



# Scenario: Integrity and Honesty and Don't Get Caught

Group Size: 4-15

*This scenario may contain explicit language and references to harmful situations which may be emotionally activating for some people. If you need support, services are available through the [CAF Member Assistance Program \(CFMAP\)](#) and the [Employee Assistance Program \(EAP\)](#).*

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.

## Categories

Principles:	Serve Canada before Self
Values:	Integrity, Loyalty, Courage, Stewardship
Cultural Themes:	Service, Identity, Leadership, Teamwork
Misconduct Types:	Not Specific
GBA Plus Themes:	Not Specific
Audience:	Defence Team

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# Facilitator's Guide

## Learning Objectives:

- Discuss the ethical principle of “Serve Canada before Self” in the training environment.
- Discuss the ethical values of integrity, loyalty, courage, and stewardship in the training environment.

## Facilitation Questions:

1. What would you do in this situation? What are the considerations?
  - Allow open discussion from the group.
  - Ethical concerns: You suspect that there are inappropriate activities going on, but you do not have any proof. With or without evidence, this “free exchange” should stop. You know that you did not misunderstand, and you are convinced that both the student and the other instructor are lying.
  - Personal factors: You are new at the training establishment, and you have a good rapport with your students. You do not want this rapport to be damaged by this situation, however your personal values of integrity and honesty are challenged by this unethical behaviour.
  - Environmental factors: This is a small school and, as such, the students and instructors are well-known to each other and tend to be closely knit. One instructor willingly profited from a “free exchange.” You suspect that the system is being circumvented and you are concerned that this behaviour might be widespread.
2. What is the ethical dilemma in this situation?
  - The situation and the appropriate course of action are unclear.
  - You are convinced that unethical activities are taking place at the school. It appears that at least one instructor is setting an inappropriate example for the students. The right course of action is unclear because you have conflicting stories and no evidence.
3. What are some potential courses of action that could be taken in this scenario?
  - Option 1: Clarify the situation by seeking advice from several possible sources: senior staff, the School Chief Warrant Officer (SCWO) or the Supply Officer (Sup O). Because some people might not view this as a serious issue, you will have to expect mixed reactions, and some might even resent you for questioning the conduct of another instructor.
  - Option 2: Report your suspicions to the chain of command. An investigation will likely determine whether ethical standards are being maintained. Charges might be laid.
  - Option 3: Do nothing and look the other way. Students involved might view your inaction as a sign that you condone this type of behaviour.