

ETHICS ROLL CALL ROLL

TO CHAMPION THE NOBILITY OF POLICING



The Return on Investment in Ethics Education

By Dan Primozić

The success or failure of ethics education, whether it is in law enforcement, biomedicine, business, environmentalism, or elsewhere is notoriously hard to measure. I have seen the problem of being able to gage the ROI for ethics education in all of my experiences in applied and theoretical ethics education. In a recent *Wall Street Journal* article by Melissa Korn, the problem certainly becomes clear in the field of business ethics:

... [business] schools can't calculate the moral well-being of their graduates the same way they can quantify financial success of technical acumen. One of the few rankings available – the Aspen Institute's "Beyond Grey Pinstripes" report – was suspended last year, in part because researchers could not determine the net benefit of ethics courses. Without demonstrable returns, there's little incentive for deans to add classes and instructors. (Melissa Korn, "Does an 'A' in Ethics Have Any Value? B-Schools Step up Efforts to Tie Moral Principles to their Business Programs, but Quantifying Those Virtues Is Tough," *The Wall Street Journal*, February 6, 2013)

And from that same article, we view an equally disappointing assessment of ethics education in business from Jill Smart, chief human resources officer at Accenture, a firm which yearly hires many business students: "I'm not so sure that an 'A' in an ethics class is really a valid way of judging," an individual's moral compass. (*Ibid.*)

And a final but revealing blow against ethics education is dealt by the following insight from the article:

As the financial crisis fades from memory and the economy recovers, instructors worry that the moment has passed. 'That's the danger of ethics education in business schools. We only think about it when there's a crisis,' says Katz's Mr. Delany. Citing the previous rounds of introspection sparked by Michael Milken's downfall in the 1980s, Enron and other accounting scandals a decade ago, he says, 'If we don't find a way to instill [ethics] in people, we're going to repeat it over and over again.' (*Ibid.*)

Can we see these dilemmas in the domain of teaching policing ethics? I'm afraid we can, indeed. Many is the time that our Center for Law Enforcement Ethics is called upon to try to salvage the integrity of a law enforcement agency or officer that has gone astray of the moral confines of the profession with a dose of ethics education. Usually it comes in a time of crisis for that agency or individual. Usually we are asked for a one time injection of ethical education that might serve as a moral panacea for the problem.

One thing has become clear to us. A one-time injection of an ethics serum will likely not cure the agency nor the officer of what ails them, morally speaking. That became clear to Boston University's School of Business Management when it introduced not only a required ethics course for its freshmen, but is also having other business teachers incorporate ethics across the curriculum and is also thinking of making ethical issues part and parcel of their senior seminar in business. This is a sustained and holistic approach that is admirable. And it is one that I introduced to the faculty of college in Nebraska many years ago when I was asked as a consultant to beef up their college-wide ethics program. This approach tends to let students know the importance of ethics in their professional lives right up front, reminds them of it

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Spend not on hopes.

George Herbert

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throughout their time at the school, and stresses it once more as they leave.

Does it help? Again, it is almost impossible to measure and answer that. There are many variables that go into the moral lives of human beings and the influences that reach them. Therefore, it would be dishonest to claim that an ethics curriculum, as comprehensive or limited as it may be, is solely responsible for the integrity of an individual or for the lack thereof.

Yet, this holistic, comprehensive approach is admirable because it really is all that any educational institution can do to assure that the human beings that matriculate from them are morally respectable and might remain that way. They have done their due diligence in terms of this issue. I would go further to suggest that even a very limited, one-time injection can be somewhat helpful if that is what time and resources will allow. Surely though, a sustained educational effort over time has more hope of success, especially if it is combined with integrity of top leadership and a good, solid ethical climate throughout the organization.

But, even then there is no guarantee. As can be seen in a recent speech by the Home Secretary, Theresa May, in the United Kingdom a few days ago, not only a comprehensive curriculum is necessary but also an ongoing attitude of continuous moral improvement when ensuring the highest standards in policing will be sufficient. She remarked before the British legislature that:

Mr. Speaker, I want everyone to understand that I do not believe there is an endemic corruption in the police, and I know that the vast majority of police officers conduct themselves with the highest standards of integrity. . . But that doesn't mean that we should ignore the fact when it does occur, police corruption and misconduct undermines justice, let's down the decent majority of officers, and damages the public's confidence in the police. We need the police to become much more transparent in their business. . . clearer rules for how officers should conduct themselves . . . open up the top ranks so policing is less of a closed shop . . . make sure officers who do wrong are investigated and punished . . . and . . . make sure that the organisations we ask to police the police are equipped to do the job. (<http://www.homeoffice.gov.uk/media-centre/speeches/home-sec-speech-police>).

Secretary May goes further to detail seven more specific measures that should be taken to assure policing integrity in her shop. It is a thoughtful and rather rigorous set of tasks and safeguards and well worth reading for those who might be interested in what a tough plan of action for ethical accountability can look like.

But to lightly summarize those safeguards:

1. National registers of Chief's pay and perks, gifts, outside jobs, contact with the media.
2. The Police College will publish a new code of ethics and uniform professional standards.
3. A national register of chief officers that have been fired.
4. Introduction of sanction for those who resign or retire to avoid dismissal.
5. Establish a stronger, more consistent form of vetting for police officers that will be expected to be used when hiring and retaining police staff. (*Ibid.*)

Yet without a set of precise assessment tools that separate and isolate all the possible variables that go into the mix of proper or improper police conduct, these programs cannot honestly claim to assure the high moral character or climate in question. But they can hardly make things worse and it is probably all we can do. I offer that at the very least we must do what we can.

Ethics Corner

Teaching Ethics in a Context of Heartlessness?

There are fewer and fewer moments of rest from the deep and growing presence of heartlessness that has invaded our nation. Hopefully it will not completely capture us as a people and hold us for ransom (for I do not know who would step up to pay it). I will try to explain by using only a few recent examples.

"How's your grandma?" "How's your grandma?" That's what the Duke fans allegedly shouted at a young man, Tyler Lewis, a NC State freshman whose grandma recently passed away. I realize that there is controversy as to whether the fans were chanting "Past your bedtime" or "How's your grandma?" Rick Lewis, Tyler's father claims that "It was mostly 'Past your bedtime,' but there was an instant when a brief number of students chanted about Tyler's grandmother," Rick Lewis said Friday. (<http://www.thebiglead.com/index.php/2013/02/08/duke-fans-allegedly-chanted-hows-your-grandma-at-nc-states-tyler-lewis-whose-grandma-just-died-but-this-sounds-like-past-your-bedtime/>) "

And so I wonder when college sports ceased to be useful games in the development of a "sportsmanlike attitude" in our young people? That unfortunate change likely crept by us all while we ached and prayed for a win for our home team.

Shooters and killers seem not to have guilt or remorse. Producers of media games and movies seem not to harbor shame, discretion or common sense when they

A man should be upright, not be kept upright.

Marcus Aurelius

publish and distribute materials that do not encourage the valuing of human life but instead glorify the mindless and heartless disposal of such as a pile of inconvenient waste that litters our way.

Business, corporate, sports and political leaders seem not to value "rules," laws and civil discourse but instead will go to any lengths to "win" the game. Having an eye only on the long term benefits of work has given way to short term gains which too often ignore what awful consequences those may have upon people.

Teaching ethics has always been difficult. It has always been difficult because it entails the education not only of the mind but more importantly of the heart. But in a hostile and growing context of heartlessness, teaching ethics becomes not only difficult but moot and profoundly absurd.

Below are participants and faculty of the 6th Executive Leadership Seminar for the Lebanon Internal Security Force (November 2012), Center for American and International Law, Plano Texas.

We at the Institute for Law Enforcement Administration and the Center for Law Enforcement Ethics are proud to lend both teach and learn from these noble Generals and Colonels of the Lebanon ISF. And we are grateful to our US Department of State that provides the funds necessary for this extraordinary training and international professional exchange.

We Can't Afford Compartmentalized Thinking

By T. Neil Moore

"Winning is not a sometime thing, it is an all the time thing. You don't do things right once in a while...you do them right all the time." Vince Lombardi, Head Coach, Green Bay Packers 1959-1967

Recently, the Center for Law Enforcement Ethics had the opportunity to assist our law enforcement colleagues in Sanford, Florida and Albuquerque, New Mexico. In Sanford, Florida we provided ethical decision-making education to the entire Sanford Police Department. In New Mexico, our audience was a mix of high ranking police administrators and officers from around the state, about 150 strong. Our message there was applied ethics in the law enforcement environment and creating a culture of integrity.

In reflecting on those experiences, I was drawn back to my days as a police chief. I too had brought the Center for Law Enforcement Ethics to my agency. Gary Sykes and Dan Carlson did an outstanding job in providing ethics education to my officers. With that mission accomplished and working with a great training director, we turned our attention to the next issue, diversity

The empires of the future are the empires of the mind.

Sir Winston Churchill



I had taken a compartmentalized approach to ethics training, much like the manner in which our officers handle a call for service...call answered, issue solved (at least for the time being), on to the next call. Ethics training completed, check...now on to the next topic. And, there is always the next topic or the next issue. I eventually developed a policy that required some form of ethics training on an every other year cycle.

I also thought about my time working in Indiana state government, under the direction of Governor Mitch Daniels. To paraphrase Governor Daniels, if you're not counting it, it must not be important! Every year, every state employee had to participate in ethics education and pass a short test on that year's lesson. That is, several thousand state employees, every year had to pass the ethics test! Governor Daniels valued ethical behavior among all state employees. Those of us who had more immediate contact with him knew it.

So the question becomes, "do you, as a police leader compartmentalize the way you think about ethics and ethical decision-making?" Our officers are exposed to ethical dilemmas every day. If you don't think so, try this simple exercise. Fire up your computer; go to Google and search (look for images) using the terms "police misconduct" or "police use of force." You may be amazed at what you see.

On this issue, like the Vince Lombardi quote at the start of this column, ethics is not a sometime thing, it is an all the time thing. You don't do things right once in a while...you do them right all of the time. The longer I work in and around law enforcement leaders, the more convinced I become that continuous, on-going ethics education must become our norm. The consequence of unethical behavior by any of our officers affects us all. We can't afford to compartmentalize our thinking on this issue.

Effective Ethics Training for the New Mexico Police Chiefs Association

In January, 2013, Dr. T. Neil Moore and Dr. Dan Primozic had the honor of making a day-long presentation to the New Mexico Police Chiefs Association meeting held in Albuquerque, NM. Upwards of one hundred thirty participants attended two sessions: "Creating a Culture of Integrity" by Dr. Moore and "Foundational Ethics" by Dr. Primozic. Discussion was lively and the presenters, as always learned as much or more from the participants as the participants learned from them. The two hosts for the conference were Fred Radose-

vich, Director of Public Safety for Los Ranchos, NM and Marty Vigil, Chief Investigator, Office of the District Attorney, 13th District, State of New Mexico. The hosts and all of the folks involved with the conference were very gracious and generous and from what we can gather from the program evaluations the sessions were quite productive and successful. We look forward to working with this wonderful group of professionals again in the future.

The Annual Contemporary Issues and Ethics Conference (April 3-5-2013):

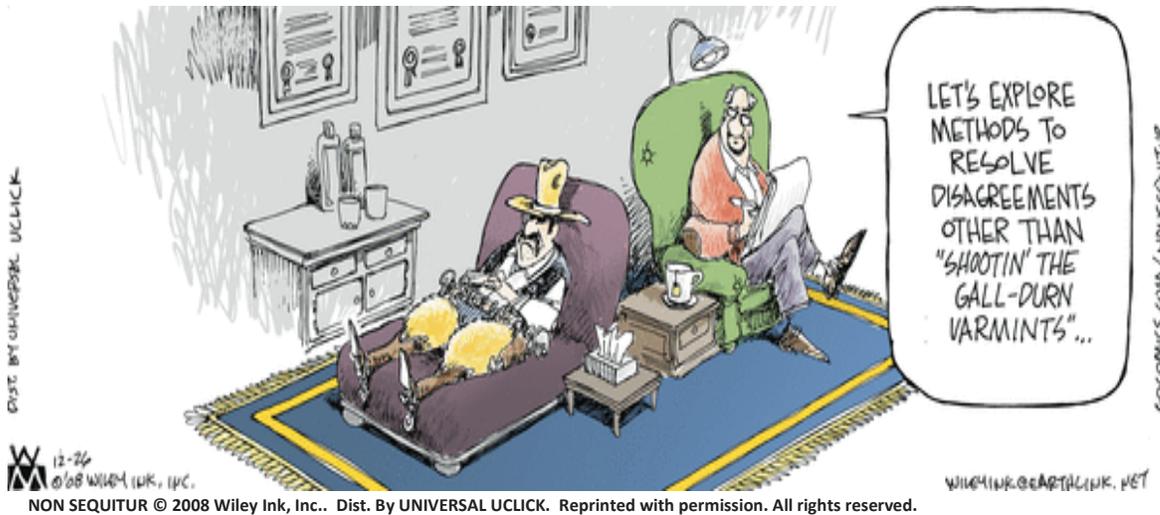
This year the title of the conference is *Policing in Our Century: The Emerging Issues*. It comes from some creative brainstorming of our alumni association ensuring its relevance to the current professional landscape. The sessions follow:

1. Keynote: "Police Leadership in the 21st Century," Tim Oettmeier.
2. "Line of Duty Deaths," John E. Shanks (Director of Development and Law Enforcement Relations, National Law Enforcement Officer Memorial Fund, Washington D.C.).
3. "Recognizing the True Cost of Low Morale," David Quickshank, Chief Executive Officer, Law Enforcement Research Group)
4. "The Importance of Recognition and Accreditation Programs," Marlin Price, Program Director, Best Practices Recognition Program, Texas Police Chiefs Association.
5. "The Duty of Care: Police Stress Consequences and Departmental Responses," Dr. John M. Violanti, Ph. D., Department of Social and Preventative Medicine, University of Buffalo, N.Y..
6. "Strategic Cutback Management: Law Enforcement Leadership for Lean Times," Janet Wiseman, Washington D. C..
7. "Police Mentoring," Robert D. Brown, Chief of the Duncanville Police Department, Texas.
8. "The Challenge of Recruiting Police Officers in the 21st Century," Kim Kohlhepp, Manager, Center for Testing Services and Career Development, IACP.

The Center for Law Enforcement Ethics will also make a presentation of its *Ethical Achievement Award* to a prominent organization which will be announced at the conference itself. Mark your calendars so that you can be sure to attend.

When we think we lead we are most led.

Lord Byron



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