

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 1
LEADERSHIP, PROFESSIONALISM & ETHICS

Effective date of outline: JULY 1, 2009

I. LEARNING NEED

Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.

LEARNING OBJECTIVES

- A. Discuss why leadership is important
 - 1. Essential for effective problem solving because it engages the cooperation of the community
 - 2. Increases respect, confidence and influence
 - 3. Promotes personal and professional success

- B. Define leadership
 - 1. The practice of influencing people, while using ethical values and goals, to produce intended change
 - 2. Discuss Leadership Competencies

- C. Discuss universal components of leadership
 - 1. To be effective leaders, officer must use their authority and power appropriately
 - 2. Contrast compliance verses commitment

- D. Discuss the officer as a leader
 - 1. Every officer is a leader
 - 2. Leadership among peers
 - 3. Positive modeling behaviors, “walk your talk”

- E. Discuss the leader as a follower
 - 1. Courage to follow
 - 2. Separation of ego from power and authority

- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results
 - 1. Results of positive leadership
 - 2. Results of the absence of leadership

II. LEARNING NEED

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer must make a life-long commitment to these standards.

LEARNING OBJECTIVES

- A. Discuss the relationship between public trust and a peace officer's ability to perform their job
 - 1. The police profession defined and characterized
 - 2. Public trust defined with examples
- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
 - 1. Community expectations
 - 2. Agency and individual officer's expectations
 - 3. Commonality and conflicts of expectations
- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
 - 1. Personal character related benefits to officer
 - 2. Promotion of agency purpose, goals and objectives
 - 3. Participation in police mission by community
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
 - 1. Diminished public trust
 - 2. Erosion of public image and future effectiveness
 - 3. Disciplinary action and loss of credibility
- E. Discuss the Law Enforcement Code of Ethics, and explain the importance of adhering to the Law Enforcement Code of Ethics
 - 1. Adopted in 1956 by National Conference of Police associations
 - 2. POST requires Code to be administered to every Peace Officer
 - 3. Officers are sworn to uphold the principles

- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
 - 1. Legal an ethical obligation to uphold the law no matter who is breaking it
 - 2. Officer can become as guilty as the offender
 - 3. Intervention maintains and restores professional control / quality

- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
 - 1. When personal integrity demands it
 - 2. When it preserves professionalism and supports law enforcement mission
 - 3. When it enhances officer safety

- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
 - 1. Advanced: before inappropriate action is committed
 - 2. Intermediate: Verbal or physical interventions to stop a behavior being committed
 - 3. Delayed: Discussions, referrals and reporting after the incident

- I. Give examples of ethical decision making strategies
 - 1. Identify and follow common steps of a model (identify issues and people, consider options, implement and assess)
 - 2. Bell, Book Candle model
 - 3. Legal, Ethical, Effective model

- J. Explain the value of ethical decision making in leadership
 - 1. Promotes better problem solving
 - 2. Ensures officers remain fair, legal and just

III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of ethics. At a minimum, the test shall evaluate the following competencies:
 - 1. Leadership – the practice of influencing people, while using ethical values and goals to produce an intended change

2. Problem solving/Decision-Making – analyzing situations and implementing plans through one’s actions to solve problems. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Communications – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
4. Ethics- Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
5. Stress Tolerance and Emotional Regulation - maintaining self-control and making timely, rational decisions in stressful situations.

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding Leadership. At a minimum, each activity or combination of activities must address the following topics:
 1. Power and authority
 2. Compliance and commitment
 3. Sphere of influence
 4. Officer as a leader
 5. Leadership in the community
 6. Positive and adverse impacts and challenges for consistently demonstrating leadership
- B. The student will participate in one or more learning activities from the POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing or other comparable sources* regarding unprofessional or unlawful conduct by peace officers. At a minimum, each activity or combination of activities must address the following topics:
 1. Whether or not the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement\Code of Ethics*
 2. Identification of those whom the conduct impacts
 3. The potential sanctions that could result from the behavior
 4. Potential perceptions of the public regarding the behavior
 5. Whether or not intervention is appropriate

- C. The student will participate in a learning activity consisting of a small group exercise that uses a learning activity, video or other media presentation as a resource. During the exercise, the group will complete the following tasks:
1. Identify any ethical issues
 2. Discuss the impact of the conduct
 3. Determine if intervention is required

V. **ACADEMY SPECIFIC INSTRUCTIONAL ACTIVITIES**

- A. The student will participate in small group facilitated discussions, problem-based instruction other student center learning activity on the six pillars of character, Ethical Decision Making Model.
- B. The student will participate in a round table discussion that focuses on exploring ethical decision making, exemplary police officer standards and leadership.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u>4</u>
Total Instructional Hours	<u>12</u>