METROPOLITAN POLICE

Working for a safer London

The Problem Solver's Guide:

Standard

Module 1: The Problem Solving Process
Module 2: Problem Solving Meetings
Module 3: Recording Problem Solving
Module 4: Applying Problem Solving

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TPHQ

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What is Problem Solving?

Michael Stevens, in his book *How to be a better Problem Solver,* describes Problem Solving as:

'... *transforming one set of circumstances to another, preferred state.'*

Problem Solving is a way of improving a situation by degrees. We call this the **Impact scale.**

The **Impact scale** means:

- eliminating a problem; or
- reducing a problem by x%; or
- reducing the seriousness of a problem; or
- dealing with a problem more efficiently; or
- persuading another organisation to take the lead.

Problem Solving in police work has been around for at least twenty years and has been used successfully all over the world. It works by identifying and dealing with the root causes of a problem instead of repeatedly responding to the consequences. Police and partners, working together, can use Problem Solving to manage crime, reduce the number of calls police have to deal with, reduce coilisions and to improve people's quality of life (e.g. by getting rid of abandoned cars, vandalism, graffiti etc.).

The Metropolitan Police Service Problem Solving Unit has drawn upon best practice around the world to design a simple but effective Problem Solving Process (PSP) for you to use. The PSP complies with the National Intelligence Model (NIM) and forms part of the MPS Operational Policing Model. They have also designed a practical, easy to complete form (The PSP File or Form 302) that you can use to record the Process. The PSP and the PSP File are now being used by police and partners across London.

The Problem Solving Unit is also involved in providing modular training courses where participants can learn the skills and techniques needed for effective Problem Solving. The courses are suitable for police officers, police support staff and partners. The modular design means that flexible or part-time workers can also attend.

All exercises and discussions are initially based around non police-related topics so that participants start with a Mevel playing field' of knowledge. The course then develops by examining typical problems that affect police and partners. Plain English is used in all handouts and course documents.

This book accompanies the course, providing useful advice and information about the principles, procedures and practical application of Problem Solving.

We hope you find it useful.

In keeping with best practice, the Problem Solving Unit staff are on hand for coaching, advice and support as you develop your Problem Solving skills and knowledge. Please call if you have any questions.

Contact details for the MPS Problem Solving Unit are on Page 36.

Module 1 - The Problem Solving Process (PSP)

Aims and Objectives

Aims - That the participant:

- has an overview of the Problem Solving process; and
- develops the skills that are required to communicate effectively in writing.

Objectives - By the end of this module the participant will be able to:

1. Identify where the Demand comes from and what it is.
2. Identify partners and decision makers.
3. Define the precise nature of a Problem.
4. Define the Aim using SMART objectives.
5. Recognise that there are alternative sources when researching a problem.
6. Analyse the results of the research, which will assist in Problem Solving Meetings.
7. Recognise analytical tools and techniques.
8. Recognise what a Problem Solving Meeting is.
9. Appreciate that all ideas have a value in the Problem Solving Meeting.
10. Appreciate the difference between ideas and possible options.
11. Appreciate the difference between possible options and a viable intervention.
12. Acknowledge the need to evaluate all interventions.
13. Acknowledge the need fora review.
14. Apply the three elements of the Problem Analysis Triangle to the different stages of the Problem Solving Process.
15. Recognise the importance of well written and well presented letters and reports.
16. Recognise the importance of writing in a plain English style.
17. Recognise the principles that make a letter more effective.
18. Be aware of the six stages of good report writing.

The Problem Solving Process (PSP)

Purpose This guide allows you to see all of the different stages on one page. The word *process* means "A defined way of working through something."

The Demand
What is the demand and who is making it? What is the significance of the demand?

What is the problem? Define the problem.

What is your Aim? What do you want to achieve? How will you measure success?

Research - What is out there? Who are your partners?
Victim **Offender** **Location**

Analysis - Making sense of your research
Victim **Offender** **Location**

Problem Solving Meeting(s).
This is where you, your colleagues, and others with an interest in resolving the problem, can make a contribution. PSMs are used to develop a range of options to tackle the problem by using the research, analysis and local knowledge.

Options - What can be done?
Victim **Offender** **Location**

Response - What interventions are being put in place?
Victim **Offender** **Location**

Evaluate - How well did the individual interventions work?
Victim **Offender** **Location**

Review - Has this initiative met the Aim?

Exercise A

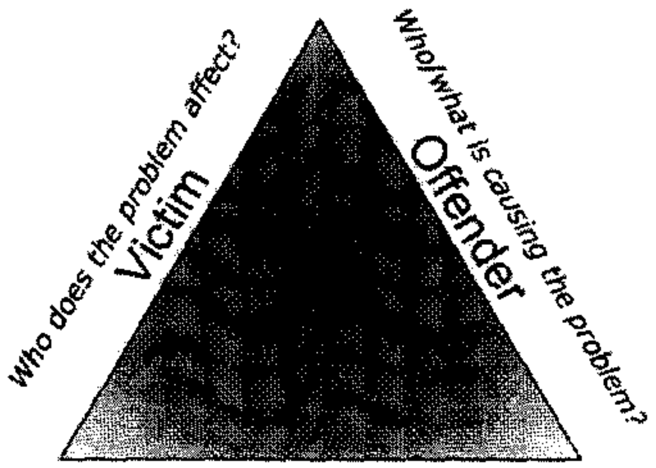
Use this page to record a current work-related problem.

Demand

Problem

Aim

The Problem Analysis Triangle



Location

Where is the problem happening?

SMART Objectives

When deciding what your **Aim** will be, you must remember the **Impact Scale** (Page I) and think **SMART:**

S	**Specific.** Make sure that your objectives 'hit the naif on the head'.
M	**Measurable.** How wilt you know whether you've achieved your Aim? Decide on effective ways to measure success.
A	**Achievable.** Set realistic targets. Remember that Problem Solving is ail about improving a situation (Remember the **Impact Scale** on Page 1). You may not be able to totally eliminate a problem,
R	**Relevant.** Are you tackling the symptoms rather than the problem? And does your aim justify the amount of work you and your partners *are* putting into It?
T	**Time,** Set realistic timescales for completion of your aim and for periodic reviews along the way.

Writing in a plain English style

The MPS and its partners employ people from a wide range of national, ethnic, religious and educational backgrounds. Some people have recognised medical conditions that make reading and writing difficult for them. Some have English as a second, or even third, language. If we want to be seen as 'transparent' organisations that have nothing to hide, we must communicate in an open and honest way. One easy way of doing that is to use plain English.

Plain English means writing in a style that suits the broadest possible audience. It is not'dumbed down' English. Plain English Campaign - the leading UK authority on plain English - defines it as:

[1]... *a clear and concise message, written with the reader in mind and with the right tone of voice.'*

In other words, your writing should be:

Correct	Use the right words, grammar and punctuation. Use active voice rather than passive voice *(The staff met* rather than *A meeting was held by the staff.)* Use verbs to describe actions, not nouns *(We will meet* rather than *We will have a meeting).*
Clear	Any reasonable person should be able to understand what you've written after one reading. Proofread and revise your work. If possible, try it out on a sample of your audience.
Concise	A lot of people will be reluctant readers. Their first reaction will be to look at the amount they have to read. Keep it short but not abrupt. Make your sentences short (Average 15-20 words per sentence) and stick to the essentials - avoid waffle.
Conversational	Use everyday words in an everyday style. Write as if you are sitting opposite a group of your readers. Write the words that you'd use if you were talking to them. Use words like *I, Me, You, My, Your etc.*
Considerate	Think about your readers' needs before your own. Use everyday terms and avoid jargon if possible. If you have to use jargon, explain what it means or provide a glossary.

The main advantages of plain English are:

- it is faster to read; and
- you get your message across more often, more easily and in a friendlier way.

Plain English doesn't change the meaning of your message. It just makes it easy to understand. Banks, insurance companies and solicitors now produce plain English documents without losing meaning. You can do the same.

How to write better letters

General rules

- Decide what you want to say and make a list the points you want to include;
- Arrange your points in a logical order;
- Use a separate paragraph for each point;
- Quote any references, contact names, addresses, telephone numbers or email addresses;
- Don't waffle and don't tell the reader what they already know.

The header

Give the letter a heading so that your reader will know what the letter is about as soon as they open it. Don't use ALL UPPER CASE letters or underline as this makes things difficult to read. **Bold** is much better.

The content

- Use plain English;
- Use punctuation to help clarity and understanding;
- Use short, simple sentences;
- Consider numbering the paragraphs if this will help the reader;
- Be brief. Long letters don't get read;
- If you have to include lots of information, consider using an appendix; and
- If the letter covers different subjects, consider giving each one a new heading.

The tone

Your tone will let your reader know what your attitude is toward them. Aim for a tone that will achieve the desired result. Don't use ambiguous words and phases. Be appropriate, tactful, helpful, polite, sympathetic and honest.

Opening and closing

Informal address:	'Dear Mr/Mrs/Ms' and end with 'yours sincerely.' (Of course, use of a first name is appropriate if you know the reader.)
Forma! address:	"Dear Sir/Madam' and end with 'yours faithfully.'

Checklist

- ✓ Does your first paragraph introduce the subject of your letter?
- ✓ If you're replying to a letter, have you thanked the person for their letter (It is courteous and does not admit liability)?
- ✓ Does your final paragraph summarise the letter and point the way ahead?
- ✓ Have any important facts been left out?
- ✓ Is there too much detail? If so, what? Get rid of the waffle!
- ✓ Having read your letter, will your reader know what they need to do, or what you are going to do?

Better report writing

Plan your report

- Who is it for?
- Why do they want it?
- What do you want to achieve by writing it?
- Research the topic.
- Decide on the items you want to include.
- Group related items together.
- Get rid of anything irrelevant or repetitive.

Structure the report - The 6 Ps

Purpose - Why are you writing this report?
Position - What's the position at the moment?
Problem - What's wrong with this position?
Possibilities - What options exist to improve the situation?
Proposal - Which is the best option and why?
Packaging - Will people want to pick up your report?

Packaging your report

- Use 1.5 or double line spacing;
- Use generous margins and indents;
- Break up large blocks of text with headings and subheadings;
- Break up long lists with bullet points;
- Use italics or bold text for emphasis. Avoid underlining and capitals as it makes reading more difficult for some readers;
- Use different fonts and font sizes for emphasis;
- Use graphs, pie charts, diagrams, pictures, clip-art and so on to illustrate certain points; and finally
- Don't be too clever! People will quickly see through gimmicks.

And don't forget to include ...

- A title page;
- The name of the author;
- Acknowledgement of others who helped;
- A contents page and a summary page;
- The aim of the report;
- A verybrief, one-two sentence description of each section;
- A conclusion or proposal;
- Key content sections: The 6 Ps;
- A glossary of any technical terms used;
- Appendices (for details, tables of figures etc.) if required; and
- Bibliography and references.

Enter the name of your workplace here

Enter the title of the report here

Replace the text in the following sections with your own text.
The sections will expand to fit.

Purpose
What is the purpose of the report?
Who is it for?
Why do they want it?
What do you want to achieve with it?

Position
Where are we now?
What is happening at present?

Problem
What is the situation that is causing a problem?
You may wish to describe some of the consequences that are occurring already because of the problem. You could also describe the potential consequences that probably will occur in future.

Possibilities
What options exist that could improve the current problem?
What are the pros and cons of each option?
If cost is an issue, details should be given with each option.

Proposal
What appears to be the most appropriate option?
Why is it the most appropriate option?
What action should be taken?

For an electronic copy of this template or the PSP File (Form 302), contact the MPS Problem Solving Team (Details Page 36).

Module 2 - Problem Solving Meetings

Aims and Objectives

Aim - That the participant can:

- plan and prepare for a Problem Solving Meeting (PSM) and facilitate and/or participate effectively

Objectives - By the end of this module the participant will be able to:

1. Define the purpose of a PSM and when it is appropriate to hold one.
2. Identify the difference between formal and informal meetings.
3. Identify ways of reducing the need to attend meetings.
4. Identify the benefits of networking at meetings.
5. Identify the order of meetings.
6. Identity ways to direct and reduce the length of a meeting.
7. Prepare an open and inclusive agenda.
8. Recognise the need to arrange the content in a logical sequence and anticipate what is likely to be required.
9. Recognise the importance of timings within a meeting.
10. Identify the most appropriate location for a meeting.
11. Appreciate the need to summarise and record all decisions and who is responsible for undertaking each Action.
12. Identify what constitutes an Action.
13. Identify a range of techniques for dealing with difficult people.
14. Identify ways to unite, focus and mobilise the group.

The Problem Solving Meeting

Preparing for a Problem Solving Meeting

Here is a short guide to holding successful meetings. Follow the advice and your Problem Solving Meetings should go smoothly (the rules work for all kinds of meetings). The first question you should ask is:

Do I actually need a meeting?

If all you need to do is assign tasks or share information, hold a quick briefing instead. In fact, a memo or a few short phone calls may be an even more effective use of yours and everybody else's time. Meetings are about participation and shared decision-making. No participation required = no meeting required.

If I decide J need a meeting, what next?

There is a 5 stage plan to organising effective meetings.

1. **Plan**
2. **Inform**
3. **Prepare**
4. **Structure and Control**
5. **Summarise and Record**

1. PLAN

The purpose of an effective meeting is to meet a set of objectives in the minimum time to the satisfaction of the participants. So, firstly, you have to plan for your meeting by:

- being clear why you need a meeting;
- being clear what your objectives are; and
- listing the topics.

2. INFORM

- make sure everyone knows what is being discussed - create an agenda;
- make it clear why you want a meeting and what you want from it;
- anticipate what information and who might be needed;
- select the right participants;
- select the Chair (if not chairing personally); and
- ensure that everyone can attend.

Creating the agenda

Use verbs ('doing' words) in your agenda items; Agenda items should always be 'active' in order to focus the participants on the task in hand. Remember that a meeting relies on participation and 'doing' something.

An agenda item that says:

Item 1: Budgets

... means nothing in itself and time will be wasted in having to explain what the item means. It's far more effective to explain the agenda item more fully and to use verbs to show the activity required.

Item 1: Discuss the forthcoming annual budget so that heads of departments may submit their applications for extra funding if required.

It's significantly longer but, if I were attending the meeting, I'd know precisely why I'd been invited and would be able to prepare myself with facts, figures or maybe even a presentation.

What goes on the agenda?

- Title of meeting. Date, time, venue
- Apologies for absence
- Minutes of previous meeting
- Items to be discussed and decided
- Motions related to the above
- Reports from sub-committees
- Contributions from guest speakers
- Date, time and venue of next meeting.

Selecting participants

Although it would be most democratic to invite anyone with a vested interest, this is impractical. Therefore, you must choose representatives for each group or department or organisation where staff have a vested interest. If you have any say in the matter, choose dynamic people; people known for their good ideas and 'make it happen' attitude.

Setting a level playing field

It is very important to ensure that all participants know why they have been selected and what the meeting is going to be about. No participant should ever find themselves "treading water' at a meeting because they don't understand the discussion. A good agenda will forewarn them so that they can get up to speed. It also saves time and will make the meeting more effective. You don't want to spend five minutes explaining every agenda item for the benefit of uninformed participants.

3. PREPARE

- Prepare a logical sequence of items on the agenda; and
- Base the time allowed for each item on importance, not urgency.

4. STRUCTURE AND CONTROL

The Chair

You will often be the Chair at Problem Solving Meetings. Whoever is Chair needs three essential skills. They are the abilities to:

Unite the group:

- The meeting won't be successful if everyone is pulling in different directions.
- Assure everyone that they all have the opportunity to participate.
- Ensure that people contribute properly and participate actively.
- Let the participants let off steam - simmering and sulking lead to aggression.
- Be impartial and stick to facts.

Focus the group:

- Getting off the point wastes valuable time.
- Stay alert and keep your hand on the wheel.
- Test comprehension at every opportunity.
- Paraphrase complex statements, check back with the person who first made the statement and keep effective minutes (you or, better still, by a secretary).

Mobilise the group:

- Don't allow anyone to criticise any idea (their own or another's), no matter how silly it seems, until all ideas have been put forward.
- Encourage diversity - Let people be adventurous, even outrageous, in the ideas they put forward.
- Give the same initial status to all contributions and record them in order to stimulate more ideas.
- Protect the weak from bullying behaviour and stronger personalities.
- Exhaust the supply of ideas before evaluating, comparing and making decisions.
- Look at the positive elements of all ideas. Make every idea look as strong as it can before examining pitfalls or weaknesses.
- Reward the participants for their hard work and contributions.
- Check around the group for consensus and comprehension before finalising decisions - Give the participants ownership.
- If decisions reached mean that work needs to be assigned to individuals, choose the person most likely to succeed in that task. If it is not the person who suggested the idea, ask them to assist the person as an 'advisor'.

How your meeting should go

1. Introduce the subject of your meeting - Explain why the meeting is necessary.
2. Explain the current position and what you want to achieve or change.
3. Plan the discussion - Involve all group members, encourage contributions.
4. Participation - Draw out and examine current situation, peoples' experience, ideas. What would participants suggest?
5. Solution(s) / actions
6. Chair - Summarise, Clarify and Agree options / actions.
7. Conclude meeting - Thank participants, confirm what actions will be taken, by whom and when?
8. Arrange date of next meeting.

5. SUMMARISE AND RECORD

- Summarise ail decisions and record them straight away, along with the name of the person responsible for any action(s).
- Create a set of minutes and distribute them to participants for their agreement.

What goes in the Minutes?

If you organised the Problem Solving Meeting, the minutes are your responsibility. They can be very brief, but they should include these facts:

- The time and date of the meeting, where it was held, and who chaired it.
- The names of all present and apologies for absence.
- All agenda items (and other items) discussed and all decisions reached. If action was agreed on, record the name of the person responsible for the assignment.
- The main arguments leading to decisions. You can, if you wish, attribute all suggestions, points and arguments to the people who made them. However, this is liable to provoke endless quibbling or qualifying when people see their names attached to their alleged statements. It is often better to record the various relevant points without specifying who made them.
- The time at which the meeting ended (important, because it may be significant later to know whether the discussion lasted 15 minutes or 6 hours).
- The date, time and place of the next Problem Solving Meeting.

Module 3 - Recording Problem Solving

Aims and Objectives

Aim - That the participant can:

* document all stages of the Problem Solving Process: and
* plan, prepare and deliver effective presentations.

Objectives - By the end of this module the participant will be able to:

1. Appreciate the need to record Problem Solving.
2. Identify the form used to record Problem solving, the PSP File/Form 302.
3. Identify how to record problem solving and comply with the requirements of the National Intelligence Model (NIM).
4. Identify how to record sensitive information.
5. Identify the different sections of the PSP file/Form 302.
6. Describe the importance of preparation when delivering a successful presentation.
7. Describe the importance of having a structured presentation.
8. State the 'POP' structure that could be used for a presentation when there is sufficient time to deliver it.
9. State the Vital Messaging structure that could be used for a presentation when there is not sufficient time to deliver it.
10. Recognise the need to adapt a presentation to different audiences.

Insert Company logo	

PSP Rfe [FOOT 302)

URN: PSP / i /

PROBLEM SOLVING PROCESS - PSP

Administration			
Depattment/Unit/Team;			
Person Laadsng:	Name	Local Ref (Pay no., etc)	Telephone Numbers)
Deputy;			
Date started:		I last update:	

1 Demand
1.1 What is the demand?
1.2 Where *k* the demand cooling from?
1.3 What is the significance of the demand?

2 Problem
2,1 What is the problem?
2.2 Who are our partners?

3 *Mm*
3.1 What dc you want to achieve?

4 Authorisation		
Department'UratTeam Manager		
Have checks been made to ensure that no one else ss working an this problem?		
Have appropriate background checks been completed?		
I am the line manager and I *V* do *T"* do net |^gj?iutthe need for action al this time,		
My reasons are:		
1 recommend an assessment every;		
Name:	Department:	Date:
Problem Solving Advisor's Comments (if one has been appointed}:		

5 Researching the Problem
5.1 How is the prcblerr* currency being handled?
5,2 Who shares your peeb'em?
5.3 VfCtirn(s)
5.4 Ofenderfs)
5,5 Lccation{s)

6 Analysis

6.1 Victim(s) profile

6.2 Offender(s) profile

6.3 Location(s) profile

7 Problem Solving Meeting (s)

8 Options

8.1 Victim(s)

8.2 Offender(s)

8.3 location^)

9 Response

9.1 Vicfim(s)

Risk assessment for each intervention:

9.2 Offenders)

Risk assessment for each intervention:

9.3 Location(s)

Risk assessment for each intervention:

10 Evaluation

10.1 VicSsm(s)

10.2 Offenders)

10.3 Location(s)

11 Review

11.1 Has 5 met the aim?

11.2 If yes, Hsw has t met the asm?

11.3 If no, why hasn't it m*>t the aim?

12 Closure

12.1 Comments/Observations by the L;ns Manager ciasing this file:

UX VUI-:ISJCIHi it/f rjIJiJIBm Soh^ng Senior Manages (Lea^:

MP SC1.00

How to complete the PSP File/Form 302

The Demand is not necessarily the problem. The demand is what the complainant asks the **Problem** Solver to deal with. Clearly identify the **source(s)** of the demand e.g. residents, local businesses, NPs, etc. Record their contact details for future reference.

The significance of the demand is important. Abandoned cars are not as urgent a problem as abandoned cars in which children cart get hurt or kitted.

Don't put sensitive information on the PSP File/302 as they are open to public scrutiny.

Who eise is involved or affected by this issue? Partners may have useful information. Their roie might make them suitable for inclusion in the **response(s)** or to assist with future funding. Record their **details** and contact numbers.

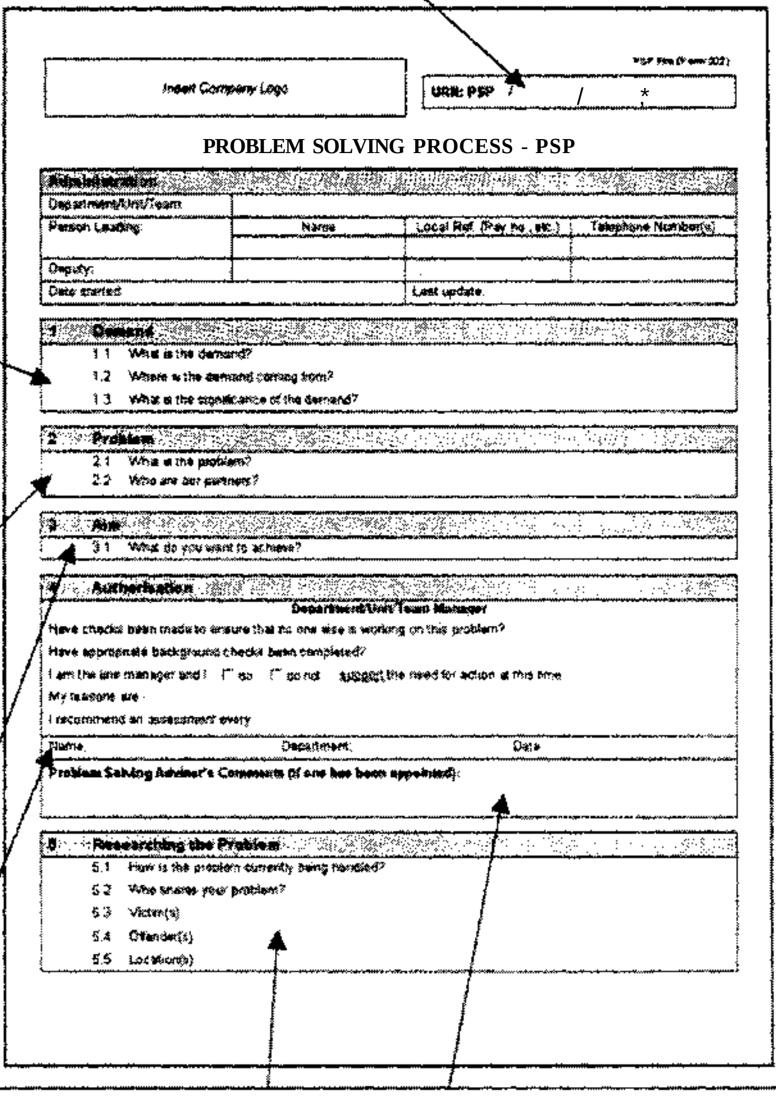
Write a dear description of **The Problem.** If you are writing more **than** two sentences, check to see if you have more than one problem. **There should only ever be one problem per PSP File/302.**

Enter **The Aim** here. What do you want to achieve? What is the desired goat? Remember **the Impact Scale** (Page 1)? The setting of a clear Aim is vitally important because it focuses and drives ail efforts and activities

Your Aim should use **SMART** Objectives (Specific - Measurable - Achievable - Relevant - Time). Se^ Page 6.

You should submit the form to a line manager for their approval **(Authorisation),** They will decide whether or not they support the File and record their reasons. They should also set an evaluation period e.g. every week, every month, etc.

The unique reference number for this file. (Number/Dept/Year e.g. PSP/12/CX/2003 or PSP/33/Wardens/2003)



PSP File (Form 302)

Insert Company Logo

URN: PSP / / *

PROBLEM SOLVING PROCESS - PSP

Administration			
Department/Unit/Team			
Person Leading:	Name	Local Ref. (Pay no., etc.)	Telephone Number(s)
Deputy:			
Date started		Last update.	

1 Demand

1.1 What is the demand?

1.2 Where is the demand coming from?

1.3 What is the significance of the demand?

2 Problem

2.1 What is the problem?

2.2 Who are our partners?

3 Aim

3.1 What do you want to achieve?

4 Authorisation

Department/Unit/Team Manager

Have checks been made to ensure that no one else is working on this problem?

Have appropriate background checks been completed?

I am the line manager and I do / do not support the need for action at this time

My reasons are

I recommend an assessment every

Name. Department: Date

Problem Solving Adviser's Comments (if one has been appointed):

5 Researching the Problem

5.1 How is the problem currently being handled?

5.2 Who shares your problem?

5.3 Victim(s)

5.4 Offender(s)

5.5 Location(s)

Both Police and Partners can appoint **Problem Solving Advisors to** oversee the Problem Solving Process. The Advisor is able to check that the Problem and the Aim have been correctly defined. He/She is also abte to advise and suggest interventions based upon their knowledge of previous and current Problem Solving research and activities.

Enter details of ail **Research** undertaken by everyone involved in the process. Your role is to co-ordinate research gathering. It does not entail you carrying out all the research. You will engage the help of the partners and other departments who hold information.

You need to research your problem. Has any work been done before, who did it (Collect their contact details, as they may be able to offer help and advice) and what worked and what failed? You wii! need to collect as much information about who or *«hat is causing the problem, who or what is being affected and exactly when and where is it taking place.

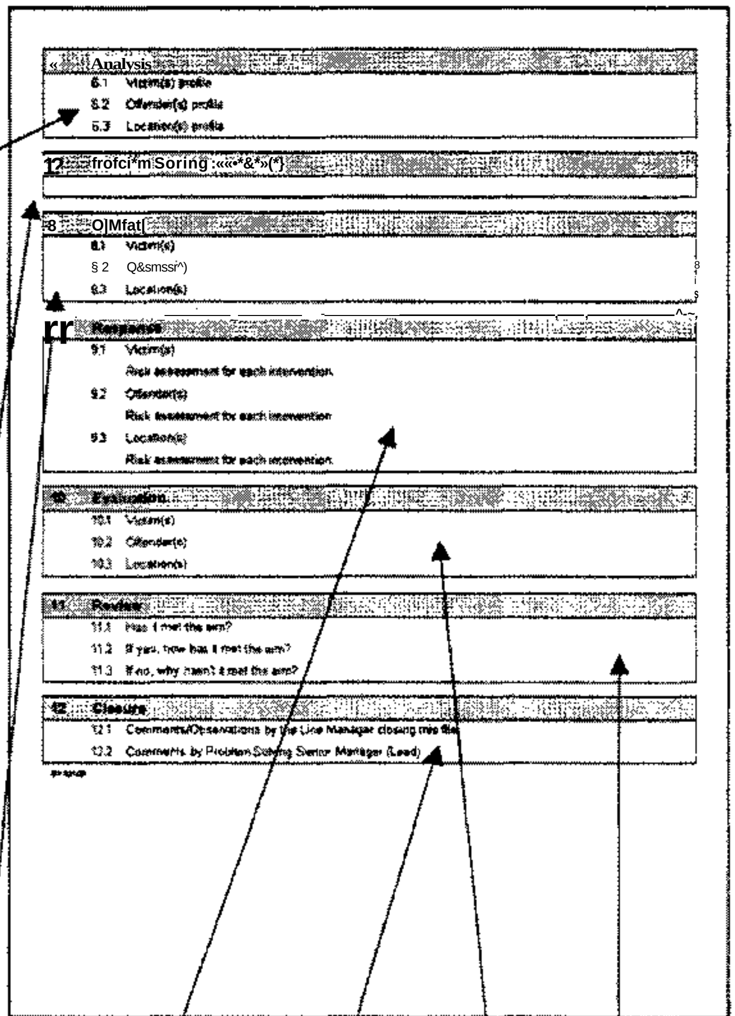
Exchanging information with partners is not a problem provided that the necessary protocols are fotiowed.

Analysis means making sense of the information you've **gathered.** You on complete the analysis yourself. Alternatively, an analyst working within your or a partner organisation could do it (depending on the type of problem).

Under **Victim** you **should** record useful information such as: Where had the victim come from? Were they local? Had they just used public transport? Are all the robbery victims the same? etc.

Offender is where you record the work undertaken by yourself or, if police, **the** Intelligence unit. You will need to inciude any relevant crime report references, custody reports, housing reports, education reports, etc.

Under **Location** you should record the features of the area or environment that contribute to the problem. These may include environmental surveys, Crime Prevention Officers[1] reports or security works by the local authority, etc.


Analysis
6.1 Victim(s) profile
6.2 Offender(s) profile
6.3 Location(s) profile
Response
9.1 Victim(s)
Risk assessment for each intervention.
9.2 Offender(s)
Risk assessment for each intervention
9.3 Location(s)
Risk assessment for each intervention.
Evaluation
10.1 Victim(s)
10.2 Offender(s)
10.3 Location(s)
Review
11.1 Has it met the aim?
11.2 If yes, how has it met the aim?
11.3 If no, why hasn't it met the aim?
12 Closure
12.1 Comments/Observations by the Line Manager closing this file
12.2 Comments by Problem Solving Senior Manager (Lead)

The **Problem Solving Meeting** is where all interested parties get together and work through the problems using all the research, analysis and their own experience and expertise to develop and discuss options. Several PSP Meetings may take place tackling Victim, Offender and Location separately (as identified partners may be different for each).

Enter details of all Meetings on the PSP File/302, Record details of persons present, their name, contact details and the organisations) they represent. These details will prove useful for those developing the Problem Solving Process in the future. You ***must*** take minutes at each session and record on the PSP File/302 where the minutes can be found.

Response, These are the options that will be applied, short, medium and long term. Identify who or which organisations can implement the responses and their time frame.

A risk assessment has to be completed for each intervention.

You will *need,* to **evaluate** your responses throughout the life of the problem (Your fine manager may have suggested review dates e.g. monthly, three-monthly etc.). Should your action(s) be stopped, changed or maintained?

Record all **Options** that were put forward during *the* PSP Meetings in the relevant sections. Identify which options are relevant and those that are not. Explain the reasons why.

Remember to consider the implications of the Human Rights Act 2000.

This is a final **Review,** when your action is complete.

- Have you achieved your aim?
- If yes, how can you tell?
- If not, why not?

It is a common mistake to think that just because a solution worked in one place it can be applied elsewhere. The circumstances that made It successful may not be present. However, if it could be applied elsewhere, record the fact and why.

Closure. This is where the PSP File is 'signed off by a supervisor because there is nothing more that can be done uniess there are significant changes in the nature of the problem or it arises again.

The PSP File - Police Procedure

The PSP File - otherwise known as Form 302 - is a *Microsoft Word* document with expandable boxes that allows Problem Solving to be recorded in a logical and clear way. The diagrams on pages 20-21 show you how to complete the boxes.

The next few pages contain additional notes about the PSP File that relate to Metropolitan Police procedures.

Obtaining the form

The PSP File/Form 302 can be downloaded from the MPS intranet Forms Site.

Administration

- Enter your personal details and those of the deputy officer. This will normally be the unit sergeant.
- Ensure that you **always** put the date in the *Last Update* section so that the most recent version can be identified and worked on.
- You don't need to add the URN (unique reference number) to the form at this time.

Demand

Enter any sensitive details on CRIMINT and cross-reference the PSP File with the CRIMINT number.

Problem

- See Page 20.

Aim

- See Page 20.

Authorisation

You will need to have completed INFOS (where applicable) and CRIMINT checks. Also consider PNC, CRIS, CAD and other sources, including those from outside agencies and partners.

E-mail your PSP File to your unit manager (e.g. Inspector) for their approval. They will then forward it to the Borough Problem Solving Advisor whether authorised or not.

What does the Borough Problem Advisor do?

- They issue the URN number (Number/OCU/Year e.g. 12/CX/2003)
- They add comments and advice. They are able to view the problem from a Borough perspective and can therefore co-ordinate efforts.
- They 'cut & paste' the front page of your PSP File onto CRIMINT.
- They place the 'Live' PSP File into the PSP folder, which is held on AWARE within *Library* or *Forum* depending on local practices. Access is via *Public Folders,*
- They inform the lead officer that your PSP File is now in the relevant folder and ready to be updated.

The Intelligence Unit should then create an 'Object Card' (a folder within CRIMINT) so that all associated intelligence reports and sensitive information in relation to your PSP File can be stored securely.

What do I do next?

Continue to app/y the Prod/em Solving Process to yourprobfem.

Update your PSP File regularly with new information and progress.

Search the intelligence system for associated CRIMINT reports. On an agreed basis you will inform the BIU to enter these reports \nto the associated Object Card.

Research

- See Page 20.
- Mvice about information sharing protocois and the Reguiation of Investigatory Powers Act 2000 (RIPA) can be obtained from your Borough Intelligence Unit or Borough Problem Solving Advisor.

Ana/ysis

- *See Page 21.*

Problem Solving Meetings(s)

Record details of all PSP Meetings on the PSP File. Keep minutes of each. If the minutes are very long, store them on AWARE and make a note of their location on the PSP File.

Options

- See Page 21.

Response

Details of any police operation must be submitted and recorded on the relevant PATP. The PATP reference number is entered in this section along with a one-line entry referring people to the specific CRIMINT entry.

A risk assessment (Form 5469) **must** be completed for each response. Record the CRIMINT reference number or other agency reference - depending on who completed the assessment.

Evaluation

- See Page 21.

Review

E-mail a copy of the completed review to your Unit Inspector and to the Problem Solving Advisor. Once it has been "signed-off, the Problem Solving Advisor will transfer the review to CRIMINT as a permanent searchable record of police action. Your PSP File will remain in *Library/Forum* for six months, before being filed on Division.

Closure

- See Page 21.

The Problem Solving Process and the National Intelligence Model (NIM)

The NIM was developed to provide common standards for the gathering and processing of information. By developing better intelligence, the NIM helps us to reduce crime by identifying and limiting the activities of volume criminals and dangerous offenders. It can also help us to control disorder and tackle community safety and quality of life issues. The NIM is flexible and can be used to tackle crime, criminals and problems at three different levels:

- **Level 1 - Local issues** occur within a single borough/area.
- **Level 2 - Cross-border issues** affect several boroughs/areas.
- **Level 3 - Serious and organised crime.** Where criminals (usually organised) operate on a national or international scale.

At the heart of the NIM is the **Tasking and Co-ordination Process.**

How the Tasking and Co-ordination Process works

The process is built around two different types of meeting: The **Strategic Tasking Meeting** and the **Tactical Tasking Meeting.**

The Strategic Tasking Meeting takes place quarterly and looks at the long-term view. It sets the **Control Strategy,** which outlines priorities and makes sure that any police activity meets local and national objectives.

The Tactical Tasking Meeting takes place weekly and looks at the short-term view. It responds to new needs and checks that current plans are meeting our objectives. It also makes sure that options from the **Tactical Menu** (See next page) are being applied effectively.

Both types of meeting are used to decide priorities and to consider resource allocation. They are chaired by the senior operational manager and attended by the intelligence manager, analyst(s) and other relevant managers and specialists.

However, Tasking and Co-ordination Meetings can only arrive at appropriate decisions if they have all the information they need. That information comes from a number of sources that are known as 'products'. There are three types of product. They are:

Analytical Products. Intelligence Analysts use a range of techniques to produce recommendations for police action.

Knowledge Products are the rules and guidelines by which we conduct police business. They include such things as legislation, the ACPO Intelligence Strategy, MPS Crime and Disorder Act Strategies, national manuals of guidance in covert techniques, Case Law etc.

System Products are provided by:

> Systems for data storage, retrieval and comparison e.g. CRIMINT, PNC;
> Systems that let us acquire new information e.g. AWARE, CHISs; and
> Secure storage systems e.g. Informant Management System.

All three types of product are fed into the Tasking and Co-ordination Meetings where they are used to create the Control Strategy, to prioritise intelligence work and to create Intelligence Products.

Intelligence Products drive the business of the meetings and provide information on current progress. They consist of:

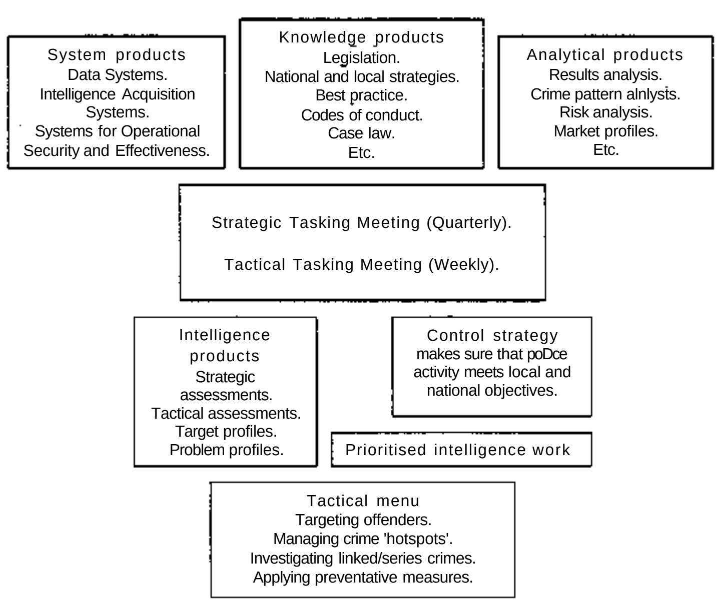
- *Strategic Assessments.* What is the long-term view for a particular area? What potential changes and developments could there be?
- *Tactical Assessments.* What is the short-term view? What are the emerging patterns and trends that require attention or further analysis? How can we apply our *Tactical Menu?*
- *Subject Profiles.* What do we know about a person or persons? What do we need to know to support an operation? What can we do to fill the gaps in our knowledge?
- *Problem Profiles.* What are the established crime/incident trends? Where are the *Hotspots'? What can we do to prevent escalation?

Once we have our Intelligence Products, we can use them to decide how best to apply the **Tactical Menu.** This is a set of four law enforcement options:

- Targeting offenders in line with the Control Strategy,
- Managing crime/incident 'hotspots'.
- Applying preventative measures.
- Investigating linked or series crimes/incidents.

Any actions taken as the result of applying the Tactical Menu are constantly reviewed at the weekly **Tactical Tasking Meetings.**

As you can clearly see, the PSP and the NIM work perfectly together. The **Demand** can come from **Knowledge, System** and **Analytical Products.** The **Aim** and **Options** relate directly to the **Control Strategy.** All subsequent **Interventions** become part of the **Tactical Menu.** Note how the Tactical Menu matches the Problem Analysis Triangle (See Page 6) all of which can be captured and monitored using the PSP File/Form 302. Logically, the MPS PATP system is ideal for researching the offender/subject and subsequent interventions.



How to give a business presentation

Preparing your presentation

Decide the purpose (objective) of the presentation. You can use presentations to inform, to persuade, or to influence. What do you want to achieve? What is your objective? Is there an issue you want the audience to understand? Do you want them to take action? To make a decision? To support a cause?

Know your audience. You must always keep your content relevant to your audience. If you had to persuade a company to buy new machines for their factory, would you give the same presentation to both the workforce and the management? Of course not. The management will want to know if the new machines will improve efficiency and profit. The workforce will want to be reassured that the machines will not make their jobs more difficult or dangerous. You can prepare a number of quite different presentations about the same subject and containing mostly the same information.

Decide on your content. You can get information for your presentation from a wide range of sources. Also, you can 'brain dump' all your thoughts onto one piece of paper. It doesn't matter what order they come out, or if they turn out to be surplus to requirements. When you've emptied your head of ideas, group related ideas together. Get rid of anything that's irrelevant or surplus.

What about timing? Control of time is very important. It makes sense to rehearse your presentation a number of times before you deliver it. Try it on relatives or friends and ask for feedback. If possible, video yourself

The End. When preparing, it is essential you decide how to end the presentation. The goal is to finish on a high note, reinforcing your main message

Using visual aids. Visual aids should make audience comprehension quicker and easier. They are not a replacement for the presenter. Use them to outline the presentation, to make certain content easier to understand, and to summarise.

Structuring your presentation

The POP framework. First you tell them that you are going to outline the Position, the Options and the Proposal. Then you describe the Position, Options and Proposal in detail. This is the main body of the presentation. Finally you tell them what you have told them by summarising the Position, Options and Proposal. This is the POP framework.

The importance of stating the current position. The current position is what made the presentation necessary in the first place. This must be described briefly and accurately. By the time the presentation moves into the Options phase, the audience should be in no doubt that some form of action or decision is needed.

The need for objectivity when discussing options. The audience wants the facts laid out before them in an unbiased way. Outline both the positives and the negatives.

Being able to justify your proposed option. If you tell people that something is fabulous, be prepared to justify yourself. Your audience needs to know why it is fabulous and why it is your preferred option.

Use of humour. Humour is a very useful tool if used appropriately.

Giving your presentation

Use cue cards. Write thought triggers on each card - key words that represent a particular point to be made. The cards should be numbered, hole-punched, and held together with a tag. Only put important information on the cards. Do you really need a card with your name on? Or to remind you to say hello?

Use of personality during the presentation. Listening to a dull, monotone voice is likely to send your audience to sleep. Let your personality shine through. Only use humour if you're sure that it will be well received.

Use your natural voice. There's little point in trying to change the sound of your voice. Why do it? It will only make you more nervous. Try to relax and be yourself. When you're nervous, you'll tend to speak more quickly. However, you should try speak a little bit slower than you normally do. This will help to ensure that everyone can hear you and, more importantly, understand you.

Eye Contact. In Western culture, eye contact is often essential if you want to appear sincere and believable. However, be aware that in some cultures, eye contact can be seen as aggressive or rude. Know your audience.

Your appearance. The 90/90 rule says that people form 90% of their impression of us in the first 90 seconds - so your appearance is extremely important. Remember though - Know your audience. If uniform or suit and tie is likely to cause distrust, dress in smart casual clothes. Use your common sense.

Use of a personal introduction. Take a deep breath, smile at your audience, and introduce yourself. The amount of detail you give in your introduction depends on the makeup of your audience. The less familiar you are with the audience, the more information you should include.

Setting the agenda. After your introduction, outline the presentation structure of Position, Options and Proposal.

Summary

- Know what your objective is
- Know your audience
- Don't waffle
- Use the POP framework
- Be objective
- Be yourself
- Summarise your presentation
- Finish on time.

Vital Messaging

The POP framework (Pages 26-27) is a tried and trusted method of designing and delivering presentations. However, this traditional presentation structure is designed for presentations with a fixed time slot.

Intro	Position	Options	Proposal	Recommendations	End

Time →

Traditional Presentation

But what happens when you turn up at a venue to deliver your 20 minute presentation only to find that your time slot has been reduced to 10 minutes? Or two minutes?

Unfortunately, traditional POP presentations won't help you here. If you stick to your script, you won't reach the Vital Message - Your Proposal and/or Recommendation(s).

Therefore, have a contingency plan ready. **Vital Messaging** is a way of structuring your presentation so that the most important material comes ***first.***

You start with the Proposal/Recommendation(s) so that you get your message across immediately. Then, time allowing, you can support your case with the important, the less important and the optional information. Then, if you do get cut short, the Vital Message has not been lost.

Proposal	Most important reason	Next most important reason	Other reasons

Time →

Vital Messaging

Vital Messaging also works for paper-based presentations. Write one page summary and make it the first page of your presentation. Then, you are explaining **right on the front page** what it is you want. You can then use the rest of the document to support your case. Remember - exceptionally busy people may only look at the front page.

Module 4 - Applying Problem Solving

Aims and Objectives

Aim - That the participant can:

- examine local problems; and
- motivate and convince others.

Objectives - By the end of this module the participant wilt be able to:

1. Identify ways to research selected local problems.
2. Identify partners who share the same focal problem.
3. Increase the chances of getting responses during research.
4. Identify ways to analyse selected local problems.
5. Expiain Pareto's Principle and how it can be applied to the workplace.
6. Identify the skills needed to arrive at an agreement.
7. Apply the principle of *trade off' in joint negotiation.
8. Recognise the importance of asking open questions.
9. Recognise the importance of active/effective listening.
10. Manage objections.
11. Recognise the difference between benefits and features.
12. Have the confidence to ask for what you need,

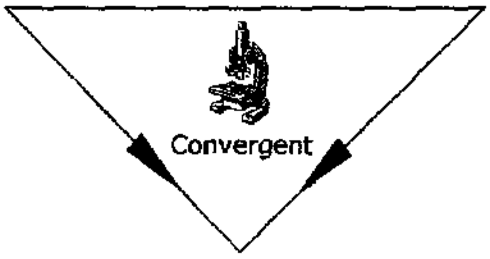
Exercise B

Use this page to record a current work-related problem.

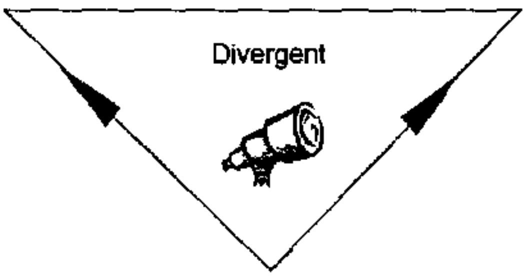
D e m a n d (What is the demand and who is making it?)
P r o b l e m (You should be able to describe the problem in a single sentence. If you can't, you may have more than one problem.)
A i m (Follow the Impact Scale and SMART Objectives.)

Research

There are two main kinds of research. **Convergent** research is what we most commonly do. It means taking the *Microscope* view; focusing on our problem and looking deeper and deeper into the causes. However, this can quite often be limiting as our research is invariably directed towards a solution and not the problem.



Therefore/ we must also use **Divergent** research to look further afield. It means looking at the problem in a wider context; taking the *Telescope* view. In other words. We need to 'see what's out there', Who else shares our problem? How is the problem tackled by other agencies? How is the problem tackled in other areas? In other countries?



Analysis

Analysis can be defined as 'Making sense of what you've found'.

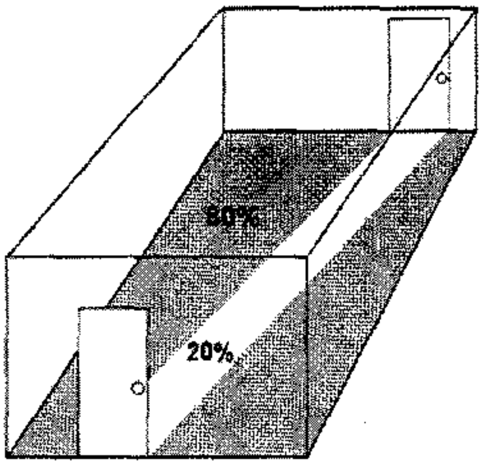
Once you have completed your Research, you need to hone the information down into a usable form and concentrate your efforts on the information that will be most useful.

There are many techniques to help you in your Research and Analysis. Intelligence Analysts are trained in a number of techniques and can help you. However, their skifls are in high demand and you will have to conduct some analysis yourself.

One of the best techniques you can use is **Pareto's Principle** (See overleaf).

Pareto - the 80/20% Principle

Vitfredo Pareto, a 19th Century Italian economist, made the observation that many things in life can be measured in 1/5 ratios (80/20%). For example, 80% of the damage to a carpet occurs in 20% of the overall area (Or, to iook at it another way, 1/5* of the carpet is damaged while 4/5* remain undamaged).



This technique is regularly used in business, sales, networking and crime hotspotting.

(Other useful tools and techniques are covered in more detail during Module 6 (Advanced course).)

Marketing

After finding out what's out there, the next stage is to get people to give it to you. The very successful world of marketing uses a process known as AIDA to get responses from people.

Attract	**Attention**
Create	**Interest**
Stimulate	**Desire**
Generate	**Action**

Negotiation

Negotiating styles

Hard. Hard negotiators see the situation as a pitched battle in which one side has to lose. They are determined that it won't be them.

Soft. Soft negotiators find the whole process embarrassing and nerve-racking. They worry about falling out with the other party, since they want to remain friends. For these reasons they can find themselves being walked all over - making too many concessions, yielding to pressure and accepting losses to save their relationships

Something that both 'hard' and 'soft' negotiators often overlook is that negotiation is usually followed by implementation of whatever has been agreed. If either party feels dissatisfied or resentful about the negotiation, this all-important stage is unlikely to be successful. Therefore, the best kind of negotiation is the **Joint Negotiation.**

Joint. Joint negotiators strive for 'win-win' outcomes. They are very clear about what they want from the negotiation and can be tough in sticking to that. But they also want to understand the other party's position and find ways jointly to agree a result satisfactory to both of them.

A very effective form of Joint Negotiation is the Trade-off. This works rather like bartering.

Firstly, look for something that is expensive for them but cheap for you ('expensive' and 'cheap' doesn't just refer to finance. It can also mean staff hours, resources etc.)

Next, look for something that is cheap for them but expensive for you.

Then ***Swap.***

Before you start a negotiation, you must be clear in your own mind what the issue is, what you mean by mutual agreement, what you will regard as settlement and what you will be prepared to compromise about.

Sales Techniques

Sales Technique is an important skill that wilt help you to sell the concept of Problem Solving, as well as your initiatives, to others. Therefore you should follow these simple rules.

Know the purpose of the meeting. If you arrive with no aim in mind, then the conversation will meander.

Set realistic objectives. Don't try to sell the entire approach at the first meeting. Allow time for the other person to think and reflect.

Prepare alternatives. If you can't make your primary objective, have a fallback position ready.

Have an agenda ready. It doesn't have to be written down, but if you have a plan it's so much easier to stay on track.

Know how much time the person has for the meeting. If the person suddenly says, **You've got five more minutes',* your control is lost.

Ask open questions. They encourage people to talk and are conversational.

Keep control and listen. Keep the initiative. Listen intently to spot opportunities.

Play it cool when meeting objections. Don't take it personally. It's an objection to the product or service, not you.

Make it specific. You can't work with *1 wouldn't buy one of those'.* You need to get to the reason behind the objection by asking questions.

Put it in perspective. It might just be that the person likes 99% of the idea, but there's just 1% that they're not so keen on. Is it worth them losing a good deal for **1%?**

Explain the benefits. People don't buy features. Minimise jargon. Talk the person's language.

Watch for 'buying' signals. It's at these times that the person is feeling well disposed to your approach or idea. Look and listen, and capitalise on the opportunity.

Ask for the decision. If you've gone this far, why not? It should actually feel unnatural to not ask for the decision. You've done 95% of the work, but the close is the 5% you get paid for.

Keep your mouth shut! It's so easy, when the anxiety has been released by the person saying 'Yes', to talk yourself out of the agreement.

The MPS Problem Solving Unit

We are always interested in your views, comments and experiences of practical Problem Solving. Please contact us at any time if you wish to discuss or ask about any aspect of Problem Solving and the PSP.

We can be contacted as follows:

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The Problem Solving Unit would like to thank all those people and organisations that have supported us. Special thanks are due to retired **Commander Mike Hoare** for his initial work on Problem Solving in the MPS and his continued support and valued advice.

This book supports Modules 1-4 of the MPS Problem Solving Training Course. The course meets the standards of the Kirkpatrick Assessment System. It has also been evaluated using NVQ Al (Vocational) and A2 (Observational) Assessors and verified by VI qualified Internal verifiers.

The MPS Problem Solving Process and Training Course were recipients of the **Til ley Award 2003.** The Tilley Award was set up by the Home Office Policing and Reducing Crime Unit (now the Crime and Policing Group) in 1999 to encourage and recognise good practice in implementing problem solving in policing. For more information, visit the Home Office website: http://www.homeoffice.gov.uk/crimpol/index.html

Our partners in creating this course

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They can be contacted at: www. videos rts.com
Tel: 0845 601 2531
Fax: 020 7400 4900

The **Government Office for London (GOL) Crime Reduction Team** has supported the Problem Solving Unit from its inception, as they believe it has 'a major contribution to make to crime reduction across London/

The GOL Crime Reduction Team supports the 33 Crime and Disorder Reduction Partnerships across London and provides funding for their activities and for some pan-London initiatives that will impact on crime in the capital.

They can be contacted at: www.go-london.gov.uk
Tel: 020 7217 3328
Fax: 020 7217 3450

The Reassurance Project and Step Change Programme

The Commissioner's vision of delivering locaify-based solutions to locally-identified problems is being driven by a number of strands of work. The MPS Reassurance Project (part of a national programme) and the MPS Step Change Programme are focused on a number of pilot boroughs. Targeting environmental and behavioural 'signa! crimes and issues', ward-based police and partners engage In Problem Soiving activity using the PSP File and Process.

Project Manager Chief Inspector Marshall Kent can be contacted on: 020 7321 9029.