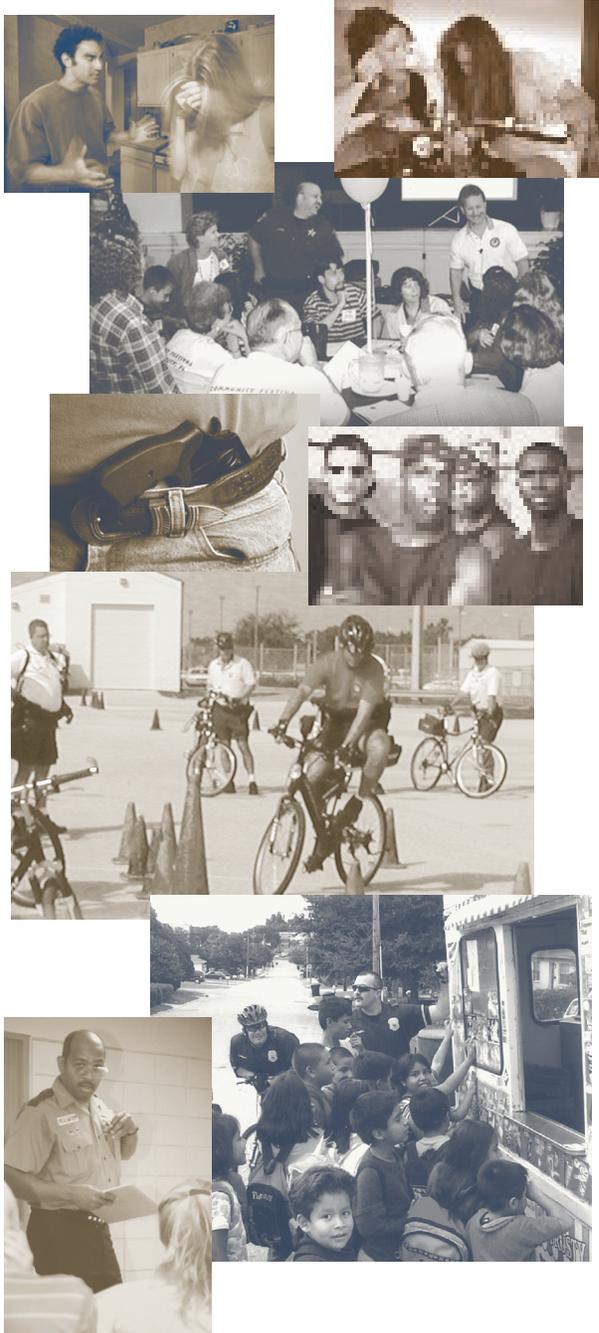


St. Petersburg College

FLORIDA REGIONAL COMMUNITY POLICING INSTITUTE



Professionalism and Leadership in Law Enforcement



Instructor Manual

U.S. Department of Justice
Community Oriented Policing Services



Florida Regional Community Policing Institute



Professionalism and Leadership
in Law Enforcement
Instructor Manual

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Training Curricula Overview

Program Intent

This program is offered to any law enforcement professionals and citizens who have completed the Florida Regional Community Policing Institute's (RCPI) basic ethics course, *Ethical Issues and Decisions in Law Enforcement*. It is hosted by the Florida RCPI through grants from the U.S. Justice Department's COPS Office. The target audience is officers with some supervisory responsibilities and those who would like to have supervisory duties in the future. The course focuses on the themes of personal character, professionalism and leadership and their relevance to those in law enforcement. Officers will also have opportunities to explore an overview of the philosophical roots of ethical reasoning, to learn and apply decision-making skills and strategies for dealing with conflicts of interest.

Program Scope and Content

The course will be delivered in a one-day, eight-hour format. This program makes use of interactive group exercises, large-group discussions, and problem-solving scenarios. Sessions will be interactive and will not only examine the topics identified, but will encourage participants to think introspectively. The content of this program focuses on a core of issues and topics that are relevant to individual and group ethical standards, as well as effective management and leadership skills. Participants will engage in the learning through the application of adult learning strategies. Students bring with them to the class a great volume and rich quality of experience. Instructional strategies will draw on this information through the use of varied media, group discussion and interaction, personal and smaller-group exercises, and ethical scenarios.

Course Description/Purpose

This eight-hour interactive workshop is designed to follow *Ethical Issues and Decisions in Law Enforcement*, the main ethics course offered by the Florida RCPI. This course focuses on the themes of personal character, professionalism and leadership and their relevance to those in law enforcement. Special attention is given to ethical issues faced by those in leadership and supervisory positions. Other topics include an in-depth overview of the philosophical roots of ethical reasoning, decision-making skills, conflicts of interest, and early warning signs of potential ethical problems in oneself and fellow officers.

Course Goals

- Participants will explore the themes of character, professionalism, and leadership, and their relevance to individuals working in law enforcement.
- Participants will evaluate and apply the central ethical principles of a variety of key ethical philosophers.

- Participants will learn to utilize the ETHICS model for ethical decision-making.
- Participants will analyze the important ethical issue of conflicts of interest and learn to apply skills learned in this course to resolving such conflicts.
- Participants will discuss issues relevant to those in leadership and supervisory positions, including the proper use of discretion.

Course Objectives

- Participants will explore the themes of character, professionalism, and leadership, and their relevance to individuals working in law enforcement.
 - Participants will discuss the roles of law enforcement in a modern democratic nation.
 - Participants will explore the ethical concept of character and its relevance to those in law enforcement.
 - Participants will analyze the ethical concept of professionalism and apply it to the field of law enforcement.
 - Participants will evaluate aspects of leadership, discussing character traits consistent with effective leadership skills.
- Participants will evaluate and apply the central ethical principles of a variety of key ethical philosophers.
 - Participants will evaluate Richard Doss' "Origins of Ethical Beliefs."
 - Participants will explore the basic ethical principles of Aristotle, Thomas Aquinas, John Locke, Immanuel Kant, and John Rawls.
 - Participants will apply these historic ethical principles to ethical scenarios relevant to the practice of law enforcement.
- Participants will learn to utilize the ETHICS model for ethical decision-making.
 - Participants will analyze the ETHICS model for ethical decision-making.
 - Participants will apply the ETHICS model to scenarios representing ethical problems and dilemmas common to law enforcement.
- Participants will analyze the important ethical issue of conflicts of interest and learn to apply skills learned in this course to resolving such conflicts.
 - Participants will discuss several levels of conflicts of interest.
 - Participants will evaluate a variety of strategies for responding to conflict of interest situations.
 - Participants will apply this knowledge to ethical scenarios representative of conflicts of interest common in law enforcement.
- Participants will discuss issues relevant to those in leadership and supervisory positions, including the proper use of power and discretion.
 - Participants will analyze the differences between management and leadership.
 - Participants will evaluate specific character traits of effective leaders.
 - Participants will explore issues relevant to the appropriate and ethical use of power.

- Participants will analyze the concept of discretion, especially as it relates to those in positions of leadership.

Upon completion of this course, participants will be able to:

- Examine their own personal ethical behavior and standards;
- Apply principles from a variety of historical ethical theories to ethical issues and problems relevant to law enforcement professionals and supervisors;
- Apply the ETHICS Model for ethical decision-making to ethics scenarios representative of decisions facing those in the law enforcement community, but especially those in supervisory positions;
- Analyze conflict of interest situations and identify ethical, responsible, and wise responses to those situations;
- Examine and discuss the issues of power, autonomy, and discretion relative to law enforcement;
- Identify character traits of effective and ethical leaders.

General Statement

Approximately 25 police officers will participate in this educational experience (no fewer than 15, not more than 25 may enroll per session). Training will take place at the Florida RCPI initially, but should eventually broaden to include the entire state of Florida. Each session is one day (eight hours) in length. The ultimate outcomes and successes of the program will be exemplified through the demonstration of ethics, problem solving, quality leadership, and positive community engagement. For the purposes of critiquing the program, both summative and formative evaluation forms will be used.

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Who We Are

The Florida Regional Community Policing Institute (RCPI) at St. Petersburg College (SPC) operates under a cooperative agreement from the Department of Justice, Office of Community Oriented Policing Services (COPS). RCPI provides FREE community policing training to law enforcement officers, community residents, city employees, social services agencies, and private sector representatives throughout Florida.

Basic Courses

- Managing Encounters with the Mentally Ill
- Building Bridges: Community Policing Overview for Citizens
- Changing Roles: Supervising Today's Community Policing Officer
- Grantsmanship 101
- Sexual Predator and Offender Awareness in Your Neighborhood and on the Internet
- Effective Media Skills for Law Enforcement
- Citizens' Community Policing Academies
- Introduction to Community Policing
- Police-Community Partnerships
- Problem Solving for the Community Police Officer and Citizen
- Survival Skills for Community Policing Officers
- Ethical Issues and Decisions in Law Enforcement
- Reaching your Goals Through Code Compliance
- Planning a Win for the Good Guys: Crime Prevention/Crime Displacement and Environmental Design

Specialty Courses

- Protecting, Serving and Supervising through Community Partnerships
- Three-Part Community Policing Management Series

Domestic Violence Courses

- Dynamics of Domestic Violence
- Legal Aspects of Domestic Violence
- Resources for Domestic Violence Teams

Ethics Courses

- Citizen Complaint Intake and Investigation Issues
- Bias-Based Policing: Issues and Dilemmas
- Use of Force Issues in a Community Policing Environment
- Early Identification and Intervention Strategies (EIIS)

Online Courses

- Ethical Issues & Decisions in Law Enforcement
- Introduction to Community Oriented Policing
- Dynamics of Domestic Violence
- Understanding the Dynamics of Violence in the Workplace

Course Material

Course material is provided at no charge to all participants. We can adapt our training to fit your agency/community/business needs. Evening and weekend classes are available. Most training modules are eight or 16 hours but may be modified to allow for limited time allotments.

Training Locations

Generally, classes are conducted at our SPC training site. However, we will arrange training at your facility or a training center in your area. Students who travel more than 50 miles to specified courses held at St. Petersburg College may be eligible for lodging reimbursement. See individual course brochure for eligibility.

Who Can Attend?

- Any law enforcement officer (community policing patrol, crime prevention, campus police), civilian employees, probation officers, and social service agencies
- Community leaders and citizens
- Chiefs and Sheriffs who are interested in starting and maintaining community policing in their communities
- Business managers, executives and employees
- Mayors, City Managers, Council members, trustees and government leaders

Registration

To register for classes, schedule on-site training or become part of our mailing list, please call:

Eileen LaHaie - RCPI Director
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3200 34th Street South
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Acknowledgements

This textbook was written for the Florida Regional Community Policing Institute (RCPI) at St. Petersburg College (SPC) by Keith Goree, an instructor for SPC. Keith Goree has a bachelor's degree in Religious Studies and Psychology from Harding University, a master's degree in Marriage and Family Therapy from Abilene Christian University, and has completed postgraduate work in philosophy, applied ethics, and education at the University of South Florida.

He has worked as a youth and family counselor, a child abuse investigator for the State of Florida, and joined the faculty of the SPC Applied Ethics program in 1986. He speaks on ethics education at professional conferences for teachers and school administrators throughout the country. Mr. Goree is the author of an ethics textbook,

Ethics in American Life, and has been a contributing author to several books, including the SPC textbook, *Ethics Applied*. In 1997, the Florida Association for Community Colleges named Keith one of the top community college professors in the state. He is also an instructor for the Florida RCPI at SPC.

This textbook was supported by the Department of Justice, Office of Community Oriented Policing Services (COPS). The author wishes to acknowledge the staff that envisioned and implemented this textbook for the Florida RCPI at SPC as well as the Applied Ethics Institute at St. Petersburg College for permitting him to work on this project. Finally, the support of COPS personnel who assisted and were committed to the dissemination of this textbook is gratefully acknowledged.

Resource Inventory

- A. Audio-Visual Equipment**
 - 1. Computer
 - 2. Projector
 - 3. Screen
 - 4. Flip charts
 - 5. Markers
 - 6. Tape

- B. Student Handouts**
 - 1. Participant Manual
 - 2. RCPI Information Folder
 - 3. Pre-Test/Post Test Forms
 - 4. Registration Forms
 - 5. Course Evaluations
 - 6. Certificates of Completion

- C. Software Programs**
 - 1. PowerPoint
 - 2. Florida RCPI Website

Adult Learning Strategies (ALS)

Include in the “notes” section of your lesson plan is the application of adult learning strategies. The following is included for your review and as a “menu” of considerations. It is taken from various materials cited in the annotated bibliography contained at the end of the document. The Adult Learning Strategies (ALS) should be referenced in the “unit description” within the lesson plan.

Spencer (2001) supports the concept of adult learning with additional insight into learning principles. Keep these instructional decisions in mind when creating curricula.

1. Instructional decisions and practice must be focused on the needs and experience of the learner.
2. What the learner discovers supports better learning than what the learner is given.
3. Learning takes place best in a supportive learning environment.
4. The greater the power difference perceived by the learner between the learner and instructor, the lower the acquisition of learning.
5. The attention span of the adult is 7-20 minutes for passive engagement activities.
6. The most retention tends to take place at the beginning and end of the learning session.
7. The primary instructional strategies should draw, not dump information.
8. Before learners can be expected to think on their feet, they must be provided opportunities to think in their seat.
9. Effective instructors are more often “guides on the side” than “sages on the stage.”
10. The most long-lasting learning takes place during reflection.

Establishing the Context in Which Learning Takes Place

I. What Malcolm S. Knowles teaches us about Adults as Learners (Craig, 168-179)

A. “Adults have a need to know why they should learn something” (Craig, 170) Therefore one of the first tasks of the adult educator is to make the case and develop the “need to know” by explaining the value of their learning and its application to their life performance. In addition to identifying the benefits of their new learning, discuss the effects of “not knowing.”

B. “Adults have a deep need to be self-directing” (Craig, 170) Adults have a need to be in charge of one’s own life. Adults need to feel responsible for and in control of one’s own destiny, for the decision made and consequences learned.

C. “Adults have a greater volume and different quality of experience than youth” (Craig, 171) Each adult learner brings a wealth of positive and negative experiences with them to class. Ensure the nexus between old experience and new learning. As each participant shares their experiences in class, learning from

one another takes place. “Experiential learning techniques, such as discussion methods and problem-solving exercises that tap into the accumulated knowledge and skills of the learners, or techniques, such as simulation exercises and field experiences, provide the learners a frame of reference from which they can learn through analysis. Adults have a broader base of experience to which to attach new ideas and skills and give them richer meaning through discussion and reflection. Increasing emphasis is being placed in adult education on individualized learning and instruction, through contract learning, self-paced multimedia modules, learning resource centers, and other means. Adults define themselves in terms of their unique experiences.”

D. “Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly” (Craig, 171) “Telling” adults infringes on one’s adulthood and the need to be self-directed. Doing so can eliminate any resentment and defensiveness brought with them to class. “Adults learn best when they choose voluntarily to make a commitment to learn. Orchestrate a ‘teachable moment.’”

E. “Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning” (Craig, 172).

F. “Adults are motivated to learn by both extrinsic and intrinsic motivators” (Craig, 172-173) Adult learners respond to extrinsic motivators—wage raises, promotions, and better working conditions, up to the point that they are reasonably well satisfied. This reward fades away. The more potent and persistent motivators are intrinsic motivators such as the need for self-esteem, broadened responsibilities, power, achievement, and overall job satisfaction.

II. Implications for Practice

A. “Climate setting is a prerequisite for effective learning to take place” (Craig, 174) Establish a climate that is conducive to learning: one of mutual respect; collaboration rather than competitiveness; supportive rather than judgmental; a climate of trust; fun—and ultimately—human. Establish a climate in which people feel that they are being treated as human beings. Create an environment supportive of and conducive to learning.

B. “When possible, create a mechanism for mutual planning” (Craig, 174-175) People tend to feel committed to a decision or activity to the extent that they have participated in making the decision or planning the activity.

C. Diagnose the participant’s learning needs. Needs serve as the foundation for the program. A learning need is not a need unless it is perceived by the learner. Activities structured for the needs of the learners such as the use of their experience, teaching to multiple learning styles, and their inclusion defines how they will be taught.

D. Translate learning needs into meaningful, measurable objectives. Students should demonstrate their learning in some observable fashion.

E. Designing and managing a pattern of learning experiences. This plan will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources. Such a plan is likely to include a mix of total group experiences (including input by the trainer), subgroup (learning-teaching team) experiences, and individual learning projects. Activities which are so structured to precipitate critical thinking and problem solving.

F. Evaluating the extent to which the objectives have been achieved placing increased emphasis on “subjective” evaluation—finding out what is really happening inside. Learners should be actively involved in the process of evaluating their learning outcomes. Interactive teaching techniques enable a continuous checking for participant learning so that instruction can be modified along the way for optimal learning

G. Adults are expected to be treated with respect due to their maturity and individualism in the learning situation.

1. Adults are frequently anxious about their learning abilities and the appearance of competence in the classroom, but are anxious for education success.
2. Adults have a strong need for periodic feedback, encouragement, and learning in an atmosphere where there is a high degree of safety, mutual commitment, and choice.
3. Adults need a good balance between tight, well-paced, content-oriented presentations and the time needed for learning integration.

Course Schedule

Professionalism and Leadership in Law Enforcement

Time	Instructional Unit	Hours	Page
8 - 9:30 a.m.	Introduction	1.5	1
9:30 - 9:45	Break	.25	
9:45 - 11:30	Foundations of Ethics	1.75	7
11:30 - 12:45	Lunch	1.25	
12:45 - 1:45	Conflict of Interest	1	39
1:45 - 2	Break	.25	
2 - 3	Power, Autonomy & Discretion	1	45
3-3:45	ETHICS Model	.75	33
3:45 - 4:30	Ethical Leadership	.75	49
4:30 - 5	Wrap up & Closure	.50	53

Unit One Description: Introduction to Themes of the Course

Number of Hours: 1.5 hours

Goals, Adult Learning Strategies and Community Policing Principles Used:

This module is designed to provide participants with an introduction to the traditional roles of law enforcement, the relevance of character and professionalism in law enforcement and character traits which promote effective leadership skills.

Adult Learning Strategies:

- Translate learning needs into meaningful, measurable objectives
- Climate setting is a prerequisite for effective learning to take place
- Adults have a deep need to be self-directing
- Diagnose the participant's learning needs
- When possible, create a mechanism for mutual planning
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly
- Adults have a greater volume and different quality of experience than youth
- Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators

Student Performance Objectives:

Upon completion of this unit, participants will be able to:

- Discuss the roles of law enforcement in a modern democratic nation.
- Explore the ethical concept of character and its relevance to those in law enforcement.
- Analyze the ethical concept of professionalism and

apply it to the field of law enforcement.

- Evaluate aspects of leadership, discussing character traits consistent with effective leadership skills.

Community Policing Principles:

- A Philosophy
- Organizational Change & Transformation
- Communication

Evaluation of Content:

1. Student/Participant Learning
2. Teacher/Instructor/Facilitator
3. Methodologies applied: In class participation and group exercise

Method of Evaluation:

1. Participation of class discussion
2. Participation in group discussions
3. Completion of the course
4. Completion of the course evaluation
5. Pre and Post course questionnaires
6. Session debriefing

Methodologies:

1. Lecture with questions
2. Group facilitated discussion
3. Group exercises

Training Aids/Equipment:

1. Instructor: Laptop computer and projector with Power Point, easel chart and markers, Instructor Manual
2. Participants: Course manual

Special Requirements: none

Classroom Arrangements/Setup: Adult Learning style

Unit One Lesson Plan: Introduction to Themes of the Course

Student Performance Objectives

- Discuss the roles of law enforcement in a modern democratic nation.
- Explore the ethical concept of character and its relevance to those in law enforcement.
- Analyze the ethical concept of professionalism and apply it to the field of law enforcement.
- Evaluate aspects of leadership, discussing character traits consistent with effective leadership skills.

Ground Rules

- Participate fully in all activities
- Ask questions
- Apply new knowledge
- Respect others' opinions
- Keep an open mind
- Help lead the discussion

The Roles of Law Enforcement in Society

Exercise: Working together, create a comprehensive list of the roles and functions that law enforcement personnel serve in our society. Consider what type of person would seem to be ideal (or best suited) for carrying out that role.

Instructor: Let the class create the list, but here are a few examples if you need them.

Role/Function	Type of Person
<u>Protector</u>	<u>Clint Eastwood/gunfighter</u>
<u>Negotiator</u>	<u>Salesperson</u>
<u>Mediator</u>	<u>Diplomat</u>
<u>Social Worker</u>	<u>Caring/compassionate</u>
<u>Investigator</u>	<u>Sherlock Holmes</u>
<u>Others?</u>	<u>?</u>

“Character is power.” Booker T. Washington

**PowerPoint Slide #1
Title Slide**

**PowerPoint Slide #2
Overview of the Course**

**PowerPoint Slide #3
Class Introduction Slide**

**PowerPoint Slide #4
Course Ground Rules**

**PowerPoint Slide #5-6
Themes of the Day**

**Pass out Group
Assignments*:**

1. *Roles of Law Enforcement in Society;*
2. *Character in Law Enforcement;*
3. *Professional vs. Unprofessionalism;*
4. *Effective & Ineffective Leaders;*
5. *Ethical & Unethical Leaders*

***see Appendix B for
Group Assignments**

**PowerPoint Slide #7
Roles of LEOs**

“Few are willing to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society. Moral courage is a rarer commodity than bravery in battle or great intelligence; yet is one essential, vital quality for those who seek to change a world that yields most painfully to change. Each time a person stands up for an idea, or acts to improve the lot of others, or strikes out against injustice, he/she sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.”

Robert Kennedy

**Powerpoint Slide #8
10 Character Traits...**

Instructor Questions for Discussion

1. *Do some of these roles and functions seem to require very different types of people to do them well?*
2. *What implications does that have for law enforcement?*

Other Thoughts to Cover (Instructor’s Ideas)

Themes of the Day

A. Class Exercise on Character

- In your opinion, what 10 character traits best define a good police officer?

(Let the class create this list, but here are a few if you need them.)

- | | |
|-----------------------|----------------------------|
| 1. Honest | 6. Self-disciplined |
| 2. Courageous | 7. Law-abiding |
| 3. Wise | 8. Patient |
| 4. Caring | 9. Dependable |
| 5. Team-Player | 10. Fair/Impartial_ |

Instructor Notes: *You won’t have time to discuss every discussion question listed in these sections. The material was designed to let you make some choices.*

1. *How do people normally acquire these character traits?*
2. *Can a person who is lacking in an important trait choose to develop it? How would that work? Can character be learned? Taught?*
3. *What roles do personal maturity and experience play in this process of character development? What implications does that have for departments?*
4. *In what ways can officers affect the character of other officers?*
 - *Negatively?*
 - *Positively?*
5. *Ask the participants to write down the name of the person in their department that has the best ethical character. Then ask them why they chose the person they did.*

6. *Ask them to think about whether they believe anyone would have written their name down. Why or why not?*

Other Thoughts to Cover (Instructor's Ideas)

B. Class Exercise on Professionalism

- What kinds of factors separate an officer who is “professional” from one who is “unprofessional”?

Instructor Notes: Let the class create the lists, but here are a few discussion starters if you need them.

Professional	Unprofessional
<u>Goes beyond what is required</u>	<u>Does no more than required</u>
<u>Strives for excellence</u>	<u>Settles for mediocrity</u>
<u>Knows laws/policies well</u>	<u>Depends on others for knowledge</u>
<u>Is trusted by community & fellow officers</u>	<u>Can't be entirely trusted</u>
<u>Puts personal interests aside</u>	<u>Consistently self-centered</u>

Instructor Questions for Discussion:

1. *In what ways are the consequences different between officers acting professionally and acting unprofessionally?*
 - a. *(Consider the consequences for as many people affected (“stakeholders”) as possible. For example, the officer, fellow officers, department, community, officer’s family, profession as a whole, etc.)*
 - b. *If you have time, you can divide the class into small groups and giving each group a different stakeholder to evaluate.*
2. *Do most officers generally become “more professional” over time? If so, how/why? Some officers don’t seem to. What’s the difference?*
3. *Ask participants to write down the name of the most professional person in their department. Then ask them why they chose the person they did.*
4. *Ask them to think about whether they believe anyone would have written their name down. Why or why not?*

*“You are the same today that you are going to be five years from now except for two things: the people with whom you associate and the books you read.”
Charles “Tremendous” Jones*

**PowerPoint Slide #9
Professionalism**

Other Thoughts (Instructor's Ideas)

*“The most effective leadership is by example, not by edict.”
John C. Maxwell*

**PowerPoint Slide #10
Effective Leadership**

C. Class Exercise on Leadership

What character traits do you associate with effective and ineffective leaders?

Effective	Ineffective
Delegates appropriately	Under or over delegates
Stays above petty turf wars	
Has vision and can share it with others	Can't see the forest for the trees
Is well organized	Poorly organized, wastes time and talent
Prioritizes tasks and goals	Gets lost in minutiae of job
Mentors others toward their goals	Cares only about personal goals
Communicates expectations clearly	Poor communication leaves people frustrated

What character traits do you associate with ethical and unethical leaders?

Ethical	Unethical
Integrity - one good person through and through	Has several faces, character seems situational
Consistently truthful	Truthfulness can't always be assumed
Treats everyone equally and fairly	Is biased toward some, against others
Provides admirable role model	Provides negative role model

**PowerPoint Slide #11
Ethical Leadership**

Instructors: Again, let the class create the lists, but here are a few samples.

Instructor Questions for Discussion:

- *Can leaders be effective without being ethical?*

- *Can leaders be ethical without being effective?*
- *How are the consequences different for effective, ethical leaders and those in leadership positions who are not? (Consider the effects on as many people (stakeholders) as possible.)*
- *Are these traits of effective and ethical leadership innate, or can people consciously develop them?*
- *If people can develop them, how does that usually work?*
- *What steps would you recommend to someone who currently possesses relatively few of these traits, but wants to become a more effective leader?*

*“A man must be big enough to admit his mistakes, smart enough to profit from them, and strong enough to correct them.”
John C. Maxwell*

Other Thoughts (Instructor’s Ideas)

Unit Two Description: The Foundations of Ethics

Number of Hours: 1.75

Goals, Adult Learning Strategies and Community Policing Principles Used:

This module is designed to explore the challenges to ethical reasoning by evaluating Doss and other foundational ethical writers. The ethical principles are applied to law enforcement related scenarios.

Adult Learning Strategies:

- Translate learning needs into meaningful, measurable objectives
- Climate setting is a prerequisite for effective learning to take place
- Adults have a deep need to be self-directing
- Diagnose the participant's learning needs
- When possible, create a mechanism for mutual planning
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly
- Adults have a greater volume and different quality of experience than youth
- Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators

Student Performance Objectives:

Upon completion of this unit, participants will be able to:

- Explore various challenges to ethical reasoning, including relativism, absolutism, and legalism.
- Evaluate Richard Doss' "Origins of Ethical Beliefs."
- Participants will explore the basic ethical principles of Aristotle, Thomas Aquinas, John Locke, Immanuel Kant, and John Rawls.
- Participants will apply these historic ethical principles to ethical scenarios relevant to the practice of law enforcement.

**PowerPoint Slide #12
Foundations of Ethics**

Community Policing Principles:

- A Philosophy
- Organizational Change & Transformation
- Communication

Evaluation of Content:

1. Student/Participant Learning
2. Teacher/Instructor/Facilitator
3. Methodologies applied: In class participation and group exercise

Method of Evaluation:

1. Participation of class discussion
2. Participation in group discussions
3. Completion of the course
4. Completion of the course evaluation
5. Pre and Post course questionnaires
6. Session debriefing

Methodologies:

1. Lecture with questions
2. Group facilitated discussion
3. Group exercises

Training Aids/Equipment:

1. Instructor: Laptop computer and projector with Power Point, easel chart and markers, Instructor Manual
2. Participants: Course manual

Special Requirements: none

Classroom Arrangements/Setup: Adult Learning style

Unit Two Lesson Plan: The Foundations of Ethics

Student Performance Objectives

- Explore various challenges to ethical reasoning, including relativism, absolutism, and legalism.
- Evaluate Richard Doss' "Origins of Ethical Beliefs."
- Participants will explore the basic ethical principles of Aristotle, Thomas Aquinas, John Locke, Immanuel Kant, and John Rawls.
- Participants will apply these historic ethical principles to ethical scenarios relevant to the practice of law enforcement.

Challenges to Ethics

1. Relativism

What is morally/ethically right or wrong varies from one person to another (personal relativism) or from one society to another (cultural relativism). Ethical discussions are pointless because there are no universal ethical principles that apply to everyone.

Instructor Notes: Relativism is one of the most commonly believed challenges to ethics. Personal relativism is common because of the American emphases on individuality and freedom of thought. The belief in cultural relativism developed largely in the social science fields (sociology, anthropology, etc.). The main point is that since everyone (or every culture) has their own ethical beliefs about things, there can't be any moral truth.

This ignores the fact that as individuals and cultures we agree on far more ethical questions and issues than we disagree about. Every known culture has moral taboos and rules about murder, lying, stealing, and many other acts. (And how many people do you know who argue in favor of these things?) We probably agree on 75-80 percent of the ethical questions that come up in life. And there is even more agreement than that on basic ethical principles like respecting the rights of others and treating others as we would want to be treated. But we tend to focus our attention more on the issues on which we differ.

"He who passively accepts evil is as much involved in it as he who helps to perpetuate it. He who accepts evil without protesting against it is really cooperating with it."

Martin Luther King, Jr.

PowerPoint Slide #13 Foundations of Ethics

PowerPoint Slide #14 Challenges to Ethics Relativism

PowerPoint Slide #15
Challenges to Ethics
Absolutism

“Ethics is knowing the difference between what you have a right to do and what is right to do.”
Justice Potter Stewart

PowerPoint Slide #16
Challenges to Ethics
Legalism

2. Absolutism

All moral/ethical judgments are the same for everyone.

There is one and only one correct answer to every ethical question, no matter how personal or trivial.

Instructor Notes: This can be viewed as the opposite of relativism. If two or more people have differing opinions about an ethical question, at most one of them can be correct. Absolutists usually base ethics on some higher moral or religious authority, often ignoring the fact that humans don't agree real well on that, either. Generally, everything is seen in black & white, right & wrong terms. No room for varying opinions.

3. Legalism

Ethical discussions are unnecessary because we have laws to tell us what is right and wrong.

Why argue about right and wrong when we can just look it up in a law book?

Instructor Notes: Legalists maintain that what's legally right and what's ethically/morally right is the same thing. (Legal = Moral) Thus, the right answer to any moral question can be found in law books or policy manuals. This ignores the fact that there can be (and have been) unjust, immoral laws. One of the foundational principles of ethics, going back to Socrates in Ancient Greece, is the idea that sometimes people of character must disobey unjust laws (and be willing to suffer the legal consequences for that disobedience) because they are committed to following higher principles.

Instructor Discussion Questions

- 1. Which “challenges” do you think present the most difficult challenges to a rational discussion of ethical issues and questions? Why?*

- 2. How could these challenges affect the thinking and/or actions of a law enforcement professional? In other words, what practical consequences might result from a belief in each of these challenges?*

Challenge	Practical Consequences
Relativism	
Absolutism	
Legalism	

“The last temptation’s the greatest treason; to do the right deed for the wrong reason.”
T.S. Eliot

Other Thoughts to Cover (Instructor’s Ideas)

The Origins of Ethical Beliefs (Richard Doss)

Authority:

What makes an action right or wrong is that someone in a position of authority said it was. These authorities can be governmental, religious, parental, departmental, etc.

- *Instructor Notes: This view is often taken by proponents of legalism. An authority figure has declared an action to be right or wrong, and probably written a law or policy to back it up. That law/policy then becomes the ethical/moral standard, because these people see that authority figure as the chief determiners of right and wrong. This view is consistent with the Stage 4 people from Lawrence Kohlberg’s theory that we covered in the first ethics course.*
- *Examples: Stealing is wrong because the government made a law against it, because a religion declared it to be a sin, because it violates department SOPs, etc. (Remember the Kohlberg Stage 4 people from the first ethics course?)*
- *Pro: Obedience to appropriate authorities is essential to maintaining an orderly society. (Plus, there are some people who can only conceive of ethical right and wrong this way.)*
- *Con: Authorities aren’t always right. Blind obedience to authority can lead people to do some terrible things. (Plus, if people only act ethically when they are told how to act, how will they act when no authority figures are around?)*

PowerPoint Slides #17-19
The Origins of Ethical Beliefs

**PowerPoint Slide #20
The Origins of Ethical
Beliefs: Culture**

**PowerPoint Slide #21
The Origins of Ethics
Culture**

“So far, about morality, I know only that what is moral is what you feel good after, and what is immoral is what you feel bad after.”
Hemingway

Other Thoughts (Instructor’s Ideas)

Culture:

What makes an action right or wrong is that my culture believes it to be. Morality is based on the deepest values and principles of a society.

- *Instructor Notes: This origin has its roots in cultural relativism. Most of your students will remember that this represents Stage 5 of Lawrence Kohlberg’s theory of moral development.*
- *Example: Stealing is wrong because my society believes that people have a basic right to property and stealing violates that right.*
- *Pro: Helps to create social unity and cohesion through a shared value system.*
- *Con: What if you live in a society with a lousy value system? Should you lower yourself to that standard? Don’t social value systems have to be measured against some kind of universal ethical principles?*

Other Thoughts (Instructor’s Ideas)

Emotion:

What makes an action right is that it makes me feel happy. What makes an action wrong is that it makes me feel bad or unhappy.

- *Instructor Notes: This is a popular approach to ethical thinking in the U.S. If you want to motivate or persuade Americans, you don't talk to their heads, you talk to their hearts. (Watch commercials and politicians.) And if you've ever known someone who based all or most of their ethical beliefs on their emotions, you've seen the unfortunate end results. Emotions can't consider the long-term consequences of actions. Following your feelings blindly is a good way to end up hurt.*
- *Example: Song lyric: "How can anything that feels so right be wrong?"*
- *Pro: Emotions are great motivators. They can move us to act bravely and heroically. (Ex: Coaches motivate with emotion more than logic.)*
- *Con: Emotions are present tense, immediate. They can't comprehend the long-term consequences of actions. Sometimes things that make us happy now can lead to painful, negative consequences in the long run. And some people seem to get happiness from doing terrible things to others.*

Intuition:

The person basing his ethical beliefs on intuition believes that actions are right or wrong because they just seem that way to him. He has some kind of gut instinct, hunch, first reaction; an inner voice tells him.

- *Instructor Notes: Moral intuition is a good thing. That little voice inside can be useful and can help keep us out of trouble. But sometimes our sense of intuition can jump to incorrect conclusions. The way things seem on the surface isn't really how they are. (Have you ever had that gut instinct that someone was guilty of a crime, only to find out later than it was someone else?) It's important to temper intuition with logical thinking and to maintain an open mind about our assumptions.*
- *Example: The "Bell" of Bell, Book & Candle; something just doesn't sound (or smell) right about a situation; warning lights/bells go off in our heads.*
- *Pro: It's often not a bad idea to learn to listen to that inner voice and those warning bells. Certainly there are times when doing so can keep us out of trouble.*

PowerPoint Slide #22 The Origins of Ethics Emotion

*"There is only one way for a man to be true to himself. If he does not know what is good, a man cannot be true to himself."
Confucius*

PowerPoint Slide #23 The Origins of Ethics Emotion

PowerPoint Slide #24 The Origins of Ethics Intuition

PowerPoint Slide #25
The Origins of Ethics
Intuition

PowerPoint Slide #26
The Origins of Ethics
Reason

“Reason is a light that God hath kindled in the soul.”
Aristotle

- *Con: Sometimes our inner voices jump to wrong conclusions. With intuition alone, you never know why anything is right. It just seems right to you, but there's no way to explain it to others.*

Reason:

Ethical right and wrong are based on consistent, logical thinking. An action is right or wrong because it makes sense logically to think so.

- *Instructor Notes: Because of the flaws with the other origins, philosophers from the time of Ancient Greece have maintained that logic and reason are the keys to determining right and wrong. If stealing is morally wrong, it isn't because some authority said so (and stealing doesn't become morally right just because it's legal), because my culture thinks so, or because my gut says so. If stealing is wrong, it's because the arguments for declaring it wrong make more logical sense than the arguments for declaring it right.*

You probably already see the problem here. Why don't we all agree more on which set of arguments make the most logical sense? There are lots of reasons. Many of us have never studied logic to see how it works. As a result, we tend to confuse logic and reason with the other origins. Also, we have different values and life experiences. We don't all follow the same ethical principles. Different ethical principles to create different logical arguments that sometimes conflict with each other. (For example, individual rights and freedoms vs. the sanctity of human life.)

For these reasons, philosophers since Socrates have tried to identify the best, most logical way to think about ethical right and wrong. Which ethical principles are the best to follow? Their efforts over the centuries have left us with a great heritage of moral ideas and principles that have come to be known as Ethical Theories. The next section of the course provides a brief overview of some of those theories.

- *Example: Stealing is wrong because the arguments in favor of that make more logical sense than any arguments for why stealing would be morally right.*

- *Pro: Reason is a tool that allows us to question and challenge the other origins.*
 1. *Is this authority figure right or wrong?*
 2. *Do these beliefs of my society make sense?*
 3. *Am I right to follow these emotions?*
 4. *Is my intuition jumping to conclusions?*
- *Con: The problem with reason is that it doesn't always seem to tell us all the same thing.*

Introduction to Ethical Theories

Instructor Notes on Introducing the Theories

Some students may have difficulty at first understanding the relevance of this material to the job of law enforcement. It isn't as direct as discussing excessive force or "professional courtesy." However, the theories are very useful as background information. It is important for leaders and supervisors to understand WHY excessive force, bias-based profiling, and the wall of silence present ethical problems. It may be enough for underlings to simply comprehend the rules, but leaders need to understand the principles behind the rules.

Ethical theories are like the windows around a room. They are ways of perceiving ethical issues and problems. Just like looking in different windows would give you different perspectives of the room, looking at an issue from the point of view of different theories can give you different perspectives of the issue or problem.

These theories are our heritage from the great philosophers of history. The concepts and principles in these theories form the foundation for our ethical value systems and even for modern civilization. Simply put, they represent the best ideas about ethics that humans have had and recorded so far.

It is important that your students feel free to disagree with parts or all of some of the theories. The theories disagree with each other, so no one can agree with all of them. Theories were written by people, and none of them are perfect. It is rare that anyone takes an overview of the theories and finds himself solidly and completely in just one. Most of us find pieces of each of the theories that we relate to well, and pieces of each theory that we may not. All of this is fine.

To be fair, though, people should understand an idea before they really have the right to criticize or dismiss it. Encourage your students to wrestle with the ideas in the theory first, and critique it later.

Again, no theory is perfect or answers all of our questions. That's why we're looking at several.

PowerPoint Slide #27 The Origins of Ethics Reason

PowerPoint Slide #28 Introduction to Ethical Theories

*"Right and wrong exist in the nature of things. Things are not right because they are commanded, nor wrong because they are prohibited."
R. G. Ingersoll*

PowerPoint Slides #29 Ethical Theories

“Show me a thoroughly satisfied man, and I will show you a failure.”
Thomas Edison

PowerPoint Slide #30
Natural Rights

PowerPoint Slide #31
Natural Rights

PowerPoint Slide #32
Natural Rights

Ethical Philosophy is the attempt to apply logical reasoning to human moral problems and questions. But how do we know what reason would say about an ethical question?

- Is there a right or best way to think about ethical problems?
- What ethical principles are the best to live by?

Questions like these have framed the discussions of philosophers since Socrates and Plato in 400 B.C. Some of the greatest thinkers in human history have wrestled with them. The answers they settled on are called ethical theories. Though you may never have heard of them, these theories provide much of the basis of our value systems, and help to make up the foundation of modern, enlightened civilization.

In this next section, you will explore an overview of these great ideas about ethical thinking. Then you will get to see how they can be applied to real-life dilemmas in law enforcement.

Natural Rights

Instructor Notes: The Natural Rights theory originated from British medical doctor and philosopher John Locke (1632-1704). He viewed it as an extension of Natural Law. However, Locke argued that ethics and morality really boil down to just one universal human value – individual human rights. He saw these rights as bestowed on mankind by God. Thus, governments may respect or violate individual rights, but only God can give them.

Locke’s central ethical principle is called the Equal Liberties Principle. It states, “Everyone is entitled to as many rights and liberties as possible, as long as rights and liberties are not taken from others.” Because Americans find this principle so familiar, it’s easy for us to forget how far-reaching it is. Locke’s principle implies that the only unethical or morally wrong thing any person can ever do is to violate the rights of another human being. As long as someone’s rights aren’t violated, anything goes! But any action that violates the rights of another person is wrong.

This theory was adopted enthusiastically by the American Founders. They saw Natural Rights as the philosophical and moral foundation of the American Revolution, and featured it prominently in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

We hold these truths to be self-evident; that all men are created equal, that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights,

governments are instituted...

Natural Rights is fairly straightforward and simple to work with. Any action that violates or interferes with the rights of another person is ethically wrong. But any actions that do not violate anyone's rights are ethically permissible.

1. John Locke, British philosopher/medical doctor, 1632-1704.
2. Locke believed that ethics should be based on individual human rights.
3. His central ethical principle was that everyone is entitled to as many rights and freedoms as possible, as long as the rights and freedoms of others are not violated.
4. Thus, the only morally wrong act is to violate the rights of another person.
5. Six basic types of human rights:

<u>Security rights</u>	Protect people from <u>murder, injury and torture</u> .
<u>Due Process rights</u>	Protect people from <u>arbitrary and excessively harsh punishments</u> ; require <u>fair and public trials</u> for those accused of crimes.
<u>Liberty rights</u>	Protect people's <u>freedoms</u> in areas such as <u>belief, expression, association, and movement</u> .
<u>Political rights</u>	Protects people's freedom to participate in <u>politics</u> by <u>assembling, protesting, voting, and serving in public office</u> .
<u>Equality rights</u>	Guarantee equal <u>citizenship</u> ; equality before the <u>law</u> , freedom from <u>discrimination</u> .
<u>Welfare rights</u>	Require that people be provided with <u>education</u> and protected from <u>starvation</u> and severe <u>poverty</u> .

*"Wisdom, compassion, and courage - these are the three universally recognized moral qualities of men."
Confucius*

**PowerPoint Slides #33 - 38
6 Kinds of Rights**

PowerPoint Slide #39
How to use Natural Rights

“In law a man is guilty when he violates the rights of others. In ethics he is guilty if he only thinks of doing so.”
Immanuel Kant

6. Which rights do you think America does the best job of protecting/providing? Which rights do you think we don't deal with as well?

Strengths	Needs Improvement
<i>No right answers here, just individual opinions. You are likely to notice a wide disparity of opinions, due to different life experiences, value systems, etc.</i>	

7. **How to apply Natural Rights to an ethical problem.** Consider the optional actions that could be taken. Eliminate any options that violate anyone's rights. All remaining options are ethically permissible.

Other Thoughts (Instructor's Ideas)

PowerPoint Slide #40
Application Scenario

Sample Application: As you finish each theory, you'll need to briefly model how the theory can be applied to an ethical question, problem, or dilemma. After overviewing all the theories, the class should be able to try applying the theories themselves. The following is a scenario that you can use to model this application process.

Scenario

You are the supervisor of a specialty squad and are about to make a selection to fill a vacancy. The candidate likely to be selected is Ann Joyce, a professed lesbian. You already have female officers on your squad. These officers approach you and request that you not select Officer Joyce. They explain that although there has been no inappropriate behavior, Joyce has repeatedly invited them to social events and this has made them feel uncomfortable.

Tranquility on your squad is important. You are reluctant to select individuals that you feel might cause internal dissension. However, there has been no reported violation of any policies. What weight do you give to the concerns of your current officers when making your decision? What

should you do about the selection and the situation in which you find yourself?

Application

To the Natural Rights theory, the discomfort of the group is not really relevant. There is no basic human right to stay comfortable. The issue of internal dissension isn't relevant either. What would be relevant is Officer Joyce's right to equal opportunity and equal treatment under employment laws and agency policies. The situation would be some different if her previous behavior had violated any laws or policies, but as it stands now, she has done nothing wrong. It is also possible that your conversation with the other female officers had more to do with their own prejudices than Joyce's behavior. It might be prudent to have a conversation with Joyce, explaining the concerns that were expressed to you and cautioning her about the social invitations.

But in this case, Natural Rights seems pretty clear. You cannot violate Officer Joyce's rights to appease the other female officers or to promote harmony in the squad.

Kantianism

Instructor Notes: The great German philosopher Immanuel Kant maintained that ethics is based on logical reason and duty. Reason clearly tells us all that we have a moral duty to always do the right thing, no matter what the consequences. (In fact, one of his famous quotes was, "Do the right thing though the heavens fall!") But how do we know what is the right thing to do? Reason. Kant argued that all rational humans already know that two ethical principles are true.

1. Universality – *You should always act consistently with the moral standard that you would want everyone else to follow.*
2. Respect for Others – *It is always morally wrong to exploit another person; to use them in a way that harms them or their interests to further your own.*

To Kant, all of ethics essentially boils down to these two principles. And there are no exceptions to them. For example, most Americans believe that there can be situations when lying is justified. But Kant disagreed. Since no rational person could want lying to be the universal moral standard, then lying is always wrong. No exceptions, no matter what the consequences.

*"To see what is right and not do it is cowardice."
Confucius*

**PowerPoint Slide #41
Kantianism:
Immanuel Kant**

PowerPoint Slide #42
Kantianism:
Immanuel Kant

PowerPoint Slide #43
Kant's Two Key Principles

"Life's most persistent and urgent question is: 'What are you doing for others?'"
Martin Luther King, Jr.

PowerPoint Slide #44
How to use Kant

PowerPoint Slide #45
Application Scenario

1. Immanuel Kant, German philosopher, 1724-1804.
2. Kant's goal was to show that individuals can determine moral right and wrong for themselves, and not be dependent on authorities to tell them what is right.
3. The key to this was showing people how to use logic and moral reasoning.
4. Kant maintained that reason leads all rational humans to understand two principles:
 - a. Universality - In any situation you should act consistently with what you would logically want the moral standard to be for everyone.
 - b. Respect for others - It is always wrong to exploit other persons; to use them in a way that harms their interests to further your own.
5. **How to apply Kant's theory to an ethical problem.** Consider the optional actions that could be taken. Eliminate any that violate universality or respect for people. All remaining options are ethically permissible.

Sample Application: The earlier scenario is repeated here. You probably won't need to read it again, just refer back to the earlier discussion, reviewing the main points as needed.

Scenario

You are the supervisor of a specialty squad and are about to make a selection to fill a vacancy. The candidate likely to be selected is Ann Joyce, a professed lesbian. You already have female officers on your squad. These officers approach you and request that you not select Officer Joyce. They explain that although there has been no inappropriate behavior, Joyce has repeatedly invited them to social events and this has made them feel uncomfortable.

Tranquility on your squad is important. You are reluctant to select individuals that you feel might cause internal dissension. However, there has been no reported violation of any policies. What weight do you give to the concerns of your current officers when making your decision? What should you do about the selection and the situation in which you find yourself?

Application

Kant's two key principles are universality and respect for persons. Universality states that you should always act consistently with the moral standard that you would want everyone everywhere to follow

all the time. So you would have to ask yourself whether you could logically want the universal moral standard to be discriminating against people because of their sexual orientation. To answer “yes” would be to say that you would not have a problem with being discriminated against based on your own heterosexuality, and that’s illogical. You would not want to be discriminated against for any reason, therefore, you cannot logically justify discriminating against Officer Joyce. Remember, the consequences of the decision are irrelevant to Kant. It might turn out that selecting Joyce would cause huge morale and dissension problems in the squad, but that would not change your moral duty to do the right thing.

*“All virtue is summed up in dealing justly.”
Aristotle*

Regarding respect for people, to deny Joyce a position to which she is entitled in order to promote harmony in the squad would be to harm her for the good of others. This is precisely what respect for persons never allows. For Kant, it is always wrong to harm someone for the good of others. Again, the positive or negative consequences are irrelevant. What matters is doing the right thing.

Other Thoughts (Instructor’s Ideas)

Utilitarianism

Instructor Notes: This approach maintains that the purpose of ethical behavior is to produce as much good and as little harm for as many people as possible. In other words, the consequences of an action determine whether that action is ethically right or wrong, good or bad. So, actions that produce a lot of good (or happiness) for a lot of people (finding a cure for cancer) are considered morally good. Actions that produce a lot of harm (or unhappiness) for a lot of people (terrorist attacks on World Trade Towers) are bad. In any situation, the option that produces the highest ratio of happiness to unhappiness is the ethically best option.

While this may sound like a strange way to determine morality at first, more people use this approach to make their ethical decisions than any other (other than self-interest). This is the approach corporations, bureaucracies, and law enforcement agencies use when making policies and decisions. “What will produce the most overall good for the most people?”

The problem with this approach is that individuals and individual

**PowerPoint Slide #46
Utilitarianism**

PowerPoint Slide #47
Utilitarianism

rights don't matter very much. What matters is producing the most good for the group, and it's not unusual for individuals to be sacrificed to meet the needs of the group. That makes sense as long as you're part of the group, but when you may feel differently when it's your turn to have your needs and interests sacrificed for the greater good.

PowerPoint Slide #48
How to use Utilitarianism

*"To a person of character, the observation that "life is not always fair" is a challenge to do better - not an excuse to tolerate injustice."
Michael Josephson*

PowerPoint Slide #49
Application Scenario

1. Jeremy Bentham, British, 1748-1832. Bentham believed that ethics was based on producing the greatest possible good for the greatest possible number of people. (He equated "good" with happiness.)
2. The individual is not very important in Utilitarianism. Individual rights are irrelevant. The only thing that matters is the overall good of the group.
3. **How to apply Utilitarianism to an ethical problem.** Consider the optional actions that could be taken. Then consider everyone who would be affected by these options, and how they would be affected (how much happiness or unhappiness would result). Whichever option would produce the most net happiness for the most people is the right thing to do.

Sample Application: The earlier scenario is repeated here. You probably won't need to read it again, just refer back to the earlier discussion, reviewing the main points as needed.

Scenario

You are the supervisor of a specialty squad and are about to make a selection to fill a vacancy. The candidate likely to be selected is Ann Joyce, a professed lesbian. You already have female officers on your squad. These officers approach you and request that you not select Officer Joyce. They explain that although there has been no inappropriate behavior, Joyce has repeatedly invited them to social events and this has made them feel uncomfortable.

Tranquility on your squad is important. You are reluctant to select individuals that you feel might cause internal dissension. However, there has been no reported violation of any policies. What weight do you give to the concerns of your current officers when making your decision? What should you do about the selection and the situation in which you find yourself?

Application

Utilitarianism would take a very different view of your decision. Here Officer Joyce's rights and interests would not matter any more than anyone else's. The only thing

that matters is the overall good of the group. You should choose the option that produces the greatest overall happiness for all concerned. On the surface, that would appear to mean that you would not choose Officer Joyce for the position.

However, one flaw with Utilitarianism is that we humans are not very good at predicting the future. You could also envision an ending in which Joyce gets the position, proves herself worthy, does not harass or bother the other female officers (who eventually admit that their concerns were prejudicial and misguided), and everyone lives happily ever after. Since predicting the future is not our strength, the best we can do with Utilitarianism is play the odds.

Other Thoughts (Instructor's Ideas)

Contractarianism

Instructor Notes: The most American of the theories, Contractarianism bases ethics on fairness. For the most part, the most ethical answer to a problem is usually the one that is most fair to all concerned. The problem is that human nature is basically selfish and self-centered, and that skews our understanding of what is fair.

For example, consider a situation where three officers are up for a promotion. All are about equally qualified, although their strengths and weaknesses vary some, of course. All three believe they deserve the promotion. So how can the Chief make a decision that everyone will see as fair?

The answer lies in the "veil of ignorance," John Rawls' most creative concept. If we want to understand what real fairness is, we have to be able to look at the situation objectively, as an outsider would. To do that, Rawls suggests that we imagine we are wearing a veil or blindfold that keeps us from knowing exactly who we are in the situation. In other words, if you didn't know which of the three officers you were in the story, what would be the fairest solution to the promotion problem then? Your answer will be as close as humanly possible to real, true fairness.

To apply Contractarianism to an ethical question or problem, consider all of your optional actions or solutions. Then choose

**PowerPoint Slide #50
Contractarianism**

**PowerPoint Slide #51
Contractarianism**

the one that would seem most fair to you, even if you didn't know who you were in the situation.

1. John Rawls, American, 1921-2002. Rawls believed that the foundation of ethics is fairness.
2. The problem is that it is human nature to act out of self-interest, and that self-interest makes it very difficult for us to recognize real fairness when we see it. So how can we get around our self-interest?
3. Rawls' solution is called the veil of ignorance. Picture an imaginary blindfold that prevents you from knowing exactly who you are in a situation. You could be any one of the people affected by the decision, but you don't know which one.
4. Now which action would seem most fair to you, no matter whom you turned out to be in the situation? Whatever it is, that's as close as we can come to understanding true fairness.
5. How to apply Contractarianism to an ethical problem. Consider the optional actions that could be taken. Utilizing the veil of ignorance, choose the option that would seem most fair to you, no matter whom you turned out to be in the situation.

**PowerPoint Slide #52
Contractarianism**

**PowerPoint Slide #53
How to use Contractarianism**

**PowerPoint Slide #54
Application Scenario**

Sample Application: The earlier scenario is repeated here. You probably won't need to read it again, just refer back to the earlier discussion, reviewing the main points as needed.

Scenario

You are the supervisor of a specialty squad and are about to make a selection to fill a vacancy. The candidate likely to be selected is Ann Joyce, a professed lesbian. You already have female officers on your squad. These officers approach you and request that you not select Officer Joyce. They explain that although there has been no inappropriate behavior, Joyce has repeatedly invited them to social events and this has made them feel uncomfortable.

Tranquility on your squad is important. You are reluctant to select individuals that you feel might cause internal dissension. However, there has been no reported violation of any policies. What weight do you give to the concerns of your current officers when making your decision? What should you do about the selection and the situation in which you find yourself?

Application

Your goal here is to find the fairest possible solution to the problem. But fairest to whom? What seems most fair to Officer Joyce may not seem fair to the other female officers who complained. That's where the veil of ignorance comes in. What solution would seem most fair if you didn't know who you were in the story? You might be the squad leader desiring harmony and efficiency. You might be one of the complaining female officers. You might be Officer Joyce. Can you find a solution that would seem fair and acceptable to you, no matter who you ended up being in the scenario?

One possibility would be to have that conversation with Joyce before offering her the position. Inform her of the concerns that have been brought to you and warn her of the necessity of keeping her private and social life separate from her job. But if you were in her shoes, how could it ever seem fair to you that you weren't even given the opportunity to prove yourself because of your sexual orientation?

Other Thoughts (Instructor's Ideas)

Virtue Ethics

Instructor Notes: This theory maintains that personal character is the essence of ethics. Virtue Ethics represents the reasoned search for the best kind of life to live; the best kind of personal ethical character traits to develop.

Founded in Ancient Greece by Socrates, Plato and Aristotle, this is the oldest approach to philosophical ethics. This approach was originally based on the twin assumptions that (1) the purpose of life is to achieve happiness and fulfillment (to "flourish"), and (2) there is a right or best way to live (the good life) that will maximize our chances to do that.

So we start with the recognition that some people seem to have achieved happiness and fulfillment. They are "living well and doing well." This is not an American sort of happiness, some transient emotional experience that comes and goes many times a

**PowerPoint Slide #55
Virtue Ethics**

**PowerPoint Slide #56
Virtue Ethics**

day. The Greeks called it “eudaimonia,” and it represented a state of being that one achieves over time. We might equate it with terms like fulfillment, self-actualization and inner contentment.

**PowerPoint Slide #57
Plato’s Strategies**

The next logical step is to ask ourselves what appears to make these people different from everyone else. If we can figure that out and structure our lives the same way, we should be able to join this fortunate group. Plato observed that people who achieve this kind of happiness and fulfillment tend to be morally mature people.

**PowerPoint Slide #58
Virtues**

So what personal ethical character traits (or virtues) do we consistently see in people who we deem morally mature? Plato settled on four classic virtues that he believed summed up a good or proper life: self-control (moderation), courage, wisdom and justice. He maintained that the key to attaining happiness and fulfillment is to live a life devoted to these four virtues.

**PowerPoint Slide #59
Defining Virtues**

Aristotle added a component that he called the Golden Mean. This is a way of defining virtues in terms of moderation or balance. (The “mean” is from statistics, meaning the middle.) Moderation was an important value in Ancient Greek culture. In other words, virtues do not represent extremes, but perfect balances between undesirable extremes. To rightly understand a virtue, we have to consider these extremes. This “Golden Mean” process works with any virtue. Just identify the deficiency and the excess and the real meaning of the virtue will be in between.) For example:

(Deficiency)	(Virtue)	(Excess)
/ _____	X	/ _____
<u>Cowardice</u>	Courage	<u>Recklessness</u>

(Deficiency)	(Virtue)	(Excess)
/ _____	X	/ _____
<u>Stinginess</u>	Generosity	<u>“Generous to a fault”</u>

**PowerPoint Slide #60
Virtue Ethics**

So to Plato and Aristotle, living an ethical life is essentially the task of identifying the best virtues (character traits) to live by, properly understanding what they mean, and then incorporating them into your life. The ethical life is essentially one of balance and moderation. And the reward of a life lived well is achieving the happiness and fulfillment that we all desire.

1. Ancient Athens, Greece; around 450-350 B.C. The 3 “Great Lights” of Athens were Socrates, Plato and Aristotle.
2. They weren’t the first to think, talk, or write about ethics, but they were the first to base ethical decisions on reason and logical thinking.

3. Their theory is based on an assumption in Greek culture; that the purpose of life is to find happiness and fulfillment. But how?
4. The Greeks were searching for “the good life” a pattern of living that would consistently lead people toward happiness and fulfillment.
5. Socrates and Plato suggested that happy, fulfilled people are generally morally mature people, and that we should look closely at their lives to see what they’re doing right. So we just have to figure out which character traits morally mature people consistently share.
6. Plato and Aristotle called these character traits of a good life virtues, and their list included such traits as self-control, justice, wisdom, and courage.

PowerPoint Slide #61
How to use Virtue Ethics

Brainstorm: Create a set of contemporary virtues that most Americans would consider praiseworthy. *(The class will likely produce a wide variety of virtues, but here are some examples if you need them to get the discussion going.)*

Honesty	Integrity	Trustworthiness	Courage	Fairness
Loyalty	Caring	Generosity	Humility	Altruism
Dependability	Self-Discipline	Self-Motivation	Kindness	Compassion

7. But how should we define these virtues? How can we tell the difference between real courage and recklessness? Aristotle suggested a test that he called the “Golden Mean.” He said virtues are a perfect balance between two undesirable extremes.

Instructor Notes: Allow the students to identify the extremes of deficiency and excess. The main point is that real meaning of the virtue is a perfect balance between those extremes.

(Deficiency)	(Virtue)	(Excess)
/ _____	X	/ _____
Courage		

(Deficiency)	(Virtue)	(Excess)
/ _____	X	/ _____
Generosity		

(Deficiency)	(Virtue)	(Excess)
/ _____	X	/ _____
Self-Control		

8. So according to Virtue Ethics, a good person is one who consistently incorporates important virtues into his/her life. The more virtues present, the better chance for happiness and fulfillment. The more missing, the less likely one is to get there.
9. **How to apply Virtue Ethics to an ethical problem.** Consider virtues relevant to that situation. Follow the course of action consistent with the most ethical virtues.

Other Thoughts (Instructor's Ideas)

Sample Application and Problems

The Virtue Ethics theory is aimed primarily toward helping us understand the best kind of life to lead; the best kind of ethical character traits to develop. It was not designed to determine the “right thing to do” in a specific situation, so it doesn’t apply as neatly to most ethics scenarios as many of the other theories do.

To apply Virtue Ethics to an ethical question or problem, consider the virtues relevant to that situation. Then follow the course of action consistent with the most ethical virtues. So to refer back to the situation with Officer Joyce and the vacancy on the squad, the issue for Virtue Ethics is not so much whether or not to select her, but which virtues should your decision reflect? Courage, fairness, integrity, honesty, and caring are all relevant, but you can probably think of others. Which way do those virtues seem to influence your decision?

Natural Law

Instructor Note: The creator of the Natural Law theory was Thomas Aquinas, a 12th Century Roman Catholic theologian. Aquinas was strongly influenced by the philosophy of Aristotle and tried to integrate these ideas into his world of Medieval Roman Catholicism. (This accomplishment is sometimes referred to as “the Great Synthesis.”)

Instead of virtues (ethical character traits), Aquinas built his theory of ethics on values. Values are ideas, beliefs, or concepts that we think are important (valuable). All humans have values, of course. We develop them through our life experiences, our societies, our faiths, and our families. Since our life experiences vary so much, our personal values vary, too. But Aquinas believed that there are

**PowerPoint Slide #62
Application Scenario**

**PowerPoint Slide #63
Natural Law: Thomas
Aquinas**

a few universal human values. To him, these things are valued by all humans everywhere because God made them part of our basic human nature. He maintained that there are only six truly universal human values.

Thomas Aquinas' Universal Human Values

Human Life
Health
Procreation

The welfare of children
Knowledge/Wisdom
Human Relationships

PowerPoint Slide #64
Natural Law

Keeping in mind that this list of values is about 900 years old, it's still has a ring of authenticity, doesn't it? A contemporary list of universal human values would probably be pretty close. (In fact, you can ask the class what values they would add to or delete from the list to get a contemporary list.)

The point for Aquinas is that these values represent the moral code of our human nature. Achieving the happiness and fulfillment that we desire (and pleasing God, for that matter) depend on promoting these values to the best of our ability and never violating them. Thus, actions that promote the values are good or moral. These would include things like healthy living, medicine, education, helping the poor meet their basic needs, protecting and nurturing children. On the other hand, actions that violate or interfere with any of these values are considered bad or immoral. These could include homicide, unhealthy lifestyles, child abuse, brain-damaging drugs, and even birth control and abortion.

You can still see these values deeply imbedded in the foundation of Catholic theology. The Church takes strong stands against birth control and abortion (procreation), euthanasia, war, and the death penalty (human life), while strongly supporting hospitals, medicine, feeding the poor (health/human life), adoptions (welfare of children), and education (knowledge).

To apply Natural Law to an ethical question or problem, you must ask whether the action in question violates or interferes with any of the universal human values. All of the universal values are considered to be equally and unmeasurably valuable. You can't sacrifice one to promote others. If an action violates any of the values, it's considered morally wrong.

PowerPoint Slide #65
Natural Law

1. Thomas Aquinas, European Roman Catholic scholar (1224-1275).
2. The central theme: "good is to be done and promoted; evil is to be avoided."

3. Instead of virtues, Aquinas focuses on values. These are moral qualities or ideas that people consider worthy or important.
4. Note the difference between virtues and values. Virtues are personal ethical character traits. Values are ideas, qualities or beliefs that people consider important.
5. Aquinas identified six universal human values:

<u>Human Life</u>	<u>Welfare of children</u>
<u>Health</u>	<u>Knowledge</u>
<u>Procreation</u>	<u>Human Relationships</u>
6. Actions that promote these values are good/ethical. Actions that violate or interfere with these values are bad/unethical.
7. **If you were making a list of contemporary American values, what would you include? What beliefs and ideas do Americans consider worthwhile and valuable?**

<i>freedom</i>	<i>individual-ity</i>	<i>wealth</i>	<i>fairness</i>	<i>equality</i>
<i>human life</i>				

PowerPoint Slide #66
How to use Natural Law

8. **How to apply Natural Law to an ethical problem.** Consider the ethical values that are relevant to that situation. Follow the course of action that does not violate any important relevant universal human values.

Sample Application and Problems: Because Natural Law is based on promoting the universal human values, it's fairly simple to apply the theory to moral issues and problems that involve these values. If your decision is about whether or not to kill someone, Natural Law is pretty clear that you shouldn't (except perhaps in self-defense). You also shouldn't abuse children and you should promote knowledge and human relationships. Not too difficult so far.

But what if your issue boils down to a choice between honesty and loyalty to a fellow officer? The theory doesn't offer much help there. And what about Officer Joyce's scenario? Other than the fact that Natural Law has a problem with homosexuality (it is seen as being in conflict with the value of procreation), the theory doesn't help us much here, either. There's not anything about fairness, equality, or non-discrimination. There's not much help in

deciding whether the individual's rights are more important than the harmony of the squad.

As a result, Natural Law presents more application problems than any of the other theories, except probably Virtue Ethics. Its principles and concepts provided much of the foundation for the modern Judeo-Christian ethic, but the theory only seems to apply easily to a more narrow range of ethical issues and problems.

Other Thoughts (Instructor's Ideas)

Applying the Ethical Theories

Read the following scenario. Then work with your group to decide which course of action would seem to be recommended by each of the theories that you have studied.

Scenario

You were recently promoted to the position of patrol squad supervisor. Tim is one of the squad's most dedicated and promising officers. He is diligent, dependable, hard-working, and a quick learner. He demonstrates natural leadership skills among his peers. You foresee a bright future ahead for him in the department. He has also been one of your best friends for years.

You met at the academy and have been close friends ever since. You are regular golf partners and even your wives have become good friends. Your promotion has created a small sense of awkwardness between you, but nothing that would endanger the friendship. However, now something has happened that could change everything.

Over the past few months, you have become aware that Tim and his wife are having marital problems. While he has tried valiantly to keep this from affecting his job performance, you've noticed the toll that the stress and strain have taken on him. Although you have offered your support, he has been understandably hesitant to talk about it with you, his new supervisor.

"What is right is right even if no one is doing it. What is wrong is wrong even if everyone is doing it." (unknown)

PowerPoint Slide #67 Application Scenario

PowerPoint Slide #68 Applying Ethical Theories

But late one night, Tim shows up at your home. He is very upset and somewhat intoxicated. He tells you that his wife believes that he has had an affair, and Tim desperately needs you to provide an alibi for earlier that evening. He told her that he was late getting home because he had to finish some paperwork on a case. You know that he left work on time.

Tim tells you that wife is planning to call you the next morning to verify his story. Tim is asking you, just this once, to lie to her and back him up. He swears that he made a one-time mistake because of the stress of the past few months, and that nothing like this will ever happen again.

Tim is your best officer. You and your squad really need him right now. More than anyone else, he makes you look good as a new supervisor. He's also your best friend. What would each of the ethical theories suggest you should do?

Theory	Main Theme	Wisest Course of Action
Natural Rights	Choose an action that does not violate anyone's moral rights.	Lying to someone violates their rights, and that's always wrong. You might try to avoid the call, but it's going to be wrong to lie.
Kantianism	Universality and Respect for Others	Universality prohibits all lying, plus lying to her probably constitutes harming her for someone else's benefit.
Utilitarianism	Which option would produce the most overall good (happiness) for everyone?	In this situation, lying could actually produce more good for more people than honesty. But that will depend on how things turn out.

Contractarianism	What is the fairest option for everyone, given the veil of ignorance?	What would seem most fair if you didn't know whether you would be Tim, his wife, the squad leader, or a squad member? If you put yourself in the wife's place, would being lied to ever seem fair?
Virtue Ethics	Which virtues are relevant to the situation?	Lying violates the virtue of honesty, and loyalty probably doesn't require lying, either.
Natural Law	Choose an action that does not violate any universal human values	Tim's adultery (if true) violates human relationships. Your decision (truth or lie), might affect that, too. This theory doesn't seem to apply well to this case.

Instructor's Discussion Questions

1. *Which of the theories seems most consistent with how you tend to think about ethics?*
2. *Which of the theories do you relate to the least?*

Other Thoughts (Instructor's Ideas)

Unit Three Description: The ETHICS Model

Number of Hours: 1

Goals, Adult Learning Strategies and Community Policing Principles Used:

This module is designed to provide participants with an ethical problem solving model: ETHICS. Participants will explore ETHICS model and apply it to scenarios which represent ethical problems in law enforcement.

Adult Learning Strategies:

- Translate learning needs into meaningful, measurable objectives
- Climate setting is a prerequisite for effective learning to take place
- Adults have a deep need to be self-directing
- Diagnose the participant's learning needs
- When possible, create a mechanism for mutual planning
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly
- Adults have a greater volume and different quality of experience than youth
- Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators

Student Performance Objectives:

Upon completion of this unit, participants will be able to:

- Participants will explore the ETHICS model for ethical decision-making.
- Participants will apply the ETHICS model to scenarios representing ethical problems and dilemmas common to law enforcement.

Community Policing Principles:

- A Philosophy
- Organizational Change & Transformation
- Communication

Evaluation of Content:

1. Student/Participant Learning
2. Teacher/Instructor/Facilitator
3. Methodologies applied: In class participation and group exercise

Method of Evaluation:

1. Participation of class discussion
2. Participation in group discussions
3. Completion of the course
4. Completion of the course evaluation
5. Pre and Post course questionnaires
6. Session debriefing

Methodologies:

1. Lecture with questions
2. Group facilitated discussion
3. Group exercises

Training Aids/Equipment:

1. Instructor: Laptop computer and projector with Power Point, easel chart and markers, Instructor Manual
2. Participants: Course manual

Special Requirements: none

Classroom Arrangements/Setup: Adult Learning style

Unit Three Lesson Plan: The ETHICS Model

"I don't know the key to success, but the key to failure is trying to please everybody." Bill Cosby

Student Performance Objectives

- Participants will explore the ETHICS model for ethical decision-making.
- Participants will apply the ETHICS model to scenarios representing ethical problems and dilemmas common to law enforcement.

The ETHICS model was created by the Applied Ethics Institute at St. Petersburg College. It has similarities to other decision-making models you may have learned (Bell, Book & Candle, A.C.T. Model, etc.). One common criticism of many of many of these other models is that they tend to oversimplify the process of making sound ethical decisions. The ETHICS model was designed to avoid that trap, because it has more depth. That also means a few more steps.

Instructors Note: As you go over the steps, you might want to refer back to one of the scenarios we have discussed (Officer Joyce or Tim). Use one of those stories to demonstrate how the ETHICS model works.

**PowerPoint Slide #69
ETHICS Model**

**PowerPoint Slide #70
ETHICS Model**

Step 1: (E) Evaluate the problem.

- *Identify the central ethical decision that needs to be made.*

Instructors Note: The most useful way to do this is to find the main decision and turn it into a "should" question.

- *"What should you do about your decision regarding Officer Joyce?"*
- *"What should you do about the fact that Tim has asked you to lie to his wife?"*
- *"What should _____ do about _____?"*

Step 2: (T) Think through the options.

- What optional plans are available to resolve the ethical problem? Identify four or more optional responses to the situation.

Instructor Notes: People often have a tendency to think in "either/or" terms, at first seeing only two options in a situation. ("Either lie to Tim's wife or don't." "Either select Officer Joyce or don't." But it is amazing how often in ethics it's the third, fourth, or fifth options that end up being the best. This is probably because we tend to get more creative as we go along. Encourage

**PowerPoint Slide #71
ETHICS Model**

**PowerPoint Slide #72
ETHICS Model**

your students to identify four or more optional responses to the situation.

Step 3: (H) Highlight the stakeholders.

- Stakeholders are the people/groups who could be affected by your optional actions. Identify as many as possible.
- Also consider how the various individuals and groups could be affected by various options.

Instructor Notes: Encourage the students to be as inclusive as possible when considering the stakeholders. Ethical issues and decisions often have a ripple effect, with the consequences of our actions spreading to affect far more people than we initially assume they will. Also, it really isn't necessary for students to detail how each option would affect each stakeholder or group. (That would take a very long time to sort through.) Just have them consider the general affects of the situation and decision on each stakeholder.

**PowerPoint Slide #73
ETHICS Model**

Step 4: (I) Identify and apply relevant ethical principles.

- Evaluate the list of options according to the central ethical principles of each theory. Which options are forbidden by each theory? Which options does each theory recommend?

Instructor Notes: This is where the ethical theories come in. Instruct the students to choose any three of the theories that we explored and apply that theory to the central ethical decision they identified in the first step of this model. Note that they have already identified the optional actions, so all that's left is to consider the ethical principles in the theories and determine which of the options each theory would suggest or prohibit. This is basically what they did in the previous scenario about whether or not to lie to Tim's wife.

**PowerPoint Slide #74
ETHICS Model**

Step 5: (C) Choose the wisest course of action.

- Review your thoughts in the previous steps. With all of that information in mind, choose the option that you believe appears to be the wisest course of action?

Instructor Notes: Instruct the class to look back over steps T, H, and I. Keeping in mind all they have considered and discussed, which option do they believe represents the wisest course of action? (This is usually a pretty easy step. Most people have decided on the best option before they get here.)

Step 6: (S) State your justification.

- Justify your decision. Give at least 3 main reasons why you chose this option over the others. Use your considerations in the earlier steps for ammunition.

Instructor Notes: This step is too often passed over, but is actually very important. With ethical decisions in difficult situations it's usually a safe bet that there will be some people who don't agree with your decision. It's important to be able to justify to them (and yourself) why you chose the option that you did. "Three reasons why" is usually enough depth to justify the decisions.

Application Exercise

Read the following scenario then apply the ETHICS Model to it. Follow the steps to determine what your wisest course of action would be and be able to justify your conclusion.

Scenario

You are the supervisor of a patrol squad. You appear in court one morning to testify in a misdemeanor case you and one of your subordinates jointly investigated. Both you and the officer were properly served with subpoenas weeks ahead of time. When you arrive at court, you notice that the officer is not present. You are able to testify to all the facts necessary to convict the defendant, and the prosecutor says the officer would not have been needed anyway since your testimony was sufficient.

When you arrive at work later that day and question the officer, he tells you he forgot about the case that day, and has no justifiable reason for failing to appear. Your agency policy calls for formal discipline for failing to respond to a subpoena. Disciplinary action is customarily taken as a result of a complaint by the prosecutor's office. However, the policy does not specify where the complaint has to come from. It is unlikely a complaint will be received because the defendant was convicted. What is the best or wisest course of action?

**PowerPoint Slide #75
ETHICS Model**

"Failure can be divided into those who thought and never did and those who did and never thought." Rev. W.A. Nance

**PowerPoint Slide #76
Applying the ETHICS
Model**

Ethics	Application of Steps
E	What would _____ do about _____ _____?
T	Option 1: Option 2: Option 3: Option 4:
H	Stakeholder 1: Stakeholder 2: Stakeholder 3: Stakeholder 4: Stakeholder 5:
I	Theory #1: _____ _____ _____ Theory #2: _____ _____ _____ Theory #3: _____ _____ _____
C	The wisest course of action would seem to be: _____ _____
S	Justification #1: Justification #2: Justification #3:

Instructors Thoughts, Ideas: _____

Unit Four Description: Conflicts of Interest in Law Enforcement

Number of Hours: 1

Goals, Adult Learning Strategies and Community Policing Principles Used:

This module is designed to provide participants with a definition of the term *conflict of interest*. Participants will analyze various levels of the problem, evaluate possible responses and apply that knowledge to various ethical, law enforcement related scenarios.

Adult Learning Strategies:

- Translate learning needs into meaningful, measurable objectives
- Climate setting is a prerequisite for effective learning to take place
- Adults have a deep need to be self-directing
- Diagnose the participant's learning needs
- When possible, create a mechanism for mutual planning
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly
- Adults have a greater volume and different quality of experience than youth
- Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators

Student Performance Objectives:

Upon completion of this unit, participants will be able to:

- Explore the meaning of conflicts of interest.
- Analyze various levels of conflicts of interest
- Evaluate a variety of possible responses to conflict of interest situations.
- Apply this information to ethical scenarios representative of decisions facing law enforcement officers and supervisors.

Community Policing Principles:

- A Philosophy
- Organizational Change & Transformation
- Communication

Evaluation of Content:

1. Student/Participant Learning
2. Teacher/Instructor/Facilitator
3. Methodologies applied: In class participation and group exercise

Method of Evaluation:

1. Participation of class discussion
2. Participation in group discussions
3. Completion of the course
4. Completion of the course evaluation
5. Pre and Post course questionnaires
6. Session debriefing

Methodologies:

1. Lecture with questions
2. Group facilitated discussion
3. Group exercises

Training Aids/Equipment:

1. Instructor: Laptop computer and projector with Power Point, easel chart and markers, Instructor Manual
2. Participants: Course manual

Special Requirements: none

Classroom Arrangements/Setup: Adult Learning style

Unit Four Lesson Plan: Conflicts of Interest in Law Enforcement

*“The most pathetic person in the world is someone who has sight but has no vision.”
Helen Keller*

Student Performance Objectives

- Participants will explore the meaning of conflicts of interest.
- Participants will analyze various levels of conflicts of interest.
- Participants will evaluate a variety of possible responses to conflict of interest situations.
- Participants will apply this information to ethical scenarios representative of decisions facing law enforcement officers and supervisors.

Instructor Notes: Much of this material on conflicts of interest comes from Dr. Michael Davis from the Illinois Institute of Technology in a speech at the University of South Florida-St. Petersburg, 2002.

What is a conflict of interest? Conflicts of interest occurs when:

- 1) a person (Bob) is in a relationship with another requiring Bob to exercise personal judgment in the other’s behalf, and
- 2) Bob has another interest tending to interfere with the proper exercise of judgment in that relationship.
- 3) Examples: A judge hearing a case involving a friend, a squad supervisor whose nephew or best friend is a member of the squad, a traffic officer whose family owns a tow-truck company.

What’s wrong with conflict of interest?

- 1) For one, it causes Bob to be less reliable and trustworthy
- 2) It increases the risk of poor decisions and judgments.
- (3) Example: Imagine being asked to serve as a referee for a basketball game involving your daughter’s team.
(Instructor discusses implications.)

Conflicts of interest can exist on three levels.

- 1) There are real conflicts of interest that fit the definition

**PowerPoint Slide #77
Conflicts of Interest in LE**

**PowerPoint Slide #78
What is a Conflict of Interest?**

**PowerPoint Slide #79
What’s Wrong with Conflicts of Interest?**

**PowerPoint Slide #80
Conflicts of Interest - Levels**

given earlier.

- Example: A chief whose son-in-law is an officer in the department; a chief accepts a free hunting trip from a company that sells patrol cars, then the chief purchases several vehicles from that company.

2) Potential conflicts exist when Bob has a conflict of interest in respect to a certain judgment, but is not yet in a situation requiring that judgment.

- Example: A chief who accepts a hunting trip from a company that sells patrol vehicles, but the department doesn't need any patrol vehicles in the foreseeable future.

3) There can be **perceived or apparent** conflicts of interest, where Bob does not have any conflict of interest (actual or potential), but others might be justified in thinking that one might be present.

- Example: An officer pulls over an off-duty fellow officer for speeding, and chooses not to give a citation. He tells himself that he would have done the same thing for a regular citizen in the same situation, but others might not perceive it that way.

“What you are thunders so loudly that I cannot hear what you say to the contrary.”

Ralph Waldo Emerson

Instructors' Discussion Questions

1. *Why is perception important?*
2. *Does it matter if the perception is wrong? Why or why not?*
3. *What about when what you're doing is important enough to ignore perception?*

Possible Responses to Conflicts of Interest

- You might do nothing. Just ignore the conflict.
Instructor Notes: This may be tempting at times. But since conflicts of interest have the potential to harm others and damage one's reputation, that isn't usually a very wise or ethical choice.
- You might try to just avoid these situations.
Instructor Notes: This is a wise idea, and we probably should avoid as many as possible. The problem here is that you really can't avoid all of them. We have discussed the issue of cops and free/discounted meals in local restaurants. But what if the community wants to

**PowerPoint Slide #81
Conflicts of Interest -
Responses**

have a banquet for “Cop Appreciation Day?” What if an officer’s child needs expensive medical care and the community wants to make donations to help? Life is too complex and there will be situations that come along where at least the appearance of a conflict is inevitable.

- You can sometimes escape conflict of interest situations in which you may find yourself.

Instructor Notes: A judge or attorney may remove herself from a case involving a conflict of interest. You could find another referee for your daughter’s basketball game. Escape is often a wise and ethical response, but not all conflict of interest situations can be avoided. What if you are the only available referee in town? What if politicians cannot get elected without campaign contributions?

- You can at least disclose the conflict of interest.

Instructor Notes: This doesn’t end the problem, but it helps to avoid the betrayal of trust. Our society currently uses this approach to deal with politicians and campaign contributions. We allow the candidates to accept the contributions, but they must meticulously disclose who gives them money and how much. Notice that we expect that the contributions will affect the judgments and decisions of the politicians, at least to some degree. But we try to minimize the betrayal of public trust by keeping everything out in the open with no secrecy.

- Sometimes all you can do is manage the conflict of interest.

Instructor Notes: Consider a surgeon for a small-town hospital gets an emergency call and finds his ex-wife needing emergency surgery to save her life. The doctor is the only available surgeon, so he can’t avoid or escape the conflict or she will die (ending his expensive alimony payments). He could disclose the conflict, but she is unconscious and telling others might violate her privacy. Perhaps the best answer in rare cases like this is to simply manage the situation as best you can. For example, the doctor could ask his team to watch him and the procedure closely and to report any problems immediately.

Another example might be a small-town police department in which the Chief’s nephew or son is also an officer. Disclosing the conflict is obvious, but the Chief is still left having to manage the situation on a regular basis.

**PowerPoint Slide #82
Conflicts of Interest
Application**

*“The difference between moral dilemmas and ethical ones, philosophers say, is that in moral issues the choice is between right and wrong. In ethics, the choice is between two rights.”
Pamela Warrick*

Summary: People face conflict of interest situations in every kind of occupation. The “special interest” at stake may range from free lunches to millions of dollars. Conflict of interest situations result in many cases of professional discipline and even loss of jobs. The preferred responses to conflict of interest situations are usually avoidance or escape whenever possible. When those won’t work, disclosure and management are required to minimize the potential harm to self and others.

Conflict of Interest Scenario and Application

You are the supervisor of a detective squad. One of your detectives is also on your bowling team that bowls each Friday night. He is also one of your best detectives, and has one of the highest clearance rates in your squad.

An Interviews and Interrogations seminar is announced in another city in your state. Your captain allows you to select one detective to attend. The seminar requires an overnight stay at a resort hotel, and is presented by a top authority on the topic of interviews. Your bowling partner detective and one other detective submit requests to attend. The other detective is an average performer, with no documented deficiencies, but generally does not perform to the same level as your bowling partner.

You are aware that other detectives joke and tease your bowling partner about receiving favoritism. Although you consider him one of your top performers, you are concerned that other detectives will think you were influenced by your bowling relationship if you select him to attend.

Instructor Application Questions

1. *What level(s) of conflict of interest do you think are present?*

2. *What response(s) to the conflict do you think represent the wisest course of action? Why?*

3. *After the students have worked through the scenario, ask them whether their answer would change if, instead of being your bowling partner, the best detective was your nephew? Why or why not?*

Other Thoughts (Instructor's Ideas)

Unit Five Description: Power, Autonomy & Discretion

Number of Hours: 1

Goals, Adult Learning Strategies and Community Policing Principles Used:

This module is designed to provide participants with an understanding through analysis of the definitions and applications of power, autonomy and discretion. Participants will also discuss the misuse of these principles and apply them to law enforcement related scenarios.

Adult Learning Strategies:

- Translate learning needs into meaningful, measurable objectives
- Climate setting is a prerequisite for effective learning to take place
- Adults have a deep need to be self-directing
- Diagnose the participant's learning needs
- When possible, create a mechanism for mutual planning
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly
- Adults have a greater volume and different quality of experience than youth
- Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators

Student Performance Objectives:

Upon completion of this unit, participants will be able to:

- Analyze the implications and proper use of power.
- Analyze the implications and proper use of autonomy.
- Analyze the implications and proper use of discretion.
- Discuss the consequences of the misuse of these concepts.
- Apply this information to ethical scenarios representative of decisions facing law enforcement officers and supervisors.

Community Policing Principles:

- A Philosophy
- Organizational Change & Transformation
- Communication

Evaluation of Content:

1. Student/Participant Learning
2. Teacher/Instructor/Facilitator
3. Methodologies applied: In class participation and group exercise

Method of Evaluation:

1. Participation of class discussion
2. Participation in group discussions
3. Completion of the course
4. Completion of the course evaluation
5. Pre and Post course questionnaires
6. Session debriefing

Methodologies:

1. Lecture with questions
2. Group facilitated discussion
3. Group exercises

Training Aids/Equipment:

1. Instructor: Laptop computer and projector with Power Point, easel chart and markers, Instructor Manual
2. Participants: Course manual

Special Requirements: none

Classroom Arrangements/Setup: Adult Learning style

Unit Five Lesson Plan: Power, Autonomy & Discretion

“Use power to help people. For we are given power not to advance our own purposes, nor to make a great show in the world, nor a name. There is but one just use of power, and it is to serve people.”
George H.W. Bush

Student Performance Objectives

- Participants will analyze the implications and proper use of power.
- Participants will analyze the implications and proper use of autonomy.
- Participants will analyze the implications and proper use of discretion.
- Participants will discuss the consequences of the misuse of these concepts.
- Participants will apply this information to ethical scenarios representative of decisions facing law enforcement officers and supervisors.

PowerPoint Slide #83 Power, Autonomy & Discretion

Power

1. Law enforcement officers are one of the few groups in society to be allowed to have and use non-negotiable coercive force. (Others include parents, judges, and perhaps teachers.)
2. The proper use or handling of power requires maturity and wisdom.
 - i. *It's understandable that this could present a problem for new, young officers who are still in the process of developing both.*
 - ii. *But if you're a supervisor, you are responsible and accountable for their actions. Implications?*
3. When power is abused or wielded unwisely, society usually steps in and takes it away.
 - i. *Discuss other implications of the proper and improper use of power. References to your own personal experiences with it can make the topic seem more relevant.*

PowerPoint Slide #84-85 Power

PowerPoint Slides #86-87
Autonomy

Autonomy

1. Autonomy means “self-governance.” *It means being trusted to make your own decisions; to be in charge of your own affairs.*
2. Society often grants some measure of autonomy to professionals in exchange for providing some important service to the community.
 - i. For example, doctors and lawyers are allowed to make many important decisions about their profession – membership requirements, number of medical school openings, ethical standards, member discipline, etc.*
3. This granting of autonomy is based largely on public trust. When that public trust is violated, autonomy is usually withdrawn, or at least cut back to some degree.
 - i. To be accurate, autonomy is earned by a profession, rather than just granted.*
 - ii. Maintaining public trust is done primarily by establishing and maintaining high ethical standards for the group. When society believes that those higher ethical standards are no longer present, the government generally steps in and limits that autonomy.*
 - iii. However unfair it may be, the unethical actions of a few are often stereotyped onto the group as a whole. It doesn't take many bad apples to cause autonomy problems for the entire group.*
4. The proper use of autonomy also requires maturity and wisdom.
 - i. This also has implications for new, young officers (and their supervisors.)*
 - ii. Discuss other implications of the proper and improper use of autonomy. References to your own personal experiences with it can make the topic seem more relevant.*

PowerPoint Slides #88-89
Discretion

Discretion

1. Discretion is something like the individual version of group autonomy. It means being trusted to make your own decisions, at least in some areas.
2. Discretion is never absolute. It has limits. For discussion:
 - *Do you have the right to ignore laws or policies you don't agree with?*
 - *What about conflicts between personal beliefs and law/policies? (Catholic officers and abortion protestors?)*

- *Imposing discipline when you don't agree with the decision*
- 3. Discretion also requires maturity and wisdom. Implications for new, young officers and their supervisors?
- 4. Because it is also based on trust, when discretion is misused or abused, it is usually scaled back or taken away, too.
 - i. *Discuss other implications of the proper and improper use of discretion. References to your own personal experiences with it can make the topic seem more relevant.*

Unit Application

Scenario #1

You are the supervisor of a squad that has been assigned to another part of the state to assist in hurricane relief. Your squad will be staying at a local school. When you arrive at your destination, you will need air mattresses, sleeping bags, etc. Some of your squad members have these items, others don't. You must leave the next day, so preparation time is limited.

Without your knowledge, one of your squad members solicits gift cards from a store to be used to purchase the bedding supplies. The store has donated to the department in the past. The officer seeking the donation does not realize that there is an agency policy that governs the solicitation of donations. The store manager gladly donates gift cards to the officer.

Upon arrival at your destination, you discover that the host agency has provided all the supplies, food, bedding, etc. that you will need during your stay. The officers use the donated gift cards to purchase a television to watch during their off hours. It is not until after the purchase is made that you discover that the officer solicited, obtained, and used the donated gift card. What is your wisest course of action at this point?

Scenario #2

As the supervisor of a specialty squad, you are about to select a person to fill a vacancy on your squad. The selection is between two employees. One of the employees is a marginal performer, but is fluent in Spanish, a quality that would be beneficial to your unit. The other officer is a consistently high performer, has been trying for some time

PowerPoint Slide #90 Application Exercise

to transfer to your unit, but does not speak Spanish. This officer also has more seniority than the Spanish speaking officer. How does this factor influence your decision? How can you balance organizational needs with fairness to individuals?

Instructor Notes: You are encouraged to utilize other, personal scenarios that are relevant to the appropriate use of power, autonomy, or discretion. The main goal is to get the class members to wrestle with the limits of such use and the consequences of misuse or abuse.

Activity: *Have students break into three groups and discuss the following and then share with the class:*

Group 1: Power

- 1. Can you think of examples that you've seen where the improper use of power had negative consequences? Give examples.*
- 2. What implications does that have for the supervisors of new officers and leaders of departments*
- 3. In what ways does "the proper use of power" present problems in law enforcement, especially for new officers?*

Group 2: Discretion

- 1. Limits of Discretion: Do you have the right to ignore laws and policies that you don't agree with?*
- 2. What about conflicts between personal beliefs and laws/policies (Catholic officers & abortion protestors, etc.)*
- 3. What about imposing discipline when you don't agree with the decision made by your supervisors?*
- 4. What are the implications of the proper use of discretion for supervisors of new officers and leaders in departments?*

Group 3: Autonomy

- 1. List some examples of ways that the law enforcement profession enjoys at least limited autonomy.*
- 2. If autonomy is based largely on public trust in the profession, what implications does that have for law enforcement? (What is the status of public trust in law enforcement now?)*
- 3. What implications does that proper use of autonomy have for supervisors of new officers and leaders of departments?*

Unit Six Description: Ethical Leadership

Number of Hours: .75

Goals, Adult Learning Strategies and Community Policing Principles Used:

This module is designed to provide participants with an appreciation of the different rules of management and leadership. Students will analyze character traits and evaluate components of ethical leadership as well as explore intervention levels relevant to leadership.

Adult Learning Strategies:

- Translate learning needs into meaningful, measurable objectives
- Climate setting is a prerequisite for effective learning to take place
- Adults have a deep need to be self-directing
- Diagnose the participant's learning needs
- When possible, create a mechanism for mutual planning
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly
- Adults have a greater volume and different quality of experience than youth
- Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators

Student Performance Objectives:

Upon completion of this unit, participants will be able to:

- Contrast the roles of manager and leader.
- Analyze character traits of effective and ethical leaders.
- Evaluate components of ethical leadership.
- Explore a variety of intervention levels relevant to supervisors and leadership.

Community Policing Principles:

- A Philosophy
- Organizational Change & Transformation
- Communication

Evaluation of Content:

1. Student/Participant Learning
2. Teacher/Instructor/Facilitator
3. Methodologies applied: In class participation and group exercise

Method of Evaluation:

1. Participation of class discussion
2. Participation in group discussions
3. Completion of the course
4. Completion of the course evaluation
5. Pre and Post course questionnaires
6. Session debriefing

Methodologies:

1. Lecture with questions
2. Group facilitated discussion
3. Group exercises

Training Aids/Equipment:

1. Instructor: Laptop computer and projector with Power Point, easel chart and markers, Instructor Manual
2. Participants: Course manual

Special Requirements: none

Classroom Arrangements/Setup: Adult Learning style

Unit Six Lesson Plan: Ethical Leadership

*“Leadership is influence.”
John C. Maxwell*

Student Performance Objectives

- Participants will contrast the roles of manager and leader.
- Participants will analyze character traits of effective and ethical leaders.
- Participants will evaluate components of ethical leadership.
- Participants will explore a variety of intervention levels relevant to supervisors and leadership.

**PowerPoint Slide #91
Effective & Ethical
Leadership**

Management vs. Leadership

You’re a Manager if ...	You’re a Leader if ...
You <u>direct</u> the work, rather than <u>perform</u> it.	You believe that, working in <u>concert</u> with others, you can make a <u>difference</u> .
You have responsibilities for <u>hiring, firing, training, and disciplining</u> employees.	You create something of <u>value</u> that did not <u>exist before</u> .
You exercise authority over the <u>quality</u> of work and the <u>conditions</u> under which it is performed.	You exhibit <u>positive energy</u> .
You work as a liaison between <u>employees</u> and <u>upper management</u> .	You create a sense of <u>accomplishment</u> for yourself and others.
You motivate employees and contribute to a <u>culture of accomplishment</u> .	You welcome <u>change</u> .

**PowerPoint Slides #92-96
Manager vs. Leader**

(From Leadership Skills for Managers, Marlene Caroselli, McGraw-Hill, 2000.)

**PowerPoint Slides #97-100
Components of Ethical
Leadership**

Components of Ethical Leadership

<p><u>Purpose</u></p>	<p>The ethical leader reasons and acts with organizational purposes firmly in mind. This provides <u>focus and consistency</u>.</p>
<p><u>Knowledge</u></p>	<p>The ethical leader has the knowledge to <u>judge and act prudently</u>. This knowledge is found throughout the organization and its environment, but must be shared by those who hold it.</p>
<p><u>Authority</u></p>	<p>The ethical leader has the power to <u>make decisions and act</u>, but also recognizes that all of those involved and affected must have the authority to <u>contribute what they have</u> toward shared purposes.</p>
<p><u>Trust</u></p>	<p>The ethical leader inspires – and is the beneficiary of – trust throughout the organization and its environment. Without <u>trust and knowledge</u>, people are afraid to exercise their authority.</p>

Character Traits of Effective & Ethical Leaders

<u>Courage</u>	<i>“Leaders have the courage of their convictions and are ready to be ridiculed, opposed, and ultimately agreed with.”</i>
<u>Pride</u>	<i>“Not only does the leader take pride in his/her accomplishments, he/she also creates an atmosphere that allows others to do the same.”</i>
<u>Sincerity</u>	<i>“Leaders manage to convey sincere concern for other people, genuine interest in subjects other than themselves.”</i>
<u>Adaptability</u>	<i>“It’s safe to say that you’ll need even more flexibility as computers encourage multi-tasking and multi-thinking at an ever-dizzying pace.”</i>
<u>Influence</u>	<i>“You can’t depend solely on the authority of your managerial position. Leaders know how to influence others, to persuade them to a higher calling.”</i>

PowerPoint Slide #101 Character Traits of Effective and Ethical Leaders

(From Leadership Skills for Managers, Marlene Caroselli, McGraw-Hill, 2000.)

PowerPoint Slides #102-106
Modes of Ethical Leadership

Modes of Ethical Leadership: Five Intervention Levels

Level	Meaning
1. <u>Inspiration</u>	Setting the example so others will contribute their fullest capabilities to achieve organizational purposes. <i>(This is the lowest level of intervention.)</i>
2. <u>Facilitation</u>	Supporting other committed members, and <u>guiding them</u> when necessary, so that they are able to contribute their capabilities as fully as possible.
3. <u>Persuasion</u>	Appealing to <u>reason</u> to convince others to contribute toward achieving these goals and purposes.
4. <u>Manipulation</u>	Offering <u>incentives</u> when commitment is lacking.
5. <u>Coercion</u>	<u>Forcing</u> other members to contribute some degree of their capability when they have little commitment to do so on their own. <i>(This is the highest level of intervention.)</i>

Other Thoughts (Instructor's Ideas)

Unit Seven Description: Wrap-up and Closure

Number of Hours: .50

Goals, Adult Learning Strategies and Community Policing Principles Used:

This module is designed to provide participants with an appreciation of the entire ethical program. Students will have an opportunity to work together to create relevant ethical scenarios for future classes. Course evaluation will also be completed.

Adult Learning Strategies:

- Translate learning needs into meaningful, measurable objectives
- Climate setting is a prerequisite for effective learning to take place
- Adults have a deep need to be self-directing
- Diagnose the participant's learning needs
- When possible, create a mechanism for mutual planning
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly
- Adults have a greater volume and different quality of experience than youth
- Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators

Student Performance Objectives:

Upon completion of this unit, participants will be able to:

- Work together to create a relevant ethics scenario for use in future classes.
- Complete class evaluations.

Community Policing Principles:

- A Philosophy
- Organizational Change & Transformation
- Communication

Evaluation of Content:

1. Student/Participant Learning
2. Teacher/Instructor/Facilitator
3. Methodologies applied: In class participation and group exercise

Method of Evaluation:

1. Participation of class discussion
2. Participation in group discussions
3. Completion of the course
4. Completion of the course evaluation
5. Pre and Post course questionnaires
6. Session debriefing

Methodologies:

1. Lecture with questions
2. Group facilitated discussion
3. Group exercises

Training Aids/Equipment:

1. Instructor: Laptop computer and projector with Power Point, easel chart and markers, Instructor Manual
2. Participants: Course manual

Special Requirements: none

Classroom Arrangements/Setup: Adult Learning style

Unit Seven:

Wrap-up and Closure

Student Performance Objectives

- Participants will work together to create a relevant ethics scenario for use in future classes.
- Participants will complete class evaluations.

Final Exercise

We would like to ask your help in providing an ethics scenario for a future class. Here is all you have to do.

1. Working together with 3-4 others, sketch out a short scenario relevant to any of the following areas:
 - Conflict of interest issues
 - Leadership dilemmas
 - Appropriate use of power
 - Appropriate use of autonomy/discretion
2. Write your scenario on the paper provided. It doesn't have to read like a short story, just give us the basic details. (We can flesh it out later.) Be sure you put your group members names and agencies at the bottom of the scenario.

We'll include these scenarios in the next print run of the manuals. Thanks for your help!

Instructor Notes: Have the groups share their scenarios with the larger class before you close out the day.

Evaluations

Post-test (if needed)

Give out certificates of completion (if available)

**PowerPoint Slide #107
Wrap up and Closure**

**PowerPoint Slide #108
Last Assignments**

Appendix A:

Conduct Unbecoming a Police Officer (Florida Criminal Justice Standards & Training Commission, 1997)

PURPOSE - This policy defines conduct unbecoming a police officer. This policy supplements the ethical standards contained in the International Association of Chiefs of Police's Law Enforcement Code of Ethics, a copy of which has been included following this policy.

POLICY - Law enforcement effectiveness depends upon community respect and confidence. Conduct which detracts from this respect and confidence is detrimental to the public interest and should be prohibited. The policy of this Department is to investigate circumstances suggesting an officer has engaged in unbecoming conduct, and impose disciplinary action when appropriate.

SCOPE - This policy applies to all officers of this agency engaged in official duties, whether within or out-side of the territorial jurisdiction of this agency. Unless otherwise noted, this policy also applies to off duty conduct as well. Conduct not mentioned under a specific rule, but which violates a general principle is prohibited. This policy is organized into eight principles governing conduct unbecoming an officer. Each principle is followed by the rationale explaining the principle and a set of rules.

Principle One - Police officers shall conduct themselves, whether on or off duty, in accordance with the Constitution of the United States, the Florida Constitution, and all applicable laws, ordinances and rules enacted or established pursuant to legal authority.

Rationale - Police officers conduct their duties pursuant to a grant of limited authority from the community. Therefore, officers must understand the laws defining the scope of their enforcement powers. Police officers may only act in accordance with the powers granted to them.

Rules

- Police officers shall not knowingly exceed their authority in the enforcement of the law.
- Police officers shall not knowingly disobey the law or rules of criminal procedure in such areas as interrogation, arrest, detention, searches, seizures,

use of informants and preservation of evidence.

- Police officers shall not knowingly restrict the freedom of individuals, whether by arrest or detention, in violation of the Constitutions and laws of the United States and the State of Florida.
- Police officer, whether on or off duty, shall not knowingly commit any criminal offense under any laws of the United States or any state or local jurisdiction in which the officer is present, except where permitted in the performance of duty under proper authority.

Principle Two - Police officers shall refrain from any conduct in an official capacity that detracts from the public's faith in the integrity of the criminal justice system.

Rationale - Community cooperation with the police is a product of its trust that officers will act honestly and with impartiality. The police officer, as the public's initial contact with the criminal justice system, must act in a manner that instills such trust.

Rules

- Police officers shall carry out their duties with integrity, fairness and impartiality.
- Police officers shall not knowingly make false accusations of any criminal ordinance, traffic or other law violation. This provision shall not prohibit the use of deception during criminal investigations or interrogations as permitted under law.
- Police officers shall truthfully, completely and impartially report, testify and present evidence, including exculpatory evidence, in all matters of an official nature.
- Police officers shall take no action knowing it will violate the constitutional rights of any person.
- Police officers must obey lawful orders, but must refuse to obey any orders the officer knows would require the officer to commit an illegal act. If in doubt as to the clarity of an order, the officer shall, if feasible, request the issuing officer to clarify the order. An officer refusing to obey an order shall be required to justify his or her actions.
- Police officers learning of conduct or observing conduct

which is in violation of any law or policy of this Department shall take necessary action and report the incident to the officer's immediate supervisor, who shall forward the information to the Chief of Police. If the misconduct is committed by the officer's immediate supervisor, the officer shall re-report the incident to the immediate supervisor's supervisor.

Principle Three - Police officers shall perform their duties and apply the law impartially and without prejudice or discrimination.

Rationale - Law enforcement effectiveness requires public trust and confidence. Diverse communities must have faith in the fairness and impartiality of their police. Police officers must refrain from fostering disharmony in their communities based upon diversity, and perform their duties without regard to race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation or age.

Rules

- Police officers shall provide every person in our society with professional, effective and efficient law enforcement services.
- Police officers shall not express, whether by act, omission or statement, prejudice concerning race, color, creed, religion, national origin, sex, and marital status, status with regard to public assistance, disability, sexual orientation or age.
- Police officers shall not allow their law enforcement decisions to be influenced by race, color, creed, religion, national origin, sex, and marital status, status with regard to public assistance, disability, sexual orientation or age.

Principle Four - Police officers shall not, whether on or off duty, exhibit any conduct which discredits themselves or their Department or otherwise impairs their ability or that of other officers or the Department to provide law enforcement services to the community.

Rationale - A police officer's ability to perform his or her duties is dependent upon the respect and confidence communities have for the officer and law enforcement officers in general. Police officers must conduct themselves in a manner consistent with the integrity and trustworthiness expected of them by the public.

Rules

- Police officers shall not consume alcoholic beverages or chemical substances while on duty, except as permitted in the performance of official duties, and under no circumstances while in uniform, except as provided for in Rule 4.3 below.
- Police officers shall not consume alcoholic beverages to the extent the officer would be rendered unfit for the officer's next scheduled shift. A police officer shall not report for work with the odor of an alcoholic beverage on the officer's breath.
- Police officers shall not use narcotics, hallucinogens, or other controlled substances except when legally prescribed. When medications are prescribed, the officer shall inquire of the prescribing physician whether the medication will impair the officer in the performance of the officer's duties. The officer shall immediately notify the officer's supervisor if a prescribed medication is likely to impair the officer's performance during the officer's next scheduled shift.
- Police officers, while on duty, shall not commit any act which, as defined under Florida law, constitutes sexual harassment, including but not limited to, making unwelcome sexual advances, requesting sexual favors, engaging in sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature.
- Police officers, while off duty, shall not engage in any conduct which the officer knows, or reasonably should know, constitutes an unwelcome sexual advance or request for sexual favor, or unwelcome sexually motivated physical contact or other unwelcome verbal or physical conduct or communication of a sexual nature.
- Police officers shall not commit any acts, which, as defined under Florida law, constitute sexual assault or indecent exposure. Sexual assault does not include a frisk or other search done in accordance with proper police procedures.
- Police officers shall not commit any acts which, as defined under Florida law, constitute (1) domestic violence and/or stalking, or (2) the violation of a court order restraining the officer from committing an act of domestic violence, having contact with the petitioner, or excluding the police officer from the petitioner's home or workplace.

- Police officers shall not, in the course of performing their duties, engage in any sexual contact or conduct constituting lewd behavior, including but not limited to, showering or receiving a massage in the nude, exposing themselves or otherwise making physical contact with the nude or partially nude body of any person, except as pursuant to a writ-ten policy of the Department.
- Police officers shall avoid regular personal associations with persons who are known to engage in criminal activity where such associations will undermine the public trusts and confidence in the officer or Department. This rule does not prohibit those associations that are necessary to the performance of official duties, or where such associations are unavoidable because of the officer’s personal or family relationships.

Principle Five - Police officers shall treat all members of the public courteously and with respect.

Rationale - Police officers are the most visible form of local government. Therefore, police officers must make a positive impression when interacting with the public and each other.

Rules

- Police officers shall exercise reasonable courtesy in their dealings with the public, fellow officers, superiors and subordinates.
- No police officer shall ridicule, mock, deride, taunt, belittle, willfully embarrass, humiliate, or shame any person to do anything reasonably calculated to incite a person to violence.
- Police officers shall promptly advise any inquiring citizen of the Department’s complaint procedure, and shall follow the established departmental policy for processing com-plaints.

Principle Six - Police officers shall not compromise their integrity, nor that of their department or profession, by accepting, giving or soliciting any gratuity which could be reasonably interpreted as capable of influencing their official acts or judgments, or by using their status as a police officer for personal, commercial, or political gain.

Rationale - For a community to have faith in its police officers, officers must avoid conduct that does or could cast doubt upon the impartiality of the individual officer or the

Department.

Rules

- Police officers shall not use their official position, identification cards or badges:
 1. For personal or financial gain, for themselves or another person;
 2. For obtaining privileges not otherwise available to them except in the performance of duty; and
 3. For avoiding consequences of unlawful or prohibited actions.
- Police officers shall not lend to another person their identification cards or badges or permit these items to be photographed or reproduced without approval of the Chief of Police.
- Police officers shall refuse favors or gratuities, which could be reasonably interpreted as capable of influencing official acts or judgments.
- Unless required for the performance of official duties, police officers shall not, while on duty, be present at establishments that have the primary purpose of providing sexually oriented adult entertainment. This rule does not prohibit officers from conducting walkthroughs of such establishments as part of regular assigned duties.
- Police officers shall:
 1. Not authorize the use of their names, photographs or titles in a manner that identifies the officer as an employee of this Department in connection with advertisements for any product, commodity or commercial enterprise;
 2. Maintain a neutral position with regard to the merits of any labor dispute, political protest, or other public demonstration while acting in an official capacity;
 3. Not make endorsements of political candidates, while on duty, or while wearing the Department's official uniform.

This section does not prohibit officers from expressing their views on existing, proposed or pending criminal justice legislation in their official capacity. None of these rules shall prevent officers from engaging in free expression of political speech in their capacities as private citizens, or the rights of police fraternal or labor organizations to endorse political candidates or ex-press views on political issues or other matters of public concern.

Principle Six - Police officers shall not compromise their integrity, not that of their Department or profession, by taking or attempting to influence actions when a conflict of interest exists.

Rationale - For the public to maintain its faith in the integrity and impartiality of police officers and their Departments, officers must avoid taking or influencing official actions where the officer's actions would or could conflict with the officer's appropriate responsibilities.

Rules

- Police officers shall, unless required by law or policy, refrain from becoming involved in official matters, or influencing actions of other police officers in official matters, impacting the officer's immediate family, relatives, or persons with whom the officer has or has had a significant personal relationship.
- Police officers shall, unless required by law or policy, refrain from acting or influencing official actions of other police officers in official matters impacting persons with whom the officer has or has had a business or employment relationship.
- Police officers shall not use the authority of their position as police officers, or information available to them due to their status as police officers, for any purpose of personal gain including, but not limited to, initiating or furthering personal and/or intimate interactions of any kind with persons with whom the officer has had contact while on duty.
- Police officers shall not engage in any off duty employment if the position compromises or would reasonably tend to compromise the officer's ability to impartially perform the officer's official duties.

Principle Eight - Police officers shall observe the confidentiality of information available to them due to their status as police officers.

Rationale - Police officers are entrusted with vast amounts of private and personal information, or access thereto. Police officers must maintain the confidentiality of such information to protect the privacy of the subjects of that information, and to maintain public faith in the officer and Department's commitment to preserving such confidences.

Rules

- Police officers shall not knowingly violate any legal restriction for the release or dissemination of information.
- Police officers shall not, except in the course of official duties or as required by law, publicly disclose information likely to endanger or embarrass victims, witnesses or complainants.
- Police officers shall not divulge the identity of persons giving confidential information except as required by law or Department policy.

Appendix B:

Group Assignments

Group 1

Roles of Law Enforcement Officers in Society

Assignments:

1. List as many roles as possible that law enforcement officers have to fulfill in the course of their job (see example below).
2. Then describe the type of person (or the abilities) required to fulfill each role capably.
3. Write your answers on the poster sheet.
4. Be ready to lead a brief (5 minute) class discussion explaining your answers to the class.

Role/Function	Type of Person or Abilities Needed
Protector of the weak	Action hero/gunfighter

Possible discussion questions with the class:

1. Do some of these roles and functions seem to require very different types of people or abilities to do them well?
2. What implications does that have for law enforcement professionals?
3. What implications does that have for leaders in law enforcement?
4. Your own? _____

Group 2
Character in Law Enforcement

Assignments:

1. List what you think are the top 10 character traits of good law enforcement officers.
2. Write your answers on the poster sheet.
3. Be ready to lead a brief (5 minute) class discussion explaining your answers to the class.

Top 10 Character Traits of Good Police Officers
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Possible discussion questions with the class. (You can't cover them all, just choose your favorites.)

1. How do people normally acquire these character traits?
2. Can a person lacking an important trait choose to develop it? How would that work?
3. Can character be learned? Can it be taught?
4. What roles do personal maturity and experience play in this process of character development? What implications would that have for leaders in law enforcement?
5. In what ways can officers affect the character of other officers (positively or negatively)?
6. Your own? _____

Group 3
Professionalism vs. Unprofessionalism

Assignments:

1. List what you think are the central distinctions between professionalism and unprofessionalism (see example below).
2. Write your answers on the poster sheet.
3. Be ready to lead a brief (5 minute) class discussion explaining your answers to the class.

Traits of Professionalism	Traits of Unprofessionalism
Goes beyond the minimum requirements of the job.	Does no more than the minimal requirements; as little as possible to get by.

Possible discussion questions with the class. (You can't cover them all, just choose your favorites.)

1. How do the consequences of acting professionally differ from the consequences of acting unprofessionally?
 - a. For the officer?
 - b. For fellow officers?
 - c. For the department?
 - d. For the community?
 - e. For the officer's family/friends?
 - f. For the profession as a whole?
2. Do most officers become more professional over time and with experience? If so, how or why?
3. Some officers do not seem to become more professional over their careers. What's the difference with them?
4. Your own? _____

Group 4
Effective & Ineffective Leaders

Assignments:

1. List what you think are the central distinctions between effective and ineffective leaders (see example below).
2. Write your answers on the poster sheet.
3. Be ready to lead a brief (5 minute) class discussion explaining your answers to the class.

Traits of Effective Leaders	Traits of Ineffective Leaders
Well organized	Poorly organized; wastes time and talent

Combine with Group 5 for discussion question section.

Possible discussion questions with the class. (You probably can't cover them all, just choose your favorites.)

1. Can a leader be effective without being ethical? Can a leader be ethical without being effective?
2. How do the consequences differ between effective/ethical leaders and ineffective/unethical leaders?
 - a. For the officer?
 - b. For fellow officers?
 - c. For the department?
 - d. For the community?
 - e. For the profession as a whole?
3. Are the traits required of effective/ethical leaders innate or can people consciously develop them over time? If they can, how does that usually work?
4. Your own? _____

Group 5
Ethical and Unethical Leaders

Assignments:

1. List what you think are the central distinctions between ethical and unethical leaders (see example below).
2. Write your answers on the poster sheet.
3. Be ready to lead a brief (5 minute) class discussion explaining your answers to the class.

Traits of Ethical Leaders	Traits of Unethical Leaders
Consistently/dependably truthful	Truthfulness can't always be assumed

Combine with Group 4 for discussion question section.

Possible discussion questions with the class. (You probably can't cover them all, just choose your favorites.)

1. Can a leader be effective without being ethical? Can a leader be ethical without being effective?
2. How do the consequences differ between effective/ethical leaders and ineffective/unethical leaders?
 - a. For the officer?
 - b. For fellow officers?
 - c. For the department?
 - d. For the community?
 - e. For the profession as a whole?
3. Are the traits required of effective/ethical leaders innate or can people consciously develop them over time? If they can, how does that usually work?
4. Your own? _____

Annotated Bibliography

Caroselli, Marlene. *Leadership Skills for Managers*, New York: McGraw-Hill, 2000.

A practical overview of how to develop and integrate leadership skills into management. Individual chapters focus on specific areas of management and specific character traits and qualities of leadership.

Davis, Michael. "Conflicts of Interest," a speech at the University of South Florida-St. Petersburg, 2002.

Dr. Davis (Illinois Institute of Technology) provided a thorough explanation and overview of conflict of interest. He detailed and illustrated several levels of conflicts and provided a number of optional coping strategies for professional and leaders finding themselves in such situations.

Doss, Richard. *The Business of Ethics*, 1988, Kendall/Hung Publishing Company; 3rd edition (January 994) ASIN: 0840397046

A college-level introduction the study of ethics. Features a solid overview of ethical theories and foundational concepts. Also includes discussions of a variety of social and professional issues, with theory applications.

Ethics and Policy Integration Centre, *Modes of Ethical Leadership*, http://www.ethicaledge.com/quest_4.html.

This website provides a wealth of information about ethical leadership. Included are qualities of ethical leaders and an overview of the various roles and functions that ethical leaders fulfill.

Florida Criminal Justice Standards and Training Commission, *Conduct Unbecoming a Police Officer*, 1997.

This document serves as the professional code of ethics for Florida law enforcement professionals. (It is supplemented by local agency/department codes of ethics and the Florida Code of Ethics for Public Officials and Employees.) This code is impressive in its breadth and depth.

Goree, Keith, Mary Dawn Pyle, Emily Baker, JoAnne V. Hopkins. *Ethics Applied*, Edition 4.0. Boston: Pearson Education Publishing, 2004.

A college-level introduction to the field and study of Applied Ethics, written at a readable and engaging level. The book includes an impressive overview of the history and foundations of ethical reasoning, social ethical issues, as well as ethical issues relevant to business and professional life. One chapter focuses exclusively on ethical issues in the public safety professions.



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