

**Course Purpose:** The purpose of this block of instruction is to provide the student with insight regarding the transition to the management position and to identify the knowledge and skills, both personal and professional, that makeup the role of a lieutenant in the areas of; role and responsibilities, critical thinking and decision making, presentations, group projects development, legal update information, and leadership and ethics.

# Welcome / Registration/ Introductions

* 1. Orientation of course
		1. Course registration
		2. Schedule and content
		3. Start time, end times, lunch, breaks
		4. Attendance Requirements
		5. Laptops/thumb drives
		6. Student participation and Homework requirements
		7. Adult Learning Theory
		8. Hotel & Area Information
		9. College Credit Information
	2. Overview of Projects and Assignments
		1. Project Presentations
		2. Course Homework
	3. Student Introductions
		1. Name
		2. Rank
		3. Agency
		4. Current assignment and how long
		5. What do you want to get out of this course?
		6. Most difficult aspect of your transition to Management
		7. Emerging issues

**Student Learning Activities**:

Participants will meet in groups and discuss transitional issues and prepare and deliver the following presentations: one-minute presentation regarding communication skills utilized with the media and the public and a two-minute presentation detailing memorable experience(s). Students will also participate an emotional intelligence quiz and discuss intellectual standards. Students will discuss and present leadership concepts, traits and expectations facing their organizations.

**Methods of Assessment:** Team members and instructor(s) will provide constructive feedback.

# Introduction to Leadership - The Role of Lieutenant

***Learning Outcomes:*** *Upon completion of this block, students will possess an understanding of the role and responsibilities of a lieutenant/manager, knowledge of the factors that influence and shape the transition from supervision to management, and the ability to identify the management process within their respective agencies and how their role in this process provides opportunities to effect change and deal with the constraints they will face.*

* 1. Perspective and Role Changes
		1. Learning Exercise: Video and Group Discussion
		2. How has your perspective changed?
	2. Leadership Expectations and Discretion
		1. What do those we lead expect
		2. Do you have more or less discretion
		3. Understanding your leadership style
		4. Student Learning Activity: Leadership Quiz

# The Transition to Management

***Learning Outcomes:*** *Upon completion of this block, students will possess an understanding of the role and responsibilities of a lieutenant/manager, knowledge of the factors that influence and shape the transition from supervision to management, and the ability to identify the management process within their respective agencies and how their role in this process provides opportunities to effect change and deal with the constraints they will face.*

* 1. Basic Management Concepts
		1. Planning
		2. Organizing
		3. Coordinating
		4. Commanding
		5. Controlling
	2. Managers Role; must serve as a:
		1. Role model
		2. Mentor
		3. Coach (Identify difference between mentoring and coaching)
	3. Skills, Traits and Responsibilities
		1. Exemplification of professionalism and ethics
		2. Serves as a resource for those commanded and led
		3. Inspection and audit (Having a regular presence among human resources)
		4. Integrity (Holds together all the elements that make up ethics, i.e. values, morals standards, honesty, principles, etc.)
		5. Universal credibility (Proven credibility at all levels)
		6. Flexibility
		7. Humor (Must be sociable and approachable)
		8. Recognition, self-awareness, and control of own leadership style
		9. Common sense (Or even better, uncommon sense)
		10. Communication Skills and Generational Differences:
			1. Interpersonal
			2. Verbal
			3. Written
			4. Non-verbal
		11. Planning/Forecasting (Response versus reaction)
		12. Problem anticipation and identification
		13. Understands specific role in organization
		14. Knowledgeable in the concept and application of community policing (Brief overview, covered in COP class)
		15. Competent and must be relied upon
		16. Fair, Objective, & Consistent
		17. Maintains and exemplifies loyalty (complains up, not down)
		18. Sets clear and achievable expectations
		19. Represents (“lives”) the mission
		20. Assertive, proactive self-development, self-motivated
		21. Hands-on, self-starting, a doer
		22. As a Risk Manager, understand the elements associated with vicarious liability (brief overview, covered in Risk Management segment)
		23. Effective time management
		24. Delegation, accountability cannot be delegated
		25. Positive & Progressive discipline
		26. Auxiliary participation
			1. Community involvement
			2. Public speaking
			3. Appropriate off-duty appearances or volunteered time
			4. Available for special events
			5. Personal & professional commitment
			6. Morale (Promotion & maintenance)
		27. Managers must see the big picture
			1. Social
			2. Technical
			3. Environmental
			4. Political
			5. Public Service
		28. Department Policy
			1. Managers interpret policy as well as enforce/follow it
			2. Managers are involved in the development of policy (“You own it”)
			3. Introduction to Emotional and Social Intelligence
		29. Serves as acting captain/commander/department head
		30. Managers have influence towards budget
		31. Managers gain broader responsibility over personnel issues and process (Brief overview, covered in Personnel Issues and Internal Affairs Class)
		32. Alignment with department direction
			1. Understanding the direction and goals of your agency and develop alignment
			2. Develop goals and direction for your areas of responsibility that are in alignment
			3. Are your goals and direction in alignment and consistent with direction of the organization?
			4. Are evaluations and individual goals aligned with agency goals and direction
	4. Group Learning Activity: Compare and contrast Leadership vs. Management
		1. Desired Traits and Skills
		2. Leadership Role
		3. Defining leadership
	5. Student Learning Activity: Emotional Intelligence Quiz
		1. Importance of developing emotional and social intelligence
		2. Recognizing and dealing with changing relationships (Social & Professional)
	6. Student Learning Activity: Group discussion and presentation of Transitional Issues
		1. Identify Issues
		2. How have they been addressing (plan to address)
		3. Have they been successful
		4. Input from others and potential actions that may be taken
	7. Keys to Success
		1. Maintain your desire and improve your skills
		2. Become competent
		3. Develop Emotional and Social Intelligence skills
		4. Be a Risk Manager
		5. Don’t be disillusioned by your mistakes, learn from them and progress
		6. Be empathic and compassionate
		7. Establish plan / goal for your area of responsibility
		8. Find alignment
		9. Do the right thing – set the proper tone
	8. The Impact of your words and actions have greater impact
		1. Making your impact positive
		2. Operational and policy impact are important, individual impact is lasting!

# Critical Thinking & Decision-Making

* 1. Framing the Course
		1. Effectively framing this course is critically important to its success
			1. Ask the following question: *As public safety managers, what's on the line?*
				1. Lives (personnel & citizens)
				2. Security (financial, job, psychological)
			2. Ask the following question: *Why did we join this profession* *in the first place?*
				1. There is a nobility (not superiority) associated with what we do.
				2. Our jobs, when done right, are laced with honor and virtue
				3. Which means our thinking must be honorable and virtuous?
				4. I am not teaching you how to think
				5. This is already something you naturally do
				6. It is already a part of everything you do
				7. I will show you a model of thinking that will enhance the quality of your thinking to both what, how & why you do things
		2. Course Purpose/Goal
			1. Maximize the quality of one’s thinking and decision-making process so it is virtuous and considers the welfare and freedom of others
				1. Have the learners point out key words that stand out for them.
				2. These words will likely be the ones that have been underlined in this ECO (not the PPT slide)
			2. Emphasize the value behind each key word
		3. A *Central Question* to consider throughout this course:
			1. *How might what we learn & do in here, enhance the quality of how we think and perform out there?*
			2. Emphasize the critical importance of each underlined word
			3. This course is less about what we want the learner to know and more about what we want the learner to be able to do with what he or she knows
		4. Course concerns
			1. Acknowledge the concern that might be associated with all of the resources at the table and throughout the room
			2. Acknowledge the concern that might be associated with the change of *how* we are asking them to think and *behave* as managers
			3. Ask the question: *Do we as public safety employees fear* *change?*
			4. Acknowledge and celebrate the experience in the room and assure them we will be tapping into this for added value
			5. This is a partnership; not a lecture
	2. Pre-Thinking About Critical Thinking (Learning Activity)
		1. Students read the *Pre-thinking about Critical Thinking* handout and will write answers to the question that is asked at the end of the

 handout.

* + - 1. All of this begins to reveal both what and how we think about thinking
			2. Surfaces incomplete and inaccurate assumptions, attitudes & beliefs about critical thinking
		1. Eyes Across the Room
			1. Students stand up and lock eyes with somebody across the room
			2. Students then pair up with this partner and share a dialogue with one another about what they wrote
		2. Class dialogue
			1. Uncover and dialogue what was shared at table
			2. Chart the positive and negative thoughts about CT
			3. Chart the processes they use to think
	1. Exposing Our Thinking
		1. Show PPT slide with image of exposed gears inside a head
			1. Ask the following question: *What might we mean by this?*
			2. Show PPT slide of Socrates
				1. *"The unexamined life is not worth living"*
				2. Unless we take the time to self-examine (both individually and organizationally) we will never maximize our potential
				3. We can never become virtuous defenders of welfare and freedom
		2. Case Study (Operation Red Wings Learning Activity)
			1. Introduce the term *Case Study*
			2. We are going to *Examine, Explore & Connect*
			3. *Setting the Context*
			4. Each table received a 3x5 index card, which will have a question on it
				1. *What specific dynamics make this a challenging decision?*
				2. *What is it that will specifically guide their decision- making process?*
				3. *In this case study, how do we begin to see the differences between shallow and deep thinking?*
				4. *What does this case study reveal about each person's thinking?*
				5. *How might critical thinking play a role in making this decision?*
			5. Students examine the Operation Red Wings case study
			6. Each team to dialogues about their assigned question
			7. Share a class dialogue about each team’s discoveries
		3. Show PPT slide with image of a hamster inside a plastic ball?
			1. Ask the following questions:
				1. *How might this image resemble public safety thinking?*
				2. *What if this ball actually represents our own thinking; how might we be limiting our own thinking and the thinking of others?*
			2. I am going to be taking you to challenging, but productive places
		4. Show a PPT slide with course objectives (what the student will be able to know and do)
			1. Adopt a model of critical thinking that can be used to improve the learners’ personal and professional lives.
			2. Develop & deliver information that has been comprehensively analyzed & assessed through a model of critical thinking.
			3. Improve the learners’ ability to think and lead virtuously
	2. The Intellectual Virtues/Traits
		1. What might the world and our organizations look like if the following existed...?
			1. Humility
			2. Courage
			3. Empathy
			4. Integrity
			5. Confidence
			6. Perseverance
			7. Autonomy
			8. Fairness
		2. Students individually read: Critical Thinking: Concepts & Tools pp. 13-15
	3. The Egocentric Mind (What stops us from getting to virtue?)
		1. Case Study: Billy Bean & the Oakland A’s
			1. Frame the case study
			2. Students look for examples of the intellectual virtues or lack thereof
			3. Have the students justify their answers based on what they just read
			4. *What is it that is preventing them from acting in an intellectually virtuous way?*
		2. The Emotional Disadvantage When it Comes to Thinking
			1. We are emotional creatures, first and foremost
			2. We are at an extreme disadvantage when it comes to thinking
			3. We *always* experience emotion before we have a chance to think about it
			4. Only then can we use our *pre-frontal cortex* to manage the emotion
		3. Ego Defined: Self-Centered Ambition
			1. The spoiled petulant child in each of us that chooses getting his/her way over anything else
			2. The need to be better than, more than, and recognized for
		4. John Boyd: Life’s Role Call
			1. Air Force Pilot and Renowned military strategist
			2. Developed the OODA Loop decision making model
			3. Developed Life’s Roll Call
				1. Boyd encouraged his students to seek out Duty, Donor, and Country
				2. Instead, many people choose the tempting and much easier alternatives: Pride, Power, and Greed.
				3. Show Boyd PPT slide
				4. Read the passage from Ryan Holiday’s (2016) Ego is the Enemy.
		5. Evidence of Egocentrism
			1. Ask the following:
				1. How do we know when we are being egocentric?
				2. What would be the evidence?
			2. Reveal the negative emotions that are evidence of egocentric thinking
			3. Students read Taking Charge of the Human Mind pp. 11-15
	4. Discussion vs. Dialogue
		1. Prior to class, students read *“Teams Learning How to Learn: a* *Practical framework for achieving team learning”* (Uhl, 2017)
		2. Extract from the students the differences between discussion and dialogue
			1. Team learning is different than individual learning
			2. Best thinking is done as a team
			3. Best thinking is achieved as a team of learners
			4. Best thinking is done with awareness of the differences between
			5. This does not come naturally and requires a facilitator and lots of practice
		3. Case Study: Show Steve Jobs interview regarding his rock tumbler story
	5. A Model of Critical Thinking: Becoming Virtuous Thinkers & Leaders
		1. Breaking Our Thinking into Parts (Learning Activity). Show PPT slide with exit directions for learning activity
			1. Each table will create a team definition of critical thinking that is to be written on a Post-It easel chart.
			2. Using the resources provided, teams will then create a team structure that metaphorically represents their team definition
			3. Present to and justify to rest of the class
		2. Connect this activity to the model of critical thinking
			1. There are many parts to our thinking.
			2. Each part plays a critical role in making up the whole
			3. Each part is wholly dependent upon the other
			4. This CT model is a system of interconnected ideas
	6. Metacognition
		1. Introduce the word metacognition and show PPT slide with farmer walking across the field
		2. *“Thinking about your thinking, while you are thinking, to improve your thinking.”*
		3. Great teams are aware of their thinking as it is occurring
	7. The Elements of Thought (Analysis and Learning Activity)
		1. Elements of Thought Wheel
			1. Distribute the Elements of Thought Wheel handout
			2. Class dialogue about what this is and what it can be used for
		2. Analyze a life and death emergency case study
			1. Teams are assigned a combination of the following elements of thought:
				1. Purpose
				2. Questions at issue
				3. Information
				4. Interpretation & inference
				5. Concepts & theories
				6. Assumptions
				7. Implications and consequences
				8. Point of View
			2. Report team findings to the rest of the class
			3. Read “Critical Thinking Concepts & Tools, pp. 2-7
	8. The Intellectual Standards (Evaluation/Assessment)
		1. The Intellectual Standards (Learning Activity)
			1. Hand out the Intellectual Standards Worksheet
			2. Class dialogue about what this is and what it can be used for
		2. Analyze a Case Study: Ronald Reagan Space Shuttle Challenger Speech
			1. Teams are assigned a combination of the following Intellectual Standards:
				1. Clarity
				2. Accuracy
				3. Precision
				4. Relevance
				5. Logic
				6. Depth
				7. Breadth
				8. Significance
				9. Fairness
			2. Report team findings to the rest of the class
			3. Read “Critical Thinking Concepts & Tools, pp. 8-10
	9. Learning Verification
		1. Each learner will be given a narrative based scenario to read individually.
		2. Each table will form a collaborative learning team and examine the scenario through one of the following lenses:
			1. The surviving family members of the victim
			2. The officer who shot the resident
			3. The immediate neighborhood & the community as a whole
			4. The religious community
			5. The civic and business leaders in the community
			6. The police department as a whole
		3. Each table uses the elements of thought to come up with recommendations for the Chief of Police on how to deal with their

assigned stakeholder

* + 1. Each table prepares a proposal to the chief of police that is first tried out on another table
		2. Other table used the Intellectual Standards to provide feedback on their proposal
		3. Each table's proposal is presented back to the entire class as if presenting to the Chief (no more than 5 min ea.)
		4. Instructor (playing the part of the Chief) will evaluate their proposal against the intellectual standards and virtues (No more than 2 min ea.)
	1. Closing Remarks: Leadership, Thinking & Choice
		1. Leadership, Thinking, & Choice
			1. Show *“This is Water”* case study by David Foster Wallace
			2. Any problem in today's organizations can be linked to egocentric, poor, unethical, and non-virtuous thinking and leadership
			3. Shoddy thinking is costly; financially, psychologically, relationally, & emotionally
			4. Thinking and leadership is a choice; choose to critically think, lead, and teach others how to do and be the same
		2. Gloriously Different Saints
			1. Show the C.S. Lewis PPT slide with the following quote:
				1. *“How monotonously alike all the great tyrants and conquerors have been; how gloriously different are the saints.”*
				2. The world and public safety have been saturated with monotonously similar and tyrannical thinking that is not virtuous and fails to consider the welfare and freedom of others
			2. The Invitation: Choose to be a gloriously different saint

# Presentation Skills

* 1. The Three Reasons to Elevate One’s Speaking Style
		1. Research out of UCLA: the importance of non-verbal communications
		2. Research on attention span
		3. The results after incorporating effective communication skills
	2. Exercise #1 – Story Board Group Exercise
	3. Communication Skills (for media and the public)
		1. Appearance - the appropriate attire for any presentation
		2. Posture - how to appear professional
		3. Movement - use the space without being distracting
		4. Hand Gestures - the appropriate use provides interest and enthusiasm
		5. Eye Contact - builds rapport and establishes credibility / the best skill to connect to the audience
		6. Vocal Delivery - tone, modulation, pacing and pausing
		7. Facial Expressions
	4. Review and Critique - Exercise #1: Individualized, constructive feedback offered by instructor
		1. Strengths and areas to improve are identified
		2. A communication skill is assigned to each person
	5. Preparing a Presentation: Questions to ask before a speech
		1. Who is your audience?
		2. What elements will they respond to?
		3. What is the appropriate length of a presentation?
	6. Exercise #2
		1. A short presentation detailing memorable experience: The instructor coaches each person on how to best incorporate the communication skill that was assigned to her/him
		2. Constructive feedback, given by the instructor and participants, follows each coaching session

# Group Project Development

* 1. Goals for Project Presentations
		1. The ability to work on a group project
		2. The ability to conduct research via a variety of methods
		3. The ability to share their personal findings
		4. The ability to develop persuasive arguments for a course of action
		5. The ability to present effectively in a group setting
	2. Students will work on a group project to develop a persuasive proposal
	3. Groups will discuss contemporary concerns (problems) within their agencies, or develop a fictitious public safety concern
		1. Select a problem for group to develop into a proposal
		2. Develop a problem statement and the negative impacts
	4. Develop a goal to address the problem
	5. Research the problem and potential solutions, via a variety of methods
		1. Contact a minimum of two outside agencies
		2. Review a minimum of two internet articles
		3. Contact an internal agency command staff member (*Optional)*
		4. Summarize contacts and findings; Submit memo to Management Course Coordinator
	6. Evaluate potential solution(s) and their potential effectiveness to address the problem
	7. Demonstrate thought processes as it relates to the evaluation and selection of solution(s)
	8. Identify considerations and evaluation criteria used to select your final solution(s)
	9. Decision model is recommended but not required; “Decision Matrix” or “Elements of Thought”
	10. Develop a “Force Field Analysis” (model) or similar approach
		1. Identify who will support/help your proposal and who will oppose/resist your proposal.
		2. Identify recommended action to increase support and mitigate resistance (this may also be incorporated into your implementation process)
	11. Develop a Gantt Chart (project time line chart); Identify specific rollout phases and sequence
	12. Determine required funding and/or resources; Identify recommended funding source
		1. General fund
		2. Grant
		3. Special funding source
	13. Identify evaluation component for effectiveness (if appropriate for your proposal)
	14. Ability to effectively present in a group setting
		1. Develop a professional, compelling presentation that incorporates all components
		2. Utilize presentation aids, such as; PowerPoint (PP), videos, visual aids, handouts, demonstrations
		3. Include fictitious agency name, actual team member names and agencies on the cover of your presentation
		4. Ensure each team member presents a portion of the proposal; equal distribution
	15. Guidelines for Effective Presentations
		1. Organizing a Presentation
		2. Strategies for introductions
		3. Organizational formats
		4. Conclusion techniques
		5. Visual Aids
			1. Types of visuals
			2. Strategies for designing high impact visual aids
			3. Techniques for effectively using visual aids
		6. PowerPoint Recommendations
			1. Font size
			2. Amount of material on each slide: less is more
			3. Bullet points only
			4. Use of sound effects
			5. Imbedding video/pictures
			6. Pre-test video and audio prior to presentation
			7. Avoid reading from the screen during presentation
			8. Demonstrate ideas and thought
	16. Expert panel will provide feedback; strengths and weaknesses of project and presentation
		1. Provide copies of your presentation (PP) to the Project Review Panel and Course Director
		2. Question & Answer Sessions

# Personal and Professional Growth

* 1. Stress Management
		1. Survival skills for managers
			1. Definitions
			2. Physiological
			3. Psychological
			4. Symptoms of stress
		2. Causes of stress
			1. System causes (work environment)
			2. Managerial styles that may be related to stress
				1. Managerial style stressors caused by you
				2. Managerial style stressors that affect you
		3. Relieving/Managing Stress
			1. Mind and Body Techniques
			2. Physiological
			3. Psychological
			4. Personal versus Professional
		4. Time Management
			1. Time assessment – where do you spend your time?
			2. Establishing priorities – what is and is not important?
			3. Time wasters
			4. The art of delegation
	2. Life and Career Goal Setting
		1. Life goal setting
			1. Adapting to personal change
			2. What is important to you?
			3. What is your personal plan?
			4. Your health
			5. Personal relationships
			6. Financial
			7. Education
			8. Developing a wellness model that works for you
		2. Career goal setting
			1. Adapting to professional change
			2. What is important to you?
			3. What is your professional plan?
			4. Physical and mental health
			5. Professional relationships
			6. Understanding the organizational culture
			7. Education and skill development
	3. Personal Values
		1. What is the relationship of your personal values to the organizational values?
		2. How do values affect stress?
		3. How do values affect life and career goal setting?
		4. Maintaining healthy values and continuous growth

# Leadership and Ethics

* 1. Begin with a discussion of knowing the ethics of your organization and the value of networking
	2. Defining Ethics
		1. Combining ethics and leadership?
		2. Good leadership cannot occur without consistent ethical conduct
		3. We are going to have a conversation about some issues you may have been taking for granted
		4. What is the cost of poor ethical decisions, personally and professionally?
		5. Recent examples of poor ethical behavior in our profession
		6. When do we talk about our ethics? SLI Graduates?
		7. Are we better off as a society today in terms of our ethical behavior?
		8. What are ethics? Values?
		9. Michael Josephson Institute definitions
		10. Your ethics grade
			1. Your organizations ethics grade
			2. How is it that they can be different?
			3. Can an ethical person exist is a less than ethical organization?
		11. What does the community expect in terms of our ethical behavior? On duty vs off duty
		12. Learning Activity: Law Enforcement Integrity Audit
	3. Learning Activity: “Ethical Dilemma” exercise
		1. Each group will identify an ethical dilemma that has occurred in their department, how it was handled and if it was handled appropriately
		2. Using learning objectives as criteria
		3. Must have confidentiality
		4. Don’t give us an easy one
		5. Case Example from instructor’s experience
	4. Responsibilities of Middle Management
		1. Did your ethics change with your promotion?
		2. Did your values change with your promotion?
		3. Modeling (use handout titled, “are you that guy?”)
		4. Mentoring (including discussion of formal mentorship programs)
		5. Accountability
			1. Accountability for your words and actions: How did they change with your promotion?
			2. Accountability of Subordinates: What do they want from you?
			3. Accountability of Superiors: What do they want from you?
			4. When and how to intervene
	5. How is Ethics Communicated?
		1. Your ethics are often seen more by what you do than by what you say
		2. Sending the wrong message
		3. Does your department have a Values Statement? Is it used for anything other than promotions?
		4. Who establishes your organizations ethics?
			1. Chief
			2. Captain, Lieutenant, Sergeant
			3. FTO
			4. Hiring officer
		5. Sphere of influence: Defined as the environment over which a person has management or leadership responsibility
	6. Defining Leadership
		1. Classic definitions of leadership
		2. At what level in the organization do leaders exist?
		3. The makings of a leader: Are they born or made?
		4. What is the difference in leadership as a sergeant vs lieutenant
	7. Key Skills of Leadership
		1. Integrity
		2. Role model
		3. Mastery of the job
		4. Team building
			1. Mentoring – Who will run the organization when you retire?
			2. Does your team believe you competed for your current rank for yourself or the betterment of the organization?
	8. Managing employees
		1. Anyone have an employee that they would consider “difficult”? Why do you consider them “difficult”?
			1. How do we turn them around?
		2. Whining, Sniveling, Malcontents: Why are they tolerated?
		3. Do we have to manage our hard workers?
			1. “If you want something done, give it to the busiest person”
		4. Are your people REALLY your most important resource?
			1. If so, how much time in the last week did you spend mentoring, developing, encouraging, etc. your people?
			2. Sometimes we spend so much time doing our job that we forget what is important
	9. Early Warning System
		1. Identify behaviors which are precursors to Inappropriate Conduct
			1. Subgroup behaviors (collective tattoos, exclusive clubs, insignias)
			2. Demonstrated attitudes and statements
			3. Financial status
			4. Inappropriate humor
			5. Patterns of complaints or repetitive non-sustained complaints
			6. Rumors
			7. Accepting mediocrity
		2. Tracking systems
			1. Who uses them?
			2. How effective?
	10. The Ethical Collapse
		1. Why do good people make bad decisions?
		2. Rationalizations
			1. Entitlement
			2. The end justifies the means
			3. Peer pressure
			4. Others do it
			5. Michael Josephson’s “Doctrine of Filth:” “This doctrine depicts those who rationalize or justify their own unethical behavior by focusing on or deflecting attention to the unethical behaviors. “I am not so bad as others are worse.”
			6. From other classes; love, money, greed, addiction, lazy, started small.
			7. Code of silence: Does it exist?
			8. Discuss the National Institute of Justice Study
	11. Leadership pitfalls
		1. “I can do it all”
		2. Too much hugging
		3. Inability to be wrong
		4. Closed mind to new ideas
		5. Wearing stress on your sleeve
	12. Learning Activity: “Gray area” ethics exercise
	13. Show graduation speech video
	14. Conclusions and closing comments