

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

**Effective date of outline: August 1, 2015**

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. Community
  - 2. Profession
  - 3. Organization
  
- B. Define leadership
  - 1. Influencing others
  - 2. Role Model
  - 3. Levels Authority
  
- C. Discuss universal components of leadership
  - 1. Authority
  - 2. Power
  - 3. Compliance vs. Commitment
  - 4. The leadership relationship
  - 5. Circle of influence
  - 6. Life balance
    - a. Work/Personal Development
    - b. Family/Community
  - 7. Leadership Learning
    - a. Formal
    - b. Informal
  
- D. Discuss the Officer as a leader
  - 1. Peer leadership
  - 2. Decision Makers
  - 3. Problem solvers
  - 4. Interviewing

5. Sharing knowledge and experiences
6. Expecting change
7. Leadership in the community
8. Community policing
9. Leadership within the profession

E. Discuss the leader as a follower

1. Separation of ego

F. Discuss how leadership impacts the daily work of a peace officer and how officers can recognize the results.

1. Positive leadership
2. 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. Public Trust
2. Values
3. Ethics
4. Golden Rule
5. Ethical Standards
6. Principles
7. Importance of ethical conduct
8. Career Survival

B. Discuss the community, agency, and other peace officers' expectations of a peace officer's conduct

1. Technically competent
2. Empathetic
3. Respectful
4. Ethical

- C. Explain the benefits of professional and ethical behavior to the community, agency and peace officer
1. Officer
    - a. Self-esteem and personal worth
    - b. Personal and professional satisfaction in doing the right thing
    - c. Gaining respect and confidence of co-workers
    - d. Establishing a personal and professional reputation within community
  2. Agency
    - a. Improving morale
    - b. Improving agency respect within the profession
    - c. Reinforcing the standard of performance
    - d. Improving agency reputation
  3. Community
    - a. Receives equitable law enforcement
    - b. A sense of security and trust.
    - c. Increases community partnerships
    - d. Fosters community mobilization
- D. Describe the consequences of unprofessional/unethical conduct to the community, agency, and peace officer
1. Disciplinary action up to an including termination
  2. Civil and/or criminal liability (personal and agency)
  3. Embarrassment to stakeholders
  4. Eroding the image of the profession
  5. Reinforcement of negative stereotypes
  6. Reduction of effectiveness
  7. Diminishing public trust and cooperation
  8. Compromising officer safety
- E. Discuss the *Law Enforcement Code of Ethics*, and explain the importance of adhering to the *Law Enforcement Code of Ethics*
1. Law Enforcement Code of Ethics
  2. California's Code of Conduct
- F. Explain why an officer should respond to a coworker's unprofessional or unethical conduct, including the legal basis for such interventions
1. Federal law
  2. State law
  3. Public expectations of intervention

- G. Discuss situations when it is necessary to intervene on another peace officer's behalf and factors that can inhibit intervention
  - 1. Necessity for intervention
- H. Describe the types and levels of intervention used to prevent another peace officer's inappropriate behavior
  - 1. Advance
  - 2. Immediate
  - 3. Delayed
- I. Give examples of ethical decision making strategies
  - 1. Identify the issue(s), relevant facts and or ethical question(s)
  - 2. Determine the stakeholders-Who may be affected by a decision?
  - 3. Consider your options or courses of action-What could you do?
  - 4. Decide which option is most appropriate- What should you do?
  - 5. What are the consequences of your decision
  - 6. Implement the option and course of action
  - 7. Reassess and make new decision, if necessary
- J. Explain the value of ethical decision making in leadership
  - 1. Peace officers, who practice the competencies of ethical leadership within the requisite skills of problem-solving, will be better equipped to arrive at appropriate solutions in decision making.

### 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
  
- A. 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

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