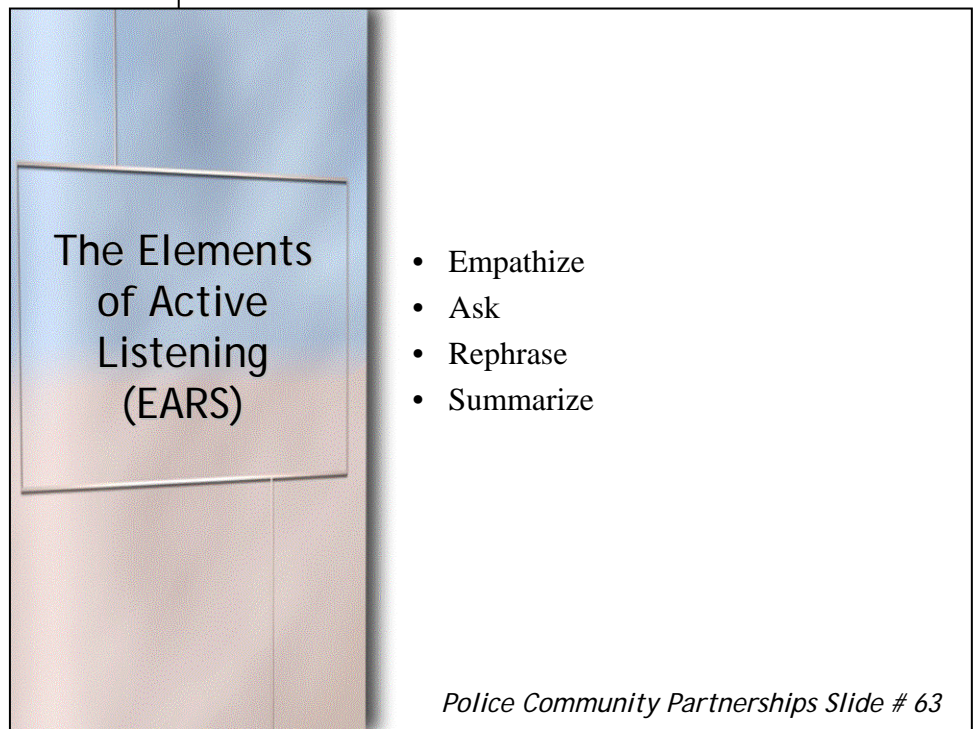
Open-ended Questions

- Hypothetical Questions are used to stimulate a person to consider other possibilities or views of the problem.
  - They begin with…
    - Suppose
    - What if...?
    - Suppose you could change your relationship in one way, what would that be?

Police Community Partnerships Slide # 62

The Elements of Active Listening (EARS)

The Elements of Active Listening (EARS)

- Empathize
- Ask
- Rephrase
- Summarize

Police Community Partnerships Slide # 63

Empathize
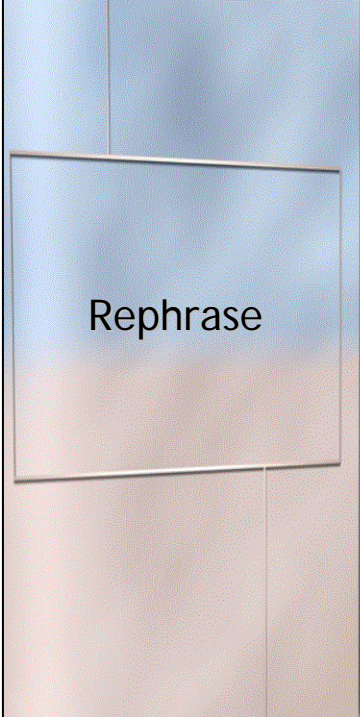
- Recognize and acknowledge a person's emotional state
- Convey interest, not necessarily agreement
- Put yourself in the other person's shoes to try to understand how they feel
  – Sample Language:
    - Often empathy is displayed through non-verbal body language or voice intonation
    - It must be frustrating to feel that you are not being taken seriously.

Police Community Partnerships Slide # 64

Ask

- Ask questions to clarify information
- Ask for more information about the problem and how it affects them
- Check out assumptions and perceptions
  – Sample Language:
    - Can you tell me more about why this bothers you so much?
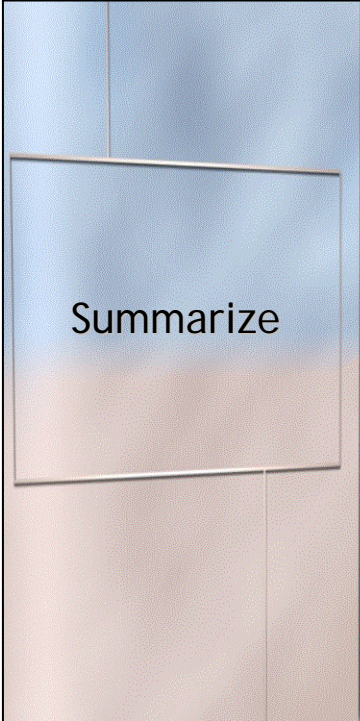
Police Community Partnerships Slide # 65

Rephrase

- Rephrase or restate what you have heard them say, to their satisfaction
  - Sample Language:
    - It sounded like you felt undermined when she... Is that correct?

Police Community Partnerships Slide # 66

Summarize
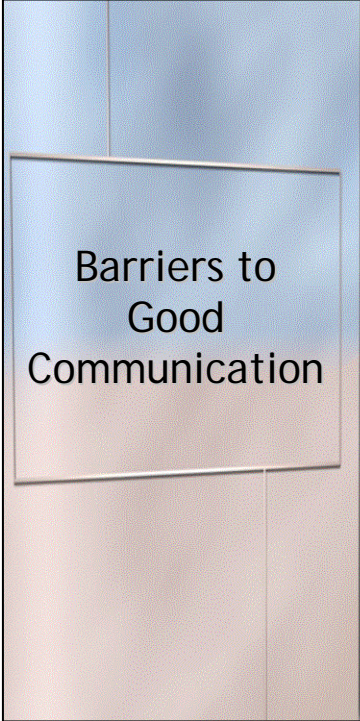
- Paraphrase main points you have heard
- Include both emotional content and factual details in the summary
- Check if summary is accurate and complete
  - Sample Language:
    - His car has blocked your driveway several times in the last month and when you speak to him about it, he gets angry with you. You are frustrated by his behavior and you suspect he is doing it to spite you. Is there anything that I have left out?

Police Community Partnerships Slide # 67

How Good a Listener are You?

Many people believe they are good listeners. Take a moment to assess your own listening skills. Respond to the statements with an A for always, a O for Often, an S for Sometimes, and a R for Rarely.
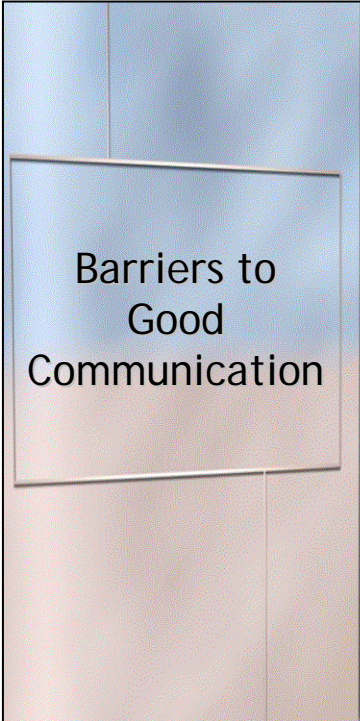
1. Do I allow the speaker to express her or his complete thought without interrupting? ____

2. When someone is speaking to me, do I eliminate distractions by turning off the radio or television, putting aside other work or other things that might interfere? ____

3. Do I listen for the feeling behind the speaker's message? ____

4. Do I paraphrase the speaker's message to ensure that I understand what they are saying? ____

5. Do I turn off the speaker because the message is dull or boring or because I don't personally know or like the person speaking? ____

6. Do I express genuine interest in the other individual's conversation with verbal and non-verbal cues? ____

7. Do I ask questions to clarify the speaker's message? ____

8. Do I avoid rehearsing what I want to say while others are talking? ____

9. Do I pay attention to the speaker's energy level, posture, gestures, facial expression, tone and pace of speech as well words? ____

Barriers to Good Communication

- Communication roadblocks will inhibit free and open communication between parties. Communication roadblocks can:
  - Discount the importance of a concern
  - Inappropriately blame or judge the speaker's actions
  - Prevent problem solving because the listener is not focused on what is being said; or
  - Lead to unwanted advice that can perpetuate a problem.

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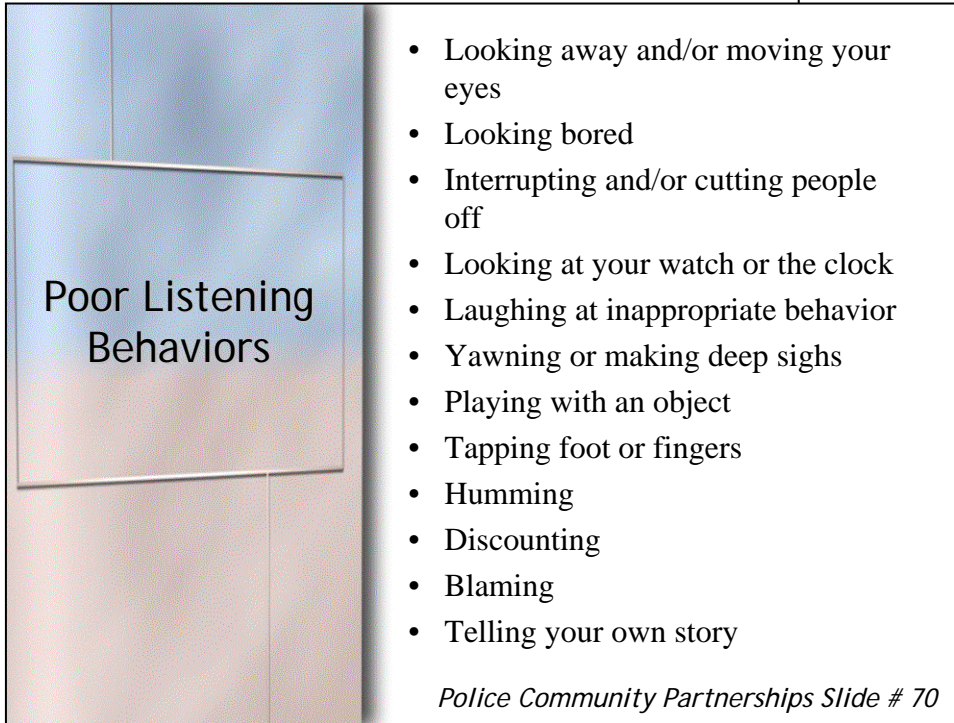
Barriers to Good Communication

- Listen to how Joe's friends respond to him when he tells them about a problem he encountered while at a call for service:
  - Friend # 1: Oh, you're making a mountain out of a molehill!
  - Friend #2: I warned you this would happen.
  - Friend #3: You know, that reminds me...
  - Friend #4: Well I'm sorry to hear what has happened to you, but my life is going...
  - Friend #5: Here's what I think you should do ...:

Police Community Partnerships Slide # 69

Now in your small discussion group, discuss why these responses inhibit effective communication. Record your answers on the chart paper handed out by the instructor.
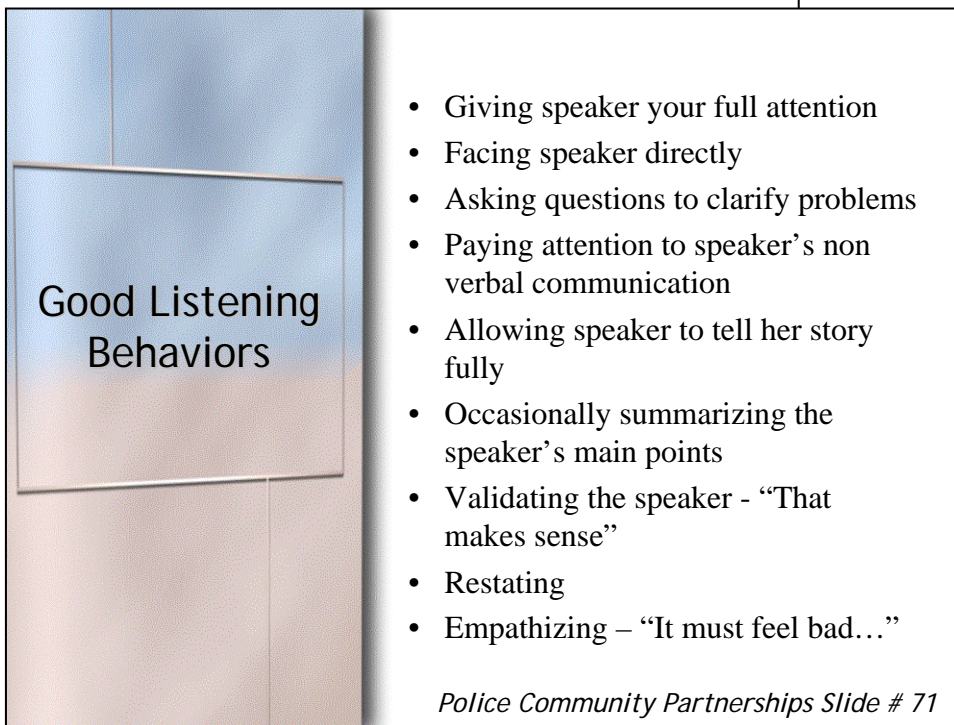
Poor and Good Listening Behaviors

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Poor Listening Behaviors

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- Looking away and/or moving your eyes
- Looking bored
- Interrupting and/or cutting people off
- Looking at your watch or the clock
- Laughing at inappropriate behavior
- Yawning or making deep sighs
- Playing with an object
- Tapping foot or fingers
- Humming
- Discounting
- Blaming
- Telling your own story

Police Community Partnerships Slide # 70

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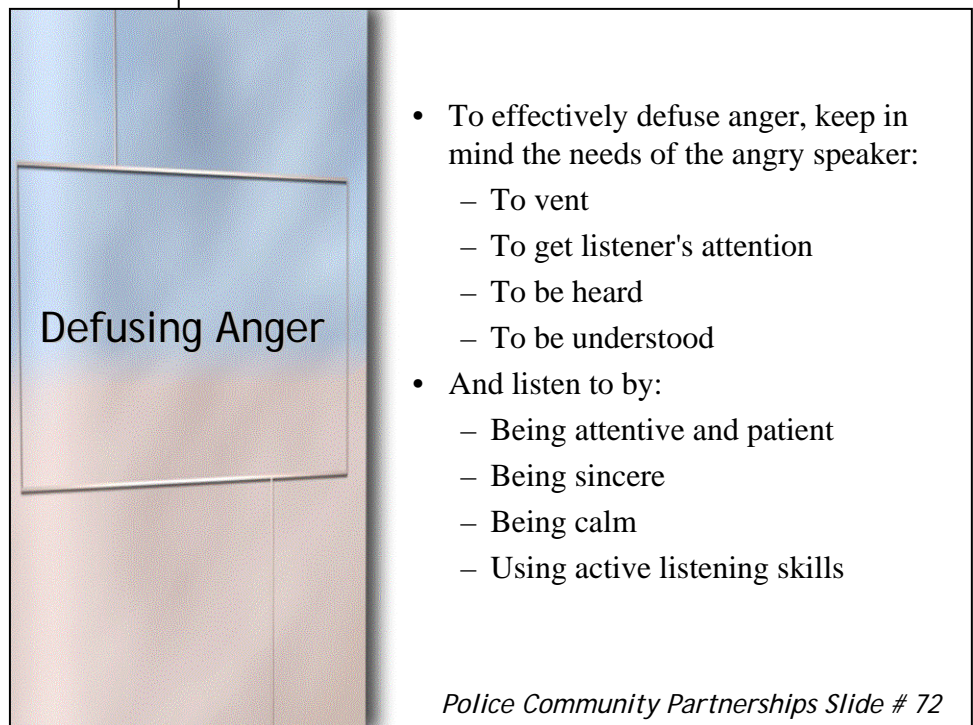
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Good Listening Behaviors

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- Giving speaker your full attention
- Facing speaker directly
- Asking questions to clarify problems
- Paying attention to speaker's non verbal communication
- Allowing speaker to tell her story fully
- Occasionally summarizing the speaker's main points
- Validating the speaker - "That makes sense"
- Restating
- Empathizing – "It must feel bad…"

Police Community Partnerships Slide # 71

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Defusing Anger
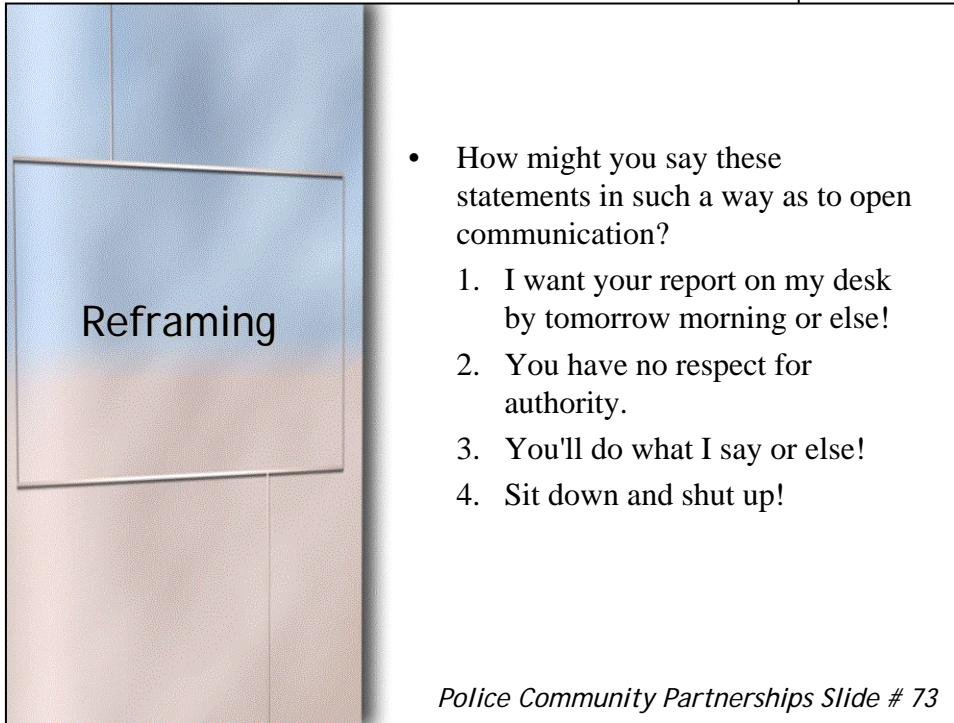
In some situations, you will meet someone who is extremely angry, raging or shouting. In these cases, you can use tools of effective listening and speaking to help defuse the anger and then move on to an exchange of thoughts and feelings. Even in situations when someone is directing anger at you, these tools can be helpful. Nevertheless, when anger is directed at you, it is much more difficult to respond because you usually have your own emotions involved.

Defusing Anger

- To effectively defuse anger, keep in mind the needs of the angry speaker:
  - To vent
  - To get listener's attention
  - To be heard
  - To be understood
- And listen to by:
  - Being attentive and patient
  - Being sincere
  - Being calm
  - Using active listening skills
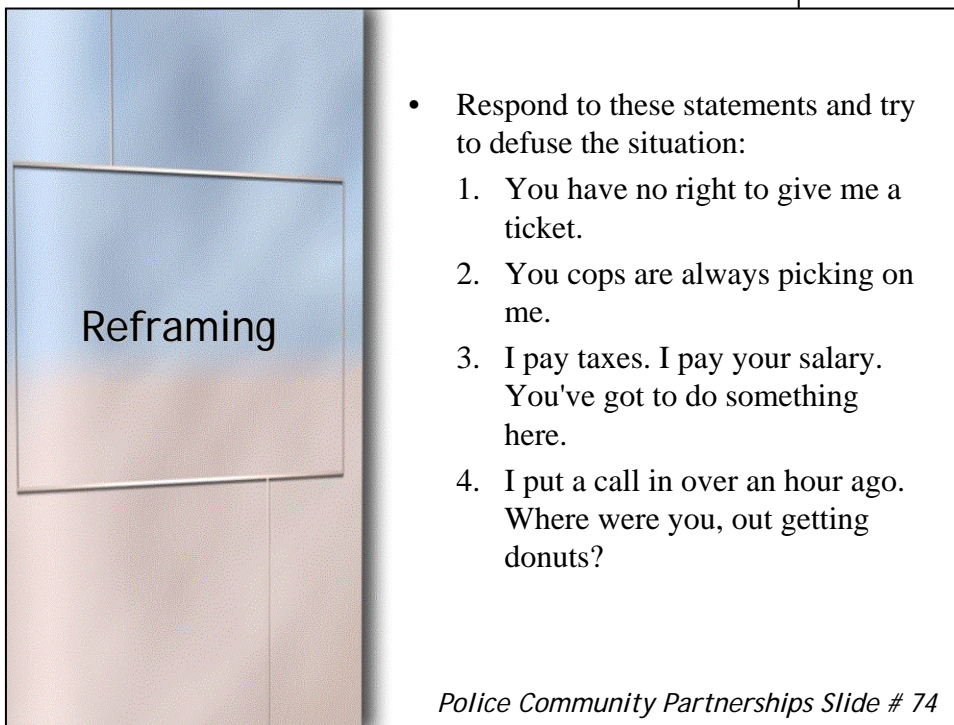
Police Community Partnerships Slide # 72

Reframing

- How might you say these statements in such a way as to open communication?
    1. I want your report on my desk by tomorrow morning or else!
    2. You have no respect for authority.
    3. You'll do what I say or else!
    4. Sit down and shut up!
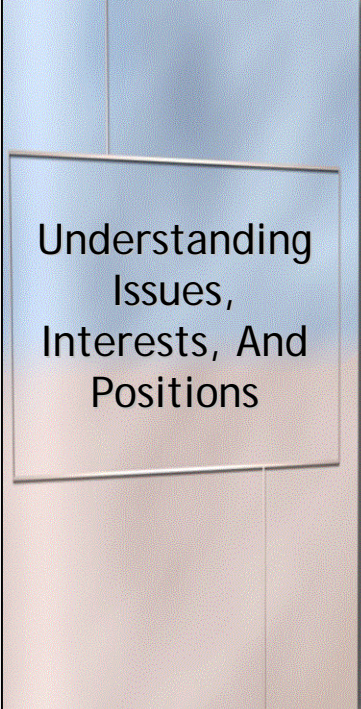
Police Community Partnerships Slide # 73

Reframing

- Respond to these statements and try to defuse the situation:
    1. You have no right to give me a ticket.
    2. You cops are always picking on me.
    3. I pay taxes. I pay your salary. You've got to do something here.
    4. I put a call in over an hour ago. Where were you, out getting donuts?
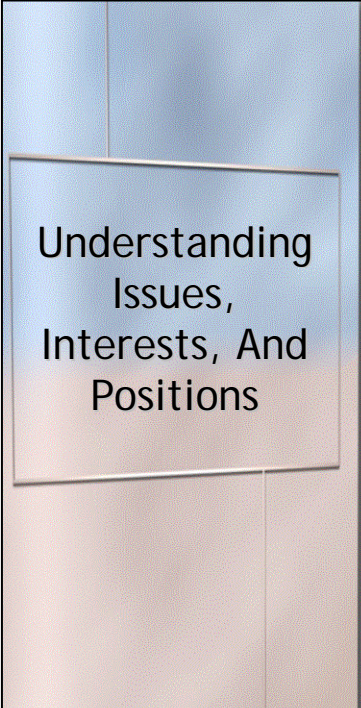
Police Community Partnerships Slide # 74

Understanding Issues, Interests, And Positions

- Issue:
  - Topic or subject to be worked on or solved.
    - Asking yourself the following questions can help you identify the issues:
      - What do we have to discuss?
      - What tangible things must be dealt with?
- Position:
  - A specific solution that a party proposes to meet her or his interests.

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Understanding Issues, Interests, And Positions

- Interests:
  - Needs, desires, concerns and fears that motivate a party to want a particular outcome. Asking the following questions can help you to identify interests:
    - Why is that what you want?
    - Why will it meet your needs?
    - What purpose will that solution serve?

Police Community Partnerships Slide # 76

Underlying Concerns
___

What are some possible interests underlying the following positions? (Think of three for each one).

1. I don't want you coming into my yard.

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2. I want to move out.

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3. I'm quitting.

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4. Cut your tree down.

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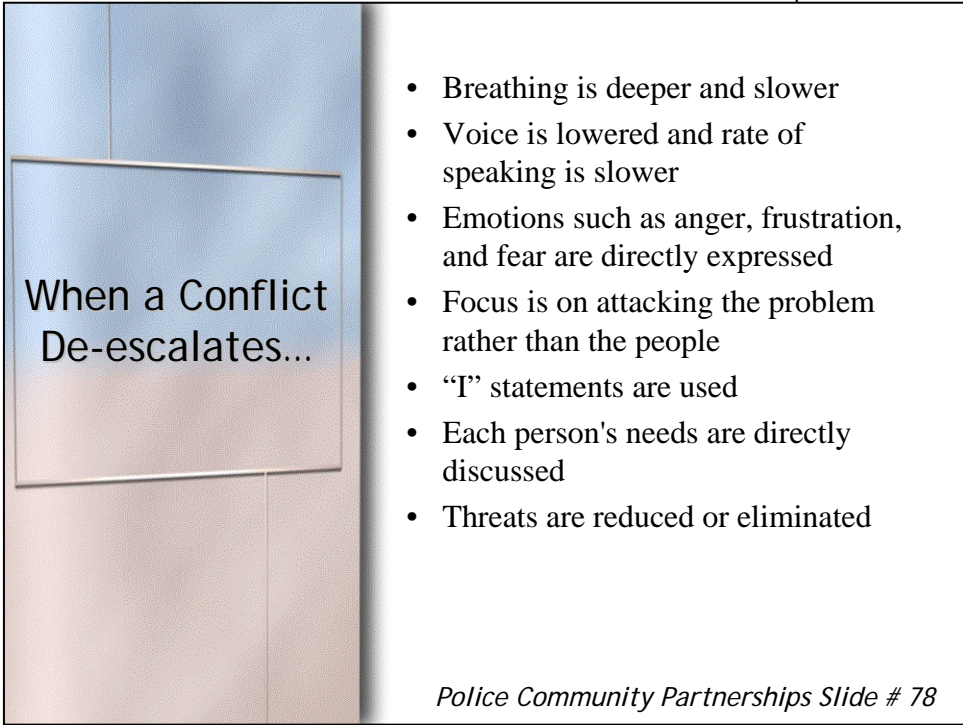
E

When a Conflict Escalates…

- Breathing becomes fast and shallow
- Voice becomes louder
- "You" statements tend to be used
- Put downs tend to be used
- Both people feel threatened by the other
- Anger, frustration, and fear are indirectly acted out
- Signs of aggression are visible
- Needs are not acknowledged

Police Community Partnerships Slide # 77

When a Conflict De-escalates…

- Breathing is deeper and slower
- Voice is lowered and rate of speaking is slower
- Emotions such as anger, frustration, and fear are directly expressed
- Focus is on attacking the problem rather than the people
- "I" statements are used
- Each person's needs are directly discussed
- Threats are reduced or eliminated

Police Community Partnerships Slide # 78

De-Escalation Exercise # One

What will escalate the situation? (Think of at least two statements)

What will de-escalate the situation? (Think of at least two statements)

- Your partner failed to complete her/his part of an incident report by the due date as promised. You offered to complete the report so that it could be turned in to your sergeant on time, but your partner insisted it would be done and declined your assistance. Today your sergeant asked why the report is late and you realize that your partner did not finish the report. Now you are both in trouble. You decide to confront your partner about this.

Escalating Statements:

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De-escalating statements

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De-Escalation Exercise # Two

What will escalate the situation? (Think of at least two statements)

What will de-escalate the situation? (Think of at least two statements)

- A citizen stops you on the street asking for directions to a specific person's home that you don't know. They don't have the address, just some landmarks. You can't help them without the address, because the landmarks don't appear correct. They start yelling at you, "What good are you anyway? I thought cops were supposed to help, but you can't even give directions!"

Escalating Statements:

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De-escalating statements

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De-Escalation Exercise # Three

What will escalate the situation? (Think of at least two statements)

What will de-escalate the situation? (Think of at least two statements)

- You have been having a difficult time communicating with your "FTO" (field training officer). He/she is responsible for your "on-the-job" training and for giving you feedback about how you are doing with your patrol responsibilities. Your FTO seems impatient when you ask questions and is very critical of how you handle calls without offering any helpful suggestions. The situation is very tense and uncomfortable. You decide to speak to your FTO.

Escalating Statements:

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De-escalating statements

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De-Escalation Exercise # Four

What will escalate the situation? (Think of at least two statements)

What will de-escalate the situation? (Think of at least two statements)

- A tenant calls you to a home because the landlord is threatening to throw out the tenant's things without a court order. You tell the landlord that it is against the law to evict without a court order and he needs to deal with this in civil court. The landlord is furious at you because you won't throw out the "blankety blank freeloader who hasn't paid rent in ten months."

Escalating Statements:

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De-escalating statements

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De-Escalation Exercise # Five

What will escalate the situation? (Think of at least two statements)
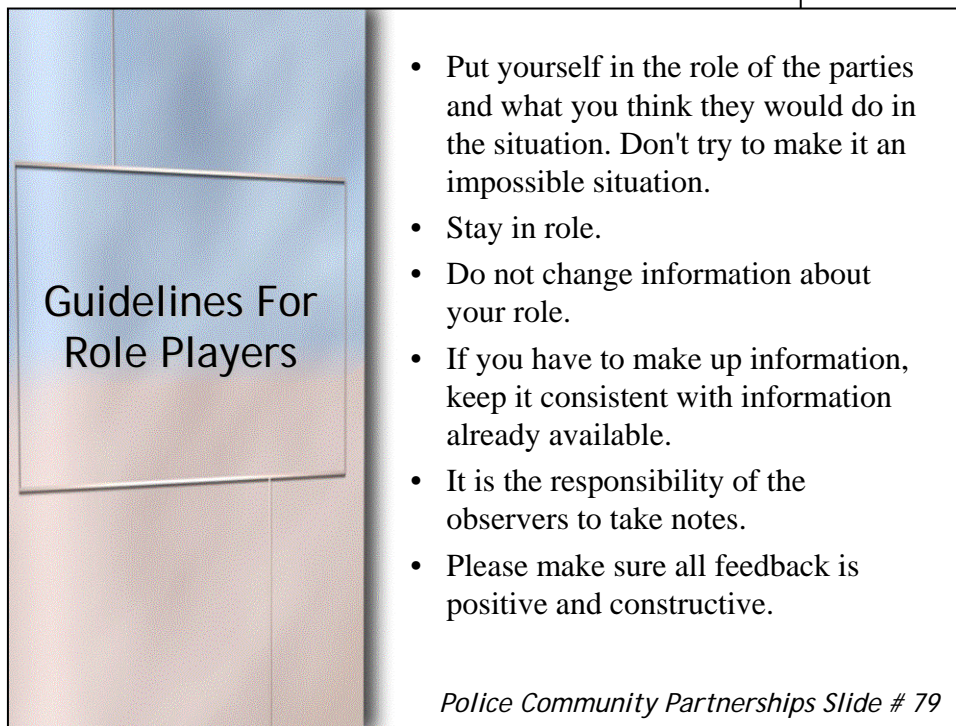
What will de-escalate the situation? (Think of at least two statements)

- One of the officers on your shift has been making racist comments and telling racist jokes in the locker room before line-up and after your shift. These comments and this type of humor make you uncomfortable. No one else has said anything and you are new in the department so you are reluctant to speak up. Over the past few weeks, the comments and jokes have become more offensive and you decide that you cannot ignore the situation. You decide to speak to the officer.

Escalating Statements:

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De-escalating statements

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Role Playing

- Put yourself in the role of the parties and what you think they would do in the situation. Don't try to make it an impossible situation.
- Stay in role.
- Do not change information about your role.
- If you have to make up information, keep it consistent with information already available.
- It is the responsibility of the observers to take notes.
- Please make sure all feedback is positive and constructive.

Guidelines For Role Players

Police Community Partnerships Slide # 79

Role Play #1

You receive a call. The call is from a woman who is crying and screaming at you for help. Through her crying, she alludes that her roommate is on some kind of illegal substance and is "out of control". She also tells you that her roommate has not paid his share of the rent for over three months and she does not know how to evict him. You ask her if she needs the police or paramedics. She does not respond to your question. She instead begins describing how her roommate has violated their living arrangements. After about a minute she asks that you not hang up. You comply with her request.

Police Community Partnerships Slide # 80

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Role Play #2

You respond to a "call for service" to a "mom and pop" grocery store. When you arrive, the grocery clerk greets you and tells you that each time his next door neighbor walks his dog past the store front, the dog pees on the north side corner of the front of the building. The grocery clerk wants you to arrest the neighbor and have the dog taken to the pound.

Police Community Partnerships Slide # 81

Role Play #3

You are called to a neighborhood dispute between two neighbors living next door to each other. When you arrive you discover that this has not been the first time you have come to this address. One of the two neighbors in dispute called and complained that the other neighbor has, for the tenth time in the last month, parked his vehicle partially in her driveway. She is angry because she has asked the neighbor ten times not to park his car the way he does because she cannot drive her car easily out of her driveway.

She has already had the neighbor's car towed on two previous occasions. Her actions only intensified the poor relationship between the two of them. She wants you to tow the neighbor's car and arrest him for illegal parking.

Police Community Partnerships Slide # 82

Role Play #4

A tenant complains about a neighbor in the upstairs apartment who is playing the TV too loud. It is past 10 p.m. When you go to the upstairs apartment, you find that the tenant is senior who is hard of hearing. The TV is loud, but the senior says he can barely hear it, and wants to file a complaint about the neighbor downstairs who keeps pounding his floor with a broom. This is the fifth time your department has been called on this matter.

Police Community Partnerships Slide # 83

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Role Play #5

A man calls 911 because a neighbor's dog barks constantly. He is very angry because he works at home and the barking disturbs his concentration. He has spoken to his neighbor about it but she refuses to believe that her dog is the culprit. The neighbor is not home during the day with the dog when this occurs. The man is threatening to "do what he has to" if the police don't resolve this situation.

Police Community Partnerships Slide # 84

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Role Play #6

Roommates, Joe and Sam are fighting over the telephone bill. A dispute escalates into a physical fight. Sam calls 911. When you arrive with your partner to the scene, you and your partner separate the parties. The interviews reveal that during the dispute Joe shoved Sam. Sam is agitated by this situation, but does not want to press charges against Joe.

Police Community Partnerships Slide # 85

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Role Play #7

A homeowner near the high school calls to complain that a great number of high school students continue to loiter around the front of the school even after regular school hours have ended. Officers are dispatched to handle this call for service. The first officers to arrive notice that there are approximately 15 to 20 students "hanging around" the front entryway of the high school. The students are approached and asked to leave. More than half of the 20 students pick up their belongings and leave. The remaining few however, ignore the request to leave the school grounds. These students are again asked to leave. One student begins making an "oinking" sound. Another student makes a "squealing" sound. Giggling is heard from the remaining students.

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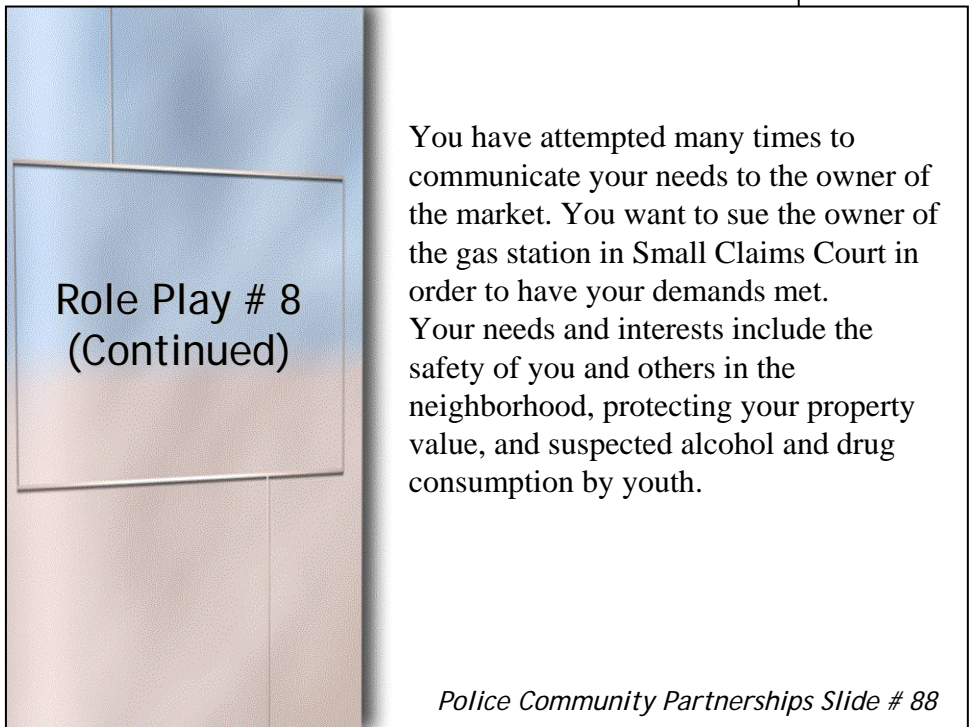
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Role Play # 8

You live next door to a gas station/mini market located in a predominantly residential neighborhood. Ever since the current owner took over the gas station 2 years ago it has been a persistent source of problems and frustrations for you.
In particular, the mini-market has a license to sell alcohol. You feel this promotes drunken behavior in the neighborhood. Also, teenagers use the station as a hangout spot. As a result, they loiter and make lots of obnoxious noise. In addition, you suspect the youth are dealing drugs.

Police Community Partnerships Slide # 87

Role Play # 8 (Continued)

You have attempted many times to communicate your needs to the owner of the market. You want to sue the owner of the gas station in Small Claims Court in order to have your demands met.
Your needs and interests include the safety of you and others in the neighborhood, protecting your property value, and suspected alcohol and drug consumption by youth.

Police Community Partnerships Slide # 88

Role Play #9

Two years ago you and your family invested your life savings into a gas station. You also borrowed considerable amounts of money to renovate and upgrade, adding a mini market. You feel that your business is a valued part of the neighborhood. Yet from day one, the individual living in the house next to your station has been a constant source of frustration to you.

Your neighbor has complained about anything and everything. She/he wants to blame you for all the problems in the neighborhood, in particular, loitering, drugs, and alcohol. Your neighbor is constantly calling the police. These perpetual police visits are giving the business a bad image and are driving customers away. You want it to stop.

Police Community Partnerships Slide # 89

Role Play #9 (Continued)

Your needs and interests include the safety of your business, having a good reputation in the neighborhood, parental involvement in monitoring inappropriate youth activity, and assistance by the city to install a security light.

Police Community Partnerships Slide # 90

Role Play #10

Police Officer(s)
You are responding to a call from a neighbor who is concerned about a suspicious looking group of teenagers hanging around the gas station door. When you arrive there are no teenagers about, but the neighbor who called is arguing with the gas station owner.

Police Community Partnerships Slide # 91

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Chapter Five

Problem Solving

The SARA Model

   – Problem Solving as a Process

   – SARA Model Explained

   – Components of SARA

   – Practicum

- Community Resources

   – Community Resource Defined

- Finding Community Resources

Police Models

In the evolution of modern policing, three basic policing strategies can be identified:

- Traditional Policing: The police take a reactive role in dealing with crime problems for the community.

- Problem Oriented Policing: Seeks to take a proactive approach to the issues considered under traditional policing. Deals with crime and crime control through an analytical process. An understanding that crimes reported to the police may be the visible symptoms of a deeper underlying problem within a particular neighborhood.

- Community Oriented Policing: emphasizes the creation of an effective working relationship between the community and the police through a collaborative problem solving partnership.

Instructor Notes:

Discuss the differences in the different Police models: Traditional (911 call responsive, reactive Policing), POP—Problem Oriented Policing (the police, working in teams assess problems and find solutions to problems, and Community Oriented Policing (the police, in partnership with the community, assess problems and find solutions).

How Community Policing is Achieved

In the last session we learned the definition of community policing, how it is different from other policing strategies, what it is, and what it's not. In this session we will learn how community policing can be achieved.

In order to achieve community policing, the police must:

- Gather and analyze information to monitor what is going on within the police organization and what is going on within the community.

- Continually establish mechanisms for direct community involvement in determining police objectives and priorities.

- Ensure that management is supporting empowerment of line officers and encourage creativity, innovation, and risk taking.

- Ensure that evaluations of police officers are directly linked to the skills needed for community policing.

- Constantly evaluate results and strategies for effectiveness and make the necessary adjustments to meet ongoing community needs.

In order to achieve community policing, the public must:

- Accept responsibility for their role in controlling crime, disorder, and quality of life issues.

- Enter into a partnership with the police.

- Participate in the problem solving process.

Understanding Problems

Under community policing the police have been made aware that a problem is not just a crime, it is anything that concerns or causes harm to citizens.

The community policing definition of a problem is:

- "Any condition that alarms, harms, threatens, causes fear, or has potential for disorder in the community, particularly incidents that may appear as isolated, but share certain characteristics such as common pattern, victim or geographic location."

How Incidents are Related

When the police use problem solving skills to solve crimes, one of the first things they look for are *connecting threads* within the crime. This means they want to see if there are any common elements that link this particular crime to other crimes. Sometimes referred to as the *Crime Triangle*, the three common elements present in every crime are:

- Victim(s)

- Perpetrator(s)

- Environment (the location and conditions present at the time of crime)

By looking for links to other crimes, the police greatly increase their chances of solving a crime by increasing their base of knowledge about the crime. For instance, if we have an elderly lady robbed by two masked men at an ATM machine, we look for similar crimes in other precincts or neighboring jurisdictions. Quite often a pattern of crimes will develop. The police compare notes, physical evidence, possible suspects and various other pieces of information about the crimes. As the volume of information and knowledge about the crime increases, so too, the chances of catching the criminals increases.

Citizens, working with the police, will greatly increase their chances of solving neighborhood problems if they too look for the common elements of a problem. As stated earlier, in community policing, a problem is not limited to crimes, but to anything that harms or is a concern to the community. Therefore not all problems will have a perpetrator, victim, or environment. However, they usually have a person or persons who are effected by the problem, and they usually have an environment. It will be important during the information gathering stage to examine the problem for common threads.

The problems within our neighborhoods are caused by a variety of underlying conditions. Underlying conditions may include the characteristics of the people who live in or come into the neighborhood, the interactions between these people, the condition of the neighborhood, and how people in the neighborhood feel about their neighborhood. Problems created by these conditions often result in a call for police service. From the outside these incidents that lead to police calls may appear to be different, but they generally stem from a common source. An example of this would be a call for vandalism to some public or private property within the neighborhood caused by teenagers. Without careful analysis, you may miss how other acts like this may be the result of a lack of recreational services for young people in the area.

Community policing requires input from both the police and community in problem solving. Some of the outcomes can be:

- To eliminate the problem entirely.

- Reduce the number of occurrences of the problem.

- Reduce the degree of harm caused by the problem. (By teaching people how to react to threats or encounters with gang members, or by teaching people how to react to an attack by a mugger or rapist can reduce the chances of being seriously injured or killed.)

- To improve the way the problem is being dealt with. Finding new approaches, new resources, other service providers, etc.

- Changing the environment to reduce or eliminate the problem. (CPTED, for one).

Introduction to SARA Problem Solving Model

SARA is a problem solving model first used by police officers practicing Problem Oriented Policing (POP) in Newport News, Virginia in the mid 1980's. The SARA problem solving model consists of four parts:

S _____

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A _____

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R _____

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A _____

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S = Scanning—	The process of identifying the problem.
A = Analysis—	The process of understanding the problem.
R = Response—	The process of developing a solution to the problem.
A = Assessment—	The process of evaluating the effectiveness of the solution on the problem.

Understanding the Steps in SARA Process

Step 1: Scanning

The scanning step is where the problems are identified. In the first session we showed a way to engage the neighborhood association in brainstorming a list of problems. Once a problem list has been assembled, consolidated, and then prioritized, you have completed your scanning steps. In putting together a problem list, you may want to consider some sources of information outside the association to assist in a problem identification list. Some potential sources of information are:

The Police–make use of the knowledge the officers who patrol your neighborhood have and their agency resources such as the Detective Division, Crime Analysis, Crime Prevention Unit, etc.

- Local Businesses

- Schools

- Other Neighborhood Associations

- A Neighborhood Survey

Step 2: Analysis

Human nature is to go from the identification of a problem to a response to the problem without knowing everything there is to know about the problem and with even less analysis of this information. This step in the SARA model is the heart of the problem solving process.

The information gathered must be thorough and gathered from a variety of sources. Do not rely strictly on the police for providing the information about neighborhood problems. When you understand all the parts of a problem, you can design a custom made response tailored to the specific problem. Be sure to identify the underlying nature of the problem through a complete analysis of the data. Make sure you understand the problem from the perspectives of the key stakeholders in the neighborhood.

Clarify, and if necessary, redefine the problem before initiating the team's response. Make sure you have solicited suggestions for a solution to a particular problem from sources outside your group. Remember that not all solutions are designed to eliminate the problem entirely.

What will be the goal(s) of your response toward the problem?

- Will you eliminate, reduce, displace, prevent, or do something else with the problem?

- What do you hope to accomplish by addressing this problem?

What strategies will be used to meet the goal(s)?

- Concentrate on individuals causing problem

- Organize and work with neighborhood citizens

- Refer to other government or private services

- Coordinate response with appropriate agencies

- Correct inadequate or the lack of service

- Use mediation or negotiation skills or services

- Share information with citizens to enable them to solve the problem or conform to the laws and regulations

Who can assist in the development of these strategies?

- Who are the individuals, groups, or agencies?

- How can they assist in designing the strategies?

- How can you solicit their participation and commitment?

What obstacles exist?

- What and who are these obstacles?

- What kind of inhibiting factors do they exhibit?

- What are the alternatives?

- How can these obstacles be overcome?

Your solutions should be innovative and creative and may not fit traditional law enforcement remedies for problems.

Step 4: Assessment

How will you know if you accomplished your goal? It is important to go back after a period of time and evaluate if you accomplished what you set out to accomplish. Some of the ways you may assess need to be considered at the assessment step. For instance, if a problem you are dealing with is gang graffiti–you may want to take a before and after photograph of some areas where the problem exists. You may want to rely on statistics and numbers like those used in traffic enforcement studies.

This stage is often forgotten or people get so committed to the solution they designed that they are reluctant to go back to the drawing board.

Principles of Problem Solving

- Don't take anything for granted.

- Old patterns may hinder solutions.

- Trial and error may work as well as logic.

- Find the essential similarities in problems.

- Pay attention to the way the group works.

- Look at problems from different angles.

- Anticipate problems.

- Take the emotion out of problems.

- Anticipate the consequences.

- Learn from losing.

Common Errors in Problem Solving

- The problem is not clearly defined. The group does not have enough information to understand the problem.

- The problem is stated too narrowly. Real problem will not be resolved. Only a symptom is affected.

- Tentative solutions are chosen too early in the process (before the problem is understood).

- The range of information gathered is too narrow.

- Some major constraints to solving the problem are ignored.

- Traditional solutions are preferred despite lack of effectiveness.

- Priorities among problems are not established.

- A plan for carrying out the solution, specifying who will do what when, is not developed or is not well thought out.

- Resources needed to carry out a solution are not clearly specified or obtained early enough in the process.

- The costs of a solution is not weighed against the potential benefits.

- Feedback and evaluation procedures are not built into the solution, therefore, no mechanism exists to monitor progress and determine effectiveness.

Using this model has proved to be an effective way to deal with problems for many communities. We hope that you will be able to take these tools back to your neighborhood and join the police in problem solving. Problem solving is only limited by the imaginations, creativity, and enthusiasm of the people involved in the process.

Problem Solving Exercise

Your group will be asked to use the skills presented in this course to identify problems within your own neighborhood.

Instructions for Exercise:

- Pick a team leader who will facilitate this process.

- Pick a *Team Scribe* who will record the results of your brainstorming on a the flip chart.

- Begin *Brainstorming* to find a total of ten problems within your neighborhood.

- Consolidate your list.

- Conduct a multi-voting session to determine group consensus of the top three most serious problems in your neighborhood.

Your group leader will be asked to share how the process went and identify your prioritized list.

Chapter Six

Partnerships

Goal

The goal of this course is to provide the law enforcement practitioner, community service provider, business owner, and most importantly, the residents of the community, the tools necessary to define, develop, nurture and maintain partnerships to improve the quality of life in their respective communities. This course will show how to build and maintain meaningful cooperative partnerships to better address and solve community problems.

Purpose of the Course

Upon completion of this course, students will understand the partnership building aspect of Community Oriented Policing.

Student Objectives:

- Students will be able to define partnerships.

- Students will understand the role partnerships play in the Community Oriented Policing philosophy.

- Students will be able to list three reasons for forming partnerships.

- Students will be able to list and describe two "trigger events" which provoke community involvement.

- Students will be able to identify six benefits of building partnerships.

- Students will be able to state a working definition of a partnership.

- Students will be able to identify six types of partnerships and give examples of each.

- Students will be able to list the steps necessary for partnership building.

- Students will be able to distinguish between the geographic community and the community of interest.

- Students will be able to list five basic strategies for maintaining partnerships.

Definition of Partnership:

A partnership is a relationship which generally involves close cooperation between parties, each having specified and joint rights and responsibilities.

- *Partnership:* a company or firm (or group) that have two or more members who share the risks and profits. Partnerships may be long or short term in duration. They may exist only for the duration of a specific problem solving effort.

- *Relationship:* a connection in thought or meaning, a condition of belonging to the same family, to have a feeling of association or mutual relationship with another or others. Relationships are long term. These are the ties that bind a group of people into a community.

Partnership Defined

- A relationship that involves:
  - Close Cooperation
  - Joint rights
  - Shared responsibilities

Police Community Partnerships Slide # 92

Community policing seeks to address not only surface issues such as crime, but also to impact the deeper contributing social problems from which crime stems.

Student Activity

Create a list of social problems that police are not trained to solve.

Reasons for Forming Partnerships:

- Police are not trained or equipped to deal with the complexities presented by the root causes of crime.

- Issues of poverty, education, health care, substance abuse, unemployment, racism, etc., traditionally fall outside law enforcement's sphere of control.

- Until these social problems are dealt with, we cannot hope to significantly impact crime in our communities.

Reasons for Forming Partnerships

- Police not trained or equipped to fight root causes
- Root causes outside police control
- Root causes must be addressed to solve crime problem

Police Community Partnerships Slide # 93
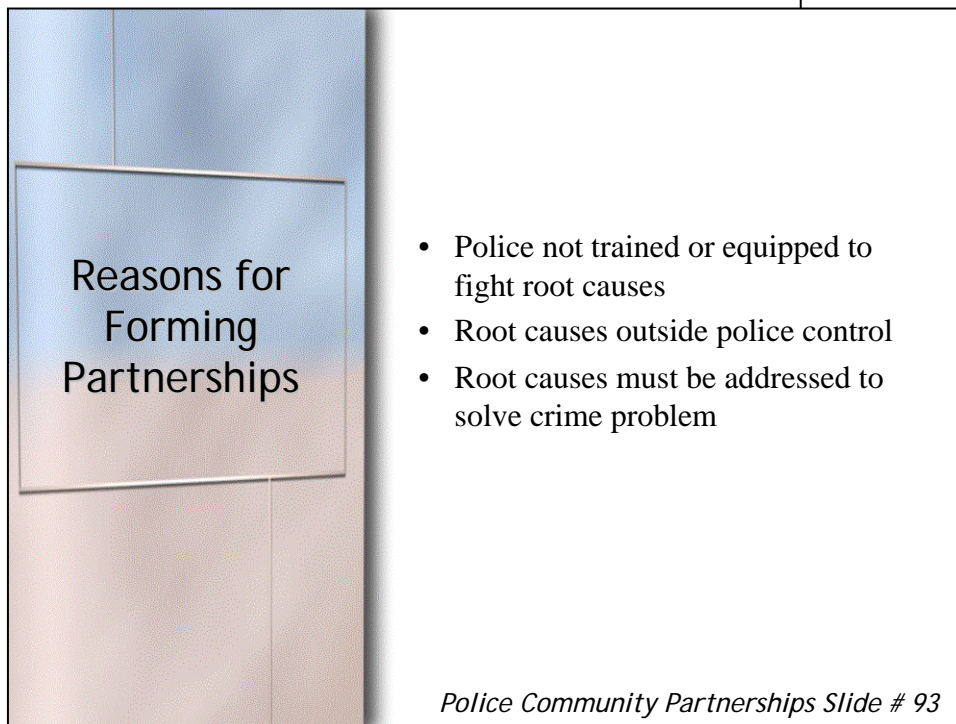
The Need for Partnerships

The new emphasis on making community members active participants in the process of crime control and crime prevention is the acknowledgment that the police can not do it alone. With the increases in crime, drugs, and gang problems that have become a part of our everyday lives, traditional policing methods have left the police bouncing from one call to the next-often involving the same suspects and locations with the ability to apply only "Band-Aid" or short-term fixes to problems. Long-term solutions to problems that plague communities will only occur when the police and citizens collaborate to find the underlying conditions that lead to problems that eventually call for police service.

With the police no longer the sole guardians of law and order, all members of the community become active participants in the efforts to improve the safety and quality of life within neighborhoods.

Community Involvement: Trigger Events

Community crises

- Natural disasters

  – Hurricanes

  – Floods

  – Fires

- Crime waves

  – Burglaries

  – Robberies

  – Homicides

  – Arsons

- Tragic incidents

  – Student homicides

Trigger Events

- Community crises
  – Natural disasters
  – Crime waves
  – Tragic incidents

Police Community Partnerships Slide # 94
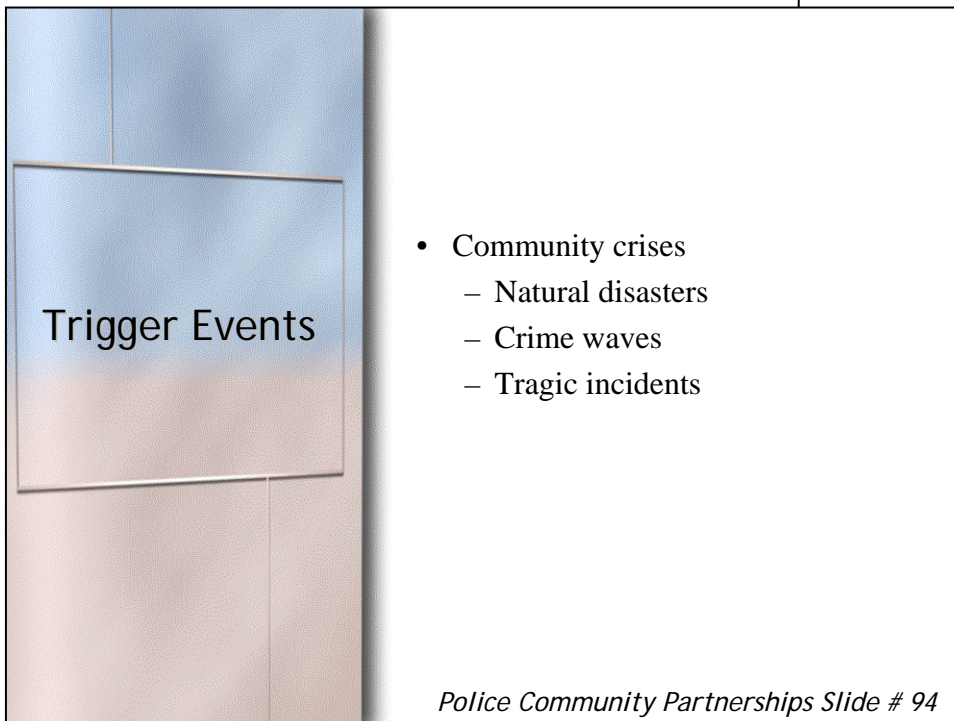
Chronic problems

- Noise

- Traffic

- Neighborhood deterioration

- Other problems

  – Truancy

  – Code enforcement

Trigger Events

- Noise
- Traffic
- Neighborhood deterioration

Police Community Partnerships Slide # 95

Benefits of Building Partnerships:

- Increases the potential for impacting crime, fear of crime, and quality of life issues by fostering a sense of shared responsibility.

- Coordinates and leverages resources from all areas of the community.

- Increases trust and understanding.

- Strengthens organizational support.

- Creates a network of assistance, guidance, and technical support in problem solving.

- Uses a more strategic approach to create a long-term impact.

Instructor Notes:

Stress that law enforcement's primary role is displacement. However, some structure must be put in place to "fill the void" or crime will return.

Examples:

- A narcotic user is arrested for possession, incarcerated and subsequently released without treatment and returns to using narcotics.

- A community is experiencing an increase in youth related crime and it is discovered that there are few, if any, youth related activities available.

- Crime rates rise drastically in a community whose major employer closes its local plant.

Benefits of Building Partnerships
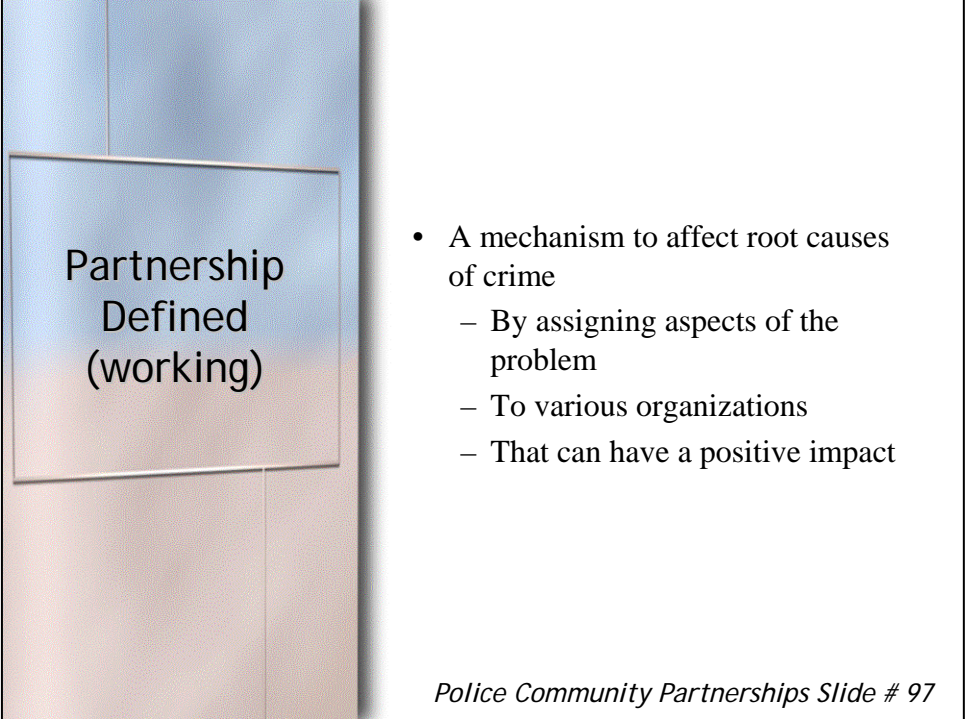
- Increase effect on crime
- Coordinates and leverages resources
- Increases trust and understanding
- Strengthens organizational support
- Creates network to support problem solving
- Uses a strategic approach

Police Community Partnerships Slide # 96

Working Definition of a Partnership:

The mechanism by which we attempt to affect the root causes of problems by consigning different aspects or elements of the problem to various organizations commensurate with their ability to positively impact those elements.

We are Facilitators

Partnership
Defined
(working)

- A mechanism to affect root causes of crime
  - By assigning aspects of the problem
  - To various organizations
  - That can have a positive impact

Police Community Partnerships Slide # 97

Types of Partnerships:

- Police-Community

    – Neighborhood watch

    – Citizen patrols

    – Citizen police academies

- Intra-Departmental

    – COP-detective working with other units

    – COP-narcotics

    – COP-patrol

- Inter-Agency

    – Operation Beltway

    – Joint narcotics units

    – Joint task forces

Types of
Partnerships

- Police/Community
- Intra-departmental
- Inter-agency

Police Community Partnerships Slide # 98

- Intra-Governmental

  – Teen courts

  – CPTED

  – Recreational programs

- Police-School Board

  – DARE

  – Officer Friendly

  – SROs

- Police-Business

  – Police community centers

  – Business watches

Types of Partnerships, cont'd

- Intra-governmental
- Police-school board
- Police-business

Police Community Partnerships Slide # 99

Building Partnerships-An Eight Step Process

1. Gather Information

2. Community Analysis

3. Relevant Group Identification

4. Identification of Leaders

5. Bringing Leaders Together

6. Identification of Areas of Agreement and Disagreement

7. Implementation

8. Quality Control and Continuous Development and Updating

Steps in Planning a COP Partnership

- Information gathering
- Analysis of the community
- Relevant group identification
- Identification of leadership
- Bringing the leaders together
- Identifying areas of agreement and disagreement
- Implementation
- Quality control and continuous development

Police Community Partnerships Slide # 100

- Crime reporting should be expanded to include an estimate of unreported crimes.

- Crime information can be obtained from many sources, such as:

  – Surveys of citizens

  – Medical professionals

  – Clergy

  – Workers at rape crisis or women's abuse shelters

  – Drug abuse hotlines

  – Victimization surveys

Instructor Notes:

Stress that you can't trust statistics solely from reported crime. You should consider ways to measure unreported crime, such as:

- Victimization surveys
- Telephone surveys
- Door to door surveys

Building Partnerships– Gather Information
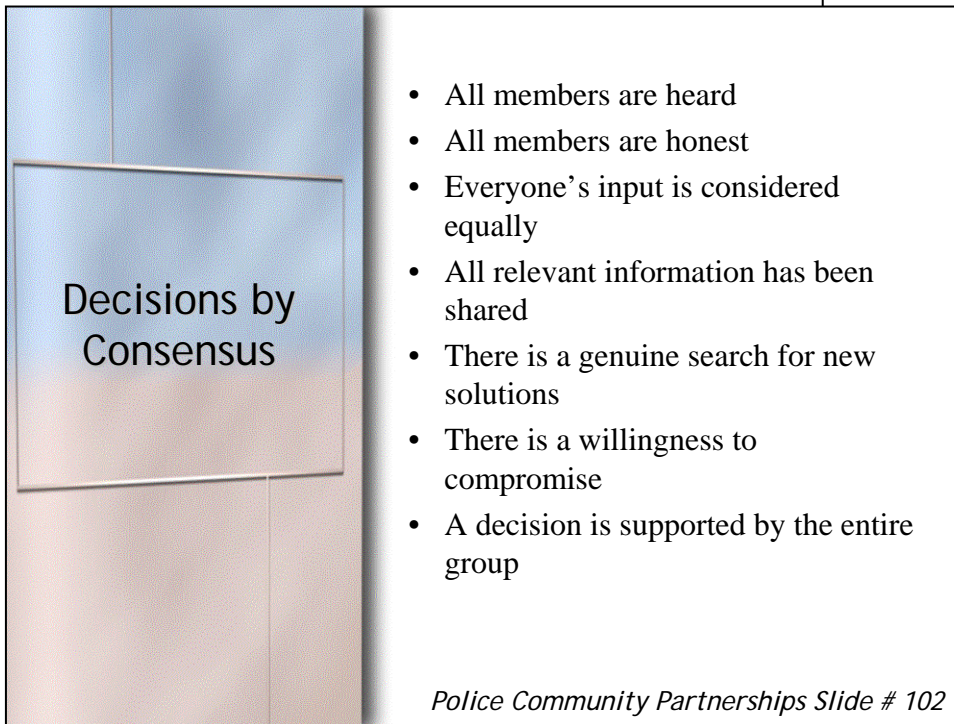
- Sources of Information
  – Citizen survey
  – Medical and clergy
  – Rape crisis center/abuse center
  – Drug abuse hotlines
  – Victim surveys

Police Community Partnerships Slide # 101

Building Successful Partnerships

To create a successful partnership between the police and a community of interest we must develop an action plan that incorporates strategies favorable to a sustainable, productive relationship between these groups. The action plan should be based on decisions by consensus. Decisions by consensus include the following elements:

- Members of all groups have been fully and respectfully heard.

- Members have been honest about their feelings and opinions.

- Everyone's input is equally important.

- Relevant information has been shared with all group members.

- There is a genuine search for innovative, creative alternative solutions.

- Members are willing to compromise.

- Once a response to a problem has been determined it is supported by all members of the group.

Decisions by Consensus

- All members are heard
- All members are honest
- Everyone's input is considered equally
- All relevant information has been shared
- There is a genuine search for new solutions
- There is a willingness to compromise
- A decision is supported by the entire group

Police Community Partnerships Slide # 102

- An outsider could not effectively organize a community.

- It is necessary to analyze and become familiar with:

    – The community

    – Its history

    – Its process of development

    – Its past conflicts,

    – Its current politics and problems

How to become familiar with the community

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Step Three ☞ Relevant Group Identification

- Groups relevant to the problem solving must be identified.

- This is the "Community of Interest" and includes:

    – Police

    – Citizens

    – Elected officials

    – The business community

    – Other agencies

    – The media

Building Partnerships– Group Identification

- Community of Interest
    – Police
    – Citizens
    – Elected officials
    – Business community
    – Other agencies
    – Media

Police Community Partnerships Slide # 103
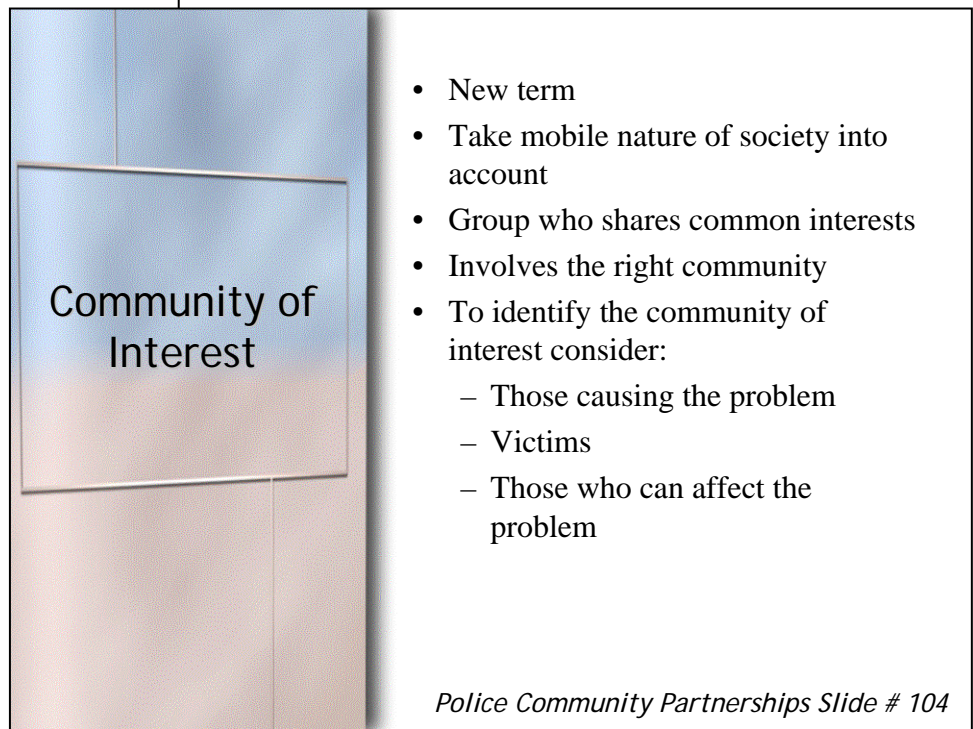
In the past, the terms "neighborhood" and "community" were used synonymously to describe the place where people worked, raised their children, went to church, etc. All of these places were within the same geographic area. The geographic community was a group of people, related or unrelated, that lived together.

Community of Interest:

- Is a new term which takes into account the mobile nature of society

- Is a group of people who share common interests or concerns

Instructor Notes:

Stress the differences between the "geographic community" and the "community of interest".

Community of Interest

- New term
- Take mobile nature of society into account
- Group who shares common interests
- Involves the right community
- To identify the community of interest consider:
  - Those causing the problem
  - Victims
  - Those who can affect the problem

Police Community Partnerships Slide # 104

In community policing, we strive to involve the right community of interest for any particular issue or problem.
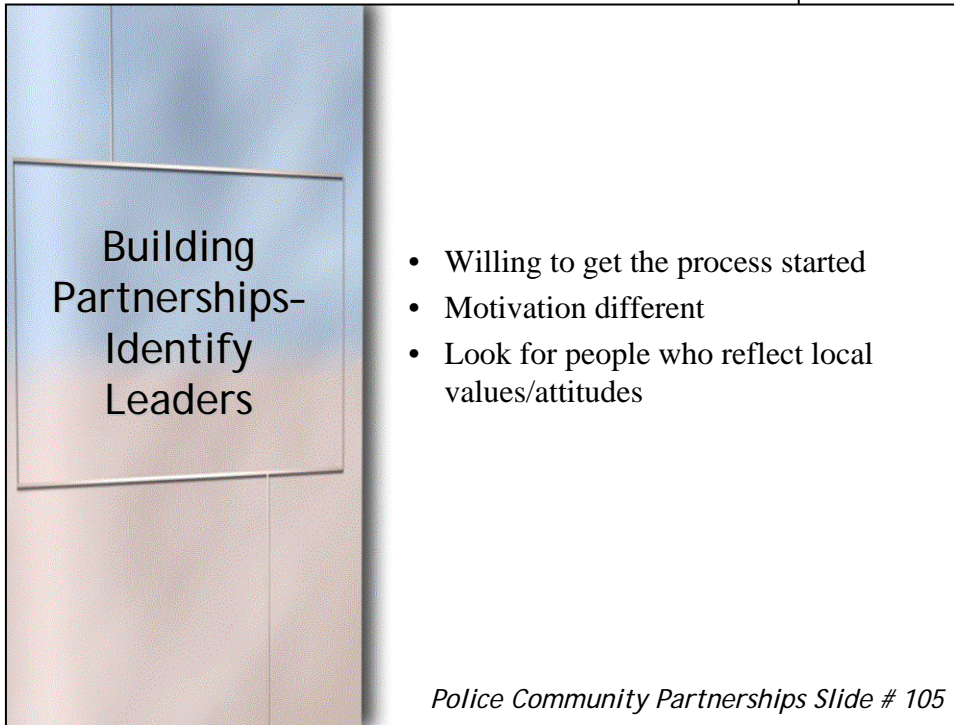
To identify the community of interest, it is beneficial to contemplate the following:

- Those causing the problem

- The victims

- Those who can affect the problem

Consider your public service providers, as well as law enforcement, business owners, and local residents when identifying the community of interest.

Instructor Notes:

Stress the differences between the "geographic community" and the "community of interest".

Building Partnerships– Identify Leaders

- Willing to get the process started
- Motivation different
- Look for people who reflect local values/attitudes

Police Community Partnerships Slide # 105

Instructor Notes:

Identifying the Community of Interest.

- Divide the class into groups of three or four.

- Pick a problem to which the groups will relate.

- Ask the groups to brainstorm about the problem, focusing on the underlying causes, the victims and those who can affect the problem.

- Have each group develop a community of interest, documenting their results on flip charts.

- Have each group present their recommendations to the class.

- Brainstorm about the problem.

- Develop a community of interest.

- Present recommendations to class.

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Developing a Community Action Plan

Once partnerships are formed then the planning process can begin (more partnerships will be fostered as a result of the planning process). Trojanowicz and Bucqueroux (1994) identified the following steps as crucial to the planning process:

- Information Gathering-Ensure that the data collected is relevant to the identified problem and has been collected from several sources.

- Analysis of the Community-Law enforcement officers should be intimately familiar with the community, its history, its processes of development, its past conflicts, and its current politics and problems.

- Relevant Group Identification-Remember the "Big Six" and consider who are the stakeholders in the community. Meeting with all of these groups is important but can be time consuming.

- The Identification of Leadership-These will probably be from the 10% of those who actively embrace change. Be sure that these leaders are those who reflect the attitudes, values, norms, and goals of the community of interest. If they don't they may not be able to mobilize other citizens.

Partnership Dynamics
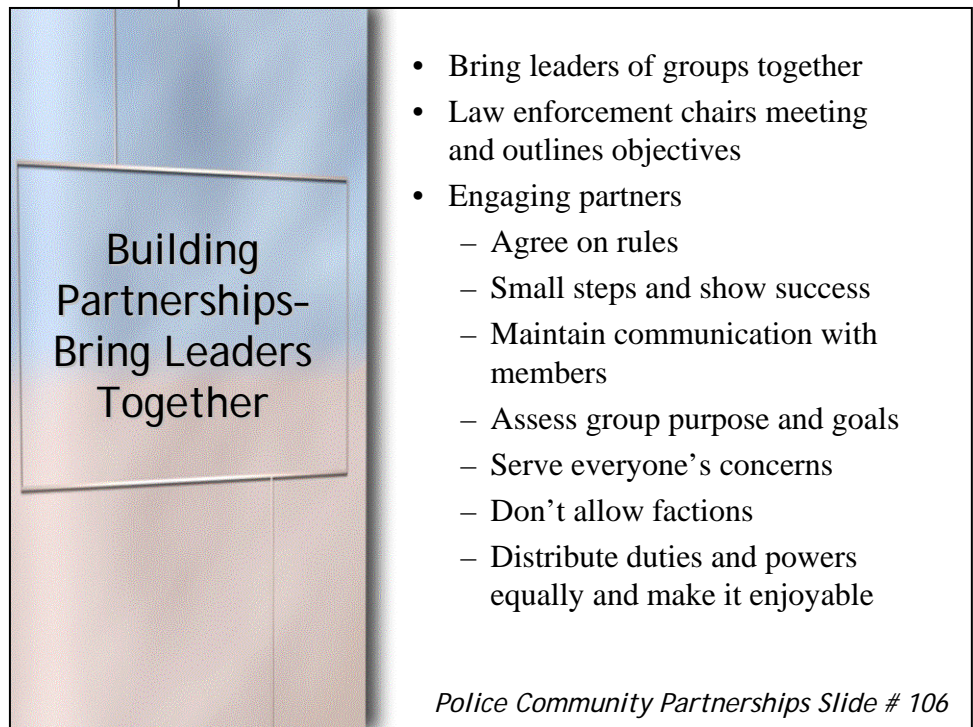
It is extremely important to identify potential leaders in a community of interest who would be willing to get the process started.

Most people who become actively involved in the community policing effort are not motivated by fear of crime as by a general interest in the neighborhood and community.

Look for people who reflect the neighborhood's attitudes, values, norms and goals.

Potential leaders may include:

- Local ministers

- Neighborhood watch

- Community activists

- Business owners

Building Partnerships– Bring Leaders Together

- Bring leaders of groups together
- Law enforcement chairs meeting and outlines objectives
- Engaging partners
  - Agree on rules
  - Small steps and show success
  - Maintain communication with members
  - Assess group purpose and goals
  - Serve everyone's concerns
  - Don't allow factions
  - Distribute duties and powers equally and make it enjoyable

Police Community Partnerships Slide # 106

Step Five - Bring Leaders Together

After individuals have been identified, they should meet.

The initial meeting should be chaired by the community policing officer and should outline major objectives.

Engaging partners:

- Agree on some operational ground rules.

- Take small steps and demonstrate little success stories.

- Maintain communication with all members in the group, not just the leaders.

- Regularly assess the purpose of the group and its goals.

- Make sure to serve everyone's concerns.

- Don't allow "factions" to develop and separate the group.

- Distribute duties and power throughout and make the process enjoyable.

Instructor Notes:

Ensure that potential leaders agree with your objectives before scheduling a group meeting.

- Give some examples of operational ground rules or question the class about effective ground rules they have used in such meetings.

- Give examples of factions and how you can prevent factions from forming and/or destroying your partnership.

Focus on conditions:

- Takes the focus off individuals and groups, reducing both negative labeling of individuals and potential resistance to the change being sought

- Encourages people to see themselves as resources or changing negative conditions to positive ones in practical and specific ways

- Creates a situation in which every person's perspective of those conditions can become important for understanding and changing them

Instructor Notes:

Once the perceptions of the various groups have been identified, the information can be presented and discussed.

The perceptions of the various groups can then be compared, and the areas of agreement and disagreement identified and discussed.

Building Partnerships- Areas of Agreement/Disagreement

- Focus on conditions
  – Take focus off individuals/groups
  – People as resources
  – Perspectives important
  – Create allies
  – Turns problem people into solutions
  – Allows joint ownership
  – Boundaries are drawn
  – Reduces "buck passing"
  – Potential benefits for all
  – Successful problem solving model

Police Community Partnerships Slide # 107

Creates a situation in which people can become allies in working toward mutual goals:

- Allows even those persons with the problems to be resources, giving them access to positive roles, using their perspectives and encouraging them to use their energies in positive ways

- Allows joint ownership and participation in problem solving

- Enables the drawing of boundaries that can be useful in developing clear goals and designing specific strategies for planned change

- Helps to identify the realities involved in a problem situation with a view toward reducing "buck passing" on the part of those who can do something about the conditions

- Has the potential of benefiting all those people affected by the conditions that are of concern

- Can lead to successful experiences in problem, solving that can be carried on to other condition improving activity

Instructor Notes:

Have students identify possible areas of agreement and disagreement.

Additionally, Identify what conditions might be focused on.

Write the list on the board.

- Identify possible areas of agreement and disagreement.

- Identify conditions to be focused on.

Step Seven - Implementation

After all areas of agreement and disagreement have been identified, the areas of agreement should become the focus of action so that the major aspect of the initiative *__will__* be acceptable to all groups.

There will always be disagreement, but there will usually be enough common areas of agreement to allow cooperation in the initial steps.

Instructor Notes:

Take areas of agreement from the last student activity and show possible areas of common agreement.

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Definition of Quality Control:

- Quality control is setting group standards and working to make certain they are met.

There is a constant need for quality control and continuous development and updating.
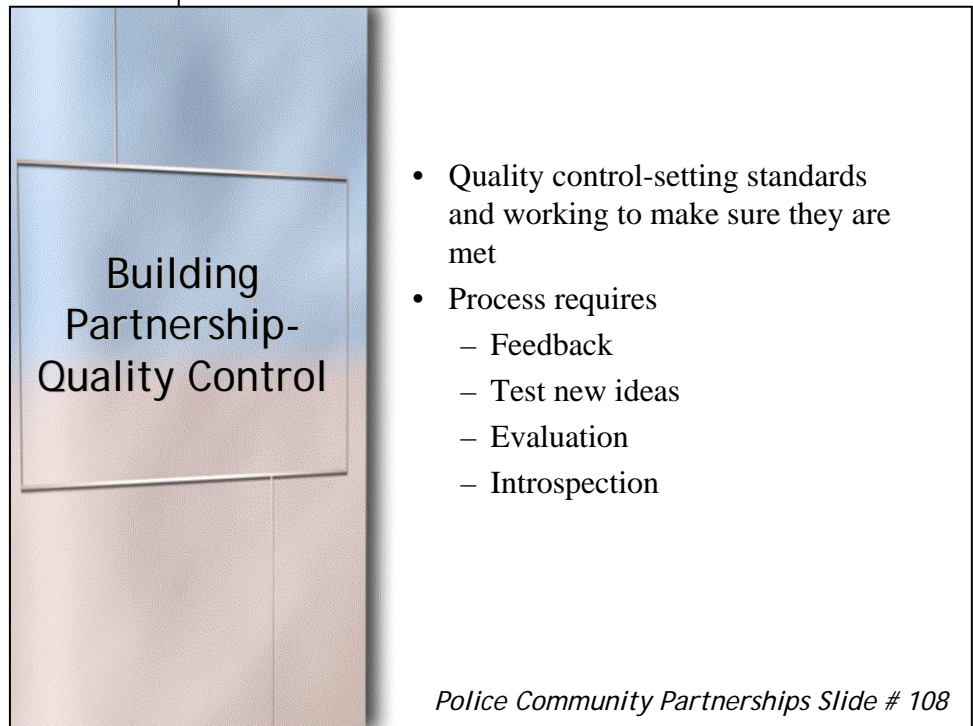
This process requires:

- Meaningful feedback from the relevant groups

- The testing of new ideas

- Evaluation

- Individual and group introspection

Don't forget the need for scientific research on the basic causes of crime and disorder and on the effectiveness of the approaches used.

Instructor Notes:

Give the students examples of quality control to illustrate general principles that worked in practice.

Building Partnership- Quality Control

- Quality control-setting standards and working to make sure they are met
- Process requires
  – Feedback
  – Test new ideas
  – Evaluation
  – Introspection

Police Community Partnerships Slide # 108

Following are five basic strategies for maintaining partnerships:

- Focus on established goals

- Guard against factions

- Ensure that everyone stays involved in the process

- As objectives change, consider inviting other partners to the table, such as:

  – Other governmental agencies

  – Other community groups

  – Other established partnerships

- As the partnership strengthens, consider incorporating:

  – 501 (c)(3)-tax exempt status

  – Government/police are ex-officio members

  – May be necessary to secure funding

  – Grants

  – Donations

  – Other

Instructor Notes:

Stress that the group must achieve the goals for the partnership to be effective.

- Give examples of goals.

Slide # 109

Chapter Seven

Meetings
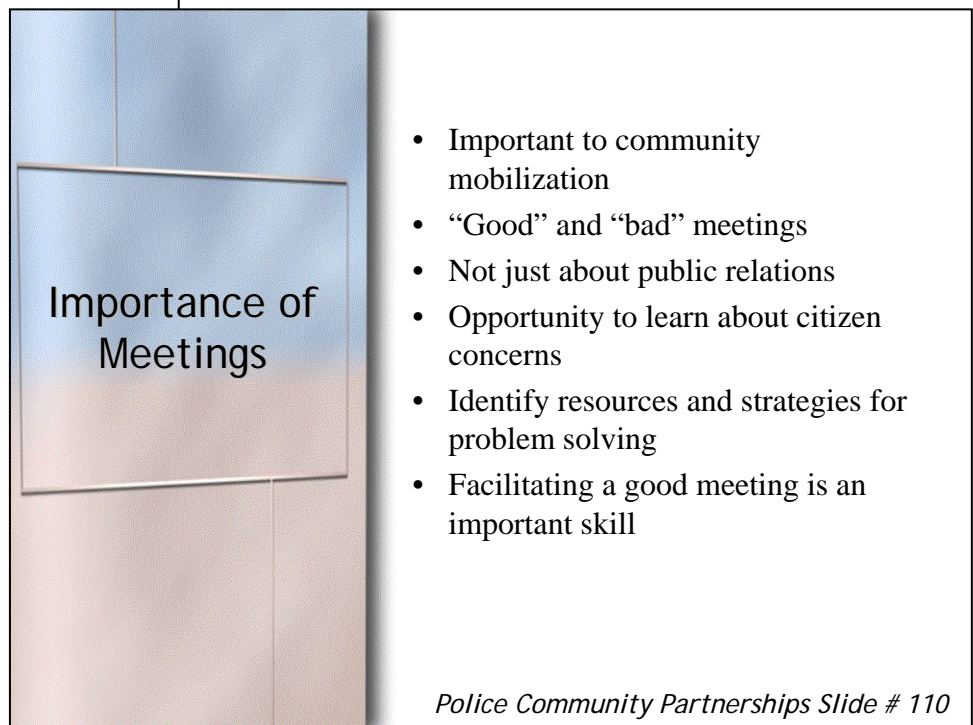
Student Objective

Students will realize meetings are an opportunity to collaborate with the community, and that preparing for and attending these meetings are important in order to best represent the agency.

Meetings are an increasingly important aspect of community mobilization.

At meetings, consensus is built to:

- Take on issues and plan strategies

- Motivate officials

- Create public opinion

- Define values

- Identify unacceptable behaviors

Importance of Meetings

- Important to community mobilization
- "Good" and "bad" meetings
- Not just about public relations
- Opportunity to learn about citizen concerns
- Identify resources and strategies for problem solving
- Facilitating a good meeting is an important skill

Police Community Partnerships Slide # 110

There are good meetings and bad meetings

- Police officials can do well in bad meetings or poorly in good meetings.

- Meetings are not just public relations.

- Meetings provide an opportunity to learn about citizen concerns and to show that the agency is concerned and interested in collaboration.

- Meetings provide an opportunity to identify resources and identify strategies for problem solving.

- Learning to facilitate a good meeting is a product of preparation, practice, and the identification of community leaders.

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Instructor Notes:

Student Activity:

- Have the class provide examples of good meetings and bad meetings. Discuss the findings with the class.

Meeting to Take Action

At this point we have identified a small group of people who have an interest in solving a mutual problem. Now we must gather strength through other stakeholders. This is done by holding a meeting.

We must first identify a problem. What we are seeking is a problem that will tend to bind our stakeholders together. "The traffic problem on 22nd Av. N." is a broad problem. "Speeding between 4th and 9th Streets" is a specific problem. The trick is trying to identify which approach will work best for your group. What part of that problem are we going to address first. We must look to the causes of problems so that we have a good idea of how to address them in terms that we can handle successfully. The identification of our problem helps other people that may be stakeholders identify with our group through a sense of sharing the problem also.

Burning Issues

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Instructor Notes:

Burning Issues exercise.

- Have the class identify the most important issues that are facing their communities.

- Write these on the board.

- Likely responses are: drugs, gangs, homeless, traffic, public disorder, graffiti. Have the students discuss each of the issues to come up with specific problems which could be addressed by a problem solving partnership.

Invite and Advertise

By this time students should understand the benefits of having a variety of people involved in the problem solving effort. Through numbers there is strength. With numbers there is diversity of resources. The method of getting others to participate is through invitation and advertising.

- We should look to invite others to participate in the partnership. Look to those who could help the group through leadership resources or creativity. Invite those who may provide barriers or otherwise hinder the group. If we can involve the people who could hinder the group and win them over, they could be valuable members of the partnership. Even if we could diminish the problems that they could create, we have had a success.

- Advertise what you are going to do. Use neighborhood newsletters or flyers. You may find organizations that are already established to assist in the advertising. Schools, businesses and the police crime watch organizations may help. Contact everyone in the community. Stakeholders can be found everywhere. The person that causes problems where they live also drives, works somewhere, shops somewhere and is probably a problem in those places also. Be specific in your advertisement but take care not to offend. Let folks know who you are, what specific problem you plan to address, and why it is important for them to be a part of the partnership.

We must understand what our specific role is in the process. What is our risk and what will be our profit? When you are preparing for the first meeting you must know these things. If you can effectively explain this concept to the audience then they will be able to better understand their responsibility and benefits.

A meeting site must be chosen. We must choose a site that is appropriate for our group and potential stakeholders. Places like schools, recreation centers and community meeting halls are probably the best. They tend to be neutral sites that do not negatively affect the process. Businesses, restaurants and churches may also have good meeting areas.

- Make sure that the meeting site is large enough for the group that you expect.

- Insure that there is proper lighting.

- Does the meeting room have cool fresh air?

- Is there comfortable seating?

- Is there water available?

- Is there an appropriate platform, podium or work area?

You must know who your listeners will be. If you are a group of residents who have invited business people, you should be aware that they might expect a different message. Remember that we all have our own perspective and motivations.

- What have they been exposed to already? Your listeners may already have been involved in some type of problem solving. You should know who was involved and what success did they enjoy? It would be counter productive to indicate a course of action that had already been attempted with only limited success.

- What is the probable attitude of the audience? It is nice to know if you are going to have an emotional audience. Especially if they may be critical of your position. Or is their morale high?

- What is the age range of the audience?

- What is the general income level of the audience? Remember that this can have an effect on the resources that you may be able to muster.

Instructor Notes:

Take a break and insure that all of the students leave the room. Then make a significant physical change to the room. For example, take all of the chairs and place them against one wall. When the students return they will find that their *Meeting Place* is not so ready for them. Ask them how this impacted them and their feelings about beginning the class. Relate these feelings to those of a person attending a meeting with strangers at an unfamiliar site.

You must have your facts in order. We must take care that we differentiate between fact, opinion and perception. Take for example a complaint of speeding in a residential neighborhood. People that live in the effected area may have the opinion that 50% of cars travel at more than 10 miles/hour over the speed limit. The perception of the residents may be that speeding is a problem and that it is at occurring at unsafe levels. A radar check of traffic may show that only 10% of cars travel in excess of the speed limit.

- Collect statistical data. These are the facts.

- Listen to perceptions. The perception of the perceiver is reality. Using our example, what is important? The *Perception* of speeding or the *Reality* that there is no speeding problem?

- With education from data and an understanding of perception a consensus of opinion can be gained.

After successfully bringing a diverse group of stakeholders together we must work hard to turn this group into the collaborative partnership that is going to be able to solve problems.

There are a number of different types of meetings. Informal one-on-one meetings, informal small group meetings or work group meetings are just some. What follows is a guide for conducting a formal full stakeholder meeting.

- Have an agenda. List what topics will be discussed. Have an order for speakers. Make a time line. List break points. Make time for evaluation.

- Identify the facilitator. This person is going to keep the meeting on task. The facilitator must keep any one person from dominating or being left out of discussions. They must also have a decision making plan and conflict resolution model. It is important that the leader can identify the importance of the rights of the individual and the rights of the group.

- Have someone record the important points of the meeting. This helps later when tasking becomes part of the problem solving model.

- Evaluate the meeting. Determine if time was well spent. What topics need to be addressed in the next meeting. How well was the meeting facilitated.

In the first meeting we need to focus on several key areas.

- We must get to know each other. We need to learn a little about each other. What are our backgrounds, occupations, and skills? We must be familiar enough with each other that we can compliment without embarrassment and disagree without fear.

- We must learn to work as a team. We must find ways to use each person's strengths and talents.

- There must be a decision making process that is agreed upon by all. Decisions that are made will likely effect all of the stakeholders. All of the stake-holders should have a part in the decision making process.

Before your audience arrives you should prepare the meeting site. Make sure you have all of your supplies. Use visual aids like flip charts to write important information.

Greet arrivals. Introduce yourself as people arrive. Welcome each one personally.

Start promptly. Stay on your time line. If you are wasteful of time others will notice.

Tell the group exactly why they are present. Specifically identify the problem and what you intend to do about the problem. Explain why it is important that every stakeholder participates.

Get acquainted. Take time to find out about the people who are in attendance.

Define roles and responsibilities. Explain what your role as facilitator entails. Then determine what roles and responsibilities each person will have. You may have to motivate some folks that would benefit from the partnership. Be honest. Tell them what benefits you seek and what benefits they can expect.

Explain how the partnership is going to use accountability. It is normal for there to be a measure of apathy and suspicion. Identifying a mechanism to account for the group's actions is a good start to overcome those negative feelings.

Always celebrate success. Every time that the partnership meets there should be reason to celebrate. Everything that is accomplished should be identified in terms of its success. Of course some successes are limited but we identify them as successes also. Celebration is a powerful motivating tool that helps the partnership continue on course.

We must constantly evaluate our meetings and our problem solving progress. This evaluation process should take place at the end of meetings. However, it may also be helpful if evaluations are done during meetings. Some things to consider:

- Take a look at the size of meetings. Could we operate more efficiently in smaller groups?

- Is our time well spent? Are the meetings scheduled at a time that is good for our members? Are the meetings too short or, more likely, too long?

- Who else should we have attend who would benefit our partnership?

- Are our tasks reasonable? Have we shared the workload properly?

- Is everyone involved in the process?

Be prepared to deal with the Ten Common Group Problems:

1. *Floundering*–Make sure the mission is clear. Identify why we are getting stuck. Determine how to move on.

2. *Overbearing Participants*–Reinforce that all stakeholders share equal responsibility.

3. *Dominating Participants*–Balance the workload and participation.

4. *Reluctant Participants*–Work to draw them in.

5. Unquestioned acceptance of opinions as facts. Get the data.

6. *Rush to accomplishment*–Try to keep the group from *Doing Something*. Stick to SARA.

7. *Attribution*–Do not attribute motives to people or organizations without exploration and fact finding.

8. *Discounts and PLOPS*–Listen to everyone's input. Take the time to be attentive and respect every stakeholder.

9. *Tangents*–It is easy to get off of track and find alternate problems. Maintain focus.

10. *Feuding stakeholders*–Deal with these issues away from the partnership. Resolve the conflict with contracts.

Appendix

Partners Working Toward Community Revitalization

During the past year, students attending classes at the Center for Public Safety Innovation at St. Petersburg Jr. College have requested that the theory of community policing be translated into action. Some students expressed a certain level of skepticism indicating that the principles of community policing could not be incorporated into observable results.

The Community Engagement Team representing the Hillsborough County Sheriff's Office, Tampa Police Department and Florida Department of Corrections prior to the community's first clean up day.

In an effort to develop a working model for community engagement, a group of the RCPI's partners came together in

order to identify a community and develop strategies necessary to introduce community policing to the community's members. Agencies that initiated this process included the Firehouse COPS from the Tampa Police Department, Community Resource Deputies from the Hillsborough County Sheriff's Office, Probation Officers from the Florida Department of Corrections and the Florida Department of Juvenile Justice.

Mac McMullen (left) Center for Public Safety Innovation and Ward Griffin Florida Department of Corrections at the Grant Park Recreation Center's second clean up day.

Grant Park was the community selected because of its unique demographics. Grant Park is a multi–racial neighborhood located in the eastern part of the city of Tampa. Law enforcement services are provided by both the Tampa Police Department and the Hillsborough County Sheriff's Office. In the center of the community is a recreation center maintained by the City of Tampa Recreation Department.

According to law enforcement sources, juvenile problems, prostitution and drugs plague the community. The Florida Department of Corrections reports 70 offenders, including 3 sex offenders, reside in the community. Contact between law enforcement and the community was described as rare. The last community policing activity within the community was a survey conducted by the Hillsborough County Sheriff's Office five years ago. Some efforts towards revitalization are taking place. In both the city and county areas, Habitat for Humanity of Hillsborough County, is building new homes.

Volunteers from Habitat for Humanity of Hillsborough County work on one of the new homes in the Grant Park community.

Community Engagement Model

In order to capture the process the law enforcement part-ners have employed to engage the Grant Park community, the Center for Public Safety Innovation developed a **Com-munity Engagement Model.**

Community Engagement Model

The model is a process designed to visually capture key steps in the evolution of a community engagement. The process is circular in nature. This is an attempt to demon-strate that the engagement process is ongoing and allows for feedback among participants. The exterior part of the process represents actions that need to be accomplished to facilitate the engagement. The interior portion of the pro-cess represents the process utilized by the **SARA** model for

problem solving. The SARA process is incorporated into the model in order to remind the partners that problems must be understood and acted upon prior to and during the community engagement process. Key components of the engagement process include: **communication** with members of the community, **identification** of issues and problems in order to develop an action plan, **coordination** of the action plan, **engagement** of the community. The elements of the SARA model in turn support the dynamics of the engagement. **Scannin**g for problems and **Analysis** of the problems takes place during the entire community engagement process. The Grant Park initiative has revealed that a thorough scanning and analysis of potential problems leads to higher levels of success during the engagement. The **Response** and **Assessment** features of the SARA model tie heavily into the coordination and engagement activities.

Ray Brown, Construction Supervisor, Habitat for Humanity of Hillsborough County, and Tampa Police Department Firehouse COP, Gene King, coordinate activities for the first neighborhood clean up day.

Grant Park demonstrates that most responses require a high level of coordination between the agencies and communities. A unique feature of the Grant Park initiative is the community's use of the Internet for announcements, comments and coordination. Once the coordination activities have taken place, the community engagement is operationalized. Once completed, an assessment is made to determine if the engagement was successful and what aspects of the engagement could be improved upon. The assessment is

then communicated to the members of community via the neighborhood association meeting and, in the case of Grant Park, through the Internet.

In an effort to provide some insight into the efforts made by the agencies that have been involved with Grant Park from the project's onset, each agency has provided a brief analysis and comment.

Florida Department of Corrections

My name is Ward Griffin. I am the Deputy Circuit Administrator for the Thirteenth Judicial Circuit, Region IV, Florida Department of Corrections. Region IV has been involved with community oriented policing since 1995. Currently, we have law enforcement partners in ten jurisdictions, we participate in various crime related task forces and develop, support, and participate in community based events designed to support growth in the community.

The ability to demonstrate strong governmental linkages added to the success of Grant Park's first community engagement.

We believe that community policing strategies enhance our role within the community and provide us the best opportunity to help facilitate change in people's lives. The Florida Department of Corrections is a natural partner within the community that we serve and brings something valuable to the table. The partnerships we form with the community and other agencies are designed to address the concerns of specific problems within a given community. This process is a challenge within itself. With the support of Secretary

Michael Moore and Regional Director Joe Papy, our agency is committed to seeking solutions to problems within our communities and to working as full partners. The best resource we provide is our staff.

Firehouse COP Mike Griffin (foreground, white shirt and blue jeans) assist members of the Grant Park community during the second day of neighborhood clean up.

Currently, the Florida Department of Corrections, Community Services, is actively involved with developing a Community Engagement Model in a community located in the eastern part of Hillsborough County called Grant Park. This is a direct result of community oriented policing in action involving all partners as equals in solving problems identified by the citizens of the Grant Park community. This developing/working model will be a blue print that other communities can use in order to initiate a community engagement and thereby understand how to approach problem solving as partners. The goal of themodel is to assist the community in learning how to accept responsibility, seek action, and take a more direct role in the problem solving process.

Restorative Justice in Action: Probation Officer Linda Getz speaks with a Grant Park community member about future community service work for felony offenders within the park.

The Grant Park project is about taking the textbook and bringing it to life in a community that has long been overlooked. It is an area where many gave up on asking, as no one seemed to respond; where problems were continuously pushed back and forth between city and county with no true solution in sight.

Members of the Grant Park community displaying civic pride during the second day of clean up.

Grant Park is viewed as a run down area that has drug holes, burglaries, prostitution and where quality of life issues are abundant. The Grant Park initiative is about law enforcement and other agencies working hand in hand with the community to enhance the quality of life in the neighborhood. The initiative recognizes that the partners cannot

solve problems within the community overnight, but that this is an ongoing process.

Water, juice and ice were donated by local merchants during both clean up days.

The initiative takes the position that community oriented policing is about people working together (as Partners) and solving problems together. The Grant Park initiative concentrates on issues that are important to the community and focuses on the community's priorities. Community policing without the community is only public relations.

Hillsborough County Sheriff's Office

My name is Edmund Anctil and I am the Community Resource Deputy assigned to the Grant Park Community. In the Hillsborough County Sheriff's Office, community police officers are known as Community Resource Deputies or CRDs. Community Resource Deputies are assigned to each of the Sheriff's Office's three districts. I have been asked to provide my observations of Grant Park and offer some insight into how community engagements work.

In years past, Grant Park has been a neighborhood of complacent people. They stayed to themselves and let the area become run down and controlled by drug dealers. County and city governments ignored the silent community. As rehabilitation grants became available for communities to suppress crime and to better the quality of life for their residents, Grant Park was ignored. The city recreational Park was for the children and not for the community. The invisible line that crossed the center of 56th Street kept the city side separate from the county side. Law Enforcement agen-

cies did not share intelligence. Tampa Police Officers would arrest drug dealers and displace them into the county. Hillsborough County Deputies would arrest drug dealers and displace them back into the city. One avenue became a drug corridor with the south end of Grant Park becoming a base for frequent narcotics and prostitution activity. With vacant overgrown lots located throughout the area and a lack of adequate lighting, the community felt fear generated from dark streets, narcotics activity, prostitution, and a lack of involvement.

Public Safety in Action: Probation Officer Rebecca Wolf and Firehouse COP Debbie Mims coordinate activities utilizing Tampa Police Department's Sexual Predator Notification Program.

Recognizing that the community needed to be revitalized, Tampa Firehouse COPS and a Community Resource Deputy were assigned to the community. Lines of communication between the agencies and the community slowly began to open. Small projects were initiated between the community and law enforcement. The community still was distrustful of local law enforcement's offer of assistance and had difficulty becoming involved. A drug march was scheduled. Twelve law enforcement officers and two residents attended the march. A later march brought in organized drug marchers from other communities who aided the citizens of Grant Park in their counter drug activities. Despite those efforts, the community refused to become a visible stakeholder.

Neighbor Enhancement Action Teams (NEAT) worked in the Grant Park area during both clean up days.

The community's image of itself began to change when Habitat for Humanity started constructing new homes in both the county and city side of Grant Park. Shortly after Habitat became engaged, another realty company began buying land and building homes. Residents began to take notice and started to repair their homes. Today, the vacant wooden areas, where for years, prostitutes would service johns, drug users would smoke dope and illegal dumping was a daily ritual, are beginning to be addressed. Habitat for Humanity is clearing tracts of land and will build 50 new homes in Grant Park within the next three years. Clearly, by improving the environment and utilizing the principles of crime prevention through environmental design, criminal activities within Grant Park will be reduced and new residents will join existing residents in revitalizing the community from an economic point of view.

The Center for Public Safety Innovation provided technical assistance during the initial community engagement. (Firehouse COP Gene King, left background, and Florida RCPI staff member, Mac McMullen, right background, discuss the clean up).

Community policing has led to new partnerships being formed. Community resource deputies have partnered with the Tampa Police Department's Firehouse COPS, Probation Officers from the Florida Department of Corrections and the Florida Department of Juvenile Justice, County Code Enforcement, Solid Waste, Center for Public Safety Innovation, Habitat for Humanity and others in order to open new avenues of communication for Grant Park's residents. Agency representatives are being transformed from nameless people riding in and out of Grant Park to community stakeholders. Even though some of these agencies still work in jurisdictional boundaries, all are trying to get the residents to think of Grant Park as one community. Residents are being educated to the fact that what occurs in the county will impact on the residents of the city and what occurs in the city will impact on the residents of the county; therefore, the residents of Grant Park must be united and concerned for all their neighbors.

The Grant Park Civic Association reported that a significant amount of trash was removed from the neighborhood during both clean up days.

The area needs more cleanup days to further remove years of build up trash and debris and less tolerance of drug dealers on the streets. Workshops are being scheduled for working dialogues between law enforcement, governmental agencies and the residents. Residents in Grant Park are working together, for the first time, to sponsor a Pop Warner football team for the community's children. Tampa Police Officers and Hillsborough County Sheriff's Deputies are working on developing joint directed patrols utilizing the bicycle units from both departments. The number of people attending the monthly civic association meeting is increasing. The community is beginning to mobilize itself. Grant Park's stakeholders are forming a solid foundation that is becoming stronger with each successful community project.

Tampa Police Department

My name is Gene King. I am a Police Officer with the City of Tampa. I am assigned to our Community Oriented Policing Program known as Firehouse COPS. I work in the area of Grant Park. This is a unique community in that it is a multi - jurisdictional area that is serviced by both the Tampa Police Department and the Hillsborough County Sheriff's Office.

This area has always been on the back burner in regard to any truly organized effort for this community to unite as one. There was always that invisible, but very present line,

between the city and county. City residents did their thing and county residents did theirs, never coming together as a united community. This unfortunately existed between the city and county governments as well, especially in the area of law enforcement. Each respective agency would chase dopers, arrest the criminally inclined and push problems into the other's jurisdiction without coordination. As a result, the community suffered and problems were never really solved, just displaced.

Community engagement requires a high level of partnership and coordination. Members of the community, Tampa Police Department and the Hillsborough County School System assist with the Grant Park revitalization.

Through the last few months of 1999, during regular patrol efforts by the Firehouse COP officers, contacts were being made with residents of Grant Park. There were inquires as to Grant Park re-establishing a community civic group. Plans were made, residents were surveyed, and ideas formed. In January 2000, the first organizational meeting was held. Few residents attended. At this time we looked at measures to assist and generate interest and commitment from the residents and stakeholders of the community. Through the use of marketing tools, such as the telephone and mail, the message was getting out. One innovative approach was through the use of the computer and e-mail. Despite the fact that Grant Park may not seem to be the hub of the computer age, appearances may fool you. The Grant Park Civic Association was formed and through the use of electronic media known as e-Circles, e-mail is sent, announcements are made, interactive discussions are con-

ducted, a calendar of events is posted and a photo gallery of projects is available.

Utilizing the basic fundamentals of community policing and employing the Center for Public Safety Innovation's Community Engagement Model, a cooperative effort between the Tampa Police Department, Hillsborough County Sheriff's Office, Florida Department of Corrections – Probation and Parole, Florida Department of Juvenile Justice, and others including a city councilman, was initiated in February of 2000.

City and County Waste control were essential for the success of Grant Park's clean up.

The ball began to roll. New partners were added. New community members, local businesses, Habitat for Humanity of Hillsborough County, Code Enforcement of both city and county, the City's NEAT Program and the County's Solid Waste Department all have stepped forward and offered resources. During two Saturdays in the month of March, a community-wide (city and county) cleanup was performed. This united the community's residents with their new partners. Grant Park was cleaned of trash and debris consisting of everything from paper trash, wheels and tires, furniture, to vehicle parts and used drug paraphernalia. This effort strengthened the community's commitment to restore and revitalize Grant Park.

While this project has really just begun, we are looking forward to the continued partnerships and efforts by everyone. It is exciting to note that Habitat for Humanity will be building approximately fifty new homes within Grant Park over the next few years and that other new homes are also being built and that new residents are coming into Grant Park. The potential for this project is so overwhelming that many old, new, and innovative means can be combined for the benefit of the community of Grant Park. Furthermore, the techniques used and formulated can be extended into other communities in order to assist them in revitalizing, restoring, or maintaining their neighborhoods as well.

Conclusions

Grant Park is already a success in many ways. The Tampa Police Department, Hillsborough County Sheriff's Office, Florida Department of Corrections and the Florida Department of Juvenile Justice are coordinating efforts. Phone numbers and pager numbers have been exchanged among law enforcement officers, information about high – risk offenders has been circulated, joint directed patrols have been established and the environment has been improved through the use of the principles of crime prevention through environmental design. The community and the government have come together for a successful two days of neighborhood clean up. In short, the ommunity has been energized. The next issue facing Grant Park and its partners is sustainability. The momentum that has been established must continue. New partners must be invited on board, new problems must be solved, and the community must continue to grow. Efforts must be made to insure that the community stays engaged and does not slip back to its apathetic ways. The dynamics between government and community will need to be addressed. The community engagement model and SARA will be needed to insure that engagements take place efficiently, effectively and systemically.

Post Script

On April 18, 2000, instructors from the Center for Public Safety Innovation, Eileen LaHaie, the Florida RCPI's Director, Dr. Bill Blount the RCPI's grant evaluator, Mac McMullen, one of the RCPI's training facilitators and members from local government agencies met to plan Grant Park's next community engagement. The group

elected to conduct community training on June 23, 2000 and host a community fair on June 24, 2000. During the community training, RCPI instructors will cover the fundamentals of community policing and focus on problem solving and partnerships as the concepts apply to Grant Park. The community fair will solidify the citizens' training by allowing the citizens to work with various social service agencies, law enforcement and the private sector in partnership to address problems that the community identified during its problem solving training.

In short, the engagement continues. With new partners coming from the City of Tampa's Recreation Department, the City of Tampa's Human Rights and Community Affairs, the City of Tampa's Solid Waste Department, Hillsborough County's Solid Waste Department and future plans for the revitalization of Grant Park, the citizens of Grant Park are beginning to believe in the power of the community and in the principals of community policing.

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