



National
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Ethics

Ethics

in the Canadian Forces:

Making Tough Choices

WORKBOOK



Canada

Ethics

in the Canadian Forces:
Making Tough Choices

WORKBOOK



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FOREWORD

As we advance into the twenty-first century, the challenges we faced at the beginning are still as threatening today as they were then, particularly as the Canadian Forces (CF) are called upon to take on increasingly demanding responsibilities in military operations. These require our men and women in uniform to interact with cultures and environments of which they often know very little. Decision-making becomes more complex and perhaps more uncertain in determining what is the right thing to do. As a result, the Canadian Defence Academy has created a publication to assist our men and women in uniform in preparing for the complexity they will face. In essence, we trust it will facilitate their preparation for operating in ambiguous and chaotic environments.

As such, it gives me great pleasure to introduce the publication *Ethics in the Canadian Forces: Making Tough Choices*. This manual comes in two parts, the workbook, and the instructor's manual. These two books were designed to provide the CF with a broad-based perception of ethical decision-making by challenging them with actual ethical situations. Ethics impacts everyone in all aspects of work and personal life, but for members of the CF, ethics is at the core of everything they do, from performing their duty at home to honouring their commitment abroad. Furthermore, their conduct must reflect Canadian and military values, the principles of which are grounded in ethics.

This publication, *Ethics in the Canadian Forces: Making Tough Choices*, was created to assist CF members in further developing their knowledge in ethical behaviour and ethical decision-making. It is a learning tool that presents a collection of actual case studies that have been presented to share experiences in ethical dilemmas and ethical decision-making. The aim of this publication is to broaden the perspective of CF members on ethical issues, to challenge them to do the right thing in similar situations, and finally, to endow them with vicarious experience. It is important to understand that anyone serving in uniform could easily experience such situations.

I therefore invite Non-Commissioned Members and Officers to engage themselves in the challenges of these case studies. Hopefully, this exercise will challenge you and allow you to discuss some of your views and assumptions on how to approach and deal appropriately with similar situations. We believe that you will benefit from the discussion guidelines that are suggested after each case. These

are tools provided to walk you through the case studies and to aid you in finding the appropriate options. In closing, I would like to emphasize once more the importance of these publications in today's world where complexity has become the norm in our daily lives.

P.R. Hussey
Major-General
Commander
Canadian Defence Academy

PREFACE

The Canadian Forces Leadership Institute (CFLI) is proud to release *Ethics in the Canadian Forces: Making Tough Choices*, the ethical workbook and its companion, the instructor's manual. We believe that they will provide all Canadian Forces (CF) personnel, but particularly leaders at all rank levels, with practical and very relevant tools for educating others, or simply as self-development instruments. The workbook and the accompanying manual fill an important void. They provide real-life situations – dilemmas – that others have faced. These situations, combined with the discussion guidelines and a number of possible options, offer vicarious experience. They are tools in preparing CF service men and women for the ambiguity, chaos, and complexity that they face in operations – today and tomorrow.

Importantly, as already stated, the cases are real. They are not hypothetical incidents that individuals can dismiss. They are actual situations faced by CF members, and in some instances, coalition partners and allies. The books' editor, Dr. Daniel Lagacé-Roy, an expert in ethics, has included a theoretical underpinning at the front end of each to provide the necessary grounding in ethics prior to tackling the case studies. In regard to the situations presented, he has cast a wide net to assemble the most relevant set of case studies possible. As such, they have been organized in distinct categories, from garrison, to operations in Canada and overseas. In addition, he has used a collaborative process to ensure that the cases and their possible options are as accurate and useful as possible. The end result is a collection of situations that should be useful to all CF personnel, regardless of environment, branch, or employment.

It is our hope at CFLI that the workbook and instructor's manual will assist all service men and women in preparing themselves for the challenges they face in serving Canada. As with any work of this type, there are no clear, black and white responses. A dynamic environment will always ensure that circumstances exist that will always present a unique dilemma. For that reason, it is important to remember that the contents of the workbook and instructor's manual are neither set in stone,

nor are they immutable. They are just some specific situations accompanied by our best attempts at providing possible options. As always, we welcome your feedback and comments.

Bernd Horn
Colonel
Director,
Canadian Forces Leadership Institute

INTRODUCTION

“Canadian Military values – which are essential for conducting the full range of military operations, up to and including war fighting – come from what history and experience teach about the importance of moral factors in operations.... These military values are understood and expressed within the Canadian military ethos as follows: Duty, Loyalty, Integrity and Courage.”

Duty with Honour: The Profession of Arms in Canada (2003)

Ethics is critical in everything we do. It reflects our values and who we are. It also defines how we, as individuals, a culture, or an institution, are perceived. *Ethics in the Canadian Forces: Making Tough Choices*, is designed to assist military members with ethical situations. It presents a number of military case studies that encompass ethical challenges. These can be used as educational tools in developing Non-Commissioned Members (NCM) and Officers of the CF. This is the first time that a volume such as this has been written for military members in Canada. Today's complex world with its dramatic changes in societal values and expectations, as well as the quantum advancements in technologies, in conjunction with a chaotic and complex geo-political security environment, demand the highest ethical standards from military personnel. This is a tall order for a book that challenges the way service personnel deal with ethical dilemmas. Its purpose is to engage members in developing their ability to recognize the facts of an ethical dilemma, to analyze possible options, and to understand their process of moral reasoning.

The subject of ethics, as it applies to the military, has relied for a long time on passing down “stories” without any reference to the understanding of what is an ethical dilemma and how to deal with it. Although these stories are useful, they only provide the perspective of a single person (the “storyteller”) delivering a tale without, in many instances, the involvement of the listeners. Using this approach, a storyteller relates a point of view and describes the manner in which the ethical dilemma was interpreted and resolved. As a result, the listeners gain no insights into “what they should do” if they were in a similar situation.

In the profession of arms, as in other professions (e.g., medicine and law), the discussion involving case studies and the students is an important one. This teaching method has not been a fundamental aspect of traditional military training, but this approach has been used within the context of a formal classroom in the teaching of ethics. The benefit of this type of discussion is that those studying ethics

are more involved in the situation, which allows them to better understand the critical elements that constitute an ethical dilemma and how it should be approached. By applying this method to this book, readers are confronted with the question of what they would do in a similar situation. More importantly, the case studies place the readers in the position of principal decision-maker.

As a reader, you should read these cases as if you were the person having to make the decision. By asking yourself, what would I do in the same or similar situation?, you begin the internal process of analyzing an ethical dilemma. This is followed by a sequence of discussion guidelines that include:

- a) The assessment of the situation;
- b) The ethical considerations; and
- c) Options and risks.

These guidelines are asked after each case study in this book. They should not be interpreted as all-inclusive, but only as “prompts” in facilitating the analysis or discussion of the ethical situation in question.

The core of the case studies offered has been put together with the intent of presenting actual dilemmas experienced by Canadian or allied service personnel. All present moral conflicts that can arise in the course of one's duties as a member of the profession of arms. Some case studies may appear to be less challenging than others and readers may wish that they had access to additional facts related to the cases. However, this format was deliberately chosen in order to engage readers more fully in the discussion of each case. In fact, the perception that a situation is simple can be deceiving! The complexity of an ethical dilemma is often below the superficial appearance of the facts as presented. Furthermore, in real life situations, we seldom have the luxury of a complete set of facts. Ethical situations are replete with gaps and ambiguities.

These case studies are designed to present situations both in operational and garrison settings. Such events range from dealings with colleagues, civilians, combatants and non-combatants. The range of cases provides an opportunity for readers to broaden their view beyond the scope of the automatic “right answer.” The choice between right and wrong is only one facet of a course of action. Other facets such as choosing between two wrongs or two rights are more difficult and require more complex moral reasoning. The process of moral reasoning involves personal values, a sense of right and wrong and an understanding of “what ought to be” when faced with a difficult situation. In essence, this book provides vicarious experience to the reader.

Section I of the book covers the Fundamentals of Ethics and walks the reader through a values-based approach to decision-making, which includes the factors that influence an ethical dilemma. Section II presents the case studies with an answer sheet entitled “discussion guidelines.” This answer sheet is included after each case study. Section III presents a Glossary and Annex A, Statement of Defence Ethics.

The publication *Ethics in the Canadian Forces: Making Tough Choices* comprises this workbook and a companion guide designed to help instructors in “discussing” ethics. In discussing and analyzing the cases provided, it offers an opportunity for NCMs and Officers to challenge values, beliefs, and expectations about their duties as members of the profession of arms. These case studies also engage leaders in understanding the moral obligations that they must internalize while wearing the CF uniform.

Ethics

Section I

FUNDAMENTALS OF ETHICS

INTRODUCTION

This section discusses the question of how to approach an ethical dilemma. It is important to consider this explanation before reading the case studies. This section is divided into four parts and each is designed as a useful tool for walking through an ethical situation. Later, as you progress in studying each case, you will use this information as the foundation for your analysis.

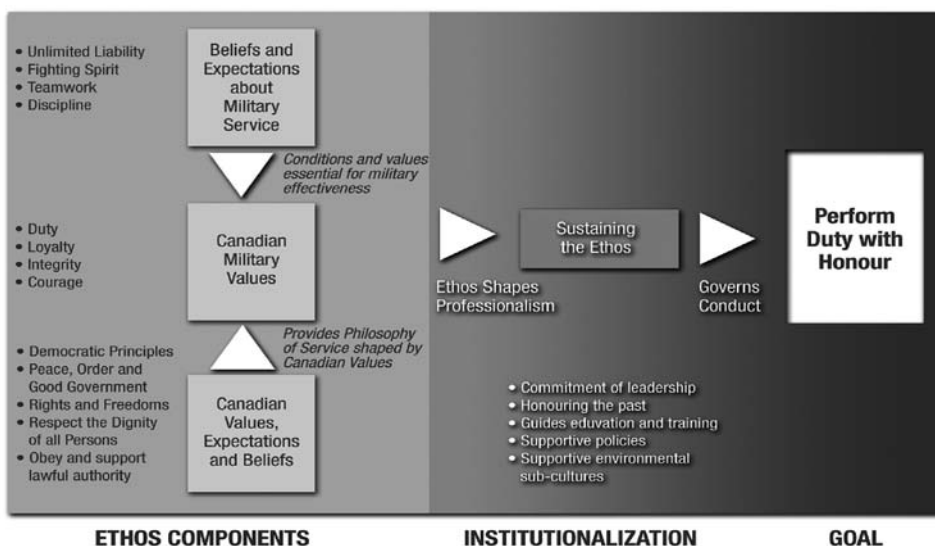
The first part is the foundation of our methodology, which is a values-based approach to decision-making. This approach incorporates both Canadian and military values. The second part provides key words and defines them by explaining their meaning in relation to “ethics.” The third part presents the steps that are essential for analyzing a case study. To facilitate an analysis, we have designed a format that includes all of the steps and which also serves as a guideline for discussion. A demonstration of the applicability of this format is provided after each case study. The fourth part speaks directly to you and offers suggestions on how to gain maximum benefit from this manual.

METHODOLOGY: VALUES-BASED APPROACH TO DECISION-MAKING

The information and methodology presented here stem mainly from the CF perspective on ethical decision-making as outlined by the Defence Ethics Program (DEP) (*Introduction to Defence Ethics*, 2nd edition, 2005).

The DEP proposes a values-based approach to decision-making. A “value” is a belief that is centrally important and, for this reason, is critical in guiding decisions and actions. Not everyone holds the same values; however, we have learned, through parents and/or teachers, as well as societal norms, the difference between an action that is considered right and one that is considered wrong. In order for military members to embrace and promote the same core values, the Statement of Defence Ethics (see Annex A) offers a framework that embodies Canadian and societal values. That framework includes principles (e.g., respect the dignity of all persons) and obligations (e.g., integrity) that guide the conduct of CF members. In addition to these values, military service affirms certain beliefs and expectations (e.g., unlimited liability) that are essential for the military member’s professional self-portrait.

As shown in the figure below, these sets of values shape the military ethos. However, according to *Duty with Honour: The Profession of Arms in Canada* (2003), the military ethos is not just a statement of values: “It is a living spirit – one that finds full expression through the conduct of members of the profession of arms” (p.34). In other words, the military ethos has to be internalized to achieve its full meaning, which is military conduct according to 1) Canadian values, 2) Canadian military values and 3) beliefs and expectations about military service.



Source: *Duty with Honour: The Profession of Arms in Canada*, 2003

The ethical situations presented in Section II serve as examples of the complex interaction between these sets of values. We recognize that the full expression of the military ethos could be, at times, compromised or difficult to achieve. The military ethos, as you will see from reading the case studies, does not happen in a vacuum. Its expression – like ethics – concerns the everyday aspects of military life.

It is essential to keep in mind that unethical acts are at the centre of many situations, and individuals tend to rationalize them by arguing that if they do not hurt anyone, they must be “okay.” This rationalization neglects the fact that an unethical act does not happen without actors; therefore, someone could be affected by that act. However, some situations are more challenging than others. As an example, the ethical dilemma of having to choose between life and death (e.g., which lives should be saved and which ones should not be saved) is, undeniably, more problematic in comparison to a situation where the right course of action is clear (e.g., reporting a colleague’s falsified claim). By comparing these two cases,

we can argue that because lives are at stake, the first dilemma has a greater impact on the CF member (and the military ethos) than the second one. It may be very comforting to rationalize ethical dilemmas in such a fashion; however, an action that is clearly the most ethical may not always be the easiest to carry out. We can sometimes underestimate that “doing the right thing” can be difficult because of the potential consequences that such an action presents (e.g., on a person’s career, on a friendship). We must recognize, as explained above, that these cases imply values that are sometimes in conflict and, as such, have a direct impact on the military ethos.

DEFINITIONS: KEY WORDS

The framework for analyzing the case studies presented in Section II is based on the understanding of a few particular key words and terms:

ETHICS

Ethics (from the Greek *ethos*) is a sub-field of philosophy that aims at clarifying the nature of right and wrong and how we ought to live. It is a study or a reflection on morality, and, for that reason, it is often interchanged with the term **moral** (from the Latin *mores*), which applies to the conduct or rules of conduct by which people and cultures live.

DILEMMA AND ETHICAL DILEMMA

A **dilemma** is a situation in which a choice has to be made between two equally desirable or undesirable alternatives. A dilemma becomes an **ethical dilemma** when the courses of action involve uncertainty, conflicting values, or may cause harm regardless of the action chosen. These types of ethical dilemmas are described below.

TYPES OF ETHICAL DILEMMAS

The **uncertainty dilemma** represents the most common type of ethical dilemma. It refers to a problematic situation where “the right thing to do” is not clear. There is no simple choice between right and wrong. There are equally valid reasons in support of two or more possible solutions to resolve the dilemma; for

example, in an operational environment, taking action to stop corruption is not an obvious solution because it may result in more corruption.

The **competing values dilemma** involves a situation in which different ethical values support competing courses of action; for example, an option involving loyalty to a superior may compete with an option involving your professional integrity.

The **harm dilemma** is a situation in which any possible solution will cause harm or injury to others. This type of dilemma is often described as a “lose-lose situation”; for example, in military operations, the possibility of harming civilians while trying to protect yourself or your section is a situation that is sometimes inevitable.

PERSONAL DILEMMA

In certain circumstances, dilemmas are deemed “personal” because the course of action (right or wrong) is clear, but personal values (e.g., self-justice, friendship), or self-interest in the situation, contribute to the difficulty of acting. While a personal dilemma does not constitute an ethical dilemma, that type of situation is difficult nonetheless; for example, reporting a fellow colleague who has falsified a claim might be the right thing to do. However, on a personal level, it remains a difficult situation to act upon because it might cause tension in the work environment.

CASE STUDY: DISCUSSION GUIDELINES

The focus of the third part of this section is to provide discussion guidelines that examine the factors pertinent to ethical decision-making. You will find these discussion guidelines presented in a “possible response” sheet after each case. Each step of this answer sheet is discussed and defined below. An example for each step is given to enhance the explanation. It is important to remember, as mentioned in the introduction, that each case study is written in such a way that you (the reader) are the main actor. In other words, each scenario presents a situation wherein you have to position yourself as the one responsible for resolving the situation.

EXAMPLE OF A “POSSIBLE RESPONSE” SHEET

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

FIRST STEP: ASSESSMENT OF THE SITUATION

The assessment of the situation is a general summary of the scenario in which facts, concerns and issues are taken into account. It is important to remember that issues and factors are not always obvious when reading a case study for the first time. This assessment includes not only textual facts, but also perceptions of the situation.

The **facts** are events or circumstances of the situation itself. They describe the situation as it is presented to you. What is the situation all about? For example, you are a Section Commander (Sect Comd), and you witness the abuse of local civilians.

The **ethical concerns** are issues that question the ethical nature of the situation, prompting you to perceive some element(s) of the situation as problematic. What makes this situation an ethical issue? For example, the abuse that is taking place is not right, and if you do not intervene, it will continue and most likely cause harm.

The **personal factors** refer to personal values, moral responsibilities and the impact of your decision on others and on yourself. Is there a sense of personal involvement or self-identification with this situation? For example, you want to help, but you do not have the authority to do so as the Rules of Engagement (ROE) restrict your actions. You feel that you have a moral responsibility to stop the abuse.

The **environmental factors** refer to your work – or immediate – environment. It includes perceptions of what is acceptable and unacceptable and what is considered “your business” and “none of your business.” What are the roles assigned and expected according to rank and position? For example, when abuse happens, is it expected that you and the others act on it? Your ROEs are clear about what kind of intervention you can and can not do.

SECOND STEP: ETHICAL CONSIDERATIONS

The second step begins by identifying principles and ethical values that come into play in the ethical situation. In most situations in life, we do not pay constant attention to principles and values: they are usually taken for granted. However, when a problematic situation arises (i.e., a dilemma), they tend to surface and may lead to conflicts. They are good indicators of how a situation is perceived, and they assist you in identifying the type of dilemma.

Ethical principles of the CF are considered universal and invoke each person's sense of responsibility to:

- a) Respect the dignity of all persons (humanity);
- b) Serve Canada before self (society); and
- c) Obey and support lawful authority (the rule of law).

You must determine if these principles give rise to an ethical concern. To continue with the example mentioned in the first step, you could ask yourself: What are the principles that are at stake in this situation? The abuse of civilians concerns the "Respect the dignity of all persons," and following ROEs implies "Obey and support lawful authority."

Ethical values are an amalgamation of obligations in which CF members must adhere and are committed to defend. Ethical values shape the conduct of CF members. This list of values comprises the following:

- Integrity;
- Loyalty;
- Courage;
- Honesty;
- Fairness; and
- Responsibility/Duty.

In the discussion guidelines, we ask for primary and secondary values. The main reason for this division is simple: a dilemma might comprise more than one value. The primary values are the ones that are the most critical. They might involve a competing or conflicting quality (e.g., integrity versus honesty) or a relation quality (e.g., responsibility and integrity). The secondary values are the ones that are less critical but remain important. The values chosen will reflect the type of dilemma that best illustrates the situation.

Determining the **type of ethical dilemma** requires taking into consideration the information (i.e., facts, ethical concerns and considerations, etc...) that you have identified so far. The information helps you to choose between the three types of dilemmas (i.e., uncertainty, competing values and harm) outlined and defined in part two. Your selection of the type of dilemma should be accompanied by an explanation: for example, this is a competing values dilemma because two obligations are in conflict: the obligation to follow orders and the obligation to protect those in need.

As mentioned earlier, some situations are not necessarily ethical dilemmas. They are personal dilemmas that emphasize personal values. It is sometimes difficult to see the difference between ethical and personal dilemmas because they both deal with facts and perceptions. Your assessment of the situation and pertinent ethical considerations should guide your decision.

THIRD STEP: OPTIONS AND RISKS

Options are a variety of possibilities. In ethical situations, options are considered the “best solutions” for courses of action and range from acting upon a situation to not-acting. They should take into consideration the risks associated with the application of a certain course of action. These risks could be at the personal level (e.g., poor evaluation), at the operation level (e.g., credibility of the CF tarnished) or at the institutional level (e.g., loyalty and trust in superiors questioned). Options are often guided or influenced by regulations, rules, care for others, personal sense of what is “right and wrong”, outcomes, self-interest, etc. For example, turning a blind eye to the abuse of civilians could be an option; the risk is that the abuse may continue and people could be seriously injured.

FOURTH STEP: COMMITTING TO ACTION

After assessing the situation, considering the ethical aspects and formulating options, you have to decide upon a course of action. The course of action that you choose is your personal way of addressing the case presented. You may choose amongst the options that you have already outlined, or you may propose a new one that could combine some aspects of other options.

You may be, as it happens sometimes in life, indecisive about your course of action. This indecision could be due to a difficulty in acknowledging the consequences of your action for yourself and/or for others. Taking action is not always easy to do and occasionally inaction could be perceived as the easy way out. However, not-acting upon a situation is a form of a course of action that also bears consequences. When you are indecisive about your course of action, you may want to revisit your case study and envisage other possible courses of action.

HOW TO USE THIS MANUAL: SUGGESTIONS

Studying and discussing a case study is a good approach for determining your personal response to specific situations. This manual has been designed to present a range of case studies with the intent of broadening your perspectives on different issues. For that reason, you are invited to use this manual as a learning tool in clarifying the makeup of ethical situations. The “possible response” sheet already presents key aspects (e.g., personal and environmental factors) that are associated with that make up. However, these aspects should not limit your analysis. You may include what you think is important for the analysis. This recommendation applies to the number of options suggested. Every case study is unique and the number of options will defer from one case to another.

You may find that some cases are less difficult than others. Alternatively, you may argue that some situations are no longer applicable or simply will not happen again. In spite of such assessment, do not underestimate these situations. You should remember that you, as the principal decision-maker, work with information that can sometimes be limited. Nevertheless, each case study requires a decision or response from you and carries lessons from which to learn.

This manual is a guide and, as such, equips you with the relevant information for understanding and discussing an ethical situation. Furthermore, its overall aim is to assist you in your journey as a CF member in preparing you for unique dilemmas that you will face in this complex security environment.

Section II

LIST OF CASE STUDIES

OPERATIONAL CASE STUDIES AND
DISCUSSION GUIDELINES

GARRISON CASE STUDIES AND
DISCUSSION GUIDELINES

LIST OF CASE STUDIES

OPERATIONAL

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CASE 1: OUT THE BACK DOOR

You are a Section Commander (Sect Comd) responsible for escorting humanitarian supplies from a large United Nations High Commissioner for Refugees (UNHCR) depot to smaller distribution warehouses in some of the outlying towns. You use a combination of military vehicles to escort the supply trucks to the warehouses, where the local UNHCR staff and contractors help unload the vehicles.

You begin to get reports that the supplies are being diverted to local military and para-military forces, and that some are being sold on the black market for personal profit. It appears that the goods are going out the back door as quickly as they arrive. In one case, you witness an army vehicle in the back of the compound being loaded with humanitarian supplies. You confront the staff, but they deny any wrongdoing. You report it to senior staff at the central depot, but they state that their responsibility is the distribution of humanitarian supplies from the depot to the smaller distribution centres and that they have no control over what happens once it leaves their gate. You speak informally about your suspicions with colleagues and they tend to shrug it off, often commenting, “what do you expect?” More importantly, they point out that if you try to put a stop to it, the local forces may block all humanitarian supplies, and then nothing will get to the people who need help.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 2: GOOD INTENTIONS

You are in charge of an aircraft maintenance crew deployed on a mission. Your unit is due to rotate out in one week and has been working long hours in an extremely hot environment.

To raise morale and counter the effects of the heat, you allow your crew to consume more alcohol than is permitted. One day, an accident injures a member of your crew. This could very well have resulted in a fatality. First aid is rendered and the individual is allowed to spend the rest of the day recuperating. Upon investigating the matter, you discover the injured technician had been drinking before coming on duty and had not followed proper safety protocols. You also determine that the injury could have been prevented.

You and the injured individual have worked together for many years and have developed a strong professional and personal relationship. If you report the accident, an official investigation would be conducted, notwithstanding that the injury was minor and the individual was adequately cared for.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 3: CULTURAL DIFFERENCES

You are serving on a mission as part of a multinational force. The contingent of Canadians that falls within your span of control includes a mix of both men and women. None of the military contingents from other nations have deployed women on this particular mission. Although you are responsible for the CF members, you report directly to a foreign national.

One of your woman subordinates informs you that she has been receiving unwelcomed attention from the military members of one of the other coalition countries. She explains that when the attention started, it all seemed like friendly teasing, and that she was cracking jokes of her own. Unfortunately, the teasing led to suggestive comments, which degenerated into rude and vulgar remarks. Her pleas for them to stop fell on deaf ears and any non-response on her part was treated like a challenge to the men. They recently went too far when two of the soldiers grabbed her from behind and attempted to tickle her.

You raise the issue with your immediate supervisor. It is clear that the matter makes him uncomfortable and he does not want to get involved. You decide to speak directly to your counterpart who is responsible for the men implicated. His only reaction is to say, “Well, you are the ones who decided to bring women on this mission, not us. This is your problem, not ours, you deal with it.”

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 4: BETWEEN A ROCK AND A HARD PLACE

Your unit is serving as part of the post-conflict resolution phase designed to encourage civilians to return to their homes. You are the Sect Comd for a dismounted patrol in an urban area responsible for “showing a presence.” Your ROEs allow for the proportional use of force, including deadly force, to protect yourself, other members of your unit or any other UN soldiers or employees. They do not provide authorization to use force to protect host country civilians.

During one such patrol, you come across a group of host country para-militaries beating some civilians. You tell them to stop, but they laugh at you and provide some colourful suggestions of what you should do with yourself. They are all armed, but in no way threaten you. As your group approaches, a number of them come to block access to the scene of the violence, but they do so without weapons or any threatening behaviour, since they know that you are not authorized to use force.

You call your company (Coy) headquarters (HQ) for permission to intervene or to at least send out the local police force to deal with the situation. They remind you that you must adhere to ROE and tell you to “wait out” while they scramble for an answer. In the meantime, the level of violence increases.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 5: WITNESS TO ABUSE

You are deployed on a mission in support of a recently established foreign military facing a hostile insurgent force. You are the commander of a four-person team, which works directly with a company of an allied force in a remote region of the country. Your team's tasks include observing patrols in conjunction with platoons from the host country.

After returning with one of the platoons from a foot patrol, you witness an unusual incident. A host country soldier has his rifle confiscated and is hustled off to a distant part of the compound by his leader. You ask what is going on, but you are advised to "mind your own business." You are told that you are prohibited from visiting that part of the camp. This seems odd, as you have never been prohibited from that area previously. You decide to walk toward the tent where the soldier was taken and, as you get closer, you hear yelling and a scream for help. As you move toward the tent to intervene, an officer from the host nation stops you and states: "Mind your business, and return to your tent." You tell him that you think a soldier is being abused. He replies: "This is none of your concern, now go back to your tent and I will look into it!" At that point there is another scream.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

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Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 6: NO EASY WAY OUT

You are the Crew Commander of a Lightly Armoured Vehicle (LAV III) and you are on patrol in an urban area in an underdeveloped country. Tension in the community has been quite high since the accidental shooting of a local by coalition forces the week prior. There is a large group of civilians milling around the street in front of an interim government building and they appear to be protesting. You slow down to avoid running anyone over. As you reduce your speed, the protesters start to swarm around your vehicle until you have to stop so that you do not hurt anyone. The crowd starts to shout and yell at you and, although you have an interpreter with you, he cannot be heard over the noise. It is clear that the mob is angry. Suddenly, they start to throw rocks and bottles, which forces you and the others in the vehicle to duck for protection. Then, without warning, flaming Molotov cocktails are hurled at the LAV III. The flames quickly envelop parts of the surface of the vehicle and splashes of fire reach inside before you can go hatches down. Through your periscopes, you see more flaming projectiles crashing around your vehicle. Although people have backed away from your LAV III, there remains a solid wall of humanity, including women and children, blocking any movement. The crowd is extremely hostile.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

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Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 7: TOUGH DECISION

You are tasked as staff on a peacekeeping operation. The operation has collapsed as hostilities have resumed between the belligerents. The UN has decided to reduce the force from 2500 personnel to just 270. The Government of Canada (GOC) has left the decision about the status of Canadian personnel to the Canadian Contingent Commander. He wants volunteers to stay on the mission. Conditions are horrendous. There are only a couple of days of food and water and no medical supplies, but the mission will continue with limited and tenuous support. Many of your colleagues, when given the option to leave, opted to depart on the grounds that they do not want to risk their lives for a mission that has changed dramatically from when they first arrived in-country.

Your commander calls you into his office. You are the last member of the contingent to be interviewed. You are offered the option of leaving without repercussions or hard feelings. He expects an answer right away.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

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Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 8: TO OBEY OR NOT TO OBEY

You are a member of a unit deployed on a mission to a country that has collapsed into a full-scale civil war. Your superior has been ordered to higher HQ to receive orders. Before leaving, he orders you to remain in the headquarters and ensure that no CF troops leave the camp for any reason without his expressed permission. He voices his concern to you about Canadian expatriates (missionaries, aid workers, students, businessmen, etc.) who may be at risk in the renewed fighting, but he issues no specific direction about them and restates that no CF personnel are to leave their defensive positions without his permission.

Communications with your superior are erratic and are soon non-existent. A couple of hours later, a colleague comes into the command post (CP) and tells you that he has received a message from Canadian nuns operating an orphanage in the region. He explains that the orphanage has taken fire and that some of the nuns and orphans have been killed and wounded. Just before the phone line from the orphanage went dead, the nuns explained that the orphanage was in danger of a direct attack and begged to be rescued.

He informs you that he is organizing a rescue mission. You remind him of the orders, but he emphasizes that he will not stand back while Canadians and children are in danger. He refuses to listen and leaves. You cannot reach your superior or anyone else outside your camp.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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ETHICAL CONSIDERATIONS

Ethical principles:

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Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 9: TOO QUICK ON THE DRAW

You are working as a member of a human intelligence (HUMINT) team in a region that has deteriorated into a civil war. The future of your mission is in question and the order to evacuate may come at any time. In preparation for a possible evacuation, you have been tasked with trying to locate as many of the humanitarian workers in your local area as possible.

As part of your four-person team, you leave for a village, heading for the home of a woman who works for Cooperative for American Relief Everywhere (CARE) Canada. As you approach, you notice that the gate is broken. You leave two team members at the vehicle, directing that they should honk if there is any danger, while you un-holster your pistol and enter the compound with your partner. In the front yard, you find the body of the humanitarian worker lying in a pool of blood. You hear a noise, turn and see a belligerent, whose hands are covered with blood. He sees you and tells you to “get lost.” When you ask him if he did this, he laughs at you and says, “it is none of your business.”

He is making no threatening moves. You have no authority to arrest him and no ability to detain him at your headquarters, so he would be released immediately upon arrival. The only witness is your team partner. You hear a shot and realize that your partner has shot the belligerent.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

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ETHICAL CONSIDERATIONS

Ethical principles:

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Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 10: ALL OR NONE

You are a Sect Comd, working out of a platoon house in a war-torn country. The conflict between the country's two ethnic groups has resumed despite the negotiation of a peace agreement. Your unit has been ordered not to intervene in the conflict and, above all else, to avoid the use of force except in extreme cases of self-defense.

Your Platoon Commander (Pl Comd) tasks you to take your LAV III and your section to pick up some Canadian humanitarian workers living in the next village. As you enter the village, there are 30 bodies lying in the town centre. However, four villagers survived and are being tended to by local priests. The two humanitarian workers that you are rescuing tell you that, the day before, the militia arrived and killed almost everyone. The priests and the humanitarian workers tried to intervene, but were threatened with death. The militia departed believing that their work was complete. Of the four who survived, two have critical wounds and will require extensive medical treatment.

You try to radio headquarters, but because of your location, communications are intermittent. You only have room in the LAV III for the two humanitarian workers and maybe two others, but you have to transit a belligerent roadblock and you expect to be stopped and searched. There is no alternate route back. There is no reserve force available to support you, as it is fully committed to another equally important rescue mission.

What do you do?

DISCUSSION GUIDELINES

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Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 11: SHOOT OR DON'T SHOOT

You are an experienced soldier on a peacekeeping mission. You and your partner deploy to a local village to take pictures of some disturbing scenes as proof of an atrocity. He is in the open taking pictures, and you cover him from behind a tree. Suddenly, a local police jeep with four armed police officers speeds by, not seeing you but seeing your partner. It stops about 50 metres down the road. One police officer dismounts, takes his rifle off his shoulder and starts running toward your partner shouting and gesturing with his weapon. You adopt a fire position and try to warn your partner. Engrossed in his work, he does not hear you or the police officer. The UN has restricted ROEs, however, you are always entitled to the right of self-defense in protecting your comrades in the face of life-threatening situation.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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ETHICAL CONSIDERATIONS

Ethical principles:

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Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 12: ORDERED NOT TO SHARE

You are in command of a UN protection force at a refugee camp in the middle of a war zone. Your mission is to protect the refugees from local bandits, militia and the belligerents. A humanitarian organization runs the camp, while your team provides security. A week ago, fighting blocked your supply route. Despite rationing, your soldiers have had nothing to eat for three days and are on their last bottles of water in a hot, dry, desert climate. Refugees, especially children, are dying at an increasing rate, and the humanitarian worker warns that unless they receive water and food soon, hundreds more will perish. This tragedy has had an adverse impact on the morale of your soldiers, as they are showing the signs of dehydration and weakness from starvation.

You receive word that a convoy will force its way through today with water and food for your troops only. You are told that a humanitarian aid convoy will be deployed, hopefully, in the next couple of days. You will be receiving three days worth of bottled water and rations for your force. Your Commanding Officer (CO) orders you not to give these supplies away and to ensure that your troops are hydrated and nourished. Further supplies may not be forthcoming and the route may be blocked again. You consider what you will do with this water and food. A media team (with their own supplies) is in the camp and they are aware of your dilemma. They are eagerly waiting for your decision.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

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OPTIONS AND RISKS

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Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 13: WHERE IS THE RATIONALE?

You are deployed on a mission tasked with monitoring the implementation of a ceasefire agreement. You are a troop leader in a field engineer unit deployed to conduct explosive ordnance disposal (EOD) and demining operations. The agreement has created a demilitarized zone and the ceasefire has held thus far. In the zone, you are responsible for lifting mines and searching for unexploded explosive ordnance (UXO). However, in the agreement, both of the parties insisted that any weapons or munitions seized by UN forces would be returned to the identified owner. This condition was questioned even before your deployment, but the agreement must be obeyed to the letter. Any breach of the agreement may result in a resumption of hostilities. The Force Commander and the Sector Commander have both confirmed the order to comply with all aspects of the ceasefire agreement, no matter how distasteful or dangerous.

Your soldiers enter into harm's way every day, as they carry out their duties. Each night, mines, UXO and weapons are returned to one of the belligerent parties. Your troops complain that this is wrong, as the parties may be relaying the mines outside of, or even in, the demilitarized zone. Your entire team approaches you and demands that you raise this issue with the chain of command. When you do, you discover that the entire unit feels the same way about this task, even your CO. He appeals to the UN chain of command and is given a direct order to comply fully. He appeals through the CF chain of command to the Minister of National Defence (MND) who orders full compliance. You sense your troop's frustrations and question the wisdom of the orders.

What do you do?

DISCUSSION GUIDELINES

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OPTIONS AND RISKS

Option 1:

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Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 14: THEY SHOULD KNOW BETTER

You are an Adjutant (Adjt) of an operational unit in a hostile theatre. The CO has banned all consumption of alcohol. The unit's camp has come under direct and indirect fire causing many casualties. The alcohol policy has been promulgated verbally and in writing to all members of the unit, and so far, no incidents have been reported. The CO, the Deputy Commanding Officer (DCO) and the Regiment Sergeant Major (RSM) are the epitome of a command team and know each other from a previous tour.

The CO departs for 24 hours for a meeting in the north of the country and there is no communication with him. The DCO is in command. After supper that evening, the DCO and the RSM consume a bottle of scotch and open a second. As you deliver staff work to the DCO throughout the evening, you notice that they are becoming increasingly intoxicated and your attempt to remind them of the policy is brushed off. You inform the Operations Officer (Ops O) that the DCO has gone to ground and that he should control. No one is aware that they are intoxicated, and, before you go to bed, you confirm that they are both asleep. The CO returns the following day.

What do you do?

DISCUSSION GUIDELINES

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 15: NOT MY PROBLEM

You are leading a patrol in a lawless area within your Area of Responsibility (AOR). There is considerable anti-coalition activity, as well as banditry. You search all the dwellings in a village and find a small number of AK-47 assault rifles. You detain the male occupants of the respective homes where the weapons were found. The detainees plead with you to release them since they possessed the firearms only to protect their family from bandits and insurgents. However, your direction is clear – under an agreement signed between Canada and the host nation, any person detained must be turned over to host nation forces. The village elders support this argument and assert that they will certainly be killed by government forces if not released by you. You feel the villagers might be telling the truth, but then again, you cannot tell for sure. Unfortunately, you also believe that there is a good chance that the detainees, whether innocent or guilty, may be killed by government forces that still use strong-arm tactics to “get information.”

What do you do?

DISCUSSION GUIDELINES

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 16: NO ONE WILL EVER KNOW

You are a Sect Comd of an eight-person, two-vehicle patrol responsible for securing a rural route through your unit's AOR. You look on in horror as the lead vehicle suddenly erupts into flames, the noise and shock wave hitting you an instant later. You rush to the scene to assist the casualties and secure the site. You immediately see that one member is dead, one is seriously injured, and, surprisingly, the other two are only disorientated by the blast.

As you are assessing the crash site, your two-man security team, who secured the immediate surrounding area, call you over to their location. When you arrive, you see that they have captured an individual who was also knocked unconscious by the explosion. Clearly, he had underestimated the power of his Improvised Explosive Device (IED). He has in his possession a rifle, a rucksack full of explosives, a notebook with instructions on the manufacture and placement of IEDs, and a triggering device. The patrol wants to kill him in retribution for the death of their friend.

What do you do?

DISCUSSION GUIDELINES

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ETHICAL CONSIDERATIONS

Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 17: NO HARM, NO FOUL

You are a Sect Comd deployed overseas in a constricted camp. The national and coalition policy stipulates no fraternization, even for service couples residing in the same camp. You, and several others, know for a fact that one of your colleagues, whose service spouse also resides in the same camp, is breaking this rule.

What do you do?

DISCUSSION GUIDELINES

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 18: BETTER SAFE THAN SORRY

You are a member of a Civilian-Military Cooperation (CIMIC) team conducting a meeting in the rural countryside. This is the first time you have had a formal meeting in this village, which is located in one of the most “lawless” regions of the country. When you arrive at the village, the elders welcome you and invite you to sit down to engage in discussions and encourage you to make yourself comfortable. Out of respect and as a show of trust to your hosts, you, as well as your second-in-command (2IC) and your interpreter, remove your helmet and body armour. You keep a security party fully dressed and armed on the periphery to stand guard.

The meeting seems to be going fine. However, you notice that the children have been withdrawn from the outer crowd that had gathered around the meeting circle. You also get the “feeling” that some of the people gathered around appear nervous. You consider ending the meeting or at least taking up a more defensive posture, but you do not want to offend your hosts as this meeting is critical in showing respect and confidence.

What do you do?

DISCUSSION GUIDELINES

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Facts:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 19: THE DEVIL YOU KNOW

You are a Patrol Commander and one of your responsibilities is to liaise with and support host nation police and army checkpoints in your area. The effectiveness and reliability of these checkpoints are most often dependent on the on-site commander. At one key checkpoint, the commander is very friendly to coalition forces. Insurgents killed members of his family, and as a result, his loyalty to the new government and coalition forces is unquestioned. In fact, on a number of occasions, he has passed on warnings and intelligence about possible anti-coalition activities, which have been quite helpful. However, it has been brought to your attention, through the complaints of locals, that he is corrupt and using his checkpoint to levy unauthorized tariffs and fees. This is undermining attempts at building local confidence in the new host nation government. If you report him, he will be replaced and very likely severely punished, if not killed. Moreover, you do not know who would replace him, and you would have no input in the selection of his replacement. Furthermore, the new commander may not be sympathetic to the coalition and may prove to be equally as corrupt as the individual being replaced.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 20: HIT AND MISS

You are the Above Water Weapons Officer (AWWO) in a frigate and have just completed a live fire exercise with your main gun armament and a tugboat towing a target. You have filled out the firing report and the results of the shoot. Prior to submission, the Captain must sign-off the results with any specific comments regarding the conduct of the exercise and the shoot itself. As the AWWO, you received the firing results directly from the tug, which reports the proximity of each shell to the target. The results of the shoot are satisfactory with a number of hits reported, as well as some misses. You submit the exercise results to the Captain for signature later that day. He soon informs you that the results of the shoot have not been reported correctly. In his opinion, they were all hits. You point out that the results of the firings were accurately reported by the tug. The Captain repeats, "They were all hits, and that is the way I want them written up!" Aware that these results will count towards the fleet gunnery competition, you leave the Captain's cabin perplexed.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 21: WORKING THE SYSTEM

You are a Chief Clerk (CC) where a subordinate supervises the claims section. While reviewing finalized claims, you discover a questionable one. A claimant spent a week on a visit where the host country covered the expenses. However, the claim included reimbursement for three meals. The file reveals that your subordinate reviewed the claim and that the Personnel Administration Officer (Pers Admin O), your immediate supervisor, authorized payment.

When you ask about the claim, you receive evasive answers. There is a message on the file from National Defence Headquarters (NDHQ), indicating that they were satisfied with the claim. When pushed a bit harder, your subordinate admits that he asked the claimant the same questions. She explained that the host country had indeed provided these meals. However, she and her colleagues on the trip were encouraged to bring Canadian gifts for their hosts. Since the CF accounting system does not permit reimbursement for such purchases, the NDHQ trip sponsor recommended claiming an equivalent amount of meals as a method of compensation. The sponsor explained that this was their usual approach to “get around this restriction.” She and her colleagues agreed to claim the same meals to avoid suspicion and the NDHQ sponsor assured the travelers that questions would not be asked at their end. You ask your subordinate if the Pers Admin O was aware of this arrangement when he signed section 34. The claims supervisor responds by saying that he was not informed and apparently missed the discrepancy when he signed the claim. The claims supervisor decided that it might be best not to inform your immediate supervisor.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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Ethical principles:

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Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 22: WAR STORIES

You are a Pl Comd in an infantry battalion. You have a good group of soldiers and your 2IC is very experienced and competent. The troops seem to like the 2IC, who is a great storyteller with a funny anecdote for just about every occasion.

During an exercise, you are assigned to escort a journalist and you decide to take him to your platoon. When you arrive at the platoon lines, the 2IC is in the process of telling “war stories” from his operational tours. As always, he is animated and is making everyone laugh. The presence of the journalist and the laughter seem to encourage him.

He begins to describe stories from one tour early in his career, where he and few others “played games” at the expense of the local population. It quickly becomes evident that these “games” were abusive and actually criminal in nature. You become uncomfortable, particularly with the reporter present.

What do you do?

DISCUSSION GUIDELINES

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Facts:

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Ethical principles:

Primary ethical values:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 23: FALSE PROMISES

You are an instructor at a training establishment. Your 2IC is a very keen employee. You see him as the school's best soldier.

One day, he reveals that he has been offered a position outside the CF. He says that he is in a bit of a quandary. On the one hand, the higher salary would help support his growing family and his wife is very keen on staying in the area. On the other, he reveals that your immediate supervisor has just offered him some tantalizing incentives to stay in the CF. Your supervisor has guaranteed him a promotion, sponsorship to undergo academic upgrading and a promise that he will be able to remain in the region.

You know that your supervisor has come under considerable pressure from "higher up" to maintain the current staff levels. Nevertheless, what you hear shocks you because your supervisor is in no position to deliver on any of the promises made. One of your colleagues in Ottawa has recently disclosed to you that your supervisor has been scheduled for a posting during the next posting season. By the time that your 2IC discovers that he has been misled, your supervisor will be long gone.

What do you do?

DISCUSSION GUIDELINES

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Facts:

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Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 24: LET SLEEPING DOGS LIE

You are a junior member of the navy undergoing summer training onboard a ship. You are the course senior for the training program and, as such, you report directly to the ship's Training Officer (Trg O). One training activity is a navigation exercise called "upper deck watch keeping." Each student must navigate from a designated starting point to a distant anchorage point under the supervision of the Officer of the Watch (OOW).

During the exercise, the OOW prefers to situate himself above and behind the students. If the trainees are hesitant to act in response to a situation, the OOW berates them in a loud and very sarcastic manner. This is both humiliating and disruptive to the trainees. Even though instructors are aware of this behaviour, they fail to do anything about it. When the CO or Executive officer (XO) is on the bridge, this OOW changes his behaviour.

Some students urge you, as course senior, to report their concerns. However, as summer training ends in three weeks, other students are more willing "to let sleeping dogs lie."

What do you do?

DISCUSSION GUIDELINES

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Facts:

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Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 25: IS THIS MY BUSINESS?

You are responsible for a small supply section. Over the past several months, several incidents have come to your attention leading you to believe that the Local Purchase Order (LPO) clerk from another section is suffering physical abuse at the hands of his wife who outranks him and works elsewhere on base. You recently approached the LPO clerk's supervisor regarding this matter. The supervisor made it very clear that this was none of your business and that he would handle any problems in his section.

A few days later, you noticed the LPO clerk with obvious bruising on his face. Concerned that the incidents were becoming more frequent and more serious, you speak to his supervisor once more to see if the situation has been addressed. The supervisor was more approachable this time; however, he assured you that your information must be wrong because he had spoken with the LPO clerk and had been assured that everything was fine. Case closed!

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

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Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 26: HANDS TIED

You are the Adjt at a training establishment. One day, you notice that the Commandant's (Comdt) secretary is preparing to leave at midday. You ask if everything is all right, since it is unusual for her to leave early. She replies that everything is fine, but has some personal errands to run and was asked by the Comdt to complete a few of his personal chores.

You are surprised and ask if this is a regular occurrence. She replies that she sometimes does other personal errands for the Comdt, but what she really wishes, is that he would stop "hitting" on her. Your jaw hits the floor! You ask for an explanation. She then tells you that the Comdt has, on a number of occasions, always in a "laughing" manner, though, stated that they should have an affair. She has always declined and explains that he should not be saying things like that, but the behaviour has continued.

You become angry and mention that you will speak with the Comdt about the issue. She does not want you to say a word and explains, "It's really not that big of a deal. I can handle it." She feels that if you say something, it may make the working environment awkward. Despite the personal tasks and inappropriate behaviour, she still likes her job and does not want anything to jeopardize her position. You insist that something must be said, but once again, she is adamant. She insists that you do not intervene.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 27: ALL EQUAL

You are the 2IC of a section that is preparing for deployment. As the deployment date approaches, marital status and dependants determine the priority for Leave Travel Assistance (LTA). Your immediate supervisor has determined the list based on members' Military Personal Record Résumé (MPRR) information and has posted the leave dates before the deployment, permitting members to make arrangements.

One of your augmentees has completed the work-up training with the unit for the past five months. Her MPRR indicates her marital status as common-law with two children. However, when the final list was distributed, she was surprised to see her name at the bottom of the list, amongst the single members, meaning that she will be one of the last picked for leave. When she asked your supervisor why she was not higher on the priority list, she was told that, since her common-law partner is a woman, she does not have "real kids" or a "real family." He told her to either accept the position on the list or return to her home unit and not deploy overseas. She comes to see you and is very upset by this approach.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 28: TO REPORT OR NOT TO REPORT

You are a claims clerk at a base HQ. One senior supervisor who works in the same HQ has submitted questionable claims in the past. For instance, the dates and expenses were excessive for the task that he had been assigned; he often used statutory declarations instead of receipts because he had a habit of “misplacing the originals.” Whenever you asked him about the details of his claims, he would become angry and remind you that he outranks you and “it is not your job to question your superiors.” The last time it happened, he told you that military members should look after one another. He reminded you that “the senior members in this headquarters stick together” and that they “often discuss subordinates.” He inferred that it would be terrible for your career if you got a “bad rep.” He then told you to process his claim.

He submits another claim that is, once again, filled with inconsistencies. You know that he is fraudulently claiming expenses that he has not incurred, such as car rental and accommodation costs. Afraid to approach him, you are now in a quandary.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 29: SHOULD I TAKE ACTION?

You work at Base Transportation and, as a secondary duty, you act as the base safety supervisor. A good friend and colleague, the Base Orderly Room (BOR) supervisor, has invited you to provide a safety briefing at his weekly staff meeting.

During the meeting, you are surprised to hear your friend “bashing” the recent short-leave policy recommended by the Administrative Officer (Admin O) and endorsed by the Base Commander (B Comd). Furthermore, he publicly expressed the views that were discussed by others at his mess. As the discussion continues, several staff members make derogatory comments about both the policy and the Admin O. You find your friend’s comments disturbing, let alone his laissez-faire attitude towards his subordinates’ comments, which are clearly out of line. Although the short-leave policy has been a hot topic of discussion on the base, what you find disconcerting is your friend’s open disloyalty to his chain of command and his obvious disrespect for the Admin O.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 30: DINNER AND A GAME

As part of your employment, you are responsible for both print advertising and the purchasing of small consumable items called “give-aways,” which are used by recruiting centres throughout the country when conducting “outreach” events. Although you are an experienced service member, you are new to this position and type of work.

You learn quickly that some of the responsibilities in your new position include liaising and contracting with various outside companies. Your work requires meeting with company officials in order to discuss requirements, costs, etc. You also learned that, in the course of negotiations with these companies, there were “perks” that came with the territory.

One day, you are discussing contract details with a big company. Negotiations are difficult and taking longer than expected. The company official recommends stopping for the day and reconvening the next morning. He invites you to dinner at one of the finest restaurants in the city, at company expense, and offers you front row tickets for a hockey game.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 31: DIFFICULT TO IGNORE

You are an instructor at a CF training establishment. You work with another instructor who is a very popular character amongst the school staff. Very quickly, you develop a friendship with this individual.

After several months, you begin to suspect that he has an alcohol-related problem. Although he is never late for work, he always seems exhausted in the mornings and his eyes are often bloodshot. After lunch, his eyes are often glassy and he keeps a large bottle of mouthwash in his desk. Several times, when working late, he was giddy and his breath smelled of alcohol. You approached him, but he denied having a problem.

You let it go, but during a course party, a few candidates recount some stories. They give evidence that, on more than one occasion, he appeared at the quarters after hours drunk and seeking sexual favours.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 32: TELLING IT LIKE IT IS

You are a new instructor at the Combat Training Centre (CTC). You enjoy your job and get along with your colleagues, but you are concerned because the Comdt is often out of line when making formal addresses. At the last parade, where the public and media were present, he delivered a personal view regarding new government policy and the responsibilities of the CF.

The speech leaves you perplexed and you find it difficult to resolve your own stance on these issues. The response from the audience ranges from support for “telling it like it is” to total opposition. After reflection, you seem more inclined to agree with the Comdt’s views, but you do not support the platform that he chose to express them through.

The next day, you read a controversial reaction from the editor of the local paper. Moreover, your students are asking questions and want your opinion on the Comdt’s speech.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

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ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 33: DOUBLE STANDARD

You are the Head Cashier at a small base. The B Comd has endorsed a base policy drafted by the Pay Accounting Officer (PAO) on issuing cash advances. The policy is clear: no cash advance will be issued to individuals in possession of a corporate American Express (AMEX) travel card. If cash advances are required, the member has to approach his/her Branch Head through the chain of command.

One day, a senior service member, who is proceeding on Temporary Duty (TD), requests a \$500.00 advance from public funds. You remind him of the B Comd's policy and apologetically deny the advance. In return, he reminds you of his position and your duty as a subordinate not to challenge his authority. While you state that you have no power to authorize the advance, he demands to speak to the PAO.

You overhear their conversation and the reason for the advance. The senior service member has recently used his corporate credit card for personal use and has reached the card's credit limit. You are surprised when the PAO tells you to proceed with the advance.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 34: QUESTIONS TO SHARE

You are a member of a soccer team at a CF training establishment and most of the players hang out together and study the same subjects. You have a final exam in one of your primary courses next week, but you are not adequately prepared for it.

One day, a teammate comes to you and says that he found the questions for this exam. You ask him how he got them and his response was “from the instructor’s desk!” He further explained that, in the morning, when he entered the classroom, he found a file left behind on the instructor’s desk. Since he was alone in the classroom, he checked out the file and found a sheet with all of the questions for the exam on it. The questions covered the course content that you are both studying. As a sign of friendship, he decided to share the questions with the rest of the soccer team, because “teammates stick together.” He passes the questions to you with a smile!

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 35: PLAYING THE GAME

You have been selected to serve as a member of a merit board reviewing files for the Commissioning From the Ranks (CFR) program. During the process, you notice a discrepancy in the records for one of the nominated NCMs. In the letter of recommendation, her supervisor described the individual as the strongest performer. However, on the individual's most recent Personnel Evaluation Report (PER), the same supervisor did not rank her as the top performer. None of the other board members have commented upon this inconsistency. As luck would have it, you have worked and socialized with the individual's supervisor. You excuse yourself from the board and phone your old colleague.

Your colleague confirms that the individual was indeed the best performer. However, due to restrictions imposed by a base policy, only one person could receive an "Immediate Promotion" recommendation. During a meeting, your colleague was cautioned by the Branch Head not to waste high assessments for newly promoted personnel and he was directed to give the individual the lowest ranking. You are astonished. You feel that the individual has been treated unfairly and suspect that her chances for commissioning will now be jeopardized by this decision. Before hanging up, your friend asks that you not say anything because he is concerned that it might get back to his boss.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

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Environmental factors:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 36: MEMBERS' WELL-BEING

You are employed within a HQ. The recent posting season saw a rotation of staff members, which included a new section head. You and your supervisor, who reports directly to the section head, are staying behind to ensure continuity and a smooth transition.

Since the arrival of the new section head, you have noticed that the working environment has been deteriorating. Your supervisor does not appear to be herself and there is obvious tension between her and her boss. The section head's behaviour appears to be very demeaning (e.g., talks down to the staff, derogatory remarks, etc.) and one day you witness your supervisor leaving the section head's office looking like she has been crying. You consider talking to her about the situation, but she avoids you. You discuss the situation informally with a peer, who shakes his head and says, "This is a delicate situation!"

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 37: ROUGH START

You are a section head on a ship and your duties include the supervision of a junior member. You have only been with the ship for three weeks when an issue is brought to your attention. A young sailor is coming to the end of his basic engagement and it is time to consider his retention. His file indicates that his behaviour was not exemplary. In fact, he had been charged with being Absent Without Leave (AWOL) and was placed on Counselling and Probation (C&P) because of his driving under the influence of alcohol. Although his C&P period was successful, he experienced some relapses and was counselled on several occasions.

The sailor has demonstrated a desire to progress in his occupation. However, you are aware that your immediate superior does not support his re-engagement. The Divisional Chief strongly supports it, saying, “boys will be boys.” The Divisional Chief also had a rough start to his career and clearly wants to help the sailor.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

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Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

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OPTIONS AND RISKS

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Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 38: PRIVILEGED PLATFORM

You are attending a course where several retired military members have been invited to share personal experiences and opinions. The Directing Staff (DS) stresses that the exchange with the veterans is offered as a “privileged platform.” During the Questions and Answers (Q&A) session, one of the DS asks one of the presenters what he thinks about the roles of diverse groups in today’s military. Much to the obvious satisfaction of some, and the discomfort of several others, the retired guest shared his scepticism with what he referred to as “social experiments.” He backed-up his opinion with historical “data” in reference to operational failures involving diverse groups in roles for which they were ill-suited.

The language that he used to refer to women, Aboriginal people and members of visible minorities was quite inappropriate. The presenter’s comments were controversial enough to create uneasiness within the group. After the presentation, the DS chose not to present a rebuttal statement. You feel that it was the responsibility of the DS to address the inappropriateness of the comments.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

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Ethical principles:

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OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 39: FOR A FEW MORE BUCKS

You and a friend are junior supervisors and have been sent on a week-long conference. During your trip, breakfasts and lunches were provided, however each evening, you were on your own.

Upon return to your unit, you complete your claim and send it for reimbursement, only claiming legitimate expenses. One day, you talk to your friend who mentioned that he is happy to have made a few more bucks: he claimed the meals that were provided and paid for. According to him, it would be difficult to find out that he falsified the claim because it was written nowhere that these meals were provided. He also thinks that he was somehow “entitled” to these additional funds. He hopes that you did the same, and if not, that you are not going to make a “big fuss” about it.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

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Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

CASE 40: INTEGRITY AND HONESTY AND DON'T GET CAUGHT

You have been an instructor at a small training establishment for six months and have developed a good rapport with the students.

One day, you sit down to examine your shoe and discover a hole in the sole.

In a conversation with one of your students, he offers to use his connections to exchange your shoes, at no cost, as a personal favour. When you question him on the appropriateness of such a transaction, he replies that one of the other instructors, whom he mentions by name, did not object. When you press for further details, the student seems to become aware that you are not responding favourably to his offer. Unfortunately, you must cut your questioning short when other students start arriving for class.

Later, when you confront the instructor in question, he denies the story outright. When you speak to the student again regarding the favour to the other instructor, he argues that you must have misunderstood.

What do you do?

DISCUSSION GUIDELINES

ASSESSMENT OF THE SITUATION

Facts:

Ethical concerns:

Personal factors:

Environmental factors:

ETHICAL CONSIDERATIONS

Ethical principles:

Primary ethical values:

Secondary ethical value(s):

Type of ethical dilemma:

OPTIONS AND RISKS

Option 1:

Option 2:

Option 3:

COMMITTING TO ACTION

What is your course of action?

Remarks:

Section III

CONCLUSION

ACKNOWLEDGEMENTS

GLOSSARY

ANNEX A

CONCLUSION

Ethics in the Canadian Forces: Making Tough Choices was written with the intent to provide CF personnel with real-life situations that deal with ethical issues. You might have noticed, when reading and discussing these issues, that ethics does not happen in a vacuum. It involves the interaction of people during their daily activities and duties when in garrison and abroad. This publication tries to capture the challenges of these activities and duties by providing a variety of situations. Although the list is not exhaustive, we hope that these situations have challenged your own perceptions and assumptions about “situations” that might at first blush appear easy, but increase in difficulty because of the consequences or people involved.

Ethical conduct is more important than ever. Undeniably, it is at the centre of everyday life for CF personnel, particularly when deployed on complex missions in the ambiguous, chaotic security environment. Today’s operational environment is complex and presents a new perspective on ethical issues. This publication is the first attempt to map past and present experiences, however specific dilemmas in today’s environment need to be recorded and shared. In order to continue with this type of publication, we need your recommendations and also your unique ethical dilemmas. The Canadian Forces Leadership Institute would greatly appreciate your feedback on this project so that we can improve the next edition, as well as incorporate new ethical situations.

“The measure of a man’s real character is what he would do if he knew he would never be found out.” *Thomas B. Macaulay*

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GLOSSARY

ACRONYMS	DEFINITIONS
Adj	Adjutant
Admin O	Administrative Officer
AMEX	American Express
AOR	Area of Responsibility
AWOL	Absence Without Leave
AWWO	Above Water Weapon Officer
B Comd	Base Commander
B Sup O	Base Supply Officer
BOR	Base Orderly Room
C&P	Counselling and Probation
CARE	Cooperative for American Relief Everywhere
Cbt O	Combat Officer
CC	Chief Clerk
CF	Canadian Forces
CFR	Commissioning From the Ranks
CIMIC	Civilian-Military Cooperation
CO	Commanding Officer
Comdt	Commandant
Coy	Company
CP	Command Post
CTC	Combat Training Centre
DCO	Deputy Commanding Officer
DEP	Defence Ethics Program
DS	Directing Staff
EOD	Explosive Ordnance Disposal

GOC	Government of Canada
HQ	Headquarters
HUMINT	Human Intelligence
IED	Improvised Explosive Device
LAV III	Light Armoured Vehicle
LPO	Local Purchase Order
LTA	Leave Travel Assistance
MND	Minister of National Defence
MPRR	Military Personal Record Résumé
NCM	Non-Commissioned Member
NDHQ	National Defence Headquarters
NGO	Non-Governmental Organization
OOW	Officer of the Watch
Ops O	Operations officer
PAO	Pay Accounting Officer
PER	Personnel Evaluation Report
Pers Admin O	Personnel Administration Officer
Pl Comd	Platoon Commander
Q&A	Question and Answer
RSM	Regiment Sergeant Major
Sect Comd	Section Commander
TD	Temporary Duty
Trg O	Training Officer
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UXO	Unexploded Explosive Ordnance
XO	Executive Officer
2IC	Second-in-command

ANNEX A: STATEMENT OF DEFENCE ETHICS

Statement of Defence Ethics

The Canadian Forces and the Department of National Defence have a special responsibility for the defence of Canada. This responsibility is fulfilled through a commitment by the department and its employees, the Canadian Forces and its members to the following ethical principles and obligations:

PRINCIPLES

- RESPECT THE DIGNITY OF ALL PERSONS
- SERVE CANADA BEFORE SELF
- OBEY AND SUPPORT LAWFUL AUTHORITY

OBLIGATIONS

Integrity

- We give precedence to ethical principles and obligations in our decisions and actions. We respect all ethical obligations deriving from applicable laws and regulations. We do not condone unethical conduct.

Loyalty

- We fulfil our commitments in a manner that best serves Canada, DND and the CF.

Courage

- We face challenges, whether physical or moral, with determination and strength of character.

Honesty

- We are truthful in our decisions and actions. We use resources appropriately and in the best interests of the Defence mission.

Fairness

- We are just and equitable in our decisions and actions.

Responsibility

- We perform our tasks with competence, diligence and dedication. We are accountable for and accept the consequences of our decisions and actions. We place the welfare of others ahead of our personal interests.



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