

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

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. Every officer is a leader
 - 2. Leadership has no rank
 - 3. Line-level officer
- B. Define leadership
 - 1. Knowledge
 - 2. Courage
 - 3. Professionalism
 - 4. Personal character
 - 5. Decision making/Problem solving
 - 6. Responsibility
 - 7. Communication
- C. Discuss universal components of leadership
 - 1. Authority and power
 - 2. Compliance vs commitment
 - 3. Circle of influence
 - 4. Life balance
 - 5. Formal vs informal
- D. Discuss the officer as a leader
 - 1. Modeling
 - 2. Leadership in the community
 - 3. Leadership within the profession
- E. Discuss the leader as a follower
 - 1. Exercising leadership
 - 2. Separation of ego from power and authority
 - 3. Recognizing leadership
- F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results

1. Enhances community respect and trust
2. Absence of leadership results
3. Positive leadership results

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. Shared sense of purpose
 2. Standardized training
 3. Being vital to the well-being of society

- B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct
 1. Keeping community safe
 2. Response times
 3. Professional behavior
 4. Protect human rights
 5. Address crime and disorder
 6. Problem solving
 7. Competence
 8. Empathy
 9. Respect

- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
 1. Self-esteem/personal worth
 2. Personal & professional satisfaction
 3. Gaining respect
 4. Establishing a reputation
 5. Improving morale
 6. Improving agency respect and reputation
 7. Instills sense of security and trust
 8. Fosters community partnerships and mobilization

D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer

1. Disciplinary action
2. Civil/criminal liability
3. Embarrassment
4. Erosion of image
5. Negative stereotypes
6. Reduction of effectiveness
7. Diminished public trust
8. Compromised officer safety

E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*

1. Translating words into actions
2. Demonstrating honor and trust
3. Canons

F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions

1. Responsibility
2. Federal law
3. State legal basis
4. Public expectations

G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention

1. PC 147, 149, 661 , 673
2. Friends
3. Inexperience
4. Peer pressure
5. Fear of consequences
6. Support/no support
7. Psychologically unprepared

H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior

1. Advance
2. Immediate
3. Verbal
4. Physical

- I. Give examples of ethical decision making strategies
 - 1. Identifying issues
 - 2. Determining stakeholders
 - 3. Options
 - 4. Consider consequences

- J. Explain the value of ethical decision making in leadership
 - 1. Challenging work environment
 - 2. Effective guidance
 - 3. Fair, legal and just decisions/actions

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.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

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 (December 2005)* 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 that uses a video, the POST-developed publication *Becoming An Exemplary Peace Officer*, 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
4. Defend the chosen intervention strategy

Description

Hours

POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u>5</u>
Total Instructional Hours	<u>13</u>