

ETHICS AND RESPECT FOR HUMAN DIGNITY WHITE PAPER

When deciding how to act, Air Force leaders of character *comprehend* moral knowledge and ethical alternatives, *respect* the dignity of all affected persons, use ethical *judgment* in moral decision making as leaders to select the best alternative, and act consistently with that judgment so as to develop *habits* of moral excellence. Moral knowledge, respect for human dignity, sound ethical judgment, and virtuous habits of character all crucially contribute to the central leadership practices of living honorably, lifting others, and elevating performance.

USAFA GRADUATES WILL BE ABLE TO:

Moral Knowledge

Proficiency 1: Explain the main theoretical approaches to normative ethics.

Proficiency 2: Explain how social science facts and theories relate to the cultivation of moral character and describe how one's own backgrounds, habits, values, and assumptions may affect one's moral views and behaviors.

Proficiency 3: Defend the existence of moral knowledge against challenges.

Proficiency 4: Uphold the existence of the ethical and legal foundations of the USAF mission.

Respect for Human Dignity

Proficiency 5: Demonstrate professional behaviors and attitudes with others, including fair and equitable treatment of others and consideration of another person's basic human rights.

Proficiency 6: Understand the perspectives of others.

Proficiency 7: Recognize and respond appropriately to violations of human dignity, especially degrading and humiliating treatment. (Includes the Airman's Foundational Competencies of "Fosters Inclusion" and "Accountability" as respectively detailed in Tables A5.5 and A4.1 of the Air Force Handbook 36-2647.)

Proficiency 8: Leverage the value of differences in perspectives, approaches, preferences, race, gender, background, religion, experience, generation, thought and other factors for mission accomplishment and foster an environment of inclusion. (Includes the Airman's Foundational Competency of "Fosters Inclusion" as detailed in Table A5.5 of the Air Force Handbook 36-2647.)

Moral Decision Making

Proficiency 9: Act in accord with procedures that integrate ethical theory, psychological and sociological facts, and principles of the profession of arms as part of a transparent process for deliberation and decision-making that includes careful analysis of the consequences of one's actions.

Habits of Moral Excellence

Proficiency 10: Develop trust and commitment by promoting Air Force core values (integrity first, service before self, excellence in all we do) through goals, words, and actions. (Includes the Airman's Foundational Competencies of "Accountability," "Perseverance," "Initiative," and "Service Mindset" as detailed, respectively, in Tables A4.1, A4.2, A4.8, and A5.3 of the Air Force Handbook 36-2647.)

Table A5.5. Fosters Inclusion.

| FOSTERS INCLUSION | |
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| Definition: Creates a culture where all members of an organization are free to make their fullest contributions to the success of the group, and where there are no unnecessary barriers to success | |
| Competency Levels | Example Observable Behaviors |
| <i>Expert</i> - Models, guides or teaches - Sustains application of competency on exceptionally complex situations | - Creates a diverse and inclusive environment in new work settings which brings together different cultures, ideas, and experiences - Identifies creative approaches to recruit and develop a representative workforce that benefits from diverse strengths |
| <i>Advanced</i> - Sustains application of competency over time in complex situations | - Builds a diverse staff of people with a variety of skills who function effectively to accomplish the organizational mission - Develops new initiatives to recognize the various dimensions of diversity and encourage inclusiveness in the workforce |
| <i>Intermediate</i> - Sustains application of competency over time in a variety of situations | - Recognizes and utilizes skills of staff with diverse backgrounds - Addresses and corrects the use of inappropriate language or actions which deride diversity - Uses appropriate intervention to ensure a member's experiences are not negatively impacted by his or her personal characteristics |
| <i>Basic</i> - Sustains application of competency over time | - Participates in meetings about diversity issues within work center - Adheres to equal employment opportunity policies and objectives in everyday duties |

Table A4.1. Accountability.

| ACCOUNTABILITY | |
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| Definition: Demonstrates reliability and honesty; takes responsibility for the actions and behaviors of self and team | |
| Competency Levels | Example Observable Behaviors |
| <i>Expert</i> - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Demonstrates influence beyond the organization | - Leads by example - Models professionalism and excellence in every endeavor - Take personal responsibility for unit performance |
| <i>Advanced</i> - Sustains application of competency over time in complex situations - Demonstrates influence across units | - Does the right thing even when it is unpopular or difficult - Admits shortcomings and mistakes |
| <i>Intermediate</i> - Sustains application of competency over time in a variety of situations - Demonstrates influence across work center | - Follows through on promises and commitments - Embodies the Air Force Core Values of Integrity, Service Before Self and Excellence In All We Do |
| <i>Basic</i> - Sustains application of competency over time - Demonstrates influence across individuals | - Adheres to Air Force standards - Looks after fellow Airmen and the families |

Table A4.2. Perseverance.

| PERSEVERANCE | |
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| Definition: Displays grit in accomplishment of difficult long-term goals. Works strenuously toward challenges; maintains effort and interest over years despite failure, adversity, and plateaus in progress. | |
| Competency Levels | Example Observable Behaviors |
| <i>Expert</i> - Models, guides or teaches - Sustains application of competency on exceptionally complex situations | - Helps others regain motivation and commitment to long-term goals after major setbacks - Overcomes initial objections of others; persuades others to provide needed resources or other tangible support for a long-term goal - Sustains passion and commitment over a long period of time |
| <i>Advanced</i> - Sustains application of competency over time in complex situations | - Models perseverance and effort in pursuit of challenging, long-term goals - Maintains focus on long-term projects |
| <i>Intermediate</i> - Sustains application of competency over time in a variety of situations | - Displays commitment to achieving difficult work goals in challenging environments - Overcomes setbacks in order to achieve goals |
| <i>Basic</i> - Sustains application of competency over time | - Persists after criticism - Keeps at it when trying to learn something challenging |

Table A4.8. Initiative.

| INITIATIVE | |
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| Definition: Does more than is required or expected to improve job results; takes action appropriately without prompting | |
| Competency Levels | Example Observable Behaviors |
| <i>Expert</i> - Models, guides or teaches - Sustains application of competency on exceptionally complex situations | - Inspires others to contribute more than the job requires - Exceeds mission requirements to achieve higher-level mission goals - Puts in extraordinary effort by working outside the norm to get the job done |
| <i>Advanced</i> - Sustains application of competency over time in complex situations | - Puts in extra effort to complete work when not required - Acts quickly and decisively when the norm is to hope a problem will resolve itself |
| <i>Intermediate</i> - Sustains application of competency over time in a variety of situations | - Recognizes and acts on present opportunities or addresses present problems - Takes action to create opportunities or avoid problems |
| <i>Basic</i> - Sustains application of competency over time | - Completes assignments without close supervision - Displays good effort in performance of assigned tasks |

Table A5.3 Service Mindset.

| SERVICE MINDSET | |
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| Definition: Desires to help or serve others to meet their needs; makes and focuses efforts to discover and meet others' needs | |
| Competency Levels | Example Observable Behaviors |
| <i>Expert</i> - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Impact on strategic level | - Acts as a trusted advisor to help others identify new or different approaches to address their needs - Provides advice and counsel to serve and support higher-level strategies or goals, even when one disagrees with those strategies or goals - Acts to support higher-level organizational goals, even when such goals may negatively affect one's own career or personal goals |
| <i>Advanced</i> - Sustains application of competency over time in complex situations - Impact on operational level | - Continues to provide a high level of support to others even when they are rude, mean, or fail to appreciate efforts to meet their needs - Attempts to identify win/win solutions that meet the needs of others |
| <i>Intermediate</i> - Sustains application of competency over time in a variety of situations - Impact on tactical level | - Makes self fully available when others are going through a critical period - Expresses positive expectations about others. |
| <i>Basic</i> - Sustains application of competency over time - Impact on peers | - Expresses genuine concern for the welfare of others - Lends a helping hand to team members when needed |