

DEPARTMENT OF THE AIR FORCE  
Thomas N. Barnes Center for Enlisted Education (AETC)  
Maxwell AFB, AL 36118

1 Jan 13

**AIRMAN LEADERSHIP SCHOOL  
STUDENT GUIDE**

**PART I  
COVER SHEET**

**LESSON TITLE: PA03, ETHICAL LEADERSHIP**

**TIME:** 3 Hours

**METHOD:** Guided Discussion/Experiential

**REFERENCES:**

Air Force Doctrine Document (AFDD) 1-1, Leadership and Force Development. 8 November 2011

Air Force Policy Directive (AFPD) 36-29, Military Standards. 29 October 2009.

Air Force Instruction (AFI) 36-2618, *The Enlisted Force Structure*, 27 February 2009.

Air Force Instruction (AFI) 36-2909, *Professional and Unprofessional Relationships*, 1 May 1999.

Department of the Air Force, *The Military Commander and the Law*, August 2012, 519-538.

Department of the Air Force, *United States Air Force Core Values*, 1 January 1997.

Department of Defense (DOD) Directive 5500.07, *Standards of Conduct*, 29 November 2007

Department of Defense (DOD) Directive 5500.7-R, *Joint Ethics Regulation*, incorporating changes 1-7, 17 November 2011

Toner, James H., "Military OR Ethics." *Air and Space Power Journal*, 17, no. 2 (Summer 2003): 79-87.

*Uniform Code of Military Justice/Manual for Courts Martial, United States*, 1984, Section IV, Article 134, p IV-126/7.

**STUDENT PREPARATION:** Read the *United States Air Force Core Values* booklet and this student guide prior to class, and be prepared for classroom discussion. (4,678 words, approx reading time 39 minutes)

**PART IA**

**GENERAL LEARNING OUTCOME:** Students who graduate from Airman Leadership School comprehend ethical policies, behaviors, and principles and what it means to be an ethical leader.

**SUPPORTED COMPETENCIES/DIRECTIVES:**

This lesson supports the following AF Institutional Competencies:

Embodies Airman Culture –Ethical Leadership and Warrior Ethos

This lesson also supports the following Basic EJPME Learning Areas:

Armed Forces The *Ethical Leadership* lesson plan also supports AFDD 1-1 and AFI 36-2618 competencies

**TERMINAL COGNITIVE OBJECTIVE:** Comprehend Ethical Leadership concepts and their impact on NCO, unit, and mission effectiveness.

**TERMINAL COGNITIVE SAMPLES OF BEHAVIORS:**

1. Explain Ethical Leadership and/or its impact on NCO, unit, and mission effectiveness.
2. Give example of Ethical Leadership and/or its impact NCO, unit, and mission effectiveness.
3. Predict the impact of Ethical Leadership on NCO, unit, and mission effectiveness.

Given Ethical Leadership in simulated situations:

1. Identify concepts and/or principles;
2. Differentiate appropriate/inappropriate and/or effective/ineffective actions decisions, and behaviors;
3. Determine appropriate and/or effective courses of actions
4. Predict the impact of selected courses of actions

**AFFECTIVE OBJECTIVE:** Value Ethical Leadership

## PART IB

**ORGANIZATIONAL PATTERN:** Topical

**ASSOCIATED LESSONS:** PA01 *Airmanship*; SA01 *Standards and Discipline*; SA05 *Leader Influence*

## PART IC

### LESSON OUTLINE:

Content
<b>INTRODUCTION:</b> Attention, Motivation, and Overview
<b>MP 1. Fundamentals of Ethics</b> <ul style="list-style-type: none"><li>A. Definitions</li><li>B. Ethical Values and USAF Core Values</li><li>C. Ethical Principles/Codes of Conduct</li></ul>
<b>MP 2. The Ethical Leader</b> <ul style="list-style-type: none"><li>A. Ethical Behaviors</li><li>B. Ethical Decision Making</li><li>C. What is Ethical Leadership?</li></ul>
<b>MP 3. Experiential</b> <ul style="list-style-type: none"><li>A. Rules of Engagement</li><li>B. Exercise</li></ul>
<b>CONCLUSION:</b> Summary, Re-motivation, and Closure
<b>PART II</b>
<b>STUDENT READING</b>

*In order to be a leader, a man must have followers. To have followers, a man must have their confidence. Hence, the supreme quality for a leader is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office. The first great need, therefore, is integrity and high purpose. --Gen Dwight Eisenhower*

What is ethical leadership? How do you make an ethical decision? While you may already have a good idea of how to answer these two questions, this reading will uncover how leaders must model ethical behavior and make ethical decisions while leading others to accomplish the Air Force mission. When it comes to ethical leadership, military leaders at all levels must first show loyalty to the US Constitution, then to the Air Force as an institution, and finally to the people he/she leads. An ethical leader embodies many character traits while remembering the responsibilities he/she has to our nation.



## **MP 1. FUNDAMENTALS OF ETHICS**

### **Definitions**

#### ***Ethics***

The study of what we understand to be good and right behavior and how we judge those behaviors. Ethics is a set of standards of conduct that guide decisions and actions based on duties derived from core values. It is closely related to and generally interchangeable with our ideals about values and moral behavior. We characterize people as ethical when they act in ways that are consistent with societal moral values. Societies, not individuals, define the ethics of decisions and actions.<sup>1</sup>

#### ***Values***

The core beliefs we hold regarding what is right and fair in terms of our actions and our interactions with others; what individuals believe to be of worth and importance to their life. Do not confuse personal values with military core values.

#### ***Morals***

Values that we attribute to a system of beliefs that help us define right from wrong, good versus bad. Typically, they get their authority from something outside the individual—they may come from a higher being or authority.

#### ***Ethical Dilemma***

Situations where one is forced to choose between two alternatives (both alternatives can be unfavorable and/or less right and more right or less wrong and more wrong).

#### ***Military Ethics***

The art of observing those moral obligations and precepts that is appropriate to a person's role within the military profession.<sup>2</sup>

Deal specifically with those values and expected rules of the profession that are appropriate to actions taken within the military environment. (Gabriel, 2003).

The American military ethic is designed to put principle above self-interest. Personal integrity and moral courage are the keys to viability of that ethic (Flammer, 1976).

### **Ethical Values**

Our Joint Ethics Directive, DODD 5500.7-r, Joint Ethics Regulation, states that ethics are standards by which one should act based on values. It defines values as core beliefs, like duty, honor, and integrity that motivate attitudes and actions. It also explains that not all values are ethical (integrity is; happiness is not). Ethical values relate to what is right or wrong, therefore we are expected to consider them over nonethical values when making decisions.<sup>3</sup>

***Primary Ethical Values*** – The Joint Ethics Regulation defines several primary ethical values that leaders should consider when making decisions.

**Honesty** – being truthful, straightforward and having candor are aspects of honesty. - Truthfulness means having moral courage to avoid lies and deception.

- Straightforwardness adds frankness to truthfulness and is necessary to promote public confidence and to ensure effective, efficient conduct of operations.
- Candor is the forthright offering of unrequested information.

**Integrity** – being faithful to one’s convictions is part of integrity. Following principles, acting with honor, maintaining independent judgment and performing duties with impartiality help to maintain integrity and avoid conflicts of interest and hypocrisy.

**Loyalty** – is the bond that holds the nation and the federal government together and the protection against dissention and conflict. It is not blind obedience or unquestioning acceptance of the status quo. Loyalty requires careful balancing among various interests, values, and institutions in the interest of harmony and cohesion.

**Accountability** – is accepting responsibility for decisions and the resulting consequences. This includes avoiding even the appearance of impropriety because appearance affects public confidence. Accountability promotes careful, well thought out decision making and limits thoughtless action.

**Fairness** – Open-mindedness and impartiality are important aspects of fairness. Leaders must be committed to justice in the performance of their official duties. Decisions must not be uninformed, impulsive, or biased. Individuals must be treated equally and with tolerance.

**Caring** – Compassion is an essential element of caring for others. Courtesy and kindness to those we serve and to those we work with help to ensure fair treatment. Caring for others is the protection against the temptation to pursue the mission at any cost.

**Respect** – is treating people with dignity, honoring privacy, and allowing self-governing. Lack of respect leads to a breakdown of loyalty and honesty within an organization.

**Promise Keeping** – DoD employees (to include Airmen) are obligated to keep their promises in order to promote trust and cooperation. Because of the importance of promise keeping, it is critical that DoD employees (to include Airmen) only make commitments that are within their authority.

**Responsible Citizenship** – It is the civic duty of every citizen, especially DoD employees (to include Airmen) to exercise discretion. Public servants are expected to engage personal judgment in the performance of official duties within the limits of their authority so that the will of the people is respected in accordance with democratic principles. Justice must be pursued and injustice must be challenged through accepted means.

**Pursuit of Excellence** – In public service, competence is only the starting point. DoD Employees (to include Airmen) are expected to set an example of superior diligence and commitment. They are expected to be all they can be and to strive beyond mediocrity.

The primary ethical values listed above are woven into the fabric of our Air Force Core Values. The next section contains a brief review of the Air Force Core Values.

### ***United States Air Force Core Values (brief review)***

AFI 36-2618, *The Enlisted Force Structure* states that the core values are the framework within which military activities take place and are the basis for Air Force policies, guidance, and focus. Recognizing the United States Air Force (USAF) Core Values helps leaders to get a fix on the ethical climate of an organization or workcenter.<sup>3</sup> Acceptance of the USAF Air Force Core Values (*Integrity first, Service before self, and Excellence in all we do*) is a commitment each Airman makes when joining the Air Force. These core values provide a strong foundation for ethical conduct, decision making, and the success of Air Force personnel. The Air Force recognizes these core values as *universal and unchanging* in the profession of arms. Airmen must internalize the USAF Core Values in order to be prepared when they encounter an issue that requires an ethical decision.

***Integrity First*** – exemplifies the willingness to do what is right even when no one is looking. Doing this will set the right example and earn the respect of subordinates and superiors alike. The moral traits (*courage, honesty, responsibility, accountability, justice, openness, self-respect, and humility*) of integrity combine to form a moral compass for the military professional.

***Service Before Self*** – is the essence of our commitment to the nation, and reminds us that military service is a calling. Professional duties must take precedence over our personal desires. While personal goals often coincide with Air Force goals, there is no room for personal agendas. A leader who is unwilling to sacrifice individual goals for the good of the unit cannot convince other unit members to do so. Careerism (personal career ambition) and self-interest are all too common in a hierarchical system. Behaviors from leaders that promote self-interest, personal agendas, or even careerism do more damage to the institution. Leaders who serve selflessly inspire support from their followers.

***Excellence in All We Do*** – is our commitment to the highest standards in everything ranging from product excellence to operations excellence. It directs us to develop a sustained passion for continuous improvement and innovation that will propel the Air Force into a long-term, upward spiral of accomplishment and performance.

### **Ethical Principles**

Dr. James Toner, a former Professor of International Relations and Military Ethics at the Air War College wrote an article entitled, “Military OR Ethics,” which identifies sound ethical principles that support the Air Force Core Values. It explains that military ethics is about learning what is true and then having the courage to do and be what and who we ought to be. Military ethics are not about individual successes or failures or about individual virtues or vices. Military ethics is about our heritage and history, and it is about our responsibility to be men and women of character.<sup>4</sup>

#### ***The Three Os***

Military ethics based upon egotism cannot function; but rather it must be rooted in three *Os*, which states that you must know who (US Constitution, Air Force, Unit) and what you *owe*; display proper *ordering* of ethical priorities and understand what you should, or *ought* to do.

### ***The Three Ps***

Operate in the context that Airmen must put *principle* (truth telling and honor) first; *purpose* (mission accomplishment and duty) second; and *people* (fellow citizens, Airmen, etc.) third. The three Ps provide the perspective for the way to think about the *Os*. Airmen are to adhere to the precedence of principles, purpose and then people, switching the operation order would negate the entire process. When considering these principles, keep in mind that they refer to the requirements and needs of the Air Force, and not one's individual principles and purpose.

### ***The Three Rs***

Provide guidance when considering the *Os*, they explain that when making decisions, and conducting one's self, it is the *rules* that give a person ethical guidance. The situation, circumstances, or *realities* influence if the rules are followed. Don't forget to consider the *results* or consequences of decisions and actions beforehand. Take a few moments to read and think about the below example.

You and two fellow Airmen are held hostage by terrorists. Would you lie to protect your lives? You decide that the *rule* "do not lie" will *result* in the *reality* of death or imminent harm against you and your fellow Airmen; therefore, you lie to the terrorists to save your team.

### ***The Three Ds***

States that we must try to *discern* the truth; at appropriate times, we *declare* the truth, as we have discerned it; and then we *do* what we have discerned and declared. Simply put, the three *Ds* emphasize that you have *a moral charge to educate yourself* as best as you can in light of the truth, to speak up for truth, and then to act in truth. One more *D* actually comes into play here, the process of moral *decision*, a word that the dictionary tells us means "the idea of coming to a conclusion after some question, talk, or thinking over."

## **Ethical Codes of Conduct**

The ethical codes of conduct listed below are widely accepted by the Air Force. These help NCOs make proper ethical decisions when faced with various ethical dilemmas or issues. These codes make it possible to act and behave in an ethical manner in any situation.

- AFI 36-2618, *The Enlisted Force Structure*
- AFI 36-2909, *Professional and Unprofessional Relationships*
- Airman's Creed
- Professional Development Guide (PDG)
- Code of Conduct
- Law of Armed Conflict (LOAC)
- DOD Joint Staff Guide 5260, Service Member's Personal Protection Guide: A Self-Help Handbook to Combating Terrorism
- Joint Ethics Directive, DODD 5500.7, Standards of Conduct
- Joint Ethics Directive, DODD 5500.7-r, Joint Ethics Regulation
- Uniformed Code of Military Justice (UCMJ)

The ethical codes stated above give NCOs the resources they need to adhere to and model ethical behavior as military members. Whether in war or peace, all Airmen must lead by example and foster an ethical climate in their organization.

## **MP 2. THE ETHICAL LEADER**

### **Ethical Behaviors**

As important as it is to understand ethical principles, it is just as important to understand and model ethical behavior. Ethical leaders should behave in a way that aligns with their purpose, whether it be personal or organizational, they must conduct themselves with pride, and high self-esteem. Self-esteem is a mixture of personal pride and humility, which creates confidence when faced with certain ethical dilemmas. Ethical leaders persistently ensure they behave ethically at all times and they patiently and faithfully applying high standards in all decision making opportunities. Ethical leaders are not emotionally driven and they maintain a clear perspective, which allows them to evaluate the situation and determine the proper course of action.

Leaders become credible and authentic as ethical role models by engaging in ongoing behaviors that subordinates deem unselfish and ethically appropriate. These behaviors include being honest, showing consideration for others, and treating people fairly and with respect.<sup>5</sup> Ethical leaders develop trust and commitment through words and actions. They are accountable for areas of responsibility, operations of their unit, and personal actions.

In addition to modeling the above behaviors, NCOs should create and promote an ethical climate and foster ethical behavior using the following three principles:

- No rewards for unethical behavior
- Sanctions and forgiveness for mistakes
- Take appropriate action(s) when dealing with dereliction of duty

Unethical behavior by any Airman destroys morale, trust, and the desire to work as a team. Most importantly, in warfighting, unethical behavior can result in compromise of our national security and needless loss of life. It takes great character and personal integrity to practice ethical behavior in all we do. Why, then, do some Airmen choose to behave unethically? Dr. John Johns identifies several factors that contribute to unethical behavior by individuals. One is competition for scarce resources. It is easy to slip into unethical acts to gain a competitive advantage in the race for position or power. A second is conflicting loyalties, which is the most troublesome ethical dilemma facing public officials.<sup>6</sup> The Air Force is not immune to these factors and one simply has to look at the USAF JAG docket to see examples of Airmen who have behaved unethically and negatively impacted the Air Force mission.

### **Ethical Decision Making**

Everyone in the Air Force must make decisions. There are three qualities individuals must possess to make ethical decisions. The first is the ability to recognize ethical issues and to reason through the ethical consequences of decisions, while being able to see second and third order effects. The second is the ability to look at alternative points of view, deciding what is right in a particular set of circumstances. The third is the ability to deal with ambiguity and uncertainty; making a decision on the best information available.<sup>7</sup>



Sometimes making a decision stops at consciously acknowledging that there are no significant ethical consequences to consider. On the other hand, there may be one or several ethical consequences to consider when making a decision.

Making good ethical decisions requires a trained sensitivity to ethical issues and a practiced method for exploring the ethical aspects of a decision and weighing the considerations that should impact our choice of a course of action.<sup>8</sup> Having a plan or a framework for ethical decision making is useful for exploring ethical issues and identifying ethical courses of action.<sup>9</sup> The below steps provide a framework for ethical decision making. Choose a personal or professional ethical dilemma or issue you've faced and answer the questions that follow.

2. Recognize an ethical issue

- How does it impact the Air Force?
- How does it impact the unit?
- How does it impact personnel?

3. Get the facts

- What are the relevant facts?
- Can I learn more about the situation?
- Do I know enough to make a decision?
- Who can I consult for advice?
- Who/What has an important stake in the outcome? (i.e. Air Force mission, unit mission, people)

4. Evaluate alternative actions

- The "Prudence First – Justice Second" principle is helpful when evaluating alternative actions. One should consider prudence FIRST and justice second BEFORE making a final decision. Prudence is intellectual reasoning on what is right/good versus what is wrong/evil. Just because something is legal or permissible, doesn't mean it is the right thing to do. Consider all possible alternatives when using prudence first.
- What is right?
- Which option will produce the most good and do the least harm?
- Which option best serves the institution (United States, Air Force, unit)
- Which option best respects the rights of all who have a stake?
- Which option treats people equally?

5. Make a decision and test it

- Which solution/option best addresses the situation?
- What will my leaders and followers say about my decision?

6. Act and reflect on the outcome

- How did my decision turn out and what have I learned from this specific situation?
- What would I have done differently?

When making decisions, always consider the consequences (intended and unintended), of your decisions and remember that all choices have drawbacks. Then ask yourself if you can accept and live with all outcomes.<sup>9</sup>

Leaders influence subordinates through communication, motivation, and adherence to standards. Leaders motivate and inspire people by creating a vision of a desirable end-state and keeping people moving in the right direction to achieve that vision. Ethical decision making by our leaders motivates followers to behave ethically and in-turn make ethical decisions. When leaders apply ethical decision making, they sharpen their personal character, enhance their leadership effectiveness and increase unit effectiveness.

Unfortunately, there are times when leaders do not apply ethical decision making appropriately. We can look inside our history books to see examples of leaders who have failed to follow ethical leadership concepts. Leaders must be on alert for several ethical traps that can occur during ethical decision making. Once a leader (or any Airman) falls into an ethical trap, it is very difficult to escape.

**Ethical Traps:** confusion or uncertainty as to what actions or behaviors to take because of conflicting opinions/values. Ethical traps include:

- **Ethical Relativism** – making decisions based on personal values/beliefs rather than on military rules, regulations, and codes of conduct
- **Loyalty Syndrome** – making decisions based on respect and/or loyalty to an individual, unit, or organization etc. rather than on military rules, regulations, and codes of conduct
- **Worry Over Image** – making decisions based on how they impact one's reputation/standing among peers, subordinates, supervisors, community etc. rather than on military rules, regulations, and codes of conduct.
- **Drive for Success** – making decisions based on a “win at all cost” attitude rather than on military rules, regulations, and codes of conduct.

When have you witnessed a leader fall into an ethical trap? What was the outcome? It is important for our future supervisors to avoid falling into ethical traps. It is equally important that all supervisors discuss ethical leadership and ethical issues/dilemmas with their subordinates. When it comes to handling ethical issues, prepare yourself and your future Airmen today.

Living an ethical life reduces the number of ethical dilemmas a person faces. Unethical people instinctively refrain from inappropriate behavior in the presence of ethical people, especially a person who holds unethical people accountable.<sup>10</sup> All the concepts you've learned up until this point enhance the leader's ability to demonstrate ethical leadership.

## **What is Ethical Leadership?**

Ethical leadership is defined as the demonstration of appropriate conduct through personal actions and relationships and the promotion of such conduct to subordinates through two-way communication, reinforcement, and decision making.

Ethical leadership combines ethical decision making and ethical behavior, and occurs in both an individual and an organization. A major responsibility of a leader is to make ethical decisions and behave in ethical ways, and to see that the organization understands and practices its ethical codes.<sup>11</sup> In terms of military service, ethical leadership includes promoting the Air Force Core Values through goals, actions and behaviors, developing trust and commitment through words and actions, being accountable for areas of responsibility, unit operations, and personal actions, and maintaining checks and balances in one's self and others. Leaders must develop themselves and their Airmen when it comes to understanding ethical issues and standards. Communicating about ethics on a consistent basis is a key component to ethical leadership.<sup>12</sup> It is important for leaders to foster an ethical climate in their units in order for ethical behavior and leadership to grow. Ethical leadership is a two-way process. Ethical leaders must direct their attention to ethical issues, enforce ethical standards, and allow subordinates to bring up ethical issues with them.<sup>13</sup>

Leadership is fundamental to the US Air Force for building cohesive units by cultivating and empowering subordinates. Through both words and behavior, ethical leadership promotes the Air Force Core Values, develops an environment of trust, commitment, and accountability, and maintains a system of checks and balances on one's self and others.

This reading began by exploring the fundamentals of ethics. Next, it examined how an ethical leader behaves, makes decisions, and practices ethical leadership. The reading asked you to think about a personal or professional ethical issue and use critical thinking to walk yourself through ethical decision making. Remember the reading because it is important for the in-class exercises.

## **ETHICAL LEADERSHIP**

### **In-Class Exercise**

#### **Scenario #1**

1 Arriving on-scene, TSgt Parker sees the Airfield Manager screaming at A1C Malcolm.  
2 Jumping out of his vehicle, Parker interrupts the Airfield Manager and demands “What is  
3 going on here?” The Airfield Manager retorts, “Your Airman ignored radio procedures and  
4 drove onto an active runway and just stopped. With an aircraft inbound and her refusal to  
5 move, I had no choice but to move the vehicle for her. Her stupidity could have caused a  
6 serious accident.” Parker responds, “I will relieve A1C Malcolm of her post tonight, and  
7 conduct refresher training immediately. Still angry, the Airfield Manager interrupts with  
8 “This is the fourth time this month that your cops have violated procedure. Inform your  
9 leadership to expect a call from me.”

10 On the way back to the squadron, TSgt Parker says to A1C Malcolm “What were you  
11 thinking...stopping on a runway could have got you and the pilot killed. What happened?”  
12 In tears, A1C Malcolm tells him, “I hate driving a manual vehicle, it was foggy, and I didn’t  
13 know where I was at. Please don’t decertify me as a patrolman.” TSgt Parker replies, “Don’t  
14 worry, I am not going to decertify you, but I am going to make sure you are trained  
15 properly.”

16 Arriving at the squadron, the First Sergeant directs Parker and Malcolm to report to the  
17 commander’s office immediately. Standing at attention, Malcolm begins to cry as she hears  
18 the commander say, “Malcolm, as the fourth person this month to violate procedures, I have  
19 no choice but to make an example of you. Effective immediately, your license is revoked,  
20 you are decertified on your duty position, and consider yourself verbally reprimanded.

# **ETHICAL LEADERSHIP**

## **In-Class Exercise**

### **Scenario #2**

1 SSgt Colton is scheduled to deploy for the third time in four years. His friend, TSgt  
2 Lunsford the Unit Deployment Manager calls Colton and says, “Hey Colt, I’m sending SSgt  
3 Fisher in your place so you can spend more time with your family.” Colton responds, “I  
4 appreciate your concern, but I need to be on that deployment with my team!” Lunsford  
5 replies, “Relax, the commander has already approved the change.” Colton responds angrily,  
6 “I don’t care how you do it, but you need to get me back on that deployment.”

7 The next morning, SSgt Fisher bursts into TSgt Lunsford’s office. “I’m not scheduled to  
8 deploy this soon, so why am I replacing your best friend?” Lunsford answers, “Not that it’s  
9 any of your business, but Colton can’t deploy because of personal reasons. So I discussed his  
10 situation with leadership and they authorized me to send you in his place.”

## NOTES

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- <sup>1</sup> The values, morals, and ethics definitions come from the Ethics Resource Center home page, <http://www.ethics.org/resource/ethics-glossary>, accessed on 14 Nov 12.
- <sup>2</sup> Richard A. Gabriel, *To Serve With Honor: A Treatise on Military Ethics and the Way of the Soldier* (Westport, CT: Greenwood Press, 1979), 29.
- <sup>3</sup> DOD Directive 5500.07-r , Joint Ethics Regulation
- <sup>4</sup> Toner, James H. "Military OR Ethics." *Air and Space Power Journal*, 17, no. 2 (Summer 2003): 79-87.
- <sup>5</sup> Barnes, Christopher M. Ph.D., and Doty, Joseph Lt Col, U.S. Army "What Does Contemporary Science Say About Ethical Leadership?" *Military Review*, 2010
- <sup>6</sup> Johns, John H. 1988. Ethical dimensions of national security. In *Bureaucratic Politics and National Security: Theory and Practice*. Edited by David C. Kozac and James M. Keagle. Boulder, CO: Lynne Rienner Pub.
- <sup>7</sup> National Defense University, *Strategic Leadership and Decision Making: Values and Ethics* accessed via <http://www.au.af.mil/au/awc/awcgate/ndu/strat-ldr-dm/pt4ch15.html> on 13 Nov 12
- <sup>8</sup> The Framework for Thinking Ethically, Markkula Center for Applied Ethics, Santa Clara University webpage, <http://www.scu.edu/ethics/practicing/decision/framework.html>, accessed on 14 Nov 12.
- <sup>9</sup> Barnes, Christopher M. Ph.D., and Doty, Joseph Lt Col, U.S. Army "What Does Contemporary Science Say About Ethical Leadership?" *Military Review*, 2010
- <sup>10</sup> Shafer, Jack, Ph.d., "Let Their Words Do the Talking" *Psychology Today* webpage, <http://www.psychologytoday.com/blog/let-their-words-do-the-talking/201104/the-ethical-trap> . Accessed 15 Nov 12.
- <sup>11</sup> Boatman, Sarah A., "Ethical Leadership: Doing What's Right." The University of Nebraska at Omaha
- <sup>12</sup> Barnes, Christopher M. Ph.D., and Doty, Joseph Lt Col, U.S. Army "What Does Contemporary Science Say About Ethical Leadership?" *Military Review*, 2010
- <sup>13</sup> Ibid