

ETHICAL BEHAVIOR

CHANGE SHEET 1

1. Synopsis: This change sheet corrects minor errors in this TSP Practical Exercises and Solutions.
2. Pen and ink changes. None.
3. Page changes. Remove old pages and insert revised pages as indicated.

Remove Pages

Insert Pages

C-1 thru C-13

C-1 thru C-14

4. File this change sheet in front of the TSP for reference purposes.
5. Approval of change sheet.

Name/Signature	Rank	Title	Date Signed
/s/ Karen Beamon	GS9	ISS	13 SEP 04
/s/ Phil King	GS11	Course Manger, B/A/BSNCOC	13 SEP 04
/s/ Agnes D. Bennett-Green	SGM	Chief, B/A/BSNCOC	13 SEP 04
/s/ Marion Lemon	SGM	Chief, CDDD	13 SEP 04

**Practical Exercises and Solutions**

This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
PE-1	C-2 and C-5
PE-1 Solution	C-6
PE-2	C-7 and C-8
PE-2 Solution	C-9 and C-10
PE-3	C-11 thru C-13
PE-3 Solution	C-14

## PRACTICAL EXERCISE 1

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**Title** DESERTION

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**Lesson Number/Title** L324 version 1 / ETHICAL BEHAVIOR

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**Introduction** This practical exercise gives you the opportunity to assess the affects of leader actions and attitudes on the climate of a unit and individual Soldiers.

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**Motivator** As a leader your attitudes and actions have a direct impact on your Soldiers. You must be constantly aware of your behavior and ensure that at all times your actions reflect the standards of conduct and Army Values.

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**Learning Step/Activity** **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Apply leadership fundamentals to improve the ethical climate within an organization or unit.
<b>Conditions:</b>	As a small unit leader in a company or battalion level unit.
<b>Standards:</b>	<p>Applied leadership fundamentals to improve the ethical climate within an organization or unit by:</p> <ul style="list-style-type: none"> <li>• Identifying how a leader's ethical behavior influence's a squad's climate.</li> <li>• Applying ethical reasoning to choose a course of action that best represents Army values.</li> </ul> <p>IAW FM 22-100.</p>

**Safety Requirements** None

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**Risk Assessment Level** Low

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**Environmental Considerations** None

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<b>Evaluation</b>	This is not a graded exercise. You will use the solution to the practical exercise to review your answers.
<b>Instructional Lead-In</b>	This PE contains a case study titled “Desertion”. After reading the scenario, you must identify the command climate as demonstrated by unit members, identify who is responsible for developing and maintaining an ethical climate, and identify behaviors that need changing.
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper, easel paper and/or white board.</li> </ul> <p><b>Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Pencils or pens.</li> <li>• Writing paper.</li> <li>• Advanced packet.</li> </ul>
<b>Special Instructions</b>	Inform the groups that they will each have to brief a portion of their findings.
<b>Procedures</b>	You have 10 minutes to complete the practical exercise and prepare to brief the other groups. Upon completion ask the other groups if they came up with different results and for any other feedback they may have. Finish by adding any points they may have overlooked from the solution sheet.
<b>Feedback Requirements</b>	Ask the other groups if they came up with different results and for any other feedback they may have. Finish by adding any points they may have overlooked from the solution sheet.

## **CASE STUDY “DESERTION”**

In 1995, James Scott joined the Army, attended basic training, AIT, followed by assignment to his first permanent duty post. After being on post for 14 months, he deserted. Two years later the authorities apprehended him. He was court-martialed and pled guilty to a single specification of desertion terminated by apprehension. After sentencing by a military judge to a reduction in grade to E-1, he received a bad conduct discharge (BCD).

On the surface, this seems like a very light sentence for desertion. But now, let's look at the rest of the story.

James Scott joined the Army after completing several semesters of college work. After completing basic training, en route to AIT, he married his high school sweetheart.

At his first permanent duty assignment, he could not get on-base housing, so he and his wife rented a small apartment about 10 miles from the base. As with most very young couples, there wasn't a lot of money; in fact, they joined with some small debts which they were paying off month-to-month. He requested and received advance pay for the apartment deposit and to cover minor moving expenses. His car became unreliable, so he got more advance pay to make a down payment on a newer, more reliable car. They were making it, but barely. He wanted to get a second job. He discussed this with his NCOIC, SSG Kennedy, and his chain of command, but all told him that it was more important to learn his job. His wife could not work because she had had several illnesses. The post doctor, Dr. Smith, suspected kidney problems and referred her off-post for evaluation. Tests showed she had less than 20 percent of her kidney function left.

Renal failure is a progressive, insidious disease of the kidney, once affected function is not restorable. Without dialysis, the body fills up with poison. Mrs. Scott's weight went from 130 to 200 pounds, solely because of the excess fluid in her system. Dialysis was the only solution. There was no available equipment at the base for dialysis. This resulted in her admission to the local hospital to have an artificial vein created to prepare for dialysis. The surgery was unsuccessful, and the next month she had additional surgery to create a vein in her leg.

The Scotts did not have any supplementary insurance. He applied for Medicaid and was refused because of the medical benefits provided by the military for dependents. Medical bills began to mount. TRICARE STANDARD has a catastrophic cap of \$7500, which is renewable each calendar year.

TRICARE STANDARD does not cover all medical bills. For example, Dr. Smith told the soldier that a particular hospital in the civilian community was the only place where his wife could get the necessary treatment even though he knew that the hospital routinely billed higher fees than TRICARE STANDARD allowed. Also, Dr. Smith and the hospital staff failed to inform TRICARE STANDARD the civilian hospital would

provide treatment because the services were not available in the military hospital. Subsequently, TRICARE STANDARD refused to pay for routine lab work and x-rays that the soldier's wife had as a patient at the civilian hospital because they were available at the military hospital. All declined claims were the soldier's responsibility to pay. Military personnel never adequately answered the soldier's question of how his wife was supposed to get to the post to get these services when she was an in-patient downtown.

When the soldier went to his command for help, SSG Kennedy and 1SG Cain told the soldier to apply for a compassionate reassignment to a post that was near his extended family. This post had a hospital with the ability to treat his wife's condition which would significantly reduce his expenses, and his family would be able to help out with getting his wife to appointments, along with providing emotional support. The Army turned down his request. He obtained more documentation from his wife's doctor and reapplied. His second request also met denial. At no time did his NCOIC, 1SG, commander, or anyone else discuss the possibility of a hardship discharge.

For five months, the soldier tried to get other help from the Army. With all the medical and normal expenses, he couldn't make ends meet. His command recommended he go to Army Community Services for assistance. After attending a budgeting class, he tried, but everything seemed to be working against him. His wife's condition worsened. She required expensive medication. One particular medication cost \$50.00 a week. TRICARE would pay for some but the soldier had to pay for it first and then file a claim. He got an emergency loan through Army Emergency Relief, but he was told their money was tight, and he would have to find some other way to buy the medicine the next time.

Mrs. Scott's medical condition continued to deteriorate. Unable to drive PVT Scott had to drive her everywhere. She required three 4-hour sessions of dialysis per week. The hospital was 30 minutes away from the post. SSG Kennedy and 1SG Cain repeatedly reminded the soldier that his military duties were suffering.

The soldier took a day off from work, got all of his belongings, placed them in a trailer, got his wife, and went to his hometown. Over the two years he was a deserter; he got a job, got promoted in that job, and took care of his wife. At the time of his apprehension, his wife was virtually blind and in a wheelchair.

Subsequently the Army tried the soldier and found him guilty of desertion and sentenced him to a Bad Conduct Discharge. After the trial, the judge said the Army deserted the soldier long before the soldier deserted the Army.

**SOLUTION TO PRACTICAL EXERCISE 1****Instructor Use Only** IN-CLASS PRACTICAL EXERCISE – DESERTION

There are no book solutions to the questions. The questions and answers provided below are a guide for instructor use to assist with the discussion of group solutions.

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QUESTION: 1: What is the command climate of the unit?

There are several indicators that suggest the ethical climate of this unit is not what it should be:

- Reception/integration counseling.
  - Sponsorship.
  - Family Support.
  - NCO Support Channel.
  - Chain of Command involvement. (Senior leaders failed to ensure the health and welfare of soldiers and families.)
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QUESTION: 2: Who is responsible for the unfortunate chain of events that led to PVT Scott's ultimate decision to desert? Why?

- PVT Scott, by his failure to disclose in full his personal situation
  - Chain of Command, failure to recognize a soldier in need of assistance.
  - Medical Authorities, failure to provide appropriate information and assistance and support.
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QUESTION: 3: Identify specific behaviors that you would address.

- Poor communication on the part of all involved.
  - Counseling, or the lack there of.
  - Failure of the soldier/family support system by the chain of command, medical system and Army Community Services.
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## PRACTICAL EXERCISE 2

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**Title** DESERTION

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**Lesson Number/Title** L324 version 1 / ETHICAL BEHAVIOR

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**Introduction** This practical exercise gives you the opportunity to assess the affects of leader actions and attitudes on the climate of a unit and individual Soldiers and how the relate to the Army Values.

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**Motivator**

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**Learning Step/Activity** **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Apply leadership fundamentals to improve the ethical climate within an organization or unit.
<b>Conditions:</b>	As a small unit leader in a company or battalion level unit.
<b>Standards:</b>	<p>Applied leadership fundamentals to improve the ethical climate within an organization or unit by:</p> <ul style="list-style-type: none"> <li>• Identifying how a leader's ethical behavior influence's a squad's climate.</li> <li>• Applying ethical reasoning to choose a course of action that best represents Army values.</li> </ul> <p>IAW FM 22-100.</p>

**Safety Requirements** None

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**Risk Assessment Level** Low

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**Environmental Considerations** None

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**Evaluation**


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This is not a graded exercise. You will use the solution to the practical exercise to review your answers.

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**Instructional Lead-In**

You will use the case study “Desertion” from PE-1 to complete this exercise. Again, read the case study and then as a group:

- Identify the Army values demonstrated.
  - Identify any conflicts between the Army values and the command climate and how the command climate contributed to the conflicts.
  - Identify the behaviors which support or conflict with the Army values.
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**Resource Requirements****Instructor Materials:**

- Paper, easel paper, and/or white board.

**Student Materials:**

- Pencils or pens.
  - Writing paper.
  - Advanced packet.
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**Special Instructions**

Inform the groups that they will each have to brief a portion of their findings.

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**Procedures**

You have 10 minutes to complete the practical exercise and prepare to brief the other groups. Upon completion ask the other groups if they came up with different results and for any other feedback they may have. Finish by adding any points they may have overlooked from the solution sheet.

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**Feedback Requirements**

Ask the other groups if they came up with different results and for any other feedback they may have. Finish by adding any points they may have overlooked from the solution sheet.

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## SOLUTION TO PRACTICAL EXERCISE 2

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**Instructor  
Use Only**

### IN-CLASS PRACTICAL EXERCISE – DESERTION

The answers provided below are a guide for instructor use to assist with the discussion of group solutions.

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ARMY VALUE	CONFLICT	BEHAVIORS
Selfless Service and Respect	Lack of respect for and acknowledgement of soldier needs.	SSG Kennedy and chain of command would not approve part-time work, even though they were aware of the expenses, and did not find options to resolve financial problems.
Integrity, Personal Courage	Moral weakness	Medical command failed to adequately support Medicaid application and failed to answer soldier's questions. SSG Kennedy and 1SG Cain failed to inform soldier of hardship discharge option. PVT Scott failed to communicate the imperatives of his personal situation.
Duty, Selfless-Service	Self-serving; business as usual	SSG Kennedy and 1SG Cain reminded soldier that his military duties were suffering. Command expected soldier's commitment to his military duties, but did not appear to be committed to helping the soldier. Also, when Army Community Services was unable to provide additional help, the command did not appear to provide the soldier with any other guidance.

NOTE: The scenario does not describe what support the command provided towards getting a compassionate reassignment, but the lack of action on their part may suggest there was little real support. Students may come up with additional examples. Accept any that are feasible.

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### PRACTICAL EXERCISE 3

<b>Title</b>	CASE STUDY: SFC SHARP AND THE SECRET PAPERS						
<b>Lesson Number/Title</b>	L324 version 1 / ETHICAL BEHAVIOR						
<b>Introduction</b>	Sometimes simple situations can create an ethical dilemma that can evolve into a more serious problem if not dealt with properly.						
<b>Motivator</b>	This practical exercise assists you in gaining a better understanding of ethical behavior and its value to you as leader.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Apply leadership fundamentals to improve the ethical climate within an organization or unit.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a small unit leader in a company or battalion level unit.</td> </tr> <tr> <td><b>Standards:</b></td> <td>           Applied leadership fundamentals to improve the ethical climate within an organization or unit by:           <ul style="list-style-type: none"> <li>• Identifying how a leader's ethical behavior influence's a squad's climate.</li> <li>• Applying ethical reasoning to choose a course of action that best represents Army values.</li> </ul>           IAW FM 22-100.         </td> </tr> </table>	<b>Action:</b>	Apply leadership fundamentals to improve the ethical climate within an organization or unit.	<b>Conditions:</b>	As a small unit leader in a company or battalion level unit.	<b>Standards:</b>	Applied leadership fundamentals to improve the ethical climate within an organization or unit by: <ul style="list-style-type: none"> <li>• Identifying how a leader's ethical behavior influence's a squad's climate.</li> <li>• Applying ethical reasoning to choose a course of action that best represents Army values.</li> </ul> IAW FM 22-100.
<b>Action:</b>	Apply leadership fundamentals to improve the ethical climate within an organization or unit.						
<b>Conditions:</b>	As a small unit leader in a company or battalion level unit.						
<b>Standards:</b>	Applied leadership fundamentals to improve the ethical climate within an organization or unit by: <ul style="list-style-type: none"> <li>• Identifying how a leader's ethical behavior influence's a squad's climate.</li> <li>• Applying ethical reasoning to choose a course of action that best represents Army values.</li> </ul> IAW FM 22-100.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						

<b>Evaluation</b>	This is not a graded exercise. You will use the solution to the practical exercise to review your answers.
<b>Instructional Lead-In</b>	In resolving the ethical problem shown in the case study, you are to develop possible courses of action and the solution that best represents Army values. Keep in mind; however, that there may be several correct solutions to the problem. Arriving at a different solution does not necessarily mean that your solution is wrong.
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper, easel paper, and/or white board.</li> </ul> <p><b>Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Pencils or pens.</li> <li>• Writing paper.</li> </ul>
<b>Special Instructions</b>	None
<b>Procedures</b>	<ul style="list-style-type: none"> <li>• Break class into 2 or 3 groups (not more than 6 students in each group). Inform the groups that they will each have to brief a portion of their findings. Give groups 10 minutes to arrive at their solution.</li> <li>• Give instructor guidance to students for analyzing the in-class practical exercise.</li> <li>• At the end of the 10 minutes, have each group brief their group's solution. Finish by adding any points they may have overlooked from the solution sheet (Instructor use only).</li> </ul>
<b>Feedback Requirements</b>	None

## CASE STUDY

## “SFC Sharp and the Secret Papers”

You are newly assigned as the communications and electronics staff NCO of the 99th Infantry Battalion. You are replacing SFC Sharp, as a result of his selection for promotion to MSG and departure for a new assignment in two weeks.

SFC Sharp impressed you with the welcome you received and all he is doing to ensure that you get off to a good start. Your soldiers appear well trained and your admin sergeant, SSG Day, seems to know just about everything. You know you have big shoes to fill when SFC Sharp leaves because everyone seems to like and respect him. You’ve heard people say that he knows more about infantry operations than most infantrymen do.

SFC Sharp has cleaned out his desk and tells you to make yourself at home. Later this afternoon he will receive an award for his service to the 99th. His farewell party is this evening at the NCO club.

As you are setting up your things in your new desk, you discover some papers wedged between the wall and the side of the desk. You pull them out and discover that they are pages from a communication security book and marked “SECRET.” You attach a cover sheet to them and go into the security vault to talk to SSG Day.

SSG Day checks the inventory and destruction certificates and discovers that SFC Sharp certified that the book these pages came from was destroyed two weeks ago. Both you and SSG Day search the vault and the outer office for any other pages, but you don’t find any. SSG Day turns to you and says,

“I don’t know about you, but the way I see this is that our section area is locked every evening. The civilian cleaning team doesn’t even clean our area. Only our people ever come in here. From the look of these pages they’ve been behind that desk for some time. These pages are from an alternate communications security book and have not been used. They were to be destroyed two weeks ago, and as far as I’m concerned SFC Sharp destroyed them two weeks ago.”

## SOLUTION FOR PRACTICAL EXERCISE 3

**Title:** SFC Sharp and the Secret Papers

In resolving the ethical problem shown in the case study, you are to develop possible courses of action and the solution that best represents Army values. Keep in mind, however, that there may be several correct solutions to the problem. Arriving at a different solution does not necessarily mean that your solution is wrong.

1. Define the problem.
  - a. What is the problem?
    - The basic problem is the pressure you have to be dishonest and not report the breach of security.
  - b. Identify the ethical questions.
    - Should I report the incident immediately?
    - What is my duty?
    - Is my loyalty owed to SFC Sharp or the unit?
    - How should I proceed?
2. Know the rules:
  - Identify applicable laws, regulations, guidelines, and professional obligations.
  - You must thoroughly understand the situation and feel confident about your decision.
3. Develop and evaluate courses of action:
  - a. Do nothing as SSG Day suggests.
  - b. Inform the chain of command before SFC Sharp leaves.
  - c. Inform the chain of command after SFC Sharp leaves.
  - d. Go to SFC Sharp before he leaves and ask him how he would like to handle this problem.
4. Choose the course that best represents Army values.
  - a. Doing nothing may violate your integrity.
  - b. Going to the chain of command without approaching SFC Sharp shows disloyalty toward him.
  - c. Informing the chain of command after SFC Sharp leaves may indicate your lack of personal courage and demonstrates disloyalty to SFC Sharp since he is not there to provide his side of the story.
  - d. By approaching SFC Sharp first, you give him the benefit of the doubt and attempt to resolve the problem at the lowest level, and you are also able to adhere to the values and guiding principles you have decided are important to this situation. Even if SFC Sharp refuses to do anything, you have adhered to the values and guiding principles you have determined are relevant to this ethical problem. You can then inform his chain of command without compromising those values and principles.