

ADVANCED PROBLEM SOLVING WORKBOOK



Seattle Police Department
Chief Norm Stamper

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INTRODUCTION

WELCOME TO ADVANCED PROBLEM SOLVING

Advanced Problem Solving is divided into two modules: *Case Studies in Problem Solving*, and the *Mechanics of Problem Solving*. The case studies are designed to illustrate real life examples of successful problem solving. The *Mechanics of Problem Solving* breaks problem solving down step by step so that it can be examined as a series of specific skills to be aware of, and practiced.

Problem solving activities are taking place all over the Seattle Police Department with expectations for supervisors to provide a coaching and supporting role for employees. The Chief has clarified for the SPD that leadership takes place at all levels of the organization, but there are clear expectations that supervisors are to perform as leaders,

It is difficult to lead others if we're not clear what we're supposed to do as leaders or how to do it. You may already do problem solving effectively as an automatic reflex. You may routinely be successful at dealing with community problems. But **you cannot be effective in coaching and supporting someone else's problem solving efforts unless you know how to examine and critique the execution of each step.** This course is designed to provide the "how to's " for individuals to lead others in support of a problem oriented approach to community policing.

INVENTORY



**PROBLEM SOLVING
INVENTORY**

ADVANCED PROBLEM SOLVING

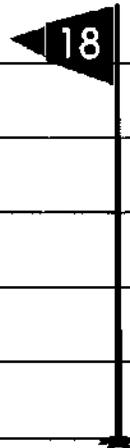
INVENTORY

GOLF SWING

What is the golfer's goal?



What specific skills do you see in the execution of the golf swing that are necessary for the goal to be reached?



INVENTORY

**COURSE
GOAL**

To deepen participants' understanding of the problem solving process and build skills to use and support problem solving more effectively.

**COURSE
OBJECTIVES**

Using a variety of case studies, participants will be able to:

- 1** *Explain the difference between substantive community problems and violations of the law.*
 - 2** *Describe the goals and steps of all stages of the SARA process.*
 - 3** *Explain why analysis is vital to problem solving and how it's done.*
 - 4** *Be able to describe how all problem solving steps build on each other.*
 - 5** *Identify barriers to problem solving and take steps to address them.*
 - 6** *Identify questions to coach and guide the problem solving efforts of other individuals.*
-

INVENTORY

PROBLEM SOLVING INVENTORY

The Problem Solving Inventory provides a review of the basic principles of problem solving. The purpose of the inventory is to ensure that everyone understands these principles before case studies of actual problem solving efforts are examined.

INSTRUCTIONS. *Read each question carefully. Then answer the questions to the best of your ability. Be prepared to discuss your answers with the group.*

- 1 What is the definition of a problem? Why does knowing the definition matter?

- 2 In what ways can incidents be similar in nature?

INVENTORY

PROBLEM SOLVING INVENTORY (con't)

3 What is the purpose of *scanning*? What steps are involved in *scanning* a problem?

4 Name the three elements of a crime (or the three points of the Crime Triangle).

5 How is the Crime Triangle used to identify the stakeholders in a problem?

INVENTORY

**PROBLEM
SOLVING
INVENTORY
(con't)**

6 How is the list of stakeholders used in the analysis of a problem?

7 What is the purpose of analyzing (or asking questions about) a problem?

8 What is the purpose of setting goals after completing the analysis?

INVENTORY

**PROBLEM
SOLVING
INVENTORY
(con't)**

9 How are responses related to the goals?

10 At what step in the problem solving process do you decide how you will determine whether you solved the problem?

11 Most police responses are directed toward one point of the Crime Triangle. Which one? Why?

INVENTORY

**PROBLEM
SOLVING
INVENTORY
(con't)**

12 Why is the Crime Triangle important in developing a response?

13 Is enforcing the law a response to solving a problem or a strategy that is used in place of problem solving?

14 What are the five possible outcomes of a successful response?

INVENTORY

PROBLEM SOLVING INVENTORY (con't)

17 Read the following information

Problem Solvers need to be creative and also need to stay within the law and the rules of society. The Problem Solver must:

- remain consistent with department values
- adhere to community norms
- take actions that are moral, legal and ethical
- use common sense and
- be creative.

Problem Solvers cannot be creative at the expense of the other values. Being creative also involves taking risks.

Keeping these characteristics in mind, how would you define for another employee "reasoned risk taking?"

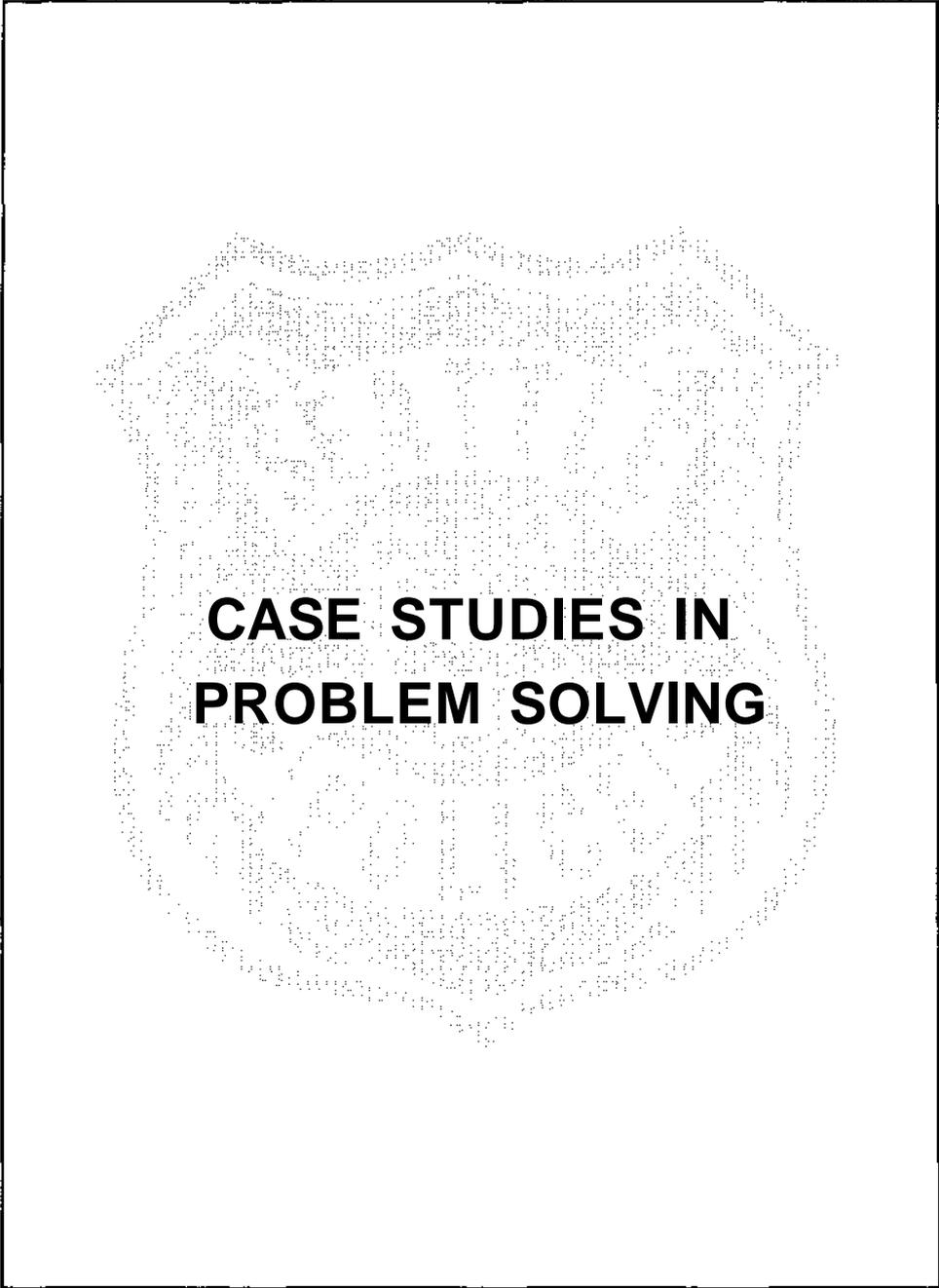
INVENTORY

SUMMARY

Problem solving is effective when:

- *community concerns are addressed*
- *crime and disorder are reduced, eliminated, or prevented*
- *community fear is reduced*
- *employees believe their efforts make a difference*

CASE STUDIES



ADVANCED PROBLEM SOLVING

CASE STUDIES

COMMUNITY PROBLEMS VERSUS VIOLATION OF THE LAW

Are all problems defined by community violations of the law?

- YES
- NO

What are some examples of community problems that do not violate the law?

Are violations of the law always problems for the community?

- DYES
- NO

What are some examples of violations of the law that are not problems for the community?

CASE STUDIES

THE CASE OF FIRES IN THE DUMPSTER

Residents of a Florida community were setting the contents of a dumpster on fire every weekend. Firefighters would respond to put the fire out, and people in the community would throw rocks at them and damage property nearby. The police would have to be called in to settle the situation.

The officer who recognized this as a problem, decided to initiate a POP project on this situation. During the analysis, the officer discovered that the company responsible for cleaning the dumpster was not emptying it in a routine manner, so that the garbage began to smell in the summer. The people in the community felt that the only way they could get someone to do something about the problem was to set the dumpster on fire. The response initiated by the officer involved contacting the dumpster company to empty it on Fridays. Assessment indicated that this response effectively solved the problem.

What was the violation of the law?

What was the actual community problem?

Was the response of the officer appropriate in dealing only with the community problem and not with the legal violation?

CASE STUDIES

**THE CASE OF
FIRES IN THE
DUMPSTER
(con't)**

What were some other actions the officer could have taken?

On a scale of 1 -10, with 10 being most comfortable, how comfortable are you in supporting your officers in working on community problems vs. violations of the law?

1 2 3 4 5 6 7 8 9 10

What do you currently say or do to send a message to your officers that community problems are as important to address as violations of the law?

CASE STUDIES

WHY LEARN WITH CASE STUDIES?

- *Case studies can be applied universally.*
- *Case studies demonstrate how analysis is important to identifying the problem.*
- *Case studies offer an opportunity to learn by critiquing problem solving efforts.*
- *Case studies reveal what was missing or necessary in each step of the problem solving process.*

CASE STUDIES

CASE STUDY REVIEW

SCANNING

- 1 What was the problem?
- 2 How and by whom was it identified?

ANALYSIS

- 1 What methods, data and information sources were used to analyze the problem?
- 2 What did the analysis reveal about the nature and extent of the problem?
- 3 How was the community involved in analyzing the problem?

RESPONSE

- 1 What responses were considered?
- 2 What responses were implemented?
- 3 How were the responses developed as a result of the analysis?
- 4 What was the goal of the response plan?

ASSESSMENT

- 1 What were the results?
 - 2 How were the results evaluated, and for how long?
 - 3 Was the response goal accomplished?
 - 4 Are there any efforts underway to maintain or monitor the long-term results of the project?
-

CASE STUDIES

PORTLAND CASE REVIEW

SCANNING

1 What was the problem?

2 How and by whom was it identified?

ANALYSIS

1 What methods, data and information sources were used to analyze the problem?

CASE STUDIES

PORTLAND CASE REVIEW (con't)

- 2 What did the analysis reveal about the nature and extent of the problem?

- 3 How was the community involved in analyzing the problem?

RESPONSE

- 1 What responses were considered?

CASE STUDIES

PORTLAND CASE REVIEW (con't)

2 What responses were implemented?

3 How were the responses developed as a result of the analysis?

4 What was the goal of the response plan?

CASE STUDIES

PORTLAND CASE
REVIEW
(con't)

ASSESSMENT

1 What were the results ?

2 How were the results evaluated and for how long?

3 Was the response goal accomplished?

4 Are there any efforts underway to maintain or monitor the long-term results of the project?

CASE STUDIES

PELLET GUN CASE REVIEW

- 1 What was the typical response to the initial incidents?

- 2 How did the officer get information regarding the problem?
Specifically what did the officer learn by talking to other
officers or staff?

- 3 What did the analysis of the problem reveal?

CASE STUDIES

PELLET GUN CASE REVIEW (con't)

4 What part of the Crime Triangle did the response address?

5 What were potential harms the officer addressed in the response?

6 What else could the officer have done to deal with this problem?

CASE STUDIES

PATROL VIDEO

1 What was the typical response to the initial incidents?

2 How did the officer get information regarding the problem?
Specifically what did the officer learn by talking to other
officers or staff?

3 What did the analysis of the problem reveal?

CASE STUDIES

PATROL VIDEO
(con't)

4 What part of the Crime Triangle did the response address?

5 What were potential harms the officer addressed in the response?

6 What else could the officer have done to deal with this problem?

CASE STUDIES

ROLL CALL REVIEW

Roll Call #1

What is the sergeant's message to the squad about his support for problem solving?

What elements are present in the video that would influence your ability to coach and support problem solving?

Do these elements make it difficult or easy for you to coach and support problem solving?

CASE STUDIES

ROLL CALL REVIEW

Roll Call #2

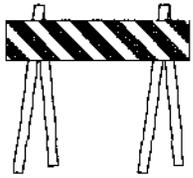
What is the sergeant's message to the squad about his support for problem solving?

What elements are present in the video that would influence your ability to coach and support problem solving?

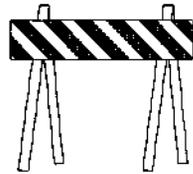
CASE STUDIES

BARRIERS TO PROBLEM SOLVING

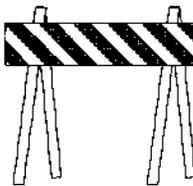
What are 5 barriers to problem solving that you see on a regular basis?



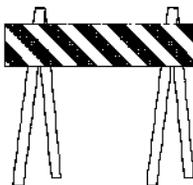
1



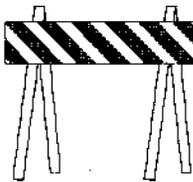
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3



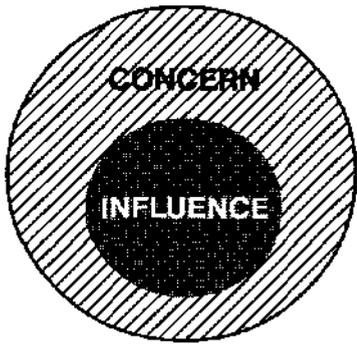
4



5

CASE STUDIES

REMOVING BARRIERS

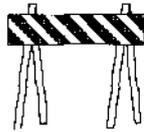


A good problem oriented supervisor will:

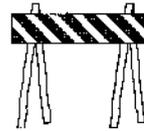
- / troubleshoot
- / coach
- / support
- / buffer
- / encourage

✓ _____

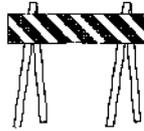
In what ways can you influence each barrier?



1 _____



2 _____



3 _____



4 _____



5 _____

CASE STUDIES

BRING OUT THE BEST

Memorizing and using an acronym to assist others (SARA this, POP that) will not bring out the best in people.



Asking thoughtful questions, in your own words, to get someone else to think through his or her own problem will bring out the best.

Your job as a leader is not to have all the answers.



Your job as a leader is to ask the right questions.

MECHANICS

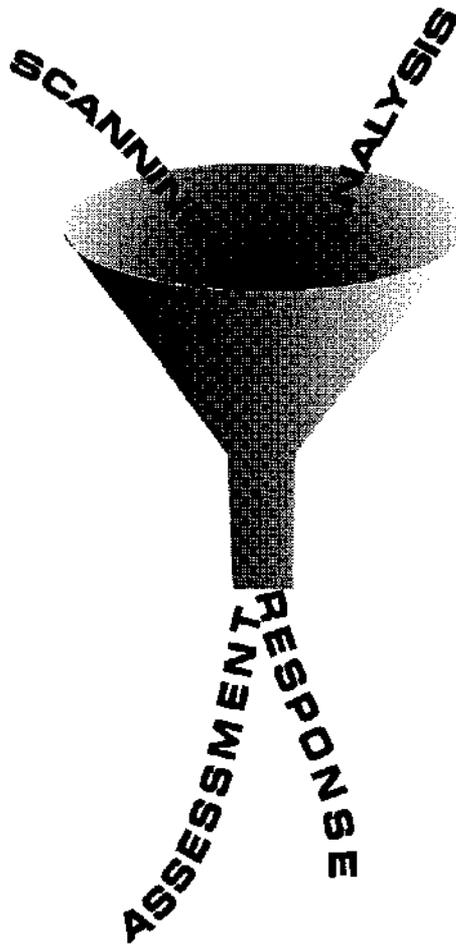
**MECHANICS OF
PROBLEM SOLVING**

ADVANCED PROBLEM SOLVING

MECHANICS

PROBLEM SOLVING
PROCESS

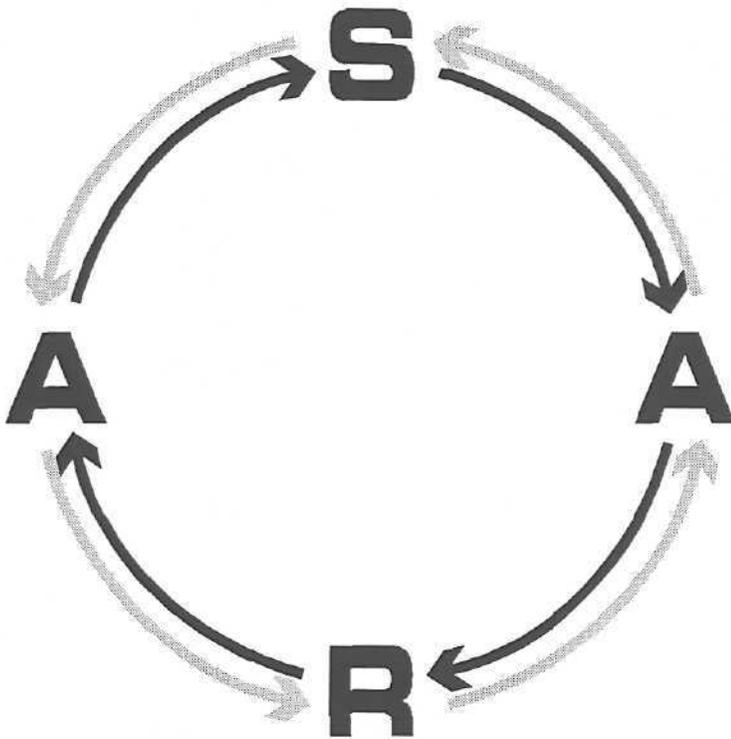
Conceptualization



MECHANICS

'SARA' PROCESS

Scanning, Analysis, Response, Assessment



MECHANICS

EXPERT UERSUS COLLABORATIUE

Expert versus Collaborative Models of Problem Solving

Expert	Collaborative
<ul style="list-style-type: none">• outside person goes to the location• identifies & analyzes the problem• provides solution• implements plan	<ul style="list-style-type: none">• shared responsibility between expert & those within problem environment• expert assists in identification & analysis• participates in brainstorming solutions• select a plan jointly• implement plan jointly

MECHANICS

POTENTIAL PROBLEMS

List potential problems in your area of responsibility.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

MECHANICS

DEFINITION OF A PROBLEM

Do your problems match the definition of a "problem"?

/ two or more incidents

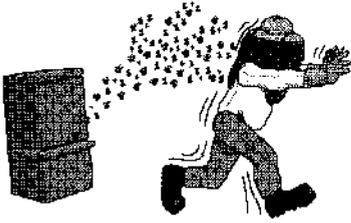
/ related characteristics

- time
- behavior
- location

- person

/ of concern to the community and police

/ causing harm or likely to cause harm



MECHANICS

TOP 3 PROBLEMS

List the top three problems from your list of potential problems.

1 _____

2 _____

3 _____

MECHANICS

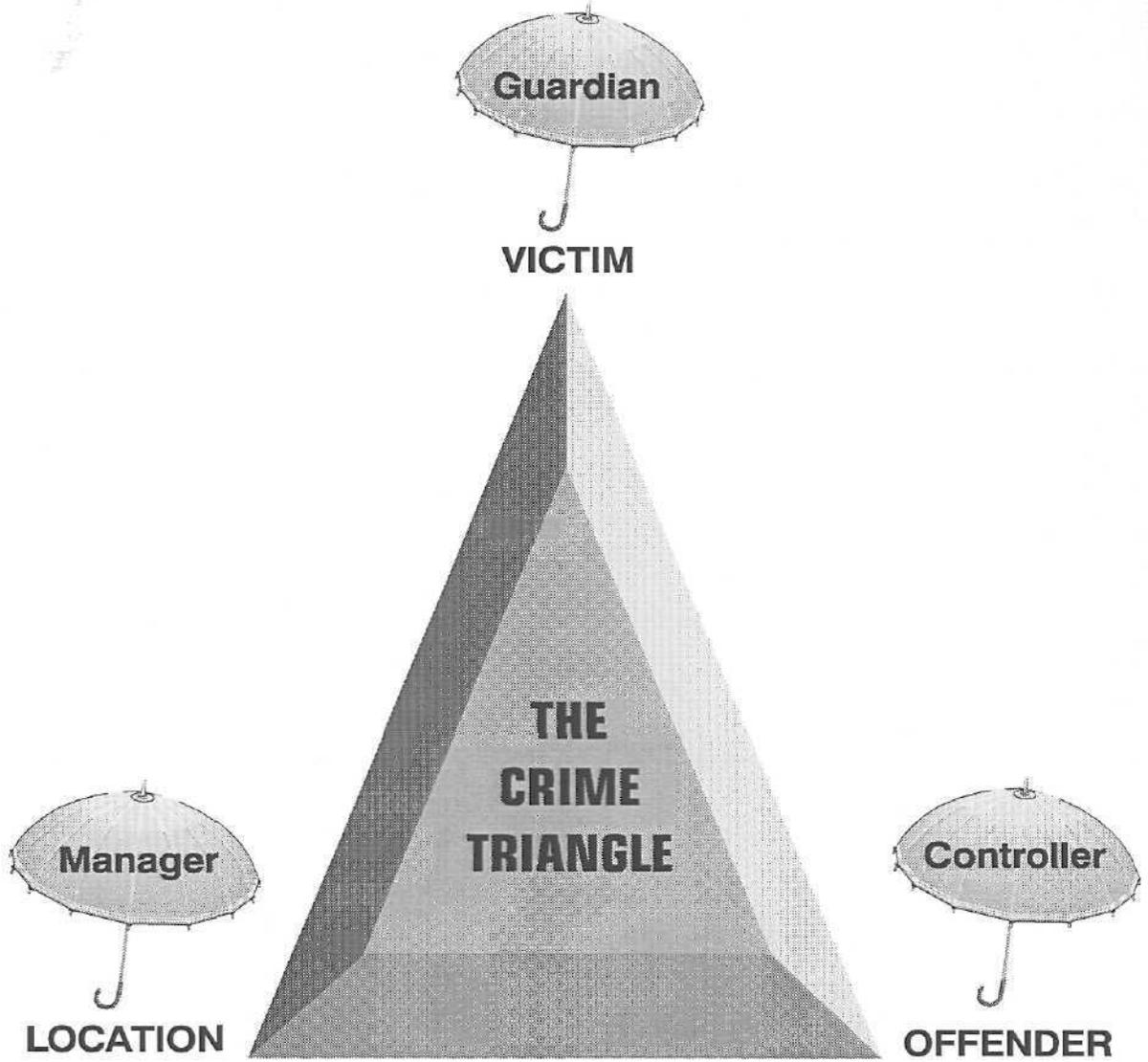
PROBLEM BEHAVIORS

Define each problem and its behaviors in detail

	Priority
1 _____ _____ _____ _____ _____ _____	<input type="checkbox"/>
2 _____ _____ _____ _____ _____ _____	<input type="checkbox"/>
3 _____ _____ _____ _____ _____	<input type="checkbox"/>

MECHANICS

CRIME TRIANGLE



MECHANICS

PROBLEM
OF THE DAY



STAKEHOLDERS IDENTIFICATION

Victim	Guardian

Location	Manager

Offender	Controller

MECHANICS

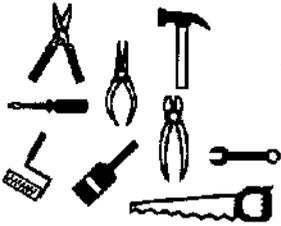
PRIORITAZATION METHODS

Six common methods for prioritizing problems:

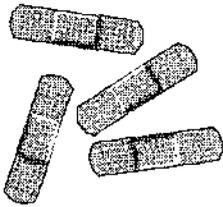
1 Umbrella method



2 Ease of solving the problem



3 Amount of Harm



4 APE (Acute Political Emergency)



5 Resources needed



6 Community involvement



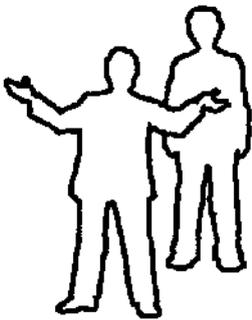
MECHANICS

PROBLEM OF THE DAY



What do you want to happen? What are you working toward?

G _____
O _____
A _____
L _____



Rewrite the problem statement as if you had to describe it to an officer / employee who was going to the location to observe the problem.

MECHANICS

**PROBLEM
BEHAVIOR**

Describe problem behavior

BEFORE What conditions or events happened before the problem behavior occurs?	DURING What events were happening at the same time the problem behaviors were being displayed?	AFTER What are the consequences, positive and negative of the problem.

MECHANICS

PROBLEM STRENGTH



How often does the problem occur?

How long has it been a problem?

What is the duration of the problem behavior?



Before moving on, go back to make sure you have the right problem statement. Do you need to re-scan your problem or change your problem statement?

Based on the analysis, why do you think the problem is occurring?

MECHANICS

WORKPLAN FOR RESPONSES



Response: _____

Goal: _____

Measured by: _____

Date Available: _____



Response: _____

Goal: _____

Measured by: _____

Date Available: _____



Response: _____

Goal: _____

Measured by: _____

Date Available: _____



Response: _____

Goal: _____

Measured by: _____

Date Available: _____

MECHANICS

ASSESSMENT

Assessment

1 Was the plan implemented as designed?

2 What was the goal? Was it attained? How do you know?

3 What is likely to happen if the plan is removed? What if it is left in place?

4 How can the plan be monitored in the future?

ADDENDUM

**PROBLEM SOLVING
SCENARIOS**

NOTES

ADVANCED PROBLEM SOLVING

ADDENDUM

PROBLEM
SOLVING
ROUNDTABLE

Problem Solving Scenario 1

Westcrest Park

Problem Description:

Westcrest Park is a "wilderness" with trails park with an off-leash area for dogs. The park is located in the southeast corner of West Seattle covering 93.2 acres. Illegal sexual activity is taking place throughout the park with most of the activity occurring during the evening hours. Officer Suzanne Parton, South Precinct CPT, is addressing the problem.

Associated with the sexual activity are crimes involving property destruction, littering, and alcohol. The sexual activity has been increasing for the past year, possibly resulting from increased word of mouth between offenders and the increased enforcement activity at Volunteer Park.

The park currently closes at 11:30 p.m. until morning and there is a proposal to change the closing hours to 9:00 p.m. starting on August 16th. Officer Parton is working with a multi-agency group to address the Westcrest Park problems.

ADDENDUM

PROBLEM SOLVING ROUNDTABLE

Problem Solving Scenario 2

Yesler Terrace

Problem Description:

The Seattle Housing Authority (SHA) is working with Kathleen Williams, Crime Prevention Coordinator, and Keith Liner, Police Officer, to deal with narcotic sales in Yesler Terrace. Yesler is the site of one of the SHA public housing complexes or garden communities, as they are known in Seattle. Dealers and users who reside at Yesler are being evicted under SHA's "one *strike, you're out*" policy. Family members residing with them are evicted as well.

As a result, families are removing youth from the lease to protect the core family from being evicted. Youth who have been removed from the leases continue to hang around Yesler Terrace and sell narcotics. A high number of recent immigrants from East Africa and South East Asia are affected by the strategy of removing the juvenile offender from the lease. SHA housing at High Point and Holly Park are experiencing similar problems.

NOTES

*The SPD Curriculum Team is grateful to the Community Policing Consortium for their technical support of this project
Funding was made available through a Comprehensive Communities Program grant from the Department of Justice*

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ADVANCED PROBLEM SOLVING

Part One: Case Studies

INTRODUCTION / SETTING THE CONTEXT

Hand out workbook: *Advanced Problem Solving*

Welcome to Advanced Problem Solving, an eight-hour course designed to increase your effectiveness in addressing crime and crime-related problems.

Introduce self and team

A prerequisite for this course is Basic Problem Oriented Policing, the course which presents the problem solving process used in the Seattle Police Department.

Problem solving activities are taking place all over the SPD with expectations for supervisors to provide a coaching and supporting role for employees. Chief Stamper has clarified for the SPD that leadership takes place at all levels of the organization, but there are specific expectations that supervisors are to perform as leaders. It is difficult to lead others if we're not clear what we're supposed to do as leaders or how to do it. This course is designed to provide the "how to's" for supervisors to provide leadership in support of a problem oriented approach to community policing.

This course is also designed to support the new accountability model, *SeattleWatch*, which started in January 1999. As we went through the Basic Problem Solving Course with every employee in the organization, we heard over and over that there was no process for accountability. Looking throughout the department, it's clear that, without the accountability model, problem solving will not be assimilated into the way we do business. While we will not spend a great deal of time talking about *SeattleWatch* in this course, we will be providing a one-page summary of the process and will be happy to answer any questions you may have about this program. In addition every employee in the SPD will receive more information about *SeattleWatch* and the expectation for each one of us in this accountability system.

Hand out *SeattleWatch* Summary



The course will be facilitated in approximately one- or one-and-a-half hour blocks. We will use a variety of learning tools primarily focusing on group discussions, videos, and questionnaires. Let's find out who is in the class today.

INTRODUCTIONS OF PARTICIPANTS:

Ask each person to give name, current assignment, time on the department, and previous problem solving training.

A workbook has been provided for you to use during this course. The work we will ask you to do can be done using this guide.

Activity 1: Mental Set

INSTRUCTOR NOTE: *Set a crisp pace for the morning. Don't get bogged down in minutiae in the case studies. Each has a point which doesn't need to be belabored. Remember that you want to have enough time to do the Mechanics.*

Before we get into the curriculum, we'd like you to take a look at a video that shows the behaviors necessary to execute an effective golf swing.

Turn to page 7 in Workbook
and
Show Video "Golf Swing"



The golfer executes an excellent swing and the ball makes it all the way to the green. Ask the participants to write down a response to the first question.

What was the golfer's goal?
To reach the hole on the green.

Now, let's watch the same golf swing again in slow motion.
Ask the participants to write down a response to the second question.

What skills do you see in the execution of the golf swing that are necessary for the goal to be reached?
Head movement, keeping elbow straight, eye on the ball-not lifting your head, follow through, stance, etc.

For each movement, the golfer is executing a specific skill that can be examined and critiqued by the golfer and others to determine whether the outcome (the placement of the ball) can be enhanced. Without an awareness of, and practicing each of these skills, the golfer would not reach his/her goal.

Is luck involved? Sometimes. A gust of wind, a breach of golf etiquette by a spectator, a seagull that dives for the ball and knocks it off course.

Who can predict these things? No one. But if they happen repeatedly, the golfer can still try to reach the goal by mentally blocking out noise, compensating for the wind current, or planting a sniper in the audience to knock off soaring birds.

Today, our goal is to look at examples of the execution of problem solving and to break it down step by step so that it can be examined as a series of specific skills to be aware of, and practiced. **You may already do problem solving effectively as an automatic reflex.** You may routinely be successful at dealing with crime and crime-related problems. It is difficult to be effective in coaching and supporting someone else's

problem solving efforts unless you know how to examine and critique the execution of each step.

Individuals who are successful athletes are people who are consistent in practicing and honing their skills over the long haul. Luck plays a small part in long term success. Police skills, including problem solving, require the same consistency and practice if top performance is the ultimate goal.

Use Overhead "Course Goal" Refer to Page 8



Advanced Problem Solving will be conducted in two parts. The first half of today will be Case Studies in Problem Solving, and the second half of today will be Mechanics of Problem Solving.

COURSE GOAL:

To deepen participants' understanding of the problem solving process and build their skills to use and support problem solving more effectively.

Use Overheads "Course Objectives" Refer to Page 8

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Hszl

COURSE OBJECTIVES:

Using a variety of case studies, participants will be able to:

1. Explain the difference between substantive community problems and violations of the law.
2. Describe the goals and steps of all stages of the SARA process
3. Explain why analysis is vital to problem solving and how it's done.
4. Be able to describe how all problem solving steps build on each other.
5. Identify barriers to problem solving and take steps to address them.
6. Identify questions to coach and guide the problem solving efforts of other individuals.

Refer to pages 9 to 15 in the workbook

PRETEST AND DISCUSSION:

The Problem Solving Inventory provides a review of the basic principles of problem solving. The purpose of the inventory is to ensure that everyone understands these principles before we examine actual cases of problem solving efforts.

We are encouraged as trainers not to use acronyms in talking about problem solving when we are working with or coaching others. We encourage you to do the same. We are not abandoning our problem solving model. **SARA** is the four-step process that our department uses to reinforce the idea that problem solving is more than responding to a problem with a lot of resources. The SARA model also creates a common language that we can use within our agency to understand the causes of problems. During the next two days we will talk about how you can coach and support your employees in performing each step of the process. But, when you return to the real world, using everyday language will create fewer barriers in your coaching efforts.

We would now like you to take a short assessment of basic problem solving, these are fundamentals that were taught in the first course. For a lot of you the first course was a while ago so don't worry. Briefly review the questions. Then work your way through the inventory. If you don't know the answer move on. You'll get all the answers when we debrief the exercise. Be prepared to discuss your answers with the group. Give participants 20 minutes (set timer).

Optional; If you believe participants probably don't know many of the answers individually, have them work in groups of 3-4.

1. *What is the definition of a problem? Why does knowing the definition matter?*
 - two or more incidents
 - incidents that are similar in nature (behavior, time, location, people)
 - incidents capable of causing harm; and
 - something the public expects the police to take care of.

Knowing the definition is important because the problem solving process does not need to be used for single, isolated incidents. For example, if you need to buy a traffic cone to place in a school crosswalk to slow down traffic, make a phone call and just do it. Don't start a project. The process is to be used for substantive community problems

like reducing numerous calls to the same location. Use common sense in applying it.

2. *In what ways can incidents be similar in nature?*

- location (such as an address or area)
- offender or group of offenders
- victim group or type (such as work done on repeat victims)
- behavior (such as modus operandi); and
- time

3. *What is the purpose of scanning? What steps are involved in scanning a problem?*

To identify neighborhood crime and disorder problems. Identify the stakeholders.

4. *Name the three elements of a crime (or the three points of the Crime Triangle).*

Offenders, victims, and locations. Each must be present for a crime to occur.

5. *How is the Crime Triangle used to identify the stakeholders?*

Each point of the triangle reveals a list of potential stakeholders. This moves our focus beyond the offender where we typically focus.

6. *How is the list of stakeholders used to analyze the problem?*

Questions are asked about each stakeholder to understand what is creating the problem.

7. *What is the purpose of analyzing (or asking questions about) a problem?*

To understand the underlying conditions that cause the problem to occur.
To ensure that the problem has been correctly identified

8. *What is the purpose of setting goals after completing the analysis?*

To understand what you intend to do to resolve the problem based on your understanding of the problem analysis. A proper analysis will reveal the "real" problem.

9. *How are responses related to setting goals?*

Responses are directly related to what you intend to accomplish. If they're not related, they're not appropriate. If they're not measurable, you won't be able to tell when and if you achieve them.

10. *What step in the problem solving process do you decide how you will determine whether you solved the problem?*

Once the goals are set, establish measures to determine if you are successful in reaching the goals.

11. *Most police responses are directed toward one point of the Crime Triangle. Which one? Why?*

Offenders. Most police training focuses on law enforcement responses which involves apprehending and arresting suspects.

12. *Why is the Crime Triangle important in developing responses?*

It assists in looking beyond offenders to see if responses directed toward victims and/or locations can also be effective in solving problems..

13. *Is enforcing the law a response to solving a problem or a strategy that is used in place of problem solving?*

It is one tool or response that can be used to solve a problem. It's also a tool to deal with single incidents where using a problem solving process is not appropriate. That is because the process involves two or more incidents. It isn't a choice between problem solving or enforcement.

14. *What five expectations can problem solving efforts realistically achieve?*

- Eliminate a problem
- Reduce a problem
- Reduce the harm or fear associated with a problem
- Manage a problem more effectively
- Remove the problem from police consideration.

To improve the success of problem solving, it is essential to set realistic expectations. These are five legitimate expectations for the outcome of problem solving efforts.

15. *What is the difference between a problem oriented police agency and one that is incident driven?*

A problem oriented police agency is one that sees repeat incidents as possible problems that can be prevented or responded to. An incident-driven police agency reacts to one incident after another, using the same responses over and over again, without any consideration given to the possibility that some underlying conditions may be generating repeat incidents.

Refer to page 16 in the workbook

16. *What are the benefits of problem solving?*

- community concerns are addressed
- crime and problems are reduced or eliminated
- community fear is reduced when problems are addressed

Refer to page 15 in the workbook

17. *Read the following information:*

Problem Solvers need to be creative and also need to stay within the law and the rules of society. The Problem Solver must:

- *remain consistent with department values;*
- *adhere to community norms;*
- *be moral, legal and ethical;*
- *use common sense, and*
- *be creative.*

Problem Solvers cannot be creative at the expense of the other values. Being creative also involves taking risks.

Keeping these characteristics in mind, how would you define for another employee "reasoned risk taking"?

Reasoned risk taking involves taking an action that is legal, moral, and ethical. Ask, what are the consequences if an employee engages in "reasoned risk taking" and is not supported if his or her efforts are questioned or not successful"?

When participants have completed the inventory, go through each question and ask for responses. Reinforce correct responses and build on incomplete ones by clarifying the answers according to the responses above.

Show Video "Ferguson, SPD History"



Chief Ferguson Video starts with brief history and talks about what the SPD is trying to accomplish with a problem oriented approach to policing.

Activity 3: Community Problems Versus Violations of the Law

We want to suggest that there are differences between community problems and violations of the law. We also want to suggest that officers have tremendous discretion in deciding how to deal with both of these. It is important to understand the difference because we deal with both even though the focus on our typical training is solely on enforcing the law.

Refer to page 19 in the workbook Ask participants to take a few minutes to think through and write responses to the questions.

1. *Are all problems defined by the community violations of the law?* No, some community problems involve perfectly legal behaviors.
2. *What are some examples of community problems that do not violate the law?* People with mental illness who live in the community; homeless people; issues relating to racial tensions between store owners and patrons, noise, neighborhood disputes, litter.
3. *Are violations of the law always problems for the community?* No, some violations of the law pose no problems for the community.
4. *What are some examples of violations of the law that are not commonly problematic?* Jay walking, marijuana use in the home by adults.

Refer to pages 20 and 21 in the workbook Ask participants to read the case study, "*Fires in the Dumpster*," and answer the questions.

Residents of a Florida community were setting the contents of a dumpster on fire every weekend. Firefighters would come and put the fire out, and people in the community would throw rocks at them and damage property nearby. The police would have to be called in to settle the situation.

The officer who recognized this as a problem decided to use the formal problem solving model on the situation. During the analysis, the officer discovered that the company responsible for cleaning the dumpster was not emptying it in a routine manner, so that the garbage began to smell terrible in the summer. The people in the community felt that the only way they could get someone to do something about the problem was to set the dumpster on fire. The response initiated by the officer involved contacting the dumpster company to empty it on Fridays. Assessment indicated that this response effectively solved the problem.

Ask, "*What was the violation of the law?*" (starting a fire, property damage and health violations)

Ask, *"What was the actual community problem?"* (smelly garbage due to lack of collection)

Ask, *"Was the response of the officer appropriate in dealing only with the community problem and not with the legal violation?"* (Yes, officers are expected to use good judgment and discretion if addressing underlying conditions.)

Ask, *"What were some other actions the officer could have taken?"* (written citations, met with residents, etc.)

Ask, *"On a scale of 1-10, with 10 being most comfortable, how comfortable are you in supporting your officers in working on community problems vs. violations of the law? "*

Ask, *"What do you currently say or do to send a message to your officers that community problems are as important to address as violations of the law?"*

Now that we have reviewed the basic principles of problem solving, let's look at the case study approach to understanding steps in the problem solving process.

Activity 4: Case Studies in Problem Solving

Case studies offer real life examples of how community problems have been addressed and provide a rational tool for understanding problem solving.

Use Overhead "Why Learn with Case Studies"



Refer to page 22 in the workbook

1. Case studies can be used universally. Using local examples provides evidence that problem solving works in our own backyard. Using case studies from other jurisdictions provides the opportunity to critique the example and not the people doing the problem solving.
2. Case studies demonstrate the application of analysis to real life problems, and show how analysis is important to identifying the problem.
3. Case studies offer us an opportunity to learn by critiquing problem solving efforts just as we learn from debriefing critical incidents.
4. Case studies reveal what was missing or necessary in each of the steps of the problem solving process.

Case studies in progress will also be discussed at the quarterly Problem Solving Roundtable for mid-managers, a brainstorming discussion group facilitated by Chief Stamper. The focus of the Roundtables is not a "show and tell" but an opportunity to discuss problem solving efforts around the department and provide guidance and support for the employees engaged in these efforts. We also hope to see routine discussions of problem solving efforts within every work unit.

Refer to page 23 to review questions that participants can think about while watching the video.

Some of these videos may look familiar. What we're going to do today is break them down step by step, just as we did with the golf swing.

A PROJECT: Portland Case Study. Refer to pages 24 to 27 in the workbook.

Tell the participants that the video they are about to see is an example of a problem solving project in Portland. Participants should watch the video with an eye toward answering the following questions. Review the questions but tell the participants that it is important to watch the video without being concerned about the answers. There will be adequate time to answer the questions once the video has been played.

Participants will work alone to answer the worksheet questions. (10 minutes maximum)

Show Video "Portland, Oregon"

Scanning

*What was the problem?
How and by whom was it identified?*

Analysis

*What methods, data and information sources were used to analyze the problem?
What did the analysis reveal about the nature and extent of the problem ?
How was the community involved in analyzing the problem?*

Response

*What responses were considered?
What responses were implemented?
How were the responses developed as a result of the analysis?
What was the goal of the response plan?*

Assessment

*What were the results?
How were the results evaluated, and for how long?
Was the response goal accomplished?
Are there any efforts underway to maintain or monitor the long-term results of the project?*

In the large group, debrief the video using the handout questions. Dig as deep as possible, encouraging thoughtful responses to each question. The review in this exercise sets a tone for the analysis of each subsequent case study.

A PROBLEM: Pellet Gun Scenario. Refer to pages 28 and 29 in workbook. Debrief the exercise in the large group.

The next example involves a problem identified by an officer working in High Point, a public housing development.

Show Video "Pellet Gun at Highpoint"

Facilitate a discussion using the following questions:

*What were typical responses to the initial incidents?
How did the officer get information regarding the problem? Specifically, what could the officer learn by talking to other officers? (focus on the role of communication).
What did the analysis of the problem reveal?
What part of the Crime Triangle did the response address?
What were potential harms the officer addressed in his response?
What else could the officer have done to deal with this problem?*

Activity 5: Problem-Oriented vs. Incident-Driven Mind Set

Ask, "What does it mean to have a problem solving mindset?"

(Wait for at least one response.)

In this next section, we will examine the possibilities when officers look at their routine work from a problem oriented focus.

Use Overhead "Every Incident is a Potential Problem"



It is the everyday frustrating, annoying, nagging repeat calls for service that provide opportunities to engage in problem solving. It is the person or location that you dread being dispatched to because it seems unlikely that anything you do at the scene will resolve the issue. Even if your only response is, "I'm sorry, this isn't a police problem," it's not enough, because it is a police problem if our patrol resources are being called out of service to handle the situation.

Let's take a look at one patrol lieutenant and an officer who are thinking about police service with a particular mind set.

Show Video "Patrol Examples"



Show the video with example of patrol problem solving effort. The video starts with Lt. Robin Clark talking about a problem solving mind set.

Facilitate a discussion of each scenario using the questions on pg. 30-31. Then ask:

What are the benefits to the organization in encouraging a problem solving mind set?

Refer to page 32; Ask each person to write down one benefit

What are the benefits to you as a lead officer or supervisor in encouraging this mindset?

Then, debrief quickly using the nominal group technique to get a response from each person.

Activity #6: Summary

Use Overhead "It's Not Rocket Science"



Problem solving is not rocket science, but it does require the thoughtful consideration of why problems occur. Sometimes a quick response without considering the cause will take care of a problem. More often than not, incidents are recurring because that type of quick response is not taking care of the problem.

People in lead roles who are responsible for coaching others in problem solving need to understand the components of the process.

Use Overhead "Bring out the Best"; refer to page 37 in the workbook



Memorizing and using an acronym to assist others will not bring out the best in people.

Asking thoughtful questions to get someone else to think through his or her own problem will bring out the best.

Your job is **not** to have all the answers.

Your job is to ask the right questions.

Check for Understanding:

What is one thing you learned from reviewing these case studies?

Segue to the next module by saying that *"the next session will focus on the specific mechanics of the problem solving process. Think back to the slow motion golf swing in which each step can be identified and examined. We will be breaking down the problem solving model in much the same way."*

ADVANCED PROBLEM SOLVING

Part Two: Mechanics of Problem Solving

Activity 5: Conceptualizing the Problem-Oriented Policing Process

Use Overhead "Problem Solving Objectives"



OBJECTIVES:

- To identify the steps and sub-steps necessary for successful problem solving.
- Articulate what questions need to be asked of employees to facilitate successful problem solving.

Discussion Points:

Use Overhead "Problem Solving Process" (Funnel)



Refer to page 41 in the workbook.

1. *How do you describe a Funnel?*

A funnel is big at the top and narrow at the bottom. The open end of the funnel captures the scanning process. When identifying problems, the employee needs to ask questions and review lots of data on a broad scope. As the employee moves down the funnel, or through the problem solving process, the focus narrows. First, it narrows into a specific problem with specific dimensions. Then, as the analysis stage progresses, it narrows down even further into the specific causes of the problem. The response stage is even more narrow, with a particular set of actions spelled out. Last, when assessing the effectiveness of the plan, the focus is at its most finite, or at the tip of the funnel.

Use Overhead "S->A~>R->A"



2. *You all know the four steps in the SARA problem solving model. It looks like the depiction on the overhead. You go from scanning to analysis, analysis to response and response to assessment. When we conceptualize the SARA process, we picture it in a straight line, going from the first step to the second and so on. In our basic course this is how we taught the model. Our intent was to present a simple model with the specific goal of reinforcing a process and creating a common language in our organization.*

Use Overhead «S^A->R->A (x'd out)»



This model is very limiting because it is a linear model. *In a linear model can you move back and forth from one step to another?* Typically it means that you have to move in a rigid fashion, completing one task before moving to another, and there is little room for revisiting a step that you have completed.

Use Overhead "S->A->R->A (in a circle)" Refer to page 42 in the workbook



Another way to envision the model is in a circle. All four steps (scanning, analysis, response and assessment) are interconnected. Each step relies on information provided in the previous step and prepares information for the following step. A circular model is much more user friendly because it allows the user to move back and forth between the steps as they need to.

When an employee is involved in the problem solving process, he or she will frequently need to move back and forth between the stages. A supervisor must be aware of this. Employees may not want to go back and re-scan after analysis, but it may be necessary if the analysis reveals that they had the wrong problem at hand.

Problems come in all shapes and sizes. Generally, problems are grouped based on the nature and extent of the effort necessary to solve the problem.

Simple problems involve an individual officer or employee working with a community member.

Use Overhead "Levels of Problem Complexity"



Moderate problems involve a small group or team of officers or employees. As a problem grows in magnitude, more officers, community members and resources may be needed.

Complex problems generally involve the collaboration of many different members of the organization. If a problem is large or widespread, or affects the entire community, an organizational collaboration and use of community-wide resources may be warranted. For example, the agency may need to involve the Chief or the City Council.

Let's, take a minute to look at the problems that were identified in the first half of class. *For each problem, ask the class which level of complexity describes the problem and why.*

Use Overhead "Small Problems"



Employees should be focusing on small problems, not just the big ones. As a supervisor, you may notice that employees begin looking at problems when they're moderate or complex. If a problem solving mindset is encouraged with every employee, then problems will be identified while they are still considered at the simple level. Small problems can build over time and affect quality of life just as large problems do. Supervisors need to coach employees through the problem solving process. In order to do that, they need a good understanding of SARA themselves, and ways to supervise issues that support this model.

What can problem solving projects realistically achieve?

Use Overhead "Five possible outcomes"



To improve the success of problem solving, it is essential to set realistic expectations. There are five legitimate expectations for the outcome of problem-solving projects which we have already discussed. These include eliminating the problem, reducing the problem, reducing the harm or fear associated with the problem, redefining who is responsible for the problem or managing the problem better.

Let's look more closely now on how supervisors can help employees achieve those goals.

Activity #8: Understanding and Supervising Scanning

As the class goes through the mechanics of problem solving, they will go through a series of exercises that involve the participants acting out the role of the employee and the instructor playing the role of the supervisor. At each step, the instructor will ask the participants questions to guide them through the process and facilitate their progress. The participants will need to be reminded that these are the questions they should be asking of their own employees when supervising them through the problem solving process.

INSTRUCTOR'S NOTE: It is important for the participants to realize that throughout this process you are modeling the role of supervisor and they are modeling the role of an employee. The questions you are asking them are the questions they should be asking their employees as they go about scanning. They will not be completing forms or filling out a workbook. The workbook is simply your guide for understanding the steps.

Let's start with the supervisors role in scanning

Hand out coaching card on "Scanning." Use the coaching cards for each step.



Exercise 1: Scanning Steps: Step One
Refer to page 44 in the workbook

Instructions:

1. *Ask participants to use the workbook. Instruct them to make a list of potential problems in their area of responsibility. Instruct them to make their list as comprehensive and exhaustive as possible (5 minutes).*

NOTE: Problems do not need to be specific at this point. You want quantity, not quality, at this point.

2. *When the participants are through, ask for volunteers to read lists aloud. Write down their answers on the flip chart.*
3. *Ask participants "what do you notice about all of these problems?" The responses should include "big, " "violations of the law, " refer back to the piece on substantive community problems.*
4. *Ask participants "As supervisors, what does it tell you if all the problems your employees bring to you are all criminal violations?" (perhaps that they are not getting adequate community input).*
5. *Also emphasize that it's okay for them to be big at this phase; we are still at the top of the funnel.*

Discussion Points:

"Summary of Scanning Steps: Step One."

What participants have just done is the first step in the scanning process. It involved developing a laundry list of problems that are in the employees' area of responsibility. This list should be long and comprehensive.

Refer to page 45 in the workbook, "Definition of a Problem"

Exercise 2: Scanning Steps: Step Two

Instructions:

Give participants 2-3 minutes to go through their list and make sure that their problems meet the definition of a problem. Coach if problems identified are outside individual's circle of influence. If they find anything on their list that does not meet this definition, ask them to cross it off. Then ask them why they took things off the list.

Refer to page 51 in the workbook, "Prioritization Methods"

Discussion Points:

As you can see from the number of problems generated, there needs to be a way to prioritize. There are six common methods for prioritizing problems. These include prioritizing on the basis of:

- The Umbrella method: If you solve one problem, many will go away as a result.
- Ease of solving the problem (from easiest to most difficult). If employees are -coached to select an easy problem to start with, they may be more likely to have success and become engaged in the process.
- Amount of harm (from most to least). In this method, one considers whether the harm results to people or property. For example, four aggressive assaults versus 100 cases of vandalism.
- ▷ Acute political emergencies (APEs). If the city council has a problem with the number of shots fired on New Year's Eve, then the Chief will have a problem, the Captain, and so on. These problems must often be addressed first.
- Resources needed to solve the problem (from least to most). Some problems require many staff hours. Because you may have limited staffing for projects, you may need to maximize use of the resources. Some problems exceed the resources that are available. If employees recognize this, they will be more likely to be successful choosing a problem they can impact.

- Whether the problem will generate a lot of community involvement. If a problem involves lots of community members, it should be selected. This is part of the mission of the department and may help build momentum in the community around establishing partnerships.

Refer to page 46 in the workbook, "Top 3 Problems"

Give participants 5 minutes to prioritize the top three problems on their list (use workbook). Then ask for class to read out loud their top three. Ask, "Why did you choose those three as the top?"

Refer to page 47 in the workbook, "Problem Behaviors"

Ask participants to describe each problem and its behaviors in detail. (Homeless people downtown is not a description of problem behaviors. Urinating in Public, creating disturbances, blocking doorways, intimidating pedestrians are specific behaviors.)

Refer to page 50 to 52 in the workbook

- *Ask participants to pick one problem that they will commit to working on for the rest of the day. Ask them to turn to page 50 and instruct them to identify all of the stakeholders. Then refer them to page 52 and ask them to take 5 minutes to rewrite their number one problem in as specific and narrow a way as possible. Rewrite the problem statement as if you had to describe it to a co-worker who was going to the location to observe the problem.*
- *Solicit volunteers to read their problems aloud. Coach for more specifics on problem statements. Listen for problems that are really compound problems (i.e., drugs and prostitution on the corner of 2nd and Pike) and instruct participants to break them down further. The level of specificity you are looking for is that, based on the description, you could go to the location and actually see the problem occurring.*
- *Ask participants to identify whether the problems are linked in some way or need to be prioritized further. Ask participants what is known about the victims and offenders, the place where the problem is occurring and other relevant information.*

NOTE: Ask each participant to read their problem. Don't ask for a volunteer, just pick one. The instructor should identify one problem from a participant that can be used to illustrate each step of the mechanics and work that problem with the class as the curriculum is covered. Each participant will be asked to work on his/her individual problem as each instruction is given.

Discussion Points:

1. *Why were these problems selected? How do they meet the definition?* Discuss the importance of selecting problems that involve two or more incidents that are related in some way, are causing harm and that the public expects the police to solve.
2. *What are the people doing that's problematic? What are the specific problem behaviors for these situations?* Make sure that participants have clearly defined the behaviors, i.e., the who, what, where, when and how of the situation that make up the problem for the community.
3. *How many behaviors are problematic in the specified problem?* There may be several different behaviors within each identified problem that are cause for concern.
4. *Are the behaviors related or linked to one another, such that if one is eliminated, all would go away?* Some problem behaviors will appear to have a similar root cause, such that one behavior always precedes or accompanies the others.

Sample Problem: "Day laborers at the grocery store parking lot"

1. *Why is this a problem?*
Police get complaints several times/week from business owners in the shopping center where the grocery store is located.
2. *What are the problem behaviors?*
While waiting for jobs, the laborers drink, urinate in public and harass school girls.
3. *How many problem behaviors are there?*
There are three main problem behaviors.
4. *Are the problem behaviors linked?*
If you took the alcohol away, that might solve the urinating in public problem, but the business owners still don't like them hanging around at all. That appears as a fourth problem behavior. The remainder of the process needs to take all of these into consideration.

INSTRUCTOR'S NOTES: When going through this process with the participants, some may choose to discuss projects they or their employees have already completed. **In fact, they may benefit the most from choosing a completed project to analyze.** In some cases, the participant may tell you what response was chosen for the particular problem. This may be the first opportunity to caution participants about one of the most common flaws in carrying problem solving projects: The tendency to skip over the analysis stage and go straight to the response. Officers are trained responders. It is very understandable that they would jump to the response. Instructors need to be aware of this tendency as they go through the entire training, point it out whenever possible and guide participants back to the appropriate stage.

SUMMARY OF SCANNING STEPS: The Educated Guess

Refer to page 53 in the workbook

If the participant cannot form an initial guess about what is causing the problem, they should return to scanning to gather more information. This is bridging the gap between scanning and analysis.

Refer to page 52 in the workbook

Goal statements typically involve reducing the occurrence of a problem. Discourage goals that eliminate problems altogether. This is rarely, if ever, possible and will set officers up for failure. Instead, concentrate on minimizing the problem or its impact on others. Ensure that goal statements are measurable and realistic.

- *Ask participants to indicate the goal they have in mind for their number one problem, the "Problem of the Day." What do they want to have happen? What are they working toward?*
- *Use the example problem and ask participant to read his or her problem statement and goal. Be on the lookout for problems that are not stated very specifically! Ask the participant to restate the problem until it is specific.*

Discussion Points:

1. Guide participants through the restatements of the problem and development of the goal. For example, for a problem originally reported as "domestic violence":

Instructor: *What is it about domestic violence?*

Participant: Domestic Violence calls aren't being handled properly.

Instructor: *What's wrong with the handling of the calls?*

Participant: The officers aren't sticking to the protocol and the documentation of reports is incomplete.

Instructor: *So the specific problem statement is "officers"*

*are not following the written protocol for handling domestic violence calls and their documentation of these calls is incomplete".
What is your goal?*

Participant: Our goal is to improve the handling and documentation of domestic violence calls.

At this point, instructors should ask participants to review the "summary of scanning" card. Explain this can be used to make sure that people are staying on track in their scanning efforts.

Activity 9: Understanding and Supervising Analysis

Hand out "Summary of Analysis Steps" card



In many projects, analysis is either not done at all, or is done to support the response anticipated. This activity will discuss the elements of analysis and what employees can do to improve their analysis skills.

Refer to page 54 in the workbook. (Do not have participants describe the problem behavior again.)

Exercise 4: Analysis Steps (Part I): Step One

The next exercise helps employees to understand the environment that supports or inhibits a problem.

INSTRUCTOR'S NOTE: For the next exercise you will need to use the Crime Triangle and the Analysis Card. As you ask the questions on the analysis card, ask each question for every point of the triangle.

Instructions:

- *Begin by working with the example you have chosen from the class. For each point in the triangle, ask "what is happening at the same time the Problem Behavior is occurring?" Example: What is happening at the location during the problem behavior? What is happening with the victim? With the offender?*

NOTE: The class may struggle with this somewhat; you will need them to broaden their focus from just, the behavior to other things that are happening collaterally. You may need to use the Example Problem listed below to help them see what they should be looking for.

- *Once you have finished with the "during" piece, move on to "before," then "after." Make sure that you are going through the crime triangle completely for each step.*
- *When you have finished the example problem chosen by the class, ask participants to look at their number one problem and complete the worksheet on page 54.*
- *When participants are through, ask for volunteers to read their identified conditions aloud.*

Discussion Points:

INSTRUCTOR'S NOTE: It may be difficult for some people to break down problems into these three elements. Stress to them that events are happening for a reason and that perpetrators choose locations and victims for a reason. Perpetrators get something—some benefit that makes them do what they do. It is important to identify these aspects of a problem if the response is to be successful.

Example Problem: College males are hanging around a corner in the evenings peeing and vomiting in public, fighting and harassing women who walk by.

"Summary of Analysis Steps: Step One-1st Question"

What conditions or events happen at each point of the triangle before the problem behavior occurs? In our example, parties with a lot of alcohol generally came before hanging out; these parties were generally held on big game days.

"Summary of Analysis Steps: Step One—2nd Question"

What events were happening for each point in the crime triangle at the same time the problem behaviors were being displayed? In our example, it would be alcohol use and peer pressure.

Step One—3rd Question

What are the consequences, both positive and negative of the problem? Look at each point of the triangle to answer this question. It is important to look at the positive consequences of the problem for the perpetrator to understand why they are engaging in the problem behavior. In our example, males are disrupting the neighborhood and making the female residents of the neighborhood fear going near them. For the males, it's fun to hang out with their friends and make a lot of noise.

Refer to page 55, "Harms and Benefits" in the workbook

Step One-4th Question

Use overhead "What harm results"



What harm results from the problem?

INSTRUCTOR'S NOTE: This is a great opportunity to brainstorm with the class.

We examine many types of harm—the harms to the victim (physical, monetary or emotional) and harms to the location (such as property damage). If there is only property damage, then this will have implications for the type of response you plan. In our example, the harms that resulted include the disruption of the neighborhood,

the fear that the women experience when walking near the group, the harassment that some women have experienced, and the property damage.

Give participants 2-3 minutes to write down harms and benefits that result from their problem.

INSTRUCTOR'S NOTE: Advise participants to hold onto this brainstorming list and refer to it when you get to the response phase.

It is important to look at the things in the environment that allowed the problem to occur there, and try to identify what can be changed. Most often, employees can be involved in changing the events that precede the problems. Rarely can they impact on the positive benefits the offender gets out of participating in the behavior.

INSTRUCTOR'S NOTE: Analysis is often skipped because it's hard to do. It is also less exciting because it is the reflective, thoughtful part, rather than the active part that employees have been trained to participate in.

Refer to page 56, "Problem Strength" in the workbook

Summary of Analysis Steps: Step Two

The next step in analysis is to estimate problem strength. This involves an assessment of how often the problem occurs, how long it has been a problem and the duration of each occurrence of the problem. If you do not already have this information, you can get it by survey, analysis of crime data, or observation of the problem.

The reason for estimating the strength is to give a better idea of the probable length and type of your response. For example, if you have a long-standing problem, it may take a long time for your response to work. Or, if you have a problem that is of very short duration, say 30 seconds for a purse snatch, then the response option of increasing police presence is not likely to help. The police would have to be present constantly to stop this kind of crime and that requires unlimited resources.

At this point in the analysis process, it is important to take time for trouble shooting before moving on to the response. Ask yourself if, now that you have analyzed the data, you should go back and re-state your problem or re-scan.

The last sub-step here involves developing an idea about why, based on your analysis, you think the problem is occurring. Take the hypothesis you developed in scanning. If the employee cannot answer this question easily or quickly, there is more analysis to do. The supervisor should coach this employee back through the previous steps. If the employee struggles here, you know they did not complete the analysis portion completely.

Refer to pages 56 & 57 and ask participants to complete the worksheets.

EXERCISE 5: Analysis Steps (Part II): Step 3

Refer to page 58, "Redefining the Goal"

Instructions:

- Ask participants to define a goal that is based on the analysis.
- Ask participants to discuss the assets and resources that are available to them to achieve that goal (to solve the problem as stated in the previous exercise). (Continue to use pg. 58.) This is important when supervising the employee. He or she will need to be directed to think of all of the resources potentially available, not just what they think they will need. The purpose of this process is to open up options.
- After 5 or 10 minutes, ask for 2 or 3 participants to read their problems aloud, coaching for specifics. Ask for their ideas about what is causing the problems and what led them to that conclusion. Then ask participants to read their available assets. Coach for a long list of resources.

Sample Problem: An elementary school (K-6) has had problems with non-students coming onto the campus and intimidating the students by calling them names, taking their belongings and blocking their way as they walked down the hallways. This occurs mostly before and after school hours.

Educated guess: Lack of adequate adult supervision left students vulnerable to older children coming onto the campus.

Tentative goal: Eliminate the intimidation of younger students by keeping non-students coming on to the campus.

Resources: School District, Police, Before and After School programs, parents, crossing guards, bus drivers, social service providers, day care providers.

Discussion Points:

Refer to Coaching Card: "Summary of Analysis Steps (Part III): 1st Point"

It is important to define a tentative goal before proceeding with resource assessment. This will help guide the selection of resources. Note that your goal should reflect the new information, if any, you uncovered during the analysis phase.

Refer to Coaching Card: "Summary of Analysis Steps (Part III): 2nd Point"

Most people consider only those options closest to them and most familiar to them. Problem Solving encourages employees tap the expertise of the community that may have been unused in the past. Problem solving also relies on innovation

and creation of unique solutions. By brainstorming all possible resources and assets, these solutions become more likely.

Refer to Coaching Card: "Summary of Analysis Steps (Part III): 3rd Point."

Also as part of this step, employees should look at what has been done in the past to address this problem. What procedures, rules or policies have already been tried? The importance of this sub-step is to identify those things that have already been tried and why they did not work. When formulating the response, the employee needs to be aware of what options to avoid. Most often, employees go immediately to a traditional enforcement strategy for a problem response. There is nothing wrong with this. But if these traditional methods, such as arrest and surveillance, are not working, they shouldn't be continued.

We tend to think automatically of things that have worked for us in the past. When our "bag of tricks" is used up, this is the time for supervisors to step in and generate new ideas and promote innovation. The employee may say to you: "I don't know what else to try." As the supervisor, you will need to help stimulate new ideas. You can do this by asking open ended questions.

Instructors should emphasize the use of the "summary of analysis" card. Explain that this card will help keep them focused as they move through the analysis step.

Activity #10: Understanding and Supervising Response

Hand out Coaching Card: "Summary of Response Steps"



Exercise 5: Response Steps

"Summary of Response Steps: Step 1"

Instructions:

- Ask participants to work in pairs or work on one problem with the entire group.
- Ask participants to use a blank piece of paper to generate a list of all possible responses they can imagine to solve the problem they have stated, prioritized and analyzed.
- Stop participants after 5 minutes and ask a few to say how many they have come up with. Point out how quickly they were able to generate this large number of responses.

Discussion Points:

An important tool for developing responses is to brainstorm with a team. This process often produces multiple options that have more numerous elements.

INSTRUCTOR'S NOTE: The ability to quickly generate a list of responses is due to the fact that employees are trained to respond. In fact, they enjoy it—it's the fun part. Unfortunately this tendency can cause employees to rush through scanning and do little or no analysis, so that they can get to the part they enjoy and feel they are good at (and get rewarded for). The important point is that if they do good scanning and analysis, their response will be more appropriate and more effective. Having a positive impact on the problem you are trying to solve can be very rewarding.

Sample Problem: In Hayward, California, a group of kids was hanging out on a short brick wall, near a nice patch of lawn outside of a strip mall after school. They were being loud and annoying to passersby. The retail shops owners had complained frequently to the police that the kids were bad for business.

The analysis revealed that this was a particularly cozy spot for the kids to hang out. The response involved changing what happened prior to the problem, namely the comfortable nature of the spot. The officers worked with the community to install a sound system that played Muzak starting after three. In addition, a sprinkler system was installed in the lawn that was timed to come on at 3 o'clock and every 1/2 hour thereafter. The sprinkler effectively soaked the wall and the grass on the lawn.

"Summary of Response Steps: Step 2—1st Point"

This step involves considering the feasibility of the responses on the list and choosing among them. *Participants should review the response list generated and select those most likely to be effective and most feasible.*

It may be helpful to refer back to pg. 51 and use the prioritization methods as a way of determining feasibility.

Example:

Problem: An abandoned building where kids hang out and sell drugs.

Response: One option was to demolish the building

Feasibility: Maybe, but is costly and pretty drastic.

Bulldozing the building may be the most obvious choice, but it is very drastic. Alternately, the response could involve blocking all of the entrances to the structure to keep kids out. This is a more feasible project to implement. Looking at feasibility may eliminate the whole list, however, Instead of throwing out a whole plan, check to see if modifications of aspects of the plan might make it more feasible.

Refer to page 59. Write down the top 4 responses

INSTRUCTOR'S NOTE: You need to emphasize creativity in this process. Supervisors are the key to this. If they emphasize that they want creativity out of their employees and reward it, employees will be more likely to innovate.

"Summary of Response Steps: Step 2-2nd Point"

Refer to page 60 in the workbook

What needs to be done before the plan can be implemented? And who will be responsible for preliminary actions? Take a look at what you are going to need by way of resources and partners for this plan.

"Summary of Response Steps: Step 2-3rd Point"

Assign these preliminary responsibilities to specific people with specific deadlines.

You can have a great plan of action, based on good scanning and analysis, but without making sure that people are assigned to tasks, it is unlikely that anything will get done. Make an outline of the plan and the tasks associated with it for reference.

Based on your four responses, develop the action plan on page 60. Responses include collecting data.

You will need to address several issues that relate to expectations. First, state the specific goal of the plan and then consider whether the plan will accomplish the entire goal or only part of it. Then, in preparation for assessment, decide what data you will collect to measure your goal. In other words, do your responses address your goal. Then, in preparation for assessment, decide what data you will collect to measure your goal.

Refer back to page 59 and ask participants to write down the specific goal of each response and how it will be measured.

Now that the ideal plan has been worked out, work with your staff to identify the kinds of problems you may run into and what might be done to offset them or treat them when they arise. For example, if you need to work with a city agency that has been problematic in the past, work out ways to avoid those same problems in this project. It may not be necessary to trouble shoot for every plan, but it is better to be prepared for difficulties than to be caught off-guard.

Refer to page 61. Identify the potential barriers to implementing your plan. Then identify possible solutions.

Implement the plan.

Instructor should encourage the participants to review the "summary of response" card.

Activity 14: Understanding and Supervising Assessment

Hand out Coaching Card "Summary of Assessment Steps"



The assessment phase begins as soon as the plan is implemented. The two basic questions that must be answered are: 1) was the plan implemented as designed?; and 2) was the plan effective?

Refer to page 62 in the workbook

Discussion Points:

Use Overhead "We didn't try it, and it didn't work"



* *Was the plan implemented?*

It is important to evaluate whether the plan was implemented as intended because in situations where the problem is not affected by the response, you need to be able to determine if it failed because it was a faulty plan or because it had not been implemented properly.

"Summary of Assessment Steps: Step 1"

(INSTRUCTOR'S NOTE: Excerpt from *Managing Innovation in Policing*.

"We didn't try it, and it didn't work: It would be arrogant in the extreme for us to reject out of hand any and all examples of community policing' conceptual failures—where the strategy was given a fair test and flunked. But our belief generally is that most case studies and folklore about failed community problem-solving reforms are in fact stories about implementation failures. Mark Moore (JFK School of Government) expresses the view that "an important part of the reason for the difficulties in producing consistent operational successes may have less to do with the correctness of the theory of community and problem-solving policing and much more to do with the difficulty of implementing those theories correctly.

The pervasive problem of falsely interpreting implementation failures as conceptual failures was captured succinctly some years ago by Wayne Kerstetter. This seasoned police administrator-turned-academic wisecracked: "With little exaggeration, one could sum up the history of American police experimentation with innovative ideas in one sentence; We didn't try it and it didn't work."

• *What was the goal and was it attained? How do you know?*

To answer the question of effectiveness, recall the goal that was specified earlier in the response stage (pg. 58) and compare it to current information. In the early stages of assessment, the goal may not be accomplished completely but the problem is clearly headed in the desired direction. It is important to remind employees involved in the process that problems do not immediately go away simply because someone has

implemented a plan. Successful problem reduction or resolution takes time. Supervisors must help employees maintain perspective and patience while monitoring the ongoing effectiveness of the plan.

» *What is likely to happen if the plan is removed? What if it is left in place?*

If the plan is to remain in place, there may have been new strategies uncovered during implementation that may increase its effectiveness. Or, the problem may have changed during the course of the response (or as a result of the response) and the plan may need modification in some way to accommodate the problem's new dimensions. You may also have become aware of new resources that can be incorporated into the plan. When a plan is to remain in place, it may be appropriate to turn over the responsibility for maintaining the plan to community members.

For example, officers had formed a bike and foot patrol to reduce late night vandalism. The patrols worked and significantly reduced the disturbances that were at the heart of the vandalism. Unfortunately, the department couldn't afford to keep up the intensified patrols and the community was reticent to see them go; they were sure the problem would return. The officers worked with the community group to train them on what to look for and gradually phased their patrols out and the community-led patrols in.

● *How can the plan be monitored in the future?*

In any situation where the plan will remain, a procedure to monitor what will happen in the future should be developed. On-going monitoring allows for assessment of the long-term impact of the response on the problem, as well as for an increase in the response strength should the problem return to its pre-response levels. This is an acknowledgment of the fact that many of the problems we deal with don't completely go away, but require a watchful eye.

Activity #12: Documentation

Hand out "Problem Solving File" and sample forms (including an 8 1/2 x 11 notepad).



With the conclusion of this portion of the class, you have completed the problem-solving process with all of its steps and sub-steps. The questions that were asked and the information they provided are similar to the types of questions and information that should be expected while supervising employees or other problem-solvers during the process. Problem-solving forms can be used to enable employees to direct and monitor their own problem-solving efforts, to enhance accountability and to allow supervisors to assess their employees' progress and difficulties relating to problem solving. Use of these forms, however, should be determined by each supervisor in light of the employees being guided.

Use Overhead "Why Document?"



The purpose of documentation is to:

- reduce duplication of effort
- ensure complete, accurate project/case management
- increase communication between watches
- allow supervisors to monitor and coach problem solving efforts
- track department-wide problem solving initiatives.

Use Overhead "Keep Paperwork Simple"



We know that paperwork is the bane of an officer's existence. Hence, the principle: keep paperwork simple.

- **POP Tracking System**



Hand out the yellow 3x5 card for Problem Solving Projects. Supervisors can use to keep their own working file of employee projects.

Activity 13: The Expert

Use overhead "Expert vs. Collaborative" 

Refer to page 43 in the workbook

Essentially, there are two general models of problem solving: expert and collaborative. In the expert model, an outside person (expert) goes to the location (community, neighborhood, school) where the problem is occurring, identifies and analyzes the problem, and provides a solution for it.

In contrast, the collaborative model of problem solving emphasizes shared responsibility between the expert and those within the problem environment. In this model, the community participants use the expert to assist as they participate in problem identification and analysis, brainstorm possible solutions, select a plan they view as appropriate, and undertake the implementation. The expert's function is that of facilitator asking the right questions and leading the other participants to the most tenable conclusions.

Contrary to the expectations of many, the traditional approach to problem solving, especially as it is used by the police, remains almost exclusively an expert model. In such settings, community members expect that the employee will possess the resources to create and provide some needed response. While citizens may be invited to participate through community meetings, a survey process or some other form of information gathering, the responsibility for problem identification, analysis, solution formulation, and action usually remains with the police. 

Preparing Others for Collaborative Problem Solving Efforts

When one begins using a collaborative problem solving model, it is not unusual to feel frustrated and disappointed because your problem solving efforts don't seem to be working. Traditional policing focuses on quick assessments and responses. Problem solving requires a slower process that includes gathering information that most employees have never been trained or been given time to collect. It also involves redefining the roles of the employee so that a true collaboration with community is possible. One of the essential elements in this process is building partnerships. This takes time to develop, especially in communities who have a history of distrust with the police. 


Most employees need the encouragement and active support of their supervisor to work through collaboration. There is a political and social context that can make these relationships very challenging. And, we don't train people to deal effectively in these relationships. Supervisors need to buffer and trouble shoot for their employees whenever possible.

Still, the benefit of collaboration is that the monkey is not on one person's back. There is a shared responsibility for addressing crime and disorder which makes this work and the ultimate results extremely satisfying.

Activity #14: Identifying Barriers to Problem Solving

Introduction



Use Overhead "Circle of Influence"

Barriers can be subtle things that happen everyday that influence how we think or feel or how we perform our jobs. There are global barriers that the organization has to address, but this training focuses on what happens in your daily environment.

Review the Circle of Influence. There are things that we are concerned about that we have no control over. There are things within the circle of concern that we can actually influence or change. As we go through this next section, think of things that you or your employees deal with everyday that you can influence or change to support their problem solving efforts?

Show Video "Roll Call" number one and two. Turn to page 34 in the workbook. (Show both roll calls at one time.)



Show Roll Call video. *Tell participants to watch for barriers to problem solving.* When the video ends, ask participants the following three questions for each roll call (these are in workbook):

Roll Call #1:

1. *What is the sergeant's message to the squad about his support for problem solving?*
2. *"What elements are present in the video that would influence your employees' willingness to do problem solving or support problem solving?**

(* Tell participants to change this question in workbook.)

3. *Do these elements make it difficult or easy for you to coach and support problem solving?*

Roll Call #2:

Debrief the workbook questions.

Refer to page 35 in the workbook

After viewing the case studies in the last sections you may be thinking of barriers to problem solving that get in your way. *Ask participants to write down 3-5 barriers to problem solving that they see on a regular basis.* Once they have written these down, break them into small groups and ask them to share their responses. *Then ask them to select five barriers as a group that they can influence in some way. (10 minutes)* Ask them to identify 1-5 strategies or actions they can use to address these five barriers. *To debrief ask each group to name the barrier that they could be most effective in dealing with. Ask them to identify the strategies they will use to deal with the specific barrier. Use page 36 to record their responses.*

Activity 4.8 Summary

In surveys of officers all across the country conducted by the Police Executive Research Forum (PERF, an association of law enforcement executives in Washington DC), there was a direct correlation between the supervisory activity and the officer's activity. One example was that when one supervisor was assigned to a command who did not encourage problem solving activities, very little problem solving took place. A very supportive supervisor was moved in who encouraged officers to engage in this type of activity and, all of a sudden, everybody was doing it. The supervisor took a leave of absence and problem solving fell right back off. The power you have as a supervisor to influence the type of work your employees do *is* enormous.

Today, you have worked on developing tools to guide your employees in their problem solving efforts. The cards you have been given are one tool that you can use to guide yourself as you guide others through the process. Use these cards to diagnose and offer coaching assistance to your employees.

Remember, you're not going to ask your employees to read and write answers to every question you've been asked today. But, if you personally understand the steps and sub-steps, you will be more effective in guiding them toward successful problem solving efforts.

Thanks for all your work today. For those of you who are moving on to the second day, Supervising Problem Solving, be sure to take your coaching cards with you to class.

Supervising Problem Solving Overheads

Section 1	Course Goal Course Objectives (2) Four Styles of Leadership Delegating Selling Participating Telling
Section 2	Four Stages of Change
Section 3	No Overheads
Section 4	No Overheads
Section 5	No Overheads
Section 6	Deciding on Appropriate Leadership Style Leadership Approaches Involve Two Styles Leadership Style - Directing (or Telling) Leadership Style - Coaching (or Selling) Leadership Style - Supporting (or Participating) Leadership Style - Delegating (or Inventory) One Size Doesn't Fit All
Section 7	Preparing for a Meeting
Section 8	No Overheads
Section 9	Supervisors Role Analysis
Section 10	No Overheads
Section 11	Measuring Success: Officer's Perspective Measuring Success: Dept's Perspective
Section 12	No Overheads
Section 13	Dependency on Outside Agencies Supervisor's Responsibility 3 Challenges to SARA Model What's a Problem Pressure to Abandon the Model <i>SeattleWatch</i>

MODULE III: THE MECHANICS OF SUPERVISING PROBLEM SOLVING

INTRODUCTION

Hand out Workbooks and tell participants that they will need the "coaching cards" they were given in Advanced Problem Solving.

Welcome to Supervising Problem Solving. This day follows the Advanced Problem Solving course which you have already completed. Let's take just a moment to go around the room and introduce ourselves.

The purpose of this course is to provide you with some practical tools for assisting your officers/employees in their problem solving efforts. We will be using a variety of learning tools today including a self-assessment, small group work, larger group discussions, guided practice from the workbook, and scenarios.

Use Overhead "Course Goal"

GOAL: *To prepare supervisors to establish appropriate expectations of their employees and encourage their problem solving efforts.*



Use Overhead "Course Objectives"



LEARNING OBJECTIVES:

At the completion of this course, participants will be able to:

- identify their own primary leadership style and select appropriate leadership styles for different situations;
- verbalize the expectations supervisors should set for employees at all stages of the SARA model;
- diagnose the ability and willingness of their employees to do problem solving;
- identify the strengths and weaknesses of their own primary leadership style;
- assess their own skills in supervising problem solving with at least one employee;
- describe strategies to overcome supervisory challenges in problem solving;
- review their own commitment to implementing at least one strategy to support problem solving.

Discuss any housekeeping issues (breaks, lunch, restroom locations, etc.)-

Then move right into the curriculum.

Activity #13 Assessing Your Own Leadership Behaviors

Tell the participants: *"In our department, you have made a choice to accept a leadership role. This role entails being responsible for supporting your employees' implementing problem solving into the routine of their daily professional activities. "*

Today you will have an opportunity to think through your role and decide whether your leadership behaviors support or hinder your employees' willingness to use problem solving to address crime and disorder? "

Exercise: The Leadership Inventory

This is an opportunity for you to examine your own personal style to see what leadership behaviors you use in a given situation. This is a self-awareness tool for you to learn which leadership style you use most often.

Hand out LEAD Self-leadership Style/Perception of Self



Ask participants to complete the inventory on their own without discussing the answers.

Read: "This instrument_needs of others." (First paragraph under purpose.)

When all participants have completed the inventory, hand out the directions for self scoring and analysis. Each participant will score his or her inventory individually.



Use Overhead "Four Styles of Leadership"

Refer to page 13 in the workbook



This inventory identifies four styles of leadership. It is focused on leadership behaviors, not leadership philosophies, that impact the people who work for you. The four behaviors are:

- 1. Delegating**
- 2. Selling**
- 3. Participating**
- 4. Telling**

These terms are used to illustrate each style. Think of them as ways to understand how we typically deal with others when we are in a leadership role. Ask: *"So what kind of leadership behavior do you use most often? Let's explore each in more detail.*

Use Overhead "Delegating"



Delegating: This leadership behavior is one in which assignments are given and little to no hands-on supervision is required. The supervisor trusts the employee to complete the work independently and essentially gets out of the employee's way. The supervisor provides feedback when necessary, but is not involved in the day-to-day decision making of the employee. Delegating is effective when the employee has a high level of skill and is confident that he/she can accomplish the task.

Use Overhead "Selling"



Selling: This leadership behavior is one in which the supervisor is involved in the process of getting the work done, without giving much technical direction. An example of this is giving support and guidance around the direction of the project, but not giving direct instructions on how to do specific tasks. Participating is effectively used when an employee has a high skill level, but lacks confidence or motivation.

Use Overhead "Participating"



Participating: This leadership behavior is one in which the supervisor is involved in all phases of work. A supervisor who uses selling tries to balance the relationships between people with the interests or needs of the organization. Selling behaviors are demonstrated through supporting the process and directing tasks. Selling is used effectively when an employee is eager but lacks specific technical skills to work independently.

Use Overhead "Telling"



Telling: This leadership behavior is one in which the supervisor gives specific directions about what he/she wants the employee to do. A telling style leaves little to the employee's discretion. There is little to no investment in building a relationship with the employee. Rather, the focus is on developing the necessary skills that will allow the employee to perform the task assigned. Telling is used effectively when the employee does not have technical skills, lack confidence about his/her abilities, or is not motivated to work to his/her potential.

We can't ignore the effect our behavior has on our employees. It's one thing to say "go out there and be creative and innovative, find problems to solve, and let me know what you need to make it happen." It's another to say "solve problems" and then try to stifle initiative by being controlling or inflexible when employees try to make decisions to solve problems at their level in the organization.

It's important to think about your behaviors and to decide if what you are doing supports problem solving. Today, as we go through a variety of activities and scenarios, think about which of these leadership behaviors would be effective in accomplishing what you want it to accomplish.

Use Overhead "The Four Stages of Change" Refer to page 15 in the workbook

(Review briefly with SPD supervisors. This was covered in Phase I Training for Supervisors). For other agencies, spend more time explaining the stages.

**Hand out "Stages of Change"
Refer to page 16 in the workbook**



When experiencing change, there is a natural process that people tend to go through. This process has four stages: denial, resistance, exploration, or commitment. With coaching and support, employees won't get stuck in one particular stage. The purpose of understanding this model is to realize that there is a natural progression through the process of change. And, there is a specific role for leaders at each stage.

Stage One: Denial. Denial is a protective device which often feels like a physical sensation of shock. Change hits our comfortable patterns head-on. At work, you hear "this is never going to happen." There is an exaggerated "hardiness," a sense of "going through the motions." You hear silence, or "everything's OK—I don't want to talk about it."

Role of Supervisor: Confront individuals with information. Build awareness of the impact of the upcoming change. If you don't get information out, employees will make it up (rumors). Let things sink in. Schedule team meetings to talk things over. Find out from your employees what they need or want as an outcome.

Stage Two. Resistance. For the first time, you realize that the change will really affect you. ("I have to change the way I work!") Anger, fear of loss, and upset are commonplace. Supervisors see absenteeism, illness, mistakes, and careless work. They hear complaints and blame. The change process can be delayed and even lost in this stage.

Role of Supervisor. Listening is essential. Don't try to "fix" things or show over optimism. Invite and explore resistance. Allow for rituals because of loss/death of the old. Show respect for the history and traditions of the agency. But be firm about moving forward. Accountability begins at this stage.

Stage Three. Exploration. As people begin to focus on the future at their own different paces, chaos occurs. What returns first is energy, not focus. Some are paralyzed by this energy, uncomfortable with ambiguity, and need preparation and training. This is the first glimpse of the "other side"—the transformation from past to

future. Creative solutions begin to emerge. Problem solving training best begins in this stage not before, although that's not always an option for an organization.

Role of Supervisor. Facilitate. Employees need focus, direction, and guidance. Keep promoting the vision. Set priorities and short-term goals fast to catch people as they come over the line. Point out opportunities and provide training. Strengthen team connections.

Stage Four: Commitment. People can now focus on the task. They have moved from "me" to "it." This is the first time that teams can really be productive.

Role of Supervisor. Empower. Don't micro-manage. If you do, you'll regret it. Continue to communicate the purpose of the change. Create a picture of the new organization. Indicate what roles individuals will play in the transition and the new organization. Set up quick successes and celebrate them.

It may be helpful to know that it's normal to go through these stages. Most people don't stay stuck in the process. A few do and have a pretty tough time. What we do about change is really our choice. No one can force us to think differently or change our attitudes. That's why supervising problem solving is not about changing attitudes. It's about creating an expectation for behaviors that support problem solving.

Activity 3: Changing Expectations

Refer to page 19 in the workbook

Take a minute to answer the two questions on page 19.

Ask: *"Has the role of the patrol officer changed in the last five to ten years? How? "*

Ask: *"Has the role of the first line supervisor changed in the last five to ten years? How? "*

Perhaps the most significant change is the increased demand on the officer to better deal with community problems. The idea that police departments are accountable for solving community problems is not new. What is new is the expectation that individual patrol officers are also accountable for addressing community problems. In the past, officers were successful if they used the existing system well and they demonstrated a variety of skills related to arrest and prosecution. Officers were not responsible for addressing community problems as these were considered too large and outside the scope of the individual officer. It was up to the people designing the "system" to see that conditions were changed and long-term problems fixed. Today, the system is not so clearly defined, nor is the role of the officer. Officers are asked to look for underlying conditions that cause problems and to use resources to alter those conditions. To what extent officers do that, and how they measure success, form the basis of setting modern expectations.

Exercise: Changing Expectations

Refer to page 20 in the workbook.

Think about these questions in light of their own experiences. (When participants have completed the worksheet, review answers as a group.)

Answer (a) and (b), then do Discussion Point #1.

- a) *Ask participants to recall a favorite "duck pond" or "cherry patch."*
- b) *Ask participants what their supervisor's expectations were related to enforcement at these locations.*
- c) *Ask participants what their supervisors were expecting related to dealing with the cause of the problem.*
- d) *How was your success measured?*

Discussion Point #1:

Were you expected to go beyond enforcement to attempt to deal with the causes and to provide meaningful relief to the community? In the past, officers probably were not expected to go this extra step. Now they are; the expectations have changed.

Discussion Point #2:

Did your supervisor think you were doing a good job? Is it easier or harder to supervise in a problem solving environment? It may be harder to supervise officers in a problem solving environment because it is harder to measure success. Success is now a subjective measurement, based on the content and quality of community interaction and community satisfaction, rather than on objective statistics such as arrest rates.

Activity 24: The Importance of Expectations

Most police departments today are in the middle of organizational change. While Chiefs and city officials have embraced the concept of community policing and/or problem solving, those ideas have not been translated into clearly defined roles. In many agencies, concepts themselves are not clearly defined. Problem solving gets lost in the emphasis on directed patrol tactics and tactical action plans.

Having clearly defined expectations is vital to an employee and the organization. Expectations allow goals to be set and progress to be measured. It is the most basic element in supervision. *Note: The purpose of this first exercise is to have participants recognize and acknowledge the importance of expectations and clearly defined tasks, responsibilities and roles for all organizational members.*

Exercise: Expectations of Officer Williams

1. Ask class to turn to page 21, the case study of Officer Williams. Ask the class to read the case.
2. Refer the class to the worksheet on page 22 on Officer Williams. Ask the class to work in pairs and respond to the questions:
 - What are the expectations of Officer Williams?
 - Are there contradictions in the expectations? If yes, circle those that are contradictory.
3. Have each participants record his or her answers on the handout. Ask for volunteers and list the expectations on the board or flip chart as follows.

Expectation	How transmitted

Discussion Points:

What are the various ways that expectations are transmitted to Officer Williams? Expectations are expressed through supervisory comments, evaluations, commendations, disciplinary measures, and by observations of how others are treated.

What are the contradictions in these expectations and how might they impact an officer? The contradictions involve confusion over whether the officer is really supposed to do problem solving. This may lead to confusion about what the officer is expected to do in order to please his or her supervisor.

How does our Department compare to where Officer Williams' department is in the change process? Officer Williams' organization is probably in the early stages of introducing problem oriented policing. There is a new mission statement, they offer

some commendations, but there are not real expectations for actual problem solving to occur. Traditional police work is still carried out exclusively by some officers and they are heard openly opposing the program without repercussion. There are many mixed signals.

It takes time to change these opinions and move toward a new style of work. The first step is to restate what is trying to be achieved and to set very specific expectations of the officers who will be doing the problem solving.

Segue:

So, whose responsibility is it to transmit clear expectations to your employees? It's yours! As we move into the next section, we're going to be talking about how you can do this clearly and effectively.

Activity #5: Setting Expectations in Problem Solving

The purpose of this discussion is to define the basic expectations of an employee in Problem-Oriented Policing. The type of expectations emphasized are those placed on officers for use of their discretionary time, the time during which they can choose what to do or what not to do. This may be the time they have between emergency calls or designated blocks of time approved by a supervisor.

INSTRUCTOR'S NOTE: Some officers and supervisors object at this point and comment that there is not discretionary time in the department for patrol officers. In almost all circumstances, however, this is not the case. Officers usually have time with which they do what they think is important or what the department demands. A simple example is an officer taking the initiative to run a license plate for a suspected stolen car. If the officer discovers that the car is stolen, recovers it and/or makes an arrest, the officer has done so on his or her own initiative with the time he or she had available. Chances are, unless the officer is using all of his or her time to make auto theft arrests, the officer, the squad and the department would all think the time was worth while—even though there were no life threatening situations.

The most important message to get across is that when emergency calls are backed up, officers answer calls. However, when they have 15, 20, 30 minutes or longer of "uncommitted time," the supervisor needs to be clear about what his or her expectations are regarding how that time will be used.

General Expectations

Before we look at discretionary time, let's take a look at the general expectations a supervisor might typically give to an employee.

Show Video "General Expectations, Scenario 1"

Ask participants to answer the questions:

- *What are the supervisor's expectations of the officer?*
- *Will these expectations inspire an officer to do professional, innovative work or just get by?*
- *What expectations has the supervisor given regarding the officer's uncommitted time? (none)*

Refer to pages 26 and 27 in the workbook, "Community Solutions" and "SPD Expectations for Patrol Officers"

A working group of officers in SPD (over 60 participated at different times during the course of this project) identified four areas of professional competencies that supervisors could measure to assess an officer's performance: teamwork, beat integrity and knowledge, technical skills, and

problem-solving decision making. These competencies will be incorporated into performance evaluations.

Ask participants to read the Expectations Summary on pgs. 26-27. Once everyone has read these...

Refer to page 31 in the workbook, "General Expectations"

Ask the participants to follow along with the supervisor. After the supervisor names an expectation, stop the video and ask the participants to write down specific behaviors that they would expect from their employees for that expectation. It's important that these expectations are in your own words. The expectations are:

- teamwork
- beat knowledge
- technical skills
- problem solving/decision making
- other (individual to a particular supervisor)

(After each expectation the screen will show "describe behaviors that demonstrate competency in_____".)

Once the video exercise is complete, ask for one or two behaviors that supervisors included for each expectation. (Share samples of expectations that are currently used inside the SPD.)

Refer to page 25 in the workbook, "Setting Expectations for Discretionary Time"

Once the general expectations are clear to your employees, it is important to be as clear about discretionary time. *Ask participants to list the expectations they would place on an employee for use of his or her free time as it relates to problem solving.*

Refer to page 32 in the workbook, "Expectations for Problem Solving"

Then, using the role play exercise below, ask participants to use the handout to work through the exercise. Ask the participants to watch for expectations that support each step of the SARA process.

Hand out Role Play Script:

Supervisor: *Joe/Mary, I want to talk with you about my expectations for you when you have free time.*

Officer: *Don't worry, Sarge. I pride myself on being proactive so I'll find plenty to do.*



Supervisor: *That's great, Joe/Mary. There will be times when priority calls are backed up and my expectation is that you will take care of the calls in your district and support other officers who are responding to priority calls. However, you and I both know that there will be times when you are clear. I expect you to use that time to learn what crime-related problems are in your district. I want you to get to know the people in your district and get input from them in prioritizing the problems.*

Officer: *No problem. I try to get out of my car and meet business owners whenever I can.*

Supervisor: *That's a good start. I also expect you to know why problems are occurring and to be familiar with the resources that are available to help you solve the problems. I want you to meet the Crime Analysis Detective and find out what CAU can provide for you as well.*

Officer; *Yeah. I heard that we can get maps of hot spots in our districts.*

Supervisor: *That's right. There are other tools available that I can help you locate and you can get information from other officers. Marty Larsen is a great resource to our squad so get acquainted with her right away.*

Officer: *I met her yesterday. She told me that she's available to help me once I get squared away here.*

Supervisor: *Good. Once you learn to use some of the precinct resources to understand why problems are occurring in your district, I expect you to do something about the problem. Whatever you do should be related to what you learned about the problem. I'll be here to help you set goals and find the resources you need.*

Officer: *So, I can ask either you or Marty?*

Supervisor: *You bet. But it's my job to make sure that you get the support you need. My final expectation is that you will know if what you are doing is working and why it's working or not working. You're not going to be able to eliminate every problem, so we can figure out together when it's time to evaluate your efforts. I do want you to know that I've heard good things about you and I'm glad you're going to be part of my team. This is a good group and I think you'll enjoy working with these folks. Any questions?*

Officer: *Nope. I think I'm pretty clear about what you expect. I may come back with more questions later. Is that ok?*

Supervisor: *It sure is. But, I'll be checking in with you on a regular basis.*

Give the participants time to complete the worksheet. Then, debrief the exercise by asking participants to share what they heard for each step. (Point out that the acronym SARA was never used). Use a second color marker and write down expectations on the flip chart.

Now go, back to the worksheet on page 25 on which participants listed their expectations for the use of discretionary time. Ask participants to consider the following questions in light of their own expectations for employees.

What expectation did you give that shows you expect your employee to look for problems (SCAN)?

What expectation did you give that shows you expect your employee to figure out what's causing the problem (ANALYZE) ?

What expectation did you give that shows you expect your employee to respond to the problem based on what is actually causing the problem (RESPONSE)?

What expectation did you give that shows you expect your employee to find out whether their response to the problem worked or not (ASSESSMENT)?

Discussion Points:

Expectations for Scanning

What are our expectations for scanning? That employees will know what crime-related problems are occurring in their areas of responsibility and be able to prioritize them based on input from the community.

Expectations for Analysis

What are our expectations for analysis? That employees will be able to determine why problems are occurring and know what resources are available to help solve the problem.

Expectations for Response

What are our expectations for response? That employees will do something about their community's problems based on the analysis.

Expectations for Assessment

What are our expectations for assessment? That employees will know if what they are doing is working and why.

INSTRUCTOR'S NOTE: Some classes may struggle to come up with a list of expectations. *Ask each participant to talk about what they would tell a third-year employee who just transferred to their unit. Or, tell the class to pretend that you work for them and you ask them to "tell me what I have to do to make you happy. "*

How are these expectations made clear to employees? The first line supervisor must be clear by stating verbally and/or in writing to the employee what he or she expects.

What happens when there are no clear expectations? The employee will try to guess what he or she should do on the job and problems may or not be addressed depending on the individual employee.

Activity 16: Situational Leadership and Supervising Problem Solving

There are many leadership theories in existence. What we're looking for in our organization is an approach that helps us hold onto a set of organizational values but allows flexibility in getting other to practice these values. A practical set of skills that supports this kind of leadership was developed by Hersey and Blanchard. It is called Situational Leadership. Think back to this morning and recall if you had a strong predominant style. Although Hersey and Blanchard call their styles something different, you'll be able to recognize the commonalities between the two.

Refer to page 37 in the workbook, "Situational Leadership."

Hersey and Blanchard believe leaders should examine two important aspects in their employees when deciding on an appropriate leadership style: the person's ability to perform a task and his or her willingness to perform it. The combination of these two factors is termed the "*readiness*" of the employee. This will dictate the appropriate style of leadership for that employee.

Use Overhead "Deciding on appropriate leadership style"



Use Workbook, page 37: "Situational Leadership—Ability/Willingness."

When determining the ability of an employee, Hersey and Blanchard emphasized measuring the actual demonstrated ability and not an assumed ability based on things such as tenure, education, etc. This is particularly important in police work since many agencies are changing the way they view the role of the officer. New roles require new skills, such as working in teams, facilitation skills and working with the community. Many seasoned employees and supervisors were not recruited for, or expected to develop, these skills. When determining the willingness of an employee to perform a task, it is important to look at the employee's desire to perform the task as well as their confidence that they will be successful in completing the task. So, ability involves skills and knowledge. Willingness involves the employee's desire and confidence. The combination of an employee's ability and willingness equals their level of readiness.

Use Overhead "Leadership approaches involve two styles"



Refer to page 38 in the workbook: "Situational Leadership—Relationship/Task"

Leaders who are high on task orientation concentrate on giving how-to's and directing the specific activities of the employee. Leadership approaches involve two styles: task-oriented and relationship-oriented. Relationship-oriented leaders concentrate on active listening, participating, encouraging and spending time with the employee. Leaders can fall anywhere from high to low in both styles.

Refer to page 39 in the workbook: "Situational Leadership—Leadership Style."

The type of readiness observed in the employee in specific circumstances is what determines how these two elements (task or relationship) will combine to form the style of leadership in that situation. (Explain how the matrix can be read.)

Then explain the styles. Tell the participants that these styles are very similar to those in the Leadership Inventory.

Have participants refer to page 39 when going through each style.

Use Overhead "Leadership Style—Directing" (or Telling)



The employee at the lowest level of readiness (once again referring just to a specific circumstance or set of circumstances) is an unwilling employee with little or no ability to perform the necessary functions. It is important for the supervisor at this level to provide specific direction that is task oriented. This is a low relationship, high task style of supervision. This is best described as a "directing" style of supervision.

Use Overhead "Leadership Style—Coaching" (or Selling)



The next level of readiness is someone who is *willing but not able* to perform a specific task or function. An example would be an inexperienced employee who wants to work on a complex case. Assuming the employee could not be immediately trained to sufficiently handle the case (therefore bringing the employee up to an "able" status), the most appropriate supervisory style would be to still give specific direction but to explain the reasons behind those directions. This is a high task, high relationship style. This is best described as a "coaching" style of supervision.

Use Overhead "Leadership Style—Supporting" (or Participating)



The third stage of readiness is an employee who is *able, but not willing* (or confident) to perform in a specific area. The appropriate supervisory style would be to maintain a high relationship with the employee, but give little direction. This is best described as a "supporting" style of supervision. *Caution*, The most common mistake here is misdiagnosing a person's ability. Unless someone has recently demonstrated ability in a specific area, it is far better to assume the person is unable and then give specific direction.

Use Overhead "Leadership Style—Delegating" (same as Inventory)



The final stage of readiness is an employee who is both *willing (also confident) and able*. This employee is the kind of person who knows what to do and how to do it. The supervisor assigns or approves work but allows the employee the freedom to make decisions and overcome obstacles on his or her own. The supervisor maintains a low task, low relationship style. This is best referred to as a "delegating" style of

supervision. Although this stage calls for decreased interaction between the supervisor and employee, there is always some level of on-going relationship initiated by the supervisor for the purposes of recognition, communication, etc.

Use Overhead "One Size Doesn't Fit All."



The challenge is to support your employees by using the most appropriate leadership skill for their individual level of readiness. Remember, "one size doesn't fit everyone."

Activity #7: Framework of a Meeting.

How do you begin the process of giving clear expectations to your employees? The first step in supporting your employees is to be aware of what each person is doing with their time. Having a meeting with an employee is one of the simplest ways of finding out. Meeting with an employee does not assume either good or poor performance, it simply creates an opportunity to learn, give praise and/or clarify expectations. Some basic principles should be used as a guideline when meeting with employees to discuss their performance.

Be prepared for the meeting. This type of meeting is not served well by having an informal talk in the locker room or the hallway. By scheduling a time and place, you send a message that this meeting is important to you.

Refer to page 40 in the workbook

Use Overhead "Preparing for a meeting"



Preparing for a meeting:

1. Know what you want to say to the employee before starting the meeting. (*NOTE: This is NOT in the workbook so participants need to add it to their notes.*)
2. Know what concerns the employee may have before starting the meeting.
3. Select a time when you can take an appropriate amount of time to spend with the employee.
4. Talk in a quiet (if possible, private) place.
5. Don't discuss general concerns; make sure you have specific questions for the employee.

(Do not cover this material in your presentation. However, do realize that it's included on the worksheet. Refer participants to workbook for tips on structuring the meeting.)

Framework of the meeting:

1. Determine what the problem is***
2. Ask, "What's going on now?"
3. Brainstorm options for action.
4. Determine which action and ask for a plan to make it happen.
5. This is not a time for the supervisor to be talking. Limit your own air time. Maximize the amount of time the employee is talking.
6. Require goals and time frame.
7. Limit your air time. Stay focused on the employee.

8. Setting a time to follow up can be an opportunity to help the employee succeed by reinforcing successes.

NOTE: "Action" does not refer to the response in the problem solving model.

*****ASK QUESTIONS:**

Examples of questions a supervisor could ask to help an employee determine a problem include: (#1 determining what the problem is)

- *"Make a list of the problems in your district. "*
- *"What nagging call would you like to get rid of? "*
- *"What street in your district do you never want to drive down? "*
- *"How well do you know your district—do you need to talk to business owners or community members before you can identify a problem? "*

The supervisor's role is to clarify the problem by restating it. After clarifying the problem, the supervisor should state it in measurable terms.

Examples:

- "You get called out to the Amore Apartments 1-2 times a week."
- "You never want to drive down Yellow Brick Road Avenue again."
- "You have not attended the last three community council meetings and have been pulled out of your area four of the last five nights because of staffing issues."

Let's review the material we've just covered by watching a supervisor who is working with employees at different stages of readiness.

Show Video "Readiness"





In the next four activities, we're going to look at your role as a supervisor in supporting your employee at each step of the SARA model, so everyone should get out the coaching cards from day one. We are going to start by looking at the role of the supervisor in the Scanning step.

Use the worksheet on page 43 as participants watch video.

Show Video Vignette "Smith Interview, Part 1"



Discussion Points: (refer back to page 39 in the workbook)

1. *Ask the class to identify the leadership style of the supervisor. What specific behaviors did you see that caused you to select that style? These include that the supervisor did all of the talking, used no relationship skills, only task skills, asked no questions, did not allow the employee to discuss what was important, and did not reinforce expectations that were given earlier.*
2. *What if any new information was learned regarding Officer Smith? None. How would they rate Officer Smith's readiness? (unwilling/unable), but we really don't know.*
3. *Tell the class that this style of conducting an interview is not only counter-productive, but it requires the supervisor to do most or all of the talking. This is difficult for many supervisors considering the nervousness and tension that commonly exists when confronting an employee. While this may appear to be directing, it doesn't really involve specific direction that is task oriented, measurable and to be accomplished within specific deadlines.*

Exercise: Officer Smith: Part 2.

Let's look at the officer and sergeant again with a different approach.

Show Video Vignette "Smith Interview 2"



Refer to page 44 in the workbook

Discussion Points:

1. *Ask the class what information was learned and how they would rate Officer Smith's "Readiness" level (unwilling and unable).*

2. *Using the matrix on page 39, what leadership style did the supervisor appear to be using? Describe how the direction given by the supervisor was low relationship/high task.*

Ask class what else the supervisor could have done that would have been helpful to Officer Smith. (Reinforce expectations and ask if there was anything Officer Smith needed in order to do what had been asked of him.)

These expectations can be done just as easily with detectives and may include:

- looking for crime patterns—not only location, but time of day.
- reconnecting with patrol and identifying problems by talking with beat sergeants and officers.
- also assist patrol in understanding how their work affects the quality of our investigations.

Activity #9: The Role of the Supervisor in Support of Expectations—Analysis

It is sometimes difficult for employees to properly analyze problems. Many employees quickly identify a problem (or at least the symptoms of a problem) and move into a response mode.

Refer to pages 46 to 48 in the workbook, "Unhappy Home" Journal Pages

INSTRUCTOR'S NOTES: In the following case study, the officer's journal from a POP project file is handed out to the class. The project shows that the officer essentially moved from Scanning, to Response, to Assessment, back to Response, to Assessment, back to Response, etc. The officer made some assumptions regarding certain information and eventually chose a course of action that was minimally effective and in some ways unjust. ^ _ _

Explain that the "Unhappy Home" case study is based on a real situation. In this case, a single detached home in a residential neighborhood was apparently abandoned. The house was on blocks and looked as if it were under repair at one time. There were no windows left, old boards were pulled from the doorways, and the interior was in shambles. The house and yard were being used by drug dealers and users. Although many arrests were made, these problems persisted for over two years. The journal shows that the project officer contacted the city building inspector and that the house had been declared a hazard. According to the inspector, the owner of the house was uncooperative. The Code Inspection Department, which would be similar to DCLU in Seattle, was in the process of attempting to seize the house and demolish it. They told the officer the process would take about one year to complete.

After making some decent attempts at enforcement, the officer decided to support the goals of the Building Inspection Department. The officer saw his or her role as monitoring and providing occasional enforcement until the house was demolished.

INSTRUCTOR'S NOTE: By reading the journal, the class should determine that very little was done to thoroughly understand why this problem occurred and was still occurring. The officer did a good job of keeping track of the problems and making an effort to make arrests over several months. The officer also made some efforts at using other resources, such as the Narcotics Unit and the building inspector.

EXERCISE: "The Unhappy Home."

Refer to page 49 in the workbook, "The Unhappy Home"

Instructions:

For this exercise, have the class work in pairs, using the worksheet on pgs. 49-50. Hand out the case file to each participant and ask them to organize the officer's efforts into the four stages of the SARA model using the worksheet. Record their answers on pg. 49-50.

The participants should:

- *identify the strengths and weaknesses of the project.*

Then, as a class, form a consensus on where the officer's efforts fit into the four stages of the SARA model.

NOTE: There was very little analysis. _____ = ^ ^ ^ ^ ^ ^ _ _ _ _ _ _ _ _ _ _ a c _ _ _ _ _

Discussion Points:

1. *What were some of the strengths of this officer's work? He/she was proactive, worked with the community, used a variety of resources, was persistent and took ownership, and did some follow-up.*
2. *What were some weaknesses? He/she didn't get enough information, abandoned the SARA model, did not identify all stakeholders, had information that was not recorded, did not follow up on some information, and did not do analysis.*
3. *What coaching questions could you ask to get the officer to focus more on the analysis?(Refer them back to analysis questions on the cards from Advanced Problem Solving).*
4. *Discuss the likely "readiness" level of the officer regarding each coaching issue and briefly discuss how help could have been given.*
5. *Revisit the problem statement on pg. 46. Did the employee identify the correct problem?*

INSTRUCTOR'S NOTE: If this curriculum is given to smaller agencies, they may assume this problem was of sufficient magnitude that much more should have been done by the officer and the department. It may be necessary to point out that in many cities, there are drug houses in every neighborhood and the time the officer spent actually trying to address the problems at "The Unhappy Home" was realistic.

Provide the class with the following details resulting from a proper analysis. *In this situation, the owner of the home was a victim of fraud. She was elderly and living alone on a fixed income. She used her savings to repair her home, but was swindled by a contractor. She was unable to finish the work on her home and had to move in*

with relatives, abandoning the house. As far as the building inspector was concerned, she was uncooperative because she would not, or could not, fix the code violations.

The officer who actually worked the case almost chose the same path as depicted in the journal; that is, to monitor the property and support the abatement and demolition of the property. However, he did personally contact the owner and eventually facilitated a no interest loan from HUD to repair the home. The house was repaired and all of the problems disappeared.

Refer to page 51 in the workbook, and use Overhead: "Supervisor's Role in Analysis"



It is important for supervisors to recognize the need to:

- *analyze problems (if you want to solve the right problem);*
- *identify barriers that prevent good analysis (and troubleshoot them for your employees);*
- *and facilitate proper analysis (ask the right questions to get your employees to think through what they're trying to accomplish).*

Activity #10: The Role of the Supervisor in Response

There are several common problems that occur in the "response" stage in problem solving. Officers frequently do not choose appropriate or achievable goals, or they lack the ability or knowledge to implement plans. Resources may be hard to obtain and organizational barriers often exist.

In the following case study, an officer attempts to take on the problem of vagrants in a historic district in the community. The officer is dedicated, energetic and creative. The officer conducts a thorough analysis and begins his/her "response." The officer experiences some problems along the way that ultimately lead him/her to quit the project.

EXERCISE: Officer Stern and Vagrants

Refer to pages 52 and 53 in the workbook, Stern Scenario.

Instructions:

1. *Ask the participants to read the case study individually, then break them into groups of 3-4.*
2. *Using the "Red Flag" worksheet (pg. 54) and a flip chart, have them:*
 - *identify the problems encountered by the officer that should have been red flags to the supervisor,*
 - *indicate what leadership style the supervisor should have used, and*
 - *what action should have been taken to help this officer.*
3. *Once the worksheet is completed, bring the class back together and list the red flags or problems encountered by the officer.*

Discussion Point: Small Groups

1. *What were the red flags?*
 - The first problem that arises is that the officer tries to "eliminate" the vagrants from the area. This is clearly an unrealistic goal.
 - Then, as the officer begins working on the plan to involve the community, he/she finds that the citizens are inconsistent and unorganized. The officer lacks the experience in community mobilization to understand what needs to occur.
 - The officer also runs into trouble with the City Attorney's Office when his/her citations are returned because of procedural problems. Dealing with the City Attorney's Office is an area that many officers feel is outside of their authority and ability. The officer also does not understand all of the case law

regarding transients* rights to their possessions. The officer did not know to anticipate this and is angered and surprised to know he violated the law.

2. *What could have helped the officer?*

- In this case there is a clear failure of supervision. The supervisor likely assumed the officer was willing and able to implement their plans. In fact, the officer was in need of specific direction and assistance.
- The supervisor should have:
 - directed the officer to narrow his/her goal and explained their reasons for doing so (the project could always be enlarged if successful);
 - brought in someone with experience to work with the community.
- The officer could have been coached through the process of community partnerships, with the supervisor shifting from a high task/high relationship approach, to a low task/high relationship approach;
- The supervisor could have stepped in with the City Attorney issues and removed the barrier. This officer tried to handle this project alone.
- With the right approach, a supervisor could have helped to create a team effort. By bringing in others with a variety of experiences, some of the problems could have been avoided.

Activity 4: The Role of the Supervisor in Support of Expectations—A Assessment

There are two different perspectives regarding the assessment of a project: (1) were the goals of the project met; and (2) why or why not. However, there are other factors that are extremely significant and valuable. Let's go back to the Stern scenario and talk about these two questions.

Refer to page 55 in the workbook: Officer's Perspective. Give participants a few minutes to answer the questions on pages 55-56. Facilitate a discussion using participant answers.

Use Overhead "Measuring Success: Officer's Perspective"



One of those factors is the development of the officer. People are the most expensive and precious resource to any organization. It is completely justified for a supervisor to consider a project a large success, even if the actual goals were not met, if the officers involved developed in a positive way.

Refer page 56 in the workbook: Department's Perspective. Facilitate a discussion using participant answers.

Use Overhead "Measuring Success—Department's Perspective"



There are several other factors as well, such as:

- does the community feel better about the department or about the problem (community satisfaction is a measure of success)
- were new community partnerships developed (will this be positive for addressing other problems)
- was a new resource developed (one that can be utilized in the future)
- was a resource used in a new way that will have a broad impact on other problems as well (lessons learned that can be applied by other department members).

Refer to page 58 in the workbook: Five Measures of Success

It is important to remember in the business of problem solving that actually "solving" a problem will not happen very often. Given the nature and complexity of our work and the types of crime and disorder problems we deal with, it's important to remind your employees that reducing, preventing, and managing problems more effectively are also measures of success.

On a flip chart, record responses to the question, *"What are some ways you can reinforce successes other than eliminating the problem?"*

- positive, public comments about good work
- evaluate process as well as outcomes
- redirecting employees when goals need to be modified or revised
- advocate for them with other units and agencies
- remind employees that eliminating problems completely is a rarity.

Activity 12 Summary and Conclusions on Supervising Problem Solving

Refer to page 61 in the workbook: **Little Leaguers**. Read instructions to prepare participant for reading article on page 59 and 60, "Little Leaguer."

Exercise: "Little Leaguers"

Instructions:

1. Ask participants to imagine that one of their employees read the article on the little leaguers and decided that something must be done. He/she gives you the article to read to get your input.
2. Ask the participants to read the article and use the worksheet to answer the following questions: (use Coaching Cards to help people debrief as they work through it)
 - What is your initial, gut reaction to the article? How many of us would typically say something like: "Don't worry about it. We've got plenty to take care of without worrying about this. Why would you want to take this on?"
 - What actions would you take to support the officer if he/she decides to open a project on this scenario?
 - a) Ask the officer why he/she is interested.
 - b) Encouragement, reinforcement of "circle of concern, circle of influence." How much of this could the officer influence?
 - c) Assist in correctly identifying the problem after analysis is done.
 - d) Assist in identifying all the stakeholders. This problem belongs to many others besides police.
 - e) Schedule regular meetings to follow up on officer's progress.
 - f) Assist officer in identifying and obtaining resources.
3. Ask the participants to share their reactions and responses.

Discussion Points:

1. In essence, this employee has just requested that you coach and/or mentor him or her and has expressed a desire to improve in his/her job. Use this as an opportunity to work with the employee to achieve his or her goals. Your response to the employee should be related to the particular nature of this employee. Ask the employee why he/she is interested in this problem and encourage the employee's initiative and/or involvement in problem solving based on the individual's skill level.
2. How do you see your job? Turn to pg. 89, "Goals of Coaching." Are you there to discourage or inspire your employee to try on new skills?

Activity #13: Communicating Your Personal Commitment to Problem Solving

The person your employees most want to please in the organization is you. It doesn't really matter what the chief or *SeattleWatch* says about being accountable for crime and disorder in our areas of responsibility. It is the supervisor who has power and influence over the day to day work, the morale of the unit, approving vacation and time off, providing support when people aren't getting along or customers complain. These activities are the ones that matter to our folks, that make coming to work either a pleasant or a stressful occasion. The point is that what you say and do matters. It is also interpreted by your employees.

We all know people who "talk the talk, but fail to walk the walk." They say the right things, but their actions contradict them. This can easily happen to you with problem solving. To help avoid this, we offer several "tips" that will demonstrate your commitment to supporting your officers/employees as they go through the change process.

Tell participants: In your workbook, there are some tips on how to enhance personal power.

Refer to page 71 in the workbook regarding assumptions.

1. *Don't assume that your employees know which agencies are willing to work with the Police (willing, but not able).*

Hand out and discuss briefly the "WHERE TO TURN" Resource Guide from the Crisis Clinic.



Supervisors need to take time to inform employees about these agencies and their potential resources and encourage employees to locate them within their assigned areas. Supervisors must realize it is their role to expand an employee's vision and remove the barriers encountered.

2. *Don't assume that once employees know which agencies will work with them, they know what procedures to follow in working with them.*

Use Overhead: "Dependency on Outside Agencies"



- Do employees know whom to call and when to do so?
- How will employees determine whom to work with?
- Will officers be given the flexibility to meet and confer with personnel without being interrupted by normal duties (i.e., respond to calls)?

Use Overhead: "Supervisors' Responsibility."



Don't assume that employees can plan and coordinate the agendas, needs, and constraints of people in these organizations. This is the role of the supervisor. In the past, this is an area in which the department hasn't provided training for any employee. However, many people in our department have developed expertise in maneuvering through the political and bureaucratic mazes that create frustration for employees trying to solve a problem.

- This process is similar to tactical operations in terms of planning and coordination of activities.
- It takes time and patience to do this.
- Expect officers to experience difficulty meeting with citizens to identify problems, set priorities and assign responsibilities.

Optional: Refer to "Specific Elements Needed to Support Problem Solving," page 74. Review these elements as a reminder to supervisors of the environment they will need to create for problem solving to be successful.

There is another consideration for supervisors as you assist your employees with their problem solving efforts.

• Use Overhead "Three Challenges to the SARA Model" Refer to page 75 in the workbook



Many departments have been working with the SARA model for quite some time. We are learning through their experiences that this model is not free from criticism. While it is still an effective approach to teaching employees how to implement problem solving, we feel it is important to discuss some of the challenges associated with this model.

There are three challenges you should be aware of:

1. Trouble differentiating incidents from problems.
2. Abandoning the model when they are under pressure.
3. Being unprepared to handle complex problems.

Refer to page 76 in the workbook: "Know the Difference!"

Exercise:

Ask participants to discuss the difference between an incident and a problem.

Ask participants what confusion they already see regarding incidents/problems.

(An incident is a single, isolated event. A problem involves:

- 2 or more incidents;
- similar in nature— behavior, time, location, people

- capable of causing harm
- of concern to both police and community)

Use Overhead: "What is a problem?"



1. Remember the definition of a problem and require your employees to memorize it.
2. Employees must be required to spend time analyzing their problem(s). As a supervisor, you are confronted with two traditional obstacles to this. *Ask supervisors what they believe the obstacles are?*
 - Officers are trained to react quickly and do so regularly.
 - Officers believe they know what to do, and will forcefully argue they don't have time to analyze problems.

As a supervisor, it is your job to teach officers when to engage in analysis activities and when to respond to issues on demand. This means that you need to have a clear understanding of these principles. We are not trying to replace quick responses with delayed responses. Officers need to know when it is appropriate to do either activity, but both are required.

3. You will probably find officers will need to be convinced they don't know what substantive community problems are. We are no longer assuming the role of expert about problems in the community. We need to ask the people who live and work there what the problems are from their perspective to truly understand them. We are very good at responding to problems. (As Harv Ferguson said yesterday in Advanced Problem Solving, we typically left out analysis.) However, the point is that we can't solve a problem if we have incorrectly identified it. That's why we need to know from the community what the problems are.

INSTRUCTOR'S NOTE: If you do the next exercise, don't use the next overhead; it gives the answers.

Use Overhead "Pressure to Abandon the Model."



The principal reasons officers want to abandon the model is because they experience trouble with each of the four steps or they don't see the connection between the steps. The most important thing that supervisors can remember about using this process is that there is no need to use it if you can quickly solve a problem. So, encourage your employees to do the work that will help them reduce their returning repeatedly to the same locations.

INSTRUCTOR'S NOTES: Some reasons that officers abandon the model include:

- Officers don't scan because they would rather be told what to do;
- Officers pick problems that are too big, or they misclassify isolated incidents as problems;
- Officers like to start with a response and work backwards through the model justifying their actions on the basis of their response;
- No assessment criteria are developed to measure individual or neighborhood success or failure.

Refer to page 78 in the workbook: "Officers Are Not Prepared to Handle Complex Problems and Levels of Problem Solving."

The last challenge with the SARA model occurs because employees are not prepared to handle complex situations. Complex situations are associated with global or complex problems.

You can teach employees to distinguish between simple, moderate, and complex problems.

The level of complexity associated with each type of problem increases as the problem becomes more difficult to address. We want to keep employees focused initially on the simple problems—those they can handle without assistance. Eventually they will build confidence and skills to handle moderate problems.

Even when employees begin with simple problems, supervisors must be able to determine their employees' readiness to handle the problem they have identified. Recall the previous section on setting expectations when readiness was defined in terms of an individual's willingness and ability to proceed with their responsibilities. If an employee is not ready, it really doesn't make any difference what type of simple problem is identified. The employee will not be able to handle it effectively, thereby making your life as a supervisor tougher.

Optional: Refer to page 79 in the workbook, "Supervisory Challenges"

(When doing this part, if an issue has come up during the day but is not listed on page 79, adapt it and replace it with one that has come up.)

Exercise:

Continue to work in small groups and use worksheet to list at least five ways you as a supervisor can deal with each one. They are:

- lack of management support
- failure to keep officers focused
- inability to be flexible in leadership styles

Discussion Points:

1. When people are confused, frustrated or don't understand something, they will become disinterested or begin putting up roadblocks to successful project completion. In justifying their position, employees will throw a barrage of concerns at you that may not have anything to do with their ability to do problem solving (e.g., we need more money because this is more work; we don't have the resources; how do you expect me to do this, I've never done it before, etc.).

Leadership styles are a choice. You can choose leadership behaviors that will positively or negatively impact the problem solving efforts of your employees. Your employees want to please you. (One officer said, "I don't care what the Chief thinks. I just want to make my sergeant happy.") How your officers/employees perceive you determines how they will perform for you. (Are you a pushover, don't mean what you say, very fair, hard worker, etc.?) Remember that perceptions are based on your actions as well as your words.

Your challenge as a supervisor is to understand the "readiness" of your employees and to match your leadership style to the individual.

Now we are going to watch a video that will highlight Chief Stamper's expectations and some resources that are available to assist you in guiding you employees efforts.

Show Video "3 Star Report"



In closing, refer to page 80 in the workbook, "What Will You Do?"

Ask each participant to take a minute to read this page. Tell the participants that this is a tool they can use to remind them of what they learned in the training. They are the only ones that will read their individual form.

Exercise:



Pass out a blank envelope to each participant. Ask them to address the envelope to their own mailing address. Ask each participant to complete the handout writing responses to the following questions:

- *What is one idea or strategy discussed in this training that I am willing to try as soon as I get back to work?*
- *Which employee will I try to engage in problem solving?*
- *What state of "readiness " is this employee in regarding problem solving?*
- *What is my goal in working with this employee?*
- *What leadership style would be effective with this employee?*

- *What are 3-5 steps I will take to work with this employee?*
- *How will I measure my success in working with this employee?*

Once the participants have completed the worksheet, ask them to fold the worksheet and place it in the envelope, sealing the envelope. Tell them that the trainers will mail this back to them in two months so they can do a self-assessment.

Use Overhead, "Seattle Watch"



Tell participants that their role in *Seattle Watch* is to:

- support and encourage their employees' problem solving efforts (this includes giving clear expectations, coaching, but also looking for training opportunities for their employees)
- identify and coordinate resources internally and externally (find out about the NATS teams, use the two officers assigned to Crime Prevention as Problem Solving Coordinators to assist them with other agencies or resources)
- be knowledgeable about other problem solving efforts (use the POP Tracking System so they'll know what's going on around the department, get acquainted with the folks in Research and Grants who have information on what's going on around the country)
- develop expertise with crime analysis tools

Thank the participants for their work during the class and wish them success in supporting problem solving with their officers/employees.

Hand out the class evaluations. Once participants have completed their evaluation, they may leave.

