

140588

# BASIC COURSE UNIT GUIDE

## KD 3

### COMMUNITY RELATIONS

This unit guide covers the following performance objectives contained in *Performance Objectives for the POST Basic Course*:

- |       |       |
|-------|-------|
| 2.1.1 | 2.3.3 |
| 2.2.2 | 2.4.7 |
| 2.2.3 | 2.4.8 |
| 2.2.4 | 5.1.1 |
| 2.3.1 | 5.1.2 |

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THE COMMISSION  
ON PEACE OFFICER STANDARDS AND TRAINING

STATE OF CALIFORNIA

**This unit of instruction is designed as a *guideline* for performance objective-based law enforcement basic training. It is part of the POST Basic Course guidelines system developed by California law enforcement trainers and criminal justice educators for the California Commission on Peace Officer Standards and Training.**

**This guide is designed to assist the instructor in developing an appropriate lesson plan to cover the performance objectives which are required as minimum content of the Basic Course.**

## UNIT GUIDE 3

### TABLE OF CONTENTS

#### Knowledge Domain

Performance Objectives		Page
2.1.1	Roles of Law Enforcement .....	1
2.2.2	Expected Officer Behavior .....	5
2.2.3	Techniques for Coping with Cultural Differences .....	7
2.2.4	Community Needs .....	9
2.3.1	Citizen Evaluation .....	11
2.3.3	Law Enforcement Stereotypes .....	13
2.4.7	Crime Prevention Programs .....	15
2.4.8	Elements of Crime Prevention .....	17
5.1.1	Non-Language Factors .....	21
5.1.2	Language Factors .....	23
Supporting Materials and References		

### PERFORMANCE OBJECTIVE 2.1.1

Given a direct question, the student will identify the following roles as those included within the police responsibility to provide community service:

- A. Order maintenance
- B. Crime prevention
- C. Public education
- D. Delivery of service
- E. Enforcement of law

### CURRICULUM

- A. Order Maintenance Role
  - 1. Protect Lives and Property
  - 2. Maintain the Public Peace
  - 3. Manage Civil Disturbances
- B. Crime Prevention Role
  - 1. Reactive
    - a. Monitor (patrol) crime problems (hot spots)
    - b. Apprehend offenders
    - c. Take reports
    - d. Testify
  - 2. Proactive
    - a. Eliminate/minimize crime problems
    - b. Deter potential offenders
      - (1) Programs - CPU, Youth, Ride-along
      - (2) Reduce/eliminate criminal opportunity
- C. Public Education Role
  - 1. Meet with people who reside/work in area
  - 2. Keep people informed

- a. Individual contacts
- b. Participation in community meetings
- 3. Establish flow of communications
  - a. Tell people who you are
  - b. Be accessible/approachable

D. Delivery of Service Role

- 1. Be prompt and professional
- 2. Take action appropriate to situation
- 3. Understand role is to provide service

E. Enforcement of the Law Role

(Give example on how these variables, resources, needs, priority, work together to optimize the officer's time on the beat.)

- 1. Develop beat knowledge
  - a. Size
  - b. Boundaries
  - c. Demographic and social-economic characteristics
- 2. Analyze crime trends
  - a. Frequency of crime
  - b. When crime likely to occur
- 3. Enforce law according to needs
  - a. Resources
  - b. Needs
  - c. Priority
- 4. Be fair and Impartial
  - a. Not based on:
    - (1) Prejudices
    - (2) Attitudes
    - (3) Appearances

(4) Gratuities

b. Is based on:

(1) Law

(2) Court Interpretation

(3) Department policy

(4) Good Judgment



### PERFORMANCE OBJECTIVE 2.2.2

Given a word picture depicting an officer's interaction with the public, the student will identify the expected behavior of an officer from the perspective of the following:

- A. The community
- B. The persons directly involved
- C. The student's department
- D. The student officer

### CURRICULUM

#### A. Factors Involved In Community Attitudes That Influence Law Enforcement

##### 1. The community

###### a. Community sentiment

- (1) General attitude - passive/aggressive
- (2) Previous police activities/incidents
- (3) Present police-community relationship

###### b. Social-Economic Conditions

- (1) Housing conditions
- (2) Recreation facilities, or lack of
- (3) Employment rate
- (4) Ethnic/cultural make-up
- (5) Schools
- (6) Family structure

###### c. Type of situations

- (1) An upset community (kidnap, child molest, etc.)
- (2) Fear of potential crime
- (3) Apathetic community

##### 2. The persons directly involved (suspect, victim, witness)

###### a. Suspect

- (1) Prior experience, previous criminal history, negative contacts with criminal justice system components.

- (2) Peer influences
- (3) How a person's employment status affects officer's attitude.
  - (a) Victim
    - 1) Emotional strain, confusion, embarrassment, financial loss.
  - (b) Witness
    - 1) Unwillingness to be involved, credibility

3. The student officer's department

- a. Community expectations
- b. Local Government structure
  - (1) Directions given by department management
  - (2) Directions given by legislative/ elective representatives.
- c. Law
- d. Department policies and regulations
- e. Law enforcement code of ethics

4. The student/officer

- a. Prior experience
  - (2) Education and training
  - (3) Knowledge of interpersonal communications
- b. Knowledge of community

### PERFORMANCE OBJECTIVE 2.2.3

Given a direct question, the student will identify the following techniques for coping with cultural and socioeconomic differences.

- A. Identify and communicate with the representatives of different cultural and socioeconomic groups
- B. Avoid pre-judging individuals based on their cultural origins or socioeconomic status
- C. Avoid the "we-they" syndrome

### CURRICULUM

- A. Coping With Cultural Differences
  - 1. Definitions:
    - a. "Cope" - "to contend with successfully, on equal terms"
    - b. "Culture" - "training/refining of mind; emotions, manners, taste, environment; results of training concepts, habits, skills of given people, at given time."
  - 2. Establish who has leadership and influence within community groups.
  - 3. How the lack of knowledge of cultural differences affect the officer's performance.
    - a. Destructive family influences
  - 4. Class discussion on the "we-they" syndrome



### PERFORMANCE OBJECTIVE 2.2.4

Given a direct question, the student will identify the folkways, mores, values, and particular needs for law enforcement services of each of the following community groups:

- A. Racial Minority
- B. Ethnic Minority
- C. Women
- D. Sexual Orientation
- E. Economic Group
- F. Elderly/youth
- G. Physically Handicapped
- H. Developmentally disabled

### CURRICULUM

- A. Development and Self-Concepts
  - 1. Theories of officer's personality development
    - a. Heredity (physical makeup, intelligence, etc.)
    - b. Environment (schools, religious background, family environment, etc.)
  - 2. Prejudices and stereotyping
    - a. The problems of imposing our personal values on others.
  - 3. The student will identify and understand special problem groups.
    - a. Physically and mentally handicapped
    - b. Developmentally disabled



### PERFORMANCE OBJECTIVE 2.3.1

Given a direct question, the student will identify the following as the primary criteria the general public uses to evaluate law enforcement services. The criteria includes:

- A. An officer's behavior and use of time and equipment when not responding to calls for service
- B. The amount of time it takes an officer to respond to calls for service (i.e., how long the calling party waits before the officer arrives)
- C. An officer's behavior and appearance at crime scenes, accidents, and when providing other law enforcement services
- D. An officer's judgment, particularly in vehicle pursuits and in situations involving the use of force
- E. An officer's ability to successfully resolve problems

### CURRICULUM

- A. Criteria by Which Citizens Evaluate Law Enforcement Agencies and Their Personnel.
  - 1. Quality of service agency provides
    - a. Response time:
      - (1) Crimes-in-progress
      - (2) Emergency calls
      - (3) Calls for service
    - b. Manner in which calls are handled
      - (1) Demeanor of officer
      - (2) Fair and impartial treatment
    - c. Successful disposition of calls
      - (1) Identify needs
      - (2) Analyze problem
      - (3) Resolution
        - (a) Peace keeping
        - (b) Further investigation
        - (c) Referral
        - (d) Arrest

(e) No action required

2. Quality of agency personnel

- a. Ability to create positive public image
- b. Demonstrate high ethical and moral standards

B. Sensitivity to Community Needs and Expectations

1. Crime history

- a. Past and present crime trends
- b. Future projections

2. Active community participation

- a. Cooperative efforts (between community and agency)
  - (1) People will more freely communicate
  - (2) Police/community objectives will be clarified
- b. Self-directed efforts
  - (1) Neighborhood watch
  - (2) Recognition of crime problems
  - (3) Recognition of non-police situations
    - (a) Street repairs
    - (b) Lack of recreational facilities
    - (c) Lighting conditions

3. Relevant research projects including analysis of social, economic, and political trends.

### PERFORMANCE OBJECTIVE 2.3.3

Given a direct question, the student will identify the following as the most commonly held negative law enforcement stereotypes.

- A. Law enforcement officers are apathetic and don't really care about the community's problems
- B. Law enforcement officers are inept and ineffective in delivering services and fighting crime
- C. Law enforcement officers are unethical and abuse their authority as evidenced by the unnecessary use of force, the acceptance of gratuities, and the favoritism shown to friends and other officers
- D. Law enforcement officers are biased against racial and ethnic minorities, gays, and women
- E. Law enforcement officers are sloppy, lazy, and out of shape

### CURRICULUM

#### A. Factors Which Create Negative Police Impressions

- 1. Apathy
- 2. Inability to handle service calls
  - a. Inadequate training
  - b. Inability to apply job skills

#### B. Unethical conduct

- a. Accepting gratuities
- b. Abuse of authority
- 4. Unprofessional conduct
  - a. Brutality
  - b. Corruption
  - c. Abuse of public equipment
- 5. Acts of prejudice
  - a. Racial bias
    - (1) Male/female discrimination
- 6. Poor public image
  - a. Physical image
  - b. Uniform appearance

c. Demeanor/body language

### PERFORMANCE OBJECTIVE 2.4.7

Given a direct question, the student will identify the following crime prevention programs:

- A. Neighborhood watch/residential security
- B. Operation Identification/property inventory
- C. Business crime prevention
- D. Personal safety/sexual assault prevention
- E. Youth crime prevention
- F. Domestic violence/child abuse prevention

### CURRICULUM

- A. Elements of crime prevention programs
  - 1. Neighborhood watch/residential security
    - a. Neighbors getting to know each other and working together with local law enforcement in a program of mutual assistance.
    - b. Residents being trained to recognize and report suspicious activities in their neighborhoods.
    - c. Implementation of crime prevention techniques such as home security, Operation I.D., etc.
  - 2. Operation I.D./property inventory
    - a. Citizens are encouraged to mark their personal property, i.e., cameras, stereo, appliances, etc., with their driver license number.
    - b. Many law enforcement agencies provide electric engravers for the citizen to use, as well as labels to attach to the home, indicating all valuables have been marked for identification by law enforcement.
    - c. Citizens are encouraged to make an inventory list of personal property (including manufacturer, model number, serial number, size, color, description) for insurance and stolen property reports and identification.  
  
(NOTE: Inform student of available resources including national, state, and local agencies and association.)
  - 3. Business crime prevention  
  
(NOTE: The student should be made aware of the wide range of crime prevention programs even if there is insufficient time to discuss in detail.)
    - a. Robbery
    - b. Burglary/business watch

- c. Fraudulent checks, credit cards
  - d. Shoplifting, internal theft
  - e. Arson/vandalism
4. Personal safety/sexual assault
- a. Assault, robbery, purse-snatch, pickpocket
  - b. Sexual assault prevention, self defense
5. Youth crime prevention
- a. School Resource Officer Program (youth-law enforcement relations)
  - b. Junior Crime Prevention Officer (youth trained in residential security)
  - c. Operation Stay-in-School (truancy-burglary reduction)
  - d. Child safety/sexual assault prevention
6. Domestic violence/child abuse
- a. Conflict resolution
  - b. Parenting classes
  - c. Community responsibility/reporting

### PERFORMANCE OBJECTIVE 2.4.8

Given a direct question, the student will identify the following elements which define crime prevention:

- A. Anticipation of criminal activity
- B. Recognition of crime risks
- C. Appraisal of crime problems
- D. Action to remove or reduce opportunity for criminal activity

### CURRICULUM

- A. Action to remove or reduce opportunity for criminal activity
  - 1. In order to prevent the occurrence of crime, the opportunity for someone to commit the crime must be eliminated or reduced.
    - a. Before opportunity can be reduced, a proper assessment must be made of the target crimes.
    - b. Opportunity for different crimes may be reduced in different ways.
      - 1. Citizen awareness and involvement
      - 2. Physical security (e.g., locks, lights, alarms)
      - 3. Specific action for specific preventable crimes.
- B. Appraisal of crime problems
  - 1. Gather information on crime trends in your area of responsibility using all resources at your disposal.
    - a. Investigation bureau
    - b. Crime prevention unit
    - c. Investigative supplemental information sheets
    - d. Crime analysis (e.g., computer data, pin maps)
    - e. Discussions with officers from adjoining beats
    - f. Citizenry
  - 2. Interpret the information you have gathered to determine in what areas you should focus your activities
    - a. High crime risk areas
    - b. Most prominent types of crime

- c. Who the victims are (e.g., businesses, residences, elderly, males, females, etc.)
- d. Times when the crimes are occurring (e.g., hour, day, month, season, etc.)

C. The law enforcement-citizen role

- 1. The effective law enforcement officer who has achieved a measure of success in crime prevention has found a method of achieving good cooperation from citizens.
  - a. Encouraging citizens to cooperate and informing them of the best crime prevention methods is every officer's job.
    - (1) Many citizens are self-motivated enough to take an active role in crime prevention - the officer can lend direction to their activities.
    - (2) Other citizens need more encouragement from the officer to get involved.
    - (3) While motivating citizens to assume an active role in crime prevention, an officer should keep in mind that the citizen's safety is paramount.
    - (4) The citizen's participation should not be such that it will be a hazard to him.

D. Methods of opportunity reduction

- 1. From a citizen awareness point of view, prevention of specific crimes requires specific action.
  - a. It is the function of the patrol officer to spot opportunities and take steps to correct them by working with the citizens.
  - b. The field officer should be aware of crime prevention practices for the most common crimes.
    - (1) Business or commercial crime prevention
      - (a) Robbery
      - (b) Fraudulent checks, credit cards and refunds
      - (c) Shoplifting and internal theft
      - (d) Burglary
      - (e) Arson and vandalism
    - (2) Personal and residential crime prevention
      - (a) Sexual assault

- (b) Personal security
- (c) Vehicle security
- (d) Vacation security
- (e) Residential security
- (f) Senior citizen

E. Security surveys - residential/commercial

- 1. Exteriors
  - a. Landscaping
  - b. Lighting
  - c. Fences, walls, etc.
- 2. Perimeter
  - a. Doors
  - b. Windows
  - c. Locks
  - d. Alarms
- 3. Interior
  - a. Operation I.D./property inventory
  - b. Security habits - interior lights, using locks consistently, vacation precautions, etc.



### PERFORMANCE OBJECTIVE 5.1.1

Given a direct question, the student will identify the following as non-language factors which contribute to a negative response from the public:

- A. Officious and oppressive manner
- B. Disrespectful attitude
- C. Officious tone of voice
- D. Use of body language

### CURRICULUM

#### A. Negative examples (nonverbal communications)

1. Officious and oppressive manner
  - (a) Overbearing demeanor
  - (b) Using badge to accomplish tasks
  - (c) Discouraging feedback
2. Disrespectful attitude
  - (a) Lack of understanding, lack of sympathy
  - (b) Apathy-influencing behavior
  - (c) Cultural unawareness
  - (d) Personal bias/prejudice
3. Officious tone of voice
  - (a) Attempt to over-control
  - (b) Using vocal tone improperly
  - (c) Manifestation of Insecurity
  - (d) Manifestation of immaturity
4. Use of Body Language
  - (a) Nonverbal cues
  - (b) Establishing positive first impression
  - (c) General demeanor
  - (d) Body distance

(NOTE: Although the performance objectives cover only the negative aspects, the instructor should point out the positive aspects.)



**PERFORMANCE OBJECTIVE 5.1.2**

Given a direct question, the student will identify the following as being language factors which contribute to a negative response from the public: (1-1-89)

- A. Profanity
- B. Derogatory language
- C. Offensive terminology directed toward members of community groups
- D. Inappropriate use of police jargon

**CURRICULUM**

**A. Factors That Develop A Negative Public Response**

- 1. Profanity
  - a. Not to be used
  - b. Negative effect on professional image
- 2. Derogatory language
  - a. Detracts from professional effectiveness
  - b. Generates complaints
  - c. People will be reluctant to cooperate
- 3. Ethnically offensive terminology
  - a. Turns people off
  - b. Ethnic awareness
  - c. Sensitivity to feelings of others
- 4. Use of police jargon
  - a. Any use with public is inappropriate
  - b. People often cannot understand
  - c. Use of jargon can confuse or demean

**SUPPORTING MATERIAL**

**AND**

**REFERENCES**

This section is set up as reference information for use by training institutions. These materials can be used for instruction, remediation, additional reading, viewing, or for planning local blocks of instruction. This list is not an endorsement of any author, publisher, producer, or presentation. Each training institution should establish its own list of reference materials.

**TOPICAL LIST OF SUPPORTING MATERIALS AND  
REFERENCES INCLUDED IN THIS SECTION**

Self-Development Factors Which Affect Interpersonal Communications

The Magic Work Attitude

What Is A Cop?

Public Relations

SELF-DEVELOPMENT FACTORS WHICH AFFECT  
INTERPERSONAL COMMUNICATIONS

CHABOT COLLEGE - ALAMEDA COUNTY SHERIFF'S ACADEMY

COMMUNITY SERVICE CONCEPT

1. Don't be trapped into unprofessional conduct by a threat or challenge.
2. Everything you do should be calculated to enhance your reputation as a good officer--one who is firm, but fair and just.
3. Size up the situation by engaging the person in conversation; buy time when you are faced with a threat and you can't tell how serious it is.
4. Don't show hostility even if the other fellow does.
5. Reduce your threat potential, avoid a grim or expressionless countenance. Be approachable.
6. Cultivate a pleasant and friendly manner when making non-adversary contacts.
7. Your general demeanor and especially your facial expression/tone of voice indicate that you respect the other person human being.
8. Let the other fellow know by your reception of him that you don't expect trouble from him and that you don't consider him a nuisance.
9. Show an interest in the other fellow's problem. Be a good listener.
10. Go out of your way to contact people in the interest of improving police-community relations.
11. Always leave people satisfied with your service, whether it is an arrest, giving a ticket or whatever. Show some interest and give some explanation as to your actions.
12. Try to encourage people to work with the police for their own protection. Drive home the point that he is threatened by crime and disorder, not by the police.

## THE MAGIC WORK "ATTITUDE"

1. Radiate the attitude of well being or confidence of a person who knows where he is going. This will inspire those around you, and you will find good things will begin happening to you.
2. It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.
3. It is our attitude towards life which determines life's attitude toward us.
4. We are interdependent. It is impossible to succeed without others, and it is our attitude towards others which will determine their attitude toward us.
5. Before a person can achieve the kind of life they want they must become that kind of individual, they must act, think, walk, talk, and conduct themselves in all their affairs as would the person they wish to become.
6. The higher you go in any organization of value, the better will be the attitude you will find.
7. Your mind can hold only one thought at a time, and since there's nothing at all that can be gained thinking negative, think positive.
8. The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them and they will return it to you.
9. Look for the best in new ideas; as someone said, "There never has been a person I couldn't learn something from."
10. Don't talk about your health unless it is good.
11. Don't waste valuable time broadcasting personal problems. It probably wouldn't help you and cannot help others.
12. For the next 30 days treat everyone with whom you come in contact as the most important person on earth. If you will do this for 30 days you will do it for the rest of your life.

## "WHAT IS A COP?"

It's awkward having a policeman around the house. Friends drop in. A man with a badge answers the door. The temperature drops 20 degrees.

Throw a party, and that badge gets in the way. All of a sudden there isn't a straight-man in the crowd. Everybody's a comedian. "Don't drink too much," somebody says, "or the man with the badge will run you in."

Or, "How's it going, Dick Tracy?" How many jaywalkers did you pinch today?" And there's always the one who wants to know how many apples you stole.

All at once you've lost your first name. You're a "cop", a "flatfoot", a "bull", a "dick", a "John law". You're the "fuzz", the "heat". You're poison. You're trouble. You're bad news.

They call you everything, but never a policeman. It's not much of a life . . . unless you don't mind missing a Raider game because the phone rings. Unless you like working Saturdays, Sundays, and holidays - at a job that doesn't pay overtime.

Oh, the pay is adequate. If you count your pennies, you can put your kid through college. But you'd better plan on seeing Europe on your television set.

Then there's your first night on the beat. When you try to arrest a drunken prostitute in a main street bar and she rips your new uniform to shreds. You'll buy another one - out of your own pocket.

You'll rub elbows with all the elite: addicts, thieves, bums, winos, girls who can't keep an address, and men who don't care. Liars, cheats, con men - the class of skid row.

And the heartbreak: underfed kids, beaten kids, molested kids, crying kids, homeless kids, hit-and-run kids, broken arm kids, broken leg kids, sick kids, dying kids, dead kids.

The old people that nobody wants, the reliefer, the pensioners, the ones who walk the street cold, and those who tried to keep warm and died in a three-dollar room with an unvented gas heater. You'll walk the beat and pick up the pieces.

Do you have real adventure in your soul? You'd better have. You'll do time in a prowler-car. It'll be a thrill a minute when you get an "unknown trouble" call and hit a back yard at two in the morning, never knowing who you'll meet - a kid with a knife, a pill-head with a gun, or two ex-cons with nothing to lose.

And you'll have plenty of time to think. You'll draw duty in a "solo car" on the mid watch with nobody to talk to but your radio. Four years in uniform and you'll have the ability, the experience, and maybe the desire to be a detective. If you like to fly by the seat of your pants, this is where you belong.

For every crime that's committed, you've got a million suspects to choose from. Most of the time you'll have a few facts and a lot of hunches. You'll run down leads that dead-end on you. You'll work all-night stakeouts that could last a week. You'll do leg work until you're sure you've talked to everybody in California. People who saw it happen, but really didn't. People who insist they did it, but really didn't. People who don't remember. Those who try to forget. Those who tell the truth, those who lie. You'll run the files until your eyes ache. And the paperwork - You'll fill out a report when you're right, you'll fill out one when you're wrong, you'll fill out one when you're not sure, you'll fill out one listing your leads, you'll fill one out when you have no leads, you'll make a report on the reports you've made. You'll write enough words in your lifetime to stock a library.

"WHAT IS A COP?" (continued)

You'll learn to live with doubt, anxiety, frustration, court decisions that tend to hinder rather than help you: Dorado, Morse, Escobedo, Cahan. You'll learn to live with the District Attorney, Defense Attorneys, Public Defenders, Judges, Juries, witnesses . . . and sometimes you won't be happy with the outcome. There are a lots of good men who know that being a policeman is an endless, glamorless, thankless job that must be done. I know it, too . . . and I'm damned glad to be one of them.

PUBLIC RELATIONS

ALAMEDA COUNTY SHERIFF'S DEPARTMENT

TRAINING DIVISION

I. What is public relations?

A. Basically, it is nothing more than salesmanship.

1. Selling yourself.
2. Selling your department.
3. Selling your department's services.
4. Selling the idea and the ideals of the American policing system.

II. What constitutes the make-up of selling?

- A. Doing a good job.
- B. Making a good impression.
- C. Applying common sense.
- D. Persuading people to like you.
- E. Getting people to believe and have faith in you.

This list can go on and on. It is basically any and all factors one would use to try to convince a person of some thing or line of thinking.

III. Now that we have looked at the art of selling, we are truly ready to define POLICE public relations. To cover it fully, we must say that police public relations is "the combined, deliberate effort of all the employees of the department to implant in the minds of the people the idea that policemen are friendly, capable, and willing to be of service to the community."

IV. Now that we know what we are talking about, we must decide how to find out if our public relations is good or bad.

A. There is only way that it can be measured and that is by its effect.

1. How much information and cooperation does your department receive from the public and other agencies?
2. How do the pay scale and budget compare with other agencies of equal size?

PUBLIC RELATIONS (continued)

3. How are the morale and feeling towards the public?
  4. What are the general opinions and attitudes of the public toward the department?
- V. We now know that public relations is necessary, and we know what kind of relations we must have. Now how do we go about obtaining and maintaining good public relations?
- A. It is a known fact and has been proven through many different surveys that 70 - 90 percent of all complaints against peace officers can be boiled down to one thing: not being able to get along with people.
  - B. It is easy for departments to maintain well-groomed and neat officers. This can be done through inspections, uniform regulations, and checks. It is also a fact that the modern professional police officer has too much pride and dignity to look slovenly.
  - C. True, also, is the fact that the modern-day police agency demands high standards in the training of its men, and it is well-equipped to handle any situation that may arise. An officer must be well-trained and adept in his technical skills and knowledge, as they are the factors on which an officer's life may depend each and every time he reports for duty.
- VI. We can readily perceive what the major complaint against policemen is. Therefore, it would now be advisable to determine what facts are detrimental and what factors are conducive to getting along with other people.
- A. SUSPICION
    1. Must have to be a good officer.
    2. Must not be overly so.
    3. Must have trust.
  - B. GIVING CRITICISM
    1. This is a great deal of the department's business.
    2. How to say no properly, with authority, and yet with firmness.
  - C. PROPAGANDA AND RUMORS
    1. Police thrive on information.
    2. Use standards.
  - D. TEMPER
    1. What you see angers you. This is normal.
    2. Don't say anything unless you are proud of it.

PUBLIC RELATIONS (continued)

E. FAITH

1. Just like a sailor on a ship; must trust the mission, goal, and skipper.
2. Are we doing any good?
3. At times must reaffirm.

F. PREJUDICE

1. There is only one thing to say about this: there is no room for it in police work.

G. MIXED ROMANCES

1. Officers young in mind.
2. Uniform, physique, etc.
3. Will always get caught.

H. LACK OF PRIDE

1. Marines.
2. Esprit de corps.
3. Do your level best.
4. Don't make excuses.

I. POINTING THE FINGER

1. Don't blame others for your shortcomings.
2. If you are always explaining, you are insecure.
3. Don't blindly defend fellow officers.

J. POWER OVER PEOPLE

1. Use with the greatest caution.

K. CHIP ON THE SHOULDER

1. Envy.
2. Get rid of it.

PUBLIC RELATIONS (continued)

L. TAKING CRITICISM

1. Cocky.
2. Bitter pill.
3. Superiors.
4. Public.

M. BEING UNHAPPY

1. Depression.
2. Give.
3. Put zest and showmanship in work.
4. Forgetting to smile.
5. Lack of smile or frowning gives impression of being surly.

N. SAYING NICE THINGS

1. Never hurts to pay a compliment.

O. MEASURING PEOPLE

1. This is probably the most important factor. If you can accurately develop this habit, you will certainly be on your way to success.

VII. It is not to be forgotten that public relations is not a matter for the chief or sheriff. It is the duty and obligation of each of us. Each must share in the rewards and products of the public relations, good or bad. The dedication of a few is not enough.

We must all try to realize that times have changed. The days of the big, tough, illiterate enforcer are gone and have been gone for some time. Each of us is a professional, and we must continually strive to maintain the standards of a professional. The only way to accomplish this is with the proper attitude and actions in our dealings with the public and each other. It is time that each of us vow to make the public proud of us, and ourselves proud of our profession.

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