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Introducing Creativity to Community Policing

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Running head: INTRODUCING CREATIVITY TO COMMUNITY POLICING

Buffalo State
State University of New York
Department of Creative Studies

Introducing Creativity to Community Policing

An Abstract of a Project
In
Creative Studies

By

Sidonna S. Brown

Submitted in Partial Fulfillment
Of the Requirements
For the Degree of
Master of Science

May 2016

ABSTRACT OF PROJECT

Introducing Creativity to Community Policing

This project introduces different creative problem solving models and tools to community policing through a series of workshops. Each model represents different concepts and principles that will guide members in the community in leadership, change, and new ways of thinking. There are multiple problem solving tools that will assist in solving challenges faced on a day-to-day basis by individuals in the community. Presented in this project are also team-building exercises that will be used to build relationships between police officers and community board members. As a united force, both parties will be able to work on challenges to improve the relationship between the police departments, the citizens, and the communities as a whole.

Keywords: Community policing, creativity, lateral thinking, six thinking hats, creative problem solving tools.

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05.05.2016

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International Center for Studies in Creativity

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Sidonna S. Brown
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ACKNOWLEDGMENTS AND DEDICATION

This journey was not an easy one. I have my family and friends to thank for helping me through hard times when I needed their support the most. I appreciate all the support and thank everyone for sticking by me.

My grandmother Zelma Briscoe is the most awesome person on my team. She has supported me from day one in all my endeavors. No matter what I wanted to do, she always stood by my side and encouraged me to be the best person I can be. She showed me how much she cared. My grandmother is always sharing kind words and lifting my spirit. Mom, you have been there since day one and I want to thank you for your love, support, guidance, encouragement and for always being the best mom. To my favorite cousin, Kadeem Edwards, I love you dearly. You have been a great help even though you took forever trying to check my papers for grammar and I think I probably did a better job than you (LOL). You were always willing to lend a hand and support me in any way that you could.

A special thank you to Angela Gayles for coming into my life. It was perfect timing and I learn so much in the short period of time I have known you. You are a beautiful person inside and out. Thank you for spending time helping me get in contact with the right people and introducing me to Officer Anquela Hunter. Thank you also for sharing your knowledge and experience.

This project is dedicated in memory of my loving friend Bradley Doyley.

Table of Contents

Abstract of the Project	ii
Title Page	iii
Signatory Page	iv
Copyright Notice	v
Acknowledgements & Dedication	vi
Table of Contents	viii
SECTION ONE: BACKGROUND TO THE PROJECT	1
Project Purpose and Description	1
Rational	3
Personal Learning Goals	4
SECTION TWO: PERTINENT LITERATURE AND RESOURCES	5
Creativity	5
Community Policing	6
Additional Community Policing Resources	9
SECTION THREE: PROCESS PLAN	10
Plan to Achieve Your Goals and Outcomes	10
Testimonials/Discussions	10
Workshop Design	11
Solicit Feedback On Draft	11
Project Timeline	12
Evaluation of Results	13
SECTION FOUR: OUTCOMES	15

INTRODUCING CREATIVITY TO COMMUNITY POLICING	viii
General Overview for All Workshops	14
Workshop Materials	16
Leadership Practice Inventory (LPI) Model Overview	17
Kepner-Tregoe (K-T) Model Overview	23
Lateral Thinking Overview	29
Kotter's 8 Steps for Leading Change Model Overview	37
Insights into the Community Perspective	44
SECTION FIVE: KEY LEARNINGS	47
The Process	47
SECTION SIX: CONCLUSION	50
What I See Myself Doing Next	51
References	54
Appendix	57
Permission to place this Project in the Digital Commons online	58

SECTION ONE: BACKGROUND TO THE PROJECT

Project Purpose and Description

The purpose of this project is to use Creative Problem Solving (CPS) processes, and concepts to combat community-policing issues and help resolve differences within the community. Being able to use several different CPS models, tools, workshops, and team-building activities to help lessen the gap between communication and the police departments in the community is the main project goal. With a positive relationship, each party will be able to work together to deter, solve crimes within the community, and build a bond where one does not see the other as the enemy.

Being hostile to the police was not a part of the culture in my home. Perhaps it is because I grew up with a police officer living in my house. I was not raised to hate anyone, including the men and women who risk their lives to protect and serve. If I had any negative perceptions or hatred for any officers of the law, it is the influence of society. Every action, interaction, fear, and nervous bone in my body is a reaction that was placed there by influences beyond my home experiences.

In the future, it would be my dream where all people can live as one and learn to accept diverse cultural and occupational backgrounds. To me, acceptance means that there is a mutual understanding and respect. This, then, becomes the basis for which individuals do not cross the line into hate. Of course, we are human beings and we are not perfect and this world may never come close to that ideal. As someone with a purpose in life, I would love to help in every way to show each person I meet that there is

a way to work together. I know my peers, family, and many people around the world want change but in order for change to occur, I will take the initiative.

My master's project gave me an opportunity to influence one part of the Criminal Justice system, by helping to improve and carry on the work of the individuals before me who had similar beliefs and hopes. I knew for a while that one of my passions was to become a police officer. I often thought about how family and friends would see me when I put on that uniform and badge. It is no secret that this is a dark time in history with one too many incidents that resemble the Michael Brown's and the Darren Wilson's (Wagner, 2015) incidents. What would the world be if all we ever did was wait out the storm? I decided that this is the perfect time to develop something I can be proud of while helping to improve the lives of others.

The major component of this project is to use various CPS models and tools to find ways to design workshops that could be used as a basis for a program. In the future, a program such as this can provide structure and materials to build a foundation for successful outcomes toward community collaborations. In this project, workshop outlines using the Leadership Practice Inventory (LPI), John Kotter's 8 Step Model, Edward de Bono Lateral Thinking, and the Kepner-Tregoe Model are outlined. In order to meet the needs specific to each area, I had informed conversations with members of the community, police department, and activists to learn about their experiences. I gained a deeper understanding of the issues and challenges they face, as well as what they are currently doing to solve the problems. Knowing their vision and helping them to see my vision creates a working relationship towards the same goals.

These workshops that exercise team building, activities, and problem solving tools are focused toward bringing together members within community policing as a working team. It is important that individuals invested will not only look at this relationship as just work, but as something that is needed in order to generate some kind of outcome, but be able to build a progressive, respectable, and trust-worthy bond that is strong enough to influence others.

Rationale

There are many different organizations that are working towards goals aimed at increasing understanding and prosperity for all. Connecting these organizations can help build a place for the children, young adults, and elders to feel safe, loved, and motivated.

One of the main issues that I see departments face is the lack of cooperation from the public when it comes to solving certain crimes. One of the biggest trends has been the “no snitching” movement. It has been around for years and has made it hard to obtain information when a crime occurs, thus leaving many violent crimes unsolved. Seeing progress in communities will come from people who are more willing to assist. Breaking down the barriers, showing each human being that there is hope, and motivating them to fight for the life they deserve will bring together those who want to fight for a better and safer future.

Personal Learning Goals

- Networking opportunity to meet individuals in organizations who have access to resources and different connections in the justice system as well as communities.
- Create workshop information toward a community-policing program that I will use in my future profession that can be improved.
- Gain social skills, learning to express different emotions to reach different individuals with various states of mind.
- Being able to share my vision to a group of people.

SECTION TWO: PERTINENT LITERATURE

To explore further research and expand on knowledge of community policing, the following sources are those I have examined as part of Criminal Justice courses I have taken previously as well as other sources I have reviewed as part of my project work.

Creativity

Creativity is multidimensional and is a way of life. It is used everyday as a part of our professional, educational and personal life, in technological innovation, and more importantly, it is used to creatively solve problems. Some of the most influential scholars in the field of Creative Studies are Alex F. Osborn, Sydney Parnes, and J.P. Guilford. Osborn is considered the father of Brainstorming as he introduced the ground rules used and introduced the Creative Problem Solving (CPS) process in the publication, *Applied Imagination* (1953). Guilford, in his 1950 American Psychological Association (APA) speech, described the importance of creativity and called for more research in the field of creativity. He is also known for articulating the concept of Divergent thinking within creativity. Also, he described the four Divergent thinking concepts of fluency, flexibility, originality, and elaboration. He also developed a Structure of Intellect model (Guilford, 1977). Parnes did a pilot creativity training program at Buffalo State College in 1967 and became director of the International Center for Studies in Creativity that now houses the Creative Studies Master's program.

As mentioned before, Osborn is considered the father of Brainstorming, a method that we hold close to our hearts. The idea behind Brainstorming is for groups and individuals to strive for quantity. Brainstorming encourages participants to be judgment free and go for ideas that are out the norm and unusual. Individuals are encouraged to

build on each others ideas . Brainstorming is used across domains, in personal and professional settings, and is a great method in coming up with new or improving ideas. This method helps create a safe environment for individuals to express themselves without the fear of their ideas being judged. The outcome is producing quantity of ideas that will give quality solution to challenges faced.

Community Policing

Traditional style policing involves officers patrolling communities, looking for crimes that recently happened or are occurring, and responding to 911 calls. One of the main objectives in this style of policing is to fight crime. Departments focus primarily on eliminating crime and enforcing the law. Many officers were obsessive authoritarians who were “under the shadow of political influence and flagrant abuses of individual rights... yet most people now think of the police as much more honest and professional than in the past” (Moore & Kelling, 1984). Traditional policing did not focus on crimes that people from the community took seriously, such as noise complaints or unsafe parks where the children would play. The very crime-fighting role they took on did not help decrease crimes; instead, crime steadily rose (Moore & Kelling, 1984). One of the main contributors to this problem was the lack of help the police officers received from victims and people in the community.

Community policing started in the 1970s when the Flint, Michigan and Newark, New Jersey communities did a foot patrol experiment. Citizens such as myself feel safer in the community when they see officers on foot. Officers then started to receive training

to involve the community in creative problem solving and ways to address crimes. There are six different parties involved in this process: the police department, the community, elected civil officials, the business community, the media and other agencies such as non-profit organizations (Trojanowicz & Bucqueroux, 1994). Trojanowicz and Bucqueroux (1994) define community policing as “a philosophy and an organizational strategy that allows the police and the community to work closely together in new ways to solve the problems of crime, illicit drugs, fear of crime, physical, and social disorder, neighborhood decay and the overall quality of life in the community” (p. 4). Each police district has officers in their department whose job focuses on working with the people; community policing efforts and its resources are tailored to that area and its jurisdiction only. Each community has different needs, issues, and department sizes and must include “the six” as mentioned above as part of the planning process.

As with any other business or organization, initiating change will have its supporters as well as its opponents. Working together as one unit will decrease the chances of running into problems of one or more party not being on board with changes that need to take place within their community. One of the main goals working together is making sure that each individual representing an entity is happy or is able to come to an agreeable consensus. Unlike traditional policing, “the police should spend approximately sixty percent of their time responding to 911 calls” where the other, “spend nearly ninety percent of their time responding to 911 calls” (Brown, 2012). Within those 911 responses, officers should be developing a relationship by getting to know the people in their assigned areas and working together to solve problems. When a police officer

responds to a call or arrives to a scene, his or her tone often times establishes the way communication will unfold. Being calm and cooperative are crucial in this initial meeting. Being trustworthy is another major key to success. As stated by Trojanowicz and Bucqueroux (1990), “there are two kinds of people who have information about crime -the perpetrator and their associates and the law-abiding people” (p.11).

Developing a trusting relationship and making that connection prior to coming in contact with possible victims or witnesses helps them to open up and feel comfortable after a crime has occurred. After most crimes, individuals are stressed, scared, and fearful, which in turn causes them to withhold information, especially when dealing with a stranger.

Additional Community Policing Resources

- Braga, A. A. (2010). The police, disorder, and the homeless. *Criminology & Public Policy* , 9 (4), 807-810.
- Cordner, G., & Biebel, E. P. (2005). Problem-oriented policing in practice. *Criminology & Public Policy* , 155-180.
- Gayadeen, S. M., & Phillips, S. W. (2014). The innovation of community policing and the COPS Office: does diffusion of innovation theory hold in a manipulated environment? *International Journal of Police Science and Management* , 16 (3), 228-242.
- Innes, M. (2005). What's your problem? Signal crimes and citizen-focused problem. *Criminology & Public Policy* , 4 (2), 187-200.
- Krivo, L. J. (2014). Reducing crime through community investment . *Criminology & Public Policy* , 13 (2), 189-192.
- Leverentz, A. (2014). New parochialism and community dynamics . *Criminology & Public Policy* , 13 (2), 217-224.
- Ramey, D. M., & Shrider, E. A. (2014). New parochialism, sources of community investment, and the control of street crime . *Criminology & Public Policy* , 13 (2), 193-216.
- Velez, M. B., & Lyons, C. J. (2014). Making or breaking neighborhoods. *Criminology & Public Policy* , 13 (2).

SECTION THREE: PROCESS

Plan to Achieve Your Goals and Outcomes

Creating a program to help bring members of different communities and police departments together and working as one to eliminate violence and criminal behavior are the focus. Finding ways to keep young people on the correct track includes getting the education needed to later provide for their families and staying out of the justice system, are all-important. Other goals include building relationships that are healthy and positive. This section outlines my process and some of the goals and learning experiences I accomplished.

Testimonial/Discussions

Listening to people who are affected most is a great place to start in understanding the problem. There are always two sides to a story and by gathering information both sides are heard. Assessing the relationship between the Buffalo community and the police department is an important goal. This information may influence my own project and ideas so that I might be able to build off of other ideas or find new ways to make another work. Instead of approaching each individual in an interrogating style, addressing the situation in a more informal way will be most effective. It allows each person to talk freely and be open-minded and honest about situations they have been in and issues they see everyday. As part of this project I was able to have some conversations with individuals associated with community policing.

Workshop Design

In order to formulate a program, the first step was to create a format for workshops that included tools and processes of creative problem solving (Brainstorming, Kepner-Tregoe, Lateral Thinking) and supportive models for change (Leadership Practice Inventory, Kotter's Leading Change Model, Foursight preference). In planning and designing this program, the purpose of the master's project work will be creating a series of workshops.

Team building activities are an essential part of bringing together individuals. This is a change where both groups of people are able to put aside differences, learn to trust, and work effectively as a team to succeed. These highly interactive workshops are designed to give each person the opportunity to have an in-depth discussion, and voice their opinions on essential subject matter. The expectation is that each person will leave knowing their voices were heard and everyone is on the same page in executing collective goals.

Solicit Feedback On Draft

Professionals who have experience in developing and implementing programs in different fields are great mentors to help guide and give advice on the project being designed. Sharing my ideas with individuals, including those who have worked in the field of community relations, will be useful and critique in my process. The advice I receive is valuable to my work because there are programs already out in this field and this will help me to eventually design a program eliminating repetition.

Project Timeline

The project timeline is presented in table 1.0 below. It shows the deliverables made to meet the standard of the project. Included are dates of deadline that must be met in order to keep the project on track, the amount of hours that each section needs, and what needs to get done.

Table 1.0

Deliverables	Date	Hours
Meeting with instructor	Jan, Feb, March, April	10
Drafting and sending emails to potential participants/ Resource	Week 1-2	3
Concept paper Draft	February 8th	10
Concept paper final	February 16	10
Research	February ++	80
Discuss and gather information with police department officers, residents, activist, community boards	February ++	10
Sections 1-3 due	March 14	
Creation of Workshop + materials	March	12
Start Project Write up	March	
Start Final Write up	March	
Create PowerPoint slides, exercises and gather material for workshop	April	25
Sections 4-6 due	April 11	
Reviewing/ corrections	Feb, March, April	11
Final Project due	April 25	
Sign off & presentations	May 2	1
Upload to Digital Commons	May 9th	1
Ask Others to Review	Feb, March, April	3
Key Learning	April	

Evaluation of Results

Using various creative problem solving tools and methods as the focus of the workshops intended to better the lives of officers and the community is unique. The different CPS methods are used in this project to tap in dimensions not often utilized as deliberately with this audience. The first level of evaluation will be a self-evaluation of the content of the workshop. Using the PPCo tool, I self-assessed the worth of the workshop material for the intended audience.

The designed workshop is evaluated and critiqued by my instructors and peers. Some of the areas of critique include the degree to which individuals who might engage in the workshop, how motivational, easily understood the product is and inspiring the outcome of the workshops might be based on the design, and the degree to which individuals might see value in this work.

Gaining acceptance from investors involved in community policing will be fulfilling, as they are my targeted audience. By interacting and sharing my vision and work, I sought out support from those fighting for the same cause. My work will not be done at the end of the project. I will go on to receive feedback on the outcome of each year's program and continue to work toward positive relationships between the community and the police.

SECTION FOUR: OUTCOMES

In this section is the information for a series of workshops. These sessions are focused on using different change models and tools that can be used to support community-policing efforts. Based on the size of the department and community board, they have the option to have four different sessions including two focused on leadership (Leadership Practices & Change Model) and two focused on creative problem solving processes (Kepner-Tregoe and Lateral Thinking).

Focusing on one model in each workshop, individuals will learn key principles of the model and engage in hands on activities focusing on concepts and creative problem solving tools they can utilize in their practice. They will also engage in icebreakers and team building exercises to enhance their leadership, thinking, problem solving and communication skills, to gain skills in work together as a community. Some information essential for all workshops is overviewed first.

General Overview for All Workshops

Each workshop overview in this section includes agendas, materials, models and the tools associated with it as well activities that promote team building. Each workshop will start off with a Brainstorming session that will focus on challenges associated with community policing that are relevant and interesting to the participants. Brainstorming is a Divergent tool introduced by Osborn in his 1953 book *Applied Imagination*. This tool is an effective way to generate many ideas to consider regarding a problem that needs new thinking. A set of rules is put in place to guide the effective use of the Divergent tool.

These challenges will act as the foundation to complete the tool activities presented in each workshop. Table 1 outlines the directions for using brainstorming in each workshop.

Table 1

TOOL	BRAINSTORMING
1	On a large flip chart paper, write the statement of the challenge you want to work on today.
2	Briefly review the Divergent Thinking ground rules.
3	A small- medium tip marker and 3 x 5 Post-It pads are distributed to participants (color yellow preferred).
4	Set a goal for ideas to be generated.
5	Instruct group to write separate ideas on each post-it, say it out loud and hand it up.
6	Start Brainstorming session; check in every 10-15 ideas with owner of the challenge to make sure ideas are heading in the right direction.

Table 2 includes the rules for both Diverging and Converging. At the beginning of each brainstorming session, it is imperative that the group goes over the ground rules for diverging. The Convergent rules are discussed any time ideas are evaluated

Table 2

Divergent Ground Rules	Convergent Ground Rules
<ul style="list-style-type: none"> • Defer judgment • Go for quality • Make connections • Seek novelty 	<ul style="list-style-type: none"> • Apply affirmative judgment • Keep novelty alive • Stay focused • Check your objectives

(Puccio, Mance, Switalski, & Reali, 2012)

Generic Workshop Agenda

- Introductions
- Workshop Overview and Agenda Review
- PowerPoint Presentation (Opening)
- Ice breaker
- Brainstorming Session
- Lesson/Model of the day/Spokesperson (if any)
- Tool/Example
- Break
- Area of concern/problem solving session
- Lunch
- Teambuilding Activity
- Parking Lot
- Questions and Answers
- Break
- Evaluation
- Closing

Workshop Materials

Materials for the workshop are described next. Each workshop and materials needed will vary depending on the community and session

The room should be presentation friendly including a projector, computer and surround system or portable TV and DVD player. Each workshop begins with summarizing the focus as well as instructions for engaging productively in group activities. There needs to be a tool box at each workshop consisting of stacks of post-its, pencils, pens, dry erase markers, sticker dots, flip chart papers, 3 prong adapters, tape, regular small and medium markers, water and other materials deemed necessary for session. Convergent and Divergent ground rules and materials for specific workshops such as Leadership Practice Inventory materials and six hats materials (6 hats in the colors of white, blue, yellow, green, black, and red) are important to have ready. There will be small booklets with all the tools used in each workshop providing a description of

each, an example and a blank outline of the tool. There should be an evaluation form that evaluates the workshop as a whole giving each person the opportunity to share based on an affirmative judgment format (what went well, what worked well and then things to be improved). Each workshop ends with each individual filling out anonymous evaluation form of the session.

Leadership Practice Workshop

This workshop focuses on individual leadership practices. As a result of this, individuals will better understand their strengths as a leader and areas for improvement related to interactions with others.

Leadership Practice Inventory (LPI) Model Overview

Beginning their work in 1983, James Kouzes and Barry Posner developed Leadership Practices Inventory (LPI). It was created to measure what people did in their endeavors to the best of their ability when attempting to lead others. Posner and Kouzes, “approached leadership as a measurable, learnable, and teachable set of behaviors” (Berry, 2007). This measure was tested in many research groups, leadership development programs, schools and organizations. These tools include leadership assessment (LPI 360), individual, human resource and independent contributors professionals (LPI Individuals), and the younger crowd in school or the community who wants to amplify their leadership roles (LPI Student). The targeted assessment in this workshop is the LPI Individual. It focuses on the individual and who they are as a leader and ways they can be effective. The other assessment that can be done is LPI 360 which includes LPI self and observer that is completed by other parties chosen.

There are five leadership actions and behaviors that are based on a 10-point scale and it takes ten to twenty minutes to complete with thirty behavioral statements for each of the leadership actions. The five leadership actions are: challenge the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart. These measures are based on decades of research and experiments and have proven to be reliable (Sahin, Akyurek, & Yavuz, 2014). The assessment is available at www.lpionline.com and can be purchased at group rates.

The purpose behind each participant in this workshop taking these assessments is to consider their leadership roles with regard to strengths, weaknesses and areas to improve. It is important to consider how others view you and how you view yourself as a leader. As the face of the community, you need the community to follow you, you need to be influential, and you need to possess certain traits. By the end of this workshop, each participant will have a clear understanding of who they are as a leader.

Being a part of the community board does not make you a leader, because these roles are appointed often. Participants will better understand on how others view them as a leader in the community and be able to apply the five practices of an exemplary leader. Communities consist of people from various background, and lifestyles, how they view you is important in order to bring about change. Table 3 below shows the five leadership practices and commitments each participant needs to understand to adopt the leadership practices.

Table 3

Practice	Commitment
Model the way	<ol style="list-style-type: none"> 1. Clarify values by finding your voice and affirming shared ideals. 2. Set the example by aligning actions with shared values.
Inspire a shared vision	<ol style="list-style-type: none"> 3. Envision the future by imagining exciting and ennobling possibilities. 4. Enlist others in a common vision by appealing to shared aspirations.
Challenge the process	<ol style="list-style-type: none"> 5. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve. 6. Experiment and take risks by constantly generating small wins and learning from experience.
Enable others to act	<ol style="list-style-type: none"> 7. Foster collaboration by building trust and facilitating relationships. 8. Strengthen others by increasing self-determination and developing competence.
Encourage the heart	<ol style="list-style-type: none"> 9. Recognize contributions by showing appreciation for individual excellence. 10. Celebrate the values and victories by creating a spirit of community.

(Kouzes & Posner, 2007)

Cooperative Construction Teambuilding

This teambuilding activity outlined in Table 4 will assist with developing leadership practices.

Table 4

COOPERATIVE CONSTRUCTION
<p>The purpose of this exercise is to get a group of individuals from various backgrounds to work together towards the same goals. The group will develop and use verbal and non-verbal communications skills to plan and carry out a task in a cooperative effort.</p>
<ol style="list-style-type: none"> 1. The materials needed for this teambuilding exercise is one Tinker toy set for each group usually consisting of 4-6 individuals. 2. Explain to each group that the purpose of this exercise. “ This exercise is to give us practice in cooperation as a way of setting, planning for and teaching a goal, and to help us to develop communication skills needed to succeed at such a project. Without communication, things have a way of not getting done but there are many forms of communication. The most obvious one is speaking, but there are others, which we can and do also”. 3. Explain the procedure as, “the tinker toys are your materials and

each group will have 5 minutes to discuss the project, decide what to build, then plan how to coordinate the building. During this period, you may plan and discuss all you want; but you may not open the Tinker toy boxes. You may look at the models suggestions for building, or you may choose to build something of your own design. At the end of 5 minutes, I will call time. You may open the boxes and begin to build; but from then on you cannot talk. Only signaling will then be allowed”.

4. Depending on the size of the groups set a time and have each group begin. Observe each group and enforce all rules.

Debrief:

- How did you feel doing this exercise?
- Did each person participate? Why or why not?
- Did anyone take on the leadership role?
- Did you feel frustrated? Why?
- Did you follow out your plan? If not, why not?
- Did any pattern emerge about how to work best together?
- What did you learn from this exercise?

Student Icebreaker CRS 594, Original Source Unknown

Leadership Practice Inventory Workshop Agenda

- Introductions and roll call
- Workshop Overview and Agenda discussion
- Ice breaker
- PowerPoint Presentation/ Lesson on Leadership Practice Inventory
- LPI Individual/360 Assessment
- Lunch
- Assessment discussion
- Cooperative Construction Teambuilding Activity
- Questions and Answers
- Break
- Evaluation
- Closing

Kepner-Tregoe Workshop

This workshop focuses on decision-making and problem solving. As a result of this workshop, individuals will be able to make rational decisions by learning the basic principles discovering the root of a problem, taking steps to fix the problem and making sure it is not an issue in the future.

Kepner-Tregoe (K-T) Model Overview

To use the K-T decision matrix, there are four basic steps. They are situation appraisal, problem analysis, decision analysis, and potential problem/opportunity analysis. The first step in the Kepner- Tregoe (1981) process is the situation appraisal; “it deals with the question “what’s going on?” and with assessing and clarifying situations, sorting things out, breaking down complex situation...maintain control of events” (p.25). This process builds the groundwork for the use of rational-process ideas in handling the problem, decision, and potential problem. Some of the questions that the organizations ask themselves are: Where they are going to begin? How do they know what situation need actions taken? What are ways to break problems down? and How to effectively manage activities to best of their ability? The stages of the situation appraisal are recognizing concerns, decision making, set priorities and plan resolution.

The second step of this model is problem analysis, this step deals with cause-and-effect and “ it enables us to accurately identify, describe, analyze, and resolve a situation in which something has gone wrong without explanation” (Kepner & Tregoe, 1981, p.25). In order to correct the effect, we must figure out what the cause of the situation is so that we are able to fix it. Within the problem analysis, the first thing we do

is defining the deviation statement. This statement needs to be worded very carefully, as it will set the tone for the entire problem solving process. It is crucial that the statement specify an action and the expected result. It needs to give the decision maker guidance and set limits. The description of the deviation statement is then described in four aspects (which location, timing, identity and magnitude). You would then generate ideas from the problem statement to figure out possible causes by taking key information from the four aspects. The last stage is testing all the possible cause and narrowing it down to one specific cause and then verifying that it is indeed the problem by proving that it did bring about the effect (Kepner & Tregoe, 1981).

Decision analysis is the third stage and it is “based on the choice-making pattern of thinking... we stand back from a decision situation and evaluate its three components” (Kepner & Tregoe, 1981, p. 26). This step is where you have to decide based on your findings in step one, what needs to be done about the problem found, what you are going to do to stop it from occurring, generate ideas for the solution and create different criteria and risk involved. The component involved in this process is first stating the deviation statement. The purpose of decision analysis is to identify the action that needs to be done and generate ideas to support that decision and what the end result needs to be. The objective is then divided into categories of “must” and “wants”. Ideas in the “must” category are mandatory and must be accomplished. The remaining alternatives will go under the “want” category and will be critic on their action against the “wants” objective. The objective cannot be absolute or give a yes or no answer to the action of an alternative; it must not be measured in any way. An objective is then stated as often as a “must” and then rephrased as a “want” in order to execute both parts. To reassure that the

alternatives are solid and will not cause any future issues, they are evaluated and measured against objectives. The last stage of this specific process is to explore all possible unfavorable consequences. After a decision is made and implemented, there are going to be potential positive and negative consequences. To eliminate any trouble that might arise in the future, figuring potential consequences out and coming up with ways to eliminate them before making a final decision is important. This step will help reduce any risk or problems that will effect the decision made in the long run (Kepner & Tregoe, 1981).

Lastly, there is the potential problem analysis. This step is, “based on our concerns with future events... a potential problem exist when we can foresee possible trouble in a given situation” (Kepner & Tregoe, 1981, p.26). In this last stage, there are four activities that are presented to provide the groundwork for potential problems. These four activities are:

- Identification of vulnerable areas of an understanding, project, operation, event, plan, etc.
- *Identification of specific potential problems* within these vulnerable areas that could have sufficient negative effect on the operation to merit taking action now.
- *Identification of the likely causes* of these potential problems and *identification of actions to prevent* them from occurring.
- *Identification of contingent actions* that can be taken if preventive actions fail, or where n preventative action is possible. (Kepner & Tregoe, 1981, p.142)

These are the steps to take in the future, something drastic happens and you think back to what could have been done to prevent such an outcome. It is always good to consider what may go wrong and generate ideas on how to prevent that from happening.

Kepner-Tregoe PPA Tool.

The tool that will be used with this model is the potential problem analysis (PPA). PPA was developed to bring individuals and organizations into the future to predict potential problems that can cause implemented action plans to fail. The process allows individuals to imagine what they see the future being, and find ways in which they can achieve their goal. Potential problem analysis can be used to formulate a plan when a solution is being put into action by anticipating the outcome, and taking actions in preventing such problems. It is also used in exploring acceptance, by predicting potential obstacles that may cause the solution to be unsuccessful.

Directions for using PPA tool.

Table 5 below shows the step-by-step instructions to use the PPA process.

Table 5

POTENTIAL-PROBLEM ANALYSIS (PPA) TOOL
<u>Define the objectives:</u> In order for the implementation to be successful, the objective are actions that need to happen
<u>Generate a list of potential problems:</u> When implementing, many unforeseen things may go incredibly wrong and to prevent this outcome, reverse brainstorming can be used to create a list of things that may go wrong
<u>Identify the specific nature of each problem:</u> The next questions to ask are WHAT? WHERE? WHEN? And the EXTENT? By specifying individual items, it is easy to identify problems that might arise
<u>Determine the amount of risk associated with each problem:</u> In order to minimize and eliminate all obstacle and problems, after identifying these risks, they should be ranked in their seriousness. A decision needs to be made on the

type of risk posed to the implementation of a plan. Some problem that may come up can be very serious, somewhat serious and not serious at all.
<u>Search for possible causes of each problem:</u> After determining where each problem falls on the risk factor, construct a list and determine what could be the cause of each problems so it can be eliminated or find solutions on how to turn it into a positive
<u>Estimate the probability of occurrence of each cause:</u> Managers must then use their judgment and guess the probability of each cause occurring if nothing is done to prevent it
<u>Develop means for preventing causes or minimizing their effects:</u> To reduce the chances of the problems occurring, managers must find ways to eliminate or reduce to its lowest point the cause. After the preventative action is taken, residual probability is used to determine the likeliness of the problem occurring on a 0-100% scale
<u>Develop contingency plans for the most serious problems:</u> A contingency plan is put into place to take actions on problems that could occur if ever any of the preventative actions didn't succeed. Preventative plans are not costly and should always be the first options because contingency plans are more expensive to carry out, and is mostly used in cases where a great deal of risk is posed

(VanGundy, 1988) & (Switalski, 2003)

The Marshmallow Challenge Teambuilding

Table 6 below shows the step-by-step instructions to use the teambuilding activity the

Marshmallow Challenge.

Table 6

THE MARSHMALLOW CHALLENGE EXERCISE
The purpose of this exercise is teamwork and problem solving
<ol style="list-style-type: none"> 1. Each team is provided with take, 1 marshmallows, a yard of strings, 1 yard of masking tape and 20 sticks spaghetti. 2. The challenge is for each team to build a structure with each of the above ingredient and the team with the tallest structure wins. 3. The structure will be measured from the table to the top of the marshmallow. The entire marshmallow has to be at the top of the structure and each team will have 15 minutes to complete the task.

- | |
|--|
| 4. Only the materials provided can be used and the structure must be able to stand on its own. |
| Debrief: <ul style="list-style-type: none"> • What did you like about what you did? • What limitations did you face? • How did you decide what to do? |

(Wujec, 2015)

Kepner-Tregoe Workshop Agenda

The following represents a daylong workshop outline for introducing Kepner-Tregoe concepts. Additionally, participants practice a specific K-T tool on a community-policing problem. As a result of the workshop, the participants' will:

- Describe the principles of Kepner-Tregoe.
- Use the PPA tool to examine a community problem to target areas of concern and look at ways to avoid potential problems.
- Examine ways concepts and tools of K-T could improve future community policing activities.

Agenda.

- Introductions and roll call
- Workshop Overview and Agenda Review
- Brainstorming Session-community policing issues
- Kepner-Tregoe Overview for Community Policing
- PPA Tool/Example and Tool Practice
- Lunch
- Community Policing Problem Solving Session using PPA Tool
- The Marshmallow Challenge Teambuilding Activity
- Taking the Learning Forward: Applications in your work related to community policing
- Break
- Evaluation
- Closing

Knowing the problem does not do us any good if we do not have a process to figure out how to fix it and prevent it from being an issue in the future. The K-T model will help each individual get to the root of a problem by figuring out where it stems from and why it is a concern. Figuring out how to right a wrong by coming up with solutions, analyze those solutions, and come up with potential problems that are associated with those solutions is a benefit of K-T. Not only will the participant be able to figure out why certain methods or projects are failing but also to come up with new solutions that are long term. These long-term solutions are strong, because you are able to predict the potential problems anticipated and actions developed to prevent it from happening.

Lateral Thinking Workshop

This workshop focuses on our thinking skills. As a result of this workshop, individuals will step out of their comfort zone and open their minds to new thinking so they are able to find new and unusual solutions to problems they face.

Lateral Thinking Overview

Lateral thinking focuses on the opportunity to think about all the possibilities. When approached with a problem, most of the time, individuals will choose the most beneficial way out or the solution that is less damaging from a surface level view. Individuals limit their possibilities regarding what is known instead of searching for all the unknowns. As stated in de Bono's *The Use of Lateral Thinking*, "vertical thinkers take the most reasonable view of a situation and then proceed logically and carefully to work it out" (1971, p.10). This is the accepted way of thinking. In reading the story of

the girl and the pebbles in this book, I saw only three options. When I finished the story, I was shocked with myself. I had not considered all the possibilities. When the unseen solution was revealed in the story, I thought to myself if this was a life changing test, I would have failed. I came to realize the difference between one that thinks vertically and lateral. Lateral thinking is finding solutions for the once labeled impossible, finding new ways to look at and come up with new ideas. Lateral thinking is new ideas, and in order to get new ideas, you must become a thinker and to become a thinker, you must have intentions which lead to your performance. De Bono (1971) states that, “the six thinking hats provides a tangible way of translating intentions into performance” (p.19).

The Six-Thinking Hats

The thinking hats are about role playing, it gives an individual a chance to think, feel and act in a manner that they are not familiar with in a parallel thinking format. It gives each of us a chance to see a problem or solution from all angles. It also helps us step out of our place of comfort, and think in a different mindset. Edward de Bono six thinking hats are white hat, red had, black hat, yellow hat green hate and blue hat. The different hats lays down a platform in allowing us to discuss the matter in six different emotions that usually cause chaos in a regular meeting or decision making session. Not only does the hat help us address all the possibilities before making a decision, it allows for each person to focus on the same type of thinking as everyone else at the same time and have a level of comfort and understanding. In meetings that use this method, everyone would have the opportunity to tap into a different way of thinking. Each individual is different in their own way and think according to their beliefs and what they

value. Often when it comes to anything political where there is a vote or decision needs to be made, minds are already made up upon entering the room. There are two mindset and they are the ones who think the decision is positive and those who oppose it. How do we convince and persuade each side? The six thinking hats can be of great assistance.

According to de Bono, the white hat represents a neutral and objective stance; it deals with data and information. More often than not, there is an argument that includes facts as support. In this case, one with the white hat has the floor; there should not be any form of argument or trying to interpret but state facts and only facts. The questions to use include: “What information do we have here? What information is missing? What information would we like to have? How are we going to get the information?” (de Bono, 1992).

When one puts on their red hat, all you see is anger and rage. As humans, sometimes it is hard to separate our emotions especially when we are decision makers. The red hat allows us to express our feelings, emotions, speak what our gut feeling is telling us is the right thing to do. Individuals are able to speak from experience and state their opinions without any judgment or explanations for their stance.

“ ...Putting on my red hat, this is what I feel about the project.
...My gut-feeling is that it will not work.
...I don't like the way this is being done.
...My intuition tells me that prices will fall soon” (de Bono, 1992)

The black hat is compared to the judges of the justice system and is identified as gloomy and negative. A thinker who wears the black hat has to give a reason for stating why there is a problem, why it is not going to work or why it should not be an option.

This type of thinking is what no one wants to hear, but it is necessary. This thinker must be logical, truthful, negative, and can be harsh at times.

“The black hat is the “caution” hat.
 The black hat prevents us from making mistakes, doing silly things, and doing things, which might be illegal.
 The black hat is for crucial judgment.
 The black hat points out why something cannot be done.
 The black hat points out why something will not be profitable” (de

Bono, 1992)

Positivity brings the yellow hat to life, as it is sunny and positive. A yellow thinker is looking at the situation in a positive light; all one sees is, the positive outcomes and benefits. Being optimistic, thinking constructively, and presenting support for your position are some good qualities of those who are representing the yellow hat.

“The yellow hat is for optimism and logical positive view of things.
 The yellow hat looks for feasibility and how something can be done.
 The yellow hat looks for benefit—but they must be logically based.

The green hat is referred to as growth and richness. Life is about progress and being able to build, create and grow. This hat represents creativity, new ideas and overall new ways in looking at things. Change is welcomed with open arms, and the old is left in the past. It provides the focus needed for individuals to search for new possibilities and approaches.

“ The green at is for creative thinking.
 The green at is for new ideas.
 The green at is for additional alternatives.
 The green at is for outing forward possibilities and hypotheses” (de

Bono, 1992)

The final hat is the blue hat and it represents the overview process. The person who wears this hat is the one who takes notes and looks at how things are playing out. This thinker is able to jump in and comment on observations of the process. This thinker is able to sum up the progress of the meeting and what has been achieved so far, keep order and stick to the agenda. This is the organizer, defining the problems as well as setting the questions.

“The blue hat is for the process-control. The blue hat thinks about the thinking being used.

The blue hat sets the agenda for thinking.

The blue hat suggests the next step in the thinking.

The blue hat can ask for other hats.

The blue hat asks for summaries, conclusions, and decisions.

The blue hat can comment on the thinking being used” (de Bono, 1992)

Lateral Thinking Tool

The tool that will be used with this model is the stakeholder analysis. In Mason & Mitroff (1981), they define stakeholders as, “parties on whom the company depends in some way for the full realization of the plan or who depend on the company for the realization of some of their own goals. Stakeholders have a vested interest in the plan.” (p.100). Whether internal or external, these individuals must be identified, notified and involved in the planning and execution process. They may have strong opinions and the ability to influence which direction the change will go in. All parties need to be considered in the planning and must be convinced (if they are not already on board) of the worth of the outcome or project. While the plan is being implemented, some of the stakeholders might have to make sacrifices, understand the risk, and be accepting. This tool works perfect in figuring out who needs to be involved, who will be affected and

those who will have effect on getting the proposal approved. The key players are identified and the pros and cons in dealing with each individual and the challenges that will be faced in getting everyone to support the plan. An example is shown in the appendix section.

Directions for using stakeholder analysis tool.

Table 7 below shows the step-by-step instructions on how to carry out the stakeholder analysis process. An example is also presented in the appendix.

Table 7

STAKEHOLDER ANALYSIS TOOL	
1	The first step is to identify who the key players are and make a list.
2	Draw a chart with 6 columns.
3	List all the stakeholders including persons, groups or organizations in column 1.
4	Label column 2-5 starting from left as strongly oppose, moderately oppose, neutral, moderately support, and strongly support. Each column represents where you think each stakeholder will stand when it comes to the project being proposed.
5	The last column is labeled action required. These are the actions that need to take place to get each stakeholder aboard and involved in the planning and execution of the project.
6	For each category, X will indicate where they are now and O where they need to be.

(Mason & Mitroff, 1981)

Zoom & Re-Zoom Teambuilding

Below in Table 8 is an overview of the teambuilding activity called Zoom and Re-Zoom.

Table 8

ZOOM & RE-ZOOM EXERCISE
The purpose of this exercise is for groups to work together as one, building, and use their communication and problem solving skills.
<ol style="list-style-type: none"> 1. Randomly pass out each page to the picture book until each person has at least one page. 2. Each person can only look at the pictures belonging to them and keep hidden from the others. 3. Instruct each individual to study their image(s) and communicate with each other to put the book back together face down in sequential order in 20-30 minutes.
<p>Debrief:</p> <ul style="list-style-type: none"> • Was it hard to put the story together? • Who were the leaders and why? • What type of communication was used in the attempt to put the book back together? • What could you have done differently?

(Banyai, 1995, 1998)

Lateral Thinking Workshop Agenda

The following represents a daylong workshop outline for introducing lateral thinking and the 6 thinking hats concepts. Additionally participants practice a specific

lateral thinking tool on a community-policing problem. As part of the workshop, the participants' will:

- Describe the principles of lateral thinking/6 thinking hats
- Use the lateral thinking tool to examine a community problem to target areas of concern and look at ways to avoid potential problems.
- Examine ways concepts and tools of lateral thinking could improve future community policing activities.

Agenda

- Introductions and roll call
- Workshop Overview and Agenda Review
- Lateral Thinking Presentation
- Brainstorming Session-community policing issues
- Edward de Bono 6 Thinking Hats Overview for Community Policing
- Stakeholder Analysis Tool/Example and Tool Practice
- Lunch
- Community Policing Problem Solving Session using stakeholder analysis Tool
- Zoom & Re-Zoom Teambuilding Activity

- Taking the Learning Forward: Applications in your work related to community policing
- Break
- Evaluation
- Closing

Sometimes, all it takes is tapping into a new way of doing something to get different results. Lateral thinking is not typically the thinking we use on an everyday basis in our problem solving efforts. It is not often we sway from what we believe in and its not everyday we are able to see problems through many lenses. Participants will learn new techniques to solve a problem that might have been thought of as impossible yesterday. Participants will see beyond what the naked eye usually allows you to see and create ideas you were not able to create a few hours prior to being introduced to this way

of thinking. Each participant will learn how to generate new ideas, finding new approaches in the way they problem solve and turn old ideas that might have been unsuccessful into ideas that are effective. Thinking outside the box is needed in the world that is constantly evolving and problems are becoming more complex. The 6 thinking hats concepts will teach each person to be more open minded and well rounded individuals in being decision makers. It will allow each person to be unbiased and see problems from all angles that are good as well as bad, before proceeding.

Leading Change Workshop

This workshop focuses on change leadership. As a result of this workshop individuals will be able to follow specific steps as guidelines in creating change within their community.

Kotter's 8 Steps for Leading Change Model Overview

By using Kotter's 8 Step change model (Kotter, 2007), the community policing committee can avoid failure and improve their chances at success. When trying to bring about change to an organization, rushing through and skipping steps may have detrimental impact on the results. It is imperative to focus on where the community is at, where change is needed, and the vision we see for the future. Then, following the urgency of getting people in the community on board by getting them to be motivated and ready to take the company to the next level is key. It is important to formulate a future action plan of the same vision and the direction the community is moving towards.

Communication is important and a major factor when trying to implement change.

Getting others to see and understand the vision and being willing to adapt because they

want it as much as the guiding group. In order for transformation to happen, the support of almost everyone involved in the community and department is needed. The more the merrier. The more people involved in this progress the easier it is to fight the challenging obstacle in the transitioning stages to the new vision. Implementing different phases by setting short term, mid term and long-term goals. Change then becomes part of the daily routine and culture of the community. Listed below are the 8 steps in Kotter's leading change model (Kotter J. , 1996)

Step 1: Create urgency.

In order for change to be effective the entire company must want the same positive changes. This is where the idea of urgency comes in place. Once a company starts to advance and gain a sense of wanting to get the task done then the organization can move on to the next stage of building. Kotter recommends that for change to be successful, 75% of a business's management needs to "buy into" the change. Meaning, you have to work really hard on the first step in order to move on.

Step 2: Form a powerful coalition.

This step needs strong leadership and support from people in the organization, in order to persuade people that change is essential. As Dr. Kennedy Oirere Onchiri stated, "managing change isn't enough – you have to lead it" (p.84).

Step 3: Create a vision for change.

Creating a vision of change will help people in the organization understand why the leader is asking them to do a certain task. By creating a clear vision people can observe the main concept for themselves.

Step 4: Communicate the vision.

Communication is key and in this step, and it all depends on what you do with the vision after its been generated; communicating the vision determines success. In an organization, one must have dialoged every chance they get. This allows the topic to be embedded in one's mind.

Step 5: Remove obstacles.

In this step for change it is now time to remove all the obstacles. By doing so this it will give people a chance to implement your ideal vision.

How can you achieve this task?

- Hire change leaders whose main roles are to deliver the change.
- Acknowledge and reward individuals for helping to make the change transpire.
- Identify people who are resisting the change, and help them see what's needed.
- Pay attention to organizational structure, and performance systems to certify that they correspond with your vision.

Step 6: Create short-term wins.

One of the main keys of for motivation is success, setting short-term goals and actually

completing them shows how much the company is working towards the bigger picture. Even though short-term goals may be a little bit harder to implement, you have to analyze the potential pros and cons of the initial target. If you do not succeed at something early in the game it will affect the entire change initiative.

Step 7: Build on the change.

This step is a continuation step from step 6. Kotter argued that a lot of change projects fail because victory is declared too early. Organizations need to keep looking for improvements. Every success that is gained is seen as an opportunity to build and improve on the long-term goals that are put in place.

Step 8: Anchor the changes in corporate culture.

The final stage is to make sure that every change that took place in the organization sticks, and is embedded in the culture of the organization. You can tell when the changes have been implemented when it starts to show in their day-to-day work. The leaders have to also keep changing. Leader change assists with the overall change of the organization, because there are new ideas being implemented. Maintaining support is key or you will end up right where you started.

Kotter's Tool

The tool that will be used with this model is a cartoon storyboard (individual and team). The cartoon storyboard tool was established by Jane Henry. This tool is used to identify

potential road blocked and develop desired outcomes. Storyboard can be used individually or with a group.

Directions for using cartoon story boarding.

Table below shows the step-by-step instructions on how to carry out the cartoon story boarding process.

Table 9

TOOL	CARTOON STORY BOARDING TOOL
1	<u>Preparation:</u> On a sheet of flip chart paper, draw 6 squares and label them 1-6.
2	<u>Where are you going?</u> Take a deep breath, and get a clear image of a goal you want to achieve. Take yourself to the future to that very point where you have achieved this goal, and draw it in box 6.
3	<u>Where are you now?</u> Rewind and bring yourself back to present state. After getting a mental image summarizing your current situation, draw it in box 1.
4	<u>Intermediate turning points:</u> Portray a set of 4 mid step that will help lead to your success from your current stage to the desired outcome (box 2-5).
5	<u>Potential blocks?</u> Look back at the sequence of pictures and think of all the obstacles you must overcome to achieve your desired goal. Under each picture, write a word or brief description of what might block the progress at that point in the picture. (Key Challenges you must overcome).

Adapted from (Switalski, 2003)

Tent poles teambuilding.

The teambuilding activity Tent Pole is described next.

Table 10

TENT POOL EXERCISE
The purpose of this exercise is to get a group of individuals to work together effectively, get to know one another, communicate, and take initiative.
<ol style="list-style-type: none"> 1. A long straight tent pole is needed for this exercise. 2. The group is instructed to make a straight line close together and place their arms out straight pointing the index finger on each hand. 3. The tent pole is then placed across the groups' fingers. 4. Instruct the group that they are allowed to talk to each other, no ones finger is allowed to leave the pole nor can they drop it. 5. Their mission is to bring the tent pole to the ground as a group.
<p>Debrief by asking the group:</p> <ul style="list-style-type: none"> • How did it go? • What did you see happening? • What can we take away from this exercise?

Student Icebreaker CRS 594, Original Source Unknown.

Kotter's 8 Steps for Leading Change Agenda

The following represents a daylong workshop outline for introducing Kotter's 8 step change model concepts. Additionally participants practice a specific Kotter tool on a community-policing problem. As a result of the workshop, the participants' will:

- Describe the principles of Kotter's 8 step for leading change.
- Use the Kotter tool to examine a community problem to target areas of concern and look at ways to avoid potential problems.
- Examine ways concepts and tools of Kotter could improve future community policing activities.

Agenda

- Introductions and roll call
- Workshop Overview and Agenda Review
- Brainstorming Session-community policing issues
- Kotter's 8 Steps Model Overview for Community Policing
- Cartoon Storyboarding Tool/Example and Tool Practice
- Lunch
- Community Policing Problem Solving Session using for Cartoon Storyboarding Tool
- Tent Poles Teambuilding Activity
- Taking the Learning Forward: Applications in your work related to community policing
- Break
- Evaluation
- Closing

Change is difficult. It takes hard work and requires a team with the same vision and dedication to pull it off. Being introduced to this model will give the group 8 steps that will guide them in creating change. The knowledge needed to foster a new culture in the community is possible by following these guidelines and implementing these steps.

Knowing the importance of each step, and the principle of leading change is key. Change is complex and a rigorous thing to accomplish especially when it comes to dealing with various individuals. There is a specific way that change needs to happen. Leading a community into a well-developed future state is not an easy task, and knowing how to reach the hearts of each person in the community will make accepting change beneficial to the cause.

Insights into the Community Perspective

The relationship between police officers and members in the community are based on their interactions. Depending on the call that the officers are responding to will determine what kind of contact will transpire between both parties. Most of the calls that officers respond to are domestic calls and a patrol officer reiterated that they are constantly responding so many calls that they hardly have time to interact with people in the community. Another patrol officer did however say, after responding to a call, if she sees kids hanging out and playing, she would stop and say hello. I was told that each day an officer comes in, they decide what kind of day they want to have and what kind of officers they are going to be by picking the types of call they want to respond to. This includes if an officer decides he or she is going to give out 100 speeding ticket, make a certain amount of arrest or target an area, which will be the focus of the day.

From the community perspective, other factors that can determine the type of interaction between the police and the community are the age group and gender of all involved. From some of my conversations, it also depends on the police department in which the officer is from and the race of the person in which the interaction is happening.

In speaking with regular members at the Asarese-Matters Community Center, they express that there is no ongoing community relationship between the members of their community and the police department that service their area. The only time they have seen any police interaction is when a crime has been committed and an arrest is being made. Members are open to building a relationship with the department no matter how long it takes. They are willing to make an effort if they see officers trying to do the same. Despite years of trying to get officers from the departments to visit the center and interact with the youths who attend, this has not occurred. According to another member, there is an increasing amount of crime that takes place in some of the international immigrant community that goes unreported because the members are afraid of the police.

Some community activist and members from the Buffalo Promise neighborhood express that officers in their community do not talk to the youths but talk at them, which causes them to have a negative relationship. Not only does this unprofessional behavior happen with youths, but also with war veterans. One expressed to me a negative experience he had when being picked up in front of his home. He expressed that a family member was parked in front his home and as he came down the stairs, a officer was parked behind the car and instead of getting out of his car to address the situation, he yelled from the window “ yo, you gonna be sitting there long or what?” As a former Army police officer, an elderly man, he quickly addressed the police in a professional manner and expressed himself as a respectful citizen.

According to members of the community, they have a meeting once a month where they are able to express their concerns and the officers who attend give their

report, and then they go their separate ways. Besides the meeting, the department is not involved in the community, they do not sponsor events, and they might come out to one of two events once in a while. One solution that they would like to see happen is the city and state create some form of tax breaks so that officers are able to purchase homes in the community they work in. They feel this will help with the relationship and bring stability.

Overall, some departments have two officers devoted to community policing who are responsible for 197 block community issues. With elevated crimes, the department and community had to work together to install cameras in some hot spots and an increase attention on truancy problems. Another observation residents made is that with the increase in crime, officers are more focused on issuing tickets for financial gains for the department. Members in the community would like to see more police officers interacting with residents and “walking the beat”.

SECTION FIVE: KEY LEARNINGS

The Process

At the beginning of the project, I was very excited and eager to start my journey but things quickly changed. My vision started with creating a year long program consisting of a series of workshops where the community board and designated community police officers would build their relationship and learn concepts of different models and tools that would help them in problem solving. In the program, they would have also had the opportunity to go through problem solving sessions using FourSight and work on a project implementing a solution that would help the community and the department in which services it.

Due to the limited time I had to complete the project, I had to change its direction and decided to only focus on the workshop section of the program. With designing the workshop, one of my goals was carrying out the workshop by selecting a community to work with, and presenting my idea to police department community policing officers in hopes that it would be something they were interested in adapting. My project then took another turn after figuring out that I would only have enough time to design the workshop without having a test trial. I took a step back and thought about the most important part of the program that would be beneficial right now and decide to focus on creating the series of workshop.

I learned that no matter how much you plan and have details worked out, you must always be prepared for obstacles that are beyond your control. Learning to adjust and be flexible when plans did not work out or when I had short notices from individuals I was working with, I had to make split second decisions about what was more important.

Another major component of my project was soliciting feedback and learning from individuals who work(ed) in the areas of criminal justice as well as those with expertise in the field of creativity. After getting feedback on my draft, it was clear that if the individual reading the details of my workshop not from the creativity community, it would be hard for them to understand what was going on.

I want everyone from different backgrounds and social classes to be able to read my project, be able to understand, learn and be inspired to learn more about creativity and how they can use it to help their community. In revising and working to improve my workshops, I made sure to add some background and details to help individuals follow it, so that it is usable by not only myself or those involved in creativity, but by other individuals as well.

I learned many things about the operations and the relationships between members of the community and the police departments in the areas of Buffalo. I imagined community policing to be something different from what I have been told and what I have observed. Initially, I wanted to introduce CPS processes where both parties would learn how to creatively work on challenges and at the end of the session come out with solutions and a detailed action plan that would combat some of the issues within the community. I redirected my focus to introducing different models and tools that provides each person in the workshop something of value to evaluate themselves as leaders in creating change.

Overall, I am satisfied with the outcome of my project. As a result of changes I made early on, I was able to incorporate Lateral Thinking, which never crossed my mind. It was perfect, because I learned something new about how I learn, how I think, and how I want others to think when problem solving. The great part about working on this project is that I am constantly learning and realizing my potential as a leader who wants to influence others and teach others how to make a difference in their lives and in their community.

SECTION SIX: CONCLUSION

Upon entering the Creative Studies program at SUNY Buffalo State, I now know the limitation I faced when it came to problem solving and my way of thinking. I still have a lot of learning to do but now I have a platform. Before doing my project, some of the concepts I was being taught did not have great meaning for me at that point. This project helped me put many things into perspective when it came to different problem solving tools and models used in the creativity community. I now know what it takes to be a leader, how to influence others and bring about change in my life, and the life of others. It is now up to me to begin the hard work with the foundation of my project and the knowledge I now have from going through this program. I am going to use what I have learned and created to get others to buy into my vision and help create the change that is needed in the policing community.

I learned the value of risk taking, sharing my vision with different groups of people and promoting creativity. Risk taking is not a part of my regular routine, when it had to be done, it was done and I came out of it with growth. Having come into this program, I took a risk dealing with my future, career paths and in my life. The reason taking risks were different this time around was because I used creativity as my guide and mentor in everything I did. My learning's were helpful in figuring out what it was that I wanted to do to help create change and do what it is I love. If I had any doubts, I had multiple ways of figuring my way out of it. Sharing my vision for my project brought hope to every person I spoke to about what I wanted to accomplish. It reconfirmed to me that the idea is new and worth the risk. Those involved in my project believed it, their reactions were priceless and it brought them joy, just as I believed. The most interesting

part in sharing my project is explaining what some of the creative problem solving processes are and how they are going to be used in community policing. It sparks the curiosity in each person, it is engaging and it is the first time some of the individuals were being to introduce to this form of creativity. Not only was I able to share with individuals within the community and members in police department, but with my family and friends.

Being a leader is not new to me, it is a role I have played numerous times growing up. I knew that a leader is someone who stands up for what they believed in, took on roles that were bigger than them and does things for the greater good. Now, one the questions that I asked myself are: How did I make an impact as a leader and how influential am I? What kind of change did I bring about? These are the questions that are constantly running around in my head. I do not want to only take on leadership roles and have the title of a leader. I need to be the change in order to be an effective leader. I possess certain character traits and the need to be influential and inspiring. One day at a time, I will take steps in enhancing my leadership skills and behavior, use creativity, different processes, concepts and principles to better my life and others.

What I See Myself Doing Next

I am interested in continuing to develop these workshops into a well-developed program to be used by groups interested in community policing. This program is intended to improve the lives of those involved in building up society by tackling challenges faced within different cultures and community.

I will in the future brainstorm the different phases of the program and coming up with the rules, guidelines and steps that should be followed for a minimum of four workshops per year. The members who are involved in the yearlong program as well as the meeting that takes place once per month will be outlined. Included are workshop evaluation forms for each session to assess the process being made and goals being accomplished as well as setbacks. Some of the models used within these workshops are the FourSight Model, Lateral Thinking and Kouzes and Posners Leadership Practice Inventory Model. In the design, it will create pathways solution for problems on the rise to be controlled before reaching its peak, combat issues that are already at the forefront and as well as already exiting programs.

Social Media

Social media has become one of the largest networking advantages in the last few years. It gives different cultural communities and professionals a way to connect, and to share projects, knowledge, and advice. Since creating my LinkedIn profile, I have been connected to a few people in the criminal justice community as well as other groups. Sharing my workshop design and the idea behind it to people around the world will allow me to receive open feedback, ideas, and gain other connections through shared vision. (Dabbagh & Kitsantas, 2011).

Form Network of Professional and Community Advocates

In meeting with different groups and organizations, I will be presented with the opportunity to not only gain knowledge on the subject matter, but I will also be able to develop relationships with each individual I come into contact with. I want to form

friendships to broaden my network of people who are passionate about the work that they do and who normally wants to see others succeed, as well. These individuals should be able to inspire, motivate, and demonstrate qualities of being a strong leader in society. Individuals who are connected with the residents, those who have been through and lived what many are going through, hold community leadership roles and sharing even the smallest bond with them are important participants and leaders. Making these connections are not only beneficial for me, but for the friends and colleagues I will make in this process. I want these people to remember me as the ambitious woman who will always fight for what she believes in and would make a great asset to any team.

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Appendix A

Figure 1
Goal: Renovate a hotel in Time Square NYC

Stakeholders	Strong Oppose	Moderately Oppose	Neutral	Moderately Support	Strongly Support	Required Action
1. Union Employees		X		O		Relocate some staff to other properties
2. Non-Union Employees		X		O		Offer other placement jobs
3. Managers					X O	
4. Supervisors				X	O	Offer better training/promotional incentives
5. Highgate Hotels			X		O	Submit financial plan of potential revenues
6. Customers					X O	
7. Rockpoint Group				X	O	
8. Goldman Sachs Real Estate				X	O	Submit financial plan of potential revenues
9. Public Relations					X O	
10. Architect					X O	
11. Interior Designer					X O	
12. Shareholders					X O	

X- Where are they now?

O= Where do they need to be?

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05.05.2016

Date