Further resources
Other materials to support and inform the discussions this training may involve are available. You will find specific ones highlighted at relevant points throughout this guide and on the individual scenario cards. For a full list of these resources, please visit:

Intranet: Global Intranet > Operational Governance > Business Conduct Training 2018

Internet: baesystems.com/businessconducttraining2018

Our Code of Conduct
As part of the Business Conduct Training for 2018 you will also be provided with our revised Code of Conduct.

Please familiarise yourself with this and refer to it when required, both during and after the training.

For more information on our new Code of Conduct and how it links to the training sessions, please see page 5.
Welcome to the Business Conduct Training for 2018

As a BAE Systems manager, you play a key role in leading our Business Conduct Training for 2018, which every employee across our global business will complete.

We are committed to being a leader in responsible and ethical business conduct. Our behaviour matters because it underpins our reputation for being a trusted and reliable business.

It is important to me, and to my leadership team, that we continue to deliver the high standards of business conduct that our customers, shareholders, partners and colleagues expect. The success of our Company depends on it, and every one of us has a role to play in maintaining those standards.

Being a responsible business is about doing the right thing. For me, it’s about being part of a culture where we know what is expected of us and we are guided and supported to make responsible decisions in our work.

This training offers everyone in the business an opportunity to consider the challenges we face in our workplace. The different scenarios are designed to start a conversation, and I encourage you to identify and reflect on those that are particularly relevant to your team and discuss how they can be addressed.

Often, the situations we face are complex and the right answer may not be obvious. Take the time to talk them through and remember, sometimes the best thing you can do is to speak up and ask for guidance.

Thank you for your role in leading the Business Conduct Training this year and continuing to drive a culture of responsible decision-making.

“As a leader, you have a particularly important role to play in helping your team understand their responsibilities by delivering our Business Conduct Training and building a culture where we can speak up confidently if we have questions or concerns, without fear of retaliation.”

Charles Woodburn
Chief Executive
Quick start guide

You’ll find more detailed step-by-step information on how to prepare for the Business Conduct Training 2018 in the following pages, but here’s a quick-reference overview.

☑ Please use this checklist as an easy way to prepare for the training.

Each scenario is set in one of the many working environments experienced by our employees. But remember that the issues covered are relevant wherever you work and as a leader you can help make the context relevant. See page 8 for more information.

Before the training

1 Preparation
- Read the Leader’s guide.
- Choose one or two scenarios (page 8).
- Decide whether to use video or cards (page 5).
- Book a room.

2 Know the materials
- Watch the video/s you’ve selected or read through the enclosed scenario cards. See page 5 for details on how to view the videos.
- Note the key learning points for each scenario.
- Familiarise yourself with the decision-making model and revised Code of Conduct.
During the training

3 Introduce the training
☐ Explain why we are doing the training, and distribute the revised Code of Conduct. You might like to reference the Chief Executive welcome (page 1).

4 Share selected training scenario/s
☐ Play the chosen video/s, or read that scenario’s card.
☐ Use the questions to start the initial conversation.
☐ Use the scenario summaries and key learning points (pages 8-14) as a prompt. Encourage the sharing of relevant personal experiences.

5 Close the session
☐ Take any questions for follow up.
☐ Make a note of the attendees for recording in the relevant Learning Management System.

After the training

6 Record attendance
☐ Record attendance and receipt of Code of Conduct.
Details of how to record learning can be found on page 7.

Download your quick start guide checklist as a PDF.

Intranet: Global Intranet > Operational Governance > Business Conduct Training 2018
Internet: baesystems.com/businessconducttraining2018
Our responsible decision-making model

Our decision-making model gives you some helpful guidance when making complex decisions relating to business conduct.

In your training session, introduce the model, and encourage your team to use it when considering the scenarios.

1 Gather the facts
   - Do I have all the relevant information?
   - Have I separated assumptions from facts?
   - What other information might I need, and where could I find it?

2 Understand the rules
   - What are the relevant laws and regulations?
   - What do the Code of Conduct and our policies say?
   - What are the industry standards and practices?

3 Consider the situation
   - Think about accountability, honesty, integrity, openness and respect.
   - How does the situation affect others and how may it be perceived?
   - Would I feel comfortable explaining my decision to my colleagues, family and friends?
   - How would I feel if this appeared in a newspaper? Would it reflect badly on me, my colleagues or the Company?
   - Is it setting a good example?
   - Ask yourself: am I doing the right thing?

4 Seek advice from others
   - Talk to your manager or supervisor.
   - Consult with the Human Resources or Legal department.
   - Speak to an Ethics Officer, phone the Ethics Helpline, report the issue via the Ethics website or send an email.
Delivering the training

This section of the guide contains the detailed information you need to deliver the training and record your team’s attendance.

Before the training

Preparation

- Think about how to make this session engaging and valuable. Have you delivered training before? Could your expertise support others, or would you benefit from a discussion with a colleague who has run this training before?
- Most training will be conducted face-to-face. However, teams that work across different locations may need to use alternative methods such as Webex or conference call.
- If you are delivering the training to line managers who will be training their own teams, ensure that they know where they can obtain the materials. If you are unclear about where to find the materials, ask your line manager.
- Familiarise yourself with this Leader’s guide, the scenarios, the key learning points from each scenario, the Code of Conduct and the responsible decision-making model.
- Ensure everyone has a copy of the revised Code of Conduct, either a hard copy or electronic.
- Use the enclosed copy of the quick start guide to prompt you before and during the training.
- Depending on the numbers attending your session, consider breaking into smaller groups to discuss the scenarios.
- Prepare a list of attendees. This will help you to record who has received both their copy of the Code and the training (see page 7).

Organise your time and place

Book a location to run the training, or allocate around 30 minutes for it in your regular team meeting. If you’re using the video scenarios, remember to book a room with a screen and arrive a little early to test that everything is working.

Select scenarios

Select one or two scenarios. Consider the issues that each scenario explores and choose those you think are most applicable to your team. A key aim of this training is to encourage discussion by making it relevant to your team. Help your team consider similar situations that could occur in their working environment.

Decide on whether to share the scenarios as videos or using the training cards enclosed.

Training cards

Training cards are enclosed with this guide. You can download and print extra copies by visiting the intranet site, or the relevant Learning Management System.

Video locations

Intranet: Global Intranet > Operational Governance > Business Conduct Training 2018

Internet: baesystems.com/businessconducttraining2018

The revised Code of Conduct: Background and context

BAE Systems’ Code of Conduct (the Code) provides all employees with guidance on situations that may arise in day-to-day activities on behalf of the Company. The Code has been revised and is being distributed to all employees worldwide in 2018. All of us, wherever we work, must behave ethically in dealing with fellow employees, customers, suppliers, contractors, stakeholders and competitors, wherever they are located.

Key changes to the revised Code of Conduct

- Clearer guidance, for example: the speak-up diagram and the responsible decision-making model.
- Updates to our policies and relevant legislation.
- Reflects updates to best practice in areas such as technology, security and employee wellbeing.

Supporting resources

If needed, photocopy or print additional copies of training materials.

Ensure you have copies of the Code of Conduct or access to an electronic version.

Confirm access to training videos via the online links. If you are experiencing difficulty playing the videos, contact your local IT helpdesk.

If you have network connectivity problems, download a copy of the videos before the training, or use the training cards.
During the training

What makes a successful session?

A successful Business Conduct Training session will involve active participation from all attendees and relevant, meaningful discussions focused on ethical business behaviours.

Here are some tips for achieving a successful session:

- Ask open-ended questions and actively listen to everyone’s contribution.
- Encourage balanced participation from everyone present; avoid one or two confident individuals dominating.
- Encourage participants to share relevant personal experiences; share your own experiences as well, to demonstrate how the issues may relate to your work environment.
- Remember, you don’t need to have all the answers – if a question or challenge comes up that you can’t answer in the moment, make a commitment to get expert guidance and come back to the team.

“Welcome to this year’s Business Conduct Training. This year the Global Code of Conduct has been revised. I’ll hand out a copy and highlight the key changes.”

The aims of today’s session include:

- Giving us an opportunity to discuss areas which may be a concern for us.
- Helping us to take personal responsibility for doing the right thing.
- Showing how the responsible decision-making model can be used to help us to make better decisions.

I’ll cover key points from the Chief Executive welcome (page 1), then run through the chosen scenarios. We’ll discuss the scenarios and use the revised Code of Conduct and decision-making model to help.

The scenarios are set in a variety of locations, but don’t let the work environment distract you – let’s focus on the issues.
Play the selected video/s or use the training cards
NB: The outlines for each scenario start on page 8 of this guide. For your chosen scenarios, either watch the video or use the enclosed training cards. If using cards, you can:
▶ Read the card aloud, or ask a volunteer to read the card.
▶ Share the cards with the team members to read (ensure you photocopy or print enough copies).

After the video/training cards
▶ Use the responsible decision-making model to work through your chosen scenario.
▶ Generate discussion using the questions in the model.
▶ This Leader’s guide provides you with insights, along with questions and discussion points for each scenario.
▶ Your role is to facilitate a discussion guided by those questions, and to demonstrate that you are a leader who welcomes diversity of thought and opinion.
▶ Make sure all of the scenario themes and key learning points are covered.
▶ Encourage your team to share any relevant personal experiences, allowing time for discussion.

If you have time, run through a second scenario. Bear in mind the overall goal is an engaging, in-depth discussion of the issues, rather than watching multiple scenarios.

Close the training
You may want to cover the following in your closing statement:
▶ Explain the next steps, both the training and the distribution of the Code need to be completed before it can be recorded.
▶ Encourage your team to build discussions about ethical issues into day-to-day activities to raise concerns early and resolve issues at an earlier stage.
▶ Address any questions raised, and confirm the process for unanswered questions.
▶ Provide a reminder of the support available:
  – Line Manager, Ethics Officer, Human Resources, Ethics Helpline and Legal.
▶ Ensure you have noted attendees for recording purposes.
▶ Draw the training to a close and thank participants for sharing their views.

Recording the training and receipt of the Code of Conduct
After the session it is the responsibility of each leader to record both attendance and receipt of the Code of Conduct using the locally agreed Learning Management System such as Success Factors or Skillport, or via locally agreed routes.
You should only record completion of the training once the Code of Conduct has been issued.
Further support on recording completion of training is available locally, through business points of contact. You will find details of the dedicated intranet/internet pages on page 3 of this guide.

Following up
Finally, follow up on any outstanding questions from your team.
**Scenario overview**

Below is a summary of each of the training scenarios, which can be shared as videos or using the training cards enclosed. Choose one or two scenarios to share with your team. Select the most relevant theme and use your experiences and those of your team, both inside and outside work, to relate the scenario to your work environment.

<table>
<thead>
<tr>
<th>Scenario overview</th>
<th>Theme</th>
<th>Code of Conduct Chapter and Policies</th>
<th>Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario 1</strong></td>
<td>Respect</td>
<td>Behaviour and respect</td>
<td>2.1 Inclusive workplace behaviour People policy</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td></td>
<td>Josh highlighted the importance of setting a good example for team members, ensuring that everyone is respected.</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario 2</strong></td>
<td>Gifts and hospitality</td>
<td>2.5 Bribery, gifts and entertainment Gifts and Hospitality policy</td>
<td></td>
</tr>
<tr>
<td><strong>Just vouchers</strong></td>
<td></td>
<td>Andrea received a voucher for a beauty treatment from a supplier, and Eric raised concerns about accepting it.</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario 3</strong></td>
<td>Conflict of interest</td>
<td>2.13 Conflicts of interest People policy</td>
<td></td>
</tr>
<tr>
<td><strong>My manager knew</strong></td>
<td></td>
<td>Amber's husband took a job at the Company which led to her colleagues having concerns about the recruitment process and potential conflicts of interest.</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario 4</strong></td>
<td>Confidential information</td>
<td>2.12 Sharing information Communications policy IT Acceptable Use policy Security policy</td>
<td></td>
</tr>
<tr>
<td><strong>Sharing information</strong></td>
<td></td>
<td>Charlie saw a post on an industry blog that he felt was damaging to the Company, and so decided to set the record straight.</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario 5</strong></td>
<td>Inclusive workplace behaviour</td>
<td>2.1 Inclusive workplace behaviour People policy</td>
<td></td>
</tr>
<tr>
<td><strong>It happens all the time</strong></td>
<td></td>
<td>Mohammed raises a concern to Sadia about her being treated unfairly at a recent meeting. Jonty was also at the meeting, but didn't notice anything wrong.</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario 6</strong></td>
<td>Security and use of Company assets</td>
<td>2.9 Use of Company physical assets Security policy</td>
<td></td>
</tr>
<tr>
<td><strong>I'm sure it's ok!</strong></td>
<td></td>
<td>Sanjay asks Anna for advice on what he should do after seeing a colleague removing Company property. Anna though, doesn't seem to see the problem.</td>
<td></td>
</tr>
</tbody>
</table>

Scenarios are available as videos on the global intranet and on our external website via the following links:

**Intranet:** Global Intranet > Operational Governance > Business Conduct Training 2018

**Internet:** baesystems.com/businessconducttraining2018
Stage 1: Start the discussion
Start the discussion and, referring to the responsible decision-making model, ensure that key learning points are covered.

Let’s pick up on some of the key points using the responsible decision-making model.

Refer to the responsible decision-making model by using outline questions.

- In what way is Harry’s treatment of Will in question?
- Why did Harry behave this way towards a new employee?
- What should you do if you or a colleague is treated like Will?
- What can Harry do to understand the impact of what he is saying on others?
- How effective do you think Josh’s feedback is and how do you think Harry will react to it?
- Could the situation have been avoided and, if so, how?
- What other information could help in this situation?

Stage 2: Other examples
Does anyone have any examples they can share, either from personal experience or that they have heard of? You can also use the examples provided.

- A team member saw that one of their colleagues was constantly being teased. They talked with another colleague about this and were advised not to say anything, in case speaking up made them the next target. After discussing with the Ethics Officer the matter was resolved when their colleague was encouraged and supported to discuss the issue with their line manager.

Stage 3: Key learning points
Refer to the Code of Conduct section 2.1 Inclusive workplace behaviour.

- We aim to create high-performing teams which benefit from their diversity, ensuring that recruitment and people development choices are based on qualification skills, competency and the mind-set necessary for success in the role.
- Decisions should not be based on personal bias or prejudice. It’s important to understand the inputs, values and opinions of everyone, even in the most difficult situations. Listening to and respecting one another’s opinions supports collaborative working and more informed decision-making.
- When we observe inappropriate behaviour, we have an obligation to do something about it. This may mean talking to the person or people involved, discussing it with your line manager, seeking advice from the many resources available or reporting the matter confidentially through the Ethics Helpline. Walking by inappropriate behaviour makes us part of the problem.
- Receiving feedback or advice about the way in which we work is not always easy; it is important that we treat constructive feedback objectively and use it to improve the way we work.
- If your role involves managing or supervising others, you have additional responsibilities in supporting your team to do the right thing, including acting with integrity, serving as a role model for the high standards of conduct expected throughout the Company.

For more information on the responsible decision-making model, see page 4.

Code of Conduct Chapter and Policies
Section 2.1 Inclusive workplace behaviour
People policy
Stage 1: Start the discussion

Start the discussion and, referring to the responsible decision-making model, ensure that key learning points are covered.

Let’s pick up on some of the key points using the responsible decision-making model.

Refer to the responsible decision-making model by using outline questions.

- Was the gift instrumental in the catering company getting the contract? If not, does that make it ok and why?
- Does the value of the gift vouchers make a difference and why?
- If everyone else sends and receives gifts, does that make it ok and why?
- What should Eric and Andrea do?
- What other information could help in this situation?

Stage 2: Other examples

Does anyone have any examples they can share, either from personal experience or that they have heard of? You can also use the examples provided.

- An employee who organises Company conferences was contacted by a hotel looking for our business, and offered a free stay.
  After speaking to the Legal department they realised that they couldn’t accept this offer, as it is not acceptable to make personal gain out of a business transaction.
- An employee was given an expensive gift during a business meeting abroad. Refusing the gift would have insulted the hosts, so she was not sure what to do.
  The Ethics Officer was contacted for guidance. They recommended that she contact the provider to explain that while the gift cannot be kept, it can be donated to charity. The provider was happy with this resolution and the individual confirmed the charity and proposed resolution with their line manager and Legal. An entry was made in the gifts and hospitality register.

Stage 3: Key learning points

Refer to the Code of Conduct section 2.5 Bribery, gifts and entertainment.

- We will never offer, give or receive bribes or inducements for any purpose, either directly or through a third party.
- A bribe includes any direct or indirect payment, benefit or gift offered, given or received with the purpose of improperly influencing a decision or outcome. The payments do not have to be of large value. It could be as simple as a lunch, or an invitation to a sporting event.
- Consult the Gifts and Hospitality policy and always seek guidance from your manager, Legal or speak to an Ethics Officer before accepting or giving any gift or hospitality outside our policy guidelines or when it involves any government personnel.
- Payments, gifts or other benefits provided to or through a third party, such as a decision-maker’s relative or business partner, could also be a bribe under certain circumstances.
- Even the suggestion or perception of corruption may damage the reputation of the Company and affect its ability to do business. It may also bring the personal integrity of individuals into question.
- We are each responsible for knowing what our business guidance allows and what the law permits in our own country of operation regarding gifts and benefits given to or received from government officials, customers, suppliers or other third parties.
- If we see something that concerns us, we have a responsibility to speak up.

Code of Conduct Chapter and Policies

- 2.5 Bribery, gifts and entertainment
- Gifts and Hospitality policy

Scenario 2
Just vouchers

Once you have watched the video or read the scenario training cards, use the stages to facilitate discussion.

Description

Andrea received a voucher for a beauty treatment from a supplier, and Eric raised concerns about accepting it.

Theme
Gifts and hospitality

Characters

Andrea, an employee
Eric, an employee

For more information on the responsible decision-making model, see page 4.
Stage 1: Start the discussion
Start the discussion and, referring to the responsible decision-making model, ensure that key learning points are covered.

Let’s pick up on some of the key points using the responsible decision-making model.

Refer to the responsible decision-making model by using outline questions.

- What are the implications of Amber and her husband working in the same place?
- Amber says that she doesn’t know why her manager decided to bring her husband in. What influence might Amber have had over the decision?
- Who is responsible for declaring the conflict of interest?
- If Geoff has concerns, what should he do?
- Will either Amber or her husband have any influence over each other’s career?
- What other information could help in this situation?

Stage 2: Other examples

Does anyone have any examples they can share, either from personal experience or that they have heard of? You can also use the examples provided.

- Two colleagues from different parts of the Company were dating, when one of them was moved into the other’s department. Previously they hadn’t interacted at work, but now their jobs brought them together every day. They were concerned that this might cause (or be perceived by others to cause) a conflict of interest.
  
  They spoke with their manager to voice their concerns; as neither had any influence over the work of the other, it was decided that there was no conflict of interest.

- An employee was asked by a neighbour if they could arrange for his daughter to get a job in her department. She felt uncomfortable with this and asked her manager for advice.

Her manager advised her to tell her neighbour’s daughter to apply for a job through the Company Recruitment team. She was also advised that she should make sure that she was not involved in any way with the decision to hire, to avoid any possible perception of conflict of interest.

Stage 3: Key learning points
Refer to the Code of Conduct section 2.13 Conflicts of interest.

- Do the right thing: When your personal relationships overlap with your work, it’s important to follow the Conflicts of Interest policy and to recognise situations where your close personal or family relationships can create a conflict of interest or a perception of a conflict of interest.

- When a conflict of interest, or even the perception of a conflict of interest, arises it can cast doubt on our integrity and could damage the Company’s reputation. Declare it and seek direction on any issue that may potentially conflict with our responsibilities.

- Be aware that conflicts of interest can arise when personal interests influence decision-making at work.

- Manage others’ perceptions: Be aware of how others perceive the situation. Remember that these rules cover apparent conflicts as well as actual ones. You also need to make sure that no one looking at your decision could think that you may have been influenced – the perception of how things are is very important.

- Not all personal interests, relationships, influences or activities automatically create a conflict of interest; exercise good judgement taking into account all factors.

- If we see something that concerns us, we have a responsibility to speak up. If in doubt, check the policy and ask for advice. The simple act of asking for advice shows transparency.

For more information on the responsible decision-making model, see page 4.

Code of Conduct Chapter and Policies
+ 2.13 Conflicts of interest
+ People policy
Stage 1: Start the discussion
Start the discussion and, referring to the responsible decision-making model, ensure that key learning points are covered.

Let’s pick up on some of the key points using the responsible decision-making model.

Refer to the responsible decision-making model by using outline questions.

- What are the implications of Adele and Charlie sharing information with others outside the Company?
- Should they write their responses and why?
- What might the consequences of their actions be?
- What other information could help in this situation?
- Who can they speak to?

Stage 2: Other examples
Does anyone have any examples they can share, either from personal experience or that they have heard of? You can also use the examples provided.

- A colleague was travelling to a meeting by train and was asked to join a conference call on a business project update during his journey.
  He was concerned about being overheard, so quickly contacted his manager for advice. His manager said that it was OK to join the call so that he could listen to what was being said, but not to actually join the discussion in case he could be overheard on the train.

- A colleague was contacted by an external recruiter and asked for further information about their current role with the Company and the projects they had worked on. They are unsure about exactly what information they could provide, and so contacted the Legal department for advice.
  They advised that they could not share any information that was identified as BAE Systems Proprietary or more sensitive, had other restrictive markings, or was a customer’s or other third party’s confidential information.

Stage 3: Key learning points
Refer to the Code of Conduct section 2.12 Sharing information.

- Charlie may think that he is protecting the Company by speaking out against incorrect information that’s been published online. However, there are important issues here:
  - Any additional information Charlie posts will now be made public and it is unlikely that such comments can be deleted.
  - Because Charlie works for the Company, any comments may be perceived as the Company’s response.
  - By responding, Charlie may call more attention to the initial allegations than if he simply ignores them.
  - It is possible that the Company has already prepared a statement to be published to address the situation.
  - Unless you have specific authorisation, do not speak publicly on behalf of the Company.
  - When using social media, you should do so as an individual – and not as a representative of the Company. This means you should:
    - Clearly identify any views you express as your own – use the word “I” instead of “we”.
    - Consider whether sharing the information requires approval.
    - Include disclaimer language that the posting is your own personal opinion and doesn’t necessarily reflect the views of the Company.
    - Avoid mentioning your affiliation with the Company if it is not relevant or could cause confusion.
    - Be aware of the impact of your social media posts as you will likely have stated you work for the Company when setting up your account and your comments may be associated with the Company.
  - If in doubt ask, refer to the policy or contact your Communications team.

For more information on the responsible decision-making model, see page 4.

Scenario 4
Sharing information

Once you have watched the video or read the scenario training cards, use the stages to facilitate discussion.

Description
Charlie saw a post on an industry blog that he felt was damaging to the Company, and so decided to set the record straight.

Theme
Confidential information

Characters
- Adele, an employee
- Charlie, an employee

For more information on the responsible decision-making model, see page 4.
Stage 1: Start the discussion
Start the discussion and, referring to the responsible decision-making model, ensure that key learning points are covered.

Let’s pick up on some of the key points using the responsible decision-making model.

Refer to the responsible decision-making model by using outline questions.

- Mohammed believes that Sadia has been treated unfairly again in a meeting. What should he do?
- Sadia tells Mohammed that she’s already spoken to Jonty, who hasn’t noticed anything. Does this mean Sadia shouldn’t raise her concerns?
- Do you think that it is possible to change Sam’s behaviour and, if so, how?
- How can Sadia influence a change in the way that Sam speaks to her?
- What might the reasons be for Sam treating Sadia like this?

Stage 2: Other examples

Does anyone have any examples they can share, either from personal experience or that they have heard of? You can also use the examples provided.

- A team member saw that one of their colleagues was constantly being teased or insulted. They talked with another colleague about this and were advised not to say anything, in case speaking up made them the next target.

However, they talked to their Ethics Officer who encouraged the individual to discuss the matter with their line manager. The line manager introduced ethics discussion into regular start-of-shift meetings to raise awareness and the reporter noticed positive change after several weeks.

Stage 3: Key learning points

Refer to the Code of Conduct section 2.1 Inclusive workplace behaviour.

- To create a constructive and productive workplace, we must listen to others and value their input – even when their views differ from our own.
- To achieve this, we work to create an inclusive work environment where recruitment, employment and development of people are based on qualifications, skills, competency and mind-set necessary for success in the role.
- Proactively seeking alternative views helps create an environment in which others feel they can speak up. Being honest and open are key in creating an inclusive and positive work environment.
- We should treat each other with courtesy, dignity and respect.
- Breaking down barriers and working collaboratively is encouraged in everything we do.
- Often individuals may not be aware their behaviour impacts others, and pointing this out can make all the difference.
- If we see something that concerns us, we have a responsibility to speak up.

For more information on the responsible decision-making model, see page 4.

Code of Conduct Chapter and Policies
- 2.1 Inclusive workplace behaviour
- People policy
Scenario 6
I’m sure it’s ok!

Once you have watched the video or read the scenario training cards, use the stages to facilitate discussion.

Description
Sanjay asks Anna for advice on what he should do after seeing a colleague removing Company property. Anna though, doesn’t seem to see the problem.

Theme
Security and use of Company assets

Characters
Sanjay, an employee
Anna, an employee

Stage 1: Start the discussion
Start the discussion and, referring to the responsible decision-making model, ensure that key learning points are covered.

Let’s pick up on some of the key points using the responsible decision-making model.

Refer to the responsible decision-making model by using outline questions.

Sanjay’s point is that the materials being removed are Company property, which isn’t right, it’s stealing. What is your view?

Anna says that because the materials would be thrown away anyway, then it doesn’t matter. What is your view?

What other information could help in this situation?

Who should Sanjay go to for advice?

Stage 2: Other examples

Does anyone have any examples they can share, either from personal experience or that they have heard of? You can also use the examples provided.

A colleague had access to Company tools that would be useful in his DIY projects, but he was unsure whether it was acceptable for him to take them home at weekends. He went to his manager for advice and approval and was able to borrow some of the tools.

Another colleague wanted to print some flyers for a local community event she had helped to arrange. She asked her manager for advice as to whether she could use the office printer, and her manager agreed to this as it was a small number of copies and for reasonable use.

An employee contacted the Ethics Helpline as they noticed a colleague over-using the phone for personal use. It seemed to the employee that this went unnoticed by others. After discussing this with the Ethics Helpline the employee decided to speak with their line manager.

Stage 3: Key learning points

Refer to the Code of Conduct section 2.9 Use of Company physical assets.

- If you believe something is going to be thrown away that you think could be put to better use (inside or outside the Company) please raise it with your manager.
- We must all individually and collectively be accountable for the security and use of our Company assets. This includes using the equipment only for authorised purposes and ensuring all assets are physically secured when not in use.
- Observing access controls at our facilities is also critical for employees, contractors and visitors.
- We can meet this responsibility in a number of ways, including:
  - Using the equipment only for authorised purposes, unless otherwise approved.
  - Ensuring it is regularly maintained.
  - Ensure understanding of security responsibilities and physically securing the equipment when not in use.
  - Keeping good inventory records, including customer and third party required reports.
- If you are uncertain or something doesn’t feel right, speak up or report it.
- A compromise in our security could not only damage our reputation but could, depending on the scale and situation, impact national security and put lives at risk.

Code of Conduct Chapter and Policies
- 2.9 Use of Company physical assets
- Security policy
Supporting materials

Scenarios are available as videos on the intranet and on our external website via the following links:

**Intranet:** Global Intranet > Operational Governance > Business Conduct Training 2018

**Internet:** baesystems.com/businessconducttraining2018
Thank you for supporting the Business Conduct Training 2018.

We welcome your feedback about this training – please email any thoughts or suggestions to the Operational Governance team at: code.feedback@baesystems.com