COMMUNITY POLICING TRAINING PROGRAMS AND THEIR ROLES IN

IMPLEMENTATION OF COMMUNITY POLICING

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The main goal of this study is to indicate the importance of community policing training programs for implementation of community policing. Community policing requires a transition from traditional policing methods to proactive and problem-oriented policing which is constructed upon police-citizen partnership. For the successful implementation of community policing, the change process needs to be fully realized throughout the organization. Suitably appropriate methods of training will help both officers and citizens to fully understand the goals of community policing.

This study focuses on the types of existing community training methods as well as the obstacles that complicate training efforts. Consequently, this study provides some recommendations on community policing training programs to make them more helpful for police departments.

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CHAPTER I

INTRODUCTION

American policing can be divided into three historical

periods: the political era (1840 to the 1920s), the reform

era (the 1930s to 1970s), and the era of modern community

policing (the 1980s to present). The political era was so

called due to close ties that existed between police and

politicians. This era was essentially based on harassment,

intimidation, and the selective use of force, and was a

time when politicians had considerable influence on police

practice. The reform era arose as a reaction to the

political era and sought to professionalize law

enforcement. This movement towards professionalization

required the police to implement preventive motorized

patrol, achieve rapid response to calls for service, and

perform retrospective investigations of crimes (Lewis,

Rosenberg, and Sigler, 1999).

The principles of community policing go back to the

early nineteenth century. The principles of community

policing were first introduced by Sir Robert Peel in London

in 1829. What Sir Peel drafted has become known as "Peel's

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principles" of Policing. Some of those principles are still relevant to today's community policing principles. Peel asserted that poor policing tactics contribute to social disorder. He established several guidelines for the police force. Many of those guidelines focused on improving the relationship between the police and the public. He indicated that the power of the police to carry out their tasks depended on public approval of their actions. Peel also stated that the police are the public, and the public are the police (Peak and Glensor, 1999).

<div align="center">Traditional Policing</div>

Past administrative strategies based on the recruitment and operation of an elite and highly specialized patrol force have revealed that there are limitations to "professional" policing in controlling crime. Namely, professionalized or "traditional" policing shifted the focus of police agencies inward, concentrating more on the militarization and de-politicization of the police force than on building a symbiotic relationship with the community. This erudite police force was by its very nature reactive rather than interactive or proactive.

The reactive nature of traditional policing inherently carried some crippling weaknesses. Traditional police and

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law enforcement agencies heavily relied on the public to independently come forward with information about crime, especially in the case of consensual, dispersed, or inchoate crimes, crimes otherwise beyond the reach of law enforcement agencies. This approach attached little emphasis to the analysis and elimination of the possible *causes* of crime, and proved impotent at mobilizing citizens against the formation of crime at its initial phases, a task that was dismissed as an alternate form of social work rather then a vital element of crime fighting. Moreover, the emphasis traditional policing placed upon reducing political influence within the police force encouraged distance between police and the community, effectively severing any connection which might otherwise have been used to obtain information about the people and circumstances that cause crimes (Moore and Trojanowicz, 1988).

Transition to Community Policing

The prevention of crime is still the most important issue facing police agencies today. Once the flaws inherent in traditional policing methods became apparent, as early as the 1970s, a new approach to policing began to be cultivated. One of these ideas was Neighborhood Team

Policing. Team policing was an attempt by police administrators to reestablish a close collaboration between police officers and citizens in order to find solutions to crime problems (Watson, Stone, and Deluca, 1998). The administration intended first to increase the willingness of officers to approach the public by raising officer morale. This would be accomplished by making police work more challenging, interesting, and rewarding. In turn, the administrators would bring the public closer to the police by strengthening the image of the police among community members (COPS, 1997).

Team policing had two main components: decentralization and a geographic focus. The decentralization of team policing was accomplished by dividing line officers into teams. Mid-level supervisors were given the authority to make decisions in their teams. Because of the geographic focus, each team was assigned to a specific geographic area or a neighborhood, and all police tasks necessary within that area were divided up among team members. Tasks were routinely rotated to break up monotony (Swanson, Territo, and Taylor, 2001). Patrol officers under team policing were therefore given more responsibilities to investigate criminal activities in

their beat areas (Watson et al., 1998). Investigation officers were expected to help or advise in complicated cases. However, the team-policing experiment did not survive long because it did not provide better results than traditional policing practices because there were some problems associated with the implementation of team policing. The most significant problem was the opposition of middle managers. They objected to the loss of authority and power that team policing would bring by flattering the police organizational pyramid. Lack of planning and a poor understanding of the change process were other factors that contributed to the failure of team policing. Officers were given a haphazard crash course in the overall philosophy and ideology behind team policing. It was too much too fast (Watson et al., 1998; COPS, 1997). Moreover, many team policing elements were never clearly specified. It was not clear how input from residents could be integrated into team policing (Peak and Glensor, 1999).

Community Policing

After team policing efforts fell flat, a new approach to policing began to emerge in the early 1980s. Many law enforcement agencies have adopted this policy throughout the country in an effort to become more successful at

controlling crime. It was called community policing.
Community policing is the newest paradigm shift in policing
in the U.S. and in many other countries, such as Canada and
Britain. It became popular within the last two decades,
and will undoubtedly continue to shape police procedures in
the years to come (Oliver, 2000).

In the first half of the 1980s, community-oriented
policing began to attract attention as an alternative
policing policy. The main tenet of this policy is the idea
that police departments will be more effective and
successful if they concentrate on specific crimes
prioritized by community members as a result of their
involvement in the decision process (Goldstein, 1979). In
the mid-1990s, most law enforcement agencies had adopted
community-oriented policing. Nearly forty-one percent of
police departments in the United States serving populations
of 50,000 or more employed a community policing agenda in
1999 (Stevens, 2001).

The Crime Bill

In 1994, Congress passed the Violent Crime Control and
Law Enforcement Act of 1994 known as the "Crime Bill".
This bill allocated federal funds to help law enforcement
agencies become more effective at controlling crime. The

crime bill provides assistance only to agencies that
support community-oriented policing (Swanson et al., 2001).
This act was intended to increase the number of police
officers interacting directly with community members;
provide additional and more effective training for police
officers in the areas of problem-solving and communicating
with citizens; encourage the development and implementation
of community policing programs; and encourage law
enforcement agencies to develop crime prevention techniques
(Robin, 2000). Furthermore, the Act also provided funds
for 100,000 new police officers (Swanson et al., 2001).

According to the Justice Department's Bureau of
Justice Statistics, violent crime dropped dramatically
throughout the country between 1993 and 1998. The Clinton
administration took credit for the decline, attributing it
to the success of community policing. However, some
criminologists claimed that changing demographics and a
booming economy contributed more to the decline of violent
crime than the implementation of community policing
(Goldman, 2000).

What is Community Policing?

Community policing advocates claim that this new
policy is a more effective and successful way to reduce

crime by allowing the community to be involved with policing efforts. However, community policing is not a simple tactical plan (Kessler and Borella, 1997). It is an organizational strategy that requires redefining the goals of policing (Skogan and Hartnett, 1997).

There are many major differences between traditional policing and community policing. Traditional policing is based on improving the quality of police service through police administrative efforts by tightening organizational control and narrowly defining accountability. Rigid organizational controls, limited discretion for line officers, personnel specialization, and heavily centralized authority are essential tenets of traditional policing strategies (Carter, 2001).

On the other hand, community policing is based on satisfying customer demand. The community policing strategy emphasizes police service to the community, and operates with the belief that by developing a familiar and intimate connection with the community, police will be able to uncover and eliminate the underlying social problems that cause crime patterns to develop. Steps are taken to raise officer motivation and increase job satisfaction among police personnel (Carter, 2001). According to

Taylor, Fritsch and Caeti, community policing offered a complete fundamental change from a closed-system, incident-driven, reactive bureaucracy to a more open, dynamic, and quality-oriented cooperative effort between police and citizens to protect individual freedoms and constitutional rights (as cited in Stevens, 2001).

The implementation of the new community policing policy, however, has not been easy. There are many administrative problems that must be worked through to make this new policy effective and successful. In order for such a dramatic change in policy to take hold within a police organization, all personnel, from supervisors to line officers, must understand the change in strategy and must be adequately prepared. Keeping in line with the philosophy of community policing, law enforcement officers and managers are pushed into new roles that are unmistakably different from their traditional roles. For the successful implementation of community policing, the change process needs to be fully realized throughout the organization. Therefore, changes should be brought about at all levels, beginning with recruitment, selection, and training, and spreading throughout the entire organizational structure (Swanson et al., 2001).

The success of community policing does not solely depend on the efforts of police departments. It also depends on the active involvement of the community. Citizen involvement is a critical part of the success of community policing (Skogan and Hartnett, 1997). Under the community policing paradigm, citizens are expected to provide information about criminal activities for the police, to inform the police about social conditions and problems, and to participate in solving those problems (Watson et al., 1998). Many researchers have concluded that to be fully effective, community-oriented police departments should encourage the prolonged involvement of citizens in community policing projects, especially residents of poor and predominantly minority areas where crime rates are high and the fear of police tends to lessen the likelihood of cooperation with the police. It is difficult, however, to make residents understand the new goals and tactics of community policing because they are simply not prepared for this kind of mission (Skogan and Hartnett, 1997).

Some research has indicated that among minority residents, those who are afraid of the police are often the same residents who are afraid of criminal activity. On the

other hand, most residents do not involve themselves in community policing due to the historically poor relationship between police and the residents of poor and minority communities. People there have learned that they cannot trust police, and the police do not understand what residents are going through. It is rather difficult in these neighborhoods to encourage residents to participate in community policing programs because the police need to gain their trust first (Grinc, 1994).

When adopting a new policy, it is expected that there will be certain obstacles to overcome. Community policing presents its own unique set of challenges. Police administrators should be aware of these challenges, and should properly respond in order to minimize problems. One way to successfully accomplish the mission of community policing is to provide effective, high-quality training programs for police officers and community members. Suitably appropriate methods of training will help both officers and citizens to fully understand the goals of community policing. The end result will be a smooth transition from traditional policing methods to community oriented policing.

Research Questions and Purposes

Providing quality-training programs for police officers and community members is essential to successfully implement a community policing program. Police departments need to use proper training programs for police officers and community members. At this point, the training methods become important. This study will focus on the types of existing community training methods as well as the obstacles that complicate training efforts. After reviewing and examining the types of training programs that are used to adapt officers to a new community policing program, recommendations on community policing training will be made.

Research questions:

1- What is community policing, and what are keys for implementing community policing?

2- What kinds of training programs are used for police officers and community members in order to make them understand their responsibilities under community policing philosophy?

3- What did Chicago Police Department do in order to provide community policing training programs to officers and community members, and what were the

results of community policing training efforts in

Chicago?

4- What should be done to improve the quality of

community policing training programs?

The purpose of this study is to answer the research

questions in order to emphasize the importance of community

policing training and training needs for police officers

and community members. Answering the research questions

will satisfy several objectives. First, the concept of

community policing will be explained. Second, keys to

implementation of community policing will be clarified.

Third, current community policing methods will be reviewed.

Consequently, this study will present suggestions regarding

the training needed for community policing and what should

be done to make training programs more helpful when

implementing community policing.

<div align="center">Methodology</div>

For answers to these questions, the author has

conducted a comprehensive review of current literature and

empirical data related to community policing and training.

The main objective of this study is to discover training

techniques on the implementation of community policing in

criminal justice agencies. Before starting the research,

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the author selected key words and concepts to direct the research. "Community policing", "police training", "quality of police training", "police management", and "community involvement in criminal justice" are the initial concepts for this research that will guide the collection of data and information related to community policing and training issues in community policing. The author used "police management" as a key word because police managers are the ones who organize and implement the change process during the adoption of community policing. They must carefully select methods that will make the shift to community policing smooth and relatively problem-free. For instance, police managers may choose to implement a community policing training program. Therefore, the author expected to discover training related materials by using the key word "police management".

The first step in this research was to locate the appropriate books for the topic. By using the key words and concepts in the library catalog, it became possible to find several scholarly books on community policing. To specifically address the intended issues, the author scanned the contexts of the books to eliminate those that discuss community policing too broadly. So, by reviewing

the contents of the books, the selection was narrowed to include strictly those that cover community policing training issues.

Also, the author sought books on overall training methods for police and law enforcement officers in order to collect data on what sort of training programs are available for police officers to help them gain knowledge and skills necessary for the job. It is believed that training techniques and methods are very important because throughout training programs, police officers can be taught the goals and mission of the new policy. This increased understanding should minimize problems that would otherwise occur with the implementation of the policy. This author hopes to understand the relationship between training techniques and community policing that will help to give an idea of specifically which training methods should be employed to teach officers to be a working part of a more efficient and more effective community policing force.

In addition to this library research, this author used electronic resources to find articles in scholarly journals related to community policing and police training. By using the key words and concepts stated above, the author located those articles and journals about community

policing and police training. The author used the
electronic research engines provided by University of North
Texas and categorized into research topics. Among these
research topics, the author focused on criminal justice
related categories, including the Criminal Justice
Abstracts, Lexis-Nexis criminal justice data base, Journal
of Contemporary Criminal Justice, and OCLC First Search.
These resources helped the author locate criminal justice
journals containing materials related to community policing
training issues.

Another tool used to reach data about community
policing training was the internet. The author used
internet search engines such as Yahoo, Alta Vista, and
Google to search for community policing websites. As a
result of these searches, the author discovered many
pertinent websites, including those of organizations,
institutions, and universities such as the Community
Policing Consortium, United States Department of Justice,
and Michigan State University.

As stated before, this research will focus on
community policing training programs for police officers
and community members. Therefore, the author will review
all the material that he discovered, and he will focus on

case studies of the actual implementation of community policing by police agencies because these methods provide one way to find out what kind of training programs have been conducted in the field to increase the effectiveness of community policing. Therefore, the author focused on books and articles that include information on appropriate training programs for both citizens and police officers about community policing.

Limitations

There are many sources on community policing that provide useful and pertinent information such as books, articles, journals, and the like. These sources cover all aspects of community policing including the definition of community policing, and the principles, assumptions, and examples of implementation of community policing. Many researchers have focused on how to implement community policing and what police departments should do to increase the effectiveness of community policing. Therefore, these sources also describe the role of police officers, their supervisors, and community members. Furthermore, researchers also try to measure and evaluate the effectiveness and success of community policing. However, there is very little literature available that deals

specifically with training in community policing. There is

simply not much data that shows how effective specific

community training techniques have been and which

techniques are best. In general, writings on community

policing took on the topic as a whole, giving little

attention to community training issues. Moreover,

community policing training issues were listed in those

resources as more descriptive than evaluative. It was

difficult to reach the most helpful data concerning

community policing training. This was the main limitation

for this study.

These limitations highlight the significance of this

study. Community policing implementations have been

closely paid attention to during the last two decades.

Much research has been conducted concerning the success of

community policing. This research also attempted to

evaluate community policing implementations, and they

focused on guidelines for effective community policing.

However, research on training issues for community policing

are limited. This study attempts to emphasize the

importance of training programs for successful

implementation of community policing. Therefore, this

study suggests more attention to community policing

training programs for officers and community members to increase the effectiveness of community policing implementation.

<center>Overview of Chapters</center>

In the second chapter, information about the implementation of community policing will be provided. This chapter will focus on the definition of community policing, the assumptions of community policing, general principles of community policing, the role of police management, the appropriate organizational structure of police departments, the role of police officers and supervisors, and the differences between community policing and traditional policing. The second chapter will also give some examples of community policing in practice. This will outline the steps police departments take to implement community policing, and how they understand community policing. Therefore, some of the difficulties that are faced during the change process will be reviewed as well.

The third chapter of this study will focus on current training techniques and programs regarding community policing. This chapter will also explore the ways that police departments use programs to provide training to officers and community members. This chapter will discuss

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that appropriate training programs are one of the means used to overcome the problems that arise when departments change from traditional policing to community policing.

In the fourth chapter, the Chicago Alternative Policing Strategy will be reviewed. The Chicago Police Department is one of the biggest police departments in the country. The department adopted community policing in 1992. It was a monumental task to convert such a large department to community policing. Efforts of the Chicago Police Department are a significant example of community policing training programs. The administration decided to conduct training programs to teach police officers and citizens their roles in community policing. The CAPS project evaluated the contributions these training programs made to community policing.

The last chapter of this study will provide some recommendations on community policing training programs. Previous chapters emphasized the importance of training in the implementation of community policing, and encourage police departments to give more attention to training programs. Recommendations will be offered to police departments concerning the appropriate areas to focus on for training programs.

CHAPTER II

KEYS TO SUCCESSFUL IMPLEMENTATION OF COMMUNITY

POLICING

In chapter I, this study attempted to explain the
philosophy behind community policing, and the general
principles of community policing. The next step is to
provide an overview of the implementation of community
policing. As mentioned before, it is not easy to implement
community policing. There are several factors that affect
the implementation of community policing. Police
departments should anticipate implementation problems,
paying more attention to these factors in order to
implement community policing more effectively. In this
chapter, the definition and assumptions of community
policing, as well as the key factors that affect the
implementation of community policing are identified and
highlighted. This chapter also includes examples of the
implementation of community policing in the field.

Definitions of Community Policing

Community policing may be defined in a variety of
ways. There are many terms which are used synonymously with

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community policing including the terms foot patrol, vertical patrol, special purpose patrol, fear-reduction efforts, citizen patrol, problem oriented policing, and location-oriented policing (Reed, 1999). Defining the concept of "community" should be the first step in any study related to community policing. The "community" is a well-defined geographical area wherein a patrol officer is given the responsibility of examining the characteristics of problems in the neighborhood (Community Policing Consortium, 1994).

Secondly, there is a need to review definitions of the "community policing." Bennett defined community policing as the belief or intention held by the police that they should take into account the needs and desires of the public when determining and evaluating their operational strategies. Furthermore, the police should work closely with the public to identify and solve local problems (Lewis et al., 1999).

On the other hand, Rosenbaum defined community policing as an emphasis on improving the number and quality of police-citizen contacts, a broadening of scope of legitimate police work, a decentralization of the police

bureaucracy, and a greater emphasis on proactive problem-solving strategies (Rosenbaum and Lurigio, 1994).

Trojanowicz and Bucqueroux defined community policing as a new philosophy of policing based on the notion that police officers and community members should work in cooperation, in order to help solve community problems related to crime, fear of crime, social disorder, and neighborhood decay. The accomplishment of community policing requires that law enforcement agencies build a new relationship with community members, allowing them to participate in the creation of a local agenda for combating crime, and to actively be involved in efforts to improve the living standards in their neighborhoods. This new policy changes the focus of police work from handling random calls to solving problems (as cited in Carter, 2001).

All definitions of community policing have a common general meaning; for example, each definition focuses on police-citizen relationship. On the other hand, they differ from each other in implementation approaches of community policing. At this point, an explanation of the assumptions and general principles of community policing will help to clarify the concept of community policing.

Assumptions of Community Policing

In order to be able to accomplish the mission, goals, and values of community policing, there is a need to make clear the assumptions of community policing. Police managers especially should be aware of community policing assumptions so that they will take the necessary actions to implement community policing effectively and properly.

First, community policing assumes that presence of the police through increased visibility reduces the public's fear of crime (Reed, 1999). Traditional policing can play only a limited role in addressing fear of crime. The main reason here is that the bulk of traditional response is focused on dealing with crimes after they have been committed. On the other hand, community policing focuses on proactive methods to prevent crime before occurring. Community policing also requires more presence of officers in streets that reduce fear of crime (Trojanowicz and Bucqueroux, 1990). Furthermore, Manning argued that some groups in society do not want a continued police presence. He also pointed out that wealthier people make use of police services at a greater rate than lower income people for less serious crime and less serious order maintenance.

However, lower income people demand police service for violent crime and serious order maintenance. Police presence, depending on the social class, race, and age of the neighborhood, will reduce the likelihood of a crime being committed and fear of crime (Riechers and Roberg, 1990).

The second assumption is that the public is of one mind, a homogeneous populace whose satisfaction or dissatisfaction with the police can be readily measured (Reed, 1999). The question is here how the police can define who the community is and determine what the community needs are. So, police departments should examine community preferences for different types of policing, and place the degree of importance on certain tasks according to demographic characteristics of neighborhoods (Riechers and Roberg, 1990).

The third assumption is that the police should be responsible for actively helping to define and shape community norms (Reed, 1999). This assumption is closely related to the goal of the use of police as agents of informal social control. There are many reasons why this should not occur. One reason is that it violates the political neutrality of the police. Another reason is if

the police try to base their control on the informal norms

of society, it may cause problems such as corruption.

Furthermore, there are many different communities with

varying expectations and norms. Consequently, it would be

difficult to identify and keep track of these expectations

and norms. Furthermore, the informal control mechanisms of

a community may be overtly illegal and in conflict with the

duty of the police to enforce legal norms. On this point

the assumption is controversial because police need to act

within legal norms (Riechers and Roberg, 1990).

Public fear stems more from disorder than crime; this

is the fourth assumption of community policing (Reed,

1999). Fear of crime and social disorder can be reduced

through the use of order-maintenance techniques. However,

it is also important to remember that fear of crime is a

significant problem for only a portion of the population.

Fear of crime is often unrelated to crime rates or

probability of victimization. Moreover, research pointed

out that not all members of society want the same police

service or visibility. For example, blacks and renters

were not affected by the attempts to reduce fear of

personal victimization and crime. Therefore, the assertion

that public fear stems more from disorder than serious

crime can be questioned based on how the public is defined (Riechers and Roberg, 1990).

The fifth assumption is that signs of neglect and decay in neighborhoods invite crime (Reed, 1999). In other words, signs of neglect and decay in neighborhoods may lead to increased fear of crime. Furthermore, fear of crime in deteriorating neighborhoods is increased if the racial composition of the neighborhood is changing. At this point, closer community contact may be beneficial, for example foot patrol. According to Trojanowicz's findings in 1982, foot patrol reduces crime and fear of crime in target areas. However, even if foot patrol has the impact of reducing crime, there is a possibility that foot patrol simply displaces crime to other areas. There is also other research that indicates that there is a relationship between fear of crime and decay in neighborhoods. Thus, police departments can not solve problems only with foot patrols (Riechers and Roberg, 1990).

The sixth assumption is that community policing programs are starting at the initiative of the police with the aim of improving service, not to give influential citizens control over the police (Reed, 1999). This assumption simply focuses on the political neutrality of

the police and community policing. So, the seventh

assumption concludes that community policing can be done

without violating the political neutrality of the police.

However, the police should not be used for political

intentions (Riechers and Roberg, 1990).

Assumption eight indicates that police organizations,

given their current mechanistic characteristics, can

readily adapt to a more organic model required to

effectively implement community policing (Reed, 1999).

This assumption emphasizes the need for changes in police

organizations, management, and personnel (Riechers and

Roberg, 1990).

The ninth assumption is that police organizations,

given their current quality of personnel, can be responsive

to the demands of community policing (Reed, 1999). This

assumption indicates that there is a need for certain

skills in police personnel, including the ability to

conceptualize problems, synthesize and analyze information,

create action plans, evaluate programs, and convert

evaluation results into policy implications (Riechers and

Roberg, 1990).

The police are the proper agency to attempt to fulfill

the goals of community policing. This statement is the

final assumption of community policing (Reed, 1999). It should be remembered that there are many significant societal problems that the police cannot solve. However, it is also impossible to separate the police from certain social service and order maintenance duties. Therefore, police organizations should realize that community policing is more sophisticated than other policing initiatives. Without significant changes in the organization itself, the implementation of community policing will be unsuccessful (Riechers and Roberg, 1990).

General Principles of Community Policing

There are three general principles of community policing. The first of these is the principle of organizational decentralization. This practice calls for the implementation of foot and bicycle patrols and localized police stations. This reorientation of police patrol is done with the intention of establishing a more intimate communication between police and residents (Skogan and Hartnett, 1997). In order to "localize" police stations, administrators created ministations, substations, and storefront stations, and increased the number precincts. These smaller police stations and satellites have more autonomy in deciding how to implement policing in

their area. This creates the possibility of a more intimate police-community relationship and allows police officers the opportunity to gather more information in their area (Greene and Mastrofski, 1988). The decentralization of community policing revolutionized the role of the police officer. Less immediate supervision means greater discretion for the street cop. Community policing forces a complete change in police culture, giving individual officers more power on the streets. To compensate and limit abuse of this power, administrators are to create recruiting and training procedures that will ensure that officers have values that mirror the values of the community. The system of evaluation and promotions will further ensure that officers reflect community values (Peak and Glensor, 1999).

The second general principle of community policing is proactive policing. Community policing asks police departments to change their incident-driven reactive policies to a proactive and creative resolution to crime (Peak and Glensor, 1999). This new focus in community policing is often termed "problem-oriented policing" (Skogan and Hartnett, 1997). This approach may utilize a four-step process represented by the acronym SARA:

Scanning, Analysis, Response, and Assessment. It is the

basis of the crime analysis model developed by the Newport

News Police Department (Swanson et al., 2001). During the

scanning phase, officers observe crime and look for

relationships between them, attempting to identify patterns

and commonalties. During the analysis phase, this

information is collected and serious consideration is given

to the underlying problem that may have caused this pattern

to occur. In the response phase, solutions for this

problem are developed and implemented. In the last phase

of SARA, assessment, officers evaluate the impact of their

response, how well did it work (Skogan, 1999)?

Finally, the third general principle of community

policing is the involvement of the community in the

creation of police policy. This principle requires that

police agencies become more closely involved with the

community. This means creating an administrative strategy

that emphasizes community priorities. The goal is to help

community members solve crime problems by fostering

community organizations and crime-prevention programs

(Skogan and Hartnett, 1997).

The definitions, assumptions, and general principles

of community policing are basic guidelines for police

departments to understand the main philosophy of community policing. When implementing community policing, police departments should focus on key factors to successful implementation of community policing. Recognizing the role of police managers in the change process, necessary changes in structure of police departments, their goals, culture, and work environment, and the importance of communication with the community are significant keys to successful implementation of community policing. These factors will be discussed in the next section.

Roles of Police Managers Who Implement Community

Policing

One of the main factors that determine how effective the implementation of a new community policing program will be is whether the actors who are involved fully understand the goals of this new policy and how it functions.

It is a fact that community policing has many differences from traditional policing. In adaptation to these differences, law enforcement agencies are to make necessary changes in their structural organizations and strategic policies. During this process, police managers, line officers, and community members have their own responsibilities and duties respectively, and it is

inevitable that problems will arise when these groups are faced with change. These changes naturally create potentially massive obstacles that must be overcome. Therefore, it is necessary to make clear not only the differences that exist between community policing and traditional policing, but also what kind of problems and obstacles potentially might face a police department during the change process.

Traditionally, community-oriented policing has focused on changing the roles, responsibilities, and duties of police departments (COPS, 1997). For the implementation of community policing, plans may vary from one police agency to another and from one community to another. The most appropriate implementation plan will depend on the internal and external conditions facing the agency (Community Policing Consortium, 1994). Furthermore, community policing efforts should focus on improving the efficient delivery of police services, achieving equitable delivery of services to all communities, and enhancing the effectiveness of police work (Stevens, 2001). As a result, an effective administration is essential for the effective implementation of community policing.

An effective administration within the police department can solve many managerial problems and provide a better service for the public. Well-organized and managed agencies can better accomplish the requirements of their jobs. Administrators have several important duties, including planning, organizing, staffing, directing, and controlling. These tasks play an important role in managing their personnel effectively. Police executives should focus on the appropriate management style, level of decentralization, and leadership style necessary to implement a new policy effectively (Holden, 1986).

Leadership qualities are essential for police supervisors. Police leaders need to value maintenance of high professional standards and quality service to the community. Moreover, they should identify with the values that flow from the law and the Constitution, uphold the highest standards of the profession, and champion the values of society persuasively and unambiguously (COPS, 1997). Moreover, police leaders need to see change as a continuum in order to carry out community policing initiatives. A police leader should also develop a mindset that allows them to creatively seek opportunities and unique ways to deliver police services. He or she should

decisively make the difficult choices or changes that must be made for community policing. Furthermore, a police leader needs to be able to empower line officers and community members, enabling them to independently solve community problems (Stevens, 2002).

The organizational structure of an agency and the management style of its supervisors are critical factors, which determine how successfully the agency may implement community policing. Implementation of community policing within a traditional, para-military structure that requires chain-of-command procedures and the use of an authoritarian, top-down management style will fail (Oliver, 2000). Therefore, police managers should take the steps necessary to achieve a change in the organizational structure. The changes needed in organizational structure will be discussed under forthcoming subheadings.

Community policing imposes new roles and responsibilities on police officers. The police are expected to be more proactive, to prevent crime before it occurs, and to deal with problems that disrupt the community peace and threaten quality of life. These new responsibilities mean the police must undertake new tasks including resolving disputes and providing emergency

assistance in social crises. Thus, police officers have more skills to learn and greater discretionary power (Meese III, 1993).

It is normal for police officers to be reluctant and suspicious of the new policy, and to show resistance to the change process (Stevens, 2001). At this point, total quality management programs, value-added management, and the re-engineering of the organizational approach play important roles. Police managers should focus on lifting employee motivation and raising levels of job satisfaction (Carter, 2001). The goals and objectives of the new policy must be clearly defined for the officers, and police managers should produce policies that establish the framework and the parameters within which subordinates are expected to operate (Watson et al., 1998).

Necessary Changes for Community Policing

Community policing differs from traditional policing in how it is perceived and in its expanded policing goals. Crime solutions and control still remain the top priority, but community policing uses a variety of methods to accomplish these goals (Community Policing Consortium, 1994). Community policing calls for major changes in the structure of police organizations, their strategic goals,

the police culture and working environments (Stevens and Yach, 1995).

First, police departments should focus on structural changes for successful implementation of community policing. In a traditional approach, the structure of the police organization is usually top-down, centralized, authoritarian, and militaristic. Moreover, traditional police agencies are generally hierarchical and highly bureaucratic. In community policing, police organizations are bottom-up, decentralized, and democratic. Community police agencies are also citizen-focused (Stevens and Yach, 1995).

Second, the goals of community policing require different strategic approaches to policing. The strategic approaches of traditional policing are completely different from those of community policing. Traditional policing focuses on crime solving with a reactive agenda (Stevens and Yach, 1995). The police give more attention to high-value and high-profile crimes, for example a bank robbery or a homicide. Police efficiency is measured by detection and arrest rates. Response time to incidents is yet another measure used to determine the effectiveness of traditional police. "A swift, effective response to serious crime" is

considered the hallmark of traditional police professionalism (Sparrow, 1988).

Community policing strategies give more attention to crime prevention and proactive and pre-emptive tactics. The main goal of community policing is to solve community problems by working closely with community members (Stevens and Yach, 1995). In other words, the police have a problem-solving role in the community. The police give more attention to the problems, which disturb the community most, and the level of efficiency of the police is measured by the absence of crime and disorder. All service calls are considered as important; therefore, being close to the community is considered a mark of police professionalism within a community policing framework (Sparrow, 1988).

Third, for successful implementation of community policing, police culture should be reconsidered. Police departments have a life of their own, a police subculture. Powerful forces within the police establishment have had a strong influence on the way police departments operate. The strength of the police subculture stems from the peculiar characteristics and conflicting pressures of the job (Goldstein, 1990). The unusual strength of the police subculture has two factors. First, the stressful and

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dangerous nature of police work makes officers feel like they are living in a hostile world. Second, long working hours and rotating shifts limit the possibility for a normal social life for police officers (Sparrow, 1988).

Finally, the work environment related to the police subculture should be paid close attention. The police subculture and working climate are very different when comparing traditional policing and community policing. Police tend to be closed, defensive and order driven within the framework of traditional policing (Stevens and Yach, 1995). Here police officers are government agents who are representatives of their agencies (Sparrow, 1988). In community policing, the police culture is more open, honest, and responsive. Police officers are self-motivated and self-responsive (Stevens and Yach, 1995). If a proposal for change is to have any chance of succeeding, it must be reviewed based on how it relates to the police subculture and how it can be best be introduced (Goldstein, 1999).

Another key for successful implementation of community policing is establishing effective communication with the community. Actually, without communication with the

public, a department cannot be expected to implement
community policing successfully.

Communication with the Community

Communication is a vital tool police departments can
use to implement community policing. As indicated earlier,
the implementation of community policing depends on a
strong relationship between police and community members.
Community policing is a problem-oriented approach to crime.
However, there are some distinctions between community
policing and problem-oriented policing. Problem-oriented
policing emphasizes the substantive societal problems that
the police are expected to solve; community policing
emphasizes having the police engage the community in the
policing process. The careful analysis of problems before
they develop is emphasized more in problem-oriented
policing than community policing (Scott, 2000).

Its main focus is on solving the underlying problems
that cause crime. Therefore, police need to engage in an
open, honest, and thorough communication with citizens in
order to practice the principles of community policing
fully and effectively.

Police departments need community involvement and
trust in order to successfully implement community

policing. Establishing trust should be considered an important goal of community policing initiatives, strategies, and programs (COPS, 1997). For example, a study conducted by The Vera Institute revealed that eight cities experienced extreme difficulty in establishing solid community communications. The study concluded that police agencies failed to organize and provide active community involvement in their programs. Community support must be won for a community policing program to be effective. The policy depends on an involved, well-organized community. Good communication with the community is crucial (Bois and Hartnett, 2002). Communication with the community members is vital to fulfill the scanning phase of SARA: to identify the problems in communities (Robin, 2000). In other words, open communication with the community helps law enforcement agencies set priorities for neighborhoods. Neighborhood beat tactics and meetings with citizens provide opportunities for the police to establish better communication with the community (Moore, Trojanowicz and Kelling, 1988).

Communication also allows citizens to voice their concerns and priorities. Citizens can get involved in the

decision-making process and help develop policies to prevent and control crime (Ramsey, 2002).

<div align="center">Community Policing In Practice</div>

Community policing has taken a variety of different forms in police agencies across the U.S. Police Departments attempted to implement community policing by using different community policing implementation methods such as the SARA model, community partnership, foot patrol, and problem-oriented approach (Robin, 2000). Many police administrators experience problems applying the policy to real life (COPS, 1997). Furthermore, community policing does not promise a quick adaptation. It will take time, effort, and patience on the part of all involved for community policing to come to its fruition (Community Policing Consortium, 2001).

Police administrators often carefully develop an action plan to adequately fulfill the mission of community policing. An effective action plan clarifies the mission of the police, identifies goals, and tasks, sets priorities, and assigns responsibility for each task. It also establishes a schedule, sets deadlines, and identifies the sources to be used (COPS, 1997).

By following the general principles of community

policing, police managers have to pursue their plans to

implement community policing. Therefore, police

departments should take some steps in implementation of

community policing. First, police administrators should

identify the resources that are necessary in order to

obtain funding for the required changes. Second, necessary

actions should be taken in order to introduce and explain

the community policing philosophy to police officers and

community members. At this point, police departments

should reexamine their service preference and obligations.

Third, they need to decide what kind of service

applications need to be adopted, such as the use of foot

patrols, motor patrols, substations, and organize meetings

with citizens. After all, police departments should craft

their departments in a new organizational shape that

facilities the transition from traditional policing to

community policing (Kennedy, 1993).

> Initial Approaches of Police Departments to the
>
> Implementation of Community Policing

Police departments have adopted various approaches to

community policing. To discover more about the face of

community policing, Trojanowicz and Harden conducted a

survey out of the National Center for Community Policing at Michigan State University in 1985. Over 140 police departments in cities with over 15,000 populations that have community-policing programs participated in the survey.

The researchers found that police departments applied community policing in downtown 51% of the time, in the entire city 12%, in business areas 9%, and in residential areas 7%. Community policing operated mostly in downtown and in business centers, surprisingly not in residential areas. Some police departments used a variety of means to facilitate interaction with citizens, including the use of bicycles, scooters, and three wheeled vehicles on patrol missions. Others used foot patrol, motorcycles, or distinctly colored patrol cars. More than a fourth of these departments had expanded their programs over the last three years.

Trojanowicz and Harden also found that police departments conducted their community policing programs different from each other by prioritizing different issues of community policing. That means that departments had different areas of program operations. For example, some programs aimed to coordinate their activities with the help

of formal citizen organizations while some others put officers on foot in traffic controls during rush hours. Some police departments in tourist regions increased community policing in reaction to huge traffic and cruising during vacation seasons, and several programs targeted certain groups like the elderly.

On the other hand, only a few police departments surveyed citizens to find out what their problems and priorities were. About a third of the departments surveyed designated volunteer police officers as their only community policing forces. Sixteen percent of departments assigned both volunteers and other officers to community policing duty. Forty-four percent dedicated their entire force to community policing practices.

During assignments, community police officers were required to perform some certain tasks like to talk to citizens, maintain high visibility, and be mindful of relations between the department and the public. In other words, officers were expected to establish communication with the citizens, and gather information (Trojanoicz and Harden, 1985).

The Flint Experiment

The Neighborhood Foot Patrol Program of the Flint

Police Department, which began in 1979, was unique in many

ways and remains one of the most prominent examples of a

community policing patrol experiment. The Mott Foundation

provided $2.6 million for the Flint program (Trojanowicz

and Bucqueroux, 1990).

The main goals of this program were to establish

comprehensive neighborhood organizations and services to

provide citizens the opportunity to become more involved

with crime prevention programs, and to build close

interactions between police officers and residents

(Trojanowicz and Belknap, 1986). Therefore, the Flint

program focused on the lack of comprehensive neighborhood

organizations and services, lack of citizens' involvement

in crime prevention, and depersonalization of interactions

between officers and residents (Trojanowicz and Bucqueroux,

1990).

The Flint Police Department foot patrol experiment

sent twenty-two foot patrol officers to fourteen different

neighborhood areas that collectively covered one-fifth of

the city's population. The project had seven aims to

achieve: to reduce the number of actual or *perceived*

crimes, to help citizens feel more secure; to deliver a

quality police service consistent with the community needs;

to make residents aware of crime problems and increase the

ability of police officers to deal with crimes more

effectively; to get the citizens' support in targeting

crimes; to establish an intimate communication with

citizens, so they feel more inclined to report crimes, and

to increase the protection of elderly people, women, and

children. With those efforts of the department, the crime

rate reduced 8.7 percent in experimental neighborhoods as a

result of the program. The activities of foot patrol

officers were based in neighborhoods of various

socioeconomic levels, rather than downtown or in business

centers.

Flint Foot Patrol officers worked with community

organizations and individual citizens to establish patrol

priorities and deliver a comprehensive set of services.

Citizens reported their satisfactions with the program, and

because of the closer communication with the residents,

one-third of all neighborhood residents knew their foot

patrol officers by name. Consequently, the Foot Patrol

Program of Flint Police Department is a good example of

community policing implementation (Trojanowicz and Belknap, 1986).

In this chapter, the elements vital to implementation of community policing and their importance were reviewed. In order to achieve a better implementation of community policing, effective police management, appropriate organizational change, an understanding of the assumptions of community policing, and communication with the community are vital. This chapter also provided the example of community policing implementation in Flint, Michigan to demonstrate the approaches of a police department to the implementation of community policing.

CHAPTER III

COMMUNITY POLICING AND TRAINING

Police departments face many challenges when dealing
with the changes brought about by community policing.
Community policing requires major internal changes. It
also requires restructuring almost every aspect of the
police-community relationship. Therefore, the shift to
community policing greatly affects how police officers are
trained. By making necessary changes in internal training
procedures and providing training programs to community
members, police agencies can make a smooth and effective
transition to community policing (Sloan et al., 1986).

In order to effectively implement the most appropriate
community policing training programs, first of all, basic
job assessment should be conducted. Secondly, for each
group who will be provided community policing training, the
most relevant type of training should be chosen to increase
the likelihood of a successful transition to community
policing.

In this chapter, first, community policing basic job
assessment will be focused on. Second, current community

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policing training programs for police officers and
community members conducted by police departments will be
also reviewed, and examples of training programs will be
provided.

<div align="center">Community Policing Basic Job Assessment</div>

One of the major challenges facing police departments
is the development of productivity measures that adequately
evaluate actual performance. Police departments should
have some type of "instrument" to effectively measure areas
of productivity that needs improvement. To be able to
address training issues involved in community policing, a
clear definition of the role of a community policing
officer is needed. This means that community policing
training programs need to focus on providing the most
necessary and appropriate information to trainees in order
to accomplish the expected requirements of community
policing (Trojanowicz and Belknap, 1986).

It is critical to structure police performance
standards and productivity measures so that they relate to
actual job functions. These standards and measures can
then be used to project realistic training guidelines. The
role of the police must be defined in such a way that it
provides a strong foundation for effective evaluation.

Even more specifically, the role of the officer in a
community policing department must be defined (Sloan et
al., 1986).

The main goal of community policing is to improve the
crime control capacities of the police by creating an
effective working partnership between the community and the
police (Moore and Trojanowicz, 1988). Community policing
invites citizens to collaborate with the police to
establish a community-specific crime-fighting agenda
(Weinstein, 1998). This policy also utilizes problem
solving techniques, encouraging police to seek creative,
proactive solutions to solve community problems (Moore and
Trojanowicz, 1988). In order to use this problem solving
approach, community police must exhibit intelligence,
analytic ability, sensitivity, and moral character
(Trojanowicz and Belknap, 1986).

In addition to problem solving, officers in a
community police department must continually seek and
absorb information. Within their communities, they must
learn who they can trust, how they can get information, and
how they can help the community members. The police cannot
assess and define local problems unless they understand the
needs and expectations of the citizens. The key to

preventing, defining, and resolving problems, especially in

an information driven society, is the ability to collect,

organize, analyze, and record information. The first step

towards this collection of information is the formation of

a trust-based partnership with the citizens. In order to

build that trust, police departments need to adhere to the

priorities of the community members. In most cases, these

priorities include a number of quality-of-life and dispute

resolution services in addition to protection and crime

prevention (Himelfarb, 1990).

Overall, then, in addition to being intelligent and

analytical, a community policing officer should be self-

motivated, independent, innovative, communicative,

compassionate, extroverted, friendly, and community service

oriented. He or she should also have extensive police

experience, the ability to motivate people, an eagerness to

work with people, flexibility, open-mindedness,

adaptability, and organizational skills (Trojanowicz and

Pollard, 1986). Additionally, the following list of

characteristics might be used to predict how well an

individual might serve as a community police officer. Of

course, these characteristics are not so different than

those of traditional policing, but they are essential for police tasks:

- Understanding of people in general

- Professional "take charge" attitude

- Able to make sound and rational decisions

- Able to read people, discern between the average citizen and the criminal, and act accordingly

- Honest, straightforward, and trustworthy

- Impartial and fair

- Highly self-disciplined

- Committed to the mission of the department

- Able to perform their duties when unsupervised

The following characteristics should be paid more attention for community policing implementations:

- A problem solver

- Willing to flex their shifts to meet the "clocks" of the community

- Able to recognize changes in crime patterns (Stevens, 2001).

Community Policing Training Programs

It is argued that the effectiveness of community policing is closely related to the type and number of

community policing training programs that aim to enhance the skills and abilities of police officers (Peak and Glensor, 1999). Therefore, it is imperative that police organizations that adopt community policing carefully consider the forms their training will take (Sloan et al., 1986).

Although law enforcement as a profession may have been slow to recognize the value of higher education as a complement to specific job-related training, an increasing number of administrators now view education as an important part of the transition to community based policing. As officers move to interact with citizens in new ways and address a wide range of issues that impact the community, higher education helps to ensure the problem-solving skills necessary for officers to operate successfully in this environment. In agencies across the country, revised mission statements mandate skills far beyond the rudimentary mechanics of uniformed patrol. At the same time, broadened definition of police professionalism requires higher educational levels coupled with increased interpersonal, technical, and managerial skills (Varricchio, 1998).

At this point, the types of community policing training programs and their purposes will be reviewed in order to gain an understanding of their contributions to community policing.

<div align="center">Basic Police Academy Training</div>

Every state requires entry-level police training or certification as a prerequisite to employment (Mahaney, 2000). As a result of this requirement, the training of police recruits becomes a vital part in establishing a community policing foundation. Community policing requires that recruits develop a fundamental understanding of community policing principles during their basic police academy experience. In fact, community police training is so basic that it should be the first subject introduced to recruits at the academy, conveying immediately to them the importance of effectively interacting with the community. By becoming more closely involved with the community, they will become less vulnerable to their precarious position as police officers (Harris, 1973).

Academy training must provide a comprehensive introduction of the two primary elements of community policing, namely community engagement and problem solving. A primary emphasis should be placed on the nature of crime

and disorder, teaching problem solving techniques throughout the academy training. If police officers are to become problem solvers, they must hone their skills as street-level criminologists. For example, the Boston Police department has developed a new training curriculum called the Basic Course for Police. The course is held in a defined and structured environment, and its curriculum is centered around four principles: ethics, the law, fitness, and community policing. The course has five objectives: incorporate community policing throughout; adopt a valued-driven model of police training; integrate training and education; train as a collaboration of police organizations with a shared history, a common body of knowledge, and an equal stake in self-evaluation; and enhance character by examining the complexities of society and the choices of police officers (Peak and Glensor, 1999).

In essence, the basic academy training should offer two tracks for community policing training. First, academy training should explain exactly what community policing is and how it works. There should also be brief courses on the philosophy behind community policing, selected strategies for problem solving, community organization and involvement, and the philosophy of accountable creativity

at the line level. In addition, other courses teaching

mediation and how to de-escalate emotionally charged

situations should be offered.

The second track should include examples of how

community policing could be incorporated into the

traditional training curriculum, revising the way

instructors teach patrol procedures, investigations,

traffic enforcement, accident investigation, law

enforcement ethics, use of force, baton/defensive tactics,

and departmental rules and directives (COPS, 1997).

Many police departments throughout the country offer

community policing classes for newly hired police officers.

For example, the Florida Criminal Justice Standards and

Training Commission embarked on the task of updating their

curriculum by interweaving community policing throughout

the entire academy program. When cadets complete the

academy, they return to the department to enter the Field

Training Program (Stevens, 2001).

<div align="center">Police Officer Field Training</div>

The next step of training for newly hired officers is

the field training officer (FTO) program, which provides

additional training to the recruit immediately after

graduating from the academy. This training phase can have

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a deep effect on the later performance of recruits. The FTO has tremendous influence on the way a trainee puts into practice the methods and strategies that were introduced in the academy (Peak and Glensor, 1999).

FTO training is a method of training for police officers who join the police force after graduating from police academy. Experienced police officers are usually assigned as mentors to provide newly hired officers with skills to implement police tasks. Therefore, Field Training Officers should be selected from those who are committed to community policing themselves if they are to transmit that message to trainee officers (COPS, 1997).

FTO training programs need to include units of study that reflect the philosophy and the practice of community policing. For instance, one of these units might consist of an in-depth study of the resources available to citizens in the community. After the appropriate verbal or written tests, the community police officer should exhibit the willingness and the ability to maintain a list of appropriate referrals for reference in the field and to explain the options and resources available to citizens, making referrals as necessary and appropriate.

Secondly, the training program needs to focus on responsiveness to quality-of-life issues as a part of police performance. Standards should reflect a general recognition of the importance of quality-of-life issues in the community and the need to address them properly in daily work. Police should be made aware that their participation and increased involvement in community endeavors, combined with a wholehearted commitment to helpfulness and problem-solving, can greatly improve the quality-of-life for the citizenry.

Lastly, the training program should focus on the relationship with the community. In this respect, the training should promote positive interaction with the community, advocating face-to-face contact with law-abiding citizens whenever possible. It should foster a commitment to obtaining citizen involvement in the prioritization of problems and the development of long term solutions. The ability and willingness to explain actions and directions to citizens and a commitment to following up on citizen questions and concerns should also be emphasized (COPS, 1997).

Academies teach police cadets the basic job requirements for police work, but FTO programs observe and

advise the recruit on how to perform police tasks in actual

situations (Haider, 1990). Many police departments,

therefore, lane instituted a block of instruction on

community policing in order to help cadets relate to

individual departmental community policing philosophies and

expectations (Stevens, 2001). FTO programs, then, can be

very helpful for newly hired police officers, teaching them

how to implement community policing correctly and more

effectively.

The FTO program of Redmond Police Department is a good

example to demonstrate what FTO programs should focus on.

The Redmond Police Department in Washington developed a

curriculum for its FTO program in 1994. The curriculum

focused on the fundamental principles and definitions of

quality management, problem solving, teamwork, and active

involvement with citizens. But more importantly, during

this FTO program, police officers were assigned to

different patrol squads; therefore, they got familiarized

with community problems faced by squads and with

corresponding policing strategies developed by using

teamwork, problem solving, and citizen interaction.

Moreover, officers in training had an opportunity to be

involved in the community meeting process in order to

experience the dynamics of community interaction firsthand (COPS, 1997).

<center>In-service Training</center>

Law enforcement in-service training programs are significant to answer training needs of police officers. In order for in-service training programs to achieve the greatest impact, police departments should first determine the training needs for officers. As a consequence, major steps need to be taken to establish the goals of the program, define its objectives, adopt training strategies, select instructional techniques, and training aids, develop lesson plans, budget, and evaluate improvement (Trautman, 1987).

In-service training provides officers with an opportunity to learn new information and to reinforce skills learned in the academy and FTO programs. In-service classes offer a forum where officers can share their experiences as they apply community policing to a variety of problems. One of the main goals of in-service training is to change the culture and attitudes of officers who have learned to operate using reactive policing techniques.

Conducting in-service training programs to teach community policing is obviously a tremendous challenge for

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large police departments because they may employ hundreds

or even thousands of officers and civilians. Some large

agencies try to find a solution to this problem by

employing the use of videotape or computer-assisted

training (Peak and Glensor, 1999).

Naturally, in-service training programs should focus

on the dramatic change in the very concept of policing that

community policing entails (Goldstein, 1990). Officers who

are educated about the values appropriate to community

policing will be more successful in community policing.

These values include respect for and sensitivity to all

citizens and their problems, a commitment to collaborative

problem-solving with the public, respect for the community

and the laws as the source of the department's authority,

and a commitment to furthering democratic values.

Throughout in-service training programs, police officers as

well as administrators must be trained to adopt these

values in order to ensure the success of any community

policing effort (Mahaney, 2000).

Community Policing In-Service Training Examples from

the Field

The Savannah Police Department (SPD) in Georgia has

eight training modules as in-service training for community

policing. Module I, lasting six hours, is for upper-level supervisors, and it is based on the concept of total quality management. This module provides police managers with topics of "Participatory Decision Making", "Leadership Techniques for Management", "Supervision", and "Street Officers".

Module II is "Community Oriented Policing", and it lasts four hours. The main goal of this module is to focus on an in-depth study of crime in Savannah, and exacerbating conditions that are found in the same high-crime areas. Furthermore, it also presents the principles of community policing, and the progress of the department is discussed. This module also includes discussions on the primary roles of managers, supervisors, and police officers in community policing.

Module III (four hours) is entitled "Problem Oriented Policing". In this module, the advantages of problem oriented policing and existing problems of its implementation are discussed.

"Referral System, Materials, City Ordinances" is module IV (eight hours). It examines the use of referrals and the specific agencies available to help in problem solving.

Module V, "Developing Sources of Human Information" (four hours), focuses on communicating with citizens in a way that maximizes trust.

Module VI, entitled "Neighborhood Meetings, Survey of Citizens Needs" (four hours), discusses how to organize and conduct neighborhood meetings and community surveys.

"Crime Prevention Home and Business Surveys" is module VII (four hours). This module is to discuss crime prevention in the context of community policing, and also officers are taught to conduct security surveys of homes and businesses. The last module, "Tactical Crime Analysis" (four hours), explores how tactical crime analysis entails organizing and interpreting crime data, identifying crime trends, and disseminating data in a timely manner (Peak and Glensor, 1999).

As mentioned before, police departments have different approaches to training issues from each others. The next in-service training example demonstrates how the State of Wisconsin approaches a community policing in-service training program different than the Savannah Police Department does.

The course was developed and espoused by the Wisconsin Department of Justice. The main goal of the course was to

provide in-depth information on Professor Goldstein's
problem-oriented policing concept. The training course
attempts to establish a network of contributors to the
"Wisconsin Problem Oriented policing" data base maintained
by the Wisconsin Department of Justice, and to promote the
concept of problem oriented policing in Wisconsin. The
objectives of the course are to apply the SARA model to
police operations in local communities, fill out the
Wisconsin Problem Oriented Policing (WISPOP) Information
Submission and Request Form, refer to the WISPOP Guide as
an aid to filling out the WISPOP Information Submission and
Request Form, and communicate problem solving questions and
information over the DOJ electronic bulletin board system.
This training session is five-hours long, and each topic is
discussed during one hour classes. The first hour of the
course focuses on the history of the police function. The
second hour covers issues on the SARA model. The WISPOP
data base system is discussed during the third hour. The
fourth hour covers case studies and exercises in using
WISPOP, the WISPOP Form, and the WISPOP Guide. The last
hour of the course reviews the use of the DOJ electronic
bulletin board system. During the training program,

videotapes of problem solving in other cities are shown as well (Peak and Glensor, 1999).

Regional Community Policing Institutes

Another significant source for community policing training efforts is Regional Community Policing Institutes (RCPI). The number of these institutes is growing throughout the country. RCPIs operate under a cooperative agreement from the United States Department of Justice to provide community policing training for police officers (Stevens, 2001). For example, in 1997, the Illinois State Police, the University of Illinois, the Illinois Violence Prevention Authority, and the Illinois Center for Violence Prevention, along with other police agencies, national experts and community groups received a one million dollar grant from the United States Department of Justice to create a Regional Institute for Community Policing training, education, and technical assistance. The Institute provides training in the areas of specialized development, community policing development, and partnership and community development (Illinois RCPI, 2002).

RCPIs are becoming very useful tools in order to answer community policing training needs of police officers

and even community members. Florida RCPI is another unique example of RCPIs training efforts. Florida RCPI is located at the St. Petersburg Junior College, and provides free community policing training to police officers, residents, city employees, social service agencies, and private sector representative throughout Florida. The course includes a two-day "Introduction to Community Policing", a two-day "Problem Solving for the Police Officer and Citizen", and a two-day "Bridging the Gap: Police-Community Partnership" sessions. It also offers a host of other one and two-day courses in "Ethical Considerations in Community Policing", "Crime Prevention", and "Survival Skills for the Community Police Officer". In addition, Florida RCPI provides a three-part managerial course for police supervisors (Stevens, 2001).

Specialized Training

Police managers and supervisors play a pivotal role in the institutionalization of community policing in their departments. Police managers and supervisors must be able to recognize and reward community empowerment and creative problem solving. They also must be trained to encourage leadership development, risk-taking and innovation among subordinates. Therefore, subordinates should establish a

strong trust in their supervisors. Without this trust,
they will passively maintain the status quo, which
typically rewards those who do not seek changes or make
waves (COPS, 1997; Swanson et al., 2001).

Police managers and supervisors also need to be
allowed sufficient time and opportunity to understand and
facilitate the philosophical change brought about by
community policing. Training must emphasize that the role
of the police manager has changed from "supervisor" to
"facilitator". Police managers and upper-level
administrators would then not view community policing as a
threat to their status and power. Specialized skill
training should include the application of performance
assessment systems, the development of community policing
goals and objectives, the organization of community self-
help groups, and public speaking (COPS, 1997).

Usually, specialized training programs are provided at
conferences dedicated solely to community policing. To
date, conferences of this type have taken place in San
Diego, Newport News, Virginia, Portland, Oregon, Reno,
Nevada, and other cities throughout the country. There are
also some organizations that provide specialized training
for police managers and supervisors, including the U.S.

Office of Community Oriented Policing Services, the Police

Executive Research Forum, the International Association of

Chiefs of Police, and the Community Policing Consortium

(Peak and Glensor, 1999).

One good example of specialized training efforts is

the "Leadership Sessions to Support Problem Oriented

Policing" titled conference which was conducted by the

Seattle Police Department (SPD) in Washington with the

collaboration of the Police Executive Research Forum in

1997. This conference was three-days long, and its purpose

was to provide a forum for inspiration, motivation,

guidance, and practical tools to leaders who are committed

to supporting community policing in their departments.

Police supervisors and managers, and researchers were

mainly invited to the conference. The conference provided

invitees with topics on ethical challenges for leaders,

politics inside and outside the organization, examining the

organization from top to bottom to see how every system and

structure supported community policing, and leadership

(Peak and Glensor, 1999).

Training of Community Members

One of the major goals of community policing is to

establish a partnership with citizens and facilitate their

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involvement in the policy. In order to be able to do that, community members need to understand their roles in community policing. Furthermore, they must be motivated to become active participants in community policing efforts. Police departments often take many steps to train and educate their officers. However, the training of organized community groups and individual residents is another matter altogether. Police departments frequently participate in public meetings with community groups to convey information to the public, but little attention has been given to the type of information that is presented or the most effective way to present it. Even less attention has been given to generating and responding to public feedback. To address these problems police-community liaisons, such as community leaders, non-governmental executives, and business owners, should be trained on the fundamental principles of community policing and the role of the community and community groups (Grinc, 1994).

    There are a number of ways that police agencies and officers can educate citizens about community policing. They can offer citizens' academies, distribute written materials and newsletters, conduct presentations, make

service announcements, hold public meetings, and utilize the news media (Peak and Glensor, 1999).

<div align="center">Citizens' Police Academy</div>

Citizens' Police Academies are one of the methods police departments have used to train community members for many years. Police departments have used citizens' police academies to provide citizens with valuable information on police structures, policies, and procedures. In the past, Citizens' Police Academies have served to reinforce many aspects of traditional policing.

To more adequately equip the community with information and skills, there is a need to actively engage partners in problem solving (Stevens, 2002). For example, the Santa Barbara Police Department has in the past organized a twelve-week citizens' police academy that emphasized the tenets of community policing. In this training program, students were introduced to community-oriented problem-solving. They also received training on the use of firearms, police ethics, disciplinary policy and philosophy, communication with the police, drug enforcement and education, and criminal and traffic law. Classes were taught by veteran officers and agency managers (Peak and Glensor, 1999).

To support community policing, several police departments have also developed community training programs as an alternative to the traditional citizen academy. For instance, the Metropolitan Police department of the District of Colombia organized the Partnerships for Problem Solving (PPS) community training program as an alternative to the traditional citizens' police academy. Training sessions were held in churches, community centers, and community leaders' houses. The main difference between this training program and a citizens' police academy is that the PPS brought training to the community. Citizens' police academies, on the other hand, required that the community members come to the police for training (Stevens, 2002).

Written Materials and Newsletters

Written materials and newsletters are helpful in that they inform citizens of the philosophy and goals of community policing. Well prepared brochures can emphasize the role of the community in community policing and explain how citizens can become more involved. Written pamphlets and flyers usually reach the community members by way of public meetings, civic organizations, neighborhood meetings, and the like. Communication with citizens can be

also established by a newsletter which is regularly placed in a local newspaper column (COPS, 1997).

<center>Presentations and Service Announcements</center>

Presentations and service announcements are also an effective way to reach community members. Civic organizations, social service agencies, schools, and religious organizations are valuable mechanisms for soliciting community support. Using these organizations, citizens can be trained to fulfill their role as community policing participants through the use of slideshows and video (COPS, 1997).

<center>Public Meetings</center>

Police departments need to pay attention to the size of the community, the tendency for the active participation of the community members, and the time range of meetings when they organize community policing forums. Some departments organize jurisdiction-wide meetings while others focus on small groups. This choice depends on the goals of the meetings. Police departments that focus on small groups expect attendees to ask questions and participate (COPS, 1997).

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The News Media

Good relationships with the media can provide useful publicity that will help to garner public support and solicit volunteers with needed skills. Inviting media representatives to community policing meetings is a helpful way to publicize community policing issues. Community forums or panel discussions about particular community policing issues can also be broadcasted via electronic media to reach citizens and teach them their role in community policing (COPS, 1997).

Status of Community Policing Training in Small Towns and Rural Areas

Ralph A. Weisheit from Illinois State University and Carl W. Hawkins, Jr. from the Federal Law Enforcement Training Center conducted a survey in 1996 regarding community policing training issues and approaches to the training issues of rural police departments. Their findings were significant, demonstrating how rural police departments deal with community policing training needs and training obstacles.

The authors first compiled a list of counties with the population fewer than 50,000 people, a full 70 percent of counties in the United States. Next, they systematically

selected one-half of these counties for their sample study. A total of 2002 surveys were mailed to 1124 sheriffs and 898 chiefs concerning general crime problems, training needs, and obstacles to receiving training. Six weeks later, a second survey was sent to non-respondents. The authors received a total of 1152 responses about 57 percent of the sample. After six months, a second survey was mailed to a systematic sample of 400 sheriffs and chiefs who responded to the first survey. The second survey focused on community policing, inquiring whether the departments had a formal community policing training program, what organizational changes they made to adopt community policing techniques and so on.

According to findings of the survey on General Crime problems and Training Issues, the most frequently cited crime problems of rural and small-town police were drug use(79%), drinking and driving (71%), juvenile crime (61%), and drug trafficking and production (57%). On the other hand, the most frequently cited obstacles to training for rural and small-town police were freeing up officers' time (76%), cost of training (70%), relevance of training content to rural and small-town areas (48%), and travel distance to training (47%). Sheriffs and chiefs also

indicated that the federal government should play a role in providing training. Community college and universities are a frequent source for training courses. However, 63% said that they did not have any colleges or universities in their county.

According to findings of the second survey, Community Policing, about nine out of ten police departments stated that they have a method to receive input from local citizens in determining community problems (89%), a mission or value statement that reflects a community policing philosophy (64%), a way to review repeat calls for service by victim, location, and offender (61%), and a process for scheduling and deploying officers using priorities established by the community and the police (56%). The authors also found that less than half of the police departments have a training program for officers in community policing (44%), a standard operating procedure for community policing (41%), or a training program for supervisors and managers in community policing (36%). Also, less than half of the agencies reported that they have regular police and community group meetings (38%).

Findings of the second survey also reflect a high interest in training. Almost every respondent (96%)

indicated that they or officers from their departments would be eager to attend a community policing program if the training were free.

On the other hand, less than half (40%) of four hundred police departments stated that they had formal training in community policing. However, nine out of ten departments indicated that they had received an introductory training course on community policing (91%). Three-fourths received training on techniques and strategies that foster community engagement and partnership (76%). More than half received training on techniques and strategies for problem solving (68%), strategic planning for community policing (59%), management and supervisor responsibilities in community policing (59%), developing a training course for officers in community policing (58%), and developing a training course for supervisors and managers in community policing (54%).

The authors also reported that less than half of the police agencies said that they had received training in the techniques and strategies for evaluating community policing (41%), performance evaluation for community policing (35%), techniques and strategies in changing management (35%),

developing a prototype for community policing (32%), and

reward systems to sustain community policing (26%).

The authors concluded that most police agencies in

this study indicated that they did not have formal training

in community policing. Those agencies also reported that

there were often substantial blocks of instruction that

were simply missing. Nearly all who received training were

exposed to an "introduction to community policing";

however, training in specialized areas was far less

frequent (Weisheit and Hawkins, 1996).

In this chapter, the basic methods used to train

police officers and citizens were reviewed after

establishing a basic job assessment of community policing.

The chapter focused on how police departments organize

community policing training curriculums based on the

methods of training that are used. By looking at research

conducted on rural police departments as an example, the

challenges police departments face were brought to light.

The next chapter will consist of a case study of

community policing efforts in an urban environment.

Focusing on the Chicago Police Department, this study will

show the contributions that training can offer to community

policing.

CHAPTER IV

CHICAGO ALTERNATIVE POLICING STRATEGY

The Chicago Alternative Policing Strategy (CAPS)
provides a unique example of a community policing training
program. The authors of *Community Policing, Chicago Style*,
Skogan and Hartnett, offer an in-depth study of the CAPS
program with profound implications. The CAPS was started
in 1993 by the Chicago Police Department, the second
largest police department in the United States (Skogan,
1999). The program echoed the community policing
strategies of several other large cities, including
Houston, New York, Phoenix, Miami, Philadelphia, and Newark
(Swanson et al., 2001).

During the first three years of the CAPS program, 1993
through 1995, more than 7,000 police officers were surveyed
to examine the impact that training and experiences in the
field had on their attitudes and role perceptions in a
community policing environment (Skogan and Hartnett, 1997).

CAPS was conducted in five of the 25 police districts,
and these districts were matched with a comparison group of
non-CAPS districts. About 1,750 patrol officers and

supervisors were provided with four-day intensive CAPS training in the experimental districts (Robin, 2000).

CAPS was designed to increase the responsiveness of police to the community and the effectiveness of police problem-solving, and the program experimented with reorganizing the delivery of police services (Peak and Glensor, 1999). Administrators essentially used modern marketing techniques to promote the program both to its officers and to the public, focusing on several commonly applied tenets of community policing programs. It also emphasized proactive crime control and problem analysis, community policing training techniques, and a healthy two-way communication with the public (Swanson at al., 2001).

About six thousand residents of Chicago were connected with their foot patrol officers through more than two hundred community meetings within the districts. Moreover, Citizen Advisory Committees were established in each district to discuss local crime issues with the police and foster problem-solving efforts. Police and citizens successfully established an effective partnership under the CAPS system (Robin, 2000).

Training of Police Officers

According to the philosophy of the CAPS training program, training was one of the most important mechanisms used to help police officers and their supervisors to adapt to the change process. It was also important to educate personnel on the underlying values and principles that were to guide their action in particular circumstances. The CAPS managers believed that community policing in Chicago would be a real organizational change, not just a "paper program". Other police departments involved with community policing programs have ignored the importance of community policing training, and they have simply instructed their officers to "go out and do it."

CAPS training had two major components: an initial orientation, and follow-up skill-building sessions. Twenty-four orientation sessions were held, and almost 1,800 patrol officers, sergeants, and lieutenants were involved. Orientation sessions had two-hour long descriptions of community policing in general and a discussion of how community policing differed from traditional policing. There was also a description of the paperwork that would be required and the role of the community. At the end of each session, a question-and-

answer period was provided with an opportunity to freely discuss community policing.

The second component of CAPS training, three-day long skill-building sessions, allowed police officers to develop the decision-making and interpersonal skills that were believed to be essential for the success of community policing. The training curriculum included five topics: communications, problem solving, alliance, goal setting, and ethics (Skogan and Hartnett, 1997).

Training of Supervisors

The training program for supervisors was conducted from March through May of 1994. This program was conducted citywide. Sergeants, lieutenants, and captains from all over the department participated in the training sessions. Captains and lieutenants received two days of training, while sergeants went through a four-day session.

The main purpose of the training was to sharpen the leadership skills of participants, and give some directions on how to go about implementing community policing in the non-experimental districts. The training program was also intended to encourage supervisors to adopt the roles of teachers, coaches, and mentors.

The training curriculum was made up of several individual lessons. The segment on leadership emphasized how to use different managerial styles and approaches to encourage subordinates to handle community policing-related assignments. The lesson on building partnerships focused on how to run a beat meeting and assist residents to assume responsibilities for problems that they can solve themselves. Another segment explained how officers should collect and share community policing-related information. The problem solving-segment focused on a dynamic model for solving problems of crime and disorder in the community. The team building part of the curriculum focused on the specific roles and responsibilities of supervisors in the development of a team and assessment of its performance. The course ended with a question and answer session (Skogan and Hartnett, 1997).

The Problems Faced During the CAPS Training Program

CAPS training sessions were independent of the police training academy. Moreover, CAPS trainers came from the department's administrative and research and development divisions, and consultants and civilian trainers were hired from community organizations. The CAPS training program

was intended to be a departure from traditional training practices.

During CAPS training sessions, many of the experienced trainers complained that their early recommendations regarding the curriculum were ignored by the CAPS managers. They also believed that the curriculum was imposed by a civilian consulting firm. They were upset because they believed that the civilian trainers did not understand police operations. Sworn trainers also expressed concerns that CAPS trainers were young and relatively inexperienced, and consequently new to community policing themselves.

One significant problem planners faced was the lack of useful training material within the U.S. They could not find any evaluations of community policing to help them make informed training decisions.

Police officers who attended the training program were seldom involved in the sessions as active learners. The training encouraged officers to participate in discussions, problem solving groups, and role-playing exercises; however, officers were not required to take responsibility for note taking, to respond during discussions, or to read the materials.

Because of these and other problems, the department established a completely new set of training materials with the help of an experienced consultant, the acting director of the police training academy. Nine focus-group sessions were conducted to explore the link between CAPS training and the officers' actual jobs. It was concluded that the first curriculum had too much emphasis on concepts. Instead, the material needed to provide clarity and specificity regarding job duties, outlining the concepts that lay behind the job procedures and expectations. The redesigned training program also advocated not mixing ranks in the classroom, and the exclusive use of sworn trainers (Skogan and Hartnett, 1997).

Results of CAPS Program Regarding Police Officers

The authors, Skogan and Hartnett, gathered survey data from 1,200 police officers and from 200 of their supervisors at the beginning of the program in 1993. They also surveyed 335 police officers from five other districts that were not included in CAPS, but that had the same demographic composition. The authors surveyed almost 7,000 police officers who were working in all twenty-five districts between January and May 1995.

These surveys helped the authors clarify the extent to
which officers were more involved in CAPS as a result of
their training and experience. The 1993 and 1995 surveys
of police officers in experimental districts and non-
experimental districts revealed that there was modest
evidence to support the conclusion that the prototype
experience encouraged optimism about community policing.

Table 1: Changing Views of Officers in Regard to CAPS

Multi-Item Attitude Scales	Changes Among Officers in Prototype and Nonprototype Districts, 1993-95
Optimistic about impact on traditional police concerns	Those in prototypes became more optimistic.
Optimistic about impact on the community	Both groups became more optimistic.
Oriented toward community policing concepts	Both groups became more so.
Personal capacity for problem solving	Those in prototypes improved.
Willing to devote resources to CAPS	No change
Optimistic about impact of CAPS on police Autonomy	Prototypes up, others down
Satisfied with the department as an organization	Prototypes up, others down
Think relationship with the public is good	Both up insignificantly

Resource: Skogan, W.G. & Hartnett, S.M. (1997). Community
Policing: Chicago Style.

For example, officers of experimental districts became less
concerned about the loss of their autonomy in 1995 than
they were in 1993. Similarly, prototype-district officers

became more optimistic about the impact of CAPS on traditional policing concerns, while the views of other officers did not change much at all.

On the other hand, officers in the experimental districts, who were interviewed in 1995, thought that CAPS might reduce crime and lead to the more effective use of police resources.

Overall, the CAPS program accomplished its goal of bringing officers up to speed with community policing in its first two years. Police officers had a responsibility to stay on their beat, learn about their neighborhood problems, attend community meetings, and work with community members (Skogan and Hartnett, 1997).

<div align="center">Training of Citizens</div>

Beat meetings were one of the most unique applications of community policing in Chicago. These meetings were held regularly in church basements, school rooms, banks, city government buildings, and police stations all over the city. A total of 679 beat meetings were held during the first 18 months of CAPS. Beat meetings served a variety of functions, allowing police to exchange information with residents and learn their priorities. More importantly

citizens learned about police procedures and their roles in
community policing.

Beat meetings were usually organized for small groups
of people with about twenty-two citizens and five police
officers. Police officers were selected from officers who
routinely patrolled the neighborhood. Participating
residents were mostly middle-aged or older, but they
represented the racial, ethnic, and class breakdown of the
beat area. A typical beat meeting lasted for about an hour
and a half. Beat meetings included discussions to explain
community policing to the residents, and addressed how they
might become involved in the problem solving process with
the police (Skogan and Hartnett, 1999).

The Chicago Police Department's efforts to teach the
public about community policing also relied on the mass
media. The police department used both paid and public
service advertising on radio, television, newspapers,
billboards, information kiosks, and other outlets.
Overall, the Chicago Police Department's efforts enabled
the public to recognize community policing. Recognition
rose from fifty-three percent to seventy-nine percent
during the two years that coincided with the public
education strategy (Stevens, 2002).

An analysis of crime and victimization reveals that the crime rate decreased significantly in all experimental districts by April 1995, and physical decay declined. Furthermore, the residents' opinion of the police improved (Peak and Glensor, 1999). As a result, the Chicago Police Department expanded this program citywide (Skogan, 1999).

In this chapter, the Chicago Alternative Policing Strategy was reviewed in terms of community policing training efforts. The Chicago Police Department focused on police officer training as well as citizen training and education. During the course of the program, the department was greatly successful in its training efforts, posting statistically significant indications of improvement. Consequently, this program can be used to measure how other less successful community policing departments can be improved.

The next chapter will focus on recommendations for community policing training techniques.

CHAPTER V

RECOMMENDATIONS FOR COMMUNITY POLICING TRAINING

The Implementation of new ideas and policies presents
some significant challenges to accomplishing a smooth,
organization-wide transition. As stated in previous
chapters, the shift from traditional policing to community
policing presents a challenge that is unique to each police
department. Departments encounter several problems
throughout the process of change, and often after the
change has been made. In order to overcome obstacles,
police departments need to apply intelligent organizational
strategies and managerial tactics throughout the
restructuring of the administration. The biggest challenge
is to help police officers and citizens understand the
philosophies and ideological elements that community
policing entails. At this point, an understanding of their
role in community policing becomes essential.

Providing appropriate training programs to police
officers and community members is one important way to
teach them what they need to do to make community policing
work. Therefore, police agencies need to adopt training

methods depending on the time and resources available to them. Police departments should also focus on the design and organization of an effective community policing training program. A good training program should have three elements: (1) goal identification, (2) skill development, and (3) deficiency correction (Holden, 1986).

The purpose of goal identification element of a training program is that the instructor has a specific goal or group of goals in mind for each training module. The goal of a training course must be specific; otherwise, the course of instruction will drift about with no clear way to follow. Skill development element refers to the ability of the training program to enhance specific skills regarding the goals of the module. Finally, deficiency correction is a system of evaluation and feedback that allows the individual to identify problem areas and work on these problems specifically to improve performance. Training programs must identify weaknesses and allow for improvement (Holden, 1986).

In order for training programs to be successful, they should provide continuity. As indicated earlier, there are several stages of training for police officers. Officers begin learning at the basic police academy, and continue

their training with FTO and in-service courses. Each
training program should fill any gaps that were left in the
previous course. In time, as an officer progresses through
these courses, he or she will gain an experience and mature
ability to use community policing techniques.

Organizing Training Programs

Training programs aim to improve the effectiveness of
the department. As a prerequisite, training programs
themselves must be effective in order to teach police
officers in a way that achieves the desired outcome of
service. This means that training programs need to be
organized wisely to reach their goal. Community policing
requires new skills from police officers. Therefore,
training planners should approach community policing
training differently than they approach traditional police
training. The important point here is that community
policing training programs need to focus on real life
practices rather than theory applications. The new
curriculum must be prepared with the issues vital to
community policing in mind. The question here is how to
find out what needs to be taught.

Surveys are helpful tools that can reach many people
and evaluate their thoughts. Surveys distributed among

police officers can provide valuable insight, outlining areas that need to be addressed within the community policing curriculum. Police officers may point out significant problems and offer helpful ideas. After evaluating the findings from the survey, the curriculum for community policing training can be established.

Another source for curriculum suggestions is the community policing training programs of other police departments. Training planners should look to previous programs for helpful suggestions, paying particular attention to the techniques that best enabled the other departments to implement community policing effectively.

The next step is to select the appropriate training method. This process depends on the characteristics of the group of officers who will be trained. A step-by-step approach should be taken, placing officers or recruits in the training programs that are appropriate, such as academy training, FTO training, or in-service training. Continuity of the courses is critical and should be vigilantly maintained.

Standardizing Community Policing Training Programs

The community policing training efforts of police departments are mostly based on the individual efforts of

police agencies. There is a need to impose community policing training curriculums standards nationwide. For example, The International Association of Directors of Law Enforcement Standards and Training (IADLEST) routinely conducts a survey of criminal justice officer training programs and employment requirements in the United States. Every year, the criminal justice commissions of each state respond to this survey. The Criminal Justice Department of the University of North Carolina compiles and analyzes the information, and they distribute the results to a variety of training professionals, state standards commissions, academic institutions, and police departments (Linkins, 1995). Using this kind of system might make community policing training standardization efforts easier.

There is a need to standardize community policing training programs. By sharing research, ideas, and experiences, police departments can improve their standards of their community policing programs. However, it is not easy to standardize community policing training programs. First of all, the U.S is a huge country and there are thousands of law enforcement agencies throughout of the country. Second, the size of police departments are not same, and the communities served have different amounts of

population. These reasons make police departments have different missions and priorities. Even though community policing is the philosophy to apply to policing, each police department may approach community policing different than each other.

Using standard community policing training programs, police departments will necessarily be afforded the minimum required needs to teach their officers. Of course, police departments may add their own curriculums to the standardized training curriculum; each department will have its own issues and priorities concerning community policing. However, standardized community policing training curriculum at least should cover the essential issues.

What Should Be Taught?

The biggest issue to create a curriculum for community training programs is who should be responsible for creating the curriculum. As mentioned earlier, community policing training curriculums should have minimum mandatory topics on community policing. Thus, the Federal Government should provide the basic curriculum for law enforcement agencies. The United States Department of Justice should play a

pioneering role in order to create community policing training curriculums.

The curriculum should include philosophy and a fundamental definition of community policing. However, the training program should also teach skills necessary to implement community policing. Therefore, police officers must be taught communication skills, public speaking, problem-solving techniques, and conflict resolution and negotiating. Communication skills are the ability to talk effectively with all types of citizens, from community leaders to ordinary citizens, as well as the ability to listen and learn effectively. Public speaking skills provide the ability to articulate ideas and motivate others, teaching officers to lead meetings in ways to draw out the thoughts and ideas of the participants. Problem solving techniques help police officers to identify and analyze problems, and develop effective responses and solutions. Conflict resolution and negotiating skills help police officers assist residents to resolve problems in the community rather than resorting to violence (Meese III, 1993).

There are also two critical issues that police officers need to become familiar with. First, police

officers should be taught the social, economic, and

demographic conditions of the community. Second, they need

to know about the supporting agencies in their community.

The existence of city departments, social agencies, and

other resources should be communicated to residents by way

of referral (Meese III, 1993).

There are many existing resources that ought to

receive community policing training materials. Many

institutions have developed alternative training

curriculums for community policing. For instance, the

Community Policing Consortium has produced a standard

training curriculum in community policing. It has also

produced a six-part video series on community policing and

problem-solving. However, some of these videos and

materials are almost 15 years old now. On the other hand,

the COPS Office has prepared a community policing training

curriculum, and many police department have used it

effectively, but the program was not mandated or

standardized (Scott, 2000).

Curriculum for Community Policing Training Programs

Community police training should include objectives of

understanding of human drives, inhibitions, emotions,

reactions, attitudes, and the techniques that improve a

desirable relationship between the police and public.
Thus, community policing training programs should attempt
to provide ability to understand people to police officers.
In order to achieve this goal, the curriculum should focus
on three premises.

First, police officers should possess a sense of
social history. Information on police history can be a
guide to understanding policing's current and mission and
objectives. Second, police officers should be inculcated
with a sense of society and community. Instruction should
incorporate the area of social indicators such as crime
rates, crime trends, jail and prison populations,
victimization numbers, unemployment figures, and
consequences of crime. The indicators directly affect the
internal and external operating environments of police
departments and the community they serve. Finally, police
officers should be equipped with skills and knowledge for
incorporating community policing into their work. The
curriculum should focus on community policing philosophy
and tactics. In addition, the community policing training
curriculum should have classes on topics such as "co-
activity with community", "trust community", "customer
based policing", "describe organizational structure",

"importance of organizational communication with community", "define cultural diversity", "identifying cultural organizations and leaders", "understanding the police culture', "defining problem-oriented policing", "fundamentals of community policing", and the like (Palmiotto, Birzer, and Unnithan, 2000).

<center>Providing Opportunities for Community Policing</center>

<center>Training Needs</center>

Police departments today want more bang for their buck. That is they want to employ efficient, productive officers. In order to accomplish this goal, police departments need to invest some amount of money in training programs. By the time a cadet completes the police academy, the agency will have invested as much as $15,000 to $25,000 in training costs (Mahaney, 2000).

As stated earlier, it is a problem for rural police departments to find available resources and funding for community policing training programs. Nevertheless, there is a need for formal community policing training programs in rural agencies. Some rural police departments have indicated that they do not have community colleges or institutions close to them where community policing training programs are available. Consequently, training

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programs in community policing should be supported and organized at the state level for rural police departments (Weisheit and Hawkins, 1996).

One way to train police officers is to provide opportunities which exist outside the police department. Regional Community Policing Institutes are significant organizations that provide community policing training to both police officers and community members. However, their availability throughout the country should be increased. More access of police officers to these institutions will contribute a lot to community policing training needs.

<center>College Educated Police Officers</center>

A Police Executive Research Forum (PERF) study compared 124,000 police officers, 15 % of whom completed at least two years of college in 1970. The findings of the study were significant. The PERF study concluded that college-educated officers perform police tasks better than non-college-educated officers. College-educated officers were generally better communicators with citizens. They also were more flexible in coping with difficult situations, and diverse cultures, lifestyles, races, and ethnicities. College-educated officers behaved more professionally throughout their police career, and they

were able to adapt better to organizational changes and alternative policies (Trojanowicz and Bucqueroux, 1990).

These results indicate that police officers with at least some college education would be ideal for community policing programs. Thus, police departments should support officers who attend college courses, and they should try to hire officers with a college education. There is not a direct connection between community policing training issues and hiring college educated police officers. However, those police officers may contribute a lot for implementation of community policing. Their skills would be a good example for other police officers, and police officers attending training courses may demonstrate more effort to improve their skills for community policing.

Community Policing Training Programs for Citizens

Citizen involvement is a vital part of the effective implementation of a community policing agenda. Police need to establish a good rapport with community members. Residents also need to understand their roles in community policing.

Police departments initially offered community training programs with the adoption of community policing. However, it seems that there is no such effort to conduct

follow-up training programs for residents. In order to

maintain citizen involvement, community policing training

programs need to be prolonged. Police departments should

use any means available to reach their citizenry and to

keep up support for community policing. Community meetings

are one important way to teach residents their role in

community policing. Police departments can also organize

training sessions for residents. At this point, planning

plays an important role. Participation in community

policing organizations will be higher with good planning

and the use of available means to reach citizens, such as

advertising and the media.

One important training method for residents is the

citizens' academy. Police departments should use citizens'

academies to teach citizens what is expected of them in

community policing. However, if these academies do not

properly instruct residents on their roles within community

policing, they will not advance efforts to institutionalize

community policing. Police departments also need to garner

helpful contributions from public leaders to successfully

train the public regarding community policing (Grinc,

1994).

Conclusion

Community Policing has become the way of policing for law enforcement agencies during the last two decades. Adopting this policing required many challenges from police departments. They needed to change their policing philosophy, organizational structures, and the way of serving the community. This study attempted to explain what is community policing, how police departments approach community policing, and what should be done to implement community policing.

This study focused on training needs for community policing specifically. Therefore, types of current training methods of community policing for both police officers and community members were reviewed. It was indicated that if police departments approach training as a way to reinforce the tenets of community policing, they will increase their chances of success.

Consequently, in order to overcome the problems of adopting community policing, adopting appropriate training programs is one way to help police departments solve the problems. This study also attempted to provide recommendations to make community policing training programs more helpful for police departments.

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