

# APB

Academic Publications Bulletin

## Community policing: A competency-based approach

by Rod Spencer

Let me introduce myself. My name is Rod Spencer. I am a retired police superintendent and former director of training and education for the Toronto Police Service. I was responsible for implementing community policing in the city of Toronto as well as being a divisional police commander in south Etobicoke. I have been directly involved in delivering community policing. I now teach community policing in the Police Foundations Program at Humber College, Toronto.

It had become apparent to me that there was not a comprehensive text on community policing available in Canada. There are books that cover community policing theory or analyze community policing initiatives; however, there has been no text that provides students with a practical how-to approach. The impetus for the Police Foundations Program was

to give future police officers the necessary skills to deliver sound policing in the province. With that in mind, my colleague Ron Stansfield and I are co-authoring a community policing textbook. Ron is a former police officer and a professor in Humber's Police Foundations Program, as well as a professor at the University of Guelph. He has authored textbooks on policing and policing issues.

Our text will not only deliver a theoretical approach to community policing and policing issues, it will also help students to master the necessary skills – such as leadership, problem solving, integrity, and communications – that they will need in order to deliver community policing. The community policing competencies featured in our book are the same competen-

cies used in the Ontario's Constable Selection process.

Our community policing text addresses the learning outcomes prescribed for the community colleges' Police Foundations diploma programs and universities' Police Science undergraduate degree programs. More important, the learning resource combines theory and a practical approach to community policing that has application for students in both Canadian and American educational institutions. It examines the evolution of traditional policing through to community policing and demonstrates how an understanding of group dynamics, teamwork, volunteerism, total quality management, research methods, and crime analysis can contribute to

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## Dave's update: For the fall semester

by Dave Stokaluk

Following one of the longest, coldest winters in recent memory, it's hard to believe that we are at the end of another semester. Now that it's spring, we can pause and turn our minds to the business of ordering for the fall 2003 semester.

We would like to assist you with this task and make it as painless as possible by reminding you about our tried and proven backlist titles, as well as the numerous, and greatly anticipated, forthcoming titles. Over the course of the summer, we will have several new titles on hand for re-

view and, just as important, available for classroom use in September.

The first title on our agenda, *Communications for Law Enforcement Professionals* by John Roberts from Mohawk College, is a new text on communications in law enforcement. This text (published in June) adds to the richness of our offerings in this field, building on the strength of our other successful communications text, *Effective Communication for a Career in Law Enforcement*. The new text provides an alternative approach, drawing on examples from

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a successful proactive community police, problem-solving, and dispute resolution partnership. Case studies help students to evaluate their skill acquisition of the material. The book covers the following topics:

## *Chapter 1: Introduction*

The introduction offers a chapter-by-chapter overview of the text.

## *Chapter 2: Historic perspective to traditional policing*

Chapter 2 discusses the history of policing. A socio-developmental model is used to analyze police structure and to identify the forms of policing that have been used to maintain order in agricultural, industrial, and informational communities. Three distinct forms of policing – vigilante, public, and private – and their corresponding social forms are used to construct a model of police forms and structure.

## *Chapter 3: Community policing*

Chapter 3 examines how public demand and changes in policing regulations have caused police services to migrate toward a community policing model. It also defines the community policing model.

## *Chapter 4: Community officer competencies*

Chapter 4 covers the core behavioural competencies – such as leadership,

problem-solving skills, communication skills, and integrity – that are required to be an effective community policing officer. It also describes performance evaluation methods.

## *Chapter 5: Group dynamics*

Chapter 5 discusses group dynamics (teamwork) and explains how an understanding of group behaviour contributes to community police partnership success.

## *Chapter 6: Community police liaison committees*

Chapter 6 deals with the evolution, establishment, and emerging role of community police liaison committees.

## *Chapter 7: Problem solving*

Chapter 7 describes several problem-solving models available to assist officers in community problem solving. It also explores how creative thinking can be used to problem solve community issues.

## *Chapter 8: Dispute resolution*

Chapter 8 introduces students to mediation and negotiation strategies.

## *Chapter 9: Crime prevention strategies*

Chapter 9 examines traditional crime prevention strategies.

## *Chapter 10: Crime prevention through environmental design*

Chapter 10 explains how physical changes in the environment can affect and reduce crime.

## *Chapter 11: Research techniques*

Chapter 11 discusses existing research methods used in the field of criminology, including instruments that can be employed in conducting community surveys. It also examines how statistical crime data can be used in targeted police patrols and in analyzing crime trends.

## *Chapter 12: Volunteerism*

Chapter 12 examines the role of the volunteer in policing and explains how appropriate volunteer management can contribute to the selection and retention of community volunteers.

## *Chapter 13: Total quality management*

Chapter 13 describes total quality management and explains how understanding and meeting the customers' needs can be employed in community policing.

## *Chapter 14: Community policing future trends*

Chapter 14 explores community policing trends. ■

# Dave's update continued from page 1

all Law and Security environments and offering even more coverage on report and memo writing. Professor Roberts's detailed instructor's guide will help even those instructors without a background in policing to ensure that all concepts and issues discussed are fully integrated with the assignments, cases, and learning activities threaded throughout the text.

Since we published *Community Policing* by Heather Hodgson in 1998, we have learned – from you and from law enforcement professionals – that this area is rapidly changing and gaining in importance. For our new text in the field, we sought out an author who was directly involved in the design and implementation of one of the mainline community policing programs in Ontario – Rod Spencer. He and his colleague Ron Stansfield, both from Humber College, have teamed up to write a book that follows the evolu-

tion of community policing from its traditional roots to the newly defined proactive community partnership approach to policing. The emphasis is on the skills needed to succeed in such an environment. The book delves into themes on crime prevention strategies and volunteerism, and concludes by expounding on future trends in community policing. You can find an article on this subject by Rod Spencer on page 1 of this newsletter.

Another greatly anticipated and much needed resource for Law and Security courses is our forthcoming volume, *Fundamentals of Security*. Since we announced this title in our 2003 catalogue, the requests and inquiries have been coming in non-stop. The author, Mark Rohlehr from Seneca College, has painstakingly assembled the key "must-know" operational rudiments that make up this industry. A companion CD-ROM provides

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students with the kind of graphic support they need to understand the current technologies in place and the best practices being used by security professionals.

After several reprints of one of our best-selling texts, *Provincial Offences*, we are extremely pleased to be launching a second edition later this year. The new edition will not only contain a wider array of updated acts, it will also offer more commentary on the legislation and a full set of learning activities that will help students master the intricacies of the law. Dan Gilbert and Peter Maher from Georgian College have been signed on to author the new edition. Both are experi-

enced former officers with a vast practical knowledge of the subject. Their experience in the classroom guarantees the new edition will engage the user with a pedagogy that is appropriate to the needs of PFP students.

For those of you teaching private security and investigation, you will be pleased to learn about the second edition of our classic *Canadian Private Investigator's Manual*. Following a straight-forward and engaging approach similar to that in the first edition, this book promises to deliver the most up-to-date practices and processes on investigation, surveillance, and report writing. This is a winner

that will certainly enhance and enliven the classroom experience.

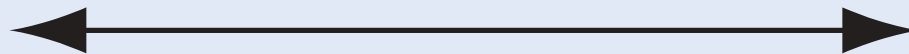
Finally, a new book scheduled for release in June – *Police Leadership and Labour Relations* by Jim Drennan – is a must-read for any student who is about to graduate from Police Foundations. (Please see “The police learning continuum” by James Drennan in the box below.) The book provides a blueprint for a program of professional training and executive education that supports ambitious management reform, and best demonstrates the competencies needed to succeed in the face of current and future challenges in policing. ■

# The police learning continuum

by James Drennan

More proprietary  
Police more proficient at providing  
More skills–practical-based  
Traditional police college domain  
Less likely traditional classroom  
Demonstration-based learning  
More training-focused

More externally partnered  
Police less proficient at providing  
More cognitive-based  
More externally focused  
More likely classroom-based  
Affective- and cognitive-based learning  
Education- and development-focused



## Core skills

Enforcement  
Criminal investigations  
Forensics  
Firearms and use of force  
Search and rescue  
Police vehicle operations  
Public order  
Crime prevention  
Underwater search/rescue  
Community policing  
K9/tactical/hostage  
Courts and evidence

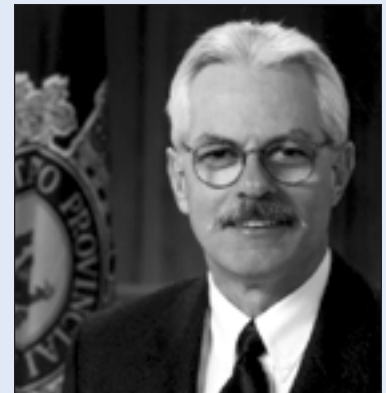
## Generic skills

Supervisory practices  
Management  
Leadership  
Legislation  
Community policing  
Media relations  
Reporting systems  
Labour relations  
Negotiations  
Financial management  
Victim assistance  
Interpersonal skills

## General skills

Literacy/numeracy  
Organizational awareness  
Political awareness  
Client/customer service  
Team building  
Business and economics  
Research capability  
Influencing skills  
Critical thinking  
Problem solving  
Developing others  
International policing issues

*The above graph depicts the relationship between core policing competencies and the more generic and general police skills set and knowledge base. Clearly, when the learning is focused on core functions and skills, it is the police that are best positioned to provide the learning experience. When the learning objectives are further along the continuum, and we want to provide a more cognitive learning experience, the police are likely to be less proficient in delivering that experience. As policing services seek to improve and extend the cognitive-based capabilities of their members, as called for in the competency development and community inter-relational improvement paradigms, it is more likely that they will rely on external resources and alliances to provide the more generic and general education requirements of a modern, contemporary police service. This is best achieved when the policing community establishes a partnership with institutions of higher learning, encouraging strength at both ends of the learning continuum.*



**D**r. James Drennan is currently the Director of Training Education and Development Services for the Police Service of Northern Ireland.

This appointment comes in the wake of a long, distinguished career in policing and higher education in Canada. Most recently, he served as Commander of the OPP Education and Development Services Bureau. Before that he was the Chief Administrative Officer of the OPPA.

Many of you know Jim from his years of leadership and service in Canadian post-secondary education, moving from faculty positions through chairmanships and deanships to the position of VP of Academic Programs. Throughout his professional life, Jim has been a strong advocate and supporter of police PFP and LASA programs.

We are proud to be publishing Jim's new book, *Police Leadership and Labour Relations*. ■

# Instructor's complimentary book request form

Name	Title	
Phone ( )	Fax ( )	E-mail
Institution		
Address		
City	Province	Postal Code
Course taught		
Semester and year		Expected class size
Book requested (see list below)		
Author	ISBN	

## Forthcoming titles

	Author	ISBN
Canadian Political Structure and Public Administration, 2nd Edition	Booth	1-55239-092-6
Canadian Private Investigator's Manual, 2nd Edition	Hawkins, Konstan	1-55239-104-3
Communications for Law Enforcement Professionals	Roberts	1-55239-128-0
Community Policing	Spencer, Stansfield	1-55239-110-8
Conflict Management in Law Enforcement, Edition	Pardy, Honsberger	1-55239-106-x
Fundamentals of Security	Rohlehr	1-55239-096-9
Interpersonal and Group Dynamics in Law Enforcement, 2nd Edition	Bjorkquist	1-55239-099-3
Police Leadership and Labour Relations	Drennan	1-55239-094-2
Provincial Offences, 2nd Edition	Gilbert	1-55239-097-7
Sociology and Canadian Society, 2nd Edition	Johnstone, Bauer	1-55239-111-6

## Current titles

	Author	ISBN
Canadian Political Structure and Public Administration	Booth, Roughley	1-55239-053-5
Community Policing	Hodgson	1-55239-040-3
Conflict Management in Law Enforcement	Pardy	1-55239-027-6
Contemporary Canadian Social Issues	Niessen	1-55239-001-2
Diversity Issues in Law Enforcement, 2nd Edition	Kazarian	1-55239-059-4
Effective Communication for a Career in Law Enforcement	Collins, Olson	1-55239-033-0
Enforcing Federal Statutes	Rock	1-55239-035-7
Ethical Reasoning in Policing, Corrections, and Security, 2nd Edition	Evans, MacMillan	1-55239-088-8
First Nations Peoples	Williamson	1-55239-028-4
Fitness and Lifestyle Management for Law Enforcement, 2nd Edition	Wagner Wisotzki	1-55239-089-6
Foundations of Criminal and Civil Law in Canada	Rock, Simon	1-55239-037-3
Interpersonal and Group Dynamics in Law Enforcement	Bjorkquist	1-55239-060-8
Interviewing and Investigation	Euale, Turtle	1-55239-036-5
Introduction to Canadian Law	Sworden	1-55239-069-1
Introduction to Psychology for Law Enforcement	Kazarian	1-55239-067-5
Martin's Annual Criminal Code 2003, Student Edition	Greenspan, Rosenberg	0527-7892
Martin's Pocket Criminal Code, 2003	Greenspan, Rosenberg	1198-7197
Police Powers and Procedures	Walma, West	1-55239-025-x
Principles of Evidence for Policing	Euale, Martin, Rock, Sadek	1-55239-044-6
Provincial Offences	Capy, MacCarthy	1-55239-041-1
Sociology and Canadian Society	Johnstone, Bauer	1-55239-022-5
Student Exercises for Sociology and Canadian Society	Emond Montgomery	1-55239-024-1
Traffic Management	Grime, Olivo	1-55239-072-1
Youth and the Law: New Approaches to Criminal Justice and Child Protection	Goldstein, Olivo, Cotter	1-55239-078-0



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# Did you receive our new catalogue?

This year we mailed the Emond Montgomery 2003-2004 catalogue to all PFP/LASA instructors in our database.

If you did not receive a copy, please contact us and we will send one to you promptly. ■

# Publish what you teach

Do you teach from your own home-grown material? If you think that this material may be suitable for publication, and that other instructors may benefit from it, give us a call. We are always looking for authors for our college law and law-related texts.

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Thanks.

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