



CRIMINAL INTELLIGENCE SERVICE ONTARIO

MOBILE SURVEILLANCE TRAINING PROGRAM

Lesson Plan

ETHICS AND THE SURVEILLANCE OFFICER



February 2003

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TOPIC: ETHICS AND THE UNDERCOVER OFFICER**OBJECTIVE:**

At the conclusion of this presentation and the training course, the student will be able to:

- (1) Define the terms: Ethic, Ethics, and Ethical;
- (2) Identify the origins of personal ethics;
- (3) Complete an individual survey on ethical values on the job and discuss the importance of these values;
- (4) Complete an individual survey on ethical conflicts and discuss the implications of their responses;
- (5) Complete an individual survey on ethical attitudes and discuss the implications of their responses;
- (6) Identify and discuss their self-image and self regard issues;
- (8) Identify and discuss the issues in determining ethical rights and wrongs;
- (9) Identify how individual ethics influence organizational and legal decisions;
- (10) State the five factors affecting ethical decisions;
- (11) List four things that cannot be done to the target;
- (12) List the things that can be done relative to the target and how to deal with these issues on a personal level;
- (14) List and discuss personal habits and their impact on ethical decision making;
- (15) Define the term blurring and discuss the implications for the Surveillance Officer;
- (16) Identify the physical, emotional and relationship issues as it relates to personal ethics and decision making;
- (17) Identify the differences between the Standards of Performance required for the public, uniform police and undercover officers;
- (18) List the ten step method of solving ethical problems;
- (20) State the five rules for ethical behaviour;

through the use of question & answer technique, guided discussion, individual/syndicate and practical exercises, as assessed by Course Staff.

STUDENT LEVEL: Experienced Law Enforcement Investigator

METHODOLOGY: Lecture/Developmental, Guided Discussion and Debriefing
Individual and Syndicate Assignments

TIME ALLOWED: Classroom Session: 1.5 hours.

<u>VENUES:</u>	Classroom, external site.
<u>REQUIREMENTS:</u>	Student Notes/binder, Operational Notebook & related forms. As determined by Course Staff
<u>STAFFING:</u>	Course Staff as assigned. Experienced Surveillance Officer
<u>EQUIPMENT:</u> _____	Classroom: OHP, flip charts, markers,
<u>HANDOUTS:</u>	Classroom: Point Form - Student Notes. Syndicate Exercise - Lifeboat Survival Situation. Individual Survey - Sources Of Ethical Values. Individual Survey - Ethical Values On The Job. Individual Survey - Ethical Conflicts. Individual Survey - Ethical Attitudes.

REFERENCES:

Police Services Act (R.S.O.)

***Everyday Ethics for Career and
Personal Development***

John R. Jones

(2001) ISBN: 0-13-014303-0

Pearson Education Canada Inc.

Toronto, Ontario

***Reputable Conduct - Ethical Issues
in Policing and Corrections, 2nd Ed.***

John R. Jones

(2000) ISBN: 0-13-022771-4

Pearson Education Canada Inc.

Toronto, Ontario

Ethics in Business

Robert B. Maddux & Dorothy

Maddux (1989) ISBN: 0-931961-69-6

Crisp Publications, Inc.

Los Altos, California, USA 94022

***Ethical Reasoning in Policing,
Corrections & Security, 2nd Ed.***

David R. Evans & Craig S.

MacMillan (2003) ISBN: 1-55239-
088-8

Emond Montgomery Publications
Ltd. Toronto, Ontario

DIRECTIONS TO INSTRUCTOR:

Pre-session: Secure a variety of personal and investigative scenarios in which officers were required to make decisions affected by values/ethics. There must be a statement made that you will not force a right or wrong approach - rather an ethical approach based on the lesson content.

Included in this lesson plan are a series of exercises/personal surveys. These teaching aids are designed to have the student probe themselves to identify their ethical values/issues only. These exercises/surveys are not to be taken up in class, rather left with the student for present as well as future use when the student takes the time to consider their ethical position.

Session: This training session should use a practical (in-classroom) approach, utilizing the students themselves and course staff to engage in applying the desired approach. Be prepared to inject a scenario into the session at those times which present the best opportunity to enhance student activity and discussion. Avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion. The students must provide the answers through their own creativity and ingenuity, both individually and in syndicate format. This will provide the necessary motivation to use that same creativity and ingenuity when engaged in a mobile surveillance operation. You will demonstrate your motivation through your enthusiasm and commitment in mentoring the students both in the classroom and in the practical exercise sessions.

INTRODUCTION:

Law enforcement is one of those unique professions where the ethics of their decisions will always be examined with the greatest degree of publicity. The public, the courts, the agency and even the criminals look to and value our ethical approach. We provide a continuous thread of value through our society. It follows that our ethics must be those of a person who has very high personal values and behaves in a way that states those values are critically important. This presentation will be examining values and ethics of you as a person because that is how it plays out. What you do as a person is what you will do as a law enforcement officer.

During our session, you will be asked questions which will ask you to probe yourself. For the moment leave politics aside and look to give answers which reflect the real you. This will help all of us to understand ethics in both a more personal and job oriented manner.

PRESENTATION:

Q.T.C.: Define: ETHIC

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- A philosophy or system of morals, ethics.

Q.T.C.: Define: ETHICS

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- The principles of right conduct with reference to a specific profession, mode of life.

Q.T.C.: Define ETHICAL

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- Conforming to right principles of conduct as accepted by a specific profession.

Q.T.C.: When and Where do we develop ethical values?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- during childhood - how did we get along with family
- employment - learned from others - now teaching others

Q.T.C.: Where do ethics originate?

(Instructor: although you may receive a number of one word answers, it is necessary that the student put the origination in the context provided here.)

A.R.:

- Over time codes of conduct were developed to insure survival. These codes included the nurturing of children, forming a family and tribal units, and hunting rituals. Even the earliest people realized that there was danger of extinction if violent acts were not curtailed, if thievery went unhampered, if no one could count on anyone else to exercise the "right" behaviour. Thus, a system of acceptable behaviour was formed.

Q.T.C.: What are the important ethical values for policing?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- honesty, fairness, obedience to the law, compassion, respect for others, loyalty, dependability, courage, helpfulness, self-control, truthfulness.

Q.T.C.: What are some job related conflicts that put your ethical values to the test?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- conflicting loyalties, fear of failure, fear of being fired/chg'd.

Q.T.C.: What are some of the ethical attitudes that would create issues?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- | | |
|--|-----------------------------------|
| - its just a job | be done to get the job done |
| - anyway I can get the bad guy is okay | - you better back me up no matter |
| - I'm a cop so I can do what needs to | what I do or say |

INSTRUCTOR: These questions are to be asked more in a rhetorical fashion to stimulate/provoke thinking about personal ethics, however, if it solicits a response from a students the point raised should be explored through pointed discussion.

Q.T.C.: WHAT DOES IT MEAN HAVE "PRIDE IN ONESELF"?

Q.T.C.: IS IT NECESSARY IF YOU ARE GOING TO SERVE OTHERS?

Q.T.C.: WHAT IS YOUR SELF-IMAGE?

Q.T.C.: WHAT IS YOUR SELF REGARD? YOU OWN IT - YOU CONTROL IT

Q.T.C.: WHAT DO YOU THINK ABOUT YOURSELF?

INSTRUCTOR STATEMENT TO CLASS:

Corvin's Law of Rules: If you screw the rules, they will multiply.

Cream rises - sewage floats.

INSTRUCTOR STATEMENT TO CLASS:

DETERMINING ETHICAL RIGHTS AND WRONGS IS COMPLICATED BY THE FACT THAT MORAL STANDARDS CHANGE WITH TIME. DIFFERENT GROUPS IN THE SAME SOCIETY MAY HAVE CONFLICTING IDEAS OF RIGHT AND WRONG.

Q.T.C.: What is meant by this statement?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- ethical standards have changed from the time I learned to today
- different cultures have ethical priorities different from others
- ethical values held by police officers are usually different from other elements of the society within they work.

RHETORICAL Q.T.C.: WHO IS WRITING ON WHOSE SLATE?

DISCUSSION: You learned from others as others are now learning from you by your words and actions as a person and as a law enforcement officer.

INSTRUCTOR STATEMENT TO CLASS:

YOUR ETHICS INFLUENCE A WIDE RANGE OF ORGANIZATIONAL AND LEGAL DECISIONS.

Q.T.C.: What are the five major factors affecting your ethical decisions?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- | | |
|---|--|
| - The Law (C.C., C.D.S.A., etc.) | - Social pressures (inside and outside) |
| - Rules and Regulations (P.S.A.) | - Tension - personal standards verses organizational needs |
| - Organizational ethical codes (Policy and Procedure) | (you want - the boss wants) |

INSTRUCTOR: Lead the discussion of how each of these factors impacts on the police in general and intelligence gathering specifically

Q.T.C.: What are prohibited behaviours when dealing with a target?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- entrapment
- coercion
- pursuing
- creating fear in the target *

Q.T.C.: What are permitted behaviours when dealing with a target?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- lying
- deception
- misrepresentation of yourself
- creating fear in the target *

INSTRUCTOR STATEMENT & RHETORICAL QUESTIONS TO CLASS:

Permitted behaviours are quite simply tools in your professional tool kit. Those same tools are just that - tools - NOT YOU.

At the end of the day, will others still recognize the original you?

Will you recognize you when you go home at the end of the day?

INSTRUCTOR: These questions are to be asked more in a rhetorical fashion to stimulate/provoke thinking about personal ethics, however, if it solicits a response from a students the point raised should be explored through pointed discussion.

* Corvin's Law of Rules

WHAT HAS BECOME YOUR HABIT?

i.e., Driving SOLDIERS develop blind habits - don't think

WHAT IS BLURRING?

HOW DO I AVOID BLURRING?

PHYSICAL, MENTAL, FAMILIAL WELL-BEING ISSUES

Q.T.C.: What does "MEETS STANDARDS OF PERFORMANCE" mean to us?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- Standards of Performance - PUBLIC - better than most - sufficient to get us hired
- Standards of Performance - POLICE OFFICERS - the best - allows us to stay on the job and sustain greater responsibility
- Standards of Performance - INTELLIGENCE OFFICERS - the best of the best - given wide latitude and freedom.

Q.T.C.: What is the Expectation of the public and our peers?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through discussion.)

A.R.:

- the regular performance of law enforcement officers will always provide a model for other officers and society

INSTRUCTOR STATEMENT TO CLASS:

Refer to your handout on the 10 step method of solving ethical problems. In the future, through practice using this methods, you will find solving ethical problems more straightforward.

<i>Step 1</i>	Define the problem.
<i>Step 2</i>	Is it an ethical problem or a straight forward operational decision?
<i>Step 3</i>	Identify those elements of the problem that are ethical concerns.
<i>Step 4</i>	Is the problem a case of differing opinions, a conflict of interest, or a question of rights and fairness?
<i>Step 5</i>	It is a personal problem, a departmental problem, a policing problem, or a cultural problem?
<i>Step 6</i>	Who is affected?
<i>Step 7</i>	Is special help needed?
<i>Step 8</i>	What are the alternative solutions?
<i>Step 9</i>	Are the proposed solutions legal, moral, culturally acceptable, and in keeping with good policing practices? Does the solution support the image you and the department wish to have with peers, and the public?
<i>Step 10</i>	Can the solution be implemented reasonably and with a high degree of probable success?

INSTRUCTOR STATEMENT TO CLASS:

Refer to your handout on the 5 Rules For Ethical Behaviour. In the future, these rules will serve a benchmark for your behaviour.

FIVE RULES FOR ETHICAL BEHAVIOUR

Consider the needs of others, not just your own. Remember that you have to give to get, and that life is better when you live it as a win/win situation.

Never forget just who you and your organization are. You are part of the community and a thread in the fabric of society. Don't do those things that common sense will tell you will cause it to unravel.

Obey rules, laws, and cultural standards, or get them changed. Remember, however, that you can be unethical without breaking the law. Use common sense and assess the potential damage of an unethical act or the violation of moral standards in advance.

Violations are not worth it in the long run.

Test your thinking frequently. Ask yourself, “Is this the right thing to do? Is it fair? Is it honest? Is there a better way?”

Don’t lose your objectivity. This is a simple statement, but a tough order. What is right, what is fair, and what is in your best interest may be different things. Be sure you put your biases aside and look at all aspects of the issue.

SUMMARY AND CONCLUSION:

Ethical issues are issues of self-test and self-examination. At the end of the day, your ethical concepts are the ones to be measured - not that of someone else. You must live with you.

Will the role of intelligence officer be a better professional choice for others during and after you go?

Who will remember you?

How will you be remembered?

SCENARIOS:

Read aloud Scenario- have student pencil response - lead discussion on responses & why

- ① You are acting as a couple investigating a porn/drug operation in a bar with an upstairs bedroom area. Against the ops plan, the male officer separates from the female officer and goes upstairs alone. He is taken too long so the female officer goes upstairs and opens the door to the bedroom. The female in the room is in bra and panties on her knees in front of the male officer who has his jeans down around his knees. This is the scene confronting the female officer. The male officers reacts loudly and negatively and slams the door in the female officer's face. The female officer persists and knocking several times with no result opens the door and confronts the male officer who pushes her away with loud, angry reactions. Finally the male officer makes suggestive comments to the female target and the two officers leave the premise. What would you do?

Addendum: The supervisor calls you in and says there is no problem and he will take care of the situation. He want you to continue working the project. What do you do?

- ② There is a meeting set up at a safe house for 7:00 pm. You get through traffic easily and arrive at 6:53 pm and enter the house and living room just as the officer in charge of the project is swiping his head in a full motion across the glass coffee table. You confront - he denies. What do you do?

Addendum: Reported to the supervisor who advises this Project OIC is having a tough time dealing with his coke problem but that the service is dealing with it and you are to continue working the project.