

2003 Defence Ethics Survey Report

Sponsor Research Report 2004-18

**S. Dursun, MA
Major R.O. Morrow, MA
Major D.L.J. Beauchamp, Ph.D.**

Reviewed by:

**L.J. Grandmaison, MA
Lieutenant-Colonel
Research Co-ordinator**

Approved by:

**C.D. Lamerson, Ph.D.
Colonel
Director**

Accepted by:

**J.-L. Milot
Colonel
Director Ethics Program
and Sponsor of the Research**

**Director Human Resources Research and Evaluation
National Defence Headquarters
Major-General George R. Pearkes Building
Ottawa, Ontario K1A 0K2**

PROJECT DOCUMENTATION PAGE

Report date (m/y)	Report type and number	Dates Covered (from ...to)
February 2005	Sponsor Research Report 2004-18	
Title		
2003 Defence Ethics Survey Report		
Author		Sponsor
<p>Name: S. Dursun and Major R.O. Morrow</p> <p>Section: DHRRE – Social Policy</p> <p>Telephone: (613) 996-0135</p> <p>(Civilian): (613) 996-4542</p> <p>(CSN/Autovon): 846-4542 and 846-0135</p> <p>Fax: (613) 995-2701</p> <p>Internet: Dursun.S@forces.gc.ca and Morrow.RO@forces.gc.ca</p>		<p>Contact: Defence Ethics Program</p> <p>Name: Colonel J.-L. Milot and Major D.L.J. Beauchamp</p> <p>Position:</p> <p>Telephone: (613) 996-0544 and (613) 992-7451</p> <p>(Civilian):</p> <p>(CSN/Autovon): 846-0544 and 842-7451</p> <p>Fax:</p> <p>Internet: Milot.JL@forces.gc.ca and Beauchamp.DLJ@forces.gc.ca</p>
Address		Supplementary Notes
Directorate Human Resources Research and Evaluation National Defence Headquarters Major-General George R. Pearkes Building 101 Colonel By Drive Ottawa ON K1A 0K2		
Abstract		
Not applicable		
Key-words		
Ethics, Ethical Behaviour, Ethical Decision Making, Moral Intensity, Ethical Judgement, Ethical Climate, Values		

EXECUTIVE SUMMARY

1. *Introduction.* The purpose of the 2003 Defence Ethics Survey was to assess ethical decision-making of all members of the Defence Team. This information was used to provide senior leaders with information that will assist them in meeting their mandate of ensuring that ethics are effectively practiced and advanced in the Canadian Forces (CF) and Department of National Defence (DND) through their Level One (L1) Ethics Implementation plans. This was the second administration of the survey, which enabled comparisons to be made between this and the original 1999 version.
2. *Comparison of the 1999 and 2003 Ethics Survey Results.* Examining the comparisons, military and civilian personnel perceived an improvement in their organizational ethical climate during the period. In addition, both military and civilian personnel expressed greater ethical expectations for their organization in 2003 than they did in 1999.
3. *Individual Values and Organizational Ethical Climate.* Similar to the 1999 results, *Organizational Fairness* was identified as the factor that had the largest gap between how the workplace was perceived to be “now” and the way it “should” be. This was true for military and civilian personnel. The next highest ranked indicators were *Care of personnel*, and *Co-workers’ Behaviour*, respectively. As such, when dealing with improving the ethical climate of the workplace, effort and focus needs to be placed on improving these factors.
4. *Approaches to Ethics for Ethical Decision-making.* The 2003 Defence Ethics survey measured general approaches to ethical decision-making by measuring the extent to which decision-making was based primarily on one of six different approaches to ethics. The results show that a multiple-approach basis to ethical decision-making is prevalent amongst CF and DND personnel. Personnel indicated that the “right” solution to an ethical problem is not always clear and that what might be a good ethical decision at one time and place might not be so at a different time and place. When faced with difficult ethical issues, personnel rely on a number of approaches to ethics. The results highlight the need for the CF and DND to ensure that these different approaches to ethics are included in ethics initiatives and training and treated as separate and distinct.
5. *Situational Moral Intensity.* The impact of the intensity of the situational factors on the ethical decision-making process was measured to assess the importance of these factors. The strongest influences in the decision making process were: *Social Consensus*, *Magnitude of Consequences* and *Probability of Effect*. In other words, if people generally agreed that an

action was wrong, they were less likely to behave that way. If people were shown how serious were the consequences of their actions, they were less likely to behave that way. Finally, if they were shown the certainty with which those consequences would occur, they were less likely to behave that way. Since these are processes which the CF can influence, the CF and DND must continue in their efforts to build a social consensus on the ethical values to be practiced in a variety of complex and stressful defence situations, and describe the severity of consequences and the likelihood that those consequences will occur when these ethical values are breached.

6. Open-Ended Question: Written Comments. Overall, the written comments of both military and civilian employees reinforced the findings of the Defence Ethics Survey. Issues of *Organizational Fairness* were prominent amongst both groups. Specifically, comments on Organization Fairness included a lack of support for and care provided to DND/CF personnel and the existence of double standards. Moreover, honesty, trust, accountability, integrity, respect and loyalty were expressed as values that CF and DND personnel wish to see instilled throughout the organization, particularly in their leaders and supervisors.

7. Conclusion. The findings of the 2003 Defence Ethics Survey are encouraging since many of the factors identified as critical in the ethical decision-making of CF and DND personnel are factors over which the CF and DND can have an influence. For example, since individuals generally look to their environment for guidance in dealing with ethical issues and situations, leaders can influence the nature of the ethical environment of their organizations by building into their ethics plans - at all levels of the organization - initiatives that contribute to building social consensus. It will be important for leaders and managers to ensure that ways and means developed to address the issues raised by the 2003 Defence Ethics Survey also include concrete courses of action to deal with them.

ACKNOWLEDGEMENTS

This research project, like most, is the result of significant effort by many individuals. Corporal David Jenkins was instrumental in performing the qualitative analysis of the many comments and overseeing the logistical side of the administration of the survey. Thanks also to Lindsay Porter, for her assistance in producing numerous charts and graphs. Charmaine Rand provided well appreciated assistance in editing and proofreading different drafts of the report.

Most importantly, the authors thank the many CF and DND personnel who took the time and effort to fill out and return the questionnaires. As in any major research project, it could not have been accomplished without the willing participation of our personnel.

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PART I

INTRODUCTION

1. The Canadian Forces (CF) and the Department of National Defence (DND) have a responsibility to provide their personnel with opportunities to deal with all aspects of ethics they encounter in the performance of their functions and duties and to create an environment conducive to ethical behaviour. The Defence Ethics Program (DEP) is a comprehensive value-based program put in place to meet the ethical responsibilities of the CF and the DND at both the individual and the organizational levels.
2. The Defence Ethics Performance Measurement Framework monitors the performance of the DEP from both the individual and organizational points of view. The administration of the 2003 Defence Ethics Survey is an integral part of this measurement framework. The Ethics Surveys provide invaluable empirical insight into the perceptions that individual military and civilian personnel have concerning the practice of ethics in the CF and DND. Other principal components of the performance measurement framework concentrate more on organizational policies and practices and include: DEP program evaluation, reporting by CF/DND Level One (L1) Advisors on planned organization-wide ethics sessions, and *ad hoc* reporting on awareness sessions carried out by DEP staff. The results of the Ethics Surveys identify important factors that must be addressed by the CF and DND to ensure that the organization and its personnel perform to the highest ethical standards.
3. The findings of the 2003 Defence Ethics Survey have been organized to provide senior leaders with information that will assist them in meeting their mandate of ensuring that ethics are effectively practiced and advanced in the CF and DND. To that end, the body of this report has focused on the decision-making needs of senior leadership, while the Technical Report, found in the Annexes, presents the methodology, population and sample data of the Ethics Survey and provides more detailed information on the findings.

Objectives

4. This report will:
 - 1) Provide the most important survey findings to leaders at all levels of the CF and DND;
 - 2) Identify in what way these results are significant and relevant; and
 - 3) Identify the major conclusions for the CF and DND.

Study Overview

5. The 2003 Defence Ethics Survey was designed to assess ethical decision-making of all members of the Defence Team and is based on a comprehensive assessment of four key types of indicators:

- 1) Individual values;
- 2) Organizational ethical climate;
- 3) Approaches to ethics for ethical decision-making; and
- 4) Moral intensity of the situations.

6. These indicators are drawn from a model of ethical decision-making that was produced specifically for Defence in 1999.¹ According to the model, ethical decision-making has four stages:

- 1) Recognizing that an ethical issue is present;
- 2) Making an ethical judgement about that issue or situation;
- 3) Deciding how one will respond to it; and
- 4) Behaving in response to that issue or situation.

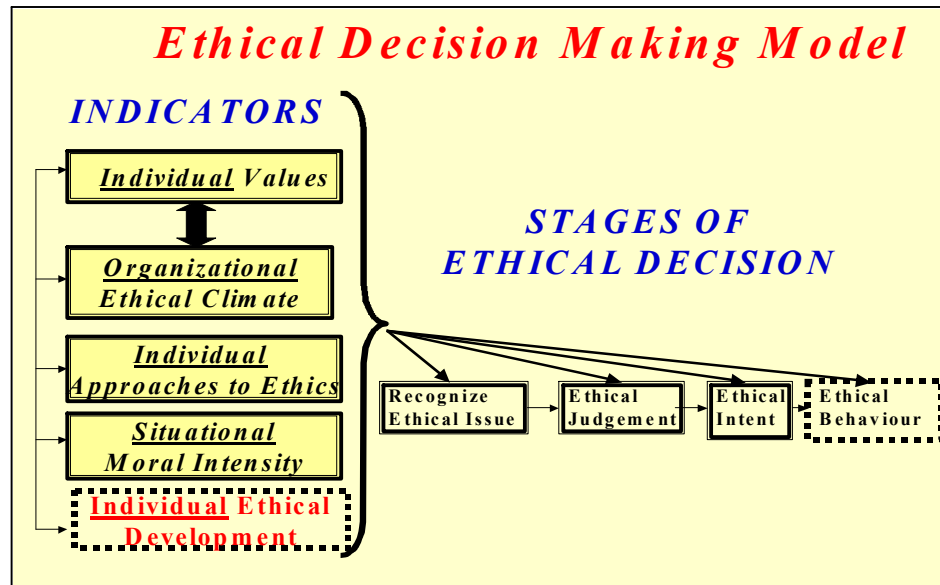
7. As illustrated in Figure 1, the values of individuals, the ethical climate of the organization, the approaches to ethics of individuals, the moral intensity of the situation, and the ethical development of the individual influence all four stages of ethical decision-making.²

¹ For more information on the model, please refer to “*Ethical Decision-making in DND: The Development of a Measurement Instrument*” – DHRRE Report 99-14. Also, refer to “*Measuring Ethical Values in DND: Results of the 1999 Research*” – DHRRE SRR 00-21).

² Figure-1 has highlighted the indicator “Individual Ethical Development” to illustrate that the 2003 Ethics Survey has not measured this indicator. A double-headed arrow between individual values and organizational ethical climate indicate that these two factors were measured using the same items with dual rating procedure.

Figure 1

Model of Ethical Decision-making in the CF and DND



8. The 2003 Defence Ethics Survey measured the first four sets of indicators but did not measure individual ethical development. For the purpose of the study, it was assumed that the human resources systems in place to recruit and integrate personnel into the CF and DND are sufficient to ensure that personnel possess at least a minimum level of ethical development.

9. The results of the survey found in the body of the report are organized around the four sets of indicators as follows:

Part II: General Discussion of the Findings

Part III: Individual Values and Organizational Ethical Climate

Part IV: Approaches to Ethics for Ethical Decision-making

Part V: Situational Moral Intensity, and

Part VI: Conclusions

PART II

GENERAL DISCUSSION OF FINDINGS

A. Comparison of the 1999 and 2003 Ethics Survey Results

10. Since 1999, there has been a significant and sustained focus on ethical values in the CF and the DND, in the federal government, and in society generally. There is no doubt that the attention given to ethics during this time frame has had the effect of increasing the awareness of Canadians generally, and of Defence personnel in particular, concerning ethics in the public sector. A comparison of the results between the first Defence Ethics Survey conducted in 1999 and the second one administered in 2003 reflects a positive trend. For example, the results show that military and civilian personnel perceived a general improvement in their organizational ethical climate during the period. In addition, both military and civilian personnel expressed their belief that they have greater ethical expectations for their organization in 2003 than they did in 1999.

B. General Observations on the 2003 Ethics Survey Results

11. The 2003 Defence Ethics Survey provided CF and DND personnel with an opportunity to focus on important aspects of ethics in their organization at both the individual and organizational levels. The model of ethical decision-making developed for the Defence Ethics Surveys (see Figure 1) reflects the need to measure these two levels in the practice of ethics and identifies individual and organizational types of indicators for ethical decision-making. Understanding why and how individuals and groups make ethical decisions provides the basis for improving the ethical decision-making process in an organizational context.

12. *Individual Values and Organizational Ethical Climate.* Eleven indicators were used to identify differences between what CF and DND personnel see as the current state of affairs in their unit and organizations (the “now”) and what they believe it should be (the “should”). *Organizational Fairness* has the largest gap between the “now” and the “should” for both DND and CF personnel. The next highest gap relates to the *Care of personnel*, and after that, to *Co-workers’ Behaviour*, which measures the extent to which co-workers demonstrate DEP values of integrity, loyalty, courage, honesty, fairness, and/or accountability. These two indicators possess obvious affinities. The more someone visibly practices the values of integrity, loyalty, courage, honesty and fairness in the unit, the more likely they are of demonstrating, at the same time, care towards co-workers measured in terms of treating others ethically.

13. Research has shown that employees' perception of fairness has a direct effect on trust in the organization (Alexander & Ruderman, 1987). Fairness and trust are cornerstones of strong working relationships. In general, the results for the eleven indicators of Individual Values and Organizational Ethical Climate indicate that it is vital that the CF and the DND continue in their efforts to improve the practice of ethics in the organization, especially at the unit level.

14. *Approaches to Ethics for Ethical Decision-making.* The 2003 Defence Ethics survey measured general approaches to ethical decision-making by measuring the extent to which decision-making was based primarily on one of six different approaches to ethics: Rules, Consequences, Care, Multiple-approach, Virtues, and Self-Interest. The results show that a multiple-approach basis to ethical decision-making is prevalent amongst CF and DND personnel. Personnel indicated that the "right" solution to an ethical problem is not always clear and that what might be a good ethical decision at one time and place might not be so at a different time and place. When faced with difficult ethical issues, personnel rely on a number of approaches to ethics. The results highlight the need for the CF and DND to ensure that these different approaches to ethics are included in ethics initiatives and training and treated as separate and distinct.

15. *Situational Moral Intensity.* The impact of the intensity of the situational factors on the ethical decision-making process were measured along five dimensions: social consensus, magnitude of consequences, probability of effect, temporal immediacy and proximity. According to the results of the 2003 Defence Ethics Survey, the strongest predictors of Ethical Judgement and Ethical Intent were: *Social Consensus, Magnitude of Consequences and Probability of Effect.* Since social consensus refers to the degree to which people agree that a particular act is ethical or not, these results indicate that the CF and DND must continue in their efforts to build a social consensus on the ethical values to be practiced in a variety of complex and stressful defence situations.

16. *Open-Ended Question: Written Comments.* Overall, the written comments³ of both military and civilian employees validate and reinforce the findings of the Defence Ethics Survey. *Organizational Fairness* was at the forefront of concerns expressed by both groups. For example, comments on Organization Fairness ranged from expressions of lack of support for and care provided to DND/CF personnel to the existence of double standards. The comments also indicate that honesty, trust, accountability, integrity, respect and loyalty are values that CF and

³ Participants were asked one question: "What is the most important ethical issue in the DND/CF today?"

DND personnel wish to see instilled throughout the organization, particularly in their leaders and supervisors.

17. *Conclusion.* The findings of the 2003 Defence Ethics Survey are encouraging since many of the factors identified as critical in the ethical decision-making of CF and DND personnel are factors over which the CF and DND can have an influence. For example, since individuals generally look to their environment for guidance in dealing with ethical issues and situations, leaders can influence the nature of the ethical environment of their organizations by building into their ethics plans - at all levels of the organization - initiatives that contribute to building social consensus.

18. These findings also reveal the importance of fully understanding the interaction between the different types of indicators of ethical decision-making (see Figure 1). As an example of the interaction between the types of indicators in the model and of how that interaction can be used to describe behaviour, consider the responses to the factor *Co-workers' Behaviour* in *Individual Ethical Values and Organizational Ethical Climate*. By comparing the results for *Co-workers' Behaviour* with the results for *Social Consensus* – a factor in *Situational Moral Intensity* – it can be summarized that when personnel are required to deal with ethical issues, their ethical judgement will be significantly influenced by what others (co-workers) demonstrate in similar situations. The more people perceive their co-workers to be practicing specific ethical values, the more likely they themselves will demonstrate these same ethical values and behaviour. As this example illustrates, it will be important for leaders and managers to ensure that ways and means developed to address the issues raised by the 2003 Defence Ethics Survey also include courses of action to deal with the interaction between the different types of indicators.

PART III

INDIVIDUAL VALUES AND ORGANIZATIONAL ETHICAL CLIMATE

19. According to the model of ethical decision-making in the CF and DND (see Figure 1), ethical decision-making is influenced partly by the ethical climate of the organization and partly by the ethical values of individual members. This section presents the results of the 2003 Defence Ethics survey for these two types of influences and the major implications of these results for the CF and DND.

20. Eleven factors were used to produce a composite measure of individual values and a composite measure of organizational ethical climate.

21. For each of the following eight ethical decision-making factors, participants were asked the extent to which they believed each statement reflected the way things currently are and should be in their **unit or workplace**:

- 1) *Rules*: doing things “by the book” and following rules.
- 2) *Care*: employees/members “looking out for one another” and “sticking together”.
- 3) *Independence*: encouraging independent thought and action and following a personal sense of right and wrong.
- 4) *Self-Interest*: looking out for oneself first and placing a priority on one’s own interests above those of the unit.
- 5) *Job Completion*: doing what they have to do to get the job done.
- 6) *Supervisor Expectations*: their supervisor expecting them to behave in an ethical manner.
- 7) *Supervisor Behaviour*: their supervisor demonstrating DEP values of integrity, loyalty, courage, honesty, fairness, and/or accountability.
- 8) *Co-worker Behaviour*: their co-workers demonstrating DEP values of integrity, loyalty, courage, honesty, fairness, and/or accountability.

22. For each of the remaining three ethical decision-making factors, participants were asked the degree to which they perceived the factors are currently practiced in the **larger organization** and the degree to which they should be:

- 9) *Organizational Fairness*: the CF and DND are fair in their dealings with personnel.
- 10) *Organizational Rules*: the CF and DND (at the organizational rather than the local unit level) follow their own rules and regulations.
- 11) *Personal Control*: participants are able to exercise control in the workplace by making decisions concerning their work without the need for further approvals.

23. Thus, participants were asked to provide from two points of view their level of agreement with statements that reflected each of these eleven factors. For each statement, they were asked to assess how things are *now* and how things *should be* in the workplace. Their assessment of how things are *now* in the workplace for the eleven factors provides a measure of *organizational ethical climate*, while their assessment of how things *should be* in the workplace for these factors provides a measure of their *individual ethical values*.

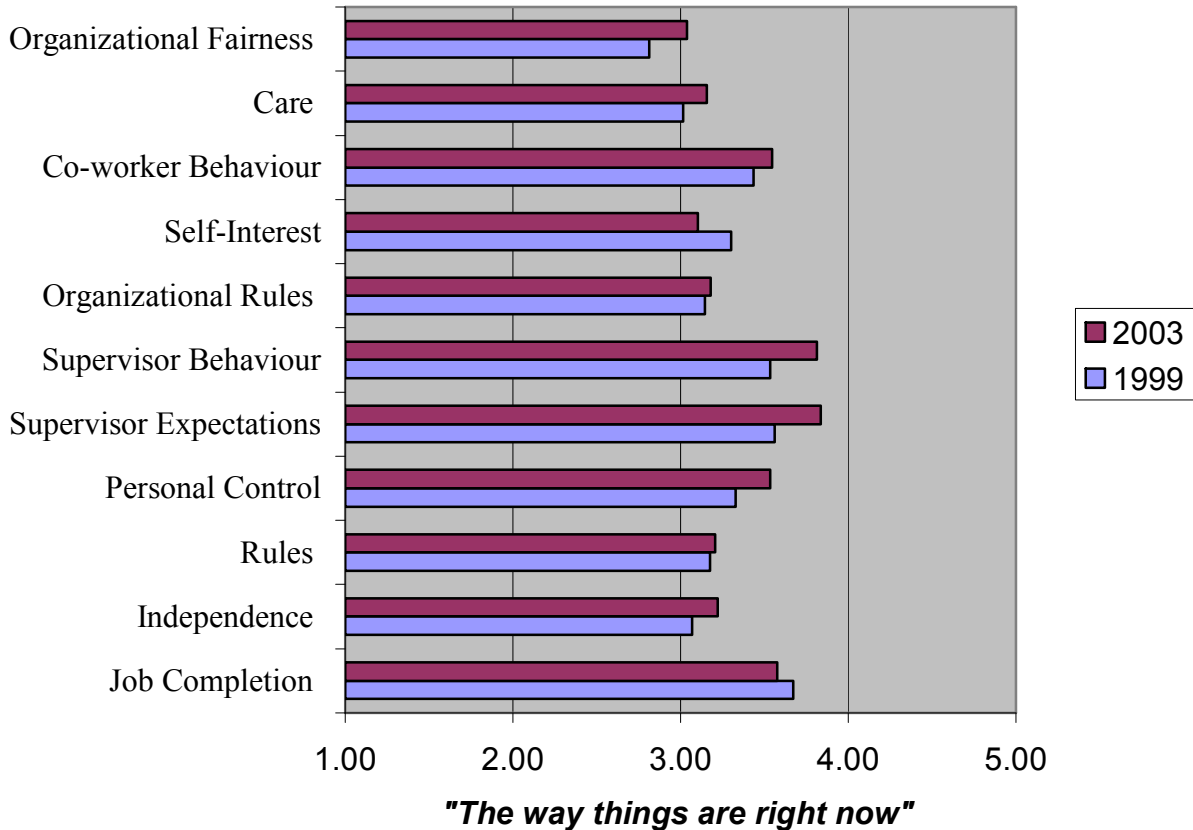
24. Subtracting the scores for the way things *should be* from the scores for the way things are *now* in the workplace produces a difference, a “gap” between individual values and perceptions of organizational ethical climate. The larger the difference, the greater is the discrepancy between the values that personnel perceive are being practiced in their work environment *now* and the values that they, according to their individual system of values, believe *should be* practiced.

A. Comparison of 1999 and 2003 Defence Ethics Surveys

25. ***Organizational Ethical Climate***. A comparison of the 2003 Ethics Survey with the 1999 Ethics Survey indicates that, overall, personnel perceived a general improvement in the CF/DND organizational ethical climate, “*the way things are now*”, during the intervening years. Figure 2 provides a side-by-side comparison of the results of participants’ perception of organizational ethical climate in 1999 and 2003.

Figure 2

Organizational Ethical Climate for 1999 and 2003

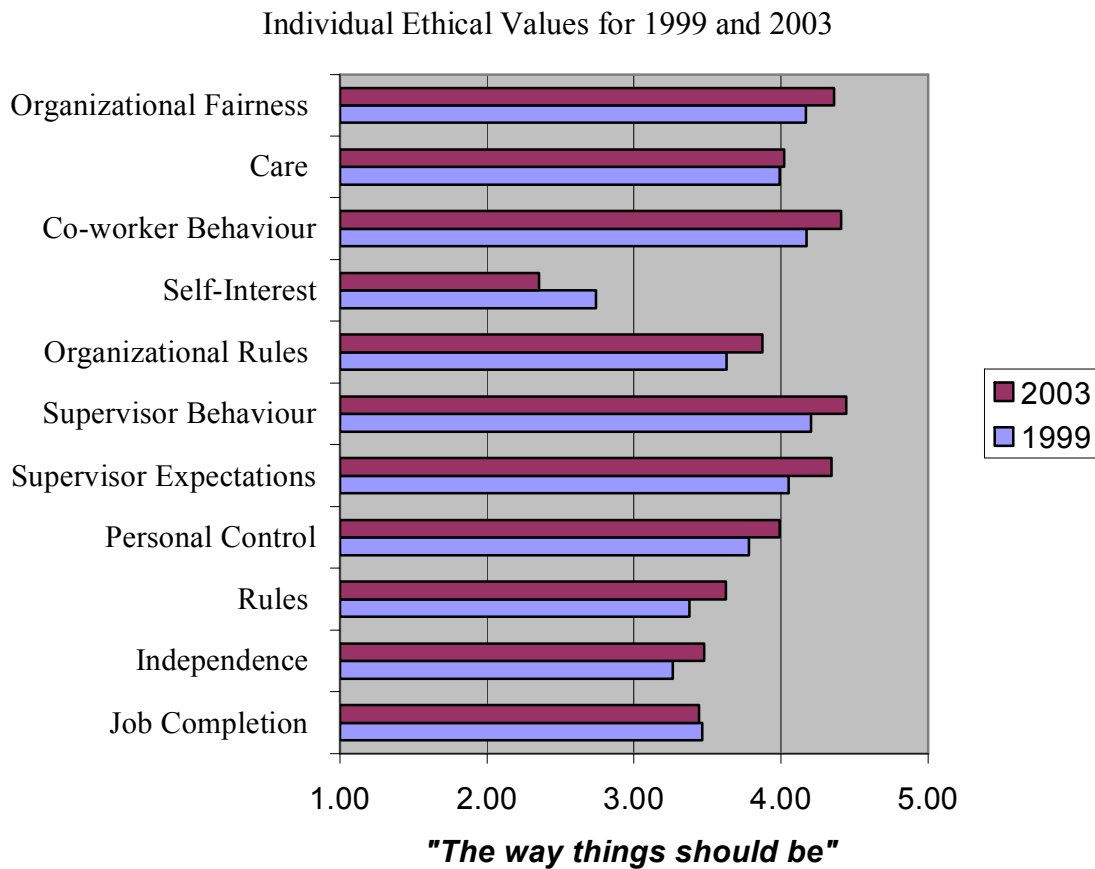


26. The 2003 Ethics Survey results show improvement over the 1999 results for most of the factors. For Rules and Organizational Rules, the scores have remained the same, while the score for Job Completion decreased, although the score for the latter factor is still reasonably high (and the gap for this factor is small). The decrease in Self-Interest scores is actually a positive result, with people reporting less self-interested behaviour in 2003 than in 1999. The most significant increases in scores for organizational ethical climate from 1999 to 2003 occurred in four factors: Supervisor Expectations, Supervisor Behaviour, Organizational Fairness, and Personal Control.

27. **Individual Values.** Overall, the scores for individual values (“the way things should be”) for CF and DND personnel increased during the four years: personnel believed that they should expect more from their organization in 2003 than they did in 1999. This effect is likely attributable in part to the significant and sustained focus during the last four years on ethical values and behaviour in the CF and DND, in the federal government, and in society generally.

28. Figure 3 shows the results for individual ethical values in the 1999 and 2003 Defence Ethics Surveys. Overall, the results are positive. For example, the 2003 Ethics Survey scores for eight of the eleven factors are higher for individual values than in 1999, while for two other factors, Job Completion and Care, the scores have remained at about the same level. For the eleventh factor, both military and civilian personnel report a decrease in the role that should be played by Self-Interest from 1999 to 2003.

Figure 3



29. Conclusion. In order to bridge the gap between what is happening in the organization now and what should happen in the future, the CF and DND should continue to reinforce the message to members and employees that ethics is important through the L1 Ethics Implementation Plans.

B. General Observations for Individual Values and Organizational Ethical Climate

30. In general, an analysis of Figure 2 shows that the majority of the responses for the 2003 Defence Ethics Survey for organizational ethical climate are positive in nature, with scores at

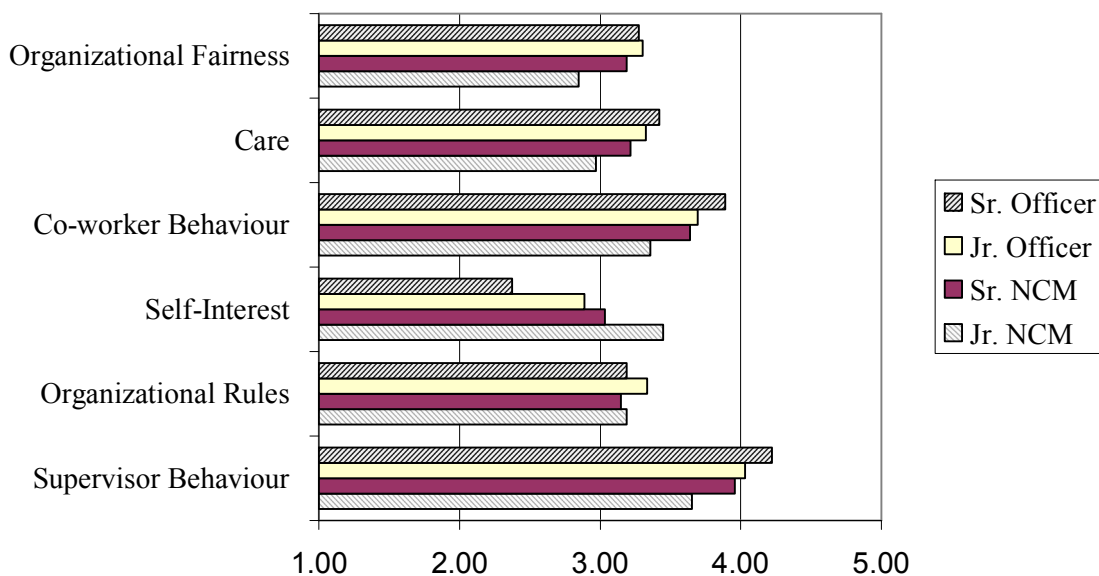
or near 3.5 on a 5 point scale, where 1 represents “strongly disagree” and 5 represents “strongly agree”. That means that CF and DND personnel perceive these factors to be practiced at a reasonable level in the workplace, and in the case of three of these factors, at a reasonably high level (with scores greater than 3.5). Since Figures 2 and 3 cannot reveal by themselves important differences within the 2003 Ethics Survey, the next section will analyse the “gap” between the “now” and “should” scores that classifies the six most important factors and the potential subgroup differences that affect these factors.

31. Overall results from the 2003 Defence Ethics Survey identified *Organizational Fairness* as the most important ethical climate issue to resolve, based on the size of the “gap” between the way things are and the way they should be. The findings indicate that the other ethical climate factors are ostensibly less problematic in nature.

32. The strongest and most noticeable recurring subgroup difference in the 11 factors is related to differences between rank groups: senior officers, junior officers, senior Non-Commissioned Members (NCM), and junior NCMs. The survey indicates that the lower the rank level, the more negatively personnel view the ethical climate of the CF. For example, on all six of the factors with the largest “gap” between the “should” versus “now” scores, important differences occurred across ranks. These trends are illustrated in Figure 4, which indicates the “now” scores by rank for the six most important factors for organizational ethical climate.

Figure-4

Six most Important Factors of Organizational Ethical Climate by Ranks



33. Thus, junior NCMs reported more negatively on five of these six factors when compared to all other rank groups: organizational fairness, care, supervisor and co-workers' behaviour and self-interest. In comparing junior NCMs with all other rank groups, junior NCMs felt that the organization was less fair to its people, that less care to others was shown in the workplace, and that both supervisors and co-workers practiced the Defence Ethics Program ethical values at lower levels. They also perceived self-interest behaviour as more prevalent in the workplace. In essence, junior NCMs do not perceive the more positive representation of the organizational ethical climate that was reported by the higher rank groups. Since NCMs and junior NCMs make up the vast majority of the CF, it is important that differences of this magnitude in rank group be addressed specifically in L1 action plans.

34. A phenomenon known as social desirability - not measured in the Survey - could partially account for the trend observed between the ranks. This phenomenon occurs when people consciously or unconsciously answer questions in a way that puts them in a favourable light. It would tend to have a greater impact on the responses of personnel in higher rank groups who tend to be responsible for personnel and therefore have a vested interest in describing a more positive environment. Another factor - also not measured in the Survey - could partially explain the findings: people in supervisory roles tend to view the organization differently than people in non-supervisory roles (Johnson, 2000; Morris *et al*, 1999; Burke, 1995). Regardless of the explanation, it seems quite clear that work needs to be done to better understand the causes of the negative perception observed between the ranks and to take action to reduce these differences. It does not contribute to strong organizational ethical health when one rank group generally views the ethical climate of the organization more negatively as compared to others who paint a much more positive picture.

35. Differences in the level of education of participants represent another strong and noticeable recurring difference in the findings in the 2003 study. The general trend that emerged was that the lower the level of education of a participant, the more likely he/she was to express more negative perceptions about the ethical climate. In general, personnel with an education up to and including a high school or college diploma were more negative about the ethical climate than personnel with a university or graduate degree. For example, in comparison to the group with a university or graduate degree, the group with college, high school or less education reported on six of the 11 factors: (1) that co-workers displayed less loyalty, integrity, courage, honesty and accountability, (2) that the unit showed less care for others, (3) that the organization was less fair to its personnel, (4) that supervisors displayed less loyalty, integrity, courage, honesty and accountability and (5) that people showed greater self-interest.

C. Six Most Important Factors for Individual Values and Organizational Ethical Climate

36. This section reports on the six most important of the eleven factors for organizational ethical culture and individual ethical values to assist senior leadership in focussing on the most important and relevant findings of the Survey for decision-making purposes. The six factors are: Organizational Fairness, Care, Co-Worker Behaviour, Self-Interest, Organizational Rules, and Supervisor Behaviour.

Selection of the Six Most Important Factors

37. The eleven factors for individual values and organizational ethical climate are shown in Figures 5 and 6 to graphically illustrate the basis of how the six most important factors were identified. Although the set of the most important factors contains the same six factors for both CF members and DND employees, the results have been placed on two separate graphs because there are differences in the ranking of the factors for each group.

38. The six factors (Organizational Fairness, Care, Co-Worker Behaviour, Self-Interest, Organizational Rules, and Supervisor Behaviour) were considered to be the most important based on a combination of the following criteria:

- a. The largest “gap” between what personnel observe in their work environment *now* versus what they believe it *should be* since it indicates the level of incongruence between organizational climate and individual values; and
- b. The largest scores for what people believe *should be* present in the workplace since it indicates the level of importance personnel place on that factor.

39. The left vertical axis (Y) of Figures 5 and 6 indicates the size of the “gap” between the “should be” and the “now” and the bottom axis (X) indicates the magnitude of the “should be” expectations (for both axes, the survey scores were based on a 5 point scale). A factor whose corresponding symbol is located in the Top/Right quadrant possesses both a large “gap” and is high in the “should be” expectations. Thus, it is more urgent for the CF and DND to address the state of affairs corresponding to a factor in that quadrant than it would be to deal with a factor located in any other quadrant. For example, the black triangle representing Organizational Fairness is positioned in the Top/Right quadrant in both Figure 5/ CF members and Figure 6/ DND employees, indicating an important issue for the CF and DND since it has both high expectations and a large gap. In the case of Self-interest, its scores were reversed so that it

could be compared on the same scale in the gap analysis. The results show that personnel do not want Self-Interest to be greater than it is now; but rather the opposite.

Figure 5

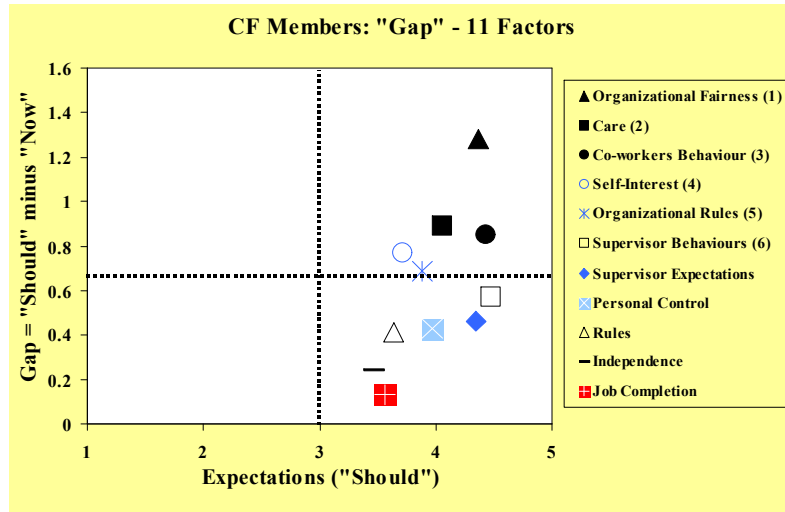
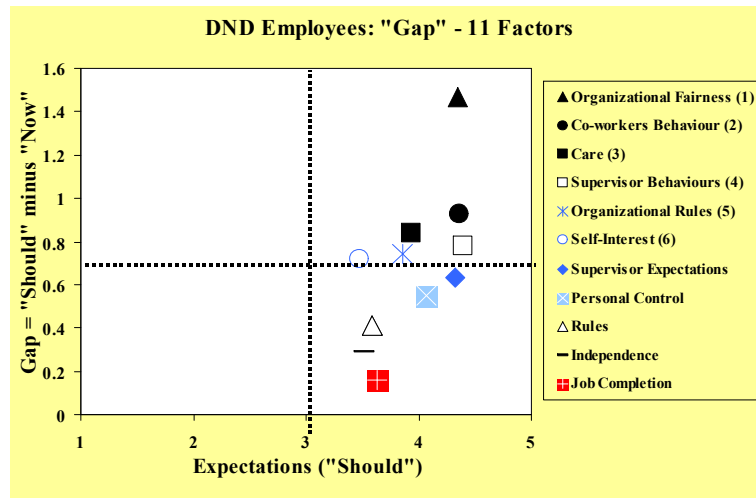


Figure 6



Interpreting the Results

40. The main findings for each of the six factors will be presented graphically for the CF and DND. The analysis will also identify importance of the factor and any significant differences between military and civilian personnel. The results were compared for the following groups: rank, educational level, years of service, gender, FOL and age groups. Only

significant differences are reported in the findings. Finally, the written comments provided by personnel are used to establish the extent to which they support the measured responses and to identify important issues that were not measured by the survey. The interpretation of each of the six factors is presented under the following headings:

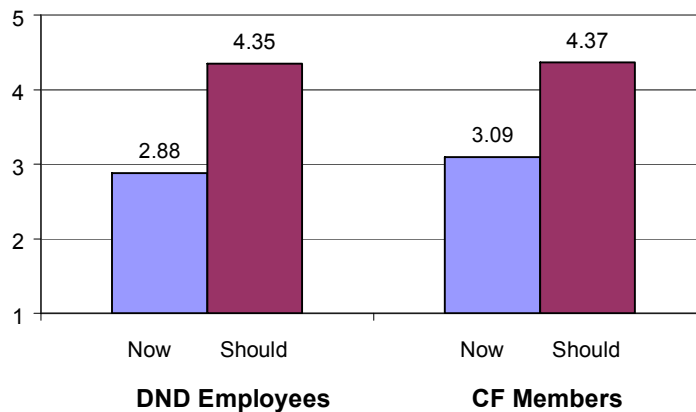
- a. Importance,
- b. Observation,
- c. Significant sub-group differences,
- d. Written comments, and
- e. Conclusions.

(1) Organizational Fairness

Figure 7

Organizational Fairness

“Extent to which the CF and DND are fair in their dealings with personnel”



41. **Importance.** Perceived fairness itself is critical to organizational functioning. When individuals believe that fairness prevails in the organization, they will go beyond their mere job requirements in fulfilling the objectives of the organization (Adams-Roy & Barling, 1998). They are also more likely to report violations of accepted standards. Conversely, when individuals perceive their organization as treating them unfairly, they are more likely to want to take retribution against the organization (Bies & Tripp, 2001).

42. Observation. The gap for this factor is much larger than for any other factor and is the largest for both military and civilian personnel. Military and civilian personnel believe it is important that the CF and DND treat their personnel with fairness to a greater extent than it currently do.

43. Significant Sub-group Differences. Military personnel believe to a greater extent than civilian employees that DND/CF exercises fairness. In addition, for military personnel, the higher the education and the rank, the more likely personnel believe that the CF and DND treat its personnel fairly.

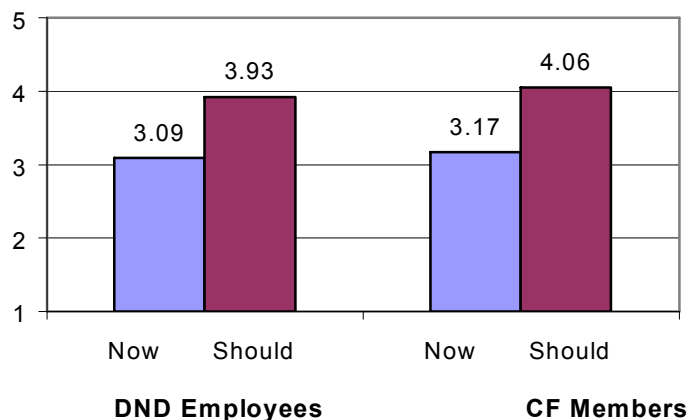
44. Written Comments. The written comments support both the importance and the number one ranking assigned to this factor, since the largest number of comments concerning the “most important ethical issue in the DND/CF today” related to Organizational Fairness. These comments resonated around unfair treatment (for example, evaluation and promotion; hiring and contracting etc.) based on status or membership within various groups (rank groups, military/civilian status, first official language (FOL), gender, race/ethnicity, social network).

45. Conclusion. If personnel believe that the organization is not fair in its dealings with them, the consequences can be severe for the organization and its members (Catano & Kelloway, 2000). The findings of the survey suggest that strong action should be taken to address the negative perception of military and civilian personnel concerning organizational fairness. However, further research is necessary to determine more explicitly what military and civilian personnel have in mind by “organizational fairness”. For military personnel, any action taken - including research - must take into account the differences in perception noted for rank and educational levels.

(2) Care

Figure 8

Care
“Extent to which members/employees ‘look out for one another’ and ‘stick together’”



46. Importance. It has been shown that personnel today are more satisfied and work better in organizations where they can find a concern for their quality of life and a sense of community in the workplace (Rhoades & Eisenberger, 2002). This is especially true for military personnel, where a sense of community and the need for cohesion have traditionally been important factors in operational effectiveness.

47. Observation. This factor had the second largest gap for military personnel and the third largest gap for civilian employees. Military and civilian personnel perceived that their work units should value the need to care for one another’s needs to a greater extent than they currently do.

48. Significant Sub-group Differences. For military personnel, rank and education influenced the interpretation of the results. The higher the rank and the education, the more likely personnel agreed that their workplaces emphasized caring.

49. Written Comments. The written comments relating to Care support the rated scores in claiming that the unit/workplace did not value caring for one another’s needs as well as it should. In addition, many respondents stated that their superiors and the organization in general were not providing adequate support to personnel.

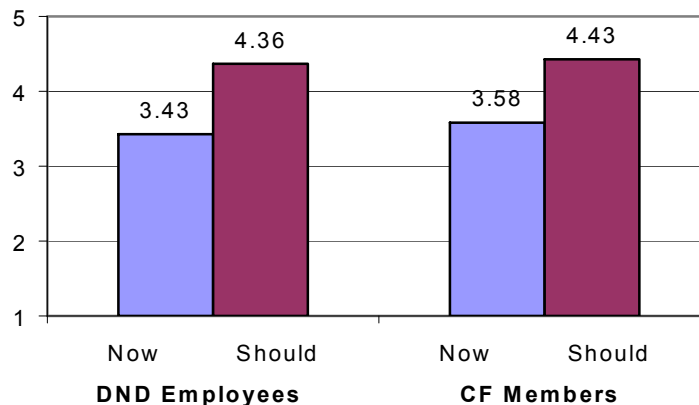
50. Conclusion. Increased work satisfaction has been linked to a demonstrated concern by the organization for its members’ quality of life. The findings of the survey suggest that action should be taken to address a perception that the unit/workplace does not sufficiently value members being responsive to one another’s workplace needs. For military personnel, any action taken must take into account the differences noted for rank, educational level, and member’s age.

(3) Co-worker Behaviour

Figure 9

Co-worker Behaviour

“Extent to which co-workers demonstrated DEP values of integrity, loyalty, courage, honesty, fairness, and/or accountability”



51. Importance. It has been found that the best predictor of ethical behaviour of personnel is their perceptions concerning their peers' behaviour (Izraeli, 1988). Furthermore, the more personnel see ethical standards being applied and upheld in their own units or workgroups by their co-workers, the more likely they are to develop trust in their co-workers, which, in turn, will enable them to work effectively as a team (Fritz *et al.*, 1999).

52. Observation. This factor records the second largest gap for DND civilians and the third largest for military personnel. Personnel felt that co-workers should demonstrate DEP values to a greater extent than they currently do. However, personnel also believed that co-workers were already practicing the DEP values at a reasonably high level.

53. Significant Sub-group Differences. For civilian personnel, the higher the education, the more likely they believed that their co-workers demonstrated ethical behaviour. For military personnel, as the rank, education level, age and years of service increased, the more likely personnel were to report that co-workers displayed DEP values.

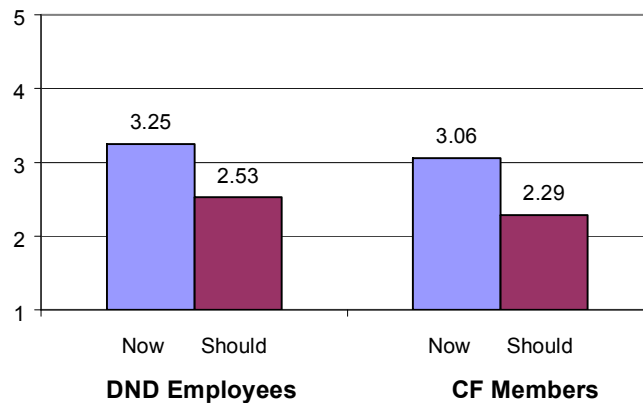
54. Written Comments. The written comments relating to Co-workers' Behaviour express support for the rated scores. For example, the ethical characteristics displayed/not displayed by personnel are the third most mentioned ethical issue in the comments. Specifically, personnel commented that co-workers are not sufficiently displaying the DEP ethical values of honesty, loyalty, integrity and respect. Comments also stated that the practice of the values of accountability, trust, and respect for confidentiality was weak.

55. Conclusion. The perception of ethical behaviour by peers has been shown to influence a person's own ethical behaviour. The findings of the survey suggest that action should be taken to address the discrepancy between what personnel perceive Co-workers' Behaviours to be and the way they believe they should be. For example, activities mandated by L1 Ethics Implementation Plans could place more emphasis on the practice of DEP values like integrity, loyalty, courage, and honesty. For military personnel, any action taken must take into account the differences noted for rank, educational level and member's age.

(4) Self-interest

Figure 10

Self-Interest
“Extent to which looking out for one’s self and placing a priority on self-interest is above that of the work unit”



56. Importance. The stronger the belief that people in the organization are motivated by self-interest, the less likely they will trust those in positions of responsibility to act fairly with others and to take care of the needs of personnel and of the organization (Catano & Kelloway, 2000). In addition, they will be less likely to develop the trust necessary for working together effectively (Fritz *et al.*, 1999).

57. Observation. This factor, which is ranked fourth for military members and sixth for civilian employees, identifies a perception that DND/CF personnel generally tend to think of their own interests much more than they should.

58. Significant Sub-group Differences. Civilians felt that their work units valued Self-Interest to a greater extent than did military members. There were no subgroup differences for civilian personnel. However, differences were observed by age, educational level, length of service and rank for military personnel. As these characteristics increased, the more likely military personnel believed that their workplace emphasized team efforts rather than self-interest.

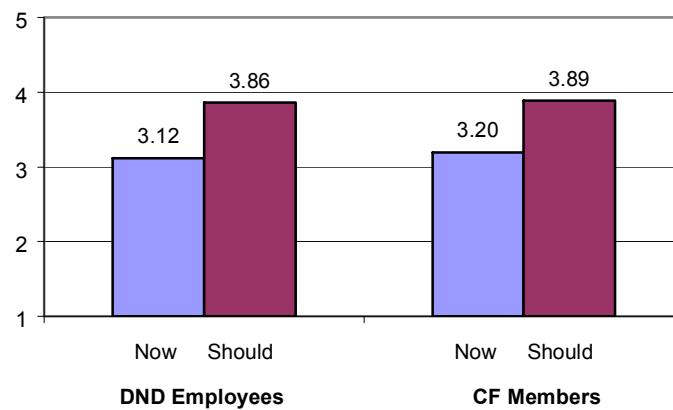
59. Written Comments. The written comments relating to Self-Interest expressed support for the rated scores. For example, many comments in this category targeted officers and supervisors as ‘careerists’. The comments also remarked that too many people were overly concerned with their personal interests and that they showed insufficient concern for others.

60. Conclusion. The stronger the belief that people in the organization are motivated by self-interest, the less likely they will trust those in positions of responsibility and develop the trust necessary for working together effectively. The findings of the survey suggest that action should be taken to address the perception of military and civilian personnel that Self-Interest is high in their work environment. For military personnel, any action taken must take into account the differences noted for rank, educational level, age and length of service.

(5) Organizational Rules

Figure 11

Organizational Rules
 “Extent to which the CF and DND, at the organizational rather than the local unit level, follow their own rules and regulations.”



61. Importance. The more personnel believe that the CF and DND do not follow their own rules, the less likely they are to consider organizational rules as a true indication of the expectations of the organization. In addition, personnel are less likely to perceive these rules as binding on them and more likely to take action that transgresses these rules in the name of being practical.

62. Observation. This factor had the fifth largest gap. DND/CF personnel believe that the organization should follow its own rules and regulations to a larger extent than it currently does.

63. Significant Sub-group Differences. Francophone personnel, both military and civilian, considered to a greater extent than did Anglophones that DND/CF follows its own rules and regulations. Additionally, respondents with a higher education were more likely to feel that

DND/CF follows its own rules and regulations. For military personnel, the higher the rank, the more likely personnel believe that DND/CF respects its own rules and regulations.

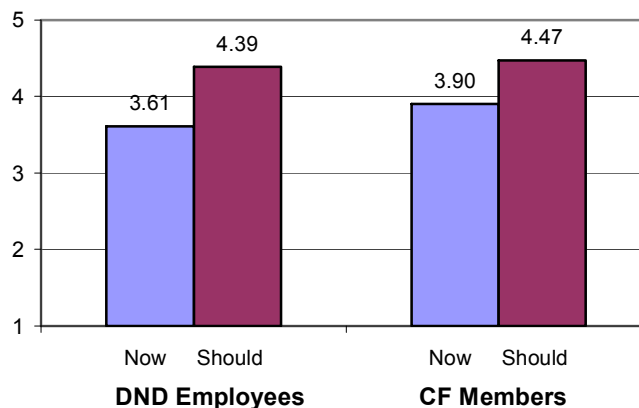
64. Written Comments. The written comments relating to Organizational Rules support the rated scores. For example, a number of comments expressed a discrepancy between how rules were being followed and the way they should be followed. In addition, several people reported being concerned about instances in which they hesitated to obey orders or regulations they felt were unethical.

65. Conclusion. The impact of not following an organization’s own rules has been highlighted. The findings suggest that action should be taken to address a perception by military and civilian personnel that the CF and DND do not follow their own rules.

(6) Supervisor’s Behaviour

Figure 12

Supervisor Behaviour
“Extent to which their supervisor demonstrated DEP values of integrity, loyalty, courage, honesty, fairness, and/or accountability”



66. Importance. The supervisor is considered the most powerful individual for transmitting values of the organization and is generally, for personnel, the immediate representative of the organization. The more personnel believe that their supervisors do not practice basic ethical values in the workplace; the less likely they will develop trust in their supervisors. Such a belief would affect their ability to work effectively under the direction of the supervisor and may cause them to concentrate primarily on taking care of their own interests. Ultimately, it affects an individual’s trust in the organization (Jones *et al.*, 1995).

67. Observation. This factor had the sixth largest gap for military personnel and the fourth largest for civilians. Personnel indicated that supervisors should demonstrate more DEP values than they currently do, although it should be noted that supervisors were believed to be already practicing the DEP values at a reasonably high level.

68. Significant Sub-group Differences. Military personnel felt that their supervisors exhibited courage, integrity, loyalty, honesty, fairness and accountability to a greater extent than did civilian employees. Within the results, there were no subgroup differences for civilian personnel. However, educational level and rank introduced further distinctions for military personnel. The higher the educational level and the higher the rank, the more likely members were to believe that their supervisor exhibited DEP values.

69. Written Comments. As mentioned previously, the third most mentioned ethical issue described in the written comments referred to the ethical characteristics related to both co-workers' and supervisors' behaviour. Specifically, a number of people reported that personnel were not displaying the DEP traits of honesty, loyalty, integrity and respect.

70. Conclusion. The more personnel believe that their supervisor does not practice basic ethical values in the workplace, the less likely they will develop trust in and work effectively under the direction of that supervisor. The findings of the survey suggest that action should be taken to address the discrepancy between what personnel perceive as their immediate supervisors' behaviour and what they believe it should be. For example, activities mandated by L1 Ethics Implementation Plans could place more emphasis on the requirement for supervisors to be more explicit in the practice of DEP values like integrity, loyalty, courage, and honesty. For military personnel, any action taken must take into account the differences in perception noted for rank and educational levels.

Conclusion for the Six Most Important Factors

71. Overall, the findings of the survey show that three of the eleven indicators stand out for both the CF and DND and should be accorded the highest priority in any action resulting from the survey: Organizational Fairness, Co-worker Behaviour and Care. The survey items measuring these three indicators possess strong affinities. For example, the extent to which co-workers demonstrate integrity, loyalty, courage, honesty, fairness and accountability will affect how much people in the immediate unit will "look out for one another" and "stick together". Thus, the results for Co-worker Behaviour and Care were highly related to the results for Organizational Fairness. It would seem that the perception personnel have of co-workers' behaviour and of the care

demonstrated in the immediate workplace/unit affects how they perceive whether the organization “looks after its members”, “respects the dignity of all members” and in general is “fair” through its organizational policies. Furthermore, perceptions individuals have about organizational fairness and the ethical climate affect the trust and commitment they can have for that organization and, ultimately, their decisions to stay with the organization. To the extent that building trust is imperative for a healthy organization, the findings of this study indicate that any action taken to reinforce trust in the organization must take into account perceived weaknesses in Organizational Fairness, Co-worker Behaviour, and Care.

D. General Observations on the Five Lowest-ranked Factors

72. The results for the other factors were not described in detail since they received lower rankings based mainly on the smaller “gaps.” These included: Supervisor Expectations, Personal Control, Rules, Independence, and Job Completion. However, there are a few important observations that should be made concerning these factors since, as Figures 5 and 6 show, the “should” scores for these five factors are still comparably high. A high “should” score indicates that the factor is considered an important ethical value to CF and DND personnel. Two factors, Supervisor Expectations and Personal Control, have “should” scores over 4.00. As a result, these two factors are as important to CF and DND personnel as the three most important factors: Organizational Fairness, Care and Co-workers Behaviour. However, whereas the three most important factors were singled out for attention because they possessed a larger gap between the “now” and “should be”, the lowest ranked factors recorded a relatively small gap. The smaller the gap for a factor, the closer the organization’s current performance for the factor is to what personnel believe it should be. From that point of view, Job Completion and Independence factors recorded the most positive results, suggesting that in the immediate workplace/unit, the job is getting done and that personnel believe that they have been given a satisfactory level of independence in following their personal sense of right and wrong.

E. Personnel Comments

73. In the last part of the 2003 Defence Ethics Survey, personnel were asked to identify the one issue that, according to them, was ‘*the most important ethical issue in the DND/CF today*’. The majority of the comments reflected peoples’ views of the major issues currently affecting their workplace. Thus, the majority of the comments were concentrated on the ethical climate of the organization (“the way things are now”) and did not provide much information on the other indicators: individual values, individual approaches to ethics, and the moral intensity of the situation. Approximately 70% of all respondents provided written comments.

74. In general, the written comments reinforced and provided specific examples of the results obtained for the six factors for organizational ethical climate: Organizational Fairness, Care, Co-worker Behaviour, Self-Interest, Organizational Rules, and Supervisor Behaviour. The main points of the comments were integrated into the analysis of each of these factors just presented.

Leadership in the Organization

75. A major factor affecting the organizational ethical climate that was emphasized in the written comments, but was not measured by the Ethics Survey, was leadership throughout the organization. The survey only measured perceptions of the immediate supervisor's behaviour. However, while supervisor behaviour might account for some of the concerns expressed in this category of comments, the overall thrust of the comments was clearly directed toward leadership at a level higher than the immediate supervisor.

76. The following areas affected by leadership throughout the organization and in some cases, by senior institutional management and leadership, were identified as a source of dissatisfaction for military personnel:

- a. Number of tasks, given the resources available;
- b. Commitment to encourage ethical decision-making;
- c. Resource allocation;
- d. Information on Defence and its personnel provided to the government and the public;
- e. Outdated or insufficient equipment;
- f. Direction and support from government; and
- g. Overemphasis on political correctness.

77. In conclusion, the open-ended question in the 2003 Defence Ethics Survey identified an important area not covered by the survey questionnaire that appears to have a strong effect on the organizational ethical climate. The findings of the survey also suggest that further research should be carried out to assess the extent to which existing survey instruments may be measuring leadership above the "immediate supervisor" as an influence on the organizational ethical climate and the extent to which this factor may have to be integrated to any future administration of the Defence Ethics Survey.

PART IV

APPROACHES TO ETHICAL DECISION-MAKING

78. Another important influence on ethical decision-making is the approach to ethics personnel use to make those decisions (See Figure 1). More specifically, it relates to the preferences personnel may have for certain general approaches to deciding ethical matters. This section describes the results of those preferences.

79. The following provides a brief description of the approaches to ethics used in the study. Participants were asked to indicate which of the six following general approaches to ethics they believe should be considered the most appropriate basis for ethical decision-making:

- 1) *Rules-Based*: rules, policies, and laws. Rules-based decisions are more likely to be guided by the letter of a rule, a policy, or a law, if it exists.
- 2) *Care-Based*: caring for others and “doing no harm”. Care-based decisions are more likely to have analysed the impact of the decisions on others.
- 3) *Consequence-Based*: objective results and outcomes. Consequence-based decisions are more likely to have considered how the decision attains valued objectives.
- 4) *Virtue-Based*: a personal sense of integrity. Virtue-based decisions are more likely to have chosen to act in a manner consistent with a personal sense of what is “right and wrong” for a virtuous person.
- 5) *Self-Interest-Based*: individual’s own personal interests. Self-interest-based decisions are more likely to have considered how decisions impact on them personally.
- 6) *Multiple-approach Basis*: rely on number of different general approaches to ethics, weighing them differently by related situational factors. A multiple-approach basis to decisions is more likely to look for the best fit between a general approach to ethics and the situation, using situational factors related to the different general approaches to assign them different weights.

A. Insufficient Data for Comparison of the 1999 and 2003 Ethics Surveys

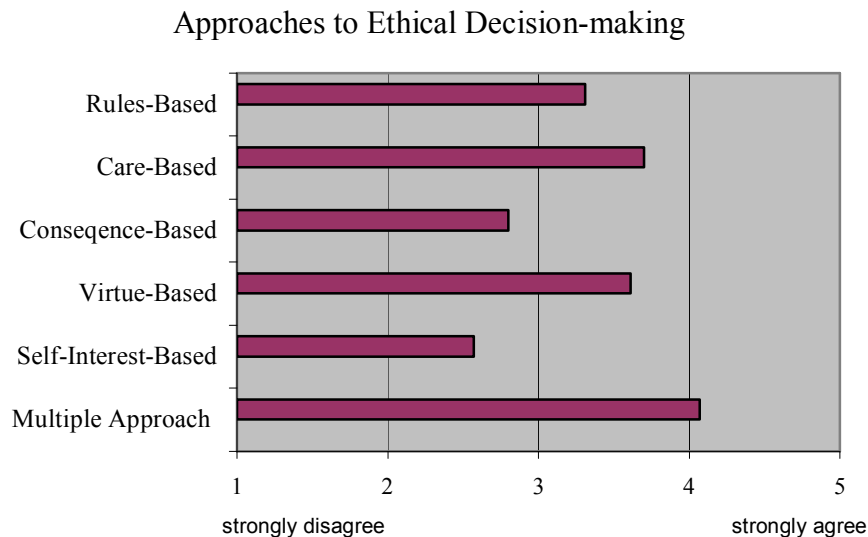
80. It was not possible to compare the 1999 and the 2003 Defence Ethics Survey results for the Approaches to Ethical Decision-Making. Substantial changes were made to the measures since 1999, including the introduction of a new Multiple-approach basis to ethics and modifications to items related to the Virtue-based approach to ethics. In addition, the Care-based construct had to be reworked to better reflect the scope of this approach to ethics. These changes were significant enough to preclude meaningful comparison between the two surveys for this category of indicators of ethical decision-making.

B. General Observations for Approaches to Ethical Decision-Making

81. Importance. The importance individuals place on certain ideals is considered to be a key variable in determining ethical decisions. Knowing the general basis upon which people make decisions enhances leadership’s ability to modify the organization. In addition, it influences the values practiced by its personnel to satisfy the ethical imperatives of their missions. Finally, the more personnel make effective use of different ideals to resolve ethical dilemmas, the more likely they are to make decisions that consider all the relevant details of the situations.

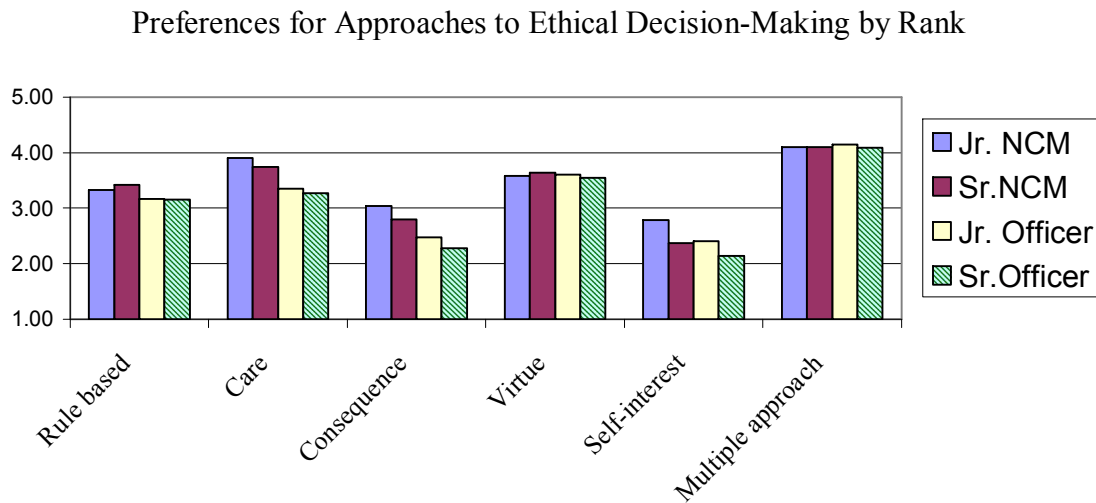
82. Observation. Figure 13 shows the general ethical approaches that personnel reported as being important in making ethical decisions. A Multiple-approach basis to ethics received the highest average score, Self-Interest based and Consequence-based approaches received the lowest average scores. The results highlight the need for the CF and DND to ensure that these approaches are addressed as distinct approaches in their ethics initiatives and training.

Figure 13



83. Given the differences by rank group noted for the ethical climate factors in the previous section and the similarities that exist between these factors and the approaches to ethics, analyses were done to assess the extent to which rank levels may relate to individual preferences for certain approaches to ethics. Figure 14 presents the preferences of military personnel by rank group for the different approaches to ethics. As can be seen, junior NCMs reported the highest expectations for Care in the workplace and preferred that approach to ethics more than any other rank group. Similarly, junior NCMs, more than any other rank group, base their decisions on consequences. Finally, junior NCMs also scored highest on the Self-interest-based option, which corresponds to the high scores for self-interest in Organizational Ethical Climate.

Figure 14



84. Conclusion. The findings suggest that each of these approaches to ethics is considered distinct. They show that the Multiple-approach basis for ethical decision-making is the most often used approach but that further research is required to obtain a more detailed understanding of the Multiple-approach construct. However, the Program Authority and the L1s should not wait for the results of that research to initiate action that addresses these findings. For example, training activities could incorporate opportunities for personnel to make ethical decisions from a number of different approaches to ethics, depending upon or influenced by specific circumstances.

PART V

SITUATIONAL MORAL INTENSITY

85. Moral Intensity relates exclusively to characteristics of the ethical issue as perceived by a decision-maker and has five components: magnitude of consequences, social consensus, probability of effect, temporal immediacy, and proximity (Jones, 1991). The following provides brief descriptions for each component:

- 1) *Magnitude of Consequences* refers to the sum of harms (or benefits) resulting from an act. For example, an act that causes 1000 people to suffer an injury has a greater magnitude of consequences than an act that causes 10 people to suffer the same injury.
- 2) *Social Consensus* refers to the degree of social agreement that a proposed act is ethical or unethical. For example, when most people consider an act is wrong, it exerts greater moral intensity to avoid it than when people's opinions vary greatly on the degree to which the act is ethical or unethical.
- 3) *Probability of Effect* refers to the probability that both the act in question will happen and that it will actually cause the harm predicted for it. For example, selling a gun to a known criminal would have a greater probability of it being used and causing harm than selling a gun to a law-abiding medical professional.
- 4) *Temporal Immediacy* refers to the length of time between an act and the consequences resulting from the act. For example, an act that will cause negative outcomes tomorrow has greater temporal immediacy than an act that would cause negative consequences in ten years.
- 5) *Proximity* refers to the feelings of nearness that the perpetrator holds for the target of the act. There are four aspects to proximity: social, cultural, psychological and physical. For example, the sale of a dangerous pesticide in Canada has greater moral intensity for Canadian citizens than the sale of the same pesticide in another country.

86. Moral Intensity was measured using four similar scenarios adapted to reflect the circumstances of civilian and military personnel. The military version of the questionnaire contained a fifth additional scenario in order to assess the effect of moral intensity on ethical decision-making in an operational environment. All scenarios were adapted from a compilation

of focus groups findings (DND/CF National Ethics Week 2000: Feedback Summary) in which CF members and DND employees identified ethical issues encountered in the performance of their duties and responsibilities.

A. Insufficient Basis for Comparison of 1999 and 2003 Ethics Surveys

87. This report does not provide a comparison between the 1999 and the 2003 Ethics Survey results for the Situational Moral Intensity factor. The 1999 Ethics Survey linked the measure of Moral Intensity to Individual Ethical Development and the results of the measurement instrument were difficult to interpret. For the 2003 Ethics Survey, a stand-alone measure of Situational Moral Intensity was developed based on the literature in the field (see Annex B). These changes to the survey questionnaire are significant and exclude meaningful comparison between the two surveys for this category of indicators of ethical decision-making.

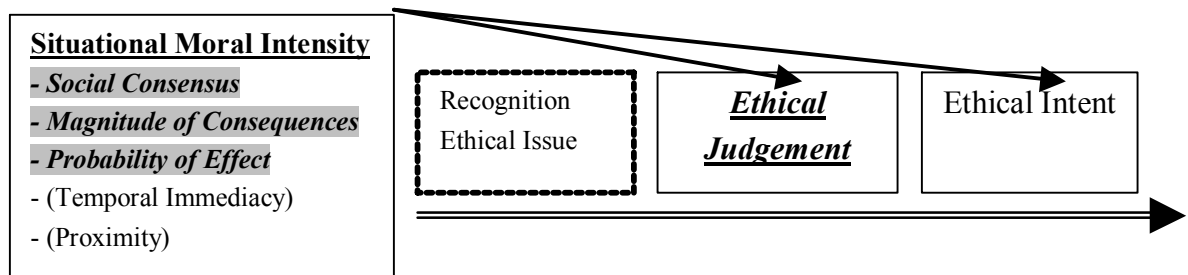
B. General Observations for Situational Moral Intensity

88. Importance. Research on Moral Intensity indicates that it influences the ethical decision-making process. In the DND/CF, knowing the effect of the different moral intensity dimensions on Defence personnel (both civilian and military) provides leadership with necessary insights on the importance and the relevance of environmental and situational pressures in ethical decision-making. As a result of an improved understanding of the effects of the Moral Intensity dimensions, leadership can take action to enhance the practice of ethics in their organization at both the individual and the organizational levels.

89. Observations. Figure 15 illustrates the relationship between the components of “Situational Moral Intensity” and the relevant stages of the decision-making process. While some components of Situational Moral Intensity influenced *Recognition of Ethical Issue* (moral awareness), none of them were reliable predictors. However, the results were specific and consistent for *Ethical Judgement* and *Ethical Intent*.

Figure15

Effect of Situational Moral Intensity on Ethical Decision-making



90. The effect of Situational Moral Intensity on both Ethical Judgement and Ethical Intent was very similar for both military and civilian personnel. For the five military and four civilian scenarios, the results strongly supported three of the five situational moral intensity predictors of Ethical Judgement and Ethical Intent: Social Consensus, Magnitude of Consequences and Probability of Effect. There was only partial and weak support for Temporal Immediacy and Proximity.

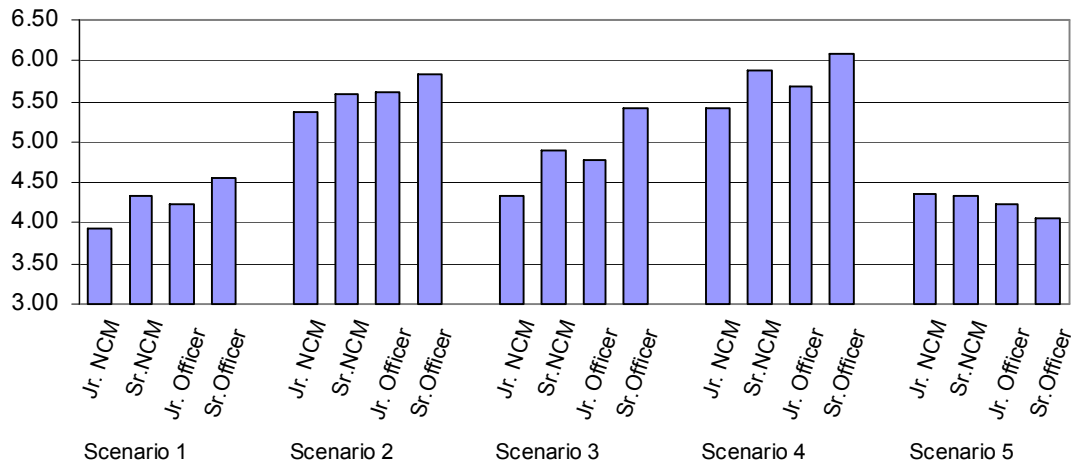
91. *Social Consensus, Magnitude of Consequences and Probability of Effect* were all strong predictors of Ethical Judgement and Ethical Intent. This is an important result since an organization has significant control over these three aspects of Situational Moral Intensity. For example, building *Social Consensus* and becoming aware of the *Magnitude of Consequences* greatly assists personnel in their ethical decision-making. When there is significant *Social Consensus* on whether a particular act is ethical or not, the related course of action is clarified for the individual. Thus, the more an act or behaviour is generally viewed as unethical, the less likely personnel will form intentions to engage in the act or behaviour. Similarly, the more people perceive that severe harm will result from the act in question (*Magnitude of Consequences and Probability of Effect*), the more likely people will view the act as unethical.

92. Sub-group Differences. There were no differences between civilian and military members with the respect to the influence of moral intensity components on their decision making process. In addition, social consensus, probability of effect and magnitude of consequences were equally strong predictors of ethical judgment and intent for all four rank groups (junior NCMs, senior NCMs, junior Officers & senior Officers).

93. However, when ethical judgment scores were compared independently of moral intensity components, there were significant group differences. Junior ranks rated all scenarios, except one, as less unethical than did senior ranks (Figure 16). The scenario describing the operational dilemma (scenario 5), was rated the least unethical by senior officers. On some scenarios, education level, years of service and age introduced further distinctions. This is expected, given the high correlation among these variables. The personnel with higher education tended to rate scenarios 2, 3 and 4 as more unethical than did those with less education. As age and years of service increased, personnel rated scenarios 1, 3 and 4 as more unethical.

Figure 16

Ethical Judgment on Five Scenarios – by Ranks



94. Conclusion. The findings of the survey suggest that the CF and DND can improve the ethical decision-making of its personnel by increasing their sensitivity to potential ethical difficulties and dilemmas. Thus, ethics initiatives and training efforts should concentrate on: (a) building *Social Consensus* on courses of action related to ethical issues/dilemmas; (b) emphasizing the potential harm of unethical decisions to the organization, its members and society at large (*Magnitude of consequences*); and (c) working out the likelihood of the effects of selected options occurring (*Probability of Effect*). In a similar vein, policy formulations that clearly outline unacceptable behaviour and the negative consequences of that behaviour help to develop a consensus among CF members and DND employees about what is ethical and what is unethical. Finally, by providing opportunities for CF and DND personnel to openly discuss their views on ethical issues, such as in “Focus on Ethics” sessions, a social consensus can be achieved on how to respond to issues that are ethically problematic. In the same vein, groups of organizational peers should discuss the ethical issues they commonly face and attempt to reach a consensus on best courses of action.

PART VI

CONCLUSION

95. The aim of the DEP is to enhance the ability of CF members and DND employees to perform their official duties to the highest ethical standards and to create an organizational climate that will allow that to happen. This section summarizes the major conclusions on the findings of the survey.

96. The 2003 Defence Ethics Survey is a means of identifying strengths and weaknesses in the practice of ethics in the CF and DND. The findings for Organizational Ethical Climate and Individual Values identify weaknesses in important factors that undermine military and civilian personnel's sense of trust. They also stress the need to continue to reinforce the ethical decision-making capabilities of military and civilian personnel in an environment that is increasingly complex. Thus, the Defence Ethics Program should initiate and encourage action that will emphasise the following:

- a) To reinforce and enhance measures that will strengthen in CF members and DND employees their sense of trust in the organization and the personnel that make it up; and
- b) To reinforce the ethical decision-making capability of military and civilian personnel in a complex and multicultural environment.

97. As Program Authority, Chief Review Services is responsible for the general well-being of the DEP and its continued growth. In particular, he is responsible for providing general guidance on the program and for ensuring the various initiatives throughout the CF and DND are integrated and aligned with the basic mandate of the program expressed in its founding documents. Thus, he should factor the preferences of military and civilian personnel expressed in the findings into the support for training and education in ethics that he provides to the CF and DND and he should develop new tools for that purpose if necessary.

98. Analysis of the survey findings indicated a requirement to do further research that will provide a more detailed understanding of some of the constructs affecting the quality of Defence ethics and to ensure that proper weight is accorded to a multiple-approach basis to ethical decision-making. Consequently, the Program Authority should undertake research:

- a) To assess the extent to which existing survey instruments may be measuring leadership above the “immediate supervisor” as an influence on the organizational ethical climate and the extent to which this factor in ethical decision-making may have to be integrated into any future administration of the Defence Ethics Survey;
- b) To determine more precisely what is involved in military and civilian personnel’s perception concerning “Organizational Fairness”; and
- c) To determine more clearly the impact and uniqueness of a preference shown by military and civilian personnel for multiple approaches to ethics rather than a single dominant basis, using the written comments in the survey as an initial source for the research.

99. The Level One Advisors are responsible for implementing the DEP within their sphere of responsibility. An Ethics Plan is their main program vehicle for that purpose. The findings identify a number of areas that they may want to consider in selecting initiatives for their organizations:

- a) Three of the eleven indicators stand out for both the CF and DND and should be accorded the highest priority in any action resulting from the survey: Organizational Fairness, Co-worker Behaviour and Care.
- b) Although military and civilian personnel indicate that they appreciate the distinctiveness of approaches to ethical decision-making based on a single dominant principle, they expressed a preference for a multiple-based approach;
- c) Ethics initiatives related to dialogue, decision-making, risk, and training would benefit by taking into consideration important differences between sub-groups, in particular differences in perception between military rank groups; and
- d) The strong effect of Consensus on ethical decision-making suggests encouraging the development of strategies and measures that build consensus within an organizations on what action is and is not ethically acceptable. Activities resulting from these strategies and measures should also emphasize both the potential harm caused by unethical behaviour and the likelihood of that harm occurring.

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ANNEXES TO
2003 DEFENCE ETHICS SURVEY REPORT:
TECHNICAL REPORT OF THE 2003 ETHICS SURVEY

ANNEX A

INTRODUCTION TO THE TECHNICAL REPORT

In the Summer of 1998, the Director Human Resources Research and Evaluation (DHRRE) was approached by the Defence Ethics Program (DEP) to conduct a baseline assessment of the ethical values in the CF and DND. DEP required that the assessment include individual, organizational, and situational factors that affect the ethical decision-making of CF and DND personnel. Initial research into the current literature on applied ethics revealed that no instrument existed capable of satisfying DND/CF requirements. Kelloway, Barling, Harvey, and Adams-Roy (1999) presented a model of ethical decision-making developed specifically for Defence and a questionnaire based upon the model. Catano, Kelloway, and Adams-Roy (2000) presented the results of the administration and the analysis of the 1999 Defence Ethics Survey.

The findings of the 2003 Defence Ethics Survey have been specifically organized to provide information to senior leaders in a format that will assist them in meeting their mandate of ensuring that ethics is effectively practiced and advanced in their organizations. To that end, the body of the 2003 Defence Ethics Survey Report has focused on meeting the decision-making needs of senior leadership in the CF and DND.

These Annexes contain a more detailed and technical account of all aspects of the 2003 Defence Ethics Survey dealing with the following:

1. Methodology (Annex B),
2. Population and Sample (Annex C),
3. Organizational Ethical Climate and Individual Values (Annex D),
4. Approaches to Ethical Decision-making (Annex E),
5. Situational Moral Intensity (Annex F),
6. Participants' Comments (Annex G), and
7. Demographic Profile of Participants (Annex H).
8. 2003 Defence Ethics Survey (Annex I)

ANNEX B

METHODOLOGY

Important modifications were made to the survey instrument based on a review of the strengths and weaknesses of the 1999 Defence Ethics Survey. For example, improvements had to be made to the measurement of the influence of situational factors on ethical decision-making since they were not effectively assessed in 1999. The following outlines the methodology used in the 2003 Defence Ethics Survey.

Individual Values and Organizational Ethical Climate

The measure of organizational climate and individual values from 1999 was adopted for this study. The measure included:

- 1) Eight scales focusing on respondents' immediate work environment (i.e., work group or unit):
 - a. Five of the scales assessed the degree to which respondents saw the organization's ethical climate as emphasizing Rules, Caring, Independence, Self-Interest and Job Completion (i.e., getting the job done) (Victor & Cullen, 1988).
 - b. The other three scales assessed respondents' perception of the people they work with: their Supervisor's Expectation of Ethical Behaviour, their Supervisor's Behaviour, and their Co-worker's Behaviour. For the latter two scales, the items reflected the values advocated by the DEP (e.g., integrity, loyalty, courage).
- 2) Two scales assessing respondents' perceptions of the organization as a whole: one measuring organizational rules and the other measuring organizational fairness.
- 3) One scale assessing the degree to which respondents felt they had a personal control in the organization.

The scale values ranged from (1) strongly disagree to (5) strongly agree. For each of these 11 ethical climate measures, participants were asked to provide two ratings: first, participants were asked to rate the ethical climate “as it is now”; and second, participants were asked to provide a rating of “things as they should be”. The use of a dual rating procedure allowed the instrument to assess both the current and desired use of ethical values among the Defence Team, thus providing an assessment of the current organizational climate with the first set of ratings and an assessment of individual values with the second set.

Measuring Individual Ethical Decision Making Approaches

In 1999, the measure of an individual’s approach to ethics covered five approaches to ethics for ethical decision-making: Rules, Care, Consequence, Virtue, and Self-Interest. In 2003, Care-based items were modified to include and emphasize the positive nature of decision-making based on caring for people. Similarly, Virtue-based items were changed to more accurately reflect the theoretical concept of virtue.

A sixth approach to ethics for ethical decision-making was added to the 2003 Defence Ethics Survey: Multiple-approach to ethical values. It encompasses two ideas: first, people do not limit themselves to an approach to ethics in which one principle is dominant and overriding when making ethical decisions, and second, a post-modern claim that ethics involves a multiplicity of principles not reducible one to another. The scale values for each of the measures ranged from (1) strongly disagree to (5) strongly agree.

Moral Intensity and Ethical Decision Making

In the 1999 study, moral intensity and individual moral development were measured simultaneously, thus combining these two predictors. However, this approach was not successful. Therefore, the most significant change to the ethics model and the measurement instrument involved the development of a new approach to measuring moral intensity.

Perceived moral intensity deals with the individual’s perception of the specific characteristics of the moral/ethical issue and directly influences whether the individual believes that the issue contains a moral or ethical dilemma. If the moral intensity of a situation is perceived to be weak, individuals will not perceive an ethical problem in the issue. While ethical perception is concerned with the individual’s recognition of a moral issue (Jones, 1991) and drives the entire ethical decision making process (Hunt & Vitell, 1993), ethical intention is making a decision to act on the basis of moral judgments (Jones, 1991). The moral intensity

dimensions should influence all stages of the ethical decision making process, from recognition that an issue represents an ethical dilemma to deciding whether to engage in a particular action. The 2003 study examined the relationship between perceived moral intensity dimensions and three stages of the ethical decision making process.

Perceived moral intensity, recognition of an ethical issue, ethical intention and ethical judgement were measured using an instrument consisting of four scenarios for civilian and five for military personnel involving ethical situations. The military version of the questionnaire contained one additional scenario, in order to assess the effect of moral intensity on ethical decision-making in an operational environment. All scenarios were adopted from the compilation of focus groups findings (a study conducted in 2000) in which CF members and DND employees identified the ethical issues to which they were exposed. An initial selection of ten scenarios was pilot tested to ensure the relevance of the stimulus for both civilians and military. In an effort to reduce the potential for a social desirability response bias⁴, scenarios were written in the third person, rather than having the participant be the decision maker (Butterfield *et al.*, 2000). To reduce the potential for gender bias, the gender of the actors was not specified.

Perceived Moral Intensity

This study examines the effect of all dimensions of moral intensity except concentration of effect. As was shown previously, most studies did not find support for this dimension of moral intensity. Chia & Mee (2000) suggest that this dimension should be deleted from the moral intensity construct, and Jones (1991) admits that he included concentration of effect in the moral intensity construct only “for the sake of completeness.”

The perceived moral intensity scale developed by Singhapakdi *et al.* (1996) was adapted for the purpose of the DND/CF study. A single statement was used for each component of perceived moral intensity. The statements are shown in Table B1. A seven-point Likert-type scale was used in the measurement. As moral intensity is a situation-specific construct, it was measured separately for each of the five scenarios.

⁴ Social desirability bias is the tendency of individuals to make themselves look good according to current societal norms when answering researcher's questions.

The interpretation of scores is different for one of the five dimensions of moral intensity used in this study. For Magnitude of Consequences, Temporal Immediacy, Social Consensus and Probability of Effect, a high score indicates a high level of perceived moral intensity, while for Proximity a high score indicates low level of moral intensity.

Table B1

Items Used to Measure Moral Intensity Components

1. Magnitude of Consequences: The possible harm resulting from that decision would be Minor 1 2 3 4 5 6 7 Severe
2. Temporal Immediacy: Any negative consequences of that decision are likely to occur: After a long time 1 2 3 4 5 6 7 Immediately
3. Social Consensus: Most people in my unit would consider that decision to be: Appropriate 1 2 3 4 5 6 7 Inappropriate
4. Proximity: That specific decision would negatively affect: People in my unit 1 2 3 4 5 6 7 People outside my unit
5. Probability of Effect: The chances of any negative consequences occurring as a result of that decision are: Not likely 1 2 3 4 5 6 7 Very likely

Recognition of Ethical Issue

Respondents read each scenario, and their ethical perceptions were measured by asking them to respond to a single item, “Do you believe that there is a moral or ethical issue involved in the above action/decision?” (Barnett, 2001). They rated their responses on a 7-point scale ranging from 1 (completely agree) to 7 (completely disagree). Lower scores indicated that participants agreed that the action/decision had a moral or ethical component.

Ethical Intention

Respondents’ ethical intentions were then measured by asking them to indicate the likelihood “that you would make the same decision described in the scenario” on a 7-point Likert scale with 1 representing “definitely would” and 7 representing “definitely would not”.

Ethical Judgement

Respondents’ judgements about the morality of the actions in each scenario were assessed with a 7-point, eight-item semantic-differential measure developed by Reidenbach and Robin (1998, 1990). The scale is shown in Table B2. The ethical judgement scale has been used in several empirical studies and has demonstrated acceptable psychometric properties, with reliability coefficients in the .70 to .90 range (Barnett *et al.*, 1998, Robin *et al.*, 1996).

Table B2

Ethical Judgement Scale Items

Ethical Judgement Scale								
Just	1	2	3	4	5	6	7	Unjust
Fair	1	2	3	4	5	6	7	Unfair
Morally Right	1	2	3	4	5	6	7	Morally Wrong
Acceptable to my family	1	2	3	4	5	6	7	Not Acceptable to my family
Culturally acceptable	1	2	3	4	5	6	7	Not Culturally Acceptable
Traditionally acceptable	1	2	3	4	5	6	7	Not Traditionally acceptable
Does not violate an unspoken Promise	1	2	3	4	5	6	7	Violates an unspoken Promise
Does not violate an unwritten contract	1	2	3	4	5	6	7	Violates an unwritten contract

ANNEX C

DESCRIPTION OF POPULATION AND SAMPLE

A stratified random sample made up of Regular Force members (5000) and civilian DND employees (2000) was requested from the Director Human Resources Information Management (DHRIM). Of the 7000 survey distributed, 320 were returned unopened. The initial participation rate of some L1 groups was not sufficiently high to be compared to the rest of the sample. As a result, these L1 groups were sent an e-mail reminder and an electronic copy of the questionnaire. This boosted slightly a response rate of these L1s to meet the required size for comparisons with the overall sample. However, it is important to emphasize that only about 50% of these names (from the sample) were “recognized” in the Global Address List (GAL) database, even though it does not seem likely that only 50% of these names have an e-mail account. It was impossible to determine whether the information about the sample (names, addresses) drawn from DHRIM was not accurate or whether the Global Address List (GAL) did not recognize these names for some other reason (spelling etc.). As such, DHRIM and GAL databases could not be cross-referenced in order to verify sample information. The distribution of questionnaires is illustrated in Table C1.

Table C1

2003 Defence Ethics Survey: Participation Rate by Version

Version	# of Initial Sample	# of Returned Unopened	# of Surveys Received	Participation Rate %
Version A (military)	5000	156	1321	27.3%
Version B (civilian)	2000	164	518	28.2%

Of the 4844 surveys mailed (not returned unopened) to CF personnel, 1321 surveys were completed and returned, representing a participation rate of 27.3%. Of the 1836 surveys mailed to the civilian personnel, 518 surveys were completed and returned, representing a participation rate of 28.2%. Although these response rates are acceptable for employee attitude surveys of this type, they are rather low for social science research. Until it could be determined with confidence that these surveys reached those addressed, it is impossible to establish the true response rate. The exact number of those who were not returned unopened, but yet did not reach the addressees is not known. The current level of participation provides an overall confidence level of $\pm 2.3\%$ for the combined data and $\pm 2.7\%$ and $\pm 4.3\%$ for military and

civilian employees respectively. The participation rate percentages reported for military and civilian groups should vary by no more than their respective confidence levels, nineteen times out of twenty.

The breakdown of the overall CF population and the participation rate for the military sample is illustrated in Table C2. The breakdown of the civilian population and the participation rate for the civilian sample is illustrated in Table C3. Both tables show an excellent correspondence between the percentage of respondents falling into each category and the actual percentage of personnel in those categories within the overall populations.

Table C2

Military Personnel (N = 61668)

	CF Members Population		Ethics Survey Sample	
	# of Personnel	% of Total Personnel	Participants	% of Military Sample
Command				
(CAS)	13401	21.73%	244	18.5%
(CLS)	20489	33.22%	302	22.9%
(CMS)	10098	16.37%	160	12.1%
ADM (HR-Mil)	10625	17.23%	89	6.7%
(DCDS)	2258	3.66%	151	11.4%
ADM (Mat)	1684	2.73%	181	13.7%
Other	3113	5.05%	188	14.2%
Missing			6	0.5%
Rank Group				
Sr. Officer	4639	7.5%	217	16.4%
Jr. Officer	9218	15.0%	226	17.1%
Sr. NCM	12848	20.9%	388	29.4%
Jr. NCM	34838	56.6%	480	36.3%
Missing			10	0.8%
Gender				
Female	7632	12.4%	158	12.0%
Male	54036	87.6%	1157	87.6%
Missing			6	0.4%
First Official Language (FOL)				
English	44759	72.5%	903	68.4%
French	16909	27.5%	408	30.9%
Missing			9	0.7%

Table C3

Civilian Personnel (N = 21535)

	DND Civilian Population		Ethics Survey Sample	
	# of Personnel	% of Total Personnel	Participants	% of Civilian Sample
Job Code				
Operational	7835	36.38%	62	12.0%
Technical	2179	10.12%	136	26.3%
Admin Support	4260	19.78%	91	17.6%
Admin & Foreign Service	4861	22.57%	114	22.0%
Scientific & Professional	1883	8.74%	94	18.1%
Management	130	0.60%	7	1.4%
Missing	387	1.80%	14	2.7%
Geographical Location (population breakdown from 2000)				
NCR	4078	23.25%	154	29.7%
Atlantic	3608	20.57%	102	19.7%
Quebec	2278	12.99%	53	10.2%
Ontario	2965	16.9%	84	16.2%
Prairie	2661	15.17%	77	14.9%
BC	1953	11.13%	42	8.1%
Missing			6	1.2%
Gender				
Female	8359	38.82%	200	38.7%
Male	12964	60.20%	317	61.3%
Missing	212	0.98%	1	0.2%
First Official Language (FOL) (population breakdown from 2000)				
English	14131	80.0%	393	75.9%
French	3454	20.0%	123	23.7%
Missing			2	0.4%

ANNEX D

INDIVIDUAL VALUES AND ORGANIZATIONAL ETHICAL CLIMATE

Table D1 illustrates the survey items associated with each of the ethical climate/ individual value factors.

Table D1

Individual Items in each Index

Ethical Climate and Individual Items	
Rules	<ul style="list-style-type: none"> 2. It is very important to follow regulations here. 7. Everybody is expected to follow regulations to the letter. 9. In my unit, we go strictly “by the book”. 16. Successful people in this unit adhere strictly to regulations.
Care	<ul style="list-style-type: none"> 3. In my unit, we stick together. 5. In my unit, we protect each other. 10. In my unit, we look out for one another. 12. In my unit it is expected that each member takes care of his/her co-workers.
Independence	<ul style="list-style-type: none"> 1. Each person in my unit decides for him/herself what is right and wrong. 8. In my unit, each person is expected to follow their own personal beliefs about what is right and wrong. 11. In my unit, people are guided by their own sense of personal ethics. 14. In my unit, every individual is expected to do what they think is right.
Self-Interest	<ul style="list-style-type: none"> 4. People here are out mainly for themselves. 6. Successful people in my unit do what they are told. 15. In my unit it is important to look out for your own interests.
Job Completion	<ul style="list-style-type: none"> 13. Successful people in my unit do what they have to in order to get the job done. 17. Getting the job done is the most important consideration in this unit.
Supervisor Expectations	<ul style="list-style-type: none"> 18. My immediate supervisor supports ethical behaviour. 19. My immediate supervisor sets a high standard of ethical behaviour. 20. My immediate supervisor demands ethical behaviour from others.
Supervisor Behaviour	<ul style="list-style-type: none"> 21. My immediate supervisor demonstrates integrity. 22. My immediate supervisor demonstrates loyalty. 23. My immediate supervisor demonstrates courage. 24. My immediate supervisor demonstrates honesty. 25. My immediate supervisor treats people fairly. 26. My immediate supervisor is accountable for his/her actions.
Co-worker Behaviour	<ul style="list-style-type: none"> 27. The people I work with demonstrate integrity. 28. The people I work with demonstrate loyalty. 29. The people I work with demonstrate courage. 30. The people I work with demonstrate honesty. 31. The people I work with treat people fairly. 32. The people I work with are accountable for their actions.

Ethical Climate and Individual Items (cont)
<p>Organizational Rules</p> <p>33. In this organization we go strictly by the book. 34. This organization has regulations that are strictly followed. 35. This organization enforces the rules and regulations.</p>
<p>Organizational Fairness</p> <p>36. This organization looks after its members. 37. Organizational policies are fair to everyone. 38. This organization cares for its members. 39. This organization respects the dignity of all employee/members. 40. This organization is fair.</p>
<p>Personal Control</p> <p>41. I have the freedom to act on what I think is right. 42. I can decide for myself what is right and wrong. 43. In my work I can follow my own sense of morality. 44. I am free to do my job in the way I see fit.</p>

The following 22 tables begin with an introduction describing each factor and then show the results of analyses to detect differences by the demographic categories listed. It is important to remember that the first of these 11 tables explain how participants described the workplace as they currently perceive it, thus measuring the organizational ethical climate. The next 11 tables after that explain how participants describe the way the workplace should function, thus measuring individual ethical values.

Ethical Climate Factors ('Now' Scores)

Rules

This index describes the extent to which DND/CF employees believe that their immediate work unit emphasizes following regulations and doing things “by the book”.

Table D2

Rule
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	eta ²
Civilian/Military	Civilian	3.13	6.98	.008	.004
	Military	3.24			
FOL	English	3.16	15.50	.000	.008
	French	3.32			
Gender	Male	3.22	.78	.38	.000
	Female	3.18			
Education Level**	High School	3.28 ¹	3.56	.014	.006
	College	3.15 ¹			
	University	3.18			
	Graduate	3.17			
Rank	Junior NCM	3.22	1.66	.17	n.s.
	Senior NCM	3.29			
	Junior Officer	3.26			
	Senior Officer	3.16			
Years of Service	1-5	3.24	1.27	.30	n.s.
	6-10	3.11			
	11-20	3.19			
	21-30	3.24			
	>30	3.16			
Age	Under 30	3.23	.30	.82	n.s.
	30-40	3.21			
	41-50	3.20			
	>50	3.16			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Care

This index assesses the extent to which DND/CF employees believe that their immediate work unit values its members “sticking together” and “looking out for one another”.

Table D3

Care
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.10	2.88	.09	n.s.
	Military	3.18			
FOL	English	3.16	.16	.68	n.s.
	French	3.15			
Gender	Male	3.17	1.48	.22	n.s.
	Female	3.11			
Education Level	High School	3.10 ¹²	5.61	.001	.009
	College	3.11 ³⁴			
	University	3.27 ¹³			
	Graduate	3.30 ²⁴			
Rank**	Junior NCM	2.97 ¹²	19.13	.000	.042
	Senior NCM	3.22 ³⁴			
	Junior Officer	3.33 ¹³			
	Senior Officer	3.42 ²⁴			
Years of Service	1-5	3.19	3.05	.016	n.s.
	6-10	2.98			
	11-20	3.11			
	21-30	3.20			
	>30	3.27			
Age	Under 30	3.21	3.34	.019	n.s.
	30-40	3.07			
	41-50	3.21			
	>50	3.23			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups. For factors such as this in which there is more than one digit after a mean score, it is the single digits that represent significantly different pairs. For example, Junior NCMs are different than junior officers because each subgroup has a ‘1’ beside it. In addition Junior NCMs are different than senior officers because each subgroup has a ‘2’ beside it. This method was selected to keep the number of charts needed to describe these results to a minimum.

Independence

This index reflects the degree to which DND/CF employees believe that their immediate work unit values independent thought and action (i.e., following own personal sense of right and wrong).

Table D4

Independence
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.23	.14	.71	n.s.
	Military	3.22			
FOL	English	3.23	.07	.79	n.s.
	French	3.22			
Gender	Male	3.23	1.2	.27	n.s.
	Female	3.19			
Education Level	High School	3.26	2.86	.04	n.s.
	College	3.17			
	University	3.22			
	Graduate	3.31			
Rank	Junior NCM	3.15	2.98	.03	n.s.
	Senior NCM	3.26			
	Junior Officer	3.27			
	Senior Officer	3.26			
Years of Service**	1-5	3.23	3.56	.007	.008
	6-10	3.13			
	11-20	3.18 ¹			
	21-30	3.27			
	>30	3.35 ¹			
Age**	Under 30	3.27	5.80	.001	.01
	30-40	3.13 ¹²			
	41-50	3.26 ²			
	>50	3.32 ¹			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Self-interest

This index reflects the degree to which DND/CF employees believe that their immediate work unit values self-interested behaviour (e.g., looking out for one’s self, placing a priority on self-interest) above that of the interest of the work unit. Higher values on this index reflect, arguably, less desirable ethical values.

Table D5

Self Interest
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.23	12.26	.000	.007
	Military	3.05			
FOL	English	3.06	8.67	.003	.006
	French	3.21			
Gender	Male	3.08	3.94	.047	n.s.
	Female	3.20			
Education Level**	High School	3.24 ¹²	29.36	.000	.046
	College	3.23 ³⁴			
	University	2.84 ²³			
	Graduate	2.65 ¹⁴			
Rank**	Junior NCM	3.45 ¹²³	69.96	.000	.138
	Senior NCM	3.05 ¹⁴			
	Junior Officer	2.89 ²⁵			
	Senior Officer	2.38 ³⁴⁵			
Years of Service**	1-5	3.22 ¹²	8.23	.000	.018
	6-10	3.34 ³⁴			
	11-20	3.19 ⁵			
	21-30	3.00 ²⁵			
	>30	2.83 ¹³⁴			
Age**	Under 30	3.30 ¹²	8.15	.000	.014
	30-40	3.19 ³⁴			
	41-50	3.00 ¹³			
	>50	2.95 ²⁴			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Job Completion

This index reflects the degree to which DND/CF employees believe that their immediate work unit values getting the job done and doing what has to be done to ensure task completion.

Table D6

Job Completion
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.48	1.52	.22	n.s.
	Military	3.43			
FOL	English	3.41	9.19	.002	n.s.
	French	3.54			
Gender	Male	3.44	.80	.37	n.s.
	Female	3.48			
Education Level**	High School	3.54 ¹²	5.68	.001	.009
	College	3.45			
	University	3.33 ¹			
	Graduate	3.35 ²			
Rank**	Junior NCM	3.51 ¹	7.09	.000	.016
	Senior NCM	3.49 ²			
	Junior Officer	3.36			
	Senior Officer	3.23 ¹²			
Years of Service	1-5	3.44	1.81	.13	n.s.
	6-10	3.56			
	11-20	3.42			
	21-30	3.43			
	>30	3.58			
Age	Under 30	3.49	.61	.61	n.s.
	30-40	3.43			
	41-50	3.42			
	>50	3.48			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Supervisor Expectations

This index assesses the extent to which DND/CF employees believe that their supervisor expects them to behave in an ethical manner.

Table D7

Supervisor Expectations
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.71	16.52	.000	.009
	Military	3.89			
FOL	English	3.85	.72	.40	n.s.
	French	3.81			
Gender	Male	3.84	.01	.92	n.s.
	Female	3.83			
Education Level**	High School	3.77 ¹²	15.83	.000	.026
	College	3.73 ³⁴			
	University	4.06 ¹³			
	Graduate	4.06 ²⁴			
Rank**	Junior NCM	3.63 ¹²³	35.41	.000	.076
	Senior NCM	3.93 ¹⁴			
	Junior Officer	4.02 ²⁵			
	Senior Officer	4.27 ³⁴⁵			
Years of Service**	1-5	3.70 ¹	4.36	.002	.010
	6-10	3.71			
	11-20	3.80			
	21-30	3.90			
	>30	3.99 ¹			
Age	Under 30	3.77	1.69	.17	n.s.
	30-40	3.80			
	41-50	3.87			
	>50	3.92			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Supervisor Behaviour

This index assesses the extent to which DND/CF employees believe that their supervisor demonstrates the characteristics emphasized in the DEP (i.e., courage, integrity, loyalty, honesty, fairness, accountability).

Table D8

Supervisor Behaviour
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.61	33.95	.000	.018
	Military	3.90			
FOL	English	3.81	.53	.47	n.s.
	French	3.84			
Gender	Male	3.82	.13	.72	n.s.
	Female	3.80			
Education Level**	High School	3.77 ¹	10.33	.000	.017
	College	3.72 ²³			
	University	4.04 ¹²			
	Graduate	3.95 ³			
Rank**	Junior NCM	3.65 ¹²³	23.67	.000	.052
	Senior NCM	3.96 ¹⁴			
	Junior Officer	4.03 ²			
	Senior Officer	4.23 ³⁴			
Years of Service	1-5	3.73	3.17	.013	n.s.
	6-10	3.67			
	11-20	3.78			
	21-30	3.85			
	>30	4.00			
Age	Under 30	3.81	.084	.97	n.s.
	30-40	3.82			
	41-50	3.82			
	>50	3.85			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Co-workers' Behaviour

This index assesses the extent to which DND/CF employees believe that their co-workers demonstrates the characteristics emphasized in the DEP (i.e., courage, integrity, loyalty, honesty, fairness, accountability).

Table D9

Co-workers Behaviour
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.44	12.50	.000	.007
	Military	3.59			
FOL	English	3.53	1.33	.25	n.s.
	French	3.58			
Gender	Male	3.55	.73	.29	n.s.
	Female	3.51			
Education Level**	High School	3.50 ¹²	13.72	.000	.022
	College	3.44 ³⁴			
	University	3.72 ¹³			
	Graduate	3.77 ²⁴			
Rank**	Junior NCM	3.36 ¹²³	27.60	.000	.060
	Senior NCM	3.63 ¹⁴			
	Junior Officer	3.69 ²⁵			
	Senior Officer	3.89 ³⁴⁵			
Years of Service**	1-5	3.48	4.81	.001	.011
	6-10	3.36 ¹²			
	11-20	3.50			
	21-30	3.61 ¹			
	>30	3.70 ²			
Age	Under 30	3.51	1.41	.24	n.s.
	30-40	3.50			
	41-50	3.57			
	>50	3.61			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Organizational Rules

This index assesses the extent to which DND/CF employees believe that the organization, i.e., DND/CF, follows rules and regulations.

Table D10

Organizational Rules
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.13	2.14	.14	n.s.
	Military	3.20			
FOL	English	3.11	32.23	.000	.018
	French	3.36			
Gender	Male	3.18	.17	.68	n.s.
	Female	3.20			
Education Level	High School	3.18	3.96	.008	.008
	College	3.10 ¹			
	University	3.27 ¹			
	Graduate	3.29			
Rank	Junior NCM	3.19	2.70	.045	n.s.
	Senior NCM	3.15			
	Junior Officer	3.34			
	Senior Officer	3.19			
Years of Service**	1-5	3.36 ¹	3.56	.007	.008
	6-10	3.30			
	11-20	3.17			
	21-30	3.12 ¹			
	>30	3.16			
Age**	Under 30	3.35 ¹	4.08	.007	.007
	30-40	3.20			
	41-50	3.12 ¹			
	>50	3.14			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Organizational Fairness

This index assesses the extent to which DND/CF employees believe that the organization, i.e., DND/CF, is fair in its dealings with personnel.

Table D11

Organizational Fairness
Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	2.89	16.82	.000	.009
	Military	3.10			
FOL	English	2.95	32.84	.000	.018
	French	3.24			
Gender	Male	3.05	1.12	.29	n.s.
	Female	2.99			
Education Level**	High School	3.05 ¹²	12.01	.000	.020
	College	2.89 ¹³⁴			
	University	3.24 ²³			
	Graduate	3.19 ⁴			
Rank**	Junior NCM	2.85 ¹²³	17.48	.000	.039
	Senior NCM	3.18 ¹			
	Junior Officer	3.30 ²			
	Senior Officer	3.28 ³			
Years of Service	1-5	3.10	2.48	.042	n.s.
	6-10	2.88			
	11-20	2.98			
	21-30	3.09			
	>30	3.12			
Age	Under 30	3.15	1.03	.38	n.s.
	30-40	3.01			
	41-50	3.02			
	>50	3.04			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Personal Control

This index assesses the degree to which DND/CF employees believe that they are able to exercise control in the workplace; that is, to make decisions concerning their work without the need for further approvals.

Table D12

Ethical climate (“now”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.52	.32	.57	n.s.
	Military	3.54			
FOL	English	3.54	.10	.75	n.s.
	French	3.53			
Gender	Male	3.53	.00	.99	n.s.
	Female	3.53			
Education Level**	High School	3.53	4.93	.002	.008
	College	3.46 ¹			
	University	3.65 ¹			
	Graduate	3.62			
Rank**	Junior NCM	3.37 ¹²³	13.92	.000	.031
	Senior NCM	3.59 ¹			
	Junior Officer	3.63 ²			
	Senior Officer	3.75 ³			
Years of Service**	1-5	3.44 ¹	4.86	.001	.011
	6-10	3.36 ²			
	11-20	3.52 ³			
	21-30	3.56			
	>30	3.74 ¹²³			
Age	Under 30	3.46	2.49	.06	n.s.
	30-40	3.51			
	41-50	3.53			
	>50	3.67			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Individual Values Factors (“Should”) by Demographic Categories

The following tables present the average score on “the way things should be” for each of the 11 indicators. In addition, analyses were conducted to assess any differences on every index across seven major demographic variables. For detailed description of each of the 11 factors, please see the previous section.

Rules

Table D13

Rules
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta²
Civilian/Military	Civilian	3.59	1.33	.24	n.s
	Military	3.64			
FOL	English	3.56	39.71	.000	.022
	French	3.79			
Gender	Male	3.64	1.67	.20	n.s.
	Female	3.58			
Education Level**	High School	3.78 ¹²³	26.94	.00	.044
	College	3.63 ¹⁴⁵			
	University	3.45 ²⁴			
	Graduate	3.36 ³⁵			
Rank**	Junior NCM	3.73 ¹²	22.21	.00	.049
	Senior NCM	3.74 ³⁴			
	Junior Officer	3.57 ¹³⁵			
	Senior Officer	3.32 ²⁴⁵			
Years of Service	1-5	3.62	1.59	.17	n.s.
	6-10	3.71			
	11-20	3.62			
	21-30	3.65			
	>30	3.52			
Age	Under 30	3.68	1.44	.22	n.s.
	30-40	3.65			
	41-50	3.60			
	>50	3.56			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Table D14

Care
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.92	16.21	.000	n.s.
	Military	4.06			
FOL	English	4.02	.09	.91	n.s.
	French	4.01			
Gender	Male	4.02	.45	.50	n.s.
	Female	4.00			
Education Level**	High School	4.15 ¹²³	23.76	.000	.038
	College	4.03 ¹⁴⁵			
	University	3.85 ²⁴			
	Graduate	3.82 ³⁵			
Rank**	Junior NCM	4.18 ¹²³	15.60	.000	.035
	Senior NCM	4.07 ³⁴⁵			
	Junior Officer	3.93 ¹⁴			
	Senior Officer	3.88 ²⁵			
Years of Service	1-5	4.09	2.52	.039	n.s.
	6-10	4.13			
	11-20	4.00			
	21-30	4.00			
	>30	3.95			
Age**	Under 30	4.16 ¹²	5.43	.001	.010
	30-40	4.05			
	41-50	3.98 ¹			
	>50	3.97 ²			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Independence

Table D15

Independence
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.52	1.44	.23	n.s.
	Military	3.46			
FOL	English	3.50	3.65	.06	n.s.
	French	3.42			
Gender	Male	3.47	.25	.62	n.s.
	Female	3.49			
Education Level	High School	3.53	2.90	.03	n.s.
	College	3.47			
	University	3.39			
	Graduate	3.46			
Rank**	Junior NCM	3.56 ¹²	4.52	.04	.01
	Senior NCM	3.42 ¹			
	Junior Officer	3.37 ²			
	Senior Officer	3.42			
Years of Service	1-5	3.46	.431	.78	n.s.
	6-10	3.54			
	11-20	3.47			
	21-30	3.48			
	>30	3.43			
Age	Under 30	3.57	2.09	.09	n.s.
	30-40	3.43			
	41-50	3.47			
	>50	3.52			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Self-Interest

Table D16

Self Interest
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	2.53	27.88	.000	.015
	Military	2.29			
FOL	English	2.31	14.18	.000	n.s.
	French	2.47			
Gender	Male	2.33	5.09	.024	n.s.
	Female	2.45			
Education Level**	High School	2.43 ¹²	9.33	.000	.016
	College	2.40 ³⁴			
	University	2.19 ¹³			
	Graduate	2.17 ²⁴			
Rank**	Junior NCM	2.52 ¹²³	25.24	.000	.056
	Senior NCM	2.25 ¹⁴			
	Junior Officer	2.22 ²⁵			
	Senior Officer	1.94 ³⁴⁵			
Years of Service**	1-5	2.54 ¹²	3.96	.003	.009
	6-10	2.41			
	11-20	2.36			
	21-30	2.30 ¹			
	>30	2.22 ²			
Age**	Under 30	2.54 ¹²	4.89	.002	.009
	30-40	2.28 ¹			
	41-50	2.32 ²			
	>50	2.34			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Job Completion

Table D17

Job Completion
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.63	2.84	.09	n.s.
	Military	3.56			
FOL	English	3.47	68.44	.000	.038
	French	3.84			
Gender	Male	3.59	.611	.43	n.s.
	Female	3.55			
Education Level**	High School	3.68 ¹²	9.22	.000	.016
	College	3.59 ³⁴			
	University	3.43 ¹³			
	Graduate	3.39 ²⁴			
Rank**	Junior NCM	3.76 ¹²³	24.59	.000	.055
	Senior NCM	3.58 ¹⁴			
	Junior Officer	3.46 ²⁵			
	Senior Officer	3.18 ³⁴⁵			
Years of Service**	1-5	3.79 ¹²	5.04	.000	.012
	6-10	3.69			
	11-20	3.58 ¹			
	21-30	3.49 ²			
	>30	3.55			
Age**	Under 30	3.76 ¹	5.98	.000	.011
	30-40	3.58			
	41-50	3.48 ¹			
	>50	3.57			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Supervisor Expectations

Table D18

Supervisor Expectations
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	4.33	.721	.39	n.s.
	Military	4.35			
FOL	English	4.33	1.37	.24	n.s.
	French	4.37			
Gender	Male	4.33	5.83	.01	n.s.
	Female	4.42			
Education Level**	High School	4.27 ¹²	15.138	.000	.025
	College	4.29 ³⁴			
	University	4.50 ¹³			
	Graduate	4.47 ²⁴			
Rank**	Junior NCM	4.21 ¹²³	20.57	.000	.046
	Senior NCM	4.34 ¹⁴			
	Junior Officer	4.45 ²			
	Senior Officer	4.57 ³⁴			
Years of Service	1-5	4.31	.651	.62	n.s.
	6-10	4.34			
	11-20	4.32			
	21-30	4.36			
	>30	4.38			
Age	Under 30	4.31	.731	.53	n.s.
	30-40	4.33			
	41-50	4.35			
	>50	4.40			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Supervisor Behaviour

Table D19

Supervisor Behaviour Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	4.39	7.15	.008	n.s.
	Military	4.47			
FOL	English	4.42	7.68	.006	n.s.
	French	4.51			
Gender	Male	4.44	1.32	.25	n.s.
	Female	4.48			
Education Level**	High School	4.38 ¹	8.62	.000	.015
	College	4.42 ²			
	University	4.58 ¹²			
	Graduate	4.49			
Rank**	Junior NCM	4.37 ¹²	9.25	.000	.021
	Senior NCM	4.47 ³			
	Junior Officer	4.51 ¹			
	Senior Officer	4.62 ²³			
Years of Service	1-5	4.47	.218	.92	n.s.
	6-10	4.43			
	11-20	4.43			
	21-30	4.45			
	>30	4.44			
Age	Under 30	4.45	.399	.75	n.s.
	30-40	4.47			
	41-50	4.43			
	>50	4.43			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Co-worker Behaviour

Table D20

Co-worker Behaviour
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	4.36	5.12	.024	n.s.
	Military	4.42			
FOL	English	4.39	5.26	.022	n.s.
	French	4.46			
Gender	Male	4.40	2.86	.091	n.s.
	Female	4.45			
Education Level**	High School	4.36 ¹	5.84	.001	.01
	College	4.38 ²			
	University	4.50 ¹²			
	Graduate	4.47			
Rank**	Junior NCM	4.34 ¹²	9.64	.000	.022
	Senior NCM	4.41 ³			
	Junior Officer	4.48 ¹			
	Senior Officer	4.58 ²³			
Years of Service	1-5	4.44	.56	.69	n.s.
	6-10	4.38			
	11-20	4.38			
	21-30	4.41			
	>30	4.43			
Age	Under 30	4.44	1.00	.391	n.s.
	30-40	4.41			
	41-50	4.38			
	>50	4.44			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Organizational Rules

Table D21

Organizational Rules
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	3.86	.606	.43	n.s.
	Military	3.88			
FOL	English	3.82	35.42	.000	.02
	French	4.02			
Gender	Male	3.87	1.31	.25	n.s.
	Female	3.92			
Education Level**	High School	3.99 ¹²	15.66	.000	.026
	College	3.89 ³⁴			
	University	3.77 ¹³			
	Graduate	3.64 ²⁴			
Rank**	Junior NCM	3.94 ¹²	16.5	.000	.038
	Senior NCM	4.00 ³⁴			
	Junior Officer	3.80 ¹³			
	Senior Officer	3.63 ²⁴			
Years of Service	1-5	3.90	.952	.43	n.s.
	6-10	3.85			
	11-20	3.87			
	21-30	3.90			
	>30	3.78			
Age	Under 30	3.87	.377	.77	n.s.
	30-40	3.90			
	41-50	3.87			
	>50	3.85			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Organizational Fairness

Table D22

Organizational Fairness
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	4.34	.66	.41	n.s.
	Military	4.37			
FOL	English	4.33	15.51	.000	.009
	French	4.45			
Gender	Male	4.36	.36	.54	n.s.
	Female	4.38			
Education Level	High School	4.35	1.09	.53	n.s.
	College	4.35			
	University	4.41			
	Graduate	4.35			
Rank	Junior NCM	4.32	1.64	.17	n.s.
	Senior NCM	4.38			
	Junior Officer	4.40			
	Senior Officer	4.39			
Years of Service	1-5	4.38	.76	.55	n.s.
	6-10	4.39			
	11-20	4.33			
	21-30	4.38			
	>30	4.35			
Age	Under 30	4.36	.48	.69	n.s.
	30-40	4.38			
	41-50	4.34			
	>50	4.37			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

Personal Control

Table D23

Personal Control
Individual Values (“should”) Differences by Demographic Categories

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	4.06	7.15	.008	n.s.
	Military	3.97			
FOL	English	4.00	.12	.72	n.s.
	French	3.99			
Gender	Male	3.97	7.80	.005	n.s.
	Female	4.09			
Education Level	High School	4.02	.55	.64	n.s.
	College	3.99			
	University	3.96			
	Graduate	3.99			
Rank	Junior NCM	3.99	1.04	.37	n.s.
	Senior NCM	3.96			
	Junior Officer	3.90			
	Senior Officer	3.97			
Years of Service	1-5	3.95	.64	.63	n.s.
	6-10	4.03			
	11-20	3.99			
	21-30	3.99			
	>30	4.06			
Age	Under 30	3.96	1.56	.19	n.s.
	30-40	3.98			
	41-50	3.98			
	>50	4.09			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

Ethical Climate and Individual Values Scale: Item Analysis

All scales were subjected to a principal factor analysis and rotated to a varimax criterion to confirm the dimensionality identified during scale development. As shown in Table D24 all scales with the exception of the “Self-Interest” scale emerged as unidimensional scales with acceptable level of internal consistency. Item 6 (“Successful people in this unit do what they are told”) did not load cleanly on any dimension and as a result was dropped from the analysis. The means and standard deviations for each index are also presented in Table D24.

Table D24

Index Descriptions

Index	Survey Items in Index	Mean	Standard Deviation	alpha
Rules Now	2a, 7a, 9a, 16a	3.20	.76	.76
Rules Should	2b, 7b, 9b, 16b	3.62	.70	.75
Care Now	3a, 5a, 10a, 12a	3.15	.63	.85
Care Should	3b, 5b, 10b, 12b	4.02	.86	.73
Independence Now	1a, 8a, 11a, 14a	3.22	.69	.62
Independence Should	1b, 8b, 11b, 14b	3.48	.75	.65
Self-Interest Now	4a, 15a	3.11	.85	--
Self-Interest Should	4b, 15b	2.36	.99	--
Job Completion Now	13a, 17a	3.44	.81	--
Job Completion Should	13b, 17b	3.58	.85	--
Supervisors' Expectations Now	18a 19a 20a	3.84	.61	.87
Supervisors' Expectations Should	18b 19b 20b	4.34	.86	.88
Supervisors' Behaviour Now	21a, 22a, 23a, 24a, 25a, 26a	3.82	.58	.91
Supervisors' Behaviour Should	21b, 22b, 23b, 24b 25b, 26b	4.45	.95	.85
Co-workers' Behaviour Now	27a, 28a, 29a, 30a, 31a, 32a	3.54	.56	.93
Co-workers' Behaviour Should	27b, 28b, 29b, 30b, 31b, 32b	4.41	.82	.95
Organizational Rules Now	33a, 34a, 35a,	3.17	.68	.84
Organizational Rules Should	33b, 34b, 35b	3.88	.86	.83
Organizational Fairness Now	36a, 37a, 38a, 39a, 40a	3.03	.98	.93
Organizational Fairness Should	36b, 37b, 38b, 39b, 40b	4.36	.56	.87
Personal Control Now	41a, 42a, 43a, 44a	3.54	.82	.83
Personal Control Should	41b, 42b, 43b, 44b	4.00	.69	.82

Ethical Climate and Individual Values Scale: “Now” versus “Should”

For each scale that allowed a double rating (“things as they are now” and “things as they should be”) a series of t-tests were conducted to compare the two ratings. Even using a Bonferroni correction for controlling the family wise error rate to establish the significance level for each test, each of the comparisons was statistically significant (see Table D25). In each case, respondents rated “things as they are now” as being significantly worse than “things as they should be”. This difference was especially notable for the perception that the organization is fair (approximately 1.3 scale point difference) and the perception that members of a unit care for one another (almost one full scale point difference). Although not shown in the Table, these results were replicated in each of the military and civilian samples (i.e., the exact same pattern of results was evident in each sample).

Table D26 presents a comparison of scale scores for the military and civilian samples. Again, a Bonferroni correction was used to establish the significance level for each test.

Table D25

Comparison of “Now” and “Should” Ratings

	Now	Should	t value	Significance
Rules	3.20	3.62	-22.05	.000
Care	3.14	4.02	-37.90	.000
Independence	3.22	3.48	-15.36	.000
Self-Interest	3.10	2.36	30.51	.000
Job Completion	3.44	3.58	-6.28	.000
Supervisor Expectations	3.83	4.34	-25.93	.000
Supervisor Behaviour	3.81	4.44	-28.55	.000
Co-worker Behaviour	3.54	4.40	-41.50	.000
Organizational Rules	3.17	3.88	-30.15	.000
Organizational Fairness	3.03	4.36	-49.95	.000
Personal Control	3.54	4.00	-22.98	.000

Table D26

Comparison of Military and Civilian Responses

	Military	Civilian	t value	Significance
Rules				
Now	3.23	3.12	-2.59	.010
Should	3.64	3.59	-1.16	n.s.
Care				
Now	3.17	3.09	-1.67	n.s.
Should	4.06	3.93	-4.06	.000
Independence				
Now	3.23	3.22	0.37	n.s.
Should	3.47	3.51	1.19	n.s.
Self Interest				
Now	3.06	3.25	3.57	.000
Should	2.29	2.53	5.30	.000
Job Completion				
Now	3.43	3.47	1.21	n.s.
Should	3.56	3.63	1.71	n.s.
Co-workers Behaviour				
Now	3.58	3.43	-3.36	.001
Should	4.43	4.36	-2.37	.018
Organizational Fairness				
Now	3.09	2.88	-4.14	.000
Should	4.37	4.35	-0.81	n.s.
Organizational Rules				
Now	3.20	3.12	-1.42	n.s.
Should	3.89	3.86	-0.76	n.s.
Personal Control				
Now	3.54	3.52	-0.56	n.s.
Should	3.97	4.07	2.63	.009
Supervisor Expectations				
Now	3.89	3.70	-3.85	.000
Should	4.35	4.33	-0.86	n.s.
Supervisor Behaviour				
Now	3.90	3.61	-5.60	.005
Should	4.47	4.39	-2.82	.000

ANNEX E

APPROACHES TO ETHICS FOR ETHICAL DECISION-MAKING

Rule-Based Decision-Making. Rules-Based decision-making assesses whether respondents see rules and laws as the most appropriate basis for ethical behaviour.

Care-Based Decision-Making. Care-Based decision-making assesses whether respondents see “doing no harm” as the most appropriate basis for ethical behaviour.

Consequence-Based Decision-Making. Consequence-Based decision-making assesses whether respondents see the results or outcomes of decision-making as the appropriate basis for ethical behaviour; that is, this type of decision-making is based on the “ends” justifying the “means”.

Virtue-Based Decision-Making. Virtue-Based decision-making assesses whether respondents base ethical behaviour on a sense of what is “right and wrong” or act in accordance with a sense of integrity.

Self-Interest-Based Decision-Making. Self-Interest-Based decision-making assesses the degree to which respondents consider how the outcome of a decision will affect them personally. This type of decision-making is guided by “looking out for number1”.

Multiple Approach to Decision-Making. Multiple Approach decision-making assesses reliance on a number of different general ethical approaches. A multiple approach to decisions usually looks for the best fit between a general ethical approach and the ethical issues requiring a decision.

All scales (Table E1) were subjected to a principal factor analysis and rotated to a varimax criterion to confirm the dimensionality identified during scale development. Item numbers 2 and 6 (“The most important consideration in reaching a decision is the consequences of the decision for me personally” and “Ultimately there is a set of principles that people should use to make ethical decisions.”) did not load cleanly on any dimension and as a result were dropped from the analysis.

Table E1

Approaches to Ethics for Ethical Decision-Making

Approaches to Ethics for Ethical Decision-Making	
Rule-Based Decision-Making	1. It is important to follow the law and/or regulations at all times. 7. An action that violates the law is always wrong. 13. Rules and laws are the most appropriate basis for making ethical decisions. 20. Society’s laws and organizational regulations define what is right and wrong.
Care-Based Decision-Making	5. The primary ethical obligation is to care for other human beings. 11. The most important ethical principle is to ensure that nobody is harmed by your actions. 16. It is always ethical to show care for another person.
Consequence-Based Decision-Making	4. A decision that has positive outcomes is always a good decision. 8. The only way to judge whether an action is right is by the outcomes of the action. 18. You can always evaluate the quality of a decision by the results of the decision.
Virtue-Based Decision-Making	3. A person of good character will act with integrity as a guide. 9. Good character will always lead to good action. 15. In making ethical decisions, I always try to do what a person of integrity would do.
Self-Interest-Based Decision-Making	2. The most important consideration in reaching a decision is the consequences of the decision for me personally. (deleted from analysis) 17. Each of us needs to look out for number 1. 19. In this world, everyone has to look out for themselves.
Multiple Approach to Decision-Making	6. Ultimately, there is a set of principles that people should use to make ethical decisions. (deleted from analysis) 10. It is not one, but rather a combination of the principles that I use to determine what is right and wrong. 12. Rarely, is there only one correct solution to an ethical problem. 14. What is right in one culture is not necessarily right in another.

As shown in Table E2 most of the scales have acceptable level of internal consistency. However, in order to improve reliability, the future research should explore further the items measuring Virtue-Based and Multiple Approach to decision making.

Table E2

Approaches to Ethical Decision-Making scales

Approaches	Survey Items in Index	Mean	Standard Deviation	alpha
Rule- Based Decision Making	1, 7,13, 20	3.31	.68	.66
Care- Based Decision Making	5, 11, 16	3.70	.72	.62
Consequence -Based Decision Making	4, 8, 18	2.80	.78	.67
Virtue- Based Decision Making	3, 9, 15	3.61	.59	.49
Self- Interest- Based Decision Making	17, 19	2.57	.99	.80
Multiple Approach to Decision Making	10, 12, 14	4.07	.53	.45

Table E3 presents a comparison of scale scores for the military and civilian samples. Civilian personnel endorsed care-based and consequences-based ethical behaviour to a greater extent than did the military. Civilians also, more than military personnel, believed in basing ethical decisions on how the results of the decision will affect them personally. However, military personnel endorsed multiplicity-based ethical behaviour to a greater extent than did civilians.

Table E3

Comparison of Military and Civilian Responses

	Military	Civilian	t value	Significance*
Rule Based	3.29	3.36	1.91	n.s.
Care Based	3.65	3.80	4.03	.000
Consequence Based	2.74	2.93	4.83	.000
Virtue Based	3.59	3.66	2.20	n.s.
Self Interest Based	2.49	2.78	5.72	.000
Multiple Approach Based	4.10	3.98	-4.35	.000

*n.s.: means $p > .008$ which was the Bonferroni adjusted single test comparison value to maintain a family-wise error rate of $p < .05$

ANNEX F

SITUATIONAL MORAL INTENSITY

Situational Moral Intensity

Moral Intensity relates exclusively to characteristics of the ethical issue as perceived by a decision maker and is composed of five components: magnitude of consequences, social consensus, probability of effect, temporal immediacy, and proximity (Jones, 1991). For a detailed description of these components, please see Part V of the main body.

Table F1 shows the means and standard deviations on the three dependent measures: ethical judgements, recognition of ethical issue and ethical intent. From the means on these measures, it is obvious that the five scenarios conveyed a range of unethical behaviour. The least unethical seems to be Scenario # 1, which deals with not reporting a member/employee who damaged some equipment by accident. It is followed by Scenario # 5, operational, UN scenario in which a member gets the required goods and services from the dealer at the black market. Next in ethical judgment was Scenario # 3 which is about contracting an agency that hired a member/employee on leave without pay (LWOP) who previously developed the contract. The second most unethical is Scenario # 2. This situation involves a career manager/ director who does not select the best person for the job, but rather the outspoken one who complained about unfairness and threatened to go to the press. Finally, the most unethical of the five scenarios appears to be Scenario # 4 in which a leader overlooked a fake claim for \$1,500 that was submitted by a subordinate who will be retiring in a week.

Table F1

Ethical Judgment Means Across the Scenarios
Means and Standard Deviations

	Ethical Judgement Mean	SD	Awareness Mean (Recorded)	SD	Behavioural Intent	SD
Scenario 1	4.17	1.34	5.35	1.67	4.13	1.85
Scenario 2	5.53	1.24	5.65	1.85	5.86	1.47
Scenario 3	4.82	1.47	5.24	1.92	5.09	1.82
Scenario 4	5.68	1.12	5.68	1.99	5.74	1.53
Scenario 5	4.28	1.31	5.13	1.78	3.73	1.86

Note: All variable values ranged from 1 to 7

Table F2 presents the correlation coefficients among three stages of ethical decision-making process. It is shown that all three measures are correlated across all five scenarios (with the exception of recognition and ethical judgement on Scenario 5), which is what was expected.

Table F2
Correlations

	Recognition	Ethical Judgement
Scenario 1		
1. Recognition	–	
2. Ethical Judgement	0.18**	–
3. Behavioural Intention	0.13**	0.65**
Scenario 2		
1. Recognition	–	
2. Ethical Judgement	0.25**	–
3. Behavioural Intention	0.25**	0.69**
Scenario 3		
1. Recognition	–	
2. Ethical Judgement	0.44**	–
3. Behavioural Intention	0.41**	0.78**
Scenario 4		
1. Recognition	–	
2. Ethical Judgement	0.11**	–
3. Behavioural Intention	0.09**	0.58**
Scenario 5		
1. Recognition	–	
2. Ethical Judgement	0.13**	–
3. Behavioural Intention	0.03	0.72**

** p<.01

The following Tables (F3 to F7) present results on the ethical judgement scale by subgroups for each scenario. The higher the means on this scale, the more unethical the scenario was perceived. The values on the judgement scale ranged from 1 to 7. As can be seen, the judgments on all 5 scenarios differ across the four Rank groups. On all but Scenario #5, as rank increased, ratings of unethical behaviour increased. It is interesting to note that on Scenario #5, which is scenario from operational environment, senior officers judged this situation as least unethical. We can only speculate the reasons for that. It might be that the aim to get the

“mission done” overrode other ethical principles (including dealing with an unscrupulous dealer) or the concern to “get your people what they need” undermined every other cause. On three scenarios, length of service, education level and age seem to influence one’s ethical judgement. As education level, age and length of service increased, ratings of unethical behaviour increased.

Table F3

Ethical Judgement: Scenario 1

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	4.10	2.31	.13	n.s.
	Military	4.20			
FOL	English	4.14	3.76	.05	n.s.
	French	4.27			
Gender	Male	4.16	.68	.41	n.s.
	Female	4.22			
Education Level	High School	4.10	1.28	.28	n.s.
	College	4.17			
	University	4.27			
	Graduate	4.24			
Rank**	Junior NCM	3.94 ¹²	11.80	.000	.03
	Senior NCM	4.33 ¹			
	Junior Officer	4.22			
	Senior Officer	4.54 ²			
Years of Service	1-5	3.87 ¹²	5.09	.000	.01
	6-10	4.04			
	11-20	4.12			
	21-30	4.26 ¹			
	>30	4.43 ²			
Age	Under 30	3.85 ¹²	5.20	.001	.01
	30-40	4.17 ¹			
	41-50	4.27 ²			
	>50	4.13			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the “Mean” values represent significantly different subgroups

Table F4

Ethical Judgement: Scenario 2

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	5.48	1.05	.30	n.s.
	Military	5.55			
FOL	English	5.63	28.78	.000	.02
	French	5.28			
Gender	Male	5.51	1.58	.21	n.s.
	Female	5.60			
Education Level	High School	5.42 ¹²	7.87	.000	.01
	College	5.47 ³⁴			
	University	5.71 ¹³			
	Graduate	5.81 ²⁴			
Rank	Junior NCM	5.37 ¹	6.94	.000	.02
	Senior NCM	5.58			
	Junior Officer	5.60			
	Senior Officer	5.82 ¹			
Years of Service	1-5	5.36	1.26	.284	n.s.
	6-10	5.40			
	11-20	5.54			
	21-30	5.56			
	>30	5.56			
Age	Under 30	5.34	2.38	.07	n.s.
	30-40	5.56			
	41-50	5.56			
	>50	5.65			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the "Mean" values represent significantly different subgroups

Table F5

Ethical Judgement: Scenario 3

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	4.96	6.25	.01	.004
	Military	4.77			
FOL	English	4.79	2.21	.137	n.s.
	French	4.90			
Gender	Male	4.81	.48	.49	n.s.
	Female	4.87			
Education Level	High School	4.68 ¹²	10.98	.000	.02
	College	4.72 ³⁴			
	University	5.04 ¹³			
	Graduate	5.26 ²⁴			
Rank	Junior NCM	4.33 ¹²³	30.28	.000	.07
	Senior NCM	4.91 ¹⁴			
	Junior Officer	4.76 ²⁴			
	Senior Officer	5.41 ³⁴⁵			
Years of Service	1-5	4.30 ¹²³	12.00	.000	.03
	6-10	4.55 ⁴			
	11-20	4.81 ¹⁵			
	21-30	4.93 ²			
	>30	5.29 ³⁴⁵			
Age	Under 30	4.28 ¹²³	15.29	.000	.03
	30-40	4.77 ¹⁴			
	41-50	4.92 ²			
	>50	5.20 ³⁴			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the "Mean" values represent significantly different subgroups

Table F6

Ethical Judgement: Scenario 4

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	5.59	4.64	.03	.003
	Military	5.71			
FOL	English	5.70	2.30	.129	n.s.
	French	5.61			
Gender	Male	5.64	7.67	.006	.004
	Female	5.82			
Education Level	High School	5.62	5.12	.002	.01
	College	5.60 ¹²			
	University	5.82 ¹			
	Graduate	5.87 ²			
Rank	Junior NCM	5.42 ¹²³	24.64	.000	.05
	Senior NCM	5.89 ¹			
	Junior Officer	5.67 ²⁴			
	Senior Officer	6.10 ³⁴			
Years of Service	1-5	5.40 ¹²	7.53	.000	.02
	6-10	5.44 ³⁴			
	11-20	5.63 ⁵			
	21-30	5.81 ¹³⁵			
	>30	5.84 ²⁴			
Age	Under 30	5.29 ¹²³	10.63	.000	.02
	30-40	5.68 ¹			
	41-50	5.77 ²			
	>50	5.79 ³			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the "Mean" values represent significantly different subgroups

Table F7

Ethical Judgement: Scenario 5

Demographic Category		Mean	F	P*	Eta ²
Civilian/Military	Civilian	N/A	N/A	N/A	N/A
	Military	4.28			
FOL	English	4.20	11.36	.001	.01
	French	4.46			
Gender	Male	4.25	5.02	.025	.004
	Female	4.50			
Education Level	High School	4.31	1.97	.116	ns
	College	4.35			
	University	4.17			
	Graduate	4.09			
Rank	Junior NCM	4.35 ¹	2.85	.036	.01
	Senior NCM	4.32			
	Junior Officer	4.24			
	Senior Officer	4.05 ¹			
Years of Service	1-5	4.47	1.83	.12	ns
	6-10	4.17			
	11-20	4.23			
	21-30	4.34			
	>30	4.06			
Age	Under 30	4.12	1.92	.12	Ns
	30-40	4.32			
	41-50	4.32			
	>50	4.06			

* A p value <.007 per comparison was required to be met in order that the family-wise error rate was kept at p<.05, indicating a statistically significant result.

** Paired numbers beside the "Mean" values represent significantly different subgroups

Tables F8 and F9 presents the findings of regression analyses, predicting ethical judgement and ethical intent. Results were analysed separately for each scenario. The results for recognizing a moral issue did not identify strong predictors. However, a closer look at the scenarios reveals that they were all rather complex in the sense that there were potential dilemmas in each of them. Without any scenarios in which there was no ethical dilemma or ones where there was a clear dilemma, it was not surprising that there was very little variability in participants' assessments. This restriction of range likely contributed to the lack of results for moral recognition.

The effect of situational moral intensity on both Ethical Judgement and Ethical Intent was very similar for both military and civilian personnel. For the five military and four civilian scenarios, the results showed that *Social Consensus*, *Magnitude of Consequences* and *Probability of Effect* were all strong predictors of Ethical Judgment and Ethical Intent. There was only

partial and weak support for temporal immediacy and proximity. Overall, social consensus and magnitude of consequences were shown to be strong predictors of ethical judgement and behavioural intentions. Specifically, the more people perceived that a particular action would be condemned by their immediate group, the more likely they were to judge it to be unethical and the less likely they reported their intention to engage in a similar behaviour. In addition, respondents who believed that a given action is likely to cause serious consequences judged the action as being unethical and reported less intent to engage in a similar action.

Table F8

Predicting Ethical Judgment

	Moral Intensity Dimensions									
	Magnitude of Consequences		Temporal Immediacy		Social Consensus		Proximity		Probability of Effect	
	Beta	t	Beta	t	Beta	t	Beta	t	Beta	t
SC 1	0.12	5.73**	0.04	2.11*	0.32	15.49**	-0.06	3.01*	0.35	15.13**
SC 2	0.14	6.26**	0.02	0.80	0.49	24.21**	-0.01	-0.52	0.18	8.00**
SC 3	0.28	11.89**	0.05	2.98*	0.36	17.86**	-0.01	-0.87	0.24	10.19**
SC 4	0.23	9.15**	0.01	0.33	0.37	17.04**	-0.00	-0.07	0.14	5.28**
SC 5	0.30	10.15**	-0.02	-1.00	0.35	13.61**	-0.03	-1.61	0.21	7.52**

p<.001

p<.05

Table F9

Predicting Ethical Intent

	Moral Intensity Dimensions									
	Magnitude of Consequences		Temporal Immediacy		Social Consensus		Proximity		Probability of Effect	
	Beta	t	Beta	t	Beta	t	Beta	t	Beta	t
SC 1	0.80	3.33**	0.05	2.27*	0.30	13.06**	-0.06	3.04*	0.28	11.15**
SC 2	0.18	7.40**	-0.02	-0.83	0.45	20.37**	-0.10	-0.53	0.09	3.44**
SC 3	0.33	11.93**	0.07	3.53**	0.35	15.10**	-0.01	-0.32	0.10	3.57**
SC 4	0.31	11.68**	0.03	1.35	0.24	10.48**	-0.07	3.17*	0.09	3.41**
SC 5	0.31	10.88**	0.03	1.40	0.42	16.91**	-0.05	2.43*	0.10	3.46**

p<.001

p<.05

ANNEX G

OPEN-ENDED QUESTION: WRITTEN COMMENTS

In the last section of the 2003 Defence Ethics Survey participants were asked to identify the one issue that, according to them, is the most important ethical issue in the workplace today. Approximately 70% (1255) of all respondents provided written comments. As shown in Table G1, comments were assigned to several categories that were in turn organized into four themes: (1) Fair and Equitable Treatment versus Self-Interest, (2) Senior Leadership and Management, (3) Ethical Ideals and (4) Miscellaneous. In the analysis that follows, the total number of comments for the category being analysed is indicated in parenthesis beside the name of the category.

Respondents identified fair and equitable treatment (Theme 1) as the most important ethical issue in the organization. In numerous cases respondents described how self-interest and greed threatened the provision of adequate care and support to personnel. Comments on senior leadership and management (Theme 2) were second in terms of frequency. These comments dealt with the direction of the organization, resources and leadership ability (or lack thereof). Often times respondents identified ethical ideals (Theme 3) with little or no elaboration. The most common comments on ethical ideals were grouped into three categories: accountability, integrity and honesty. A number of categories did not fit neatly into any of these three categories. Miscellaneous categories represented comments concerning work ethic and dedication, public perception and comments about the questionnaire itself.

Theme 1: Fair And Equitable Treatment Versus Self Interest

Fair Treatment, Care and Support of Personnel. (145) Numerous comments in this category had to do with the support and care provided to DND/CF personnel. The respondents consider the most important ethical issue in the organization to be fair and equitable treatment. In addition, some respondents perceived that their superiors and the organization in general were not providing adequate support to personnel. Most frequently, respondents whose comments were categorized this way wrote something akin to “fair treatment of personnel” without referring to a particular group. If comments described instances of one group receiving better treatment than another, or made reference to career progression, hiring or workload those comments were assigned to other categories that follow.

Table G1

Comments: Themes and Categories

	Military	Civilian	Total
<i>Theme 1: Fair and Equitable Treatment Versus Self Interest</i>			
Fair Treatment, Care and Support for Personnel	108	37	145
Inequitable Treatment – Rank or Position	66	9	75
Inequitable Treatment – Military or Civilian Status	6	15	21
Inequitable Treatment – First Official Language	11	1	12
Inequitable Treatment – Gender	3	8	11
Inequitable Treatment – Race or Ethnicity	6	1	7
Inequitable Treatment – Other/Multiple	51	29	80
Evaluation and Promotion	65	31	96
Hiring and Contracting	28	58	86
Self Interest and Careerism	68	11	79
Theft or Abuse of DND/CF Resources	18	15	33
<i>Theme 2: Senior Leadership and Management</i>			
Direction and Support from Government	19	3	22
Information Provided to the Government and Public	24	3	27
Tasks Given Resources	64	8	72
Outdated or Insufficient Equipment	19	1	20
Resource Allocation	30	22	52
Overemphasis on Political Correctness or Human Rights	19	4	23
Commitment to Encourage Ethical Decision Making	42	11	53
Other Comments About Leadership	45	7	52
<i>Theme 3: Ethical Ideals</i>			
Honesty, Trust and Confidentiality	47	21	68
Responsibility and Accountability	49	13	62
Integrity and Leadership by Example	40	12	52
Respect	28	9	37
Loyalty	26	7	33
Common Sense and Doing What One Believes is Right	17	3	20
Communication, Awareness and Transparency	9	7	16
<i>Miscellaneous</i>			
Work Ethic and Dedication to the DND, the CF and Canada	36	11	47
Adherence to Rules, Regulations and Orders	31	11	42
Questionnaire	27	6	33
Scenario One	0	1	1
Scenario Two	5	7	12
Scenario Three	8	1	9
Scenario Four	11	8	19
Scenario Five	10	N/A	10
Public Perception	13	4	17
Religion	5	1	6
None	6	0	6
Total	1029	385	1414

Inequitable Treatment. (206) Overall the most common comment in this category concerned unfair treatment based on status or membership within various groups. Respondents complained of people being treated unequally and regulations applying differently depending on their status in various groups, rather than standards being applied equally or decisions makers attending to criteria relevant to the task at hand. Five attributes commonly cited as having undue influence on how personnel were treated were: a) rank or position, b) military or civilian status, c) first official language, d) race or ethnicity, and e) gender.

One of the most common topics in this category mentioned by members was unequal advantage based on rank or position. In most cases comments such as these reflected the common saying that ‘rank has its privileges’. Military members cited instances where junior NCMs were guilty of the same infraction as a higher ranking member but received a much stiffer penalty.

In several cases military or civilian personnel commented that they were disadvantaged compared with their civilian or military counterparts. In certain cases civilian members described being treated as second-class citizens, their work being undervalued and their views not being taken into account. In the case of first official language, race or ethnicity and gender it was clear that in most cases, some respondents perceived that the minority (i.e., francophones, aboriginal people, visible minorities and women) were receiving preferable treatment in terms of opportunities for career progression.

Evaluation and Promotion. (96) Many comments in this category had to do with career progression and described unfair performance evaluation and promotion decisions. In some cases respondents stated that the Performance Appraisal System was inherently flawed, but more often respondents claimed that supervisors favoured their friends or those who were “yes people”. Other criteria respondents found had undue influence on advancement opportunities included a preference for those who avoided making controversial decisions, those who “play the game” or were part of the “old boys club”. Numerous times respondents made reference to particular groups being favoured over others. When various criteria like gender, race or first official language were mentioned, those comments were assigned to other categories that follow.

Hiring and Contracting. (86) In this category, participants felt that individuals were being treated unfairly in the hiring and the awarding of contracts to businesses and individual contractors. As in evaluation and promotion, respondents felt that certain individuals or businesses were given unfair advantage by virtue of their relationship with those making the decisions. A common issue here was that of members creating civilian positions for themselves

shortly before their retirement from the military. Equally common was the perception that few competitions were true competitions as the deciding party already had a candidate in mind.

Self-Interest and Careerism. (79) Along with unfair and inequitable treatment, one of the most common complaints **in this category** was that personnel were **overly concerned with their personal interests**, chiefly concerned with their careers and showed little concern for others. These comments were the compliment of those holding that the chief ethical issue in DND/CF was either the welfare of personnel or dedication to the CF mission. Certain respondents stated that superiors often showed little loyalty to their subordinates and made decisions primarily in order to cast themselves in a favourable light. In a few cases, respondents stated that they were forced to look out for themselves because the organization was incapable of doing so.

Theft or Abuse of DND/CF Resources. (33) Relatively few respondents **in this category** described instances of theft or individuals abusing, or misusing the resources and benefits provided to them. The most common form of theft described by respondents was the filing of inaccurate travel claims.

Theme 2: Senior Leadership And Management

Direction And Support From Government. (22) Some respondents **in this category** expressed the view that the CF was being overly committed without the necessary people or materiel to effectively accomplish the tasks involved. Others felt that government leaders do not have sufficient knowledge and understanding of the CF.

Information Supplied to the Government and Public. (27) An issue raised predominantly by CF members concerned information about the CF, provided to the federal government and the Canadian public. The vast majority of the comments **in this category** had to do with senior military leaders not accurately communicating the state of the CF to the government. These individuals felt that DND/CF were under-funded and under-equipped given current commitments, but that flag officers did not have the courage to stand their ground in advising against certain operations or in requesting additional resources. A few respondents also stated that the Canadian public ought to be better informed about CF capabilities and accomplishments.

Overemphasis on Political Correctness and Human Rights. (23) Several respondents in this category were of the opinion that too much importance was being placed upon political correctness and appeals to human rights, making the organization less effective. In fact, whenever the terms political correctness or human rights appeared, they held a negative connotation. Certain respondents argued that the climate, or pendulum of the organization had, at one time, been too far in one direction and that political correctness and human rights had received too little consideration. However, over time, the pendulum had swung too far in the other direction, evidenced by an over-concern about appeals to human rights and political correctness that conflicted with the military dimension of the organization.

DND/CF Commitment To Encourage Ethical Decision Making. (53) Several individuals in this category were sceptical of the senior leadership's commitment to improve the ethical climate within the organization. While certain respondents stated that "whistle blowing" was discouraged, others expressed cynicism about the enterprise of encouraging adherence to ethical values and principles. Still others made recommendations as to how the DEP could look to encourage ethical behaviour. These recommendations included doing more to publicly acknowledge ethical actions and punish unethical actions.

Tasks Given Resources. (72) The most common topic in the senior leadership and management theme concerned the current workload in the organization. Respondents described having to do more with less and feeling overworked. Certain individuals argued that the Force Reduction Plan had severely eroded the organization's current capacity to meet its mission. Others argued that the operational tempo at present was not sustainable or warned that current commitments would not be met with current resources.

Outdated or Insufficient Equipment. (20) While numerous individuals in this category argued that the organization was over-tasked given current resources, other comments were specific to military equipment and hardware. These respondents were either dismayed at certain antiquated vehicles or annoyed at delays in acquiring new equipment. The most often cited items were the Vietnam era Sea King helicopters.

Resource Allocation. (52) A number of civilian and military personnel in this category claimed that resources were being wasted or mismanaged. While certain individuals stated that too many managerial positions existed, a more common comment concerned inappropriate spending at year-end.

Other Comments About Senior Leadership. (52) This category was created to subsume those comments about senior leadership that were not captured by the preceding categories. In most cases, those respondents whose comments were assigned to this category expressed a general dissatisfaction with senior leadership.

Theme 3: Ethical Ideals

Many participants noted various ethical values or ideals such as respect, honesty or loyalty without describing particular issues. To capture these responses categories were created to reflect the most common ideals cited by participants. In order to limit the number of categories, similar ideals were grouped together. Once established, all comments containing these words were assigned to those respective categories.

Honesty, trust and confidentiality (68) were grouped together and represented the largest segment of comments outlining ethical ideals. For the most part, respondents who wrote further described a lack of honesty or a lack of trust in leadership. The second most often cited set of ideals was responsibility and accountability. (62) Those respondents who elaborated further about responsibility and accountability described cases where personnel refused to accept responsibility for their actions, deferred blame to others, or where little or no effort was made to investigate poor decisions. The third most often cited ideal was integrity. (52) Respondents who advocated integrity often stressed the importance of leading by example or described situations where leaders held their subordinates to different standards than they held themselves. Other frequently cited ideals were respect, loyalty, and transparency of decision-making. (86) Certain participants indicated that the most important ethical issue was to do what you believe is right or to use common sense. (20) This category reflects the comments of those who advocated that people follow their conscience without being swayed by others.

Theme 4: Miscellaneous

Work Ethic, Dedication To The DND, The CF And Canada. (47) Several individuals in this category stated that the chief ethical concern in the organization was for people to perform well in their positions or to serve Canada before themselves. Others took a negative approach to the same issue by stating that personnel displayed a lack of work ethic, or a lack of concern and dedication to the organization.

Adherence To Rules, Regulations And Orders. (42) Several respondents in this category wrote about the degree to which they felt rules, regulations and orders were being

followed, or the degree to which they felt they should be followed. While certain respondents stated that adhering to rules, regulations, and orders was of chief importance, a greater number stated that the most important ethical issue for them was the difficulty of adhering to rules and regulations while still acting ethically and/or getting the job done. These individuals were concerned about instances where they **hesitated** to obey orders or regulations they felt were unethical. Still others felt that rules and regulations were so numerous and so strict that they lead to inefficiencies.

Religion. (6) Only **six** respondents referred to religion. This finding suggests that DND/CF members see a clear division between ethics and religion and do not advocate basing the ethical standards in the organization upon the tenets of any particular faith.

Questionnaire. (33) Several respondents made comments about the questionnaire itself. Most of these respondents **in this category** were sceptical about the utility of the questionnaire, found items difficult to interpret or stated that they had been sent too many questionnaires. A handful of respondents were pleased at having been solicited for their input.

Scenario Number. (51) Several respondents interpreted the open-ended question as referring to the scenarios preceding it in the questionnaire. Accordingly the individuals **in this category** identified the scenario they felt was most important. Both civilian and military personnel rated scenario four (dealing with faked receipts in the amount of \$1500) as most important. Only one respondent rated scenario one (dealing with minor damage to equipment) as most important.

Public Perception. (17) **Some** respondents argued that the organization was driven too much by public opinion. Certain individuals **in this category** stated that personnel, particularly senior leaders, were more concerned about how others would regard a decision than about the degree to which it was ethical. Some respondents, on the other hand, were precisely concerned that the Canadian public harboured a negative view of DND/CF.

None. (6) **Six** CF members wrote that there were no important ethical issues in DND/CF.

ANNEX H

DEMOGRAPHIC PROFILE OF PARTICIPANTS

1. Gender

	Civilian	Military	All
1.1 Male	61.3%	88%	80.5%
1.2 Female	38.7%	12%	19.5%

2. Age

	Civilian	Military	All
Average	45	39	40

3. First official language

	Civilian	Military	All
3.1 English	76%	69%	71%
3.2 French	24%	31%	29%

4. Marital status

	Civilian	Military	All
4.1 Single (includes widowed, divorced, and separated)	25%	23%	23%
4.2 Married/Partner (includes common-law)	75%	77%	77%

5. Highest level of education completed

	Civilian	Military	All
5.1 Some high school	6%	8%	7%
5.2 High school diploma	21%	29%	27%
5.3 Some college or CEGEP	16%	14%	14%
5.4 College or CEGEP diploma	21%	8%	12%
5.5 Some university or CEGEP II	9%	12%	11%
5.6 University degree	12%	16%	15%
5.7 Some graduate school	3%	4%	4%
5.8 Graduate degree	12%	9%	10%

6. Years employed with DND/CF

	Civilian	Military	All
Average	18.36	18.75	18.64

7. L1 Organization

	Civilian	Military	All
Chief of the Air Staff (CAS)	9.8%	18.6%	16.1%
Chief of the Land Staff (CLS)	16.6%	23.0%	21.2%
Chief of the Maritime Staff (CMS)	13.8%	12.2%	12.6%
ADM(HR-Mil)	10.8%	6.8%	7.9%
Deputy Chief of the Defence Staff (DCDS)	4.4%	11.5%	9.5%
ADM(Mat)	17.2%	13.8%	14.7%
Other	27.5%	14.3%	18.0%

8. Military/Civilian status

	All
8.1 Military	71.8%
8.2 Civilian	28.2%

For Military Personnel Only

9. Currently on deployment

	%
Yes	4.3
No	95.7

10. Current rank

	%
Jr. NCM	36.6
Sr. NCM	29.6
Jr. Officer	17.2
Sr. Officer	16.6

For Civilian Personnel Only

12. Geographic region of employment

	%
National Capital Region (NCR: either Ontario or Quebec)	30.1
Atlantic Provinces	19.9
Quebec (excluding NCR)	10.4
Ontario (excluding NCR)	16.4
Prairie Provinces (Manitoba Saskatchewan, Alberta)	15.0
British Columbia	8.2

13. Category of occupation

	%
13.1 Operational	12.3
13.2 Administrative Support (e.g., CR, ST, OE, DA)	27.0
13.3 Administration & Foreign Service (e.g., AS, PM, PE, PG)	18.1
13.4 Technical (e.g., PY, EL, DD, GT)	22.6
13.5 Scientific and Professional (e.g., EN, DS, UT, AR)	18.7
13.6 Executive	1.4

14. Responsibilities

	%
14.1 Managerial responsibilities (financial, budgetary, or HR)?	46.4
14.2 Supervisory responsibilities?	53.1

ANNEX I



**CANADIAN FORCES
AND
DEPARTMENT OF NATIONAL DEFENCE**

DEFENCE ETHICS SURVEY



**Please complete in full and return to the
Director Human Resources Research & Evaluation
285 Coventry Road
Ottawa ON K1A 0K2**

May, 2003

Dear Survey Participant,

Please find enclosed a survey that is being conducted by the Directorate of Human Resources Research and Evaluation (DHRRE) on behalf of the Defence Ethics Program (DEP). You have been randomly selected to participate in this survey, which will take approximately 30 minutes. Your participation in completing this survey or any specific question is voluntary. However, if the survey is to provide a true picture of our organization's ethical climate and its ethical decision-making, the participation of everyone who receives a questionnaire is very important. For the results to be useful, it is critical that your answers be honest and reflect your beliefs and feelings.

The Defence Ethics Program and DHRRE will protect the confidentiality of your responses to the extent permissible under Canadian Law.

You should be aware that under the Access to Information Act, Canadian citizens are entitled to obtain copies of research reports and research data (including the database pertaining to this project) held in Federal government files. Similarly, under the Privacy Act, Canadian citizens are entitled to copies of all information concerning them that is held in Federal government files including research databases. Prior to releasing requested information, the Directorate of Access to Information and Privacy (DAIP) screens the data to ensure that individual identities are not disclosed.

To further safeguard your anonymity and privacy, you should not write your name, service number or personal record identifier anywhere on this questionnaire. Finally, you should ensure that any written comments you may offer are sufficiently general that you cannot be identified as the author.

In agreeing to complete this survey:

1. Your participation is voluntary and you can at any time decide not to complete the questionnaire without having to explain why to anyone;
2. There will be no consequences to your career or your job whether you decide to participate in this study or not; and
3. Completing this survey indicates that you have given consent to use the data for the purposes for which it was collected.

As the survey administrator, I would be pleased to respond to any questions you may have. I may be reached at 613-996-0135.

Major Rob Morrow
Social Policy Section Head
Directorate Human Resources Research and Evaluation

DHRRE AUTHORIZATION STATEMENT

This survey has been reviewed by DHRRE and is authorized for administration within DND/CF in accordance with CANFORGEN 145/02 ADMHRMIL 079 UNCLASS 131028Z DEC 02.

Authorization number: 241

Background Information

Please answer the following demographic questions about yourself. This information is required for **purposes of analysis only**.

1. What is your gender?
 - 1) Male (1)
 - 2) Female (2)

2. What is your present age? _____

3. What is your first official language?
 - 1) English (1)
 - 2) French (2)

4. What is your marital status?
(Single includes separated, divorced, and widowed.
Married includes common-law.)
 - 1) Single (1)
 - 2) Married (2)

5. What is your highest level of education completed?
 - 1) Some high school (1)
 - 2) High school diploma (2)
 - 3) Some college or CEGEP (3)
 - 4) College or CEGEP diploma (4)
 - 5) Some university or CEGEP II (5)
 - 6) University degree (6)
 - 7) Some graduate school (7)
 - 8) Graduate degree (8)

6. How many years have you been employed with the CF or DND? _____

7. What organization does your unit report to?
 - 1) Chief of the Air Staff (CAS) (1)
 - 2) Chief of the Land Staff (CLS) (2)
 - 3) Chief of the Maritime Staff (CMS) (3)
 - 4) ADM (HR –Mil) (4)
 - 5) Deputy Chief of the Defence Staff (DCDS) (5)
 - 6) ADM (Mat) (6)
 - 7) Other (7)

For Military Personnel Only

8. Are you currently on deployment?
- | | | |
|--------|-----------------------|-----|
| 1) Yes | <input type="radio"/> | (1) |
| 2) No | <input type="radio"/> | (2) |

9. What is your current rank?
- | | | |
|----------------|-----------------------|-----|
| 1) Jr.NCM | <input type="radio"/> | (1) |
| 2) Sr. NCM | <input type="radio"/> | (2) |
| 3) Jr. Officer | <input type="radio"/> | (3) |
| 4) Sr. Officer | <input type="radio"/> | (4) |

For Civilian Personnel Only

10. In which geographic region are you employed?
- | | | |
|---|-----------------------|-----|
| 1) National Capital Region
(NCR: either Ontario or Quebec) | <input type="radio"/> | (1) |
| 2) Atlantic Provinces | <input type="radio"/> | (2) |
| 3) Quebec (excluding NCR) | <input type="radio"/> | (3) |
| 4) Ontario (excluding NCR) | <input type="radio"/> | (4) |
| 5) Prairie Provinces (Manitoba, Saskatchewan, Alberta) | <input type="radio"/> | (5) |
| 6) British Columbia | <input type="radio"/> | (6) |

11. What is your category of occupation?
- | | | |
|---|-----------------------|-----|
| 1) Operational | <input type="radio"/> | (1) |
| 2) Administrative Support (e.g., CR, ST, OE, DA) | <input type="radio"/> | (2) |
| 3) Administration & Foreign Service
(e.g., AS, PM, PE, PG) | <input type="radio"/> | (3) |
| 4) Technical (e.g., PY, EL, DD, GT) | <input type="radio"/> | (4) |
| 5) Scientific and Professional (e.g., EN, DS, UT, AR) | <input type="radio"/> | (5) |
| 6) Executive | <input type="radio"/> | (6) |

12. Please fill in the circle if you have:
- | | | |
|---|-----------------------|-----|
| 1) managerial responsibilities (financial, budgetary, or HR)? | <input type="radio"/> | (1) |
| 2) supervisory responsibilities? | <input type="radio"/> | (2) |

The Defence Ethics Survey

The Defence Ethics Program (DEP), as one of its overall program responsibilities for ethics within DND/CF, is interested in discovering the attitudes and beliefs of Defence personnel towards ethics in Defence.

In this survey, you will be asked to respond to various statements and questions regarding ethical issues. It is expected that some of the statements and questions may be quite thought provoking.

In this part of the survey, we begin by having you think about **your immediate work group or work unit**. For each of the following statements we request that you to make two judgements.

First, we would like you to indicate how well each statement reflects the way you believe things are right now in your unit or workplace.

Second, we would like you to indicate whether or not the statement reflects the way you think things should be in your unit or workplace

For both ratings please use the following scale:

1	2	3	4	5
strongly disagree	disagree	neutral - neither agree nor disagree	agree	strongly agree

	The way things are right now	The way things should be
1. Each person in my unit decides for him/herself what is right and wrong.	<input type="text"/>	<input type="text"/>
2. It is very important to follow regulations here.	<input type="text"/>	<input type="text"/>
3. In my unit, we stick together.	<input type="text"/>	<input type="text"/>
4. People here are out mainly for themselves.	<input type="text"/>	<input type="text"/>
5. In my unit, we protect each other.	<input type="text"/>	<input type="text"/>
6. Successful people in my unit do what they are told.	<input type="text"/>	<input type="text"/>
7. Everybody is expected to follow regulations to the letter.	<input type="text"/>	<input type="text"/>
8. In my unit, each person is expected to follow their own personal beliefs about what is right and wrong	<input type="text"/>	<input type="text"/>
9. In my unit, we go strictly "by the book".	<input type="text"/>	<input type="text"/>

1 strongly disagree	2 disagree	3 neutral - neither agree nor disagree	4 agree	5 strongly agree
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	The way things are right now	The way things should be
10. In my unit, we look out for one another.	<input type="checkbox"/>	<input type="checkbox"/>
11. In my unit, people are guided by their own sense of personal ethics.	<input type="checkbox"/>	<input type="checkbox"/>
12. In my unit it is expected that each member takes care of his/her coworkers.	<input type="checkbox"/>	<input type="checkbox"/>
13. Successful people in my unit do what they have to in order to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>
14. In my unit, every individual is expected to do what they think is right.	<input type="checkbox"/>	<input type="checkbox"/>
15. In my unit it is important to look out for your own interests.	<input type="checkbox"/>	<input type="checkbox"/>
16. Successful people in my unit adhere strictly to regulations.	<input type="checkbox"/>	<input type="checkbox"/>
17. Getting the job done is the most important consideration in my unit.	<input type="checkbox"/>	<input type="checkbox"/>

Immediate Supervisor

18. My immediate supervisor supports ethical behaviour.	<input type="checkbox"/>	<input type="checkbox"/>
19. My immediate supervisor sets a high standard of ethical behaviour	<input type="checkbox"/>	<input type="checkbox"/>
20. My immediate supervisor demands ethical behaviour from others.	<input type="checkbox"/>	<input type="checkbox"/>
21. My immediate supervisor demonstrates integrity.	<input type="checkbox"/>	<input type="checkbox"/>
22. My immediate supervisor demonstrates loyalty.	<input type="checkbox"/>	<input type="checkbox"/>
23. My immediate supervisor demonstrates courage.	<input type="checkbox"/>	<input type="checkbox"/>
24. My immediate supervisor demonstrates honesty.	<input type="checkbox"/>	<input type="checkbox"/>
25. My immediate supervisor treats people fairly.	<input type="checkbox"/>	<input type="checkbox"/>
26. My immediate supervisor is accountable for his/her actions.	<input type="checkbox"/>	<input type="checkbox"/>

Coworkers

27. The people I work with demonstrate integrity.	<input type="checkbox"/>	<input type="checkbox"/>
28. The people I work with demonstrate loyalty.	<input type="checkbox"/>	<input type="checkbox"/>
29. The people I work with demonstrate courage.	<input type="checkbox"/>	<input type="checkbox"/>
30. The people I work with demonstrate honesty.	<input type="checkbox"/>	<input type="checkbox"/>
31. The people I work with treat people fairly.	<input type="checkbox"/>	<input type="checkbox"/>
32. The people I work with are accountable for their actions.	<input type="checkbox"/>	<input type="checkbox"/>

In the next part of the survey, we would like you to think of **the larger organization, beyond** your current work group or work unit. In thinking of the larger organization we would like you to, again, make two judgements.

First, we would like you to rate the way you believe things are right now in the organization.

Second, we would like you to tell us how you think things should be.

For both ratings please use the following scale:

1	2	3	4	5
strongly disagree	disagree	neutral - neither agree nor disagree	agree	strongly agree

	The way things are right now	The way things should be
33. In this organization we go strictly by the book.	<input type="text"/>	<input type="text"/>
34. This organization has regulations that are strictly followed.	<input type="text"/>	<input type="text"/>
35. This organization enforces the rules and regulations.	<input type="text"/>	<input type="text"/>
36. This organization looks after its members.	<input type="text"/>	<input type="text"/>
37. Organizational policies are fair to everyone.	<input type="text"/>	<input type="text"/>
38. This organization cares for its members.	<input type="text"/>	<input type="text"/>
39. This organization respects the dignity of all members.	<input type="text"/>	<input type="text"/>
40. This organization is fair.	<input type="text"/>	<input type="text"/>

Now we would like to ask you about your own position, including your beliefs and attitudes about it. Again, for both ratings please rate the extent of your agreement with the following items using the scale at the top of the page.

	The way things are right now	The way things should be
41. I have the freedom to act on what I think is right.	<input type="text"/>	<input type="text"/>
42. I can decide for myself what is right and wrong.	<input type="text"/>	<input type="text"/>
43. In my work, I can follow my own sense of morality.	<input type="text"/>	<input type="text"/>
44. I am free to do my job in the way I see fit.	<input type="text"/>	<input type="text"/>

Now we would like to ask you some questions about your general beliefs. Please indicate the extent of your agreement or disagreement with each statement using the following scale.

1	2	3	4	5
strongly disagree	disagree	neutral - neither agree nor disagree	agree	strongly agree

1. It is important to follow the law and/or regulations at all times.
2. The most important consideration in reaching a decision is the consequences of the decision for me personally.
3. A person of good character will act with integrity as a guide.
4. A decision that has positive outcomes is always a good decision.
5. The primary ethical obligation is to care for other human beings.
6. Ultimately, there is a set of principles that people should use to make ethical decisions.
7. An action that violates the law is always wrong.
8. The only way to judge whether an action is right is by the outcomes of the action.
9. Good character will always lead to good action.
10. It is not one, but rather a combination of the principles that I use to determine what is right and wrong.
11. The most important ethical principle is to ensure that nobody is harmed by your actions.
12. Rarely, is there only one correct solution to an ethical problem.
13. Rules and laws are the most appropriate basis for making ethical decisions.
14. What is right in one culture is not necessarily right in another.
15. In making ethical decisions I always try to do what a person of integrity would do.
16. It is always ethical to show care for another person.
17. Each of us needs to look out for number 1.
18. You can always evaluate the quality of a decision by the results of the decision.
19. In this world, everyone has to look out for themselves.
20. Society's laws and organizational regulations define what is right and wrong.

In this part of the survey, we would like you to read the following scenarios and answer the questions following each scenario.

Scenario #1

As a result of a CF member “horsing around,” some equipment received minor damage. A few other members witnessed the event. They all believe that the individual with an otherwise perfect record may not be promoted if the action is discovered. Moreover, many people believe that the CO is excessively harsh in dealing with such matters.

ACTION/DECISION TAKEN: All those who witnessed the incident decide not to report the incident.

Please circle the number that best represents your answer to each question below.

Do you believe that there is a moral or ethical issue involved in the above action/decision?

Completely agree 1 2 3 4 5 6 7 Completely disagree

Please indicate the likelihood that you would make the same decision described in the scenario.

Definitely would 1 2 3 4 5 6 7 Definitely would not

Please rate the decision made in the context of the scenario on the following factors:

1. The possible harm resulting from that decision within the context of that situation would be:

Minor 1 2 3 4 5 6 7 Severe

2. Any negative consequences of that decision are likely to occur:

After a long time 1 2 3 4 5 6 7 Immediately

3. Most people in my unit would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People in my unit 1 2 3 4 5 6 7 People outside my unit

5. The chances of any negative consequences occurring as a result of that decision are:

Not likely 1 2 3 4 5 6 7 Very likely

Please rate the decision made in scenario 1 on the following specific factors:

Just	1	2	3	4	5	6	7	Unjust
Fair	1	2	3	4	5	6	7	Unfair
Morally right	1	2	3	4	5	6	7	Morally wrong
Acceptable to my family	1	2	3	4	5	6	7	Unacceptable to my family
Culturally acceptable	1	2	3	4	5	6	7	Culturally unacceptable
Traditionally acceptable	1	2	3	4	5	6	7	Traditionally unacceptable
Does not violate an unspoken promise	1	2	3	4	5	6	7	Violates an unspoken promise
Does not violate an unwritten contract	1	2	3	4	5	6	7	Violates an unwritten contract

Scenario#2

A career manager has just completed a briefing tour of some bases. The briefings went well but at several locations there were angry complaints of unfairness, reflecting a perception that some career managers were not doing their job and, instead were taking the easy way out. One individual was particularly vocal, stating that if the problem doesn't stop it will be time to get the media involved. There is an excellent billet opening up outside Canada and two individuals are lobbying hard for it. The best and most deserving candidate is a quiet person. The second candidate happens to be the outspoken individual who threatened to go to the press to resolve the complaints of unfairness.

ACTION/DECISION TAKEN: The career manager decides to select the outspoken individual.

Please circle the number that best represents your answer to each question below.

Do you believe that there is a moral or ethical issue involved in the above action/decision?

Completely agree 1 2 3 4 5 6 7 Completely disagree

Please indicate the likelihood that you would make the same decision described in the scenario.

Definitely would 1 2 3 4 5 6 7 Definitely would not

Please rate the decision made in the context of the scenario on the following factors:

1. The possible harm resulting from that decision would be:

Minor	1	2	3	4	5	6	7	Severe
-------	---	---	---	---	---	---	---	--------
2. Any negative consequences of that decision are likely to occur:

After a long time	1	2	3	4	5	6	7	Immediately
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3. Most people in my unit would consider that decision to be:

Appropriate	1	2	3	4	5	6	7	Inappropriate
-------------	---	---	---	---	---	---	---	---------------
4. That specific decision would negatively affect:

People in my unit	1	2	3	4	5	6	7	People outside my unit
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5. The chances of any negative consequences occurring as a result of that decision are:

Not likely	1	2	3	4	5	6	7	Very likely
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Please rate the decision made in scenario 2 on the following specific factors:

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|--------------------------------|
| Just | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unjust |
| Fair | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unfair |
| Morally right | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Morally wrong |
| Acceptable to my family | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unacceptable to my family |
| Culturally acceptable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Culturally unacceptable |
| Traditionally acceptable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Traditionally unacceptable |
| Does not violate an unspoken promise | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Violates an unspoken promise |
| Does not violate an unwritten contract | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Violates an unwritten contract |

Scenario #3

A member of the section goes on leave without pay (LWOP) to pursue academic upgrading. The leader discovers that the person on LWOP has been hired by a company that is competing for a contract to do a project that would not get done otherwise because of a personnel shortage. The bid is accepted because it is the best one submitted even though the person on LWOP developed the criteria just prior to going on LWOP. In addition, it seems that the individual will be doing the work on the project on behalf of the contractor at home and during spare time. The leader wants to “do right” by the person because it is believed that the person has been unfairly passed over by the system recently. The leader views it as an acceptable way of making things “right”.

ACTION/DECISION TAKEN: The company wins the bid and the individual on LWOP does the work on the project at home.

Please circle the number that best represents your answer to each question below.

Do you believe that there is a moral or ethical issue involved in the above action/decision?

Completely agree 1 2 3 4 5 6 7 Completely disagree

Please indicate the likelihood that you would make the same decision described in the scenario.

Definitely would 1 2 3 4 5 6 7 Definitely would not

Please rate the decision made in the context of the scenario on the following factors:

1. The possible harm resulting from that decision would be:

Minor 1 2 3 4 5 6 7 Severe

2. Any negative consequences of that decision are likely to occur:

After a long time 1 2 3 4 5 6 7 Immediately

3. Most people in my unit would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People in my unit 1 2 3 4 5 6 7 People outside my unit

5. The chances of any negative consequences occurring as a result of that decision are:

Not likely 1 2 3 4 5 6 7 Very likely

Please rate the decision made in scenario 3 on the following specific factors:

Just 1 2 3 4 5 6 7 Unjust

Fair 1 2 3 4 5 6 7 Unfair

Morally right 1 2 3 4 5 6 7 Morally wrong

Acceptable to my family 1 2 3 4 5 6 7 Unacceptable to my family

Culturally acceptable 1 2 3 4 5 6 7 Culturally unacceptable

Traditionally acceptable 1 2 3 4 5 6 7 Traditionally unacceptable

Does not violate an unspoken promise 1 2 3 4 5 6 7 Violates an unspoken promise

Does not violate an unwritten contract 1 2 3 4 5 6 7 Violates an unwritten contract

Scenario #4

A leader learns that a subordinate who was a co-worker prior to the leader's recent promotion is about to retire after more than thirty years of service. The leader discovers that the receipts submitted by the subordinate for \$1,500.00 for a job-related trip taken six months ago were faked. In fact prior to promotion the leader had very strong reasons to believe that the receipts were faked but overlooked it because at the time, as a co-worker, this person felt no responsibility to get involved. Moreover, the leader reasons that there is a general belief that "everyone is doing it" to some extent and that nothing is to be gained by starting something now since this person will be retired within a week.

ACTION/DECISION TAKEN: The leader decides not to do anything.

Please circle the number that best represents your answer to each question below.

Do you believe that there is a moral or ethical issue involved in the above action/decision?

Completely agree 1 2 3 4 5 6 7 Completely disagree

Please indicate the likelihood that you would make the same decision described in the scenario.

Definitely would 1 2 3 4 5 6 7 Definitely would not

Please rate the decision made in the context of the scenario on the following factors:

1. The possible harm resulting from that decision would be:

Minor 1 2 3 4 5 6 7 Severe

2. Any negative consequences of that decision are likely to occur:

After a long time 1 2 3 4 5 6 7 Immediately

3. Most people in my unit would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People in my unit 1 2 3 4 5 6 7 People outside my unit

5. The chances of any negative consequences occurring as a result of that decision are:

Not likely 1 2 3 4 5 6 7 Very likely

Please rate the decision made in scenario 4 on the following specific factors:

Just	1	2	3	4	5	6	7	Unjust
Fair	1	2	3	4	5	6	7	Unfair
Morally right	1	2	3	4	5	6	7	Morally wrong
Acceptable to my family	1	2	3	4	5	6	7	Unacceptable to my family
Culturally acceptable	1	2	3	4	5	6	7	Culturally unacceptable
Traditionally acceptable	1	2	3	4	5	6	7	Traditionally unacceptable
Does not violate an unspoken promise	1	2	3	4	5	6	7	Violates an unspoken promise
Does not violate an unwritten contract	1	2	3	4	5	6	7	Violates an unwritten contract

Scenario #5

You are on UN duty and discover that the only source of some goods and services is through a dealer in the host country. This person is known to have a monopoly, acts like a “mafia chief”, and manipulates the local government. In addition, there are allegations of skimming off the top. In short, you believe that this person has no ethics, but you need the goods and services. Do you deal with the person to keep the operation going and get your people what they need within a few days or do you take the alternative route of waiting for the UN or some other national source to kick in, knowing from experience that this second option will take a few months? You believe strongly that doing the right thing must respect the military code of ethics. In addition, you are concerned about the legal aspects of dealing with this “entrepreneur” on those terms. However, you are also concerned about getting your mission done and you reason that we may not have the right to impose our “western” code of ethics on these people.

ACTION/DECISION TAKEN: The CF member gets the required goods and services from the dealer and accepts the dealer’s terms.

Please circle the number that best represents your answer to each question below.

Do you believe that there is a moral or ethical issue involved in the above action/decision?

Completely agree 1 2 3 4 5 6 7 Completely disagree

Please indicate the likelihood that you would make the same decision described in the scenario.

Definitely would 1 2 3 4 5 6 7 Definitely would not

Please rate the decision made in the context of the scenario on the following factors:

1. The possible harm resulting from that decision would be:

Minor	1	2	3	4	5	6	7	Severe
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2. Any negative consequences of that decision are likely to occur:

After a long time	1	2	3	4	5	6	7	Immediately
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3. Most people in my unit would consider that decision to be:

Appropriate	1	2	3	4	5	6	7	Inappropriate
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4. That specific decision would negatively affect:

People in my unit	1	2	3	4	5	6	7	People outside my unit
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5. The chances of any negative consequences occurring as a result of that decision are:

Not likely	1	2	3	4	5	6	7	Very likely
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Please rate the decision made in scenario 5 on the following specific factors:

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|--------------------------------|
| Just | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unjust |
| Fair | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unfair |
| Morally right | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Morally wrong |
| Acceptable to my family | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unacceptable to my family |
| Culturally acceptable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Culturally unacceptable |
| Traditionally acceptable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Traditionally unacceptable |
| Does not violate an unspoken promise | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Violates an unspoken promise |
| Does not violate an unwritten contract | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Violates an unwritten contract |

In the space given below, please briefly identify the one issue that, as far as you are concerned, is the most important ethical issue in the DND/CF today.

**WE APPRECIATE THE TIME AND EFFORT YOU
HAVE TAKEN TO COMPLETE THIS QUESTIONNAIRE.**

THANK YOU FOR YOUR PARTICIPATION

Please mail your completed questionnaire in the pre-addressed envelope provided.