SUPERVISING
PROBLEM
SOLVING

Seattle Police Department
Chief Norm Stamper

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INTRODUCTION

COURSE GOAL

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

COURSE OBJECTIVES

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

✓ *Identify their own primary leadership style and be able to 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 at different levels of readiness 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*

ASSESSING
YOUR
LEADERSHIP

SUPERVISING PROBLEM SOLVING

A SURVEY OF
YOUR LEADERSHIP STYLES

A Survey Of Behavioral Responses To
Various Leadership Situations

INSTRUCTIONS

PLEASE READ CAREFULLY:

In your organization you are the leader of a committee, group, squad, unit, or department which is responsible for a significant program. Your group must meet regularly to make decisions. In addition, all group members must assume responsibilities for carrying out the decisions.

Following are twelve situations which you encounter during your time as the group's leader. For each situation you have six possible behavioral responses. Please study each situation and the possible behavioral responses carefully, then CIRCLE THE LETTER OF THE RESPONSE which you think would most closely describe your behavioral response to the situation.

As you complete the SURVEY, please remember this is NOT a test. There are no right or wrong responses. The SURVEY will be helpful to you only to the extent that you circle the responses which would be most characteristic of your leadership behavior.

CIRCLE ONLY ONE CHOICE FOR EACH SITUATION!

SITUATION NO. 1:

YOU HAVE BEEN PROVIDING THE GROUP WITH SOCIO-EMOTIONAL SUPPORT, BUT LITTLE DIRECTION. RELATIONSHIPS AND EFFECTIVENESS ARE VERY GOOD. MEMBERS HAVE SUGGESTIONS FOR NEEDED PROGRAM CHANGES.

You Would: *(Circle one)*

   A   Allow the group to plan the change, remaining available for consultation.

   B.   Plan the change strategy, giving clear assignments.

   C.   Allow the group to plan the change, then carry it out for them.

   D.   Implement necessary changes, incorporating group recommendations.

   E.   Allow the group to plan and implement the change on its own.

   F.   Instruct the group that no program is ever perfect, present specific strategy, and assign responsibilities for implementation.

SITUATION NO. 2:

YOUR HIGHLY EFFECTIVE GROUP HAS BEEN ALMOST ENTIRELY SELF-DIRECTED. NOW, HOWEVER, IT IS HAVING DIFFICULTY CARRYING OUT ITS PRESENT ASSIGNMENT.

You Would: *(Cirde one)*

   A   Carry out the assignment for them.

   B.   Leave the group free to work it out as they see fit

   C.   Give specific step-by-step instructions for carrying out the assignment

   D.   Encourage the group to continue working on the assignment remaining available for consultation.

   E.   Decide what has gone wrong with the group to cause this sudden ineffectiveness, and correct it

   F. Give instructions for carrying out the assignment, incorporating group suggestions.

SITUATION NO. 3:

YOU HAVE BEEN FRIENDLY AND SUPPORTIVE OF THE GROUP'S GOALS AND IDEAS. RELATIONSHIPS ARE GOOD; HOWEVER, USUAL EFFECTIVENESS IS BEGINNING TO DECLINE.

You **Would:** *(Circle one)*

   A   Present new procedures, emphasizing the need for following them closely.

   B.   Encourage the group to formulate plans for improving effectiveness, remaining available for consultation.

   C.   Share your observations with the group, inviting suggestions for improving effectiveness.

   D.   Do nothing until it becomes clear whether effectiveness would improve or continue to decline.

   E.   Do more of the group's work yourself.

   F.   Specify and enforce procedures. Do much of the work yourself.

SITUATION NO. 4:

YOU ARE THE NEW LEADER OF A VERY INEFFECTIVE GROUP. THERE IS MUCH TASK CONFUSION AND RELATIONSHIPS ARE POOR. THE PREVIOUS LEADER WAS UNINVOLVED IN THE GROUP'S AFFAIRS.

You Would: *(Circle one)*

- A. Begin providing more structure and direction, encouraging group recommendations.
- B. Do the group's work yourself until you were able to find out what is wrong with the group, and correct it
- C. Allow the group to chart its own course.
- D. Define the task, give specific assignments, and check on follow-through.
- E. Do the group's work yourself.
- F. Encourage the group to formulate plans for improving effectiveness, remaining available for consultation.

SITUATION NO. 5:

YOUR GROUP HAS JUST COMPLETED A LONG-RANGE PLANNING PROCESS AND IS NOW READY TO PUT THEIR PLANS INTO ACTION. YOU WERE ALMOST ENTIRELY UNINVOLVED IN THE PLANNING.

You Would: *(Cirdeone)*

- A Allow the group to implement plans on its own.
- B. Encourage the group to implement its plans, remaining available for consultation.
- C. Initiate and direct implementation procedures, incorporating group recommendations.
- D. Remind them that most groups make plans, but few ever cany them out Give specific implementation procedures, doing everything you could personally to carry them out
- E. Implement the plans by defining roles and assigning responsibilities.
- F. Watt until the group has formulated implementation procedures, then do whatever you could to carry them out

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SITUATION NO. 6:

THE GROUP HAS GROWN TO BE QUITE EFFECTIVE AND RELATIONSHIPS ARE GOOD. YOU HAVE BEEN PROVIDING SOCIO-EMOTIONAL SUPPORT. BUT FEEL YOU MAY NOT BE GIVING THE GROUP AS MUCH DIRECTION AS YOU SHOULD.

You Would: *(Circle one)*

- A. inform the group you are feeling guilty about your lack of involvement and begin to exercise control of decision-making and assignments.
- B. Discuss your feelings with the group and begin to provide more structure and direction.
- C. Exercise more control by specifying procedures and responsibilities.
- D. Continue to play a friendly supportive role.
- E. Begin doing as much of their detail work as you could.
- F. Leave the group free to provide for its own support and direction.

SITUATION NO. 7:

RELATIONSHIPS AND EFFECTIVENESS ARE IMPROVING STEADILY. YOU HAVE BEEN INTERPRETING THE TASK AND GIVING EXPLICIT INSTRUCTIONS FOR CARRYING THEM OUT.

You Would: *(Circle one)*

A   Turn planning and decision-making over to the group, remaining available for consultation.

B.   Do as much of the group's work as possible.

C.   Remind the group it is still far from perfect. Outline specific steps for improvement, and do more work yourself.

D.   Emphasize the importance of their work and have other assignments laid out when current tasks are completed.

E.   Continue to press for increased effectiveness while allowing the group more to say in defining and planning the task.

F.   Allow the group to chart its own course.

SITUATION NO. 8:

PREVIOUS GROUP RELATIONSHIPS AND EFFECTIVENESS WERE POOR. BY GIVING CLEAR ASSIGNMENTS AND CHECKING ON FOLLOW-THROUGH BOTH ARE IMPROVING. NOW, HOWEVER, THE GROUP IS CONFUSED OVER A REQUIREMENT TO SUBMIT A 20% REDUCED BUDGET WITHIN TWO WEEKS.

You Would: *(Circle one)*

A   Leave the group alone to do the necessary budget planning.

B.   Implement necessary procedures, incorporating group recommendations.

C.   Inform the group you are as confused as they, and prepare the budget for them.

D.   Prepare the new budget for them.

E.   Encourage the group to revise its budget being careful not to hurt leader-member relationships.

F.   Define the task and give explicit steps for carrying it out.

SITUATION NO. 9:

YOU HAVE JUST BEEN APPOINTED THE LEADER OF A GROUP WITH AN EXCELLENT RECORD OF EFFECTIVENESS AND RELATIONSHIPS. THE PREVIOUS LEADER WAS RELATIVELY UNINVOLVED IN GROUP AFFAIRS.

You Would: *(Circle one)*

A   Define new roles and responsibilities, and make specific assignments.

B.   Do all of the group's work you possibly could.

C.   Encourage the group to continue operating as previously, being careful not to damage new leader-group relationships.

D.   Allow the group to function as before..

E.   inform them you feel unworthy to lead such an effective group, and ask for full support. Assign new roles and responsibilities.

F.   Talk it over with the group, then assign new roles and responsibilities.

SITUATION NO. 10:

YOUR GROUP HAS A LONG RECORD OF EFFECTIVENESS. INTERPERSONAL RELATIONSHIPS HAVE BEEN GOOD. IT HAS NOT BEEN NECESSARY FOR YOU TO BE CONCERNED ABOUT GIVING SUPPORT OR DIRECTION. NOW, SERIOUS CONFLICT HAS DEVELOPED WITHIN THE GROUP. DIFFERING MEMBERS HAVE BROKEN OFF RELATIONSHIPS.

You Would: *(Circle one)*

A Bring the group together and suggest a solution to the conflict.

B. Do nothing.

C. Impose rules for resolving the conflict, and check on follow-through.

D. Inform the group such behavior is immature. Outline specific steps for resolving the conflict.

E. Encourage members to resolve the conflict, being careful not to hurt leader-member relationships.

F. Ask the differing sides what you might do to correct the problem, and do what they suggest.

SITUATION NO. 11:

YOU HAVE BEEN GIVING EXPLICIT INSTRUCTIONS AND CHECKING ON FOLLOW-THROUGH. THE GROUP HAS GROWN IN MATURITY. NOW, HOWEVER, INEFFECTIVENESS IS DECLINING AND MEMBERS SEEM TO BE QUESTIONING YOUR AUTHORITARIAN LEADERSHIP.

You Would: *(Circle one)*

A Let the group know your disappointment regarding their attitude, and set a good example by doing all the work you possibly could.

B. Allow the group to function on its own.

C. Encourage the group to assume more responsibility for its affairs, remaining available for consultation.

D. Personally take care of important tasks.

E. Give less explicit instructions, but continue to check on follow-through.

F. Emphasize the importance of the task, and give specific assignments. Check on follow-through.

SITUATION NO. 12:

YOUR GROUP HAS SEVERAL NEWLY APPOINTED WILLING; BUT INEXPERIENCED, MEMBERS. YOU MUST NOW INSTALL NEW ORGANIZATIONAL POLICIES.

You Would: *(Circle one)*

A. Inform the group your role is to serve them. Demonstrate this by implementing new policies on your own.

B. Inform them the new policies are complex and, to make it easier for them, assign their roles and responsibilities and do most of the work yourself.

C. Allow the group to implement policies on its own.

D. Incorporate group recommendations into your plans for initiating new policies.

E. Define the task, assign specific roles and responsibilities, and check on follow-through.

F. Encourage the group to define its task and to assign roles and responsibilities, being careful not to hurt leader-member relationships.

**SIXSIYLESOF
LEADERSHIP**

Six Styles of Leadership

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THREAT OR HOPE?
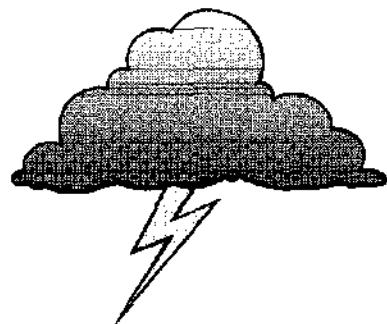
Are you living under the **threat** *of change or in the* **hope of** *it?*

4 STAGES
OF CHANGE

Describe the Four Stages of Change

1 Denial

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2 Resistance

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3 Exploration

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4 Commitment

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**ROLE OF
LEADERSHIP**

Role of Leadership in Each Stage of Change

DENIAL	COMMITMENT
• get information out • build awareness of impact of change • schedule times to plan and talk things over • find out what employees want	• empower • don't micro-manage • re-emphasizi the purpose of change • help personnel visualize the future • clarify roles and responsibilities • set up quick successes and celebrate
RESISTANCE	EXPLORATION
• listen • don't try to fix it or be overly optimistic • invite and explore resistance • allow for rituals/mourning • be firm about moving forward	• facilitate • give focus, direction, and guidance • keep promoting the vision • point out opportunities, provide training • strengthen intergroup connections

EXPECTATIONS

SUPERVISING   PROBLEM   SOLVING

CHANGING ROLES

Has the role of the patrol officer changed in the last five years? How?

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Has the role of the supervisor changed in the last five years? How?

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**CHANGING
EXPECTATIONS**

Can you recall the location of a favorite "duck pond" or "cherry patch?"

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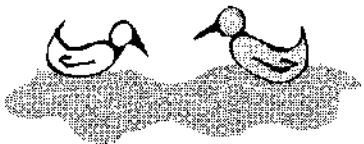
What were your supervisor's expectations related to enforcement at that location?

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What were your supervisor's expectations related to dealing with the causes of the problem?

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How was your success measured?

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OFFICER WILLIAMS

Case Study: Officer Williams

Officer Williams is a patrol officer who has been assigned to the same beat for the last three years. His agency has been moving in the direction of community policing and problem solving for the last two years and has implemented a variety of new strategies to support this effort. The Department also produced a new mission statement which embraces both problem oriented policing and community policing.

Officer Williams works on a patrol squad for Sergeant Mills. Sergeant Mills has publicly and privately stated his support for problem solving and working with the community. Several people on Mills' squad are opposed to these strategies and have continued to police in a "traditional" manner, without any negative repercussions.

Officer Williams recently interviewed for a select assignment. In his interview, he was asked a question regarding his understanding of community policing. Officer Williams mentioned in his interview a supervisor's commendation he recently received for his involvement in a school reading program.

Sergeant Mills encourages his officers to use their free time to be proactive. However, during the last week, another sergeant working the same shift as Mills and Williams, chewed out an officer over the radio for not clearing to handle a low priority radio call.

Officer Williams recently received his annual evaluation from Sergeant Mills. Williams' evaluation mentioned the commendation and that he got along well with others. The remainder of the evaluation addressed his adherence to policies, work ethic and general policing skills.

CONTRADICTORY EXPECTATIONS

Expectations are given and developed in more ways than just a supervisor telling an employee what to do. Based on the narrative, list the expectations that have been placed on Officer Williams. Circle the expectations that are contradictory.

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7 _____

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**CONTRADICTORY
EXPECTATIONS
(con'tJ**

Circle the expectations that are contradictory (con't)

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9 _____

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10 _____

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11 _____

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12 _____

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13 _____

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**TRANSMITTING
EXPECTATIONS**

What are the various ways that expectations are transmitted to Officer Williams?

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**SETTING
EXPECTATIONS**

List those expectations that should be placed on an employee
regarding the use of free (discretionary) time?

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**SPD
PERFORMANCE
EXPECTATIONS**

The Seattle Police Department has a tradition of excellence in law enforcement. *Patrol is recognized as the backbone of the Department.* Problem-solving, teamwork, beat knowledge and technical skills are essential elements of good patrol work.

Teamwork
Each of us has individual skills and talents which we bring to the squad. As team members we need to recognize these attributes and use them in a cooperative fashion to build our team. Teamwork will require us to speak directly and honestly with each other and look for solutions to problems rather than place fault with individual team members. Teamwork requires officers to ensure each other's safety. Esprit de corps results from quality teamwork.

The Beat
We must be committed to work with the communities in their geographic area of responsibility to address crime and crime related problems. This will require officers to know the people in their community, the businesses, the schools, the parks, the streets, the crime trends, and historical perspective of the community as it related to police related issues, Officers will communicate respectfully and effectively with the community members they deal with on a daily basis. Finally, we need to continually work towards improving the level of trust between ourselves and the community.

These expectations were developed by an employee workgroup comprised of officers, supervisors, and support staff.

SPD PERFORMANCE EXPECTATIONS (con't)

Technical Skills

These skills are a combination of both mental and physical:

- strong written and verbal communication ability;
- knowledge and updating of relevant laws;
- officer safety techniques;
- proficiency at skills that support proper patrol procedures.

We should possess these skills and should continually be looking for ways to enhance them as well as build new ones in order to grow as a police officer.

Problem Solving/Decision Making

We need to be able to perceive and reason through even the most complex patrol situations, making reasonable conclusions and proper decisions. We need to be able to recognize when a situation is a one-time event, or may be a symptom of some underlying condition. This analysis may require the officer to engage community members, a variety of social service and enforcement agencies as well as units within the Seattle Police Department in the identification of responses to this problem.

Key elements of effective problem solving include creativity, reasonable risk taking, time management (including being available to assist other officers with their work), officer safety, and good old-fashioned police work.

Seattle Officers Define Professional Competencies and How to Evaluate Them

Suvm.!-; WASH.

Soon after a group **of** Seattle police officers **completed** problem-solving training, **they** informed their lieutenant, Robin Clark, **that** an activity log they were required to submit every day was a waste of time and paper. The officers suggested developing a more relevant evaluation tool. Clark agreed with the **officers,** as did Chief Norm **Stamper. Stamper not only supported Clark's decision,** but also arranged a workshop for the **lieutenant** and her staff to **brainstorm** about the type of tool needed. The **chief viewed** the officers' request to change the evaluation process as an indicator that the department's transition to a **bottom-up structure** was working.

nical skills, and **problem-solving** decision making. Once lliey identified the broad areas, the officers broke into small groups to develop the expectations for each catcgoiy.

1. Teamwork. Fach officer has individual skills **and** talents that he or she brings to the squad. As team members, each officer needs to recognize his or her own and others' attril>-

4. **Prohlcni'Solving Decision Making.** Officers must be able to perceive, reason through and make appropriate decisions for even the most complex situations. Officers should be able to recognize when a situation is a one-time event, or when it is a symptom of an underlying condition. This analysis may require the officer to engage corn-

Above: Seattle police officers break into small groups to discuss four areas of professional competencies that supervisors will use to evaluate officer performance.

Curmudgeon Citizen

Confess! Or else.

No, we're not talking to a suspect about a crime. We're talking to police management about community programs that didn't work as anticipated. Confess that it's time to change or abandon a project when a program performs poorly. As the old adage says, success has many fathers but failure is an orphan.

So let's start with the original concept and **Implementation** order. Was it well **thought** out? Were all pertinent factors considered? Were the objectives and procedures presented in clear, simple language? Or were complex words used where simple ones would have sufficed?

In community policing operations, as in life generally, there are imponderables. (Such as why there arc interstate highways in Hawaii.) **Rut** mostly, if it looks like a (failed) duck, and walks like a (failed) duck...well, you know. One of the most **instructive** situations is when a program is successful in one part of the city but **unsuccessful** in another. Here's an example.

To bring police-citizen contact right down to the neighborhood level, our department decided to open local substations. The town **administrators provided** no budget for this, so like Stella in *Streetcar,* we depended on the kindness of strangers—for donated office space. Let's compare the results in two substations. One is an incredible success. It's located in an active shopping center and is staffed daily by trained volunteers and neighborhood officers. Citizens stop by throughout the day—and now, even stop by at night—to ask questions and discuss problems. Merchants are delighted

Brain storming Leads to New Guidelines

It wasn't long before members of other precincts heard of the upcoming workshop and asked to **participate.** Clark acted as facilitator and asked the **participants to consider** whether to develop a new annual performance evaluation tool or focus on a daily, qualitative tool to support problem solving. In a follow-up workshop, Stamper and Clark clarified their objectives and directed the group to **examine** questions such as "What is the role of a patrol officer?" and "How should his or her work he measured by ilie **supervisor?"**

Lieutenant Clark was looking for a supervisory tool thai would provide the sergeants on her watch **with** a way to regularly, interactively and qualitatively work with the officers under their command. The sergeants, she said, needed to be able to assist officers through problem-solving techniques. The group agreed lhal any tool created for regular use should also he **Incorporated** into the **department's** annual performance evaluation.

Professional Competencies and Expectations

The group identified four areas of professional competencies that supervisors could measure to assess an officer's performance: teamwork, beat integrity and knowledge, tcch-

6.

utes and use them cooperatively to strengthen the team. Teamwork requires officers to speak directly and honestly with each other and look for solutions to problems rather than place fault with individual team members. Teamwork requires officers to ensure each other's safety. Esprit dc corps results from quality teamwork.

2. Beat Integrity and Knowledge. Each officer must be committed to working with the communities in his or her geographic area of **responsibility** to address crime anil **crime-related** problems. This requires officers to know the people, businesses, schools, parks, streets, crime trends and historical perspective of their community, as they pertain to police-related issues. An officer must communicate respectfully **and** effectively with the citizens he or she regularly encounters. Finally, officers need to continually work to improve ihc level of trust between themselves and the community.

3- Technical Skills. Officers must demonstrate mental and physical skills that include:

- strong written and verbal communication ability,
- knowledge of relevant laws,
- officer safely techniques, and
- proficiency al skills that **support** proper **patrol** procedures.

Officers should look for ways to enhance tiiese skills and build new ones to enable them to grow as police officers.

munity members, and/or a variety of social services, enforcement agencies and units in the Seattle Police Department to develop correct responses to the problem.

Key elements of effective problem solving include creativity, reasonable risk taking, time management (including being available to assist other officers with their work), officer safety and good old-fashioned police work.

Conclusion

Lieutenant Clark and her group met willi the lieutenant and **support** staff of the department's Community Policing **Bureau.** Together, the two groups analyzed the results of the workshops and adopted a three-tiered framework to assist supervisors in evaluating patrol officers based on a problem-solving, community policing philosophy.

The steps they developed arc 1) define expectations and fay a theoretical foundation for performance; 2) create an intermediate, qualitative tool for coaching problem solving; and 3) revise the annual performance evaluation so that it reflects the first two mechanisms. Through this framework, the department is combining both formative and sumtuative evaluation techniques explicitly designed to support **problem** solving in patrol.

By Barbara Raymond

because they're no longer hassled by juveniles. It's practically a community center, having organized a huge basketball league for youngsters, and much more. Police presence and accessibility spell success.

Now take another substation. It's tucked away in a small office complex with few passcrsby. Volunteers are hard to get, Few **people** casually stop by. Mostly it's a good place for people to meet—by appointment—with the neighborhood officer, **tote** of folks are tense about going to police headquarters. So it's a small, partial success.

The difference, as any real estate promoter will tell you, are the three key factors: location, location and location. You have to be where the hustle and bustle are. And if you're lucky enough to succeed the first time you set up a new community operation—try not to look so flabbergasted!

AlFormanisa regular contributor to Community Policing Exchange, He is a volunteer with the police department in Pott St. Litde, Flo., and produces the department's newsletter, Community.

EXPECTATIONS

**GENERAL
EXPECTATIONS**

Teamwork_____

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Beat Knowledge_____

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_____

Technical Skills_____

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Problem Solving/Decision Making_____

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Other_____

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EXPECTATIONS

VIDEO

What are the supervisor's expectations for:

Scanning

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Analysis

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Response

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Assessment

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NO EXPECTATIONS

What happens when there are no clear expectations?

... conversation with Seattle second watch patrol officer about expectations...

"I really don't know what I'm supposed to do everyday. My partner and I can write tickets, go to a coffee shop, or go someplace and hang out. No one would miss us or even care. I'd like to have clear expectations about what I should be doing."

**HERSEY&
BLANCHARD**

Leaders should examine two important aspects of their employees when deciding on the appropriate leadership style to use in dealing with each individual.

1. Ability = Skills
+ Knowledge

2. Willingness = Desire
+ Confidence

Readiness

**HERSEY&
BLANCHARD**

Leadership approaches involve two styles:

1   Task Oriented
- Giving *"Howto's"*
- Directing

2   Relationship Oriented
- Active Listening
- Encouraging
- Spending Time
- Participating

**LEADERSHIP
STYLE**

Style	Readiness	Relationship/Task
Directing	Unwilling & Unable	Low/High
Coaching	Willing & Unable	High/High
Supporting	Unwilling & Able	High/Low
Delegating	Willing & Able	Low/Low

For Example:

Use a "coaching" style when the employee is "willing but unable" to meet the expectations. Use a high level of both task and relationship orientation.

FRAMEWORK OF A MEETING

Preparing

1 Know the employee's concerns

2 Schedule the time

3 Talk in a quiet place

4 Have specific questions ready

Framework

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 Limit your own air time. The employee should do most of the talking

6 Require goals and time frame

7 Limit your air time. Stay focused on the employee

8 Set a time to follow-up with the employee

SUPERVISOR'S ROLE IN SARA

SUPERVISING PROBLEM SOLVING

**SMITH
INTERVIEW 1**

What did you notice about the meeting and the leadership style of the supervisor?

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What new information was learned regarding Officer Smith?

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siurra
INTERVIEW 2

What information was learned about Officer Smith?
How would you rate Officer Smith's "readiness?"

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Describe how the direction given by the supervisor was low relationship/high task.

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What else could the supervisor do that would be helpful to Officer Smith?

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SUPERVISOR'S ROLE IN SCANNING

**JONES'
INTERVIEW**

Style? _____

Readiness? _____

Problem Clearly Stated? _____

Task/Relationship? _____

**DETECTIVE
MEETING**

Style? _____

Readiness? _____

Problem Clearly Stated? _____

Task/Relationship? _____

**PROJECT
JOURNAL**

The Unhappy Home (page 1)

Problem Description:
A single residence house is in a state of disrepair. The house is on blocks and has some graffiti. Some of the windows are broken. No one lives there.

Date	Comment	OST
7/1/96	I drove past address and saw several suspicious persons. Made 5 FIR's on drug dealers. Neighbor stopped.me after and told me of on-going drug and loitering problem for over a year. Decided to open project.	50 min.
7/3/96	Watched location from the hill. Made 1 arrest for paraphernalia.	45 min.
7/4/96	Sgt. passed on letter from community signed by several neighbors regarding problem on street. Letter addressed to Captain.	15 min.
7/4/96	Talked to neighbor who actually sent letter to let him know that I would be working on problem. Told them what I had done so far. He told me that dealing took place in early evening.	15 min.
7/10/96	Made 3 arrests for warrants.	75 min.
7/11/96	Drove by address. All quiet	N/A
7/13/96	Received radio call about loitering/drug dealing at address. Made 3 FIR's on possibles. They did not live in area and had priors for drugs.	25 min,

**PROJECT
JOURNAL
(con't)**

The Unhappy Home (page 2)
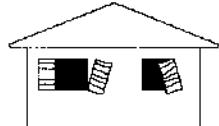
Date	Comment	OST
7/14/96	Called Det. S. Watson in Narcotics to advise of problem, He said he would check out address.	20 min.
7/15/96	Walked through house. Part of floor missing. Rear door missing. Some walls are down. Access through house and rear yard to canyon.	20 min.
7/22/96	Narcotics did buy-bust. Arrested 2 suspects. They were main players.	N/A
7/23/96	Walked through neighborhood. AH quiet. Checked with neighbors and they were pleased with police response. Noticed less activity.	35 min.
8/1/96	Drove by. Made 5 FIR's on drug types.	20 min.
8/2/96	Contacted Building Inspector. They said the owner is uncooperative and will not bring house to code. They are going through court process to abate and demolish. Estimate it will take 8 months?	15 min.

**PROJECT
JOURNAL
(con't)**

The Unhappy Home (page 3)

Date	Comment	OST
8/5/96	Called to get house boarded up.	20 min.
8/8/96	Drove by. House was boarded	N/A
8/15/96	Drove by. Boards pulled down.	N/A
8/16/96	Received call of drug dealing. Made 2 Felony arrests. Both lived in area and were adults.	120 min.
8/16/96	Called Building Inspector regarding boards. Will assist Inspector to abate property. Will monitor and continue enforcement until house is demolished.	20 min.

EVALUATING THE PROCESS

Exercise:

Work in pairs. Organize the officer's actions at "The Unhappy Home" into the four stages of the SARA model.

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EUALUATINGTHE PROCESS (con't)

Exercise (con't.)

Identify the strengths and weaknesses of the project.

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SUPERVISOR'S ROLE IN ANALYSIS

It is important for supervisors to recognize the need to:

✓   analyze problems

✓   identify barriers that prevent good analysis

✓   "facilitate" the conducting of proper analysis

OFFICER STERN AND VAGRANTS

Officer Stern is an 8 year veteran who is assigned to an historic downtown neighborhood which has a mix of residential, retail, and office space. He has worked in this community for the last year. Stern has grown increasingly sensitive to how vagrants in the area have impacted the businesses and public areas. Stern has a strong relationship with many of the small business owners and talks with them almost daily. Many of the businesses report that their sales have decreased almost 50% in the past year. The vagrants harass customers, aggressively panhandle, sleep on sidewalks and in doorways, and defecate and urinate in public. Many of the vagrants push shopping carts around which are full of their personal property. The effect is a very uninviting atmosphere for visitors and customers.

Officer Stern has conducted a fairly thorough analysis of the situation. He researched crime statistics and calls for service. He looked into criminal histories and mental health issues. He identified many reasons why this area attracted vagrants. One of the reasons was that many businesses did not lock trash dumpsters where food and recyclables could be rummaged. Another reason was that many of the visitors to the area felt sorry for these people and gave them money. Still another reasons was the availability of shopping carts from a local grocery store. The vagrants placed a high value on access to the shopping carts.

Stern determined that 90% of the vagrants were drug and/or alcohol abusers with long criminal records. Stern also checked into the social services available.

**OFFICER STERN AND
VAGRANTS
(con't)**

Officer Stern decided to try and eliminate vagrants from the entire area. He begin aggressive enforcement of misdemeanor violations such as urinating in public, trespass, littering and blocking the sidewalk. Stern also visited businesses regularly and attempted to get each business owner to lock dumpsters and discourage people from giving money to panhandlers.

Officer Stern had little success with organizing the community. The business owners were inconsistent and ineffective. Stern also became frustrated when most of his citations were returned by the City Attorney's Office due to procedural error. Finally, Stern received a formal complaint against him for throwing out the personal property of a vagrant subsequent to an arrest. Stern said the property was just miscellaneous trash. Stern's supervisor told him he probably violated the suspect's rights and the complaint would most likely be valid. Stern quit the project.

SUPERVISOR'S ROLE IN RESPONSE

STERN SCENARIO
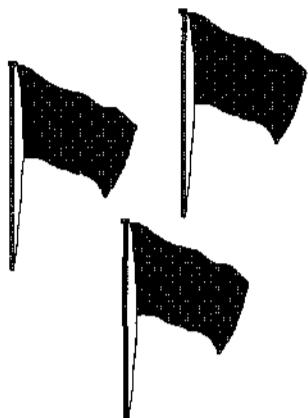
Identify the problems encountered by the officer that should have been "red flags" to the supervisor. What leadership style could the supervisor have used and what actions should have been taken to help the officer?

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SUPERVISOR'S ROLE IN ASSESSMENT

**OFFICER'S
PERSPECTIUE**

Were the goals of the project met?

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Why or why not?

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Did the officer/employee develop in a positive way?

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DEPARTMENTS PERSPECTIVE

Is the community more satisfied?

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Were new community partnerships developed?

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Was a new resource developed?

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SUPERUISOR'S ROLE IN ASSESSMENT

DEPARTMENTS
PERSPECTIVE

Is the community more satisfied?

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Were new community partnerships developed?

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Was a new resource developed?

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**DEPARTMENTS
PERSPECTIVE
(con't)**

Was a resource used in a new way that will have a broad impact on other problems?

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FIVE MEASURES OFSUCCESS

1 Eliminate the problem

2 Reduce the problem

3 Reduce the harm or fear associated with the problem

4 Manage the problem better

5 Shift the responsibility for the problem to a more appropriate, individual, group, or agency.

PATROLCASE

Armed guards keep wary vigil
while Little Leaguers play ball

By Liese Klein, Staff Writer

Oceanside- Two police officers are behind the dugout, a security guard stands by the bleachers and a volunteer "watchdog" roams the outfield limits.

Conversation among the spectators is about shootings and drugs, and some children seem to know more about gang colors and signals than the statistics of their favorite major leaguers.

Welcome to Oceanside Little League, 1994.

The Oceanside National Little League played its first night game in John Landes Park Tuesday night since a shooting, believed gang-related, left a teen seriously wounded on April 24. The shooting remains unsolved, Oceanside Police spokesman Bob George said. The victim, Mark Kirby of Oceanside, is still hospitalized.

The shooting was the last straw for the American Amateur Baseball Congress, a league for older youths that fielded one team at Landes, said League President Gene May.

All 14 sets of parents who attended a league meeting Sunday voted not to play any more games at Landes, he said. What most concerned parents were reports that the gunman in last week's shooting sprayed the neighborhood with gunfire, May said.

"The parents decided that it was just too lethal a situation," He said. "We have just lost control over our society."

The Little League which fields 13 teams at Landes and has games six nights a week, decided to stay-but only if police patrols were increased.

Oceanside police agreed last week to assign a special patrol to the park during Little League night games. On weekends, two armed security guards will be paid to stand guard, league President John Zublin said.

At Tuesday night's matchup between the Padres and the Angels, two teams of 10 and 11 year old boys, league official said the added security has made the park safer.

Coach Dana Copeland said he has seen many problems at Landes in the six years he has directed Little League teams there. Youngsters are frequently seen smoking marijuana in the park's bathrooms, and groups of teens often yell and flash gang signals at each other.

"It seems to be a volatile situation, "Copeland said.

But with more police and security guards, Copeland said he feels the players are probably safer at Landes than at other parks in Oceanside. He said none of his players' parents have refused to let their children play because of the violence.

In the entire 600-player league, fewer than 20 parents have pulled their children out because of the violence, Copeland said.

Those who live near Landes also say the park is safer with the increased police presence. But a basketball player named Rob, 28, says he still avoids the park after dark. "When the sun goes down, it's best to be on your way," he said.

The Little Leaguers aren't safe in the park in the evening, agreed Sai, a 16 year old sitting in the shade by the basketball courts.

"I think it's better that they stay away," Sai said. "It's safer for them."

Parents watching Tuesday night's game from the bleachers were uneasy, but willing to let their youngsters play at Landes.

"I don't like staying here," said parent Cathy Viars,

**PATROLCASE
(con't)**

Armed guards keep wary vigil
while Little Leaguers play ball (con't.)

whose 10 year old son David plays shortstop and outfield for the Padres. Viars said she would probably have taken her son out of the league, if the season weren't almost over.

"It's not my park. I don't think I should be fighting for it," Viars said.

LeAnn, a mother watching her son, Dustin, play for the Giants, said she feels safe at the park, but has started bringing a can of pepper spray, in case she has to ward off offenders. "You just never know," she said.

Meanwhile, parents and children agree that gang violence is nothing new to students in Oceanside schools.

Lauren Foss, 13, in attendance at last night's game, said she often hears of gang activities through friends at school. She'll be attending Oceanside High School next year, and is concerned by the stories she hears about gang dominance at the school.

"My friends say everyday you're going to see gang fights," she said. "You don't know if you're going to be the next victim."

On the bench, the Little League players talk about the game and its strategy while bantering among themselves. But in a lull in the chatter, one boy gets up and looks around. "Where are the police?" he asks, a worried look on his face.

LITTLE LEAGUERS

Imagine that one of your employees read the article on the little leaguers and decided something must be done. He/she gives you the article to read to get your input.

What is your initial, gut reaction to the article? *(internal thoughts)*

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What actions would you take to support the officer if he/she decides to open a project on this scenario? *(external actions)*

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PATROLCASE

Police investigating three weekend shootings

By Robb Murray
Free Press Staff Writer

Mankato - After a few months without a drive by shooting, Mankato police are investigating two such incidents and a third report of gunfire that occurred during the weekend in the Mankato State University Campus area.

The first shots were fired late Friday or early Saturday into the home of Jerome and Lonnie Trio, 434 James Ave. The second incident was reported at 8:40 p.m. Saturday on the 100 block of Norton Street. Later that evening, another drive-by shooting was reported at the Devonshire apartment complex. Police have not said if any of them are related.

The James Avenue incident happened while the Trios slept. Lonnie Trio said they didn't notice the damage until she left her home Saturday morning to shop rummage sales. She then noticed damage to the front door.

Trio said she and her husband found only one bullet inside the home. The bullet went through the front door and down a hallway before it embedded itself in a pocket door near the kitchen. Trio figures the shot may have been fired at about 2 a.m.

Police examined the area around the Trio's residence and determined the shot was fired from directly across the street near a dumpster. They also questioned several neighbors, but none heard or saw anything. Police also determined the shooter used a 9 mm semi-automatic firearm.

What scares Trio, she said, is that she normally wakes up each night to use the bathroom and usually walks by where the bullet landed.

"It could have been a scary situation if someone would have been up and around," Trio said.

The family has lived at their James Avenue home for 10 years. Trio said that, other than routine car vandalism and minor thefts, nothing like a drive-by shooting has ever occurred in their neighborhood.

On the other side of campus, residents in the 100 block of Norton Street reported hearing gunfire at about 8:40 p.m. Saturday. One witness, who said the shots sounded like a .38 caliber firearm, saw three people fleeing after the shots were fired.

The witness said he saw a female in black clothing and two males wearing white T-shirts.

Three hours later, another drive-by shooting was reported.

Police said witnesses reported hearing an argument take place 11:30 p.m. at the Devonshire Apartment complex, unit C-1. Witnesses said they then heard six to eight gunshots fired. Police responded, but found the apartment empty.

The tenants returned a few minutes later and told police the argument was between a guest and a male suspect who had broken into the apartment. A scuffle ensued, and the suspect and tenants left. The suspect returned a short time later and fired shots into the building. No one was injured.

No other information was available on the Devonshire shooting.

Mankato's last drive-by shooting incidents occurred in June. Police arrested Russell Myrlie and Matthew Sweet for firing shots at a North Second Street Home. Two days later, Sean Rongved and Tim Pfaff, both of Albert Lea; were arrested after hiring 30 shots around downtown Mankato.

All four were caught and sentenced to prison by Blue Earth County judges.

SUPERVISOR'S ROLE IN SUMMARY

"SHOOTING"

What is your initial, gut reaction to the article?

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What actions would you take to support the officer if he/she decides to open a project on this scenario?

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COMMUNICATE
YOUR
COMMITMENT

SUPERVISING PROBLEM SOLVING

COMMUNICATE YOUR COMMITMENT

**ENHANCE
PERSONAL POWER!**

- Be subtle but firm in your convictions.

- Solicit input about employee expectations.

- Acknowledge and appreciate what employees have done.

- Maintain a long term commitment.

- Recognize mistakes will occur.

- Promise to keep employees informed.

- Involve people, and not the same ones every time.

- Focus on management actions.

COMMUNICATE YOUR COMMITMENT

FIND THE RIGHT RESOURCES!

For each problem, brainstorm five or more resources that you could encourage your employee to use.

PROBLEM	RESOURCES
Sex offenders released into the community	
Shoplifting at downtown retail stores	
Chronic domestic violence problem resulting in an emergency situation	

**FIND THE RIGHT
RESOURCES!
(con't)**

For each problem, brainstorm five or more resources (con't.)

PROBLEM	RESOURCES
Assaults on convenience store clerks	
Series of robberies involving elderly citizens	
Youths creating disturbances in public library after school	

COMMUNICATE YOUR COMMITMENT

FIND THE RIGHT RESOURCES! (con't)

For each problem, brainstorm five or more resources (con't.)

PROBLEM	RESOURCES
Illegal narcotic activity at an apartment complex with a history of chronic code violations	
Runaway youth afraid to return home seen frequently on the street	

**FIND THE RIGHT
RESOURCES!
Ccon't)**

The Supervisor is the "troubleshooter" for his/her employees. You can help them get the resources and contacts they need to take care of problems.

There are three important assumptions NOT to make:

1   Don't assume that your employees know which agencies are willing to work with the police.

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

3   Don't assume that employees can plan and coordinate the agendas, needs, and constraints of people in these organizations.

CREATE AN ENVIRONMENT WHERE PEOPLE CAN DO THEIR BEST WORK

A successful problem solving organization will encourage:

Experimentation: A sense that it's OK to make it up as you go along. A willingness to be flexible, to support making mistakes as a way to learn and grow.

Persuasion: Change is not forced down the throats of employees. Employees are invited to participate, to be part of the change process.

Communication: An open and inclusive style of communication, not an elitist style that is only for a select few. The media is also included in the communication link.

Collaboration: Lots of networking occurs, reaching outside the organization, not afraid to include others. Personal agendas do not drive collaborative efforts.

Nurturance: Officers are insulated from the volatile nature of police work. Organizational politics are buffered.

Participation: Informal and formal processes are found. Coaching and guiding, not telling and demanding, are behaviors that include a participative style.

Commitment: A commitment to problem solving is articulated and demonstrated at all levels of the organization.

COMMUNICATE YOUR COMMITMENT

**FOCUS ON
THINGS YOU
CAN CHANGE!**

You can only influence what you can influence!
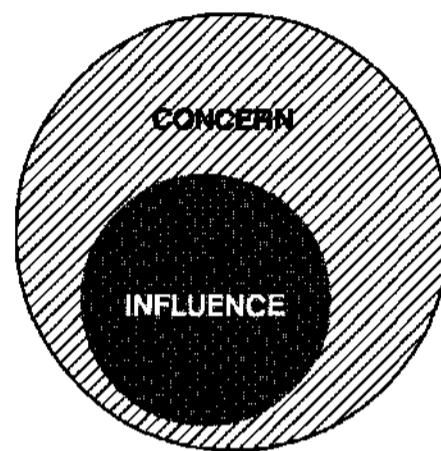
CREATE AN ENVIRONMENT WHERE GOOD WORK IS EXPECTED & REWARDED

Specific Elements Needed to Support Problem Solving

1 Performance Evaluation

2 Discipline

3 Information Management

4 Training

5 Operational Flexibility

BE PREPARED FOR CHALLENGES TO THE SARA MODEL

There are 3 challenges for officers associated with the SARA model. Numbers 1 & 3 apply to all employees.

1 Officers have trouble differentiating incidents from problems.

2 Officers abandon the model when they are under pressure.

3 Officers are unprepared to handle complex problems.
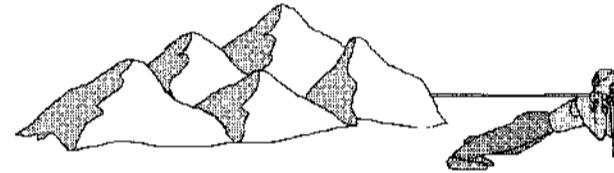
KNOW THE DIFFERENCE!

Is it a problem? Is an incident?

Incident?
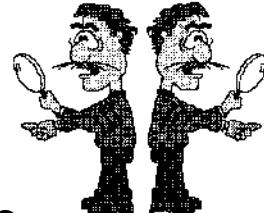
Problem?

Incident?

Know the definition of a problem and require your employees to memorize it.

COMMUNICATE YOUR COMMITMENT

**DONT
ABANDON SHIP!**
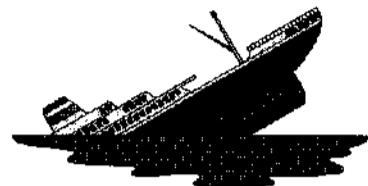
Reasons why officers abandon the Problem Solving Model and ways to overcome them

Reason: _____

Officer Readiness: _____

Leadership Style Needed: _____

Possible Actions: _____

Reason: _____

Officer Readiness: _____

Leadership Style Needed: _____

Possible Actions: _____

Reason: _____

Officer Readiness: _____

Leadership Style Needed: _____

Possible Actions: _____

BE PREPARED FOR COMPLEX PROBIfMS!

Officers are not prepared to handle complex problems.

Supervisors must teach officers to distinguish between simple, moderate, and complex problems.

Levels of Problem Solving

Simple - Individual Officer

Moderate - Small Group/Team of Officers

Complex - Organizational Collaboration

COMMUNICATE YOUR COMMITMENT

SUPERVISORY CHALLENGES:

In a small group, brainstorm at least three ways you as a supervisor can deal with:

Lack of Management Support

_____

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Failure to Keep Officers Focused

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Inability to be Flexible in Leadership Styles

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**DO YOU HAVE
THE RIGHT
STUFF?**
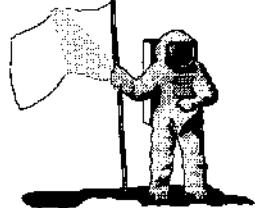
*Leadership requires a personal and organizational
commitment.*

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. Problem solving, with its focus on reducing or
eliminating repeat incidents, is a way to make better use of our
existing resources. It's also a way to increase the personal satis-
faction that your individual employees feel when they see that their
work makes a difference.

Leadership is also a choice. You have chosen a position of lead-
ership in this department. The department is advocating a prob-
lem oriented approach to policing.

What will You do?

CHARACTERISTICS
OF A GOOD
PROBLEM ORIENTED
SUPERVISOR

COACHING

SUPERVISING PROBLEM SOLVING

ADDENDUM

SUPERUISOR'S PROBLEM SOLUING CHECK UST

A SCANNING:

1 Has the problem or situation been described thoroughly to the supervisor?

2 Can the employee clearly state the problem?

B ANALYSIS:

1 What is the supervisor doing that the employee should be doing?

2 Is the employee asking the right questions to learn everything possible about the actors, incidents, and responses already used to deal with the problem?

3 How can the supervisor encourage the employee to be more thorough in his or her analysis?

4 Is the employee moving prematurely to response?

C RESPONSE

1 Has the employee set realistic short term and long term goals? Do the goals match the analysis?

2 Is the employee focusing on a traditional response? Is that appropriate? What can the supervisor do to encourage other creative and innovative responses?

3 When substantive community issues are involved, have the employees sought input and participation from the community?

**SUPERVISOR'S
PROBLEM SOLVING
CHECKLIST
(con't)**

4 Does the employee have the skills needed to accomplish the response? Should the employee receive additional training? Should the response or part of the response be handled by another source?

5 What part should the supervisor play in the response? Specifically, how can the supervisor remove barriers and encourage risk taking? Does the supervisor grant enough authority to complete the task?

D ASSESSMENT

1 What means can the supervisor use to determine whether or not the response was effective? If the supervisor is not satisfied with the results, how can the employee's abilities be enhanced?

2 Has the supervisor provided adequate support for the employee? What means can the supervisor use to determine if the employee feels supported?

3 Did the employee keep the supervisor informed of the problem solving process? If no, why not?

4 How has the supervisor rewarded the employee?

CHARACTERISTICS OF A GOOD SUPERVISOR

Characteristics of a good supervisor

/ Allows officers/employees freedom to experiment with new approaches.

/ Insists on good, accurate analysis of problems.

/ Grants flexibility in work schedules when requests are proper.

/ Allows officers/employees to make most contacts directly and paves the way when they're having trouble getting cooperation.

/ Protects officers/employees from pressures within the department to revert to traditional methods.

/ Runs interference for officer/employee to secure resources, protects them from undue criticism, etc.

/ Knows what problems officers/employees are working on and whether the problem is real.

/ Knows officers' beats and important citizens in it and expects officers to know it even better.

/ Coaches officers/employees through the problem solving process, gives advice, helps them manage their time, and helps them develop work plans.

/ Monitors officers'/employees' progress on work plans and makes adjustments, prods them along, slows them down, etc.

**CHARACTERISTICS
OF A GOOD
SUPERVISOR
Ccon't)**

/ Supports officers/employees even if their strategies fail, as long as something useful is learned in the process, and the strategy was well thought through.

/ Manages problem solving efforts over a long period of time; doesn't allow effort to die just because it gets sidetracked by competing demands for time and attention.

/ Gives credit to officers/employees and lets others know about their good work,

/ Allow officers/employees to talk with visitors or at conferences about their work.

/ Identifies new resources and contacts for officers/employees and makes them check them out.

/ Assesses the activities and performances of officers/ employees in relation to identified problems rather than by boiler-plate measures.

/ Expects officers/employees to account for their time and activities while giving them a greater range of freedom,

/ Provides officers/employees with examples of good problem solving so they know generally what is expected.

/ Provides more positive reinforcement for good work than negative for bad work.

/ Realizes that this style of police work cannot simply be ordered; employees must come to believe in it.

Police Executive Research Forum, 1989

**BECOMING
A COACH**

Becoming a coach demands...

✓ *empathy*

✓ *integrity*

✓ *detachment*

✓ *willingness to adopt a fundamentally different approach
to dealing with individual employees*

> *Coaching focuses on root causes*
>
> *to create sustainable change.*

CHANGING ROLE OF SUPERVISOR

Changing Role of Supervisor in the Problem Solving Organization

From...	*...To*
being a Content Expert.... (Telling)	...being a Facilitator (Bringing Out)
counting... ("How many?")	...evaluating ("How effective?")
motivating with carrot & stick...	...empowering and inspiring commitment
making all decisions...	...encouraging team reflection and learning to make better decisions
setting the vision...	...building a shared vision
delegating learning to the Training Department...	...coaching people in new skills

**GOALS OF
COACHING**

Goals of coaching...
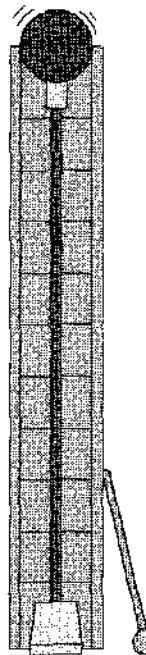
- "Grow People"

- Increase employee awareness and responsibility

- Help new skills become a part of the employee

Golden Rule of
Coaching...

Ask,
Don't Tell

**PREPARING
TO COACH**

Preparing to Coach

1 *Reflect* on Seattle Police Department's Mission, Vision and
Core Values.

2 *Ponder* your coaching role in this context.

3 *Educate* yourself and your employees about your role as a
coach.

Contents

CONTENTS

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.

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.

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 modem 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.

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.

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 eexpectations 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.*

S upervispr: *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 n eed.*

Officer: *So, lean 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 11 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.

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."

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 'vejust 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 SABA 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.

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. _ = M S = = ^ ^ = « 3 3 ; 5 M _ * = ^ = ^ = » «

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"

// 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).*

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 implemenftheir 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.

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.

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?

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 V 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.

I INSTRUCTOR'S NOTE: If you do the next exercise, don't use the next I [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, *"SeattleWatch"*

Tell participants that their role in *SeattleWatch* 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.