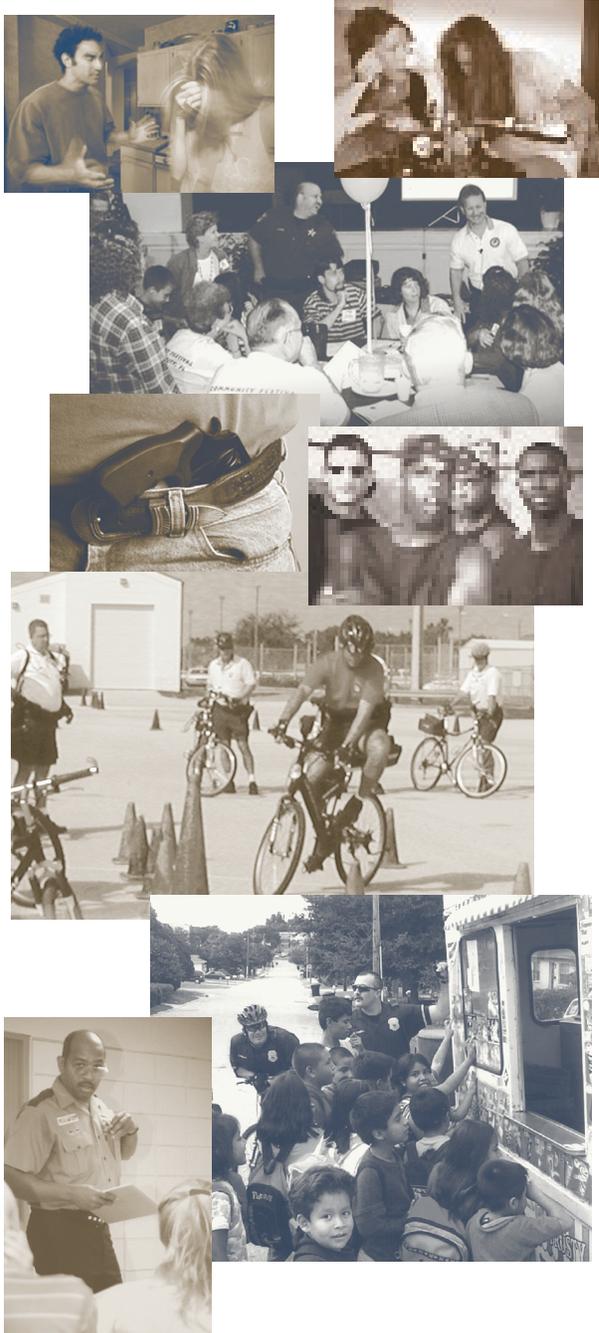


# St. Petersburg College

FLORIDA REGIONAL COMMUNITY POLICING INSTITUTE



## Professionalism and Leadership in Law Enforcement



*Course Manual*



U.S. Department of Justice  
Community Oriented Policing Services



Florida Regional Community Policing Institute



Professionalism and Leadership  
in Law Enforcement  
Course Manual

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# Table of Contents

**TABLE OF CONTENTS**

**FORWARD**

**ACKNOWLEDGEMENTS**

**COURSE DESCRIPTION AND GOALS**

**UNIT 1 Introduction to Themes of the Course..... 1**

**UNIT 2 The Foundations of Ethics ..... 7**

**UNIT 3 Ethical Decision-Making: The ETHICS Model ..... 21**

**UNIT 4 Conflicts of Interest in Law Enforcement ..... 25**

**UNIT 5 Power, Autonomy & Discretion ..... 29**

**UNIT 6 Ethical Leadership ..... 33**

**UNIT 7 Wrap-up & Closure ..... 37**

**ANNOTATED BIBLIOGRAPHY ..... 39**

**APPENDIX ..... 41**



# Forward

## Who We Are

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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

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- 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
- 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

## Specialty Courses

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

## Domestic Violence Courses

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

## Ethics Courses

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- 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

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- 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**

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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**

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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?**

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- 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**

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

**Eileen LaHaie - RCPI Program Director**  
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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 Regional Community Policing Institute 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 Regional Community Policing Institute 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.

# Course Description and Goals

## Course Description

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This eight-hour interactive workshop 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 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

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- 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

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- 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 analyze and discuss a variety of challenges to the study of ethics, including relativism, absolutism, and legalism.
  - 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 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.
  
- 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.



# Unit One: Introduction to Themes of the Course

## **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

*“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*

*“Character is power.”  
Booker T. Washington*

### **The Roles of Law Enforcement in Society**

**Exercise:** 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.

| <i>Role/Function</i> | <i>Qualities you would need to fulfill this role/function well.</i> |
|----------------------|---|
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |

*“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*

#### **Reflection on discussion questions:**

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**Themes of the Day**

**1. Character:**

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

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

*“A person who is successful has simply formed the habit of doing things that unsuccessful people will not do.”*  
*John C. Maxwell*

**Reflection on discussion questions:**

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

**2. Professionalism**

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

*Professional*

*Unprofessional*

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Reflection on discussion questions:**

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

**3. Leadership**

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

| <b>Effective</b> | <b>Ineffective</b> |
|------------------|--------------------|
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |

*“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*

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

| <b>Ethical</b> | <b>Unethical</b> |
|----------------|------------------|
|                |                  |
|                |                  |
|                |                  |
|                |                  |

**Thoughts about Discussion Questions:**

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# Unit Two: The Foundations of Ethics

## Objectives

- Evaluate Richard Doss' "Origins of Ethical Beliefs."
- Analyze and discuss a variety of challenges to the study of ethics, including relativism, absolutism, and legalism.
- Explore the basic ethical principles of Aristotle, Thomas Aquinas, John Locke, Immanuel Kant, and John Rawls.
- Apply these historic ethical principles to ethical scenarios relevant to the practice of law enforcement.

*"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.*

## Challenges to Ethics

### 1. Relativism

What is morally/ethically right or wrong varies from \_\_\_\_\_  
\_\_\_\_\_ (*personal relativism*) or from \_\_\_\_\_  
\_\_\_\_\_ (*cultural relativism*). Ethical discussions are pointless because  
there are no \_\_\_\_\_ that apply to everyone.

**Thoughts:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### 2. Absolutism

All moral/ethical judgments are \_\_\_\_\_.  
There is one and only one \_\_\_\_\_, no  
matter how personal or trivial.

**Thoughts:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### 3. Legalism

Ethical discussions are unnecessary because we have \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

Why argue about right and wrong when we can just \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_?

**Thoughts:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

In what ways 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?

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

| Challenge  | Practical Consequences |
|------------|------------------------|
| Relativism |                        |
| Absolutism |                        |
| Legalism   |                        |

***The Origins of Ethical Beliefs (Richard Doss)***

**1. Authority:**

What makes an action right or wrong is that \_\_\_\_\_  
 \_\_\_\_\_. These  
 authorities can be \_\_\_\_\_  
 \_\_\_\_\_.

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

- **Examples:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- **Pro:** Obedience to appropriate authorities is essential to \_\_\_\_\_  
 \_\_\_\_\_.
- **Con:** Authorities aren’t always right. Blind obedience to authority can \_\_\_\_\_.

## 2. Culture:

What makes an action right or wrong is that \_\_\_\_\_  
\_\_\_\_\_. Morality is based  
on the \_\_\_\_\_  
of a society.

- **Example:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Pro:** Helps to create \_\_\_\_\_  
\_\_\_\_\_ through a shared value  
system.
- **Con:** What if you live in a society with a \_\_\_\_\_  
\_\_\_\_\_? Should you lower  
yourself to that standard? Don't social value systems  
have to be measured against \_\_\_\_\_  
\_\_\_\_\_?

*“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*

## 3. Emotion:

What makes an action right is that it \_\_\_\_\_  
\_\_\_\_\_. What makes an action wrong is that it \_\_\_\_\_  
\_\_\_\_\_.

- **Example:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Pro:** Emotions are \_\_\_\_\_.  
They can move us to act bravely and heroically.
- **Con:** Emotions are \_\_\_\_\_. They  
can't comprehend the long-term consequences of actions.  
Sometimes things that make us happy now can lead to \_\_\_\_\_  
\_\_\_\_\_ in  
the long run. And some people seem to get happiness from  
doing \_\_\_\_\_.

“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

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

#### 4. Intuition:

The person basing his ethical beliefs on intuition believes that actions are right or wrong because they \_\_\_\_\_. He has some kind of \_\_\_\_\_, an inner voice tells him.

- **Example:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Pro:** It’s often not a bad idea to learn to listen to that \_\_\_\_\_. Certainly there are times when doing so can keep us out of trouble.
- **Con:** Sometimes our inner voices \_\_\_\_\_. With intuition alone, you never know \_\_\_\_\_. It just seems right to you, but there’s no way to explain it to others.

#### 5. Reason:

Ethical right and wrong are based on \_\_\_\_\_. An action is right or wrong because it makes sense \_\_\_\_\_ to think so.

- **Example:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Pro:** Reason is a tool that allows us to \_\_\_\_\_.
  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 \_\_\_\_\_. How do we know what reason would say about an ethical question?

## **Introduction to Ethical Theories**

- How can we find moral/ethical truth?
- How can we use reason to find an answer to an ethical problem?
- Are some ways of ethical reasoning better than others?
- Is there a right or best way to think about ethical questions?
- Which 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.

These theories provide much of the basis of our contemporary value systems, and help to make up the foundation of modern, enlightened civilization. For example, the simple concept that people have basic human rights has only existed since about the 1600s, when John Locke wrote the Natural Rights theory. Most of the ethical principles and concepts that we rely on and refer to daily originated in the minds of these great philosophers throughout history.

In the following section, you will explore some of these great ideas about ethical thinking. Then you will learn to apply these great ideas to real-life dilemmas in law enforcement. You may be tempted at times to think, “What does this have to do with law enforcement?” But if you’ll hang in there through the application exercise, we believe that you will understand and appreciate the relevance.

### **Natural Rights**

1. \_\_\_\_\_, British philosopher/medical doctor, 1632-1704.
2. Locke believed that ethics should be based on \_\_\_\_\_.
3. His central ethical principle was that everyone is entitled to as many \_\_\_\_\_ as possible, as long as the rights and freedoms of others are not violated.
4. Thus, the only morally wrong act is to \_\_\_\_\_.

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

*John Locke was a British medical doctor and philosopher whose brilliant and creative mind helped focus people’s attention on individual human rights in England, the North American Colonies, and elsewhere. He was also a political activist. His ideas about natural rights were the foundation for England’s “Glorious Revolution” of 1688 and the American Revolution a century of so later.*

5. Six basic types of human rights:

|              |   |
|--------------|---|
| _____ rights | Protect people from _____<br>_____.   |
| _____ rights | Protect people from _____<br>_____; require<br>_____ trials for those accused<br>of crimes.                     |
| _____ rights | Protect people's _____ in<br>areas such as _____.   |
| _____ rights | Protects people's _____ to<br>participate in _____<br>_____ by assembling, protesting, voting,<br>and<br>_____. |
| _____ rights | Guarantee equal _____<br>____; equality before the _____,<br>freedom from _____<br>_____.                       |
| _____ rights | Require that people be provided with<br>_____ and protected<br>from _____ and severe _____<br>_____.            |

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 |
|-----------|-------------------|
|           |                   |

7. **How to apply Natural Rights to an ethical problem.** Consider the optional actions that could be taken. Eliminate any options that \_\_\_\_\_. All remaining options are ethically permissible.

## **Kantianism**

1. Immanuel Kant, German philosopher, 1724-1804.
2. Kant's goal was to show that individuals can determine moral right and wrong \_\_\_\_\_, and not be dependent on authorities to tell them what is right.
3. The key to this was showing people how to use \_\_\_\_\_.
4. Kant maintained that reason leads all rational humans to understand \_\_\_\_\_:
  - a. \_\_\_\_\_ - In any situation you should act consistently with what you would logically want the moral standard to be for everyone.
  - b. \_\_\_\_\_ - It is always wrong to exploit other people; 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 \_\_\_\_\_ or \_\_\_\_\_. All remaining options are ethically permissible.

*Immanuel Kant lived, taught, and wrote in Konigsburg, Prussia at the same time that Thomas Jefferson and his colleagues were founding the new nation of America. He was a philosophy professor at the university in Konigsburg, and lived a very sheltered life. It has been said that Kant never traveled more than 30 miles from his hometown at any point in his life.*

## **Utilitarianism**

1. Jeremy Bentham, British, 1748-1832. Bentham believed that ethics was based on producing the \_\_\_\_\_ for the \_\_\_\_\_. (He equated "good" with \_\_\_\_\_.)
2. The \_\_\_\_\_ is not very important in Utilitarianism. Individual \_\_\_\_\_ are irrelevant. The only thing that matters is the overall \_\_\_\_\_.
3. **How to apply Utilitarianism to an ethical problem.**
  - a. Consider the \_\_\_\_\_ that could be taken.
  - b. Then consider everyone who would be \_\_\_\_\_, and how they would be affected (how much \_\_\_\_\_).
  - c. Whichever option would produce the most \_\_\_\_\_ is the right thing to do.

*Jeremy Bentham came from a family of lawyers, and was clearly a child prodigy. As a toddler he was once found in his father's study reading a multi-volume history of England, and he began studying Latin at the age of three. As an adult he dedicated his life to reforming the legal system, prison system, and social structure of England. After his death, in accordance with his will, Bentham's embalmed body (with a wax head) have been preserved sitting in a chair in a glass cabinet at the University of London, where he has intrigued and entertained untold thousands of students and professors for over 150 years. As he concluded, nothing else could have been done with his body that would have provided as much happiness for as many people.*

*John Rawls was a distinguished philosophy professor at Harvard. Over the past few decades, his writings about justice and fairness provided the foundation for much of American political and economic progress.*

## **Contractarianism**

1. John Rawls, American, 1921-2002. Rawls believed that the foundation of ethics is \_\_\_\_\_.
2. The problem is that it is human nature to act out of \_\_\_\_\_, and that self-interest makes it very difficult for us to recognize \_\_\_\_\_ when we see it. So how can we get around our self-interest?
3. Rawls' solution is the \_\_\_\_\_. Picture an imaginary blindfold that prevents you from knowing \_\_\_\_\_ 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 as \_\_\_\_\_ to you, no matter whom you turned out to be in the situation?
5. **How to apply Contractarianism to an ethical problem.** Consider the optional actions that could be taken. Utilizing the \_\_\_\_\_, choose the option that would seem most fair to you, no matter whom you turned out to be in the situation.

## **Virtue Ethics**

*Socrates, (his student) Plato, and (his student) Aristotle, are generally considered to be the founding fathers of Western philosophy, logic, and ethics. Their arguments and writings transformed Athenian culture from one based on mythology and superstition and introduced the world to the simple power of rational thought. Their ideas have provided the inspiration and starting point for philosophers ever since. In the words of British philosopher Alfred North Whitehead, "All of Western philosophy is but a series of footnotes to Plato."*

1. Ancient Athens, Greece; around 450-350 B.C. The three "Great Lights" of Athens were \_\_\_\_\_ and \_\_\_\_\_.
2. They weren't the first to think, talk, or write about ethics, but they were the first to base ethical decisions on \_\_\_\_\_.
3. Their theory is based on an assumption in Greek culture; that the purpose of life is to find \_\_\_\_\_. But how?
4. The Greeks were searching for "\_\_\_\_\_" a pattern of living that would consistently lead people toward happiness and fulfillment.
5. Socrates and Plato suggested that happy, fulfilled people are generally \_\_\_\_\_ 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 \_\_\_\_\_.

morally mature people consistently share.

6. Plato and Aristotle called these character traits of a good life \_\_\_\_\_, and their list included such traits as \_\_\_\_\_.

7. **Brainstorm to help create a set of contemporary virtues that most Americans would consider praiseworthy.**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

8. **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 \_\_\_\_\_. He said virtues are a perfect balance between two undesirable extremes.

Examples:

|                     |                 |                 |
|---------------------|-----------------|-----------------|
| <b>(Deficiency)</b> | <b>(Virtue)</b> | <b>(Excess)</b> |
| / _____             | X _____         | / _____         |
| <b>? _____</b>      | <b>Courage</b>  | <b>? _____</b>  |

|                     |                   |                 |
|---------------------|-------------------|-----------------|
| <b>(Deficiency)</b> | <b>(Virtue)</b>   | <b>(Excess)</b> |
| / _____             | X _____           | / _____         |
| <b>? _____</b>      | <b>Generosity</b> | <b>? _____</b>  |

9. So according to Virtue Ethics, a good person is one who consistently incorporates important \_\_\_\_\_ 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.

10. **How to apply Virtue Ethics to an ethical problem.** Consider virtues relevant to that situation. Follow the course of action consistent with the \_\_\_\_\_.

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

Thomas Aquinas was a Catholic scholar; philosopher; and theologian. He was strongly influenced by the (then) newly discovered writings of Plato and Aristotle, and was especially influenced by Aristotle's emphases on the roles of nature, laws of nature, and reason in ethics. After his death, Aquinas' philosophy became the foundation for Catholic doctrines about ethics, and still is today.

**Natural Law**

1. \_\_\_\_\_, European Roman Catholic scholar (1224-1275).
2. Central theme: “\_\_\_\_\_ is to be done and promoted; \_\_\_\_\_ is to be avoided.”
3. Instead of virtues, Aquinas focuses on \_\_\_\_\_. These are moral qualities or ideas that people consider worthy or important.
4. Note the difference between virtues and values. Virtues are personal \_\_\_\_\_. Values are ideas, qualities or beliefs that people consider important.
5. Aquinas identified six \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Actions that promote these values are \_\_\_\_\_. Actions that violate or interfere with these values are \_\_\_\_\_.
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?

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

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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 \_\_\_\_\_

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### ***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. Record your answers on the chart on the next page.

*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.*

*"All virtue is summed up in dealing justly."  
Aristotle*

*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.*

*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?*

**Applying Ethical Theories:**

| <b>Theory</b>    | <b>Main Theme</b> | <b>Wisest Course of Action</b> |
|------------------|-------------------|--------------------------------|
| Virtue Ethics    |                   |                                |
| Natural Law      |                   |                                |
| Natural Rights   |                   |                                |
| Kantianism       |                   |                                |
| Utilitarianism   |                   |                                |
| Contractarianism |                   |                                |





# Unit Three:

## The ETHICS Model

### **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 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.

### **Step 1: (E) Evaluate the problem.**

Identify the \_\_\_\_\_ that needs to be made.

- “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 \_\_\_\_\_ are available to resolve the ethical problem?

- Identify \_\_\_\_\_ optional responses to the situation.
- Avoid \_\_\_\_\_ thinking.

### **Step 3: (H) Highlight the stakeholders.**

Stakeholders are the people/groups who could be affected by \_\_\_\_\_.

- Identify as many as possible.
- Also consider how the various \_\_\_\_\_ could be affected by various options.

*“I don’t know the key to success, but the key to failure is trying to please everybody.”*  
Bill Cosby

*“What is right is right even if no one is doing it. What is wrong is wrong even if everyone is doing it.”*  
(unknown)

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

- Evaluate the list of options according to the \_\_\_\_\_ of each theory. Which options are forbidden by each theory? Which options does each theory recommend?
- Natural Rights would say \_\_\_\_\_
- Utilitarianism would say \_\_\_\_\_

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

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

**Step 6: (S) State your justification.**

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

**Applying the ETHICS Model: 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?*

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

**Thoughts about Discussion Questions :**

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# Unit Four:

## Conflicts of Interest in Law Enforcement

### 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.

**1. What is a conflict of interest?** Conflicts of interest occurs when:

- 1) A person (let's call him "Bob:") is in a relationship with another requiring Bob to exercise \_\_\_\_\_ in the other's behalf, and
- 2) Bob has \_\_\_\_\_ tending to interfere with the proper exercise of judgment in that relationship.
- 3) Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. What's wrong with conflict of interest?**

- 1) For one, it causes Bob to be less \_\_\_\_\_
- 2) It increases the risk of \_\_\_\_\_.
- 3) Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**3. Conflicts of interest can exist on three levels.**

- 1) There are \_\_\_\_\_ conflicts of interest that fit the definition given earlier.
  - Example: \_\_\_\_\_  
\_\_\_\_\_

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

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

2) \_\_\_\_\_ 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: \_\_\_\_\_  
\_\_\_\_\_

3) There can be \_\_\_\_\_ 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: \_\_\_\_\_  
\_\_\_\_\_

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

#### 4. Possible Responses to Conflicts of Interest

- You might do \_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- You might try to just \_\_\_\_\_ these situations.  
\_\_\_\_\_  
\_\_\_\_\_

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

- You can at least \_\_\_\_\_ the conflict of interest.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

*“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*

## **Conflict of Interest 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.*

### **Application Questions:**

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

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

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*\*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.*

*“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



# Unit Five: Power, Autonomy & Discretion

## **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.

*“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

## **Power**

- Law enforcement professionals are one of a very few groups in society allowed to have \_\_\_\_\_  
\_\_\_\_\_. (Others include: \_\_\_\_\_  
\_\_\_\_\_.)
- The proper handling of power requires \_\_\_\_\_  
\_\_\_\_\_.
- When power is \_\_\_\_\_,  
society usually takes it away.

## **Reflections:**

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**Autonomy**

- Autonomy means: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- Society grants some measure of autonomy to professionals in exchange for: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- This autonomy is based on \_\_\_\_\_. When trust is violated, autonomy is usually \_\_\_\_\_  
\_\_\_\_\_.
- The proper use of autonomy also requires \_\_\_\_\_  
\_\_\_\_\_.

**Reflections:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Discretion**

- Discretion is \_\_\_\_\_.
- Discretion has \_\_\_\_\_.
- Discretion also requires \_\_\_\_\_.
- Because it is also based on trust, when discretion is \_\_\_\_\_  
\_\_\_\_\_, it is usually scaled back or taken away, too.

**Reflections:**

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**Unit Application Exercise:**

**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 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?*



# Unit Six:

## Ethical Leadership

### 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.

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

### Management vs. Leadership

| You're a Manager if ...   | You're a Leader if ...   |
|---|--|
| You _____ the work, rather than _____ it.   | You believe that, working in _____ with others, you can _____. |
| You have responsibilities for _____, _____ and _____ employees.                             | You create something of _____ that did not _____.              |
| 3. You exercise authority over the _____ of work and the _____ under which it is performed. | 3. You exhibit _____.  |
| 4. You work as a liaison between _____ and _____.   | 4. You create a sense of _____ for yourself and others.        |
| You motivate employees and contribute to a _____.   | You welcome _____.   |

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

### **Components of Ethical Leadership**

|       |   |
|-------|---|
| <hr/> | <p>The ethical leader reasons and acts with organizational purposes firmly in mind. This provides _____.</p>  |
| <hr/> | <p>The ethical leader has the knowledge to _____.</p> <p>This knowledge is found throughout the organization and its environment, but must be shared by those who hold it.</p>        |
| <hr/> | <p>The ethical leader has the power to _____, but also recognizes that all of those involved and affected must have the authority to _____ toward shared purposes.</p>                |
| <hr/> | <p>The ethical leader inspires – and is the beneficiary of – trust throughout the organization and its environment. Without _____, people are afraid to exercise their authority.</p> |

## Character Traits of Effective & Ethical Leaders

|       |  |
|-------|--|
| _____ | <i>“Leaders have the courage of their convictions and are ready to be ridiculed, opposed, and ultimately agreed with.”</i>                                 |
| _____ | <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>              |
| _____ | <i>“Leaders manage to convey sincere concern for other people, genuine interest in subjects other than themselves.”</i>                                    |
| _____ | <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>         |
| _____ | <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> |

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

**Modes of Ethical Leadership: Five Intervention Levels**

| Level    | Meaning  |
|----------|--|
| 1. _____ | (lowest level) Setting the _____ so others will contribute to their fullest to achieve the organization's goals. |
| 2. _____ | Supporting others and _____ them when necessary.   |
| 3. _____ | Appealing to _____ to convince others to contribute toward achieving these goals.                                |
| 4. _____ | Offering _____ when commitment is lacking.   |
| 5. _____ | (highest level) _____ others to contribute when they have little commitment to do so on their own.               |

*(Ethics & Policy Integration Center)*

# Unit Seven:

## Wrap-up and Closure

### **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.** Be sure you put your group members names and agencies at the bottom of the page.

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

- Evaluations and wrap-up

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# 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](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.

# Appendix:

## ***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 outside 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 officers, 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 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 written 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 complaints.

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 express views on political issues or other matters of public concern.

Principle Seven - 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.







[cop.spcollege.edu/cop](http://cop.spcollege.edu/cop)

Florida Regional Community Policing Institute

### About This Project

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COMMUNITY ORIENTED POLICING SERVICES  
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