

CLEE

CERTIFIED LAW ENFORCEMENT EXECUTIVE

(Sponsored by the Law Enforcement Foundation, Inc & the Ohio Association of Chiefs of Police)

Capstone Presentation Activity Guide

Introduction

Eight modules anchor the body-of-knowledge for CLEE. They include: Ethics, Vision, Mission & Guiding Principles, Human Resource & Team Facilitation, Strategic Planning, Change Management, Managing & Leading the External Environment, Interpersonal Skills and Police Resource Allocation & Budgeting. One way of viewing the eight modules is to envision them as separate parts of a tool kit. The Capstone Presentation Activity is an opportunity to practice using all eight tools in the kit by applying them to real life problems faced by CLEE class members.

Instructional Goals

- To provide a process for participants to apply the basic concepts and principles of the eight modules in CLEE
- To provide a vehicle for participants to practice the problem solving procedures of
 - Analysis - identifying the elements of a problem and their relationships
 - Synthesis - consideration of alternative conclusions and the development of a plan(s) of action
 - Evaluation - standards or criteria to make judgments about conclusions and plans
- To provide a means for participants to develop further their formal presentation skills

Instructional Product

For this activity, each CLEE class member will develop a formal ORAL presentation based upon:

- 1) A current or potential problem facing the member's agency, or
- 2) A past problem in the agency, which in the opinion of the class member, was not adequately resolved

The formal presentation will be of the type normally given to an agency's executive officer, city council, mayor or other governmental official to provide proposed solutions to a complex problem. It should incorporate elements of all eight CLEE modules and **must** include the use of PowerPoint software.

Capstone Presentation Timelines

<u>TIMEFRAME</u>	<u>ACTIVITY</u>
During Lunch of the first day of the 1 st In-residence session (March)	<ul style="list-style-type: none"> • Mentor (Capstone panelist) Assignments made and meet with mentors in small group to share ideas for the capstone study.. • Review The Capstone Presentation Activity Guide. • Discuss potential problem topics with mentor.
Due at June In-residence sessions:	<ul style="list-style-type: none"> • Develop a one to two page “bullet” paper (brief phrases organized by bullets, numbers or letters) that addresses the selected problem. (See Appendix A for paper format.) This is not required to be turned in. <u>The “bullet” paper and presentation must include information that addresses the content of the first four modules.</u> (March and June) • See Appendix B for Checklist. • Revise “bullet” paper based upon feedback from mentor. This will require you to make email contact with mentor. • Review The Capstone Presentation Activity Guide for next requirement due in September.
Due at September In-residence sessions	<ul style="list-style-type: none"> • Revise “bullet paper” to include information addressing the content of the first six modules and follow the same process listed for session two to receive feedback from Capstone mentor.. • Use 3rd In-resident Session Bullet Paper Format (Appendix C) and the 3rd In-resident Session Feedback Checklist (Appendix D). • Review Capstone Presentation Activity Guide for September class.. • Provide PowerPoint training if requested by those who want or need. (optional) • Sample presentation by prior graduate.
Due at November In-residence session	<ul style="list-style-type: none"> • Revise “bullet paper” to include information addressing the content of the eight modules and follow the same process listed for session two to receive feedback your Capstone mentor.. • Use 4th In-resident Session Bullet Paper Format (Appendix E) and the 4th In-resident Session Feedback Checklist (Appendix F.) • Review Capstone Presentation Activity Guide for next requirements.. • Provide opportunity for students who want or need some assistance on presentation techniques.

<p>Following last module (November – January):</p>	<ul style="list-style-type: none"> • Develop presentations based upon “bullet” papers and feedback from mentor. • Use PowerPoint software to prepare presentation.
<p>During the Capstone Presentation (January):</p>	<ul style="list-style-type: none"> • CLEE class members are present to give presentations to the Capstone mentor and at least one additional CLEE graduate and receive feedback. • Two copies of written outline of Presentation for panelists. • A one to two page narrative prepared to give to panelist which discusses how the eight modules of CLEE are reflected in the presentation. Therefore, presentation of how the eight modules are integrated into the solution, is not needed, and gives you more time to present content.

Grades for the Capstone Presentation

The final Capstone Presentation will be evaluated using items 1 through 6 of the “Capstone Presentation Evaluation Checklist”, which is attached as Appendix G. The “Capstone Presentation Evaluation Checklist” provides defined and systematic criteria for assessing each CLEE class member’s level of accomplishment.

The essential elements in providing feedback and grading the presentations is the judgment of the Panelists, based upon their years of experience in law enforcement and with the CLEE program.

Presentations, using PowerPoint software, are limited to 20 minutes in length followed by a 5-minute question-answer period with the Capstone Presentation Panel. The Capstone Presentation Panel will grade each presentation and meet individually with class members to give feedback concerning problem solving and presentation skills.

Presentations are graded with a “pass” or “fail” grade. Students receiving a failing grade will not graduate from CLEE unless they choose to attempt to pass by writing a paper based upon their “bullet” papers. The paper, in lieu of another presentation, is submitted to the Capstone Panelists for grading. If it receives a passing grade, the student will have completed CLEE and eligible to graduate.

Role of Capstone Presentation Panelist

Capstone Panelists are CLEE graduates who have volunteered to assist small groups of CLEE students develop their ideas for their presentation and then serve on panels to evaluate the presentations. They have agreed to be available through regular mail, email or phone to answer team member questions throughout the year. They also will be available for lunch meetings during the in-residence sessions to answer questions, provide feedback, and give encouragement.

The Capstone Panelists will use the "Capstone Presentation Evaluation Checklist" form in providing a grade and feedback. They may choose to comment or not about the creative or exemplary manner in which each criterion is met. If a particular criterion is not met, the Panelists will write a constructive comment about it.

2nd In-residence session Bullet Paper Format
(1-2 pages)

Name _____

Please use only brief “bullets”, in outline format, to address each section below. The “bullets” will help you convey your thoughts at this time to classmates in group meetings and may ultimately be included within the “slides” of the PowerPoint presentation given at the end of the course.

Section 1 – Problem Identification

- Provide a clear, concise statement of the problem, not symptoms.
- Identify key secondary issues or concerns.

Section 2 – Background

- Identify significant facts, people, events, activities, trends, questions, etc.

Section 3 – Module Content Implications

- Identify the implications of the content from the first four CLEE modules to the problem

2nd In-residence session Feedback Checklist
(To Be Completed By Mentor)

Presenter _____

Mentor _____

<p>Section 1 – Problem Identification</p> <ul style="list-style-type: none"> ➤ Is there a clear, concise statement of the problem, not symptoms? ➤ Are key secondary issues also identified correctly? 	<p>___Yes ___No</p> <p>___Yes ___No</p>	<p>Comments/Suggestions:</p>
<p>Section 2 – Background</p> <ul style="list-style-type: none"> ➤ Are significant facts, people, events, activities, trends, and questions identified? 	<p>___Yes ___No</p>	<p>Comments/Suggestions:</p>
<p>Section 3 – Module Content Implication</p> <ul style="list-style-type: none"> ➤ Ethics? ➤ Vision, Mission & Guiding Principles? ➤ Human Resources & Team Facilitation? ➤ Strategic Planning? 	<p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p>	<p>Comments/Suggestions:</p>
<p>Please use the back of this page for additional comments/suggestions for the above and to make comments or suggestions concerning the “bullet “ paper’s –</p> <ul style="list-style-type: none"> ➤ Thoroughness ➤ Organization ➤ Creativity ➤ Insightfulness 		

3rd In-residence session Bullet Paper Format
(3-4 pages)

Name _____

Section 1 – Problem Identification

- Provide a clear, concise statement of the problem, not symptoms.
- Identify key secondary issues or concerns.

Section 2 – Background

- Identify significant facts, people, events, activities, trends, questions, etc.

Section 3 – Alternative Resolutions Considered (New “bullets”)

(This may be the most important aspect of this problem solving activity. Make sure you have carefully generated and thought through as many – 3 or more – alternative solutions as possible. Typically, your supervisor will ask what other possible solutions were and why did you reject them or the supervisor will come up with a solution and ask you why his or her solution will not work. You need to allocate time thinking of good alternative solutions and not just quickly finding one and spending time justifying it.)

- List each significant alternative resolution considered.
- Indicate why each, other than the one being proposed, was rejected.
- Indicate why the one being proposed was selected.

Section 4 – Module Content Implications

- Discuss the implications of the content from the first six CLEE modules to the problem (Include “bullets” from previous paper.)

3rd In-residence session Feedback Checklist
(To Be Completed By Mentor)

Presenter _____

Mentor _____

<p><u>Section 1 – Problem Identification</u></p> <ul style="list-style-type: none"> ➤ Is there a clear, concise statement of the problem, not symptoms? ➤ Are key secondary issues also identified correctly? 	<p>___Yes ___No</p> <p>___Yes ___No</p>	<p>Comments/Suggestions:</p>
<p><u>Section 2 – Background</u></p> <ul style="list-style-type: none"> ➤ Are significant facts, people, events, activities, trends, and questions identified? 	<p>___Yes ___No</p>	<p>Comments/Suggestions:</p>
<p><u>Section 3 – Alternative Resolutions Considered</u></p> <ul style="list-style-type: none"> ➤ Were at least 3 alternatives listed? ➤ Were reasons given why each, other than the one being proposed, was rejected? ➤ Were there sufficient reasons why the one being proposed was selected? ➤ Were the quality and quantity of alternatives appropriate? 	<p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p>	<p>Comments/Suggestions:</p>

<p><u>Section 4 – Module Content Implications</u></p> <ul style="list-style-type: none"> ➤ Ethics? ➤ Vision, Mission & Guiding Principles? ➤ Human Resources & Team Facilitation? ➤ Strategic Planning? ➤ Change Management? ➤ Managing & Leading the External Environment? 	<p>___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No</p>	<p>Comments/Suggestions (only for new & changes):</p>
<p>Please use this page for additional comments/suggestions for the previous sections and to make new comments or suggestions concerning the “bullet “ paper’s –</p> <ul style="list-style-type: none"> ➤ Thoroughness ➤ Organization ➤ Creativity ➤ Insightfulness 		

4th In-residence session Bullet Paper Format
(5-6 pages)

Name _____

Section 1 – Problem Identification

- Provide a clear, concise statement of the problem, not symptoms.
- Identify key secondary issues or concerns.

Section 2 – Background

- Identify significant facts, people, events, activities, trends, questions, etc.

Section 3 – Alternative Resolutions Considered (Include “bullets” from previous paper.)

List each significant alternative resolution considered.

- Indicate why each, other than the one being proposed, was rejected.
- Indicate why the one being proposed was selected.

4. Proposed Action Plan (New “bullets”)

- Is the action plan presented in a clear, concise manner?
- Is the chosen alternative well reasoned?
- Is the chosen alternative realistic?
- Are goal/objectives well explained?
- Are key plan assumptions discussed?
- Are key strategies identified?
- Is there consideration of financial implications?
- Are there plans for monitoring and measurement of actions taken?
- Were there important key factors not taken into consideration?

Section 5 – Module Content Implications

- Discuss the implications of the content from the first eight CLEE modules to the problem (Include “bullets” from previous paper.)

4th In-residence session Feedback Checklist
(To Be Completed By Mentor)

Presenter _____

Mentor _____

<p><u>Section 1 – Background</u></p> <ul style="list-style-type: none"> ➤ Are significant facts, events, activities, trends and people identified? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Are important symptoms described? <input type="checkbox"/> Yes <input type="checkbox"/> No 		<p>Comments/Suggestions (only if “bullets have changed):</p>
<p><u>Section 2 – Problem Identification</u></p> <ul style="list-style-type: none"> ➤ Is there a clear, concise statement of the problem, not symptoms? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Are key secondary issues also identified correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No 		<p>Comments/Suggestions (only if “bullets have changed):</p>
<p><u>Section 3 – Alternative Resolutions Considered</u></p> <ul style="list-style-type: none"> ➤ Were at least 3 alternatives listed? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Were reasons given why each, other than the one being proposed, was rejected? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Were there sufficient reasons why the one being proposed was selected? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Were the quality and quantity of alternatives appropriate? <input type="checkbox"/> Yes <input type="checkbox"/> No 		<p>Comments/Suggestions (only if “bullets have changed):</p>
<p><u>Section 4 – Proposed Action Plan</u></p> <ul style="list-style-type: none"> ➤ Is the action plan presented in a clear, concise manner? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Is the chosen alternative well reasoned? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Is the chosen alternative realistic? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Are goal/objectives well explained? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Are key plan assumptions discussed? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Are key strategies identified? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Are financial implications considered? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Are there plans for monitoring and measurement of actions taken? <input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Were there important key factors not taken into consideration? <input type="checkbox"/> Yes <input type="checkbox"/> No 		<p>Comments/Suggestions</p>

<p><u>Section 5 – Module Content Implications</u></p> <ul style="list-style-type: none"> ➤ Ethics? ➤ Vision, Mission & Guiding Principles? ➤ Human Resources & Team Facilitation? ➤ Strategic Planning? ➤ Change Management? ➤ Managing & Leading the External Environment? ➤ Interpersonal Skills? ➤ Police Resource Allocation & Budgeting? 	<p>___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No ___Yes ___No</p>	<p>Comments/Suggestions (only for new & changes):</p>
<p>Please use the space below for additional comments/suggestions for the previous sections and to make new comments or suggestions concerning the “bullet “ paper’s –</p> <ul style="list-style-type: none"> ➤ Thoroughness ➤ Organization ➤ Creativity ➤ Insightfulness 		

Capstone Presentation Evaluation Checklist
(TO BE COMPLETED BY THE PANEL)

Presenter's Name _____

Panelist A _____ Panelist B _____

<p>1. Background</p> <ul style="list-style-type: none"> ➤ Are significant facts, events, activities, trends and people identified? ___Yes ___No ➤ Are important symptoms described? ___Yes ___No 		<p>Comments:</p>
<p>2. Problem Identification</p> <ul style="list-style-type: none"> ➤ Is there a clear, concise statement of the problem, not symptoms? ___Yes ___No ➤ Are key secondary issues also identified correctly? ___Yes ___No 		<p>Comments:</p>
<p>3. Alternative Resolutions Proposed</p> <ul style="list-style-type: none"> ➤ Is the quantity of creative resolutions proposed appropriate? ___Yes ___No ➤ Is the quality of creative resolutions proposed adequate? ___Yes ___No 		<p>Comments:</p>
<p>4. Proposed Action Plan</p> <ul style="list-style-type: none"> ➤ Is the action plan presented in a clear, concise manner? ___Yes ___No ➤ Is the chosen alternative well reasoned? ___Yes ___No ➤ Is the chosen alternative realistic? ___Yes ___No ➤ Are goal/objectives well explained? ___Yes ___No ➤ Are key plan assumptions discussed? ___Yes ___No ➤ Are key strategies identified? ___Yes ___No ➤ Is there consideration of financial ___Yes ___No 		<p>Comments:</p>

<ul style="list-style-type: none"> ➤ implications? ➤ Are there plans for monitoring and measurement of actions taken? ➤ Were there important key factors not taken into consideration? 	<p>___Yes ___No</p> <p>___Yes ___No</p>	
<p>5. Action Plan Includes, if applicable:</p> <ul style="list-style-type: none"> ➤ Ethics? ➤ Vision, Mission & Guiding Principles? ➤ Human Resources & Team Facilitation? ➤ Interpersonal Skills? ➤ Change Management? ➤ Strategic Planning? ➤ Managing & Leading the External Environment? ➤ Police Resource Allocation & Budgeting? 	<p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p>	<p>Comments: One to two page narrative needed.</p>
<p>6. Presentation</p> <ul style="list-style-type: none"> ➤ Was the organization (flow, clarity, to the point) apparent in the live presentation? ➤ Did the presentation have professional appeal? ➤ Was the presentation creative? ➤ Were the visuals effective? ➤ Did the presentation comply with the above evaluation guidelines. 	<p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p> <p>___Yes ___No</p>	<p>Comments:</p>