

VOICING OUR VALUES

2018 LEADERS GUIDE



TAKE ACTION

- ASK QUESTIONS
- OBTAIN DATA
- TALK TO OTHERS
- REFRAME THE ISSUE
- REPORT VIOLATIONS

LOCKHEED MARTIN



OUR VALUES

Do What's Right - We are committed to the highest standards of ethical conduct in all that we do. We believe that honesty and integrity engender trust, which is the cornerstone of our business. We abide by the laws of the United States and other countries in which we do business. We strive to be good citizens and we take responsibility for our actions.

Respect Others - We recognize that our success as an enterprise depends on the talent, skills and expertise of our people and our ability to function as a tightly integrated team. We appreciate our diversity and believe that respect – for our colleagues, customers, partners, and all those with whom we interact – is an essential element of all positive and productive business relationships.

Perform With Excellence - We understand the importance of our missions and the trust our customers place in us. With this in mind, we strive to excel in every aspect of our business and approach every challenge with a determination to succeed. We seek not only the highest accomplishments as individuals, but also seek to help our fellow team members achieve at the highest levels.

COMMITMENT TO DIVERSITY AND INCLUSION

Diversity and inclusion are the foundation of our culture and reflect our values of doing what's right, respecting others and performing with excellence. LM is committed to leveraging our employees' unique talents and experiences in order to deliver innovative, affordable solutions and unparalleled customer value.

FULL SPECTRUM LEADERSHIP IMPERATIVES

- Deliver results
- Shape the future
- Build effective relationships
- Energize the team
- Model personal excellence, integrity, and accountability




Dear Training Leader:

Thank you for facilitating our annual *Voicing Our Values* 2018 Ethics Awareness Training. The discussions you lead in each training session remind us of the importance of integrity to our business and reinforce our ability to address ethical dilemmas.

Voicing our values through daily actions reflects Lockheed Martin's unwavering and long-standing commitment to ethical conduct. We recognize that all employees, and especially leaders, play an active role in ensuring our workplace and professional interactions reflect our values. Key to this is the ability for all employees to talk about and take action to resolve concerns that may arise in our work environment.

The assurance that all employees feel valued and empowered to bring their best to work derives from multiple sources: our core values -- [Do What's Right, Respect Others and Perform With Excellence](#); our standards, as outlined in the [Code of Ethics and Business Conduct](#); and the [Full Spectrum Leadership](#) imperatives to which we ascribe.

As a training leader, your role is critical to ensure a lively, healthy dialogue on the questions presented and to help others practice the skills we need to effectively address values conflicts and ethical dilemmas in the workplace.

The case scenarios are based on real-life issues facing employees and reflect the complexities and realities of the workplace. **There is a special focus this year on challenges facing both employees located at remote locations and their leaders.** Case 2 features team members based at a customer location who have limited direct company interaction. Telecommuters and their managers also face unique challenges in Case 5. **Please use the relevant case(s) in your training sessions if you lead remote and/or telecommuting employees.**

This guide provides important discussion points for each case scenario presented and highlights the various techniques with which we want everyone to become comfortable. Please use the information to guide your group's discussion.

The example you set for employees crosses the boundaries of department, business unit and business area. Inspiring our employees to recognize their obligation to act is a key component in building a "take action" culture.

Thank you for supporting Ethics Awareness Training and for your efforts in leading our workforce in *Voicing Our Values*.



Leo S. Mackay Jr.
Senior Vice President, Internal Audit,
Ethics and Sustainability

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The online version of the training is found at
http://ethics.corp.lmco.com/ethics/awareness_training.cfm; or
<http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html>

PREPARING TO LEAD THE SESSION

It's important to review this section before your session.

- Each case scenario presents a situation that involves Ethics, Inclusion, and/or Full Spectrum Leadership issues. The case scenarios are intended to demonstrate how various techniques may be used to more effectively address ethical dilemmas or values conflicts that we may encounter in the workplace.
- You are responsible for understanding these techniques before leading the awareness training session.

In particular, we are asking everyone to consider how they might use any or all of the following techniques to more effectively voice their values:

- *Ask Questions*
- *Talk to Others*
- *Obtain Data*
- *Reframe the Issue*

Definitions of these techniques are provided on page 4 of this guide with a link to a printable reference page for use by attendees when discussing the cases. Also, short videos of each technique are available during the discussion.

- For some of the scenarios, there may be a *reportable violation*. You will have the opportunity to discuss what may be reportable and when it should be reported. However, a big part of voicing our values means raising issues and using the techniques outlined above to prevent a violation from occurring. The case summaries, pages 8 to 19, provide some discussion points for your use. You should have time for three cases in your one-hour session.

Virtual Groups

If your sessions include participants at other locations, be sure in advance that all locations have access to the web-based version of the training or the training DVD. When playing the video, ask all the virtual participants to mute the phone as well as muting the phone in your room. Consider calling on attendees by name to provide everyone an opportunity to participate in the discussion.

SPECIAL NOTE:

Leaders of Remote (including Telecommuting) Employees

Case 2 is especially applicable to work groups with employees who work at secure government facilities and should be used during their training session. This case highlights some of the unique challenges employees face in this type of environment and will elicit important discussion points about maintaining their connection to Lockheed Martin and recognizing insider threat risk factors.

Case 5 is particularly designed for work groups with telecommuting, or otherwise remote, employees. This case should be used in their training session so that teams can discuss the challenges of working together when physically separated.

VOICING OUR VALUES TECHNIQUES

Resolving ethical dilemmas or values conflicts effectively by voicing our values requires us to recognize that such conflicts are not uncommon in the workplace. You can, and should, strategize how you might respond if faced with different types of ethical dilemmas or conflicts. By approaching conflicts in this manner, they become business problems that can be resolved by using an appropriate strategy, rather than emotional situations that you feel paralyzed to resolve. Should you be unable to resolve the conflict using these techniques, or in the event of a compliance breach, you should report the violation to your manager, Human Resources, Legal, Security, Internal Audit, EESH, or Ethics.

The following are some of the techniques or actions you should consider using to address ethical dilemmas or values conflicts:

Ask Questions

- Gather information in a non-threatening way
- Don't assume you're right
- Probe for information rather than arguing

Ask questions that demonstrate that you don't assume you are right or know everything about the issue in question. Ask questions designed to gather information and help everyone involved in the discussion achieve a clearer and more complete picture of the issue at hand. Asking questions in this manner can help you understand the situation in a way that resolves your values conflict. Alternatively, it may cause the other person involved in the conflict to reconsider his or her course of action. For example, you could ask: "What factors did you consider in deciding XYZ?" or "Could you help me understand the basis for your decision?"; "Did you consider that your approach could be viewed by some as high risk?" or "What mitigation plan do we have to address the risk?"

Obtain Data

- Use fact-based data to support your position. Don't assume that the other person already knows and is disregarding this data
- Explain how your data leads to a different outcome or conclusion

Use fact-based logic and data to support your position. Ensure that those who are proposing actions that are causing you a conflict understand the data that should lead to a different outcome or conclusion. By voicing your values using data, you will avoid unnecessarily emotional arguments that likely will place the other person on the defensive.

Talk to Others

- Identify a network of people with whom you are comfortable
- Look for those who have related experience
- Be honest about your dilemma

Identify people – your colleagues or leaders – with whom you feel comfortable discussing ideas and issues. Talk to them about the conflict that you face. Sometimes just talking over an issue helps you figure out how to handle it. Also, they may have experienced a similar situation. Find out how they handled it.

Reframe the Issue

- Use neutral language
- Highlight a different perspective
- Present risks of the current course and suggest alternatives

Speak with the person on the other side of your dilemma. Rephrase the situation and options in more neutral language or in ways that highlight a different perspective that suggests an alternate course of action that is more consistent with your values. Reframe the issue in a manner that shows the other person that you are not questioning his or her integrity, rather you have a real concern that needs to be resolved for you to feel comfortable with the action you are being asked to take or the situation in which you find yourself. For example, a potentially unethical action can be reframed to show how the action creates a risk that the other person would want to avoid.

NOTE: This information is available online in printable format.

For participants inside the firewall, go to http://ethics.corp.lmco.com/ethics/awareness_training.cfm and click on “Voicing Our Values Techniques.”

For participants outside the firewall, go to <http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html> and click on “Voicing Our Values Techniques.”

Short videos of each technique are available during the discussion.

BEFORE THE SESSION

Here are some basic steps to take before the training session.

Locate the contact information for your Ethics Officer. You will need this for the closing message on page 20. You can view this information on Enterprise White Pages, and it may differ for employees at different locations.

Identify how many people in your organization are to be trained and schedule enough sessions for training groups of 12–24 people, although the training can be used for smaller or larger groups.

Send participants a meeting notice with the time and place for the session. Send the notice sufficiently in advance to allow participants time to plan their schedules. A session is required to last at least one hour. Include directions on how to charge labor for the session.

Reserve a room with enough tables and chairs for comfortable seating, and connectivity, or a DVD player if necessary. Test the equipment to make sure it is working. Test the DVD disk in the machine if you use this option. NOTE: DVDs will not run automatically in most Lockheed Martin computers. Call IT Service Desk at 800-435-7063 for assistance if needed. Refer to “Facilitation Do’s and Don’ts” on page 21.

Familiarize yourself with the cases by reading the summaries in this Leader’s Guide and by previewing the video.

Select three cases that are relevant and challenging for your group.

CASE LIST, KEY TOPICS AND EXECUTIVE SUMMARY

Case 1 – We’re All Friends Here

- Conflict of Interest, Outside Business, Recruitment and Hiring of Government Employees, Obtaining Consultant Services, Third Party Proprietary Information
Jeff A. Babione, Vice President and General Manager, Advanced Development Programs, Aeronautics

Case 2 – Out of Sight...Out of Mind

- Insider Threat, Remote Customer Site, Third-Party Relationships, Interpersonal Skills
Amy L. Gowder, Vice President and General Manager, Training and Logistics Solutions, Rotary and Mission Systems

Case 3 – I’ve Been There (International location)

- Gifts and Hospitality, Anti-Corruption, Human Trafficking, Interpersonal Skills, Job Assignments
Stephanie C. Hill, Senior Vice President, Corporate Strategy and Business Development

LEADING THE SESSION

Distribute to the attendees in your training session copies of pages 4 and 5 in the Leader’s Guide and “Our Values” both found online at http://ethics.corp.lmco.com/ethics/awareness_training.cfm; or <http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html>

Provide directions on how to charge labor for the training session and how to acknowledge completion.

If any participants are hearing-impaired, when online **click** on the “Settings” icon in the video window before playing the introductory video. **Choose** “Subtitles” if using a DVD. If your session includes virtual participants, be sure to start the video at the same time and ask participants to **mute** all phone lines while the video plays.

Click “Introduction” to play the video segment which includes a message from Chairman, President and CEO Marillyn Hewson, as well as an overview of how the activity works.

Play a case. **Discuss** the case as a group and answer the questions on the screen.

Click “Continue” to view the second part of the video. At the conclusion of the video, ask for any additional comments.

Repeat the process to complete at least three cases (or as many cases as can be covered in the available time, which should be no less than one hour). A suggested timeline for the session is located on the inside back cover. Each case video runs 7 to 8 minutes in total. You should have time for approximately 8 minutes of discussion on each case.

Deliver a concluding message. See page 20. *Note: For virtual and remote session, see page 3.*

Case 4 – Posting Apocalypse

- Social Media, Proprietary Information, Misuse of Assets
Frank St. John, Executive Vice President, Missiles and Fire Control

Case 5 – Where Are You?

- Telecommuting, Labor Charging, Conflict of Interest, Performance Management
Brian P. Colan, Vice President and Controller, Lockheed Martin Corporation

Case 6 – We’re In This Together

- Unconscious Bias, Diversity and Inclusion, Following Procedures, Interpersonal Skills
Lisa B. Callahan, Vice President and General Manager, Commercial Civil Space

CASE 1: WE'RE ALL FRIENDS HERE

Conflict of Interest, Outside Business, Recruitment and Hiring of Government Employees, Obtaining Consultant Services, Third Party Proprietary Information

MAIN CHARACTERS

- Larry – Government employee, friend of Vanessa and Tristan
- Tristan – LM employee
- Vanessa – LM employee
- Jason – LM employee



SUMMARY

Larry, Vanessa and Tristan are good friends living in the same neighborhood and socializing frequently outside work. In fact, they have begun an outside business as co-owners of a rental property. Larry is soon-to-be a former government employee and Vanessa and Tristan are active LM employees. Tristan encourages Larry to work for Lockheed Martin.

Larry offers to review a new LM contract Tristan is drafting. Further, Larry provides Tristan with sample government contract language for reference. Jason is rebuffed when he offers insight based on his experience.

Leader's Note: Following are notes to help guide the group's discussion. This should be an open discussion; the group may have observations in addition to those captured below.

DISCUSSION QUESTIONS

» **Who could best address the issues presented? How might they apply our Values and the Voicing Our Values techniques to do so?**

Our Values are on page i. The Voicing our Values techniques are described on pages 4-5.

The friendship between Vanessa, Tristan and Larry creates the possibility of a conflict of interest if their personal interests intersect with their professional relationship. Vanessa and Tristan should have submitted a Conflict of Interest Disclosure form when they first established their home rental business with Larry, a friend and government customer. Legal's review of such disclosures ensures there are no issues, real or apparent, with our outside business relationships with family or friends.

Jason has the opportunity to address the conflict of interest issues posed by the rental property joint ownership by Vanessa, Tristan and Larry. He seeks to **Do What's Right** when he tries to **Ask Questions** and **Reframe the Issue**. He could **Talk to Others** when those attempts are not successful, or even **Report** his concerns to the Ethics Office or Legal.

Jason similarly tries to help Tristan recognize the mistake he is making in using the third party proprietary information from Larry. Tristan's negative "go worry about your own work" reaction to Jason's attempt runs counter to our value **Respect Others**. Larry seems to realize, too late, that he should not have sent the contract language to Tristan when he asks Tristan to delete the files when he's done with them.

Tristan could have **Obtained Data** or **Asked Questions** before accepting Larry's offer of the sample contract language. A discussion with Legal, or a review of relevant policy and Sensitive Information compliance training, would have prevented Tristan from jeopardizing both his employment and the Corporation's ability to do business with the government. Removing the redactions just makes matters worse.

Tristan or Vanessa could have **Obtained Data** by checking our policies or **Talked to Others** like Legal or HR about the unique and correct process for discussing employment or consulting with current and former government employees. And Larry should have done the same within his organization. Unfortunately, none of them seemed to realize that even discussing employment or a possible consulting arrangement might violate the law.

» How might similar situations occur in our work area and how can we avoid related problems?

Similar situations may include:

- Friendships with customers or supply partners
- Responding to an inquiry about an open position from a current or former government employee
- Suggesting a consulting arrangement to a current or former government employee
- Outside business interests
- Inadvertent access to third-party proprietary information from competitors or suppliers

Pressure to perform may tempt us to take shortcuts, as Tristan does in this case. We can prevent significant issues by discussing alternatives and listening to the advice of coworkers. It's not always obvious when those issues may exist, so taking the time to **Ask Questions, Obtain Data** and **Talk to Others** is important to understanding the correct policies and processes to be followed.

» What issues might arise when an employee has a close personal relationship with a customer or supplier?

In our business we can work with customers, suppliers and/or fellow employees for many years and as a result may develop strong personal friendships. Those friendships may lead to conflicts of interest, which can take many forms. In this case, we see friends asking for and receiving business-related favors that violate policies and regulations. Attempts to influence procurement decisions or supplier performance assessments, access to third party proprietary and competitive information we should not have, inadvertent disclosure of our own proprietary information, and interference with fair hiring practices are all possible concerns; CRX-014 - Individual Conflict of Interest and its supplements provide more detail.

Following the discussion, the group watches the second half of the video.

Closing remarks on this case:

As we learn in the closing video, Jason recognizes that the situation can't be ignored and after repeated attempts to talk with Tristan and Vanessa, he reports his concerns to the Ethics Office. He applies our value **Do What's Right** to **Report the Violation**.

Our annual Conflict of Interest certification process includes *all* employees and directs us to submit a form to disclose an actual or potential conflict of interest. This process helps us avoid even the appearance of impropriety.

Secondary issues may arise from outside businesses. These include misuse of company assets and mischarging of time if any of that business activity is conducted during normal working hours or using (for example) company computers, phones, printers or copiers.

Larry mentions that there may be some projects he cannot work on. Whether as employees or consultants, Former Government Employees may have significant limitations regarding programs they can support. They and their leaders or consulting agreement monitors need to remain vigilant in honoring those limitations. There are *stringent* processes in place for hiring former government employees or contracting with them as consultants.

In addition to the third party proprietary information protection issue raised by this case, there can also be export control requirements when information is transferred. The compliance training course *Sensitive Information and International Trade Compliance* is a good source of information, in addition to the policies listed here.

RELEVANT POLICIES:

Setting the Standard, Code of Ethics and Business Conduct Sections 6, 10, 12 and 25.

CRX-014 Individual Conflict of Interest, and its supplements

CRX-015 Protection of Sensitive information

CRX-013 Government and Competitor Information

CPS-521 Recruitment and Hiring

CRX-010 U.S. Business Development Consultants

CRX-011 International Business Development Consultants

CASE 2: OUT OF SIGHT...OUT OF MIND

Insider Threat, Remote Customer Site, Third-party Relationships, Interpersonal Skills

MAIN CHARACTERS

- Olivia – LM employee at government site
- Jeff – LM lead employee at government site
- Heather – non-LM contractor, former Government employee
- Kim – Jeff and Olivia's manager, based elsewhere



SUMMARY

Olivia is joining the company as a Lockheed Martin employee contracted to work at a small and remote government customer location. Jeff, who is another Lockheed Martin employee at the site, welcomes Olivia with an overview that includes introducing Heather, a contractor working for a different company. Heather points out that managers are not visible at this location. Jeff notes that Heather has a negative attitude and encourages Olivia to overlook it.

Leader's Note: Following are notes to help guide the group's discussion. This should be an open discussion; the group may have observations in addition to those captured below.

DISCUSSION QUESTIONS

» **Who could best address the issues presented? How might they apply our Values and the Voicing Our Values techniques to do so?**

Our Values are on page i. The Voicing our Values techniques are described on pages 4-5.

Olivia tries to **Talk to Others** when she approaches Jeff with her concerns about Heather's behavior and attitude. Jeff may be trying to **Respect Others** by giving Heather the benefit of the doubt, but he does not **Do What's Right** or **Perform with Excellence** when he simply dismisses Olivia's worries, excusing Heather's actions as part of the government employee-to-contractor transition and noting that she also has some personal issues. Jeff clearly does not want to "make waves" and leaves Olivia to struggle with the increasingly challenging situation.

Although we do not meet them, there are other Lockheed Martin employees in the work group, so Olivia might try to talk with them as well or **Ask Questions** regarding the situation, and one of them might try to **Reframe the Issue** for Jeff to get his attention. Faced with indications of a possible Insider Threat, one of them might also **Report a (possible) Violation** to company security. Fortunately as Olivia continues to notice anomalies in Heather's behavior she decides to try again to **Talk with Others** by contacting Kim.

Kim does not **Perform With Excellence** in his leadership of the remote team, leaving them on their own for extended periods. After his initial embarrassment at Olivia's call, he appears to be stepping up to listen to her concerns.

» **How might similar situations occur in our work area and how can we avoid related problems?**

Similar situations may include:

- Leader faced with concerns of any type raised by a team member
- Employees based at customer location with limited access to company systems and leadership
- Employees based at remote and/or small company location with distant leadership
- Employees in the workplace exhibiting indicators of insider threat

» How can leaders demonstrate they are willing to hear and act on employee concerns?

Leaders of employees at remote locations of all types should make an extra effort to engage with those team members on a regular basis. Even when site security limits the use of company e-mail, video conferencing, etc., there are ways to connect and provide for conversation. Even quick check-ins can be helpful to avoid creating an environment of isolation and to maintain trust, respect, and open communications. Leaders of telecommuters should also think about how to stay in touch.

There's additional risk of isolation for employees who are collocated at customer or supplier sites without access to our company intranet nor regular access to company e-mail. Leaders can seek assistance from HR, Security and Ethics for suggestions on how to establish and maintain relationships with these teams. *The Ethics Small Site Engagement Playbook* provides guidance for such functional professionals to ensure that Lockheed Martin's culture of ethics and integrity permeates to smaller, more remote sites.

All employees should **Take Action** when they have a concern. Leaders should listen thoughtfully to all concerns raised and double back to close with employees regarding how they are addressing those concerns.

Following the discussion, the group watches the second half of the video.

Closing remarks on this case:

Headlines in the past few years have included several examples of insider threat; Kim mentions Edward Snowden, Reality Winner, Harold Martin and Aaron Alexis. The theft and disclosure or sale of customer or company owned information, including classified and proprietary information, can damage the national security of our customers or harm our company's competitive position.

Some of those at the highest risk are contractor employees embedded at secure government sites, isolated from their company leadership and systems. Leaders of such employees, as well as of any employees not regularly working at a company location, need to make an extra effort to be engaged with their remote staff, expose them to Lockheed Martin expectations and culture, and help them feel part of the Lockheed Martin team. There are unique challenges to interacting with team members over long distance, at multiple locations, and/or embedded at customer, supplier, joint ventures or other locations. Leaders of these employees should talk to others about possible approaches, including leaders of similar populations and functional professionals in HR, Ethics and Security.

Signs of insider threat include: changes in demeanor, change or stress to finances, lifestyle concerns and changes, attempts to expand access to information, shifts in work hours.

In the opening scene, Jeff says that the government team "can't" include company personnel in lunches, parties, etc. That's not strictly true, although it is common practice at some customer locations to avoid such invitations in order to maintain an arms-length relationship with any onsite contractors. If we do participate in such events we should pay for ourselves whenever possible. If the event is offered as a business courtesy (or there is no way to pay), we need to stay within the limits of allowed gifts and businesses courtesies per CPS-008 *Gifts, Hospitality, Other Business Courtesies, and Sponsorships*.

RELEVANT POLICIES:

Setting the Standard, Code of Ethics and Business Conduct Sections 6, 17.

CRX-059 Insider Threat Detection Program

CPS-569 Security

CPS-008 Gifts, Hospitality, Other Business Courtesies, and Sponsorships

CASE 3: I'VE BEEN THERE (International location)

Gifts and hospitality, Anti-corruption, Human Trafficking, Interpersonal Skills, Job Assignments

MAIN CHARACTERS

- Sam – LM employee
- Michael – LM employee
- Troy – Manager
- Iyad – Contractor



SUMMARY

Sam, an LM employee, offers to lead a team preparing for a special event related to an offset agreement with a customer, the host country. Michael, who expected to handle the activity, is concerned when their manager, Troy, assigns the event to Sam. When Sam tells Michael there is trouble on the project, Michael walks away. Later, Michael considers speaking with Troy about the situation.

Leader's Note: Following are notes to help guide the group's discussion. This should be an open discussion; the group may have observations in addition to those captured below.

DISCUSSION QUESTIONS

» **Who could best address the issues presented? How might they apply our Values and the Voicing Our Values techniques to do so?**

Our Values are on page i. The Voicing our Values techniques are described on pages 4-5.

Early on, after Troy's decision to have Sam lead the event preparations, Michael could privately **Ask Questions** of or **Reframe the Issue** for Troy in a non-adversarial way, helping her to understand the unique gifts and hospitality rules and limits found in CPS-008 and the International Hospitality Guidelines in hopes that she'd insist Sam get appropriate assistance. (Troy does not tell Sam to watch the rules; she simply suggests we "need to look at the hospitality carefully.") Michael could have done the same with Sam, ignoring his hurt feelings to **Do What's Right** and help the team **Perform With Excellence**. It's not until the project is in trouble and he's told Sam he's on his own that Michael **Asks Questions** of himself and decides to **Do What's Right** and talk with Troy.

Any one of the other team members in the room could also try to **Reframe the Issue** for Troy after the meeting where she assigns Sam as the lead.

Although Sam does not initially seem to fully understand the potential pitfalls of the task for which he has volunteered, he could **Obtain Data** by checking CPS-008 or using the Gifts Decision Tree (on the Ethics website or downloadable to iOS devices from LM App store.) He could also **Talk to Others**, including Michael, Protocol, or Ethics. It's unclear how Iyad is hired, but this and all of the event contracting should be handled through the Global Supply Chain Organization, GSCO. There may have been a conflict of interest involved here since Sam knows Iyad, and if Iyad is buying the meal we see him sharing with Sam, that may also be a policy violation.

Sam does not talk to anyone until he realizes he's in over his head, when he catches Michael in the hall, at which time Michael exhibits poor interpersonal skills and does not **Respect Others** but instead is vengeful in his reply.

Sam does not adequately challenge Iyad's approach to reducing cost even when Iyad says "don't ask me how – the labor is much cheaper." This should be a red flag for Sam of the potential use of trafficked labor and he should immediately **Ask Questions** of Sam and **Talk to Others** like Troy, GSCO, or Legal. Sam also does not **Obtain Data** or **Ask Questions** about Iyad's offer of a trip for Sam's parents which would be a violation of CPS-008.

Throughout the process, Troy should check in with Sam, which might prevent things from getting so far out of control.

» How might similar situations occur in our work area and how can we avoid related problems?

Similar situations may include:

- Taking on a new and unfamiliar task
- Making job assignments
- Staging an event and providing hospitality to customers and/or others
- Selecting suppliers
- Red flags regarding potential corruption or human trafficking – something just does not seem right

All employees should **Take Action** when they face a concern. We can all offer help when colleagues face troubling concerns by listening, providing advice and suggestions, and helping identify the relevant policies or experts. Even when personally frustrated we must maintain civil working relationships and avoid intentionally creating discord. **Respect Others** is one of Lockheed Martin’s core values.

» What factors might be considered in making job assignments?

Certainly past experience and subject matter knowledge are important, but it’s also important for employees to have new challenges so they can develop additional skills and expertise for the long term. Workload and individual development plans may also be factors. In this case, Troy might better serve the team by having Sam and Michael partner on the event. Given the significance of the project, advance thought instead of an on the spot decision would also make sense.

Following the discussion, the group watches the second half of the video.

Closing remarks on this case:

Gifts, hospitality and sponsorship rules are quite complex. Allowable limits vary by country and even within different branches of the same government. There are several resources available to help understand what is allowed, and there is an established process for requesting exceptions to those limits:

- CPS-008 Gifts, Hospitality, Other Business Courtesies, and Sponsorships – includes link to the International Hospitality Guidelines with country-specific limits
- Frequently Asked Questions (FAQs) about CPS-008 – accessible from Ethics website and includes examples
- Gifts Decision Tree tool – accessible from Ethics website and downloadable to iOS devices from LMApp Store
- CPS-008 sponsorship and gift exception request tool (see Section 9 of CPS-008)

Selecting suppliers based on personal relationships undermines the process of our conducting business in a thorough and impartial manner with fair competition. Our Global Supply Chain Management Organization is an important resource when we are tasked to source a supplier.

Inexpensive labor is not the only indication of possible human trafficking, but it can be a warning sign. Using approved procurement processes through GSCO helps ensure trafficked labor is not being used.

In this case, the Corporation could be held accountable for corruption and human trafficking, possibly resulting in loss of contract and future debarment unless proper actions are taken to correct issues before the event occurs. A U.S. Government contractor, as well as individuals employed by the firm, may be debarred or suspended from contracting with the U.S. federal government for a knowing failure to promptly disclose to the government credible evidence of a **Reportable Violation** in connection with the performance of a contract or subcontract. Similar local laws and regulations may apply in other countries, including Australia, Canada and the United Kingdom.

RELEVANT POLICIES:

Setting the Standard, Code of Ethics and Business Conduct Sections 4, 6, 11, 12, 21 and 22.

CPS-008 Gifts, Hospitality, Other Business Courtesies, and Sponsorships

CPS-730 Compliance with Anti-Corruption Laws

CPS-734 Combating Trafficking in Persons

CRX-014 Individual Conflict of Interest

CASE 4: POSTING APOCALYPSE

Social Media, Proprietary Information,
Misuse of Assets

MAIN CHARACTERS

- Miguel – LM employee
- Catherine – LM employee
- Elena – Miguel’s mother



SUMMARY

Miguel, an LM employee, uses his company assets – smartphone, laptop and desk phone – to capture images of his new workplace and share them with his parents. His mother posts the images to social media. Catherine, a colleague, tells Miguel about his mother’s posting and what may be proprietary data visible on his computer screen and papers on his desk. Catherine advises Miguel to take the post down. He is not sure there is really an issue and hesitates at revealing the potential information breach.

Leader’s Note: Following are notes to help guide the group’s discussion. This should be an open discussion; the group may have observations in addition to those captured below.

DISCUSSION QUESTIONS

» **Who could best address the issues presented? How might they apply our Values and the Voicing Our Values techniques to do so?**

Our Values are on page i. The Voicing our Values techniques are described on pages 4-5.

Whether an employee has long-term service or is new to the Corporation, “Setting the Standard,” our Code of Ethics and Business Conduct, requires we commit to the LM values and abide by the policies.

Catherine, after she sees the information online, takes the initiative to **Ask Questions** and **Reframe the Issue** for Miguel. She encourages him to fix the problem quickly when she discovers he is not aware of his mother’s uploading the video to social media. Any other of Miguel’s coworkers could have done the same if they also saw the Facebook posts.

Miguel himself could **Obtain Data** and **Talk to Others**, seeking policy guidance and expert assistance in addressing the posting. Ultimately, in accordance with our values **Do What’s Right** and **Perform with Excellence**, either he or Catherine need to **Report a Violation**, especially since there is a possible compromise of proprietary information to a competitor.

» **How might similar situations occur in our own work area and how can we avoid related problems?**

Similar situations may include:

- Use of mobile phone cameras in the workplace
- Personal use of company-supplied assets
- Use of social media to share work accomplishments
- Discussing other employees’ personal information

Pictures taken in the workplace may inadvertently reveal sensitive information or data that is not the intended subject of the picture or video. This may include both documentation and physical security arrangements. Check local business area policy and obtain required authorizations before taking any pictures or videos.

While occasional personal use of company supplied assets is allowed under CPS-007, there are conditions and limitations. Miguel's use of a company phone to call his mother in another country is outside those bounds.

Checking social media can consume more time than one realizes and result in mischarging, and in this situation Miguel seems to be spending a lot of work time trying to undo the damage his mother's post may have caused. Social media can also be a tempting place to share work milestones and accomplishments, but we must be careful about any work-related information we share publicly.

Miguel's comment to his mother about another employee's salary is OK – he has not shared any personal information and there are no facts to suggest Miguel used his role to access confidential pay information. While he's encouraging a relative to apply, Miguel is not attempting to influence the hiring process in any way.

» What are the potential ramifications of Miguel's mishandling of social media and use of company assets?

Possible impacts include:

- Compromise of proprietary information
- Release of physical security information
- Mischarging due to time spent on social media and the cost of international call(s)
- Possible incursion of a computer virus through social media activity
- Disciplinary action against Miguel, the severity of which may be affected by the nature of the information shown in the video

Following the discussion, the group watches the second half of the video.

Closing remarks on this case:

The family dynamic of a proud parent and a child who does not want to disappoint a parent is universal. This scenario could play out in any country and any culture. Each of us have family and friends with whom we want to share our accomplishments which is not inherently wrong. However, we must balance our comfort with using social media to share information with the need to protect sensitive information. Familiarity with our policies, particularly those addressing the use of company-supplied assets, social media, and cameras in the workplace, can prevent an inadvertent misstep.

At Lockheed Martin we have a philosophy of fair and balanced pay. Please note, U.S. Executive Order 11246 Pay Transparency Regulations became effective on January 11, 2016, and specifically prohibits federal contractors and subcontractors from discharging or otherwise discriminating against their employees and job applicants for discussing, disclosing, or inquiring about compensation.

However, employees who have access to salary information of other employees or applicants as a part of their essential job function cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information.

RELEVANT POLICIES:

CRX-253 Social Media

CPS-007 Personal Use of Lockheed Martin Assets

CPS-037 Proper Use of Computing and Information Resources

CRX-015 Protection of Sensitive Information

CRX-016 Privacy - United States

CPS-569 Security

CASE 5: WHERE ARE YOU?

Telecommuting, Labor Charging, Conflict of Interest, Performance Management

MAIN CHARACTERS

- Al – LM Manager
- Jill – LM employee
- Tran – LM employee
- Lester – LM employee
- Sophia – LM employee, not shown



SUMMARY

Jill joins a new team and is surprised to find her co-workers are telecommuters. As she settles into the new job, Jill finds it difficult to deal with the inaccessibility of her co-worker Tran. Lester, another co-worker, shares with Jill how telecommuting allows him to deal with family issues and remain productive. Jill thinks Tran may be taking advantage of the system, but Lester does not want Jill to pursue her concern.

Leader's Note: Following are notes to help guide the group's discussion. This should be an open discussion; the group may have observations in addition to those captured below.

DISCUSSION QUESTIONS

» **Who could best address the issues presented? How might they apply our Values and the Voicing Our Values techniques to do so?**

Our Values are on page i. The Voicing our Values techniques are described on pages 4-5.

Lester has an excellent opportunity to help. When Jill cannot get the support she needs from Tran, she **Talks to Others**, speaking with Lester about the problem and also about not understanding telecommuting. Lester in turn **Reframes the Issue** explaining the benefits he derives from the ability to telecommute. Even though Lester seems to recognize Tran's actions may indicate Tran's not working when he should be, Lester is more concerned about protecting his personal situation. When Jill says she will talk with Al, Lester's request that she not do so runs contrary to **Do What's Right**. Jill and Lester may be the only people aware that there may be a reportable mischarging violation by Tran and one of them should **Report a Violation**.

Al could also act to resolve Jill's concerns, but he does not demonstrate the value **Respect Others** when he dismisses her comments about Tran's availability. Simply looking at someone's online status is not an adequate indicator of whether they are at work. As their leader, Al has an obligation to do more. He could **Ask Questions** of Tran or others on the team to better understand the situation - maybe Jill is overreacting or maybe others have similar concerns with Tran. Al might also learn that Tran does not have enough work to keep him fully occupied. If Al is unsure how to proceed, he could **Talk to Others** (like HR and Ethics) for help and **Obtain Data** about the time that Tran is active online and in calls.

» **How might similar situations occur in our work area and how can we avoid related problems?**

Similar situations may include:

- Co-worker not "pulling their weight" on a team
- New team member questioning processes
- Someone running a side business during work hours or using LM assets
- Colleague regularly unavailable with no explanation

» **How can a geographically distant leader motivate and inspire a team?**

It takes extra effort to stay connected with a team that is not collocated. Some suggestions:

- Take advantage of in person or virtual "face-to-face" opportunities for team building. The use of Skype messaging and video- or tele-conferencing on a regular basis can maintain the real-time connection that those who work in a common space experience naturally.

- Hold regular team meetings. Keep everyone informed of big picture business activities as well as those specific to the work team. Use a few minutes to talk about life – vacations and holidays, children’s accomplishments, volunteer activities, etc.
- Set clear individual commitments and team goals, then recognize and celebrate progress against those goals, including incremental and major accomplishments. Use NextGen Recognition.
- Schedule individual check-ins with team members. Don’t let “out of sight” become “out of mind.”
- Be supportive during difficult times in team members’ lives. Understand and recommend support resources like the Employee Assistance Program. HR Business Partners can help.
- Recognize service anniversaries, birthdays, and other special occasions.

Following the discussion, the group watches the second half of the video.

Closing remarks on this case:

Telecommuting is not an entitlement. Leadership has the discretion to determine telecommuting eligibility based on multiple factors, and not all positions are conducive to telecommuting. Telecommuting may also be an option as an alternative or temporary accommodation for an employee returning from a medical absence. Performance is evaluated in accordance with the regular performance management system and normal labor charging requirements apply. Full- and part-time telecommuting employees are expected to maintain regular core work schedules. See CRX-514.

Leaders of telecommuting employees or those working on flexible schedules, as well as employees working at a distance and in remote locations, must maintain the ability to oversee and monitor performance and work quality.

Tran’s dogwalking business creates a conflict of interest for him. He is trying to conduct that business during normal working hours and it is interfering with his ability to perform his job. He may even be using his company issued phone or computer to support the business; that’s not explicitly shown but would be a misuse of company assets were he to do so. Disclosing personal businesses to Legal through the CRX-014 Conflict of Interest Disclosure process ensures that any such issues are addressed and prevented.

The time Tran charges to the company while walking the dogs is mischarging, a serious offense. If the charges were allocated towards a government contract, LM Legal Dept must ensure the government is reimbursed for the time mischarged and disclose the mischarging and misuse of company assets. A U.S. Government contractor, as well as individuals employed by the firm, may be debarred or suspended from contracting with the government for a knowing failure to promptly disclose to the government credible evidence of a **Reportable Violation** in connection with the performance of a contract or subcontract. In other countries, including Australia, Canada and the United Kingdom, local laws and regulations apply.

Brian Colan mentions 9/80 and 9/75. 9/80 in the U.S. and 9/75 in some international locations are work schedules that provide many of our employees a three day weekend every two weeks.

Both Lester and Jill have an obligation to **Take Action** in this case. Jill, the new employee, fulfills that obligation. Lester does not. Al should strongly remind Lester of that obligation: hiding a potentially reportable violation could result in disciplinary action for Lester.

RELEVANT POLICIES:

Setting the Standard, Code of Ethics and Business Conduct, Sections 8 and 12

CRX-514 Telecommuting

CRX-014 Individual Conflict of Interest

CMS-505 Recording and Verification of Direct Labor Costs

CPS-718 Disclosures to the United States Government

CASE 6: WE'RE IN THIS TOGETHER

Unconscious Bias, Diversity and Inclusion,
Following Procedures, Interpersonal Skills

MAIN CHARACTERS

- Ed – LM employee, has mentored Natalie
- Sharon – Manager
- Natalie – Peer of Sharon's
- Athanee – LM employee
- Minita – LM employee
- Wendy – LM employee



SUMMARY

Ed is a long-term employee working in a team with several younger women. Ed tries to provide what he believes is practical advice to his colleagues; they believe Ed -- the only male on the team -- ignores and talks down to them. The women express their concerns to Sharon, the team's manager. Sharon, who apparently experienced similar behavior from male colleagues in her past, assures the women that she understands the situation and will help them. Natalie, a peer of Sharon's who was mentored by Ed, steps in to help.

Leader's Note: Following are notes to help guide the group's discussion. This should be an open discussion; the group may have observations in addition to those captured below.

DISCUSSION QUESTIONS

» **Who could best address the issues presented? How might they apply our Values and the Voicing Our Values techniques to do so?**

Our Values are on page i. The Voicing our Values techniques are described on pages 4-5.

Respect Others is one of Lockheed Martin's core values and it is not being demonstrated well by anyone in this scenario except Natalie. When she **Reframes the Issue** for Ed, Natalie helps him better understand why his colleagues take offense at his use of the word "girls" in the workplace. Upon overhearing Wendy's call to Sharon, Natalie might contact Sharon, using the **Talk to Others** and **Ask Questions** techniques to help Sharon think through how best to **Take Action**.

His colleagues believe Ed -- the only male on the team -- talks down to them and ignores their input. Athanee, Minita and Wendy believe Ed's treatment of them is based on their age and gender. When presenting their concerns to Sharon, the women are disdainful of Ed's age, gender and race. They are disrespectful to Ed in person and behind his back. Their behavior should be addressed.

Sharon, the team's manager, should take the lead to address all of the bad behavior and to help repair trust and communications. Instead she appears to take the women's side against Ed, without talking to him. She asks the women if they have talked to Ed, but drops it as soon as they say they have not tried. She could **Talk to Others** and **Ask Questions** of Ed and others who work with the team to get a better perspective on the issues, perhaps requesting assistance from Human Resources to help the team listen to one another and appreciate what each brings to the table, insisting that they **Do What's Right** and **Respect Others**.

Wendy does the right thing in **Reporting** Ed's undocumented work on the simulator prototype; no matter how poor the team dynamic, that's not something that can go unaddressed. Proper procedures must be followed, the work must be correctly authorized and documented, and configuration control must be maintained. Wendy does try to get Ed to stop and perhaps might do more to **Reframe the Issue** or **Ask Questions**, although it's unlikely he would listen given their poor working relationship.

▶▶ How might similar situations occur in our work area and how can we avoid related problems?

Similar situations may include:

- Not including a new team member in group activities (lunch, meetings)
- Ignoring inappropriate comments or jokes
- Skipping steps in an established procedure
- Reworking hardware without proper disposition or documentation
- Making negative assumptions about a coworker's motivation
- Failing to recognize our own unconscious biases

▶▶ How could Sharon better address the women's concerns when they are first presented to her?

Sharon's unconscious bias, based in part on past experience in her own career, leads her to jump to the conclusion that Ed is the problem. She needs to listen, ask for specific examples, understand what the women have said or done in their interactions with Ed and, most importantly, talk to Ed before simply validating the women's concerns. As we see from the conversations between Wendy, Minita, Athanee and Ed, there's no real dialogue occurring. Sharon could facilitate a real conversation, having them sit down together and listen to one another instead of talking at one another.

Sharon's own biases also prevent her from responding differently when Minita suggests assigning Ed to a team of "older white men." Sharon recognizes the comment is inappropriate but does not use that as an opportunity to challenge the women about their own biases and explain why the comment is inappropriate.

Following the discussion, the group watches the second half of the video.

Closing remarks on this case:

Unconscious bias saps the trust and communication in this team, with devastating impact to their ability to work together to **Perform with Excellence** and solve the problem at hand. Here we see gender and age bias, but there are other sources of bias and we need to be vigilant to prevent them from impacting our interactions and decisions. There are resources available to help us build our awareness and skills, including the *Managing Unconscious Bias* course in My Learning, and the *Leading Diverse Teams* series of videos for which links are sent to leaders throughout the year. They are also available on the Global Diversity and Inclusion website. Our Employee Resource Groups help maintain an environment that values the contributions of employees from diverse backgrounds, increasing awareness among employees and helping us leverage the talent, skills and abilities of our entire workforce.

Our Employee Communications policy, CPS-203, states that when communicating with others, employees should uphold Lockheed Martin's values and that the expectation of professional and respectful conduct pertains to coworkers, customers, teammates, competitors, and subcontractors.

There's plenty of bad behavior in this scenario, including the women's disrespect of Ed, Ed's "cowboy" approach to fixing the hardware, and Sharon's jumping to conclusions. Natalie sets an excellent example for us all. She could do nothing but instead, modeling **Do What's Right** and **Perform with Excellence**, she is motivated to **Take Action**. By implementing the Voicing Our Values techniques, Natalie engages with her colleagues, Ed and Sharon, to help them overcome unconscious bias and exclusionary thinking. Like Natalie, all employees should **Take Action** when they confront an ethical dilemma or a concern in the workplace.

RELEVANT POLICIES:

Setting the Standard, Code of Ethics and Business Conduct, Sections 4 and 18

CPS-003 Nondiscrimination and Equal Employment Opportunity

CPS-564 Harassment-Free Workplace

CRX-515 Employee Resource Groups and Employee Networks

CPS-203 Employee Communications

WRAPPING UP - YOUR CONCLUDING MESSAGE

- Thank participants.
- Remind employees to go online to acknowledge completion of the training. (Or make sure all participants have signed the participation and acknowledgment sheet if online form is not available.)
- Inform employees that their feedback is important and ask that they complete the feedback survey for participants that is available online.
 - Inside the firewall, go to http://ethics.corp.lmco.com/ethics/awareness_training.cfm
Click on the “Participant Survey” link.
 - Outside the firewall, go to <http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html>
Click on the “Participant Survey” link.
 - Explain that some participants and session leaders will receive an e-mail with a survey request and encourage employees to participate if asked.
- Provide your concluding message.

SAMPLE CONCLUDING MESSAGE

Thank you for your participation. I want to encourage you all to continue to talk and think about the importance of taking action and voicing our values. This should not be a once-a-year dialogue. Also, I want to emphasize that as Lockheed Martin employees, we are all encouraged to seek advice, express concerns, or report violations to the person with whom we are most comfortable; your manager, the local Ethics Officer, Human Resources, Audit, Legal, EESH, or Ethics.

Our Ethics Officer is Name: _____ Phone: _____

[INFORMATION AVAILABLE IN WHITE PAGES OR LMPEOPLE]

Acknowledge your completion of this session online at MyLearning > Learning Plan > 2018 Ethics Awareness Training > Self Completion. Your feedback on this training program is extremely important. The feedback survey is online and is part of the online training acknowledgment process at the Corporate Ethics website; go to the Corporate Ethics Awareness Training Resources page at

http://ethics.corp.lmco.com/ethics/awareness_training.cfm or

<http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html>

Please participate if you receive an e-mail with a survey request.

Thank you for participating in today’s program.

FACILITATION DO'S AND DON'TS

FACILITATION DO'S	FACILITATION DON'TS
<p>Do send out a meeting notice to all participants well in advance of the scheduled session. Include labor charging direction.</p>	<p>Don't wait until the last minute to schedule your session.</p>
<p>Do take the time to review the training materials, understand the Voicing Our Values Techniques, and select cases that are most relevant for your group. Your Ethics Officer can help you with this.</p>	<p>Don't wait until you're in the room to figure out how to facilitate the training or use the audio visual equipment.</p>
<p>Do know the name and phone number for your team's Ethics Officer. See "Your Ethics Officer". (https://ethics.corp.lmco.com/ethics/your_ethics_officer.cfm)</p>	<p>Don't forget to encourage employees to contact their Ethics Officer at any time, even for advice.</p>
<p>Do use online resources if available.</p>	<p>Don't overlook the use of online training in lieu of the DVD.</p>
<p>Do test the DVD in the player/computer you will use in the session before the meeting date. Call IT Service Desk at 800-435-7063 for assistance if needed.</p>	<p>Don't wait until the day of your session to test the DVD in the machine if you use this option.</p>
<p>Do consider virtual training if your team is widely distributed (if needed, seek help from your IT Services).</p>	<p>Don't forget to involve employees participating via phone.</p>
<p>Do select a variety of cases, including those that may be the most challenging or uncomfortable to discuss.</p>	<p>Don't select only cases with which you're comfortable – you might miss out on some of the most valuable learning opportunities.</p>
<p>Do take the initiative to get everyone involved in the activity and keep the conversation flowing around the room.</p>	<p>Don't let people "sit out" the session without participating, or allow one or two people to dominate the entire discussion.</p>

NOTE: This page is available online in printable format.

Internal: http://ethics.corp.lmco.com/ethics/awareness_training.cfm

External: <http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html>

PARTICIPATION AND ACKNOWLEDGMENT

Every employee is required to record his or her participation in a training session.

Online: Most business units use the Online Participation and Acknowledgment option. Visit either the internal or external LMPeople website and click on “MyLearning” and then on the “Learning Plan” link. Click on “2018 Ethics Awareness Training” and scroll to the “Self Completion” section and click on “Take Credit for this Course.” Enter the date you completed your training and click “Take Credit.”

Manual: For sites not using this online option, a hard copy of the participation and acknowledgment form is included in this year’s materials. When the hard copy form is to be used, the leader of the session should make a sufficient number of copies for all participants (one form can be used for up to 20 participants). Signed forms are to be returned to the Ethics Office.

TRAINING EVALUATION SURVEY

Your feedback is important and we encourage all participants and facilitators to complete a feedback survey. Inside the firewall, visit http://ethics.corp.lmco.com/ethics/awareness_training.cfm and click on the appropriate “Survey” link. Outside the firewall, go to <http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html> and click on the appropriate “Survey” link.

PARTICIPATION AND ACKNOWLEDGMENT FORM

Note: Use of a hard-copy version of this form may not be required if your business unit tracks training online.

2018 Ethics Awareness Training

LM Company: _____ Training Leader: _____

Facility: _____ Employee Group: _____

Session Location: _____ Date: _____

	Name	Signature	Employee ID
1			
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Return signed forms to your Ethics Office.

QUICK-START GUIDE

Note: This guide is not meant to replace the more detailed instructions in Leader's Guide.

Before the Session

- ▶▶ Make sure room is ready and all equipment works.
- ▶▶ Using Online Resources;
 - Internal: http://ethics.corp.lmco.com/ethics/awareness_training.cfm
 - External: <http://www.lockheedmartin.com/en-us/who-we-are/ethics/training.html>
- ▶▶ Using DVD;
 - Call IT Service Desk at 800-435-7063 for assistance if needed.
- ▶▶ Select 3 appropriate cases. Get familiar with cases by watching video or reading summaries in Leader's Guide.
- ▶▶ Determine if your business unit has Online Acknowledgment option. (If online is not used, photocopy the participation form on page 23.)

Getting Started

- ▶▶ Explain using online acknowledgment or have participants sign the printed participation form.
- ▶▶ Give leader's introduction and explain how activity works. (Instructions are also in the introductory video.) Click on "Introduction" to begin the video.
- ▶▶ Play Introduction video. Use "subtitles" for hearing-impaired participants.

Case Discussion

- ▶▶ Select case and play video until it stops at Discussion screen.
- ▶▶ Discuss case and answer Discussion Questions on screen.
- ▶▶ View short videos of each technique if needed.
- ▶▶ Continue video to end.
- ▶▶ Conclude case by reading from Leader's Guide any perspectives not previously covered.
- ▶▶ Repeat process for each case. (Do as many cases as can be covered in one hour).

Wrapping Up

- ▶▶ Thank participants.
- ▶▶ Provide directions on how to charge labor for the training session.
- ▶▶ Remind employees to go online to acknowledge training.
- ▶▶ Remind employees to provide feedback using the online evaluation form at "Participant Survey."
- ▶▶ Read concluding message.
- ▶▶ Use the online "Facilitator Survey" to provide your feedback.



Timeline for One-Hour Session

Each case video runs 7 to 8 minutes in total. You should have time for approximately 8 minutes of discussion on each case.

Welcome (Video runs 4 1/2 Minutes)	6 Minutes
Case View/Discuss	16 Minutes
Case View/Discuss	16 Minutes
Case View/Discuss	16 Minutes
Wrap Up	6 Minutes



eTHICS

EXCELLENCE THROUGH INTEGRITY

www.lockheedmartin.com/en-us/who-we-are/ethics/training.html

With permission of the author, the techniques suggested for dealing with values conflicts identified herein are based on the book *Giving Voice to Values: How to Speak Your Mind When You Know What's Right*, by Mary C. Gentile, New Haven: Yale University Press, 2010.

Each case scenario is based on one or more real situations that happened at Lockheed Martin.

If you are interested in further exploring the ideas addressed in this year's training and/or finding out where to purchase the book, please visit www.GivingVoiceToValuesTheBook.com.