



2010 Defence Ethics Survey Report

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Defence R&D Canada
Director General Military Personnel Research & Analysis

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Abstract

This paper (a) reports the results of the 2010 Defence Ethics Survey that was completed by Regular Force, Reserve Force (Classes A and B), and civilian DND personnel in the fall of 2010 and (b) compares the 2010 administration to the 2003 Defence Ethics Survey. The overall response rate for the 2010 survey administration was 27.3% (Regular Force = 28.7%; Reserve Force Class A = 12.6%; Reserve Force Class B = 36.5%; Civilian DND personnel = 31.3%). The Complex Samples Module in SPSS Version 19 was used to analyze the data. In particular, the Complex Samples General Linear Model (CSGLM) function was used to conduct the ANOVAs and multiple linear regressions presented herein, while the Complex Samples Crosstabs (CSTABULATE) function was used to conduct chi-square tests of independence. The difference between how personnel perceive their current organizational ethical climate and personnel's individual expectations regarding what the organizational ethical climate should be like has improved since 2003 to 2010. When the results were analyzed as a function of subgroups, rank emerged as one of the most important demographic variables in explaining key group differences. Key recommendations are made regarding how to proceed with the next survey administration.

Résumé

Ce document (a) fait l'état des résultats du Sondage sur l'éthique de la Défense de 2010, mené auprès de la Force régulière, de la Force de réserve (classes A et B) et du personnel civil du MDN au cours de l'automne 2010, et (b) établit une comparaison entre le sondage de 2010 et le Sondage sur l'éthique de la Défense de 2003. Le taux de réponse général est de 27,3 % pour le sondage de 2010 (28,7 % pour la Force régulière, 12,6 % pour la Force de réserve classe A, 36,5 % pour la Force de réserve classe B et 31,3 % pour le personnel civil du MDN). Le module d'échantillons complexes du SPSS version 19 a été utilisé pour analyser les données. Plus précisément, la fonction de modèle linéaire généralisé d'échantillons complexes (CSGLM) a été utilisée pour effectuer les analyses de variance et les nombreuses régressions linéaires contenues dans ce document, tandis que la fonction de tabulations recoupées d'échantillons complexes (CSTABULATE) a servi pour effectuer les tests X^2 d'indépendance. La différence entre la perception actuelle du climat éthique en milieu de travail et les attentes individuelles du personnel en matière de climat éthique propice en milieu de travail s'est améliorée de 2003 à 2010. Le grade apparaît comme l'une des variables démographiques les plus importantes dans l'explication des différences importantes au sein du groupe lorsque les résultats sont analysés en fonction des sous-groupes. Des recommandations importantes sont formulées quant à la façon de procéder pour le prochain sondage.

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Executive summary

2010 Defence Ethics Survey Report: Sponsor Research Report 2011

Deanna L. Messervey; Glen Howell; Tingting Gou; Martin Yelle; DGMPRA TM 2011-037; Defence R&D Canada – DGMPRA; December 2011.

Introduction: The Defence Ethics Program promotes and encourages CF and DND personnel to engage in ethical practices in their workplace. The Defence Ethics Survey assesses ethical decision-making among defence personnel and has been administered by in 1999, 2003, 2007, and 2010. The purpose of this report is to assess how organizational ethical climate, individual values, individual approaches to ethics, and situational moral intensity influence ethical decision-making based upon the results of the 2010 Defence Ethics Survey using Complex Samples.

Results:

- a. **Organizational ethical climate from 2003 to 2010:** The organizational ethical climate improved from 2003 to 2010, especially with regard to supervisors' expectations, supervisors' behaviours, and co-workers' behaviours.
- b. **Comparison of the 2003 and 2010 Ethics Survey Results:** The discrepancy between how personnel perceive their current organizational ethical climate and personnel's individual beliefs about what the organizational ethical climate should be like has improved (i.e., decreased over time) since 2003 to 2010.
- c. **Organizational ethical climate based on subgroups (2010):** When organizational ethical climate was examined by examining the 2010 survey results, we found several important subgroup differences. Civilian DND personnel were more likely than Regular Force personnel to report less favourable perceptions of organizational ethical climate. Junior NCMs were less likely than the other three rank groups to report positive perceptions of organizational ethical climate. Additionally, personnel with college diplomas were less likely than personnel who had high school diplomas or university degrees to report favourable perceptions of organizational ethical climate.
- d. **Discrepancy between Organizational Ethical Climate and Individual Values based on subgroup comparisons (2010):** DND employees reported greater discrepancies between current organizational ethical climate and their personal beliefs about what the organizational ethical climate should be like than military personnel. Personnel who have high school or college diplomas reported greater discrepancies than personnel who have graduate degrees. Likewise, Junior NCMs reported greater discrepancies than Senior Officers with regard to the difference between their current perceptions of organizational ethical climate and their personal beliefs regarding what the ethical climate should be like. In addition, personnel who had 6-10 years of service reported larger discrepancies than personnel with 25 years or more of service.

- e. **Approaches to Ethical Decision-Making (2010):** Rank accounted for the greatest proportion of variance in the approaches to ethical decision-making scale.
- f. **Ethical Judgements (2010):** When personnel were asked to judge five hypothetical ethical dilemmas on eight criteria, rank accounted for the greatest proportion of variance.
- g. **Situational Moral Intensity (2010):** In general, the more personnel believed that people in their workplace would consider a decision to be inappropriate (social consensus), the more they recognized that a situation presented an ethical issue. The more personnel perceived possible harm resulting from the decision (magnitude of consequences), the more people in one's workplace would consider the decision to be inappropriate (social consensus). Similarly, the more the decision was perceived to cause negative consequences (probability of effect), the greater the likelihood that personnel would judge the decision made in the scenarios as unethical and the more they indicated that they definitely would not make the same decision described in the scenarios.
- h. **Training (2010):** Most Defence personnel reported receiving ethics training. Reserve Force Class B personnel reported receiving more ethics training than civilians DND employees and Regular Force personnel.
- i. **Written Comments (2010):** When personnel were asked to identify the most important single ethical issue in the CF/DND, the most frequent comment pertained to the fair and equitable treatment of personnel. In addition, personnel commented on the importance of all defence staff, including senior leaders, to maintain Defence ethical obligations.

Significance: Overall, this report provides support for the assertion that the organizational ethical climate has improved since 2003, especially among military personnel. In addition, the results suggest that rank and education are the most important factors for explaining differences in ethical decision-making. This report is the first DGMPPRA publication to use Complex Samples in SPSS to analyze survey results, which enables us to make more statistically valid inferences regarding the survey population.

Future plans: In light of advances in the field of ethical decision-making, it is recommended that the DEP ethical decision-making model be re-examined prior to the next administration.

Sommaire

2010 Defence Ethics Survey Report: Sponsor Research Report 2011

Deanna L. Messervey; Glen Howell; Tingting Gou; Martin Yelle ; DGMPRA TM 2011-037 ; R & D pour la défense Canada – DGRAPM; décembre 2011.

Introduction : le Programme d'éthique de la Défense encourage le personnel des FC et du MDN à favoriser les pratiques éthiques en milieu de travail. Le Sondage sur l'éthique de la Défense, qui a été réalisé en 1999, en 2003, en 2007 et en 2010, évalue la prise de décisions éthiques au sein du personnel de la Défense. L'objectif de ce rapport est d'évaluer la façon dont le climat éthique en milieu de travail, les valeurs individuelles, les approches individuelles en matière d'éthique et l'intensité situationnelle influent sur la prise de décisions éthiques, en fonction des résultats du Sondage sur l'éthique de la Défense de 2010, mené avec sur des échantillons complexes.

Résultats :

- a. **Climat éthique en milieu de travail de 2003 à 2010 :** le climat éthique en milieu de travail s'est amélioré de 2003 à 2010, particulièrement en ce qui concerne les attentes des superviseurs, ainsi que le comportement des superviseurs et des collègues.
- b. **Comparaison des résultats des sondages sur l'éthique de 2003 et de 2010 :** l'écart entre la perception actuelle du climat éthique en milieu de travail et les attentes individuelles du personnel en matière de climat éthique propice en milieu de travail s'est amélioré de 2003 à 2010 (c.-à-d., qu'il a diminué avec le temps).
- c. **Climat éthique en milieu de travail en fonction des sous-groupes (2010) :** nombre de différences ont été remarquées au sein des sous-groupes lors de l'examen des résultats du sondage de 2010 sur le climat éthique en milieu de travail. Le personnel civil du MDN est plus susceptible que le personnel de la Force régulière de rapporter des impressions défavorables sur le climat éthique en milieu de travail. Les militaires du rang (subalternes), comparativement aux trois autres groupes de grades, sont les moins susceptibles de rapporter des impressions favorables sur le climat éthique en milieu de travail. De plus, le personnel possédant un diplôme d'études collégiales a moins tendance à rapporter des impressions favorables sur le climat éthique en milieu de travail que le personnel ayant un diplôme d'études secondaires ou universitaires.
- d. **Écart entre le climat éthique en milieu de travail et les valeurs des individus selon la comparaison des sous-groupes (2010) :** l'écart entre le climat éthique actuel en milieu de travail et les croyances personnelles quant au climat éthique propice en milieu de travail est plus important pour le personnel du MDN que pour le personnel militaire. L'écart est plus grand pour le personnel ayant un diplôme d'études secondaires ou collégiales que pour le personnel ayant un diplôme d'études universitaires. L'écart entre le climat éthique actuel en milieu de travail et les croyances personnelles quant au climat éthique propice en milieu de travail est également plus grand pour les militaires du rang (subalternes) que pour les officiers supérieurs. L'écart était aussi plus grand

pour le personnel comptant de six à dix ans de service que pour le personnel ayant vingt-cinq ans ou plus d'expérience.

- e. **Approches en matière de prise de décisions éthiques (2010) :** le grade est la principale cause d'écart dans les approches en matière de prise de décisions éthiques.
- f. **Jugements éthiques (2010) :** lorsque le personnel a eu à se prononcer sur cinq dilemmes éthiques potentiels selon huit critères, le grade est apparu comme la principale cause d'écart.
- g. **Intensité situationnelle (2010) :** en général, plus les membres du personnel croient que leurs collègues jugeraient une décision inappropriée (consensus social), plus ils reconnaissent que la situation présente un problème d'ordre éthique. Plus les membres du personnel croient qu'une décision entraînerait des conséquences dangereuses (ampleur des conséquences), plus ils croient que leurs collègues jugeraient cette décision inappropriée (consensus social). Dans la même optique, plus la décision semble avoir de conséquences négatives (probabilité qu'il y ait des effets), plus les membres du personnel jugent la décision prise dans les scénarios comme n'étant pas éthique; ils sont ainsi beaucoup plus enclins à prendre une décision différente de celle des scénarios.
- h. **Formation (2010) :** la majorité du personnel de la Défense indique avoir suivi une formation en matière d'éthique. Le personnel de la Force de réserve classe B indique avoir reçu une formation plus complète en matière d'éthique que les employés civils du MDN et le personnel de la Force régulière.
- i. **Commentaires écrits (2010) :** lorsque le personnel devait indiquer le problème éthique le plus important au sein des FC et du MDN, les commentaires se rapportaient en grande majorité au traitement juste et équitable du personnel. De plus, le personnel souligne à quel point il est important pour tout le personnel de la Défense, y compris les officiers supérieurs, de maintenir les obligations éthiques de la Défense.

Signification : en résumé, ce rapport appuie l'idée selon laquelle le climat éthique en milieu de travail s'est amélioré depuis 2003, en particulier au sein du personnel militaire. De plus, les résultats portent à croire que le grade et l'éducation sont les principaux facteurs de différence en matière de prise de décisions éthiques. Ce rapport est la première publication du DGRAPM pour laquelle des échantillons complexes dans le SPSS ont été utilisés afin d'analyser les résultats du sondage, ce qui nous permet de faire des inférences statistiques plus justes concernant la population qui a fait l'objet du sondage.

Plans pour l'avenir : à la lumière des avancées dans le domaine des prises de décisions éthiques, il est recommandé de procéder à un nouvel examen du modèle de prise de décisions éthiques du DPE avant d'effectuer un nouveau sondage

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1 Background

1.1 Statement of Defence Ethics

The Department of National Defence (DND) was the first department within the Canadian government to establish its own ethics program (Penney, 1996). According to the Defence Ethics Program (DEP), ethics is defined as (a) determining right and wrong, (b) defining the principles and obligations that govern right action and practices of individuals and institutions in society, (c) being a person of integrity; and (d) choosing to do what is right. The Statement of Defence Ethics outlines the core principles and obligations of CF and DND personnel:

a. **Principles:**

- (1) Respect the dignity of all persons;
- (2) Serve Canada before self; and
- (3) Obey and support lawful authority.

b. **Obligations:**

- (1) Integrity;
- (2) Loyalty;
- (3) Courage;
- (4) Honesty;
- (5) Fairness; and
- (6) Responsibility.

1.2 Ethical Decision-Making Model

The Defence Ethics Program (DEP) uses the Department of National Defence Ethics Questionnaire (aka Defence Ethics Survey) to assess ethical decision-making at DND. The survey was first developed by Kelloway, Barling, Harvey, and Adams-Roy (1999) and has been administered to Defence staff in 1999, 2003, 2007, and 2010. The 2010 ethics survey is based on the model that there are four indicators of ethical decision-making: organizational ethical climate, individual values, individual ethical ideology ethics, and situational moral intensity (see Figure 1).¹

¹ The original ethics survey developed by Kelloway *et al.* (1999) that was administered in 2000 also included moral development as an important indicator of ethical decision-making. Kelloway *et al.* (1999) sought to measure moral development by using vignettes. Unfortunately, the approach was unsuccessful. Although moral development is part of the model, it was not explicitly tested in the 2010 Defence Ethics survey due to methodological reasons.

INDICATORS

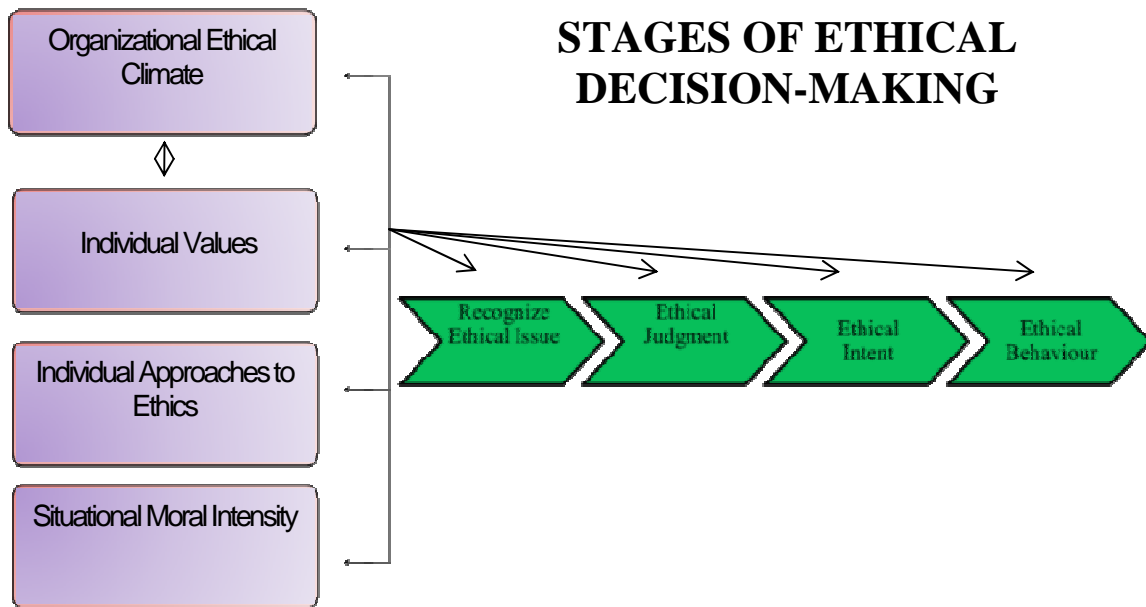


Figure 1: The Ethical Decision-Making Model used in the 2010 Defence Ethics Survey

1.3 Organizational Ethical Climate

Organizational ethical climate refers to the way employees perceive the organizational norms, values, and practices that have an ethical component (Victor & Cullen, 1988). Organizational ethical climate has been shown to influence work satisfaction (Elci & Alpan, 2009), absenteeism (Sharpia-Lishchinsky & Rosenblatt, 2009), withholding job effort (Kidwell & Valentine, 2009), and turnover intentions (Mulki, Jaramillo, & Locander, 2008).

Victor and Cullen (1988) delineate nine theoretical organizational ethical climates that vary by standard (egoism, benevolence, and principle) and level of analysis (individual, local, and cosmopolitan). In this manner, the level of analysis corresponds to the referent group under consideration. Specifically, the individual level pertains to a single person, local refers to work group or unit, and cosmopolitan relates to the societal level. Victor and Cullen propose that the three standards (i.e., egoism, benevolence, & principle) are consistent with Kohlberg's stages of moral development, which presents punishment avoidance (egoism) as the lowest level of moral reasoning, followed by caring for people you know or can envision (benevolence). The highest level is moral development based upon universal rights (principle). Interestingly, these three standards map onto three major areas of philosophical ethics: egoism, caring, and deontology (Cullen, Victor, & Stephens, 1989).

In addition to proposing nine theoretical ethical climate types, Victor and Cullen (1988) conducted a factor analysis to assess which ethical climate types were empirically supported. They only found empirical support for five ethical climate types: caring, law and code, rules, instrumental, and independence. These ethical climate types are the basis for the “Organizational Ethical Climate” indicator found in DEP’s Ethical Decision-Making Model (see Figure 1). As such, it is important to understand how these ethical climate types are derived. The caring factor was mostly comprised of items that emphasized benevolence. The law and code factor consisted exclusively of principle items that focused on the societal level. The rules factor was comprised of principle items that focused on the local level. The instrumental factor contained egoist items at all three levels of analysis. Lastly, the independence factor was composed of principle items that emphasized the individual level.

In the Defence Ethics survey, the ethical climate dimension is comprised of items that stem from three main areas. First, several subscales are based upon Victor and Cullen’s ethical climate types. In particular, the Rules, Care, Independence, and Self-Interest subscales are derived directly from Victor and Cullen’s research on ethical climates. Second, some subscales are based upon the Statement of Defence Ethics, such as the Co-workers’ Behaviours and Supervisors’ Behaviours scales. Third, the remaining subscales are closely tied to general organizational issues. For example, Organizational Rules, Organizational Fairness, and Personal Control are related to organizational climate in general. Unlike previous administrations, the 2010 Defence Ethics Survey included two additional subscales that pertained to perceptions of ethics among senior leadership and workplace respect.

1.4 Individual Values

Individual values are measured by using the same scale items that are used to assess ethical climate; however, individuals are asked whether the scale items reflect their personal beliefs about the way things should be. In this way, individual values are akin to individual expectations regarding organizational ethical climate.

1.5 Comparison of Ethical Climate and Individual Values

Assessing organizational ethical climate and individual values using the same items offers distinct advantages. For instance, we can assess the difference between people’s expectations and their perceptions of the way they believe things should be. Thus, small differences between reported organizational ethical climate and individual values suggest that ethical climate is generally consistent with personnel’s expectations. If, however, there are large reported differences, then it suggests that there is a disparity between defence personnel’s perceptions of ethical climate in their workplace right now and individual expectations about the way things should be in their workplace.

1.6 Individual Approaches to Ethics

The term “Individual ethical ideologies” refers to the ethical approach used by individuals to make ethical decisions. In the survey, we measure six ethical ideologies based on philosophical approaches to decision-making: rule-based, care-based, consequence-based, virtue-based, self-interest based, and multiple approaches. Rule-based decision-making is similar to deontological moral systems where people rely on rules and laws to guide ethical behaviour. Care-based decision-making is rooted in feminist ethical theory and underscores relationships and compassion for other people. Consequence-based decision-making is similar to teleological moral systems that emphasize the end result. Virtue-based decision-making refers to making ethical decisions based on character and integrity. Self-interest based decision-making is egoistic in nature and relies on making judgments that benefit oneself personally rather than benefiting the well-being of others. It is the opposite of being altruistic (Graham, 2011). Multiple approaches to decision-making rely on using more than one ideological approach to ethical decision-making.

1.7 Situational Moral Intensity

The DEP ethical decision-making model also incorporates situational moral intensity as a key predictor. Situational moral intensity refers to how aspects of the moral issue itself can influence the way people make ethical decisions. In this way, ethical decision-making does not occur in a vacuum devoid of extraneous influences. Rather, situational moral intensity is based on the assumption that contextual factors influence ethical decision-making. Jones (1991) outlines six characteristics of the moral issue that can impact ethical decision-making:

- a. **Magnitude of the Consequences:** the total amount of harm or benefit incurred by the recipients of the moral act;
- b. **Social Consensus:** societal or group norms that deem an act as ethical or unethical;
- c. **Probability of Effect:** the likelihood that the act will actually occur and the likelihood that the act will actually cause the anticipated harm or benefit;
- d. **Temporal Immediacy:** moral acts that have consequences that will be experienced sooner will have greater moral intensity than acts that will be experienced later;
- e. **Proximity:** the extent that people feel close to the recipient of the moral act. Thus, the more people feel physically, culturally, or socially close to the recipient, the greater the moral intensity; and,
- f. **Concentration of effect:** the number of people who are affected by the moral act influences moral intensity. Thus, stealing from a small group has a greater moral intensity than stealing the same amount of money from a large group.

Jones argues that situational moral intensity affects all stages of ethical decision-making models.

1.8 Four Stages of Ethical Decision-Making

Scholars have taken many different approaches to morality and ethics (Rest, 1983). According to Rest, Narvaez, Bebau, and Thoma (1999), the four-component model developed by Rest and colleagues (Narvaez & Rest, 1995; Rest, 1986, Rest, Bebeau, & Volker, 1986) aims to address how the different facets of morality and ethics relate to each other. Adopted by several ethics and morality academics (Ferrell & Gresham, 1985; Rest, 1986; Treviño, 1986; Treviño, Weaver, & Reynolds, 2006), the four component model is typically comprised of the following processes:

- a. being aware of a moral issue;
- b. producing a moral judgment;
- c. determining moral intent (aka moral motivation); and,
- d. behaving morally.

1.9 Moral Awareness

Moral awareness can be affected by individual differences in ethical sensitivity or contextual factors. Ethical sensitivity refers to being able to detect ethical content when making a decision (Treviño *et al.*, 2006). According to Rest and colleagues (Rest *et al.*, 1999), ethical sensitivity involves understanding the ethical situation, envisioning how the outcomes would affect the parties involved, and recognizing the presence of a moral problem. Contextual factors refer to situational factors that influence moral awareness, such as moral language (Butterfield, Treviño, & Weaver, 2000) and situational moral intensity (Jones, 1991).

1.10 Moral Judgment

Moral judgment is often discussed within Kohlberg's (1969) moral development framework, in which there are six stages of development that range from being self-centered at the lowest stage to being principled at the highest stage (Treviño *et al.*, 2006). In the context of Kohlberg's moral development framework, most individuals do not reach the highest stage of moral development. People who are at higher stages of moral development are less likely to be susceptible to social and contextual pressures that encourage unethical decision-making than people who are at lower stages (Treviño, 1986). Researchers have shown that transformational leaders tended to score higher on cognitive moral development tests than non-transformational leaders (Turner, Barling, Epitropaki, Butcher, & Milner, 2002).

The DEP model adopts Rest and colleagues' (1999) and Trevino's (1986) approaches to moral judgment. Rest and colleagues (1999) rely on a "neo-Kohlbergian" approach to moral judgment that emphasizes core aspects of Kohlberg's approach, such as cognition and development, while addressing some of the limitations of a Kohlbergian approach (e.g., schemas instead of stages). Trevino's (1986) "Person-Situation Interactionist Model" incorporates Kohlberg's stages of cognitive moral development; however, her model extends beyond Kohlberg's emphasis on cognitions to also include moral action.

1.11 Moral Motivation

Moral motivation refers to an individual's level of commitment to acting morally (Eisenberg, 1986; Rest, 1999). In particular, it involves being committed to acting morally, giving moral values priority over other values, and being personally accountable for moral outcomes (Rest *et al.*, 1999). In a review article written by Jones (1991), the term 'ethical intention' is equated with the term "moral motivation". In the ethical decision-making model used by DEP, the term "ethical intent" or "moral intent" is used instead of "moral motivation"

1.12 Moral Behaviour

Moral behaviour has been found to be related to locus of control (Treviño & Youngblood, 1990), self-regulation (Eisenberg, 2000), and peers (Zey-Ferrell & Ferrell, 1982). According to Treviño, Weaver, Gibson, and Toffler (1999), companies that encourage open discussions pertaining to ethics were more likely than companies that did not encourage such behaviour to have employees that acted ethically.

2 Method

2.1 Participants

Of the 12,020 Defence personnel (Regular Force = 5412; Reserve Force Class A = 1448; Reserve Force Class B = 984; Civilian DND personnel = 4176) that were invited to complete the ethics survey, 3231 respondents completed the survey (Regular Force = 1551; Reserve Force Class A = 182; Reserve Force Class B = 359; Civilian DND personnel = 1307, Missing = 14). Thus, the overall response rate was 27.25% (Regular Force = 28.66%; Reserve Force Class A = 12.57%; Reserve Force Class B = 36.48%; Civilian DND personnel = 31.30%). It is interesting to note that the 2003 administration of the Defence Ethics survey, which had a similar methodology as the 2010 administration, had a nearly identical response rate (27.3%).

2.2 Target Population

A stratified random sample was drawn from the population using the Director of Human Resources Information Management (DHRIM) data from November 1st, 2010. For military personnel, the target population was all non-deployed Regular Force and Reserve Force Class A and Class B personnel. Private Recruits, Officer Cadets, CF personnel with less than one year of service, and CF personnel who were not part of the effective strength were excluded from the target population. The target population for civilian personnel was DND personnel who had indeterminate status or terms greater than three months.

2.3 Sampling Frame (Obtained from DHRIM)

Non-deployed Regular Force CF members in service on November 1st, with the exclusion of: Private Recruits; Officer Cadets; CF members with less than one year of service; CF members who are not on the effective strength; CF members with no email address.

Non-deployed Class A reservists in service on November 1st, with the exclusion of: Private Recruits; Officer Cadets; Class A reservists with less than one year of service; Class A reservists who are not part of the effective strength; Class A reservists with no CF unit mailing address (Class A reservists working in a CF unit with French unit names with a diacritical mark were excluded by error from the sampling frame).

Non-deployed Class B reservists in service on November 1st, with the exclusion of: Private Recruits; Officer Cadets; Class B reservists with less than one year of service; Class B reservists with no email address.

Civilian DND personnel employed on November 1st that had either indeterminate status or terms greater than three months, with the exclusion of civilians with no email address.

2.4 Survey Population (population covered by the survey)

While the target population included a small number of CF members and civilians with no email address (e.g., no CF unit mailing address exists for Class A reservists), those individuals were not covered by the survey. More precisely, it is estimated that 11%, 9% and 7% of Regular Force members, Reservists and civilian DND personnel respectively were excluded from the survey population due to missing email or CF unit mailing addresses.

We believe it is unlikely that these small subgroups would make radically different ethical judgments than personnel who have e-mail addresses. Accordingly, we believe that the exclusion of these subgroups has not influenced the overall pattern of results presented herein. Moreover, a statistician carefully analyzed the non-response data, which allowed us to generate appropriate survey weights. We, therefore, have confidence that the 2010 survey sample adequately represents the target CF and DND population.

In regard to the comparisons between the 2003 and 2010 samples, both administrations had nearly identical response rates and sample characteristics. Accordingly, any bias associated with the 2010 sample would be the same type of bias that is associated with the 2003 study. As a result, we are able to compare changes from 2003 to 2010 with confidence.

2.5 Sampling Design

A stratified random sample was drawn from each of the following groups: Regular Force, Reserve Force Class A, Reserve Force Class B, and DND personnel.

- a. The sample of 5,170 Regular Force personnel was stratified by rank and L1 group. A power calculation was performed to determine the sample size and its allocation between strata in such a way that a predicted margin of error of 8% (at the 95% confidence level) was obtained for each L1 group. The predicted margins of errors were calculated based on a non-response model obtained from the non-response analysis of the 2008 fall Your-Say survey. The overall predicted margin of error was 4%;
- b. The sample of 1,500 Reserve Force Class A personnel was stratified by element (Navy, Army, Airforce) using N - proportional allocation (STC, 2003). The sample size was limited by budget constraints;
- c. The sample of 1,030 Reserve Class B personnel was also stratified by element using N - proportional allocation. The sample size was determined based on a desired limit of 15% on the sampling fraction. The predicted margin of error for all Reservists (Class A and B) was 4.4% (at the 95% confidence level) based on an anticipated response rate of 20%; and
- d. The sample of 4,310 Civilian DND personnel was stratified by L1 group. The sample size and its allocation between strata were calculated in such a way that there was a predicted margin of error of 8% (at the 95% confidence level) for each L1 group, based on an anticipated response rate of 40%. The overall predicted margin of error was 2.8%.

2.6 Procedure

CF personnel and civilian DND personnel were invited to complete the Defence Ethics Survey on a voluntary basis. Regular Force members, Reservists Class B, and civilians received electronic versions of the ethics survey, whereas Reservists Class A completed paper-based surveys. Annex A presents the survey Regular Force and Reservist Force personnel completed (with the few differences between the two noted in bold in parentheses beside the appropriate survey question) and Annex B presents the survey that civilian DND personnel completed.

Once the data were collected, the sample was compared to the target population (see Annex C). Analyses reveal that the sample of respondents was not representative of the target population with respect to several factors. First, Reserve Force (Class A) personnel's response rate was very low (12.5%), especially when compared to the other components. As such, they were excluded from all analyses because the low sample size made it difficult to make meaningful comparisons, and estimates would have been quite variable and biased.²

For Regular Force personnel, rank was significantly related to non-responses. For example, Junior NCMs were less likely to complete the survey than Senior Officers. Similarly, civilian DND personnel who belonged to the operational category were less likely than civilian DND personnel who belonged to the Administration and Foreign Service category to complete the survey.

The sampling frame only included military staff with valid e-mail addresses whereas the population data included those with valid and invalid e-mail addresses. Thus, the weights were assigned based on sampling frame data instead of population data to better reflect the actual number of people who were invited to complete the survey (see Annex D for a description of the sampling frame and the derived survey weights).

2.7 Materials

Since the original baseline study, every Defence Ethics Survey has been based on the 'Ethical Decision-Making Model' developed by Kelloway *et al.*, (1999). Accordingly, the 2010 Defence Ethics Survey is comprised of four key predictors of ethical decision-making: organizational ethical climate, individual values, individual approaches to ethics, and situational moral intensity.

2.7.1 Organizational Ethical Climate

Organizational ethical climate refers to how Defence personnel perceive their workplace "right now". This was assessed using a 5 point Likert-type scale that ranges from 1 (strongly disagree) to 5 (strongly agree). As shown in Table 13 in Annex E, ethical climate was assessed using 11 indicators that are grouped generally into three main areas, namely ethical climate types, acting in accordance with the Statement of Defence Ethics, and general organizational issues.

² DGMPRA is taking steps to increase participation rates among Reserve Force (Class A) personnel to avoid similar problems in future administrations. For example, DGMPRA plans to conduct focus groups with Reserve Force (Class A) personnel to identify the reasons why they are not completing the survey. In addition, DGMPRA is changing the way this sample receives surveys (e.g., sending a researcher to the field where Reserve Force (Class A) personnel are working to administer the survey).

Rules: This indicator is a type of ethical climate that underscores the extent that an organization relies on rules and regulations. It is similar to Victor and Cullen's (1988) theoretical conception of "Company Rules and Procedures" where the company is the level of analysis and a deontological principle-based approach is adopted. It is also similar to the factor called "Rules" that emerged from Victor and Cullen's (1988) factor analysis. The subscale is comprised of four items. Sample items include "It is very important to follow regulations here" and "everybody is expected to follow regulations to the letter".

Care: This ethical climate type is similar to the factor called "Caring" that Victor and Cullen (1988) found in their factor analysis. It refers to the extent that personnel are concerned with the well-being of others in their organization. This subscale is comprised of four items, such as "In my unit, we stick together" and "In my unit, we look out for one another".

Independence: Independence refers to whether personnel perceive that they can make judgments and decisions based on their own personal ethical beliefs. This ethical climate type is similar to Victor and Cullen's (1988) theoretical ethical climate referred to as personal morality and to the factor called "Independence" that emerged in their factor analysis. Independence is an ethical climate type that emphasizes the individual and that uses a principle-based ethical approach. The subscale is comprised of four items. Sample items include "Each person in my unit decides for him/herself what is right and wrong" and "In my unit, people are guided by their own sense of personal ethics".

Self-interest: This predictor measures the degree that personnel are motivated to act in a way that benefits their own personal needs rather than their group's needs. This theoretically based ethical climate type treats the individual as the referent group and relies on an egoist ethical criterion (Victor & Cullen, 1988). The subscale is comprised of three items. Sample items include "People here are mainly out for themselves" and "In my unit it is important to look out for your own interests".

Job Completion: This ethical climate type assesses the extent to which task completion is important. This subscale is comprised of two items, which are: "Successful people in my unit do what they have to do in order to get the job done" and "Getting the job done is the most important consideration in this unit".

Supervisor expectations: Supervisor expectations refers to the degree that one's immediate supervisor encourages ethical behaviour. This subscale is comprised of three items, including "My immediate supervisor supports ethical behaviour" and "My immediate supervisor sets a high standard of ethical behaviour".

Supervisor Behaviour: Supervisor behaviour refers to the extent that personnel perceive their immediate supervisor acting in accordance with the Statement of Defence Ethics. The subscale is comprised of six items that are derived from the ethical obligations outlined in the Statement of Defence Ethics. Sample items include "My immediate supervisor demonstrates integrity" and "My immediate supervisor treats people fairly".

Co-worker Behaviour: This six item subscale assesses personnel’s perceptions of the extent that their co-workers act in accordance with the ethical obligations that are described in the Statement of Defence Ethics. Sample items include “The people I work with demonstrate integrity” and “The people I work with treat people fairly”.

Organizational Rules: This subscale was devised by Kelloway and colleagues (Kelloway *et al.*, 1999) to measure the perceptions of Defence personnel regarding the extent to which the organization enforces rules and regulations. When completing the subscale, respondents are asked to think of the larger organization beyond their current work group or unit. This subscale is comprised of three items. Sample items include “In this organization we go strictly by the book” and “This organization enforces the rules and regulations”.

Organizational Fairness: Developed by Kelloway and colleagues (Kelloway *et al.*, 1999), this subscale measures the degree to which Defence personnel perceive the larger organization as being fair. This subscale is comprised of five items. Sample items include “This organization looks after its members” and “Organizational policies are fair to everybody”.

Personal Control: This scale assesses the extent that personnel believe that they have personal control in the organization. This subscale is comprised of four items. Sample items include “I have the freedom to act on what I think is right” and “In my work I can follow my own sense of morality”.

In addition to the 11 indicators outlined above, two additional scales were introduced in the 2010 Defence Ethics Survey: (1) perceptions of local senior leadership and (2) organizational respect. For each indicator, respondents were asked to indicate the way things are right now and the way things should be. In addition, personnel were asked to think about “the leadership or management beyond your immediate supervisor”, in which the quoted text was enlarged and in bold font to make the instructions more salient to respondents. These scales were developed for the purposes of the 2010 survey and have not been validated.³

Local Senior Leadership: This subscale was designed to assess perceptions regarding the person who is in a position of middle level of leadership who makes decisions that directly impact upon personnel. Thus, perceptions of one’s immediate supervisor is at the lowest level of leadership, perceptions of local senior leadership is at an intermediary level of leadership, and perceptions of the CF/DND organization is at the highest level of leadership. Six items pertained to whether local senior management demonstrates ethical values, standards, and awareness. Sample items include “My local senior leader ensures people adhere to ethical standards” and “My local senior leader actively promotes values and ethics across the organization”.

Unit/CF Treats me with Respect: Unit/CF Treats me with Respect provides a measure of perceptions of situational factors, namely organizational climate. This subscale was comprised of only two items: “Overall, my workplace/unit treats me with respect” and “Overall, the CF treats me with respect”.

³ Steps will be taken to validate the perceptions of local senior leadership subscale and the organizational respect subscale prior to the next survey administration.

2.7.2 Individual Values

Individual values refer to how Defence personnel believe things “should be” using the same 11 indicators that measure organizational ethical climate (i.e., rules, care, independence, self-interest, job completion, supervisor expectations, supervisor behaviour, co-worker behaviour, organizational rules, organizational fairness, and personal control).

2.7.3 Individual Ethical Approaches

Individual approaches to ethics refer to the extent to which Defence personnel rely on various ethical ideologies during their own decision-making process. The ethics survey includes six ethical ideology subscales.

Rule-based: This ethical ideology subscale emphasizes the importance of following rules, laws, and regulations and is related to deontological ethics. It is comprised of four items, such as “An action that violates the law is always wrong” and “Rules and laws are the most appropriate basis for making ethical decisions”.

Self-interest-based: There are at least two types of self-interest based approaches to ethical decision-making. The first is related to legitimate self-interest where people respect and value themselves. In this manner, they recognize and enforce the rights and freedoms that are guaranteed in the Canadian Charter of Rights and Freedoms. The second type of self-interest draws on egoist ethical ideology, in which the emphasis is placed on the individual at the expense of others. The self-interest subscale found in the 2010 ethics survey stresses egoist self-interest, and is comprised of two items “Each of us needs to look out for number 1” and “In this world, everyone has to look out for themselves.”

Virtue-based: This ethical approach underscores the importance of character and integrity, where decision-makers strive to make a moral decision that is consistent with the behaviour of a virtuous person. The subscale is comprised of three items, such as “A person of good character will act with integrity as a guide” and “In making ethical decisions I always try to do what a person of integrity would do”.

Consequence-based: This ethical approach is rooted in utilitarianism (greatest happiness for greatest number) and focuses on positive end results. This subscale is comprised of four items (however, one item was omitted from analyses as discussed in the results section) and sample items include “The only way to judge whether an action is right is by the outcomes of the action” and “You can always evaluate the quality of a decision by the results of the decision”.

Care-based: Rooted in the works of Gilligan and feminist moral philosophers, this ethical approach emphasizes the importance of social relations and harm avoidance in ethical decision-making. The care subscale contains three items, such as “It is always ethical to show care for another person” and “The most important ethical principle is to ensure that nobody is harmed by your actions”.

Multiple approach-based Ethics: Consistent with the philosophical approach of pluralism, multiple approach-based ethics entails recognizing a multiplicity of ethical approaches without endorsing one specific approach exclusively. For example, an individual may use rule-based

approaches in some contexts and consequence-based approaches in other contexts. This subscale is comprised of four items. Sample items include “It is not one, but rather a combination of principles that I use to determine what is right and wrong” and “Rarely, is there only one correct solution to an ethical problem”.

2.7.4 Situational Moral Intensity

Situational moral intensity is a type of contextual factor that refers to how aspects of the moral issue itself can shape the way people make ethical decisions. Singhapakdi and colleagues (Singhapakdi, Vitell, & Kraft, 1996) developed six questions to assess the six aspects of moral intensity Jones (1991) proposed. Five of the six aspects of moral intensity were adapted for the purposes of the 2003 Defence Ethics Survey and were evaluated in the 2010 Defence Ethics Survey. Concentration of effect was omitted because previous research did not find evidence that it was related to the ability to recognize a moral issue or behavioural intentions (Chia & Mee, 2000).

To assess the five aspects of situational moral intensity, all defence personnel read four scenarios and military personnel read an additional fifth scenario. Each scenario describes an individual or a group of individuals who are presented with a moral dilemma and the decision or action that was taken. Using 7-point Likert-type scales, situational moral intensity was measured by asking personnel to rate the decision made by the individual (or set of individuals) in each scenario on the following five factors:

Magnitude of the Consequences refers to the measure of benefit or harm incurred by a recipient of a moral act. It was assessed by asking respondents to indicate the possible harm incurred by the recipients of the moral act in the scenario using a scale that ranges from 1 (minor) to 7 (severe).

Temporal Immediacy refers to when the consequences of a moral act will occur. Moral acts that have consequences that will be experienced sooner will have greater moral intensity than acts that will be experienced later. Temporal immediacy was assessed by asking if any negative consequences of the decision made in the scenario will likely occur using a scale that ranges from 1 (after a long time) to 7 (immediately).

Social Consensus refers to group norms that indicate whether an act is ethical or unethical. Social consensus was assessed by asking respondents whether most people in their unit would consider the decision made in the scenario to be appropriate using a scale that ranged from 1 (appropriate) to 7 (inappropriate).

Proximity refers to the extent that people feel close to the recipient by the moral act. According to Jones (1991), the more people feel physically, culturally, or social close to the recipient, the greater the moral intensity. Respondents indicated the extent that the specific decision made in the scenario would negatively affect people in their in-group on a scale ranging from 1 (people in my unit) to 7 (people outside of my unit).

Probability of Effect refers to the probability that the moral act will actually occur and cause the anticipated level of harm or benefit. Respondents indicated the chances of any negative

consequences occurring as a result of the decision made in the scenario on a scale ranging from 1 (not likely) to 7 (very likely).

2.7.5 Stages of Decision-Making

The Defence Ethics Survey is based upon three of the four stages to ethical decision-making. To measure the influence of each stage of ethical decision-making, all defence personnel read four scenarios and military personnel read an additional fifth scenario.

Ethical Awareness: The first stage of ethical decision-making requires recognizing that an ethical issue is present. To assess whether respondents recognize an ethical situation, we asked respondents “Do you believe that there is a moral or ethical issue involved in the above action/decision?” in a single item for five different scenarios.

Ethical Judgment⁴: The second stage of ethical decision-making involves making ethical judgments. Respondents rated the decision made in each scenario on the following specific factors using a 7 point Likert-type scale:

- a. Just/Unjust;
- b. Fair/Unfair;
- c. Morally right/Morally wrong;
- d. Acceptable to my family/Unacceptable to my family;
- e. Culturally acceptable/Culturally unacceptable;
- f. Traditionally acceptable/Traditionally unacceptable;
- g. Does not violate an unspoken promise/Violates an unspoken promise; and
- h. Does not violate an unwritten contract /Violates an unwritten contract.

Ethical Intentions: The third stage refers to how respondents believe they would respond if presented with the situation described in each scenario. Specifically, they were asked to indicate the likelihood that they would make the same decision described in the scenario on a scale ranging from 1 (definitely would) to 7 (definitely would not).

In the ethical decision-making model used by DEP, there is an additional stage that is concerned with assessing ethical behaviour. It is important to note that the Defence Ethics Survey does not measure ethical behaviour.

⁴ In the original ‘Baseline Assessment of Ethical Values in DND’ (Kelloway *et al.*, 1999), moral judgment was assessed using measures that were based on Kohlberg’s approach to moral development. Moral development items were replaced with ethical judgment questions that asked respondents to rate the decision on a variety of factors (e.g., just/unjust, morally right/morally wrong, does not violate an unwritten contract/violates an unwritten contract).

2.7.6 Ethical Training

Respondents were asked several questions about the type of ethics training they received from the CF and/or DND regarding the following areas:

- a. Participation in ethics training;
- b. Recency of training;
- c. Quality of the training;
- d. Recency of ethics discussions;
- e. Exposure to outside codes of ethics;
- f. Knowledge of ethics coordinator;
- g. Knowledge of DEP; and
- h. Source of DEP Knowledge.

2.7.7 Open-ended Question

Respondents were given an opportunity to identify the one issue that, as far as they were concerned, was the most important ethical issue in the DND/CF today.

2.7.8 Demographic Information

Respondents identified the following demographic information: age, gender, First Official Language (FOL), years of service (YOS), geographical location, education, and L1. In addition, Regular Force personnel and Reservists indicated their environmental uniform (DEU), rank group, whether they have deployed outside of Canada within the past year, if they have been deployed outside of Canada since 2005, the number of times they have been deployed, and the name of their most recent deployment. Reservists indicated their present class of service and the class of service they were mostly serving in the past 12 months. DND employees indicated which category their occupation was classified under (e.g., operational, technical, executive). Please refer to Tables 1-9 in Annex C for an overview of the demographic information.

2.7.9 L1

All defence personnel were asked to identify their specific L1. In particular, personnel were asked the following question: “To help us understand how the Defence Ethics Program gets implemented across the CF/DND, please indicate the L1 organization you belong to (e.g., CANADACOM, CAS, ADM (Mat), CMP, etc.)”. If participants did not know their L1, they were asked to indicate their unit/home organization. The open-ended responses were coded to determine their L1.

3 Results

3.1 Survey Sample and Population Characteristics

To determine whether the 2010 sample was representative of the target population, descriptive comparisons between the sample and population values on the available demographic variables was conducted. The tables in Annex C show the sample is not representative of the population with respect to a number of demographic characteristics. For instance, while the sample percentages of the demographic variables were similar to the available population percentages for the FOL and gender variables (see Tables 2 and 3 respectively), there were fairly large discrepancies for the component, rank group, years of service, distinctive environmental uniform, and occupation variables (see Tables 1, 5, 6, 8, and 9 respectively). Post-stratification⁵ of the 2010 sample on a small number of these variables was conducted in order to acquire more precise and less biased population estimates of the outcomes examined in this report.⁶

3.2 Post-Stratification and Survey Weight Derivation for the 2003 and 2010 Samples

Four considerations were taken into account when deciding which variables to use to post-stratify the samples. First, candidate post-stratification variables had to have corresponding population data in the sampling frame. Without it, deriving the appropriate survey weights for strata would not have been possible. Second, the sample had to be markedly misrepresentative of the population for the candidate variables. Third, candidate post-stratification variables were chosen when there was a reason to believe that the outcomes of interest (e.g., ethical decision-making) were related to the candidate variables. Lastly, we were careful not to over-stratify the sample. Over-stratification yields strata with small or zero sample sizes, both of which are problematic: A small sample size yields survey weights that are too large while a sample size of zero yields

⁵ Post-stratification is a process in which the entire population and sample are divided into mutually exclusive categories, after the sample has already been drawn and collected (e.g., for gender, the population and sample would be divided into males and females).

⁶ Regular Force and DND personnel were both pre-stratified by L1. As discussed in the methodology section, it was not possible to assign sampling weights to Defence Ethics Survey respondents since too few respondents reported a L1. In addition, Gou and Larochelle (Sampling Design for the CF Your-Say Survey, TN under review) have shown that for the spring 2011 CF Your-Say survey there was a significant proportion of errors between the L1 reported by respondents and the L1 recorded in the sampling frame from which the Your-Say survey sample was selected. They concluded that the L1 of a respondent cannot be used to accurately identify his/her sampling stratum. Based on this conclusion, it is recommended that in the future, appropriate measures be put in place when designing the Defence Ethic Survey to electronically link respondents to their sampling strata in order to ensure that sampling weights can be correctly assigned to respondents. Hundreds of personnel in the current sample were unable to identify their L1 accurately. Although efforts were taken to code personnel's open-ended responses when they provided information pertaining to their specific work unit, the coded responses may not be completely accurate. By sending separate electronic links to each L1, we would not need to rely on personnel to identify their L1. Instead we would have an objective L1 measure.

a weight of zero, which means the stratum's contribution to a population estimate is zero (i.e., the population estimate of an outcome variable excludes that stratum's contribution). To overcome these two issues in our post-stratification scheme, we collapsed strata with low or no sample size (a procedure that assumes respondents among the collapsed strata would respond homogeneously on the outcome variables of interest).

Following the four considerations for selecting post-stratification variables, the 2010 sample was first stratified by component (see Table 1 in Annex C for large under- and over representation of the Regular F and DND employee categories, respectively). Within each component, different variables were selected for further stratification. For the Regular F component, Tables 5 and 6 in Annex C showed that the distribution of respondents in the rank group and YOS categories was not representative of the sampled population. Moreover, there was a reason to believe that both of these variables were related to the outcomes of interest (Haidt, Koller, & Dias, 1993; Treviño *et al.*, 2006). Therefore, the Regular F component was further stratified by rank group and YOS. The Reserve Force (Class B) component was also further stratified by rank group (Table 5 in Annex C shows that the distribution of respondents in the rank groups within Reserve (Class B) was misrepresentative of the sampled population). Other candidate post-stratification variables were not used because the sample was well representative of the population for those variables. Lastly, for the DND employee component, occupation was chosen as a stratification variable because the distribution of respondents in the occupational categories was not at all representative of the population.

The stratification and weighting scheme for the 2010 sample was also used for the 2003 sample for all analyses in this report. The rationale was to keep the stratification and weighting scheme the same between the two surveys so that the two surveys would be comparable at least on the stratification variables used. Tables 10-12 presented in Annex D identify the population size for Regular Force, Reserve Force (Class B), and civilian DND employees, respectively, during the time of the 2003 and 2010 Defence Ethics Survey administrations,⁷ as well as the sample size and the derived survey weights for each stratum.⁸ Note that the 2003 data set does not contain Reserve Force members. Please refer to Annex D for an explanation regarding how we used the survey weight and population size variables in Complex Samples to conduct statistical tests.

⁷ The population size values were obtained from the DHRIM statistical reports specified for the date November 2010. Importantly, the population size values in the tables for 2010 reflect the actual population sampled, which excludes those who could not be reached by email, were out-of-office, deployed, etc, as opposed to the population as defined by DHRIM. However, for the 2003 data, the population size values from DHRIM had to be used, because the data corresponding to those who could not be reached by email, etc, could not be located at the time when survey weights were being computed.

⁸ In the 2010 data set, there were 47 respondents who either did not provide their rank group or YOS if they were Regular Force or Reserve Force, or their occupation if they were a DND Employee. In the 2003 data set, there were 49 respondents who either did not provide their rank group or YOS. These respondents therefore could not be assigned a weight and were thus excluded in weighted analyses.

3.3 Organizational Ethical Climate (“Now”) versus Individual Values (“Should”) Discrepancies

Organizational ethical climate and individual values are measured with the following subscales for the 2003 survey administration: care, rules, independence, self-interest, job completion, supervisor expectations, supervisor behaviour, co-worker behaviour, organizational rules, organizational fairness, and personal control. The 2010 survey administration included two additional subscales, namely local senior leadership and unit/CF treats me with respect. To determine whether there were differences between organizational ethical climate (the way things are now) and individual values (the way things should be), we analyzed the discrepancy between the two groups of variables. The main effect of discrepancy was present for every analysis involving should versus now, including comparisons of the 2003 and 2010 administrations (see Table 14 in Annex F) and for every subgroup in the 2010 administration (see Tables 15-27 in Annex G). We observed significant differences between respondents’ ratings regarding the way things are now (organizational ethical climate) and the way they should be (individual values) on every scale as indicated by the main effect of discrepancy (see Tables 15-27 in Annex G). For 10 out of 11 scales, the means for individual values (should) were higher than the means for organizational ethical climate (now). The pattern was reverse for the self-interest scale only.

3.4 Comparison of the 2003 and 2010 Ethics Survey Results: Organizational Ethical Climate

Prior to running ANOVAs using CSGLM, we merged the 2003 Defence Ethics Survey dataset with the 2010 Defence Ethics Survey dataset. The merged dataset had a total sample size of 4615, in which the 2003 survey sample was comprised of 1790 personnel ($n = 1286$ Regular Force; $n = 504$ civilian DND personnel) and the 2010 survey sample was comprised of 2825 personnel ($n = 1545$ Regular Force; $n = 1280$ civilian DND personnel). Please note that Reserve Force personnel were not included in the 2003 data set. Consequently, we did not compare the 2003 and 2010 Defence Ethics Survey results for Reserve Force personnel. The 2003 and 2010 Regular Force population size, sample size, and survey weight as a function of rank and YOS are presented in Table 11 in Annex D. The 2003 and 2010 civilian DND personnel population size, sample size, and survey weight as a function of occupation are presented Table 12 in Annex D.

3.4.1 Overall Improvement from 2003 to 2010

When averaged across all organization ethical climate subscales, a statistically significant improvement in ethical climate was noted from 2003 ($M = 3.33$, $SE = .017$) to 2010 ($M = 3.48$, $SE = .012$), Wald $F(1, 4550) = 53.97$, $p < .001$.

3.4.2 Organizational Ethical Climate as a Function of Subscales

Further analyses evaluated the source of improvement by comparing the 2003 and 2010 administrations on each ethical climate subscale. Figure 2 presents the results, with an asterisk indicating whether an improvement was statistically significant ($p < .05$).

3.4.3 Organizational Ethical Climate as a Function of Component

When averaged across all organizational ethical climate scales, the results show that Regular Force personnel and DND employees' perceptions of ethical climate improved from 2003 to 2010 ($M = 3.39, SE = .018$ versus $M = 3.55, SE = .016$ and $M = 3.27, SE = .030$ versus $M = 3.41, SE = .018$, respectively) to an equal extent, Wald $F(1, 4550) = .32, p = .57$. The greatest areas of improvement for both Regular Force personnel and DND employees were in the following areas: Supervisors' Expectations, Supervisors' Behaviours, and Co-workers' Behaviours.

3.5 Comparison of the 2003 and 2010 Ethics Survey Results: Discrepancies between organizational ethical climate and individual values

We compared 11 predictors of organizational ethical climate and individual values using data from the 2003 and 2010 survey administrations. Specifically, we assessed whether the discrepancy between personnel's perceptions of the way things are now in their unit or workplace (organizational ethical climate) and the way things should be (individual values) have changed from 2003 to 2010. The discrepancy between organizational ethical climate and individual values was obtained by subtracting the average organizational ethical climate score from the average individual values score, in which both indicators were measured on a 5-point Likert-type scale. Small discrepancies suggest that personnel's perceptions of organizational ethical climate are consistent with their personal beliefs regarding what the organizational ethical climate should be like, whereas large discrepancies indicate that there is a divide. As shown in Figure 2, the discrepancy between the way things are now and the way things should be was greater in 2003 than in 2010 for 8 out of 11 scales (asterisks indicate significant differences between survey administrations).^{9, 10} In other words, these findings suggest that the discrepancy between personnel's current perceptions of organizational climate and their individual beliefs about what

⁹ All Self-Interest subscales presented in figures are reverse coded for the purpose of illustration.

¹⁰ The results of post hoc tests for ANOVAs and tests of independence in graphs and tables are presented instead of CIs or SEs because: 1) people may make incorrect statistical inferences using the CIs and SEs (Cummings & Finch, 2005). For instance, a common misconception is that two groups do not differ on an outcome if the CIs overlap, which is not true (Wolfe & Hanley, 2002). Thus, providing the results of post hoc tests in graphs and figures allows the reader to fairly easily refer to the bold superscript letters for the outcomes of inferential statistics; 2) there was no standardized way to present CIs in figures and tables based on the analyses that were conducted using CSGLM and CSTABULATE. For example, graphs that present discrepancy (should minus now) on the y-axis do not have an accompanying CI or SE, whereas graphs that present organizational ethical climate on the y-axis do have an accompanying CI or SE. Therefore, some graphs would have CIs or SEs and others would not. In contrast, it was always possible to present the results of post-hoc tests in graphs and tables using bold superscript letters; and 3) we did not use CI for the interaction contrasts conducted using CSGLM to make group comparisons. CSGLM does not use the CIs or SEs around the discrepancy between two groups (e.g., Jr. NCM and Sr. Officers) when an interaction contrast was defined using syntax. We used the LMATRIX syntax to create a particular contrast of the estimated parameters for the CSGLM (Howell & Lacroix, in press). We tested whether this contrast is different from 0 against a standard error that is specific to the cells involved. SPSS provides this SE. However, SPSS does not provide the SE associated with sub-components of the contrast.

the organizational ethical climate should be has improved from 2003 to 2010. Perceptions of the discrepancy between the way things are right now and the way things should be was especially pronounced for organizational fairness. To see the exact means and ANOVA effects that were obtained using CSGLM, please refer to Table 14 in Annex F.

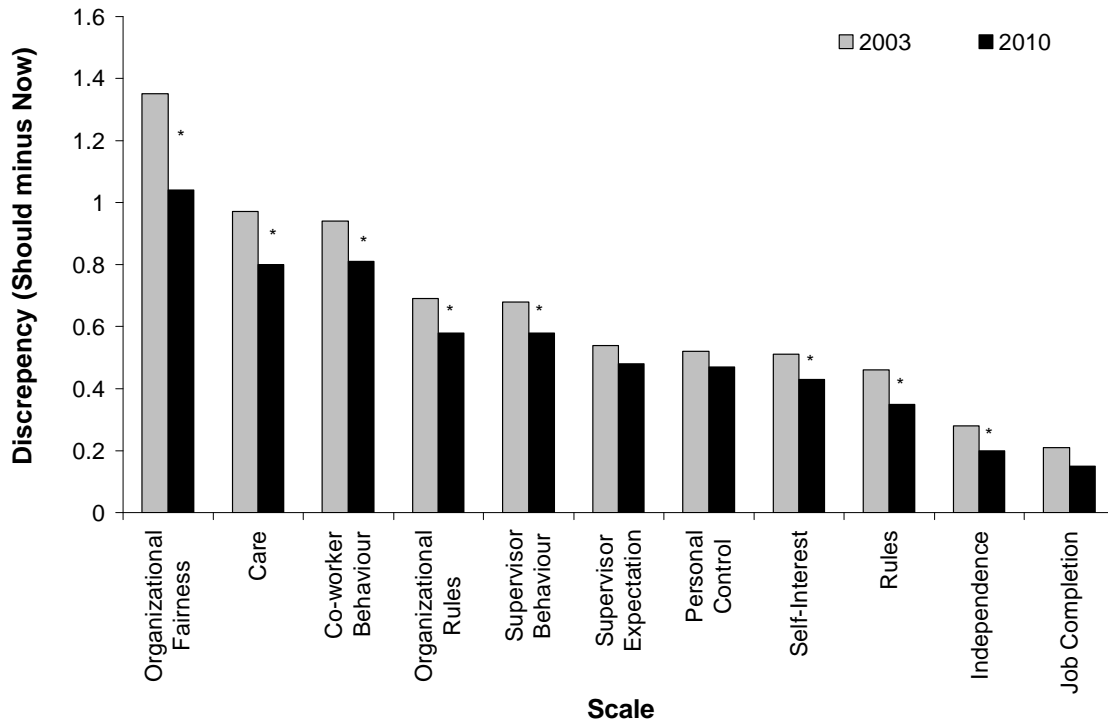


Figure 2: Discrepancy analyzed as a function of defence ethics administration for the scales measuring ethical climate and individual values

3.6 Organizational Ethical Climate as a Function of Demographic Variables (2010)

We conducted separate ANOVAs using CSGLM in SPSS for each demographic variable, where the dependent variable was organizational ethical climate from the 2010 administration. As shown in Figures 3-6, results revealed that component, rank, education, and years of service provided the most important subgroup differences. Please note that we performed post-hoc analyses to determine which groups significantly differed from each other and presented significant results in the figures below. Thus, when a subgroup differed from another subgroup, we placed uppercase letters above the bar that had the greatest value. The uppercase letters presented in the figures correspond with the letters in the tables in Annex G. The means illustrated in Figures 3-6 can be found in the column labelled “Now (A)” in Annex G.

3.6.1 Component

As shown in Figure 4, the Supervisors Expectations subscale yielded the largest averaged scores and self-interest revealed the smallest averaged scores for organizational ethical climate in 2010. Additionally,

- DND employees reported smaller averaged scores than Regular Force personnel on the following scales: Supervisors' Expectations, Supervisors' Behaviours, Co-workers' Behaviours, Local Senior Leadership, Organizational Rules, Job Completion, Rules, Care, Organizational Fairness, Independence, and Self-Interest;
- DND personnel reported smaller averaged scores than Reserve Force Class B personnel on Supervisors' Expectations, Local Senior Leadership, Job Completion, and Care; and
- Regular Force personnel reported larger averaged scores than Reserve Force Class B personnel on Rules and Organizational Rules.

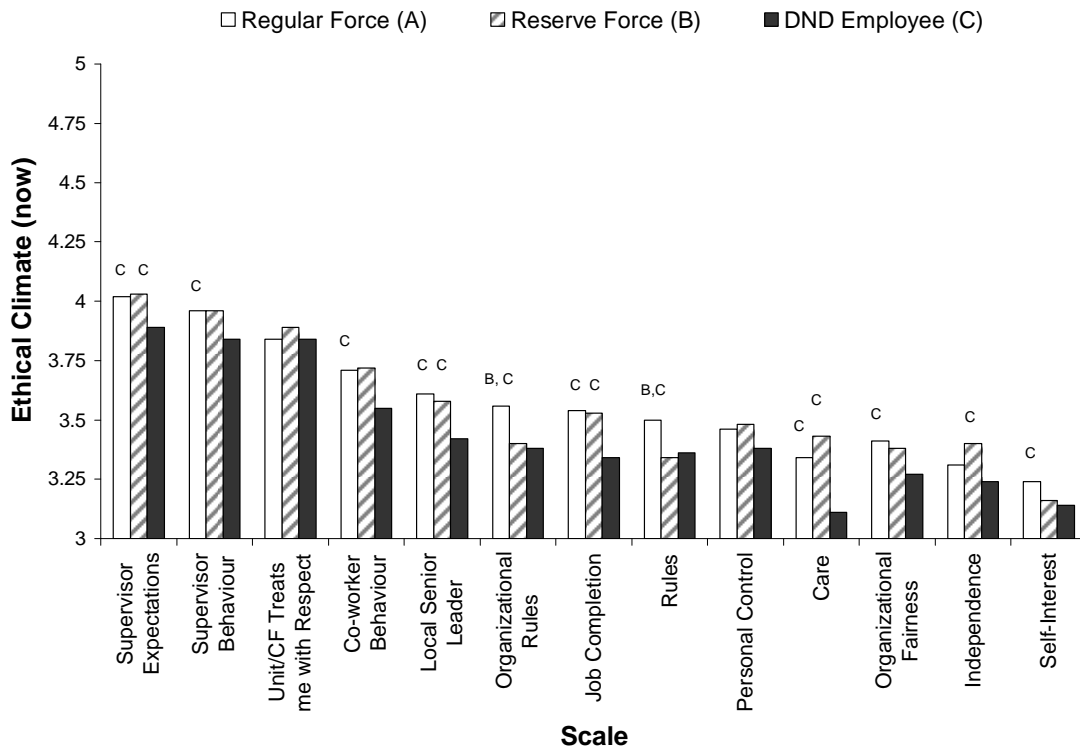


Figure 3: Ethical Climate Analyzed as a Function of Component

3.6.2 Rank

Next, we examined the organizational ethical climate averaged scores from the 2010 administration as a function of rank. Overall, the greatest averaged scores were found for Supervisor Expectations and the smallest averaged score was for Self-Interest (see Figure 5).

- a. Junior NCMs reported smaller averaged scores than the other three rank groups on the following scales: Supervisors' Expectations, Supervisors' Behaviours, Unit/CF Treats me with Respect, Co-workers' Behaviours, Local Senior Leadership, Personal Control, Organizational Fairness, and Self-Interest. Also, Junior NCMs reported smaller averaged scores than Junior and Senior Officers on the Care subscale; and
- b. Junior and Senior NCMs reported larger averaged scores than Senior Officers on the job completion subscale. Additionally, Senior NCMs reported smaller averaged scores than Junior Officers on the Care subscale.

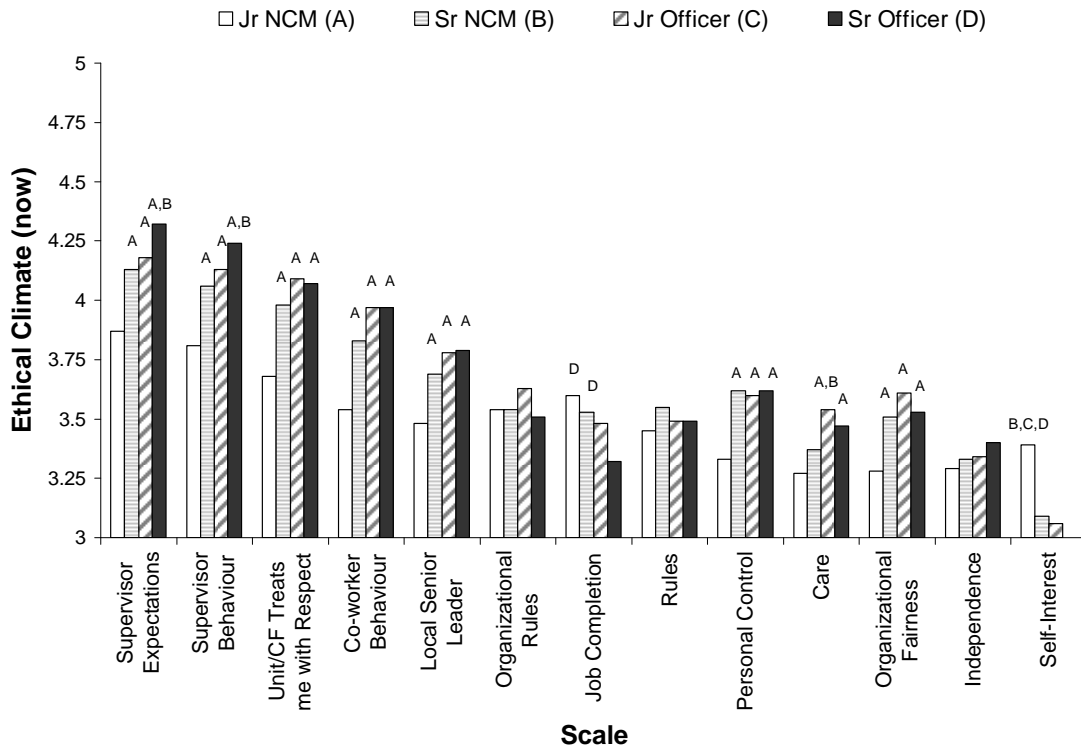


Figure 4: Ethical Climate Analyzed as a Function of Rank Group

3.6.3 Education

Supervisors' Expectations yielded the largest averaged scores for perceived organizational ethical climate in 2010. For 8 out of 11 scales, personnel who had college diplomas reported lower average scores than at least one other educational grouping for current organizational ethical climate (see Figure 6).

- a. Personnel with high school and college diplomas reported smaller averaged scores for organizational ethical climate than personnel who had graduate degrees with regard to the following scales: Supervisors' Expectations, Supervisors' Behaviours, Unit/CF Treats me with Respect, and Co-workers' Behaviours. In addition, personnel with graduate degrees reported larger averaged scores than personnel with college diplomas on the Personal Control subscale;

- b. Personnel with university degrees reported larger averaged scores than personnel who had college diplomas on the following scales: Supervisors' Expectations, Supervisors' Behaviours, Unit/CF Treats me with Respect, and Co-workers' Behaviours;
- c. Personnel with college diplomas reported smaller averaged scores than personnel from the other three educational groups on the Organizational Fairness subscale. In addition, personnel with college diplomas reported smaller averaged scores than personnel with high school diplomas and graduate degrees on the Care subscale;
- d. Personnel with graduate degrees reported smaller averaged scores than personnel from the other three educational groups on the Self-Interest subscale;
- e. Personnel with high school diplomas reported greater averaged scores than personnel with university degrees on the Job Completion subscale and smaller averaged scores on the Supervisor Expectations subscale; and
- f. Personnel with high school diplomas reported larger averaged scores than personnel with college diplomas on the Unit/CF Treats me with Respect subscale.

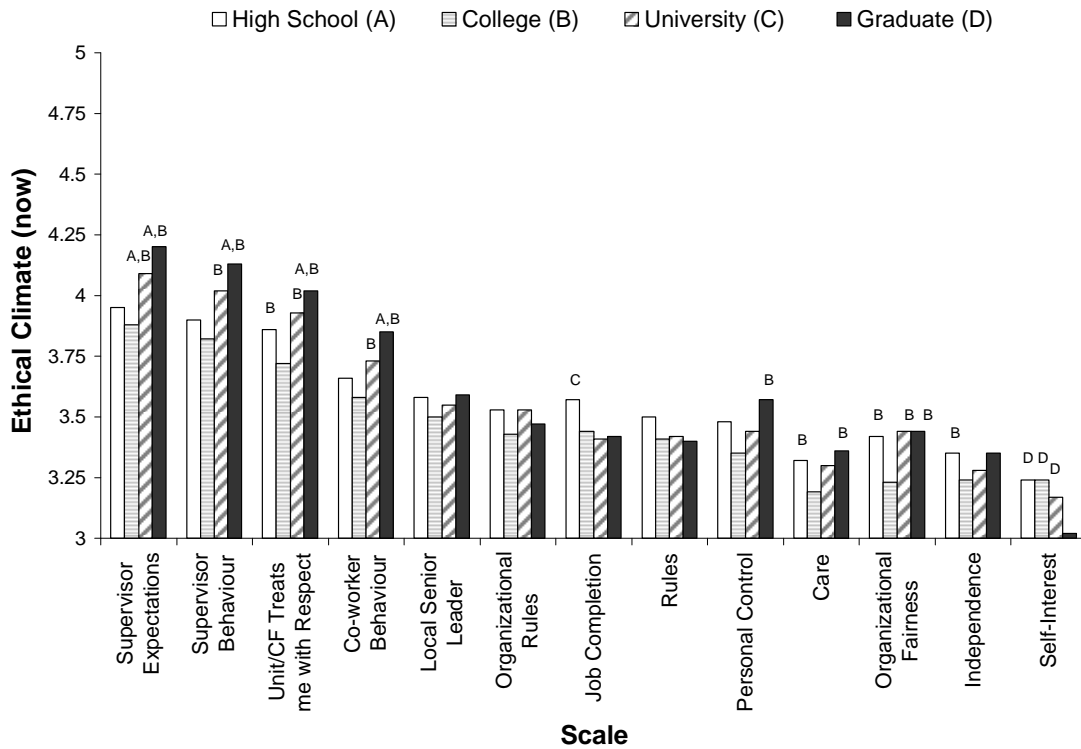


Figure 5: Ethical Climate Analyzed as a Function of Education

3.6.4 Years of Service (YOS)

As with the other demographic variables previously discussed, the Supervisor Expectations subscale yielded the highest average scores regardless of YOS. We also found that personnel with 6-10 years of service tended to perceive some domains of organizational ethical climate less favourably than personnel from the other YOS groups did. Please note that Figure 7 only presents statistically significant results.

- Personnel with 6-10 YOS reported smaller averaged scores than personnel with 21-25 YOS on the Supervisor's Expectations subscale;
- Personnel with 6-10 YOS reported smaller averaged scores than personnel with 25 years or more of service on the Co-workers' Behaviour subscale;
- Personnel with 1-5 YOS reported larger averaged scores than personnel with 6-10 YOS and 25 years or more of service on the Organizational Rules subscale;
- Personnel with 6-10 YOS reported smaller averaged scores than personnel with 1-5 YOS on the Organizational Fairness subscale; and
- Personnel with 25 years or more of service reported smaller averaged scores than personnel from the other YOS groups did on the Self-Interest subscale.

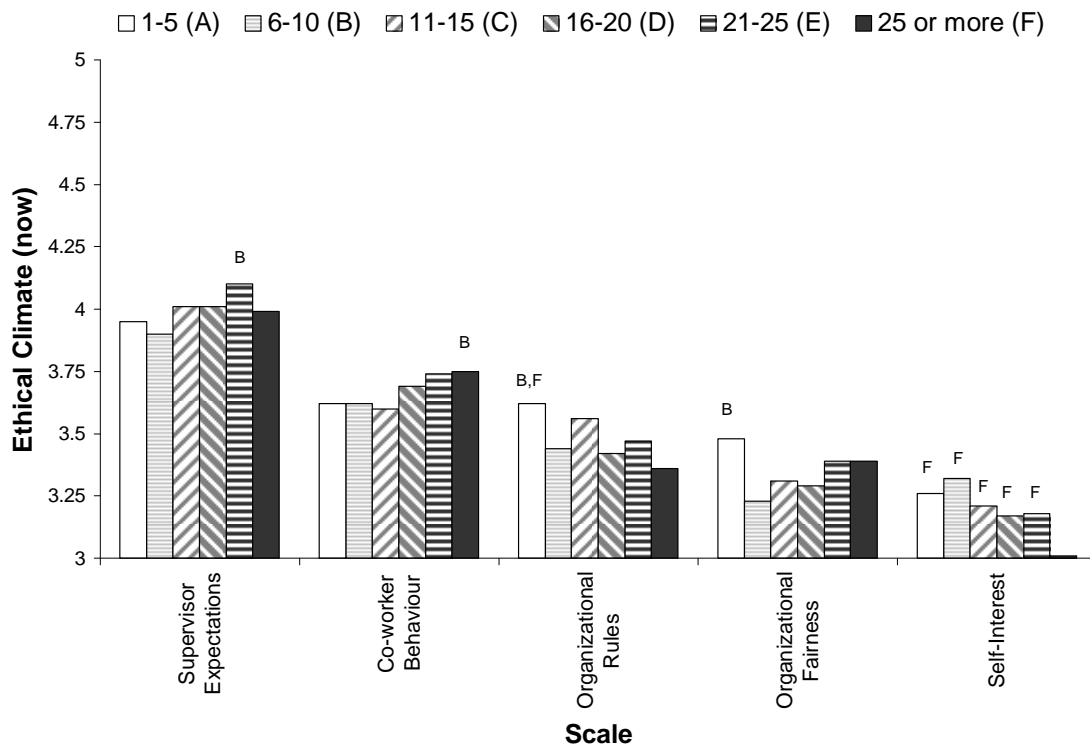


Figure 6: Ethical Climate Analyzed as a Function of Years of Service

3.7 Discrepancies between Organizational Ethical Climate and Individual Values as a Function of Demographic Variables

3.7.1 Method of Analyses

The weighted mean scale values for ethical climate (“now”) and individual values (“should be”) were analyzed in a series of ANOVAs. Unfortunately, the SPSS Complex Samples General Linear Model (CSGLM) function that incorporates survey weights in analyses does not allow the user to analyze repeated-measures variables (e.g., “now” vs. “should be”). To account for the correlated errors associated with a participant providing more than one response (i.e., a participant responding to both “now” and “should be” on a given scale), respondents were included in the Complex Samples Analysis Plan as a cluster variable along with the stratification variables presented in Annex D in Tables 10-12.¹¹ Then, a series of two-way ANOVAs were computed treating “now” and “should be” as a two-level between-subjects variable (hereafter called discrepancy) along with one of seven demographic variables (component, FOL, gender, education, rank group, YOS, and age). An IBM SPSS statistician and one of the programmers of the Complex Samples module both agreed that this approach is an appropriate way to analyze the data (David Nichols, personal communication, July 07, 2011).

In the following section, we report whether the discrepancy between organizational ethical climate (now) and individual values (should) differs among the categories of a demographic variable, as indicated by the interaction term $F_{\text{DemoXDiscrep}}$. The discrepancy between “now” and “should” was obtained by subtracting the average organizational ethical climate score from the average individual values score, in which both indicators were measured on a 5-point Likert-type scale. For instance, if we examine the Independence scale means as illustrated in Table 18 in Annex G, we can see that there is a significant interaction ($F_{\text{DemoXDiscrep}} = 8.76^{***}$) between rank and the discrepancy between now versus should. Specifically, Junior NCMs (Mean difference = .29) report a greater discrepancy between now versus should as compared to Junior and Senior Officers (Mean difference = .08 and .03 respectively). Please refer to Tables 15-27 in Annex G for means, main effects, and interactions as a function of each demographic variable. Note that for each demographic variable, we describe statistically significant subgroup differences and then present significant differences visually in the form of bar graphs. Additionally, there were a few examples where the results in the tables show that the interaction between discrepancy and the demographic variables is significant; however, the interaction contrasts we ran to decompose the interaction did not reach statistical significance (e.g., Co-workers’ Behaviours subscale as a function of age in Table 22 in Annex G).

¹¹ The methodology is thoroughly explained in “Special issues regarding SPSS Complex Samples” by G. Howell and D.L. Messervey (in preparation).

3.7.2 Component

As shown in Figure 7, the discrepancy between personnel's perceptions of current organizational ethical climate and their personal beliefs about what the organizational ethical climate should be like was greater for civilian DND personnel than Regular Force personnel with regard to Supervisors' Expectations, Co-workers' Behaviours, and Organizational Rules. The discrepancy between perceptions of how much local senior management set and promote ethical standards and individual perceptions of how much local senior management should promote high ethical standards was greater for DND employees than for Regular Force and Reserve Force (Class B) personnel.

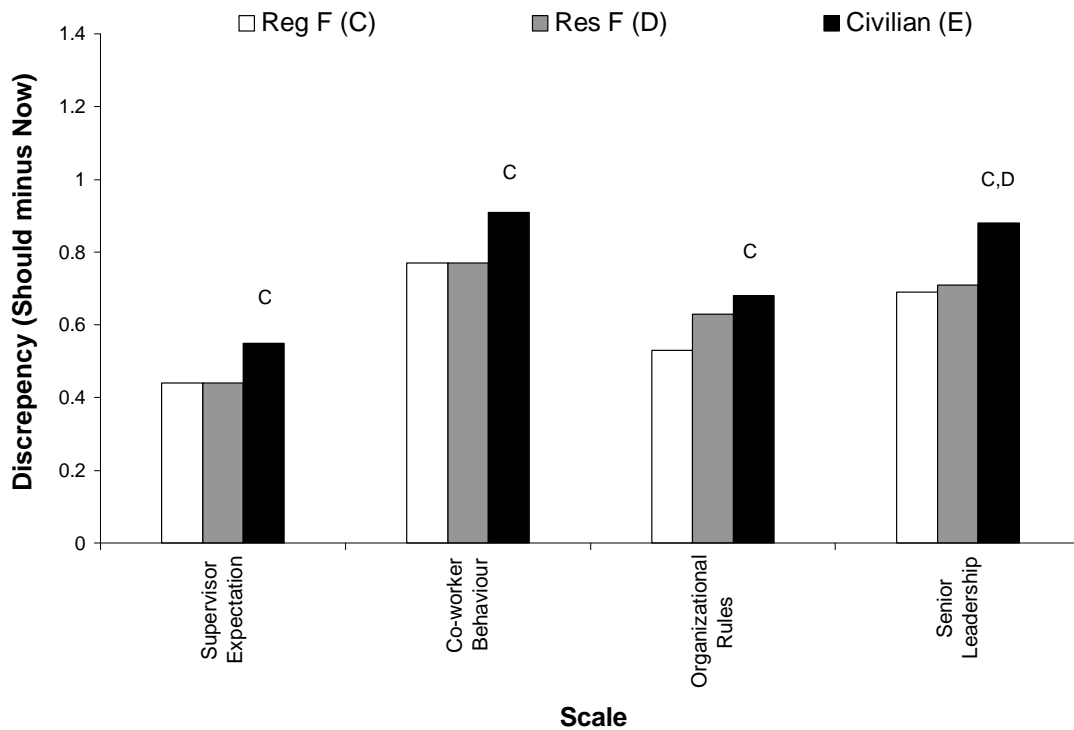


Figure 7: Differences in Discrepancy among Components

3.7.3 First Official Language (FOL)

The discrepancy between perceptions of current organizational ethical climate and personal beliefs about what the organizational ethical climate should be like was smaller for personnel who identified French as their first official language than personnel who identified English as their first official language on the Care, Independence, and Organizational Fairness subscales (see Figure 8). The pattern of findings was reverse for Job Completion, in which personnel who identified English as their first official language reported a smaller discrepancy than personnel who identified French as their first official language between how important completing the job is and their personal views about how important job completion should be.

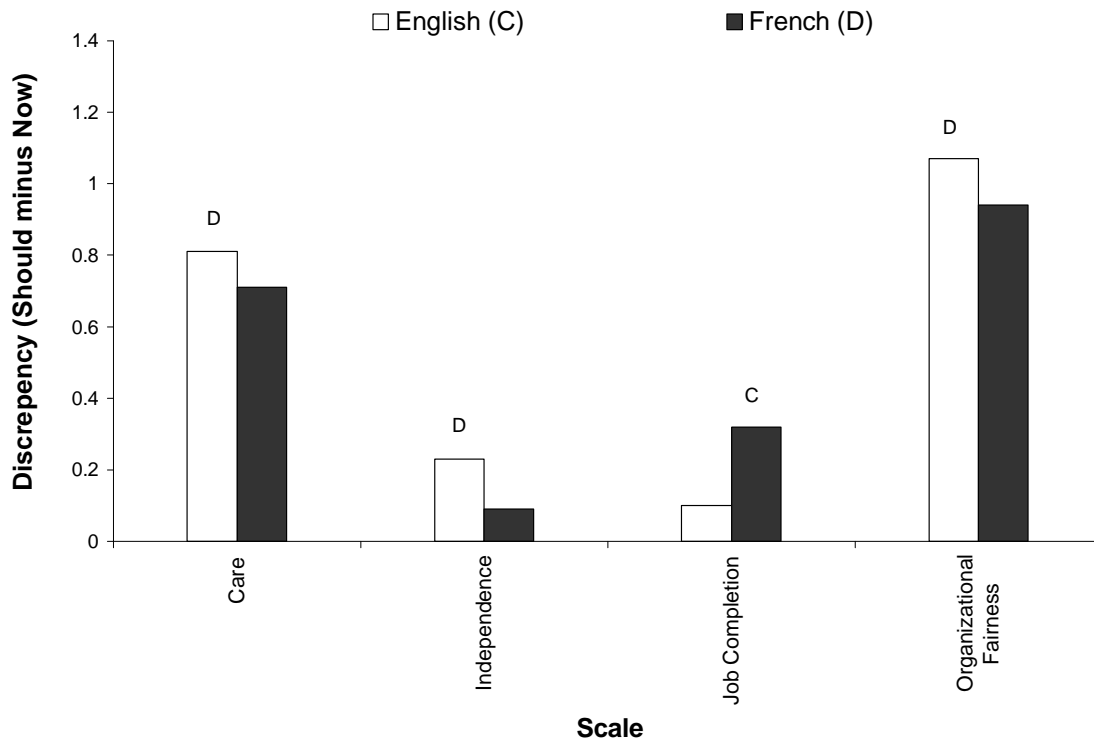


Figure 8: Differences in Discrepancy among FOLs

3.7.4 Gender

The discrepancy between personnel’s perceptions of their current organizational ethical climate and their personal beliefs regarding what the organizational ethical climate should be like are presented as a function of gender in Figure 9.

Job Completion – Males were more likely than females to have a greater discrepancy between their current perceptions of how much their workplace emphasizes “getting the job done” and their personal beliefs regarding how much the workplace should emphasize getting the job done.

Supervisor Expectations – The discrepancy between perceptions of how much supervisors set and support ethical standards and individual perceptions regarding how much supervisors should promote high ethical standards was greater for females than for males.

Organizational Rules – As compared to males, females reported a greater discrepancy between the extent the organization follows rules and regulations right now and their perceptions regarding how much the organization should be following rules and regulations.

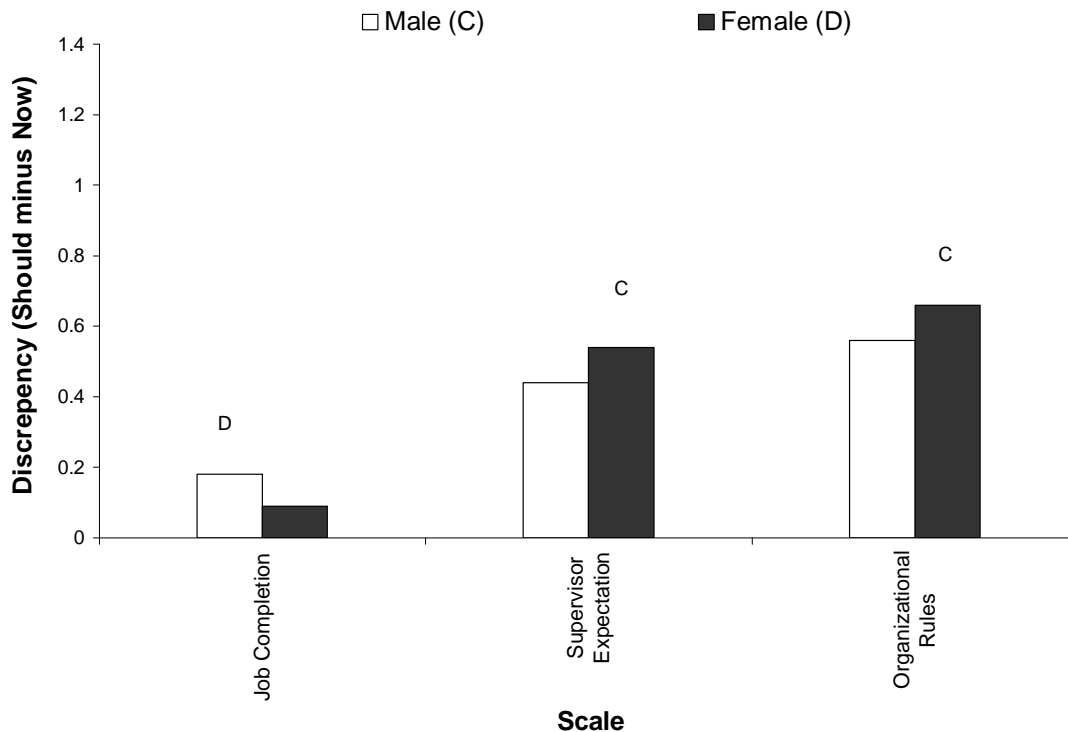


Figure 9: Differences in Discrepancy as a Function of Gender

3.7.5 Education

Discrepancies as a function of educational level are presented in Figure 10.

Care – The discrepancy between perceptions of how much co-workers hold caring attitudes toward members of their unit and how much personnel should hold caring attitudes toward members of their unit was smaller for personnel who have graduate degrees than personnel who have high school diplomas, college diplomas, and university degrees. In addition, the discrepancies were greater for personnel who have college diplomas than personnel who have university degrees.

Rules – The discrepancy between the importance of using rules and regulations right now and personal beliefs about how much rules should be important was greater for personnel who have college diplomas than personnel who have undergraduate and graduate university degrees. In addition, personnel who have high school diplomas tend to report greater discrepancies between their attitudes regarding the prevalence of relying on rules right now and their personal beliefs about how much rules should be prevalent than personnel who have graduate degrees.

Self-Interest – The discrepancy between the importance of acting in a self-interested manner and personnel's beliefs regarding how much people should focus on their own self-interests was smaller for personnel who have undergraduate university degrees than personnel who have high school and college diplomas.

Independence – As compared to personnel who have undergraduate and graduate university degrees, personnel with college diplomas tend to report greater discrepancies between how much individuals currently are guided by their own set of personal beliefs and how much individuals should be guided by their own set of personal beliefs.

Job Completion – Personnel who have college diplomas report greater discrepancies between how important completing the job is and their personal views about how important job completion should be than personnel who have graduate degrees do.

Organizational Fairness – Personnel who have college diplomas are more likely than personnel who have high school diplomas to report greater discrepancies between their perceptions of how fair the organization is currently and their personal beliefs about how fair the organization should be.

Organizational Rules – Personnel who have college diplomas are more likely than personnel who have high school diplomas and university degrees to indicate a greater discrepancy between their perceptions of how the organization currently follows and enforces rules and their personal beliefs about the extent the organization should be following and enforcing rules.

Personal Control – As compared to personnel who have graduate degrees, college graduates reported greater discrepancies between how much personal control they have in their job and how much personal control they believe they should have.

Local Senior Leadership – Personnel who have a high school diploma were more likely than personnel who have a college diploma or university degree to report a smaller discrepancy

between how local senior leadership promotes and encourages ethical values and standards and their perceptions of how much leadership should promote such values.

Unit/CF Treats me with Respect – As compared to personnel who have graduate degrees, personnel who have a college diploma reported a greater discrepancy between their perceptions of how much their unit and the CF treat them with respect and how much their unit and the CF should treat them with respect.

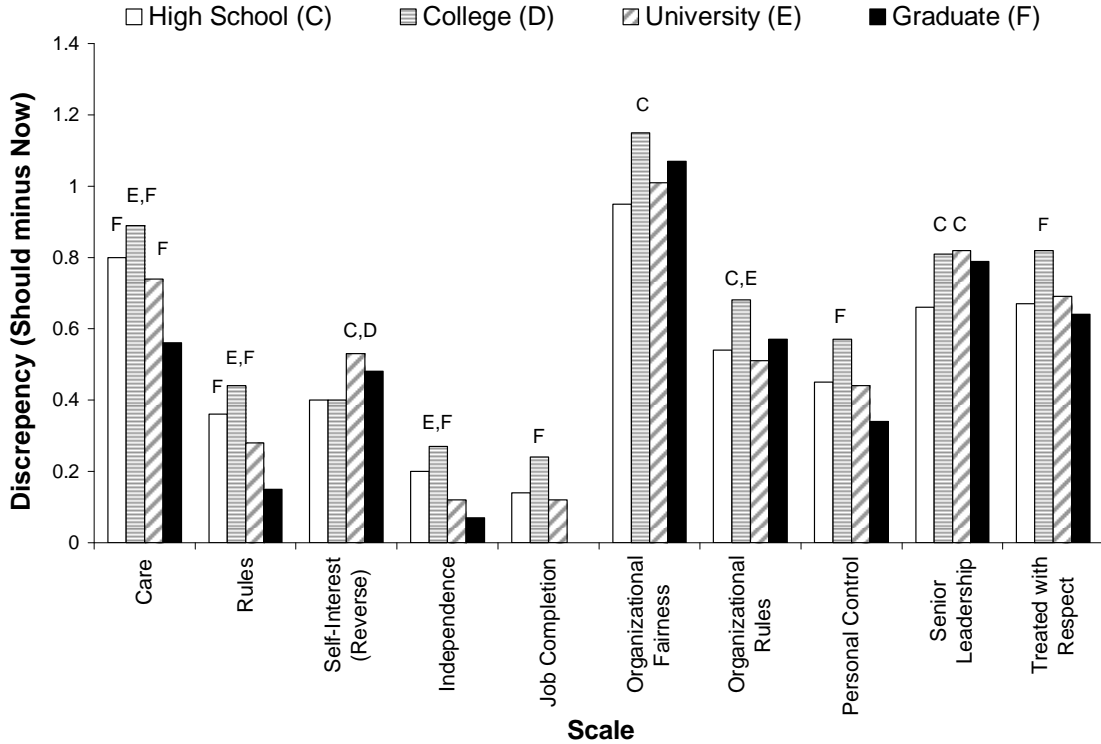


Figure 10: Differences in Discrepancy as a Function of Education

3.7.6 Rank

Figure 11 presents the discrepancies between organizational ethical climate and individual beliefs regarding what the organizational ethical climate should be like as a function of rank.

Care – Junior NCMs reported a larger discrepancy than the other three rank groups with regard to the difference between their perceptions of how much their co-workers have a caring attitude toward their fellow unit members and their personal beliefs about the extent that their co-workers should have a caring attitude. Furthermore, Senior NCMs reported a larger discrepancy between organizational ethical climate (now) and individual values (should) on the care subscale than Junior and Senior Officers did.

Rules – Junior and Senior NCMs were more likely than Junior and Senior Officers to report a greater discrepancy between the extent that they perceive rules and regulations being followed and their personal beliefs about the extent that rules should be followed.

Self-Interest – Senior Officers were more likely than Senior NCMs to indicate a greater discrepancy between their perceptions of how people are self-interested in their workplace currently and their personal beliefs about how much people should be self-interested.

Independence – Junior NCMs were more likely the other three rank groups to report a greater discrepancy between the amount of independence they have in their jobs right now and the amount of independence they believe they should have. In addition, Senior NCMs were more likely than Senior Officers to indicate larger discrepancies between their perceptions of independence in their workplace right now and their perceptions of how much independence they should have in their workplace.

Supervisor Behaviour – As compared to Senior NCMs and Senior Officers, Junior NCMs were more likely to report a larger discrepancy between the extent to which their supervisors demonstrate behaviours that are consistent with the Statement of Defence Ethics and their beliefs about how much supervisors' behaviours should be consistent with the Statement of Defence Ethics.

Supervisor Expectations – Junior NCMs were more likely than Senior NCMs and Senior Officers to indicate larger discrepancies between how much their immediate supervisors expect and support ethical behaviour and their perception regarding the extent that their supervisors should support ethical behaviours.

Co-Worker Behaviour – Junior NCMs were more likely than personnel from the other three rank groups to indicate a larger discrepancy between the extent to which their co-workers' behaviours are consistent with the Statement of Defence Ethics and their personal expectations regarding how much their co-workers' behaviours should be consistent with the Statement of Defence Ethics.

Organizational Fairness – Junior NCMs were more likely than Senior NCMs and Junior Officers to indicate a greater discrepancy between their perceptions of organizational fairness right now and their personal beliefs regarding how organizationally fair the organization should be.

Organizational Rules – Junior Officers were more likely than Junior and Senior NCMs to indicate a smaller discrepancy between the extent the organization follows and enforces rules and regulations.

Personal Control – In contrast to the other three rank groups, Junior NCMs were more likely to report a larger discrepancy between the amount of personal control they feel they have in their job right now and the amount of personal control they feel they should have.

Unit/CF Treats me with Respect – As compared to the other three rank groups, Junior NCMs were more likely to report a larger difference between the level of respect they feel they receive from their unit and the CF and their personal beliefs regarding how much respect they should receive.

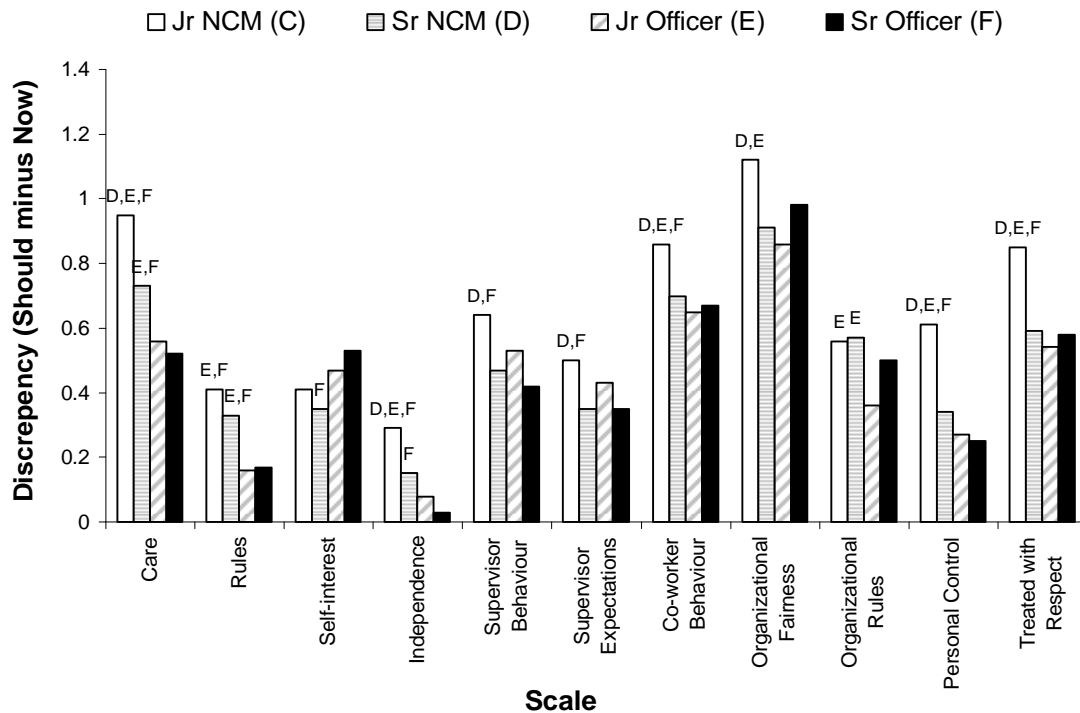


Figure 11: Differences in Discrepancies between Groups Based on Rank

3.7.7 Years of Service (YOS)

Figure 12 presents the differences in discrepancies as a function of years of service.

Care – Personnel with 6-10 years of service were more likely than personnel with 25 years or more of service to indicate a greater discrepancy between their perceptions regarding the extent that members in their unit currently demonstrate a caring attitude towards fellow members in the unit and their personal beliefs regarding the extent to which the unit members should demonstrate a caring attitude towards each other.

Independence – Personnel with 6-10 years of service were more likely than personnel with 21-25 years of service to indicate a greater difference between their perceptions of the amount of independence they currently exert in their workplace and their perceptions of the amount of independence they should be exerting in their workplace.

Supervisor Behaviour – Personnel with 25 or more years of service were more likely than personnel with 6-10 years of service to indicate a smaller discrepancy between the extent to which their immediate supervisor demonstrates behaviours that are consistent with the Statement of Defence Ethics and the extent to which their immediate supervisor should demonstrate these behaviours.

Supervisor Expectations – Personnel with 6-10 years of service were more likely than personnel with 21-25 years of service to indicate a greater discrepancy between perceptions of how much supervisors set and support ethical standards and individual perceptions of how much supervisors should promote high ethical standards.

Co-worker Behaviour – Personnel with 6-10 years of service were more likely than personnel with over 25 years of service to indicate a greater discrepancy between their perceptions of how much their co-workers act in accordance with the Statement of Defence Ethics and their perceptions of how much their co-workers should act in accordance with it.

Organizational Fairness – As compared to personnel with 25 years or more of service, personnel with 6-10 years of service were more apt to indicate a larger difference between their perceptions of organizational fairness right now and their personal beliefs about how fair the organization should be.

Personal Control – Personnel with 6-10 years of service were more likely than personnel with 25 or more years of service to indicate a greater discrepancy between the level of personal control they currently have in their workplace and the level of personal control they should have in their workplace.

Local Senior Leadership – Personnel with 6-10 years of service were more likely than personnel with 25 years of more of service to indicate a greater discrepancy between the degree local senior leadership promotes and encourages ethical values and standards right now in their workplace and how much they should promote ethical values and standards.

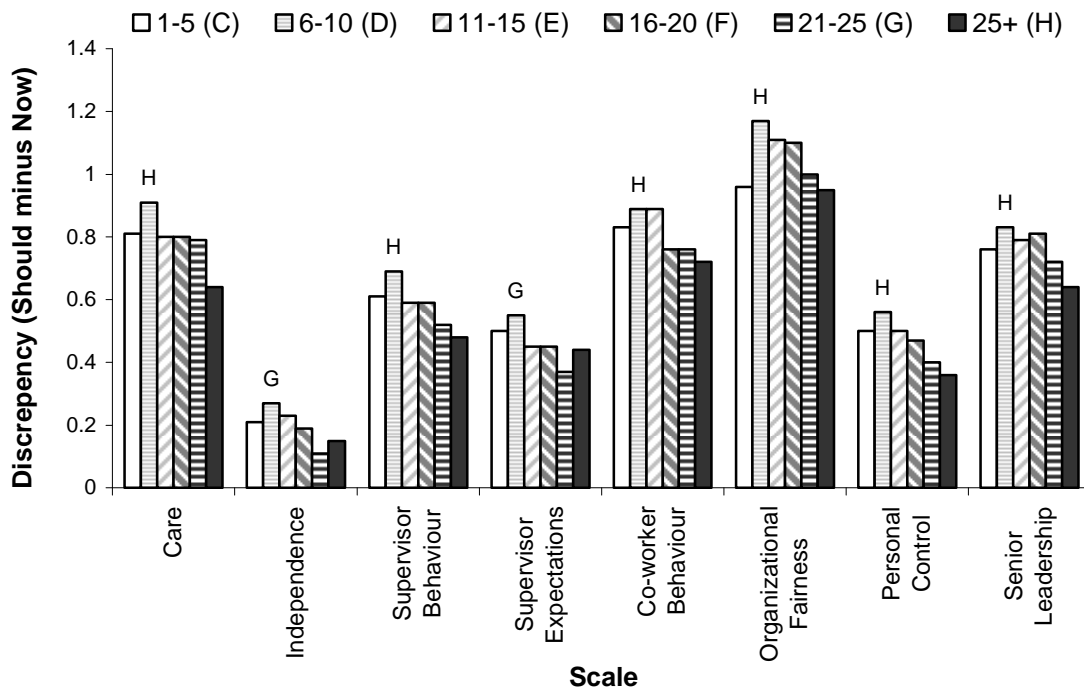


Figure 12: Differences in Discrepancy among Years of Service

3.7.8 Age

Figure 13 shows the discrepancy between personnel’s current perceptions of organizational ethical climate and their personal beliefs regarding what the organizational ethical climate should be like as a function of age.

Care – As compared to personnel who are in the 45 years or older age group, personnel who are in the 25-34 year old age group reported greater discrepancies between their perceptions regarding the extent their unit has a caring attitude and the extent that their unit should have a caring attitude.

Independence – With regard to the independence subscale, personnel who are in the 25-34 year old age group were more apt than personnel who are in the 45 years and older age group to indicate larger discrepancies between perceptions of current organizational ethical climate and their individual beliefs regarding what the organizational ethical climate should be like.¹²

Supervisor Behaviour – Personnel who are in the 25-34 year age group were more likely than personnel who are in the 45 years old or older age group to indicate a greater discrepancy between the extent that their immediate supervisor acts in accordance with the Statement of Defence Ethics right now and the extend they should act in accordance with it.

Organizational Rules – Personnel who are 45 years old or older were more likely than personnel who are in the 16-24 year ago group to indicate a larger discrepancy between the extent that the organization follows rules and regulations right now and the extent to which the organization should follow rules and regulations.

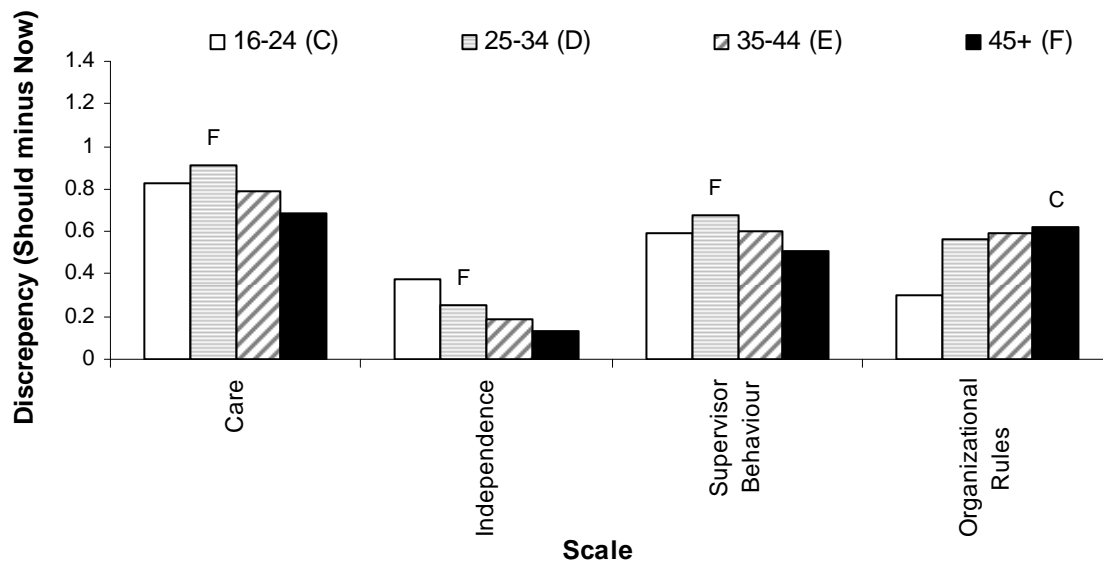


Figure 13: Differences in Discrepancy as a Function of Age

¹² The variance for the 16-24 age group was unusually large. As a result, the 25-34 age group is significantly different from the 45+ age group but not the 16-24 age group.

3.8 Approaches to Ethical Decision-Making

As shown Table 28 in Annex H, the Defence Ethics Survey assesses five different approaches to ethical decision-making: rule-based, care-based, consequence-based, virtue-based, and self-interest-based). We examined differences in approaches to ethical decision-making as a function of component (see Table 29 in Annex H) and rank group (see Table 30 in Annex H).

3.8.1 Approaches to Ethical Decision-Making by Component

Component influenced only two types of ethical decision-making, namely Rule-based and Self-Interest based (see Table 29 in Annex H).

Rule-based – Civilian DND employees were more likely than Regular Force personnel to indicate that they use a rule-based approach to ethical decision-making.

Self-Interest – Regular Force personnel were more likely than civilian DND personnel to endorse a self-interest based approach to ethical decision-making.

3.8.2 Approaches to Ethical Decision-Making by Rank

As shown in Table 30 in Annex H, rank was an important factor in understanding approaches to ethical decision-making.

Rule-based – Junior and Senior NCMs were more likely than Junior Officers to indicate that they used a rule-based approach to decision-making. Additionally, Senior NCMs were more likely than Senior Officers to report using a rule-based approach.

Care-based – Junior NCMs were more likely than the other three rank groups to endorse a care-based approach to ethical decision-making. As well, Senior NCMs were more likely than Junior Officers and Senior Officers to report that they use a care-based approach.

Consequence-based – Junior Officers were more likely than the other three rank groups to report using a consequence-based approach to ethical decision-making. Furthermore, Senior NCMs were more likely than Junior and Senior Officers to indicate using a consequence-based approach.

Self-Interest-based – Junior NCMs were more likely than the other three rank groups to endorse a self-interest-based approach to ethical decision-making. Additionally, Senior Officers were less likely than the other three rank groups to report using a self-interest-based approach to ethical decision-making.

3.8.3 Multiple Approaches to Decision-Making

We measured whether people adopted multiple approaches to ethical decision-making in two ways. First, personnel were explicitly asked in the ethics survey whether they used more than one approach. For example, they indicated their level of agreement with statements such as “It is not one, but rather a combination of the principles that I use to determine what is right and wrong” and “Rarely, is there only one correct solution to an ethical problem”. Previous research

demonstrates that people have a limited grasp of how they reason about higher order mental processes. Thus, when people are asked to describe how they think, they may rely on a priori knowledge to develop plausible explanations or theories (Nisbett & Wilson, 1977). In other words, the survey may measure what has been called people's self-theories about whether they rely on more than one approach. Second, we examined whether people actually report using more than one approach to ethical decision-making by examining the number of ethical approaches that they endorsed in the survey (referred to as 'New Multiple Approach'). Specifically, we examined the number of times respondents indicated that they 'Agree' or 'Strongly Agree' with the rule-, care-, consequence-, virtue-, and self-interest-based scales. For example, if personnel endorsed rule-based, care-based, and virtue-based approaches in the survey, they were considered as having multiple approaches to ethical decision-making, whereas personnel who only endorsed consequence-based decision-making were not considered as using one approach. The 'New Multiple Approach' provides an alternative methodology to assess whether people use more than one approach when making ethical-decisions.

When multiple-approaches to ethical decision-making was assessed using personnel's level of agreement to survey items, all three components (i.e., Regular Force, Class B Reservists, and DND employees) and rank groups (e.g., Junior NCM) provided equally high levels of endorsement (see Tables 29 and 30 in Annex H). In other words, most ranks and components indicated that they agree or strongly agree with statements in the survey that reflect using more than one approach to ethical decision-making. However, when the "New Multiple Approach" measure was analyzed as a function of rank group, rank group differences became statistically significant. Specifically, the results suggested that Junior NCMs endorsed more approaches to ethical decision-making than did the other three rank groups. Furthermore, Senior NCMs endorsed more approaches than Junior and Senior Officers did.

The inconsistency between the two measures of multiple approaches to ethical decision-making suggests that they do not measure the same construct. It is possible that the lack of group differences for the items that directly asked respondents if they use multiple approaches may have been due to consistency in personnel's self-theories. More specifically, people may believe that using multiple approaches to ethical decision-making is desirable, which leads them to have a self-theory that they personally rely on more than one ethical approach. In contrast, with the "New Multiple Approach" measure, respondents were not directly asked if they use multiple approaches and therefore self-theories would have been less of a contributing factor. Specifically, when we tallied the number of times respondents endorsed each approach, the results suggested that personnel on average endorse two approaches, but that varies as a function of rank group.

3.9 Ethical Judgement (Scenarios)

In the next set of analyses, we focus on how people make ethical decisions when confronted with hypothetical dilemmas. An ethical judgement score was computed by averaging respondents' ratings of the eight judgment items (unjust, unfair, morally wrong, unacceptable to family, culturally unacceptable, traditionally unacceptable, violates an unspoken promise, and violates an unwritten contract). The greater the average score, the more unethical the judgment was deemed to be. Several one-way between-subjects ANOVAs were run using CSGLM, where ethical judgment was treated as the dependent variable and each demographic variable was treated as the independent variable (see Annex I).

3.9.1 Rank

As shown in Table 32 in Annex I, rank accounted for the greatest proportion of variance in ethical judgment as compared to the other demographic variables.

Scenario 1 – Senior Officers were more likely than Junior Officers and Junior NCMs to judge that failing to report damaged equipment had ethical ramifications. Senior NCMs were more likely than Junior NCMs to report that concealing information pertaining to the incident was unethical.

Scenario 2 – Although all four rank groups judged the career manager’s decision as unethical, Junior NCMs judged the career manager’s decision as being less serious than the other three rank groups did. Additionally, Senior Officers judged the career manager’s decision as being more unethical than Senior NCMs did.

Scenario 3 – Despite all rank groups indicating that the leader’s decision was unethical, Junior NCMs were more likely than the other rank groups to report that the decision had fewer ethical implications. Senior Officers were more likely than the other three rank groups to report that the decision was unethical.

Scenario 4 – Junior NCMs deemed the manager’s decision to hire a different person for the job as being less serious than Junior and Senior Officers did, even though all rank groups considered the decision as unethical.

Scenario 5 – Junior NCMs reported that the CF member’s actions had greater ethical implications than Senior Officers did.

3.9.2 Component

Significant differences were found for Scenarios 1, 3, and 4 only when component was treated as the independent variable (see Table 33 in Annex I).

Scenario 1 – Class B Reserve Force personnel and civilian DND employees were more likely than Regular Force personnel to deem failing to report damaged equipment as unethical.

Scenario 3 – Civilian DND employees perceived the leader’s decision as being more unethical than Regular Force and Class B Reserve personnel did. Regular Force personnel judged the leader’s decision as having fewer ethical ramifications than Class B Reserve personnel and civilian DND employees did. All three components reported that the leader’s decision was unethical.

Scenario 4 – Civilian DND employees were more likely than the other two components to indicate that the manager’s decision had ethical ramifications. All components considered the decision to refuse the qualified candidate as unethical.

3.9.3 Gender

As shown in Table 34 in Annex I, only Scenarios 1 and 4 yielded significant gender differences.

Scenario 1 – Females indicated that failing to report damaged equipment was more unethical than males did.

Scenario 4 – Although both males and females judged the manager’s decision as unethical, females deemed the decision as more unethical than males did.

3.9.4 First Official Language (FOL)

Only Scenario 2 and 5 yielded significant differences as demonstrated in Table 35 in Annex I.

Scenario 2 – Personnel who indicated that English was their first official language judged the career manager’s decision to hire the outspoken candidate instead of the best candidate as being more unethical than personnel who indicated that French was their first official language did.

Scenario 5 – Personnel who indicated that French was their first official language perceived the CF member’s actions to acquire goods and services from a questionable dealer as more unethical than personnel who indicated that English was their first official language did.

3.9.5 Years of Service (YOS)

For YOS, only Scenarios 1 and 3 revealed significant differences (see Table 36 in Annex I).

Scenario 1 – Personnel with 25 years or more of service judged the witnesses’ actions as more unethical than personnel who had 0-5 YOS and 6-10 YOS did.

Scenario 3 – In general, personnel with more years of service deemed the leader’s decision as more unethical than personnel with fewer years of service did. In particular, personnel with 21-25 YOS or 25 years or more of service were more likely than personnel with 0-5 YOS, 6-10 YOS, and 11-15 YOS to judge the leader’s decision as unethical. Personnel with 16-20 YOS indicated that the leader’s decision was more unethical than personnel with 0-5 YOS and 6-10 YOS did.

3.9.6 Education

Average ethical judgments that were analyzed as a function of education yielded significant differences for Scenarios 2, 3, and 4 (see Table 37 in Annex I).

Scenario 2 – Personnel who have graduate and university degrees perceived the manager’s decision as more unethical than people with high school or college diplomas did, although all four educational groups were likely to consider the decision unethical.

Scenario 3 – Personnel who have graduate and university degrees were more likely than personnel who had high school and college diplomas to report that the manager’s decision had ethical ramifications.

Scenario 4 – Personnel who have high school diplomas judged the hiring manager’s decision as less unethical than personnel who have graduate and university degrees did, even though all educational groups deemed the decision as unethical.

3.9.7 Age

As shown in Table 38 in Annex I, only Scenarios 1, 3, and 4 yielded significant differences for age.

Scenario 1 – Personnel who were 35-44 years old and 45 years old and older were more likely than personnel who were 16-24 years old and 25-34 years old to consider the witnesses’ lack of action as unethical.

Scenario 3 – In general, older age groups perceived the leader’s actions as more unethical than the younger age groups did. Specifically, personnel who were in the 16-24 year age group judged the leader’s actions as less unethical than personnel who belonged to the other three age groups did, whereas personnel who were 45 years or greater perceived the leader’s actions as being more unethical than the other three age groups did. Additionally, personnel who were in the 45 years or greater age group judged the leader’s decision as being more unethical than personnel in the 25-34 years old age group did.

Scenario 5 – Personnel who are 45 years old or older perceived the hiring manager’s decision as more unethical than personnel who were in the 25-34 and 35-44 year old age groups, even though personnel from all age groups judged the decision as unethical as indicated by their average scores.

3.10 Situational Moral Intensity

To assess how situational moral intensity is related to the stages of ethical decision-making (i.e., recognizing an ethical issue, making ethical judgements, and forming ethical intentions), we conducted 15 multiple linear regressions. As discussed previously, six characteristics that can influence moral intensity are: (1) magnitude of the consequences, (2) temporal immediacy, (3) social consensus, (4) proximity, and (5) probability of effect.

3.10.1 Recognition of an Ethical Issue

Certain moral intensity predictors had fairly consistent relationships with whether surveyed CF members recognized an ethical issue in the scenarios (see Table 39 in Annex J). More specifically, for four of the five scenarios, the more people in one’s workplace considered the decision to be inappropriate (social consensus), the more they recognized that the situation presented an ethical issue (except scenario 5 where this relationship was reversed).¹³ For

¹³ Scenario 5 was qualitatively different than the other four scenarios, in which it was the only scenario that involved making an ethical decision in the context of an overseas mission. More research is needed to understand how ethical decision-making is affected by contextual factors. In addition, only military personnel were given Scenario 5. As such, it is possible that the different samples across scenarios account for the different pattern of findings.

three of the five scenarios, the more personnel perceived that a negative consequence would result (probability of effect) and that it would affect those close in proximity (i.e., “people at my workplace”), the more likely they were to recognize an ethical issue. Finally, only in one of the five scenarios were increases in the degree that personnel perceived possible harm resulting from the decision (magnitude of consequences) and that the impact would occur soon (temporal immediacy) related to increases in recognizing an ethical issue.

3.10.2 Ethical Judgment

When situational moral intensity predicted ethical judgement, the pattern of results was the same across all five scenarios (refer to Table 40 in Annex J). Specifically, the more personnel perceived possible harm resulting from the decision (magnitude of consequences), the more people in one’s workplace would consider the decision to be inappropriate (social consensus), and the more the decision was perceived to cause negative consequences (probability of effect), the more the decision was judged as being unethical across all scenarios.

3.10.3 Ethical Intentions

When situational moral intensity predicted ethical intentions, the pattern of results was the same across all five scenarios as shown in Table 41 in Annex J. Specifically, the more personnel perceived possible harm resulting from the decision (magnitude of consequences), the more people in one’s workplace would consider the decision to be inappropriate (social consensus), and the more the decision was perceived to cause negative consequences (probability of effect), the greater the likelihood that personnel indicated that they would definitely not make the same decision described in the scenarios.

3.11 Training

In Annex K, we present response frequencies for each training question as a function of component. In addition, we provide response frequencies for all “Defence Personnel”, which is comprised of Regular Force, Reserve Force (Class B), and civilian DND personnel. Because we use Complex Samples in SPSS, we can make inferences regarding all personnel who are included in the survey population.

3.11.1 Participation in Ethics Education

Defence personnel were asked whether they participated in any CF or DND training related to ethics, ethical decision-making, or ethical behaviour in the last three years. As shown in Table 42 in Annex K, we found that 60.3% of defence personnel indicated that they received training within the last three years, whereas 39.7% did not receive training. Next we analyzed whether participation in ethics trainings varied by component and found a statistically significant

association, $\chi^2(1.82) = 30.27, p < .001$.¹⁴ In particular, Reserve Force (Class B) personnel reported receiving the most training and DND civilian personnel indicated receiving the least amount of training.

3.11.2 Ethics Training and Stages of Ethical Decision-Making

Next, we examined personnel's perceptions of the relationship between ethics training and stages of ethical decision-making. In particular, personnel indicated how ethics training influenced (1) their awareness of ethical issues in the CF and DND, (2) their ability to recognize ethical issues, and (3) their decision-making regarding ethical issues.

- a. Awareness of an ethical issue did not vary as a function of component, $\chi^2(3.61) = .89, p = .89$ (see Table 43 in Annex K);
- b. The ability to recognize an ethical issue did not vary by component, $\chi^2(7.39) = 1.18, p = .31$ (see Table 44 in Annex K); and
- c. The ability to make ethical decisions did not differ as a function of component, $\chi^2(7.46) = .52, p = .83$ (see Table 45 in Annex K).

3.11.3 Ethics Dialogue or Case Study

Personnel were asked to indicate if and when they have participated in a dialogue or case study session on ethics in their workplace. In particular, they were provided with three response options: (1) within the last year, (2) one to two years ago, or (3) I have not participated in such an activity. As demonstrated in Table 46 in Annex K, the percentage of personnel who engaged in ethics dialogues or case study sessions varied as a function of component, $\chi^2(3.77) = .61.70, p < .001$. In particular, DND personnel reported that they participated in dialogues and case studies pertaining to ethics least often and Reserve Force (Class B) personnel reported participating in these types of ethics activities most often.

3.11.4 Ethics Coordinator

Defence Personnel were asked if they knew who their ethics coordinator was. As can be shown in Table 47 in Annex K, the majority of Regular Force and DND personnel did not know who their ethics coordinator was. Overall, the components differed in their ability to identify who their ethics coordinator is, $\chi^2(1.87) = 80.55, p < .001$. Follow-up tests showed that a higher proportion of Reserve Class B personnel reported knowing who their ethics coordinator is relative to the proportions of Regular Force and DND personnel who did.

¹⁴ Post hoc tests used to determine which components received a higher percentage of ethical training were conducted using the population standard error to construct Bonferroni corrected confidence intervals around the percentages. More details concerning this approach to post hoc testing following a significant association between two categorical variables can be found in "Special issues regarding SPSS Complex Samples" by G. Howell and D.L. Messervey (in preparation).

3.11.5 Knowledge of Defence Ethics Program (DEP)

When personnel were asked whether they had heard of the Defence Ethics Program, the majority of personnel indicated they did. As illustrated in Table 48 in Annex K, the components varied in their knowledge of the DEP, $\chi^2(1.78) = 12.86, p < .01$. Specifically, a higher proportion of Reserve Force Class B personnel than Regular Force and DND personnel have heard of the DEP.

Next, personnel indicated how they had heard about the DEP. As shown in Figure 15 in Annex K, the most frequent method of disseminating knowledge regarding DEP was training sessions.

- a. Training Session: $\chi^2(1.85) = 12.85, p < .01$. Res F > Ref F = CIV;
- b. The Maple Leaf: $\chi^2(1.91) = 72.24, p < .001$. Reg F = Res F > CIV; and
- c. Posters: $\chi^2(1.88) = 18.74, p < .001$. Res F > CIV.

3.12 Qualitative Comments

Defence personnel were asked to identify the most important single ethical issue facing CF/DND today. To code the qualitative comments, we performed a content analysis. In particular, we made minor modifications to the coding scheme that was developed for purpose of the 2003 Defence Ethics Survey Sponsor Research Report (Dursun, Morrow, & Beauchamp, 2004). As in 2003, the four major themes found in the 2010 written comments were: (1) Fair and Equitable Treatment Versus Self-Interest, (2) Senior Leadership and Management, (3) Ethical Ideals, and (4) Miscellaneous. Although the major themes remained the same, there were a few minor changes. First, “Evaluation and Promotion” was changed to “Evaluation, Promotion, and Postings”. Second, we added a category called “Integrity in Leadership” under the theme “Senior Leadership and Management”. Third, honesty, integrity, respect and loyalty were combined into a single category called “Defence Ethical Values”. Fourth, the following categories were included under the “Miscellaneous” theme: Cultural Differences & Ethical Behaviour on Missions, Role in Afghanistan, Work Life Balance, Events in the Media, and Competing values. The unweighted frequencies are presented in Table 49 in Annex L.

3.12.1 Theme 1: Fair and Equitable Treatment versus Self-Interest

As shown in Table 49 in Annex K, personnel identified issues pertaining to “Fair and Equitable Treatment versus Self-Interest” as the most important ethical concern facing the CF/DND. Within this category, five key issues arose: caring for personnel, inequitable treatment, HR issues, careerism, and theft or abuse.

Caring for Personnel – Support and care for veterans was a common theme for all personnel regardless of component. Many personnel commented on the responsibilities of Veteran Affairs Canada (VAC) and the federal government to take better care of veterans. Many Regular Force members commented on the CF’s role to protect and care for military personnel.

Inequitable Treatment – In general, it was common for personnel to cite inequitable treatment given to certain groups as the important ethical issue. Military personnel often commented that

members of certain ranks or positions received better treatment than personnel who were of lower rank. For example, some personnel reported that the rules were applied differently depending on a person's rank or position. DND personnel often wrote that military members were treated better than civilians. Personnel also commented on how some people were treated unfairly as a result of language, gender, and ethnicity.

HR Issues – A considerable number of comments pertained to various HR-related issues, such as evaluation, promotion, hiring, and contracting. Many personnel commented that personnel's evaluations were based on factors unrelated to work, such as personal friendships. Other personnel indicated that they felt hiring practices were unfair, such as civilian positions being reserved for military personnel who were approaching retirement. In addition, some personnel indicated that they thought contractors were completing work that indeterminate employees should be doing.

Careerism – Personnel, especially Regular Force members, commented on superiors and other defence staff acting in a self-interested way. In this manner, some personnel believe that some senior leaders are making decisions that will promote their career aspirations rather than serve the organization.

Theft or Abuse – Many personnel commented that some personnel are taking advantage of the system, such as incorrect use of leave and improper use of DND supplies. Some personnel commented that personnel were being abused or harassed in the workplace.

3.12.2 Theme 2: Senior Leadership and Management

Comments pertaining to leadership and management focused largely on the following areas: bureaucracy, tasks given resources, resource allocation, ethical leadership, and leadership integrity.

Bureaucracy – Some personnel indicated that the bureaucracy impedes completing jobs efficiently.

Tasks Given resources – Personnel often indicated that they feel pressured to do more work with fewer resources. A number of personnel made reference to budget constraints and the current fiscal climate.

Resource Allocation – An issue predominantly raised by DND personnel relates to resource management. Some personnel commented that they disagreed with how money was spent by the federal government, CF and DND.

Ethical Leadership – The ability for leaders to make the right ethical choice and to have moral courage was commented on by numerous personnel. Many personnel felt the leadership and management acted in ways that they considered as unethical. Other personnel reported that they did not feel supported by management and leadership to act ethically.

Leadership Integrity – Personnel sometimes commented that leadership and management did not protect subordinates and employees sufficiently. Other personnel made comments about how leadership used their authority inappropriately and made unfair decisions. Other comments focused on leadership integrity and ethics.

3.12.3 Theme 3 – Ethical Ideals

The comments in this section largely focused on accountability, communication, transparency, and the obligations and values outlined in the Statement of Defence Ethics.

Statement of Defence Ethics Values – One of the most frequent comments made by defence personnel pertained to acting in accordance with the Statement of Defence Ethics. In particular, personnel commented on the importance of honesty, integrity, respect, and loyalty.

Accountability – Both CF and DND personnel commented on the importance of accountability. For instance, some personnel indicated that individuals were not held accountable for their actions.

Communication and Transparency – Some personnel commented on the importance of communicating and teaching ethical values. A number of personnel indicated that decisions and actions made by DND and the CF need to be transparent.

3.12.4 Theme 4 – Miscellaneous

Categories that were classified under “Miscellaneous” often included new issues that were not necessarily present in the past. As in 2003, work ethic and adherence to rules were frequently commented on by personnel. Unlike 2003, personnel in 2010 frequently commented on cultural differences and engaging in ethical behaviour while on mission. In addition, they commented on the CF’s role in Afghanistan, media coverage of soldiers who have engaged in illegal or inappropriate behaviour, and the challenges of balancing competing priorities.

Work Ethic – Many personnel commented on the need to serve Canada well. Other personnel commented on the work ethic of their co-workers, such as poor attitudes and pulling their weight. Other personnel commented on the importance of serving Canada well.

Adherence to Rules – Most of the comments that addressed adherence to rules were made by Regular Force personnel. Many of these comments pertained to rules not being enforced adequately. Several of the comments pertained to following rules while on operations. Other personnel made general comments about the importance of rules and regulations.

Cultural Differences and Ethical Behaviour on Missions – The treatment of detainees was often cited by defence personnel as the single most important ethical issue in the CF and DND. Military personnel often commented on the challenges of dealing with cultures that have different ethical and cultural beliefs while on mission.

Role in Afghanistan – Of the comments made regarding the Canada’s and the CF’s role in Afghanistan, most comments were written by Regular Force personnel. Among comments that pertained to this issue, most were concerned with whether troops should remain in Afghanistan.

Media Coverage – Since the last administration, several CF members have received news coverage for their improper or criminal actions. Regular Force personnel most frequently commented on these soldiers who behaved inappropriately, in which some personnel commented that these soldiers exemplified a more serious problem with senior military leadership.

Competing Values – There were two main types of competing values that emerged in personnel’s comments. The first concerns reconciling one’s own sense of personal ethics with one’s professional ethics. The second addresses balancing the need to complete the mission or “get the job done” with following the rules.

4 Discussion

4.1 Comparison of the 2003 and 2010 Ethics Survey Results: Organizational Ethical Climate

One of the most significant findings in this report is that the overall organizational ethical climate has improved from 2003 to 2010 for the survey population. Upon closer inspection, organizational ethical climate significantly increased in the following areas: Supervisors' Expectations, Supervisors' Behaviours, Co-workers' Behaviours, Organizational Rules, Rules, Personal Control, Organizational Fairness, and Care. It did not improve in the area of Job Completion, Personal Control, Independence, and Self-Interest. In addition, Regular Force personnel and DND employees both improved equally.

4.2 Discrepancies between Organizational Ethical Climate and Individual Values

We found improvement from 2003 to 2010 in the discrepancy between personnel's current perceptions of organizational ethical climate and their personal beliefs about how organizational ethical climate should be. The pattern of results was consistent for every scale, in which the discrepancies from 2003 were greater than the discrepancies from 2010. Furthermore, these discrepancies were statistically significant for 8 out of 11 scales. These findings provide empirical support for the effectiveness of the Defence Ethics Program in reducing the gap between perceived organizational ethical climate and individual values regarding how organizational ethical climate should be in the workplace.¹⁵

4.3 Discrepancy between Organizational Ethical Climate and Individual Values based on subgroup comparisons (2010)

Civilian DND employees were more likely than Regular Force and Reserve Force (Class B) personnel to indicate greater discrepancies between perceived current organizational ethical climate and their individual beliefs about what the organizational ethical climate should be across several domains. For example, civilian DND employees were more likely than Regular Force and Reserve Force (Class B) personnel to indicate a greater discrepancy in the way organizational rules are implemented right now and the way organizational rules should be implemented. Likewise, civilian DND employees were more likely than military personnel to indicate greater discrepancies between how their co-workers' behaviours are currently consistent with the Statement of Defence Ethics and the extent to which they should be consistent. Moreover, when asked about senior leadership, DND employees were less likely than Regular Force and Reserve Force (Class B) personnel to indicate that senior leadership currently promote ethical attitudes and behaviour. Future research is needed

¹⁵ We were unable to compare the results of personnel who received ethics training to a randomly assigned control group that did not receive ethics training. As such, we cannot state that the Defence Ethics Program caused an improved ethical climate or caused smaller discrepancies between personnel's current perceptions regarding organizational ethical climate and their individual beliefs regarding what the organizational ethical climate should be like.

to understand the causes of this discrepancy. For example, civilian DND employees may have higher expectations than CF personnel regarding what the organizational ethical climate should be like. Alternatively, they may have different work experiences than CF personnel, which negatively affect their perceptions of organizational ethical climate.

Education appears to play an important role in explaining the pattern of results. In particular, personnel with a high school or college education tended to report larger discrepancies between their perceptions of organizational ethical climate and their personal beliefs regarding how organizational ethical climate should be than personnel who held graduate degrees did. Thus, people who have graduate degrees are more likely to indicate that their experiences in the workplace are consistent with their expectations, whereas people who have less education are the most likely to report that their workplace experiences differ from their expectations. A similar pattern emerged for rank. Junior NCMs reported more incongruence than Senior Officers between their perceptions of how things are now in their workplace and their personal beliefs regarding how things should be.

Although Junior NCMs significantly differed from Senior NCMs on numerous scales, Senior NCMs were the most similar to Junior NCMs (i.e., they tended to have large discrepancies between their current perceptions of organizational ethical climate and their personal beliefs about the way things should be). Likewise, Junior Officers were most similar to Senior Officers, in which they tended to report relatively small discrepancies between their perceptions of current organizational ethical climate and their expectations about the way things should be. Thus, the discrepancy between organizational ethical climate and individual beliefs tended to be smaller for highly educated personnel or high ranking personnel. On the other hand, personnel who have high school and/or college diplomas tended to report relatively large discrepancies between their perceptions of current organizational ethical climate and their expectations regarding what the organizational ethical climate should be like on numerous scales (e.g., care, rules, independence, job completion, supervisor behaviour, personal control). Both education and rank are indicators of socio-economic status, a term that refers to a person's educational attainment, income and occupational prestige. Researchers have shown that socio-economic status affects the way people make ethical judgements and decisions (Haidt *et al.*, 1993). It is possible that the observed relationships between rank and education on the scales is mediated by socio-economic status.

There was a tendency for people with fewer years of service to indicate a greater difference than people with more years of service with regard to their perceptions of their current organizational ethical climate and their beliefs about what their workplace should be like. In particular, personnel with 6-10 years of service tended to report bigger discrepancies than personnel with 25 years or more of service. A similar pattern of findings emerged for the demographic variable age, in which personnel who were in the 25-34 year old age group tended to have larger discrepancies between their perceptions of their workplace right now and their expectations of what it should be like than personnel who were in the 45 years or older age group did. Previous research has shown that age and length of tenure (aka years of service) is related to ethical judgement (Elm & Nichols, 1993). It is likely that years of service and age are both tapping into the underlying construct of experience, which could be mediating the observed relationships between years of service and age.

First Official Language and gender were of less importance in explaining the pattern of results, in which they yielded few significant interactions.

4.4 Approaches to Ethical Decision-Making (2010)

Junior and Senior Officers were more likely than Junior NCMs to indicate that they used a rule-based approach to decision-making. In addition, Junior NCMs were more likely than the other three rank groups to rely on a consequence-based approach to ethical decision-making. These findings are consistent with recent social psychological research that shows how power affects moral thinking styles. Lammers and Stapel (2009) found that people who were primed to feel powerful tended to have a rule-based thinking style, whereas people who were primed to feel subordinate and powerless tended to have a consequentialist thinking style. Accordingly, the influence of power may account for the observed rank differences.

4.5 Ethical Judgements (2010)

Consistent with other results reported in this document, rank played an important role when making ethical judgments. In particular, Senior Officers were more likely than Junior NCMs to judge the decisions in the scenarios as unethical across four out of five scenarios. Additionally, Senior Officers indicated that 3 out of the 5 scenarios were more unethical than Junior NCMs did. Interestingly, in Scenario 5 where the decision-maker obtains required good and services from a local dealer with questionable morals while deployed on a UN mission, Junior NCMs judged the decision as more unethical than Senior Officers did. This scenario was set in the context of an overseas mission, whereas the other four scenarios were set in-garrison or an office context. The vastly different response pattern for Senior Officers suggests that military personnel may tap into their moral compass differently when deployed in-theatre than when stationed in-garrison.

In general, the scenarios pitted fairness and individual rights against other ethical considerations. Researchers have shown that people who have high socio-economic status tend to focus more on fairness and individual rights when making ethical decision as compared to people who have low socio-economic status (Haidt, 1993). Although rank differences in ethical decision-making are consistent with the mainstream ethics literature on socio-economic status, it is also possible that Senior Officers' and Senior NCMs' ethical judgments are influenced by the quantity of training they have received. In this way, Senior Officers may have been with the organization longer. As a result, they may have spent more hours receiving training. More research is needed to understand why some rank groups have a different survey response pattern than other rank groups.

4.6 Situational Moral Intensity (2010)

All three stages of decision-making that were measured in the survey, namely recognition, judgment, and intention, were related to the extent that one's workplace would consider the decision to be inappropriate (social consensus) and the extent to which the decision is perceived to cause negative consequences (probability of effect). The higher personnel rated the scenarios in terms of social consensus and probability of effect, the more personnel recognized the ethical issue. In addition, the judgment and intention stages were positively associated with perceptions of possible harm resulting from the decision (magnitude of consequences). In other words, the more personnel perceived possible harm resulting from the decision made, the more they judged the scenario as unethical and the more they indicated that they would definitely not make the

same decision described in the scenarios. The extent to which the negative consequences would likely occur in the near future (temporal immediacy) did not appear to influence the stages of ethical decision-making. As well, the extent to which the decision would affect people at one's workplace as compared to people outside of one's workplace (proximity) influenced recognition of an ethical issue for some scenarios, even though proximity did not appear to influence the other stages. Expressly, the more the decision affected people in one's workplace, the more personnel recognized an ethical issue. These findings suggest that situational factors play an important role in the ethical decision-making process.

It is important to note, however, that asking people how situational factors influence the way they make ethical decisions is not the same as measuring the impact of situational factors on decision-making. People are not always aware of how situational factors influence the way they make decisions. For example, there is a tremendous body of research that shows people make decisions that are more favourable toward in-group members than out-group members. It is likely that Defence personnel also make decisions that favour in-group members over out-group members, even though they may not be aware they are doing so. Personnel who completed the Defence Ethics survey indicated that the extent to which an ethical decision would affect people in their workplace would not affect their ethical judgments and intentions. In this way, personnel's reports about how situational factors influence ethical decision-making may be based on their self-theories. More research is needed to understand how situational factors (e.g., exposing personnel to a real life ethical dilemma) actually influence ethical decision-making among CF and DND personnel.

4.7 Training (2010)

Researchers have found that ethics training can improve ethical sensitivity (see Treviño *et al.*, 2006 for a review). Although the majority of personnel have participated in ethics training (60.3%), a large percentage of personnel are not engaging in ethics training. Among the three components, Civilian DND personnel least often engaged in training, whereas Reserve (Class B) personnel most often engaged in training. In light of the benefits of ethics training, it would be beneficial to increase the percentage of personnel who are receiving ethics training, especially among civilian DND personnel.

4.8 Written Comments

Of all the important ethical issues in CF/DND, defence staff frequently reported issues that fell under the theme "Fair and Equitable Treatment versus Self-Interest." In particular, the need for all personnel to be treated fairly regardless of rank, component, language, gender, and race was the most common issue raised by personnel. As well, the proper care and support of veterans was another issue that frequently emerged among defence staff, especially among military personnel. Additionally, fair hiring practices and contracting was deemed to be the most important issue for many defence personnel, especially among DND personnel.

Since the last survey administration, there were a small number of military personnel who received a great deal of media attention. Numerous personnel made reference to these highly public news events. It is unclear whether these high profile individuals influenced the ethical climate among the surveyed population.

4.9 Recommendations

In 1999, the first Defence Ethics Survey was developed and administered and an ethical decision-making model was developed based on the latest relevant literature. Since 1999, the ethics and morality literature has grown considerably. For example, the Handbook of Social Psychology is a document that outlines the history and development of the field of social psychology and is updated every 15 years. In 2010, Haidt's chapter entitled "Morality" appeared for the first time. Prior to 2010, there was insufficient morality and ethics research to warrant a full chapter in this highly respected book. Incorporating these latest developments into DEP's ethical decision-making model is essential to understanding the factors that drive ethical decision-making. For example, Haidt (2001) has provided compelling evidence that people make ethical decisions in an automatic way and then come up with post-hoc reasons to justify their decisions. As well, researchers have argued that past conceptualizations of ethics and morality have been too narrowly defined (Graham, J., Haidt, J., & Nosek, 2009; Haidt, 2007; Rai and Fiske, 2011). To gain a better understanding of how military personnel make decisions, it is recommended that the latest developments in the field of ethics and morality are assimilated into DEP's model.

In addition to integrating the most recent and relevant theories into the existing model, it is important to understand how well the existing model is working. The Defence Ethics Survey has undergone very few changes since it was first developed and administered in 1999, and then re-administered in 2003, 2007, and 2010. Before re-administering the next Defence Ethics survey, it is recommended that the model be re-examined. For example, do the items belonging to scales load the way they should onto the hypothesized constructs? Can individual scale items be improved? Do respondents understand the questions being posed in the survey? Once we have a better understanding of how the original model is working, we can develop a revised model that integrates the strengths of the original model and encompasses the latest developments in the field of ethics and morality.

It is recommended that multiple methodologies be used to assess ethical decision-making in the CF and DND. For example, when people were asked whether the extent to which an ethical decision would affect in-group members rather than out-group members, personnel generally reported that their ethical judgments and intentions would not be affected by in-group membership. This finding is inconsistent with mainstream research that shows that people make decisions that favour in-group members over out-group members. Although personnel may be making accurate judgments, it is also possible that people are not always aware of the factors that affect ethical decision-making. As a result, it would be beneficial to adopt more than one methodology to assess ethical decision-making rather than relying exclusively on self-reports.

The 2010 Defence Ethics survey does not measure the last stage of ethical decision-making: ethical behaviour. Ethical behaviour is rarely measured with surveys because they largely assess self-perceptions or self-reports. It is recommended that alternative methods of measurement be used to assess ethical behaviour.

The majority of the analyses conducted for this report were computed using Complex Samples General Linear Model (CSGLM) and Complex Samples Crosstabs (CSTABULATE) in SPSS. The advantage of using Complex Samples, or alternative methods that use weighted data, is that it allows us to make more accurate inferences about the population as compared to running

unweighted analyses. Prior to conducting any analyses using CSGLM, a great deal of effort was taken to understand which demographic groups were the least likely to complete the survey. Non-response analyses revealed that Junior NCMs and personnel with relatively few years of service were the least likely to complete the survey. As such, it is recommended that rank and years of service be used to stratify the data in future administrations of the Defence Ethics survey.

In the 2010 Defence Ethics Survey, personnel were asked to identify their L1. If personnel were unable to identify their L1, they were asked to indicate their unit. Personnel's open-ended responses were then coded, in which we attempted to track down their L1 based on the information provided. This approach assumes that personnel know which L1 they belong to. Preliminary research at DGMPPRA suggests that personnel often do know which L1 they belong to. Additionally, the open-ended responses may not have been coded in a way that was completely accurate. It is recommended that separate electronic survey links be sent to each L1 to obtain more accurate L1 information.

One of the limitations of this report is that the survey population differs slightly from the target population. For example, the target population includes personnel who do not have e-mail addresses, whereas the survey population does not. That said, analysis of non-responses indicates little risk in generalizing these results to the population. Even so, a solution needs to be found to address this limitation, such as by sending paper versions of the surveys to personnel's home addresses or by having staff administer the survey in-person to personnel that do not have e-mail addresses.

Although a higher response rate for all personnel would be desirable, response rates among Reserve Force (Class A) personnel were especially problematic for the 2010 Defence Ethics Survey. It is recommended that alternative methodological approaches be taken to improve the response rate for the next administration. For example, Reserve Force (Class A) personnel may be more willing to complete the survey if their immediate supervisor or another respected authority figure requests their voluntary participation. Moreover, response rates may improve if researchers administer the survey in-person to Reserve Force (Class A) personnel while they are on training.

Although the majority of personnel indicated that they have participated in ethics training, the participation rates need to be improved, especially among civilian DND personnel. Forty percent of defence personnel report that they are not receiving adequate ethics training.

When personnel were asked if they used multiple approaches to ethical decision-making, personnel reported that they did. However, when we examined whether personnel endorsed more than one approach to ethical decision-making, we found that Junior and Senior Officers endorsed less than two approaches while Junior and Senior NCMs endorsed more than two approaches. Thus, a different pattern of results is obtained depending on how you measure multiple approaches to ethical decision-making. It is possible that people do not understand how they make ethical decisions (Nisbett & Wilson, 1977). As such, it is recommended that the multiple approach measure be changed.

There were certain subgroups of personnel who provided less favourable attitudes regarding ethical climate and ethical decision-making than other subgroups. For example, Junior NCMs tended to have less favourable attitudes on numerous subscales in the Defence Ethics Survey than other rank groups. Likewise, personnel with 6-10 years of service tended to have less favourable ethical attitudes than other years of service groups. In addition, civilian DND personnel perceived the current organizational ethical climate less favourably than military personnel. It is recommended that the CF/DND takes steps to understand why these subgroups may hold unfavourable attitudes.

4.10 Conclusion

DEP promotes and fosters an ethical climate in the CF and at DND to ensure that defence personnel carry out their tasks to the highest ethical standards. In order to achieve its mission, DEP regularly assesses perceptions of ethical climate among CF and DND personnel using the Defence Ethics Survey. This report is the first DGMPPRA publication to use Complex Samples in SPSS to assess ethical decision-making. The results of these analyses show statistically significant improvement over time using two different measures: (1) organizational ethical climate and (2) discrepancy between personnel's perceptions of ethical climate right now and their individual beliefs about what the organizational ethical climate should be like. Although perceptions of ethical climate are generally improving, this report identifies areas that could benefit from additional attention. Furthermore, rank was one of the most important variables for understanding ethical decision-making at the CF, in which Junior NCMs have less favourable perceptions than other rank groups.

The Defence Ethics Survey is a useful tool that supports DEP in its mandate to assess organizational ethical climate over time. As such, it is essential that the survey instrument be relevant and up to date. Recent advances in the field of ethic and morality over the past decade have changed the way that scholars measure and assess ethical decision-making. It is recommended the Defence Ethics Survey be reviewed to incorporate these latest developments.

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Annex A Defence Ethics Survey (Regular Force and Reserve Force)



CANADIAN FORCES
&
DEPARTMENT OF NATIONAL DEFENCE

DEFENCE ETHICS SURVEY

**DEFENCE
ETHICS
PROGRAMME**



**PROGRAMME
D'ÉTHIQUE DE
LA DÉFENSE**

**Please complete in full and return in the provided envelope to: (ONLY
FOR RESERVE FORCE SURVEY)**

DND/DGMPRA
101 Colonel By Drive
Ottawa, ON
K1A 9Z9

R

September, 2010

Dear Survey Participant,

Please find enclosed a survey that is being conducted by the Director General Military Personnel Research and Analysis (DGMPRA) 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 DGMPRA 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 by phone (613-995-0165) or email (martin.yelle@forces.gc.ca).

Mr Martin Yelle, M.Sc.
Organizational Behaviour
Director General Military Personnel Research and Analysis

SSRRB AUTHORIZATION STATEMENT

This survey has been reviewed by SSRRB and is authorized for administration within DND/CF. Authorization number: 899/10

The Defence Ethics Survey

A fundamental concern of the Canadian Forces and the Department of National Defence is the strength and vitality of its ethical culture. As such, the Director Defence Ethics Programme 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.

Part A

A 1. 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 strongly disagree	2 disagree	3 neutral - neither agree nor disagree	4 agree	5 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="checkbox"/>	<input type="checkbox"/>
2. It is very important to follow regulations here.	<input type="checkbox"/>	<input type="checkbox"/>
3. In my unit, we stick together.	<input type="checkbox"/>	<input type="checkbox"/>
4. People here are out mainly for themselves.	<input type="checkbox"/>	<input type="checkbox"/>
5. In my unit, we protect each other.	<input type="checkbox"/>	<input type="checkbox"/>
6. Successful people in my unit do what they are told.	<input type="checkbox"/>	<input type="checkbox"/>
7. Everybody is expected to follow regulations to the letter.	<input type="checkbox"/>	<input type="checkbox"/>
8. In my unit, each person is expected to follow their own personal beliefs about what is right and wrong.	<input type="checkbox"/>	<input type="checkbox"/>
9. In my unit, we go strictly "by the book".	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

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

The way
things are
right now The way
things
should be

12. In my unit it is expected that each member takes care of his/her coworkers.			
13. Successful people in my unit do what they have to in order to get the job done.			
14. In my unit, every individual is expected to do what they think is right.			
15. In my unit it is important to look out for your own interests.			
16. Successful people in my unit adhere strictly to regulations.			
17. Getting the job done is the most important consideration in my unit.			

Immediate Supervisor

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.			
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.			
27. My immediate supervisor keeps his/her promises.			

Coworkers

28. The people I work with demonstrate integrity.			
29. The people I work with demonstrate loyalty.			
30. The people I work with demonstrate courage.			
31. The people I work with demonstrate honesty.			
32. The people I work with treat people fairly.			
33. The people I work with are accountable for their actions.			

A 2. For the following series of items, we would like you to think of **the leadership or management beyond your immediate supervisor** when making the two judgments.

For both ratings please use the following scale:

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

Local Senior Leader/Manager (typically LCol/Cdr or EX minus 1 and above)

Note: If you feel you don't have enough information to answer these questions regarding your local senior leader(s), please check this box and proceed to Section A3

	The way things are right now	The way things should be
1. My local senior leader ensures people adhere to ethical standards	<input type="checkbox"/>	<input type="checkbox"/>
2. My local senior leader provides opportunities for ethics awareness	<input type="checkbox"/>	<input type="checkbox"/>
3. My local senior leader encourages dialogue in the workplace on ethics	<input type="checkbox"/>	<input type="checkbox"/>
4. My local senior leader helps people understand their unique ethical risks and mitigation requirements	<input type="checkbox"/>	<input type="checkbox"/>
5. My local senior leader actively promotes values and ethics across the organization	<input type="checkbox"/>	<input type="checkbox"/>
6. My local senior leader keeps his/her promises	<input type="checkbox"/>	<input type="checkbox"/>

A 3. Please answer the next two questions using the following scale:

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

	The way things are right now	The way things should be
1. Overall, my workplace/unit treats me with respect	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall, the CF treats me with respect	<input type="checkbox"/>	<input type="checkbox"/>

Part B

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

	The way things are right now	The way things should be
1. In this organization we go strictly by the book.	<input type="text"/>	<input type="text"/>
2. This organization has regulations that are strictly followed.	<input type="text"/>	<input type="text"/>
3. This organization enforces the rules and regulations.	<input type="text"/>	<input type="text"/>
4. This organization looks after its members.	<input type="text"/>	<input type="text"/>
5. Organizational policies are fair to everyone.	<input type="text"/>	<input type="text"/>
6. This organization cares for its members.	<input type="text"/>	<input type="text"/>
7. This organization respects the dignity of all members.	<input type="text"/>	<input type="text"/>
8. 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
9. I have the freedom to act on what I think is right.	<input type="text"/>	<input type="text"/>
10. I can decide for myself what is right and wrong.	<input type="text"/>	<input type="text"/>
11. In my work, I can follow my own sense of morality.	<input type="text"/>	<input type="text"/>
12. I am free to do my job in the way I see fit.	<input type="text"/>	<input type="text"/>

B 2. 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 strongly disagree	2 disagree	3 neutral - neither agree nor disagree	4 agree	5 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.

Part C

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

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 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. 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 manager is being briefed about potential candidates for a vacant position that must be filled. He is very happy to find out that there is still one qualified candidate in a pool. In addition, he tells the person briefing him that the recommended candidate has been praised by others as a hard worker with a very good skill set. She will be the perfect person to fill the vacant position. However, later that day, the manager runs into a past colleague who also knows of the recommended candidate and informs him that the candidate is pregnant with her first child.

Now, the manager is less enthusiastic about this person. If he accepts this pregnant candidate, she will only be on the job a few months before she goes on maternity leave for a year -- and maybe even longer. The manager has the power not to hire her, but knows that it is wrong to refuse her because she is pregnant. He reasons that the workload in his section is steadily increasing and every position must stay filled to get the work done.

ACTION/DECISION TAKEN: The manager decides to refuse the candidate and makes up a plausible, but incorrect, reason for this decision.

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 at my workplace would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People at my workplace 1 2 3 4 5 6 7 People outside my workplace

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

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 at my workplace would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People at my workplace 1 2 3 4 5 6 7 People outside my workplace

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 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

Part D

D 1a. In the last three years, have you participated in any CF/DND training related to any of the following: ethics, ethical decision-making, or ethical behaviour?

- ¹O Yes
- ²O No (skip to D 1d)
- ³O Was unable to attend (skip to D 1d)
- ⁴O Don't know (skip to D 1d)

D 1b. Was this training

- ¹O In the last year?
- ²O More than one year ago, but less than three years ago?

D 1c. Using the scale below, please indicate the extent to which you agree with the following statements:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral (neither agree nor disagree)</i>	<i>Agree</i>	<i>Strongly Agree</i>
a. The ethics training I have received in the CF/DND has contributed to, or refreshed my awareness of, the values and ethics in the CF and DND.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b. The ethics training I have received in the CF/DND has allowed me to practice my ability to recognize ethical issues.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c. The ethics training I have received in the CF/DND has allowed me to practice my ability to apply ethics in making decisions involving ethical issues	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

D 1d. Have you participated in a dialogue or case study session on ethics in your workplace/unit?

- 1 Within the last year
- 2 One to two years ago
- 3 I have not participated in such an activity

D 2a. If you are employed outside of the Primary Reserve, do any of your other employers have a written code of ethics that you are aware of? (ONLY ASKED IN RESERVE FORCE SURVEY)

- 1 Yes I am employed outside of the CF and my other employer(s) has/have a written code of ethics.
- 2 Yes I am employed outside of the CF. I am unsure whether or not my other employer(s) has/have a written code of ethics. (skip to D 3)
- 3 Yes I am employed outside of the CF. My other employer(s) does/do not have a written code of ethics. (skip to D 3)
- 4 Not applicable / I am not employed outside of the CF (skip to D 3)

D 2b. To what extent does your civilian employer's code of ethics influence your behaviour while on duty with the CF? (ONLY ASKED IN RESERVE FORCE SURVEY)

- 1 To no extent
- 2 To some extent
- 3 To a great extent
- 4 Don't know / Unsure

D 3. Do you know who your unit's ethics coordinator is?

¹O Yes ²O No

D 4a. Before receiving this survey, had you ever heard of the Defence Ethics Programme?

¹O Yes ²O No (skip to D 5)

D 4b. If yes, how did you hear about the Defence Ethics Programme? (Mark all that apply)

- | | |
|---------------------------------------------------------|---------------------------------------------|
| ¹ O Email | ⁵ O <i>The Maple Leaf</i> |
| ² O DEP website | ⁶ O Posters |
| ³ O Internet/Intranet other than DEP website | ⁷ O Word of mouth |
| ⁴ O Training Session | ⁸ O Other: Please Specify: _____ |

D 5. 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 CF/DND today.

Part E

Demographic Information

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

E 1. What is your age?

¹O 16-24 years ²O 25-34 years ³O 35-44 years ⁴O 45+ years

E 2. Are you:

¹O Male ²O Female

E 3. Which environmental uniform do you currently wear?

¹O Sea ²O Land ³O Air

E 4. What is your First Official Language?

¹O French ²O English

E 5. What is your present class of service? (ONLY ASKED IN RESERVE FORCE SURVEY)

¹O Class A
²O Class B equal to or less than 180 days
³O Class B more than 180 days
⁴O Class C

E 6. In the last 12 months, what class of service were you mostly serving? (ONLY ASKED IN RESERVE FORCE SURVEY)

¹O Class A
²O Class B
³O Class C

E 7. What is your rank?

<input type="radio"/> Junior NCM	→	¹ O Pte/OS/AB ² O Cpl/LS ³ O MCpl/MS
<input type="radio"/> Senior NCM	→	⁴ O Sgt/PO2 ⁵ O WO/PO1 ⁶ O MWO/CPO2 ⁷ O CWO/CPO1
<input type="radio"/> Junior Officer	→	⁸ O 2Lt/A-SLt ⁹ O Lt/SLt ¹⁰ O Capt/Lt(N)
<input type="radio"/> Senior Officer	→	¹¹ O Major/LCdr ¹² O LCol/Cdr ¹³ O Col/Capt(N) ¹⁴ O General/Flag

E 8. How long in total have you served in the Primary Reserve (any class)? (FOR THE REGULAR FORCE SURVEY, THE QUESTION WAS: How many years have you served in the CF?)

- ¹O 0-5 years
- ²O 6-10 years
- ³O 11-15 years
- ⁴O 16-20 years
- ⁵O 21-25 years
- ⁶O 25+ years

E 9. How long in total have you served in any component of the CF and/or DND? (ONLY ASKED IN RESERVE FORCE SURVEY)

- ¹O 0-5 years
- ²O 6-10 years
- ³O 11-15 years
- ⁴O 16-20 years
- ⁵O 21-25 years
- ⁶O 25+ years

E 10. To help us understand how the Defence Ethics Program gets implemented across the CF/DND, please indicate the L1 organization you belong to (e.g., CANADACOM, CAS, ADM (Mat), CMP, etc.). If you do not know your L1, please enter your unit/home organization: _____

E 11. In which geographical region are you currently employed?

- ¹O NCR (either Ont. or Que.)
- ²O Ontario (excluding NCR)
- ³O Quebec (excluding NCR)
- ⁴O Atlantic Provinces
- ⁵O Prairie Provinces
- ⁶O British Columbia
- ⁷O Other _____

E 12. What is your highest level of education obtained?

- ¹O Secondary (high) school graduation certificate or equivalent
- ²O College or CEGEP diploma or trades certificate
- ³O University certificate or diploma below the bachelor's level
- ⁴O Bachelor's Degree (e.g., B.A., LL.B)
- ⁵O University certificate or diploma higher than the bachelor's level
- ⁶O Master's Degree
- ⁷O Degree in a medical specialty
- ⁸O Doctorate (e.g., Ph.D.)

E 13. Have you returned in the past year from an operational tour?

- ¹O No
- ²O Yes

E 14. Have you been deployed outside of Canada since January 2005 on a full tour or otherwise?

- ¹ No
- ² Yes

If yes, how many times: _____
What was your most recent deployment?

- Op ATHENA
- Op ARCHER
- Op HESTIA
- Op SAIPH
- Other _____

**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 to the following address: (ONLY FOR RESERVE FORCE SURVEY)

DND/DGMPRA
101 Colonel By Drive
Ottawa, ON
K1A 9Z9

Annex B Defence Ethics Survey (DND Civilian)



**CANADIAN FORCES
&
DEPARTMENT OF NATIONAL DEFENCE**

DEFENCE ETHICS SURVEY

**DEFENCE
ETHICS
PROGRAMME**



**PROGRAMME
D'ÉTHIQUE DE
LA DÉFENSE**

**Please complete in full and return to the
Director General Military Personnel Research and Analysis (DGMPPRA)
285 Coventry Road Ottawa, K1A 0K2**

C

Dear Survey Participant,

September, 2010

Please find enclosed a survey that is being conducted by the Director General Military Personnel Research and Analysis (DGMPPRA) 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 DGMPPRA 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 by phone (613-995-0165) or email (martin.yelle@forces.gc.ca).

Mr Martin Yelle, M.Sc.
Organizational Behaviour
Director General Military Personnel Research and Analysis

SSRRB AUTHORIZATION STATEMENT

This survey has been reviewed by SSRRB and is authorized for administration within DND/CF. Authorization number: 899/10

The Defence Ethics Survey

A fundamental concern of the Canadian Forces and the Department of National Defence is the strength and vitality of its ethical culture. As such, the Director Defence Ethics Programme 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.

Part A

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

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

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

The way
things are
right now The way
things
should be

- | | | | |
|------------------------------------------------------------------------------------------|--|--|--|
| 12. At my workplace it is expected that each member takes care of his/her coworkers. | | | |
| 13. Successful people in my workplace do what they have to in order to get the job done. | | | |
| 14. In my workplace, every individual is expected to do what they think is right. | | | |
| 15. In my workplace it is important to look out for your own interests. | | | |
| 16. Successful people in this workplace adhere strictly to regulations. | | | |
| 17. Getting the job done is the most important consideration at my workplace. | | | |

Immediate Supervisor

- | | | | |
|------------------------------------------------------------------------|--|--|--|
| 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. | | | |
| 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. | | | |
| 27. My immediate supervisor keeps his/her promises. | | | |

Coworkers

- | | | | |
|---------------------------------------------------------------|--|--|--|
| 28. The people I work with demonstrate integrity. | | | |
| 29. The people I work with demonstrate loyalty. | | | |
| 30. The people I work with demonstrate courage. | | | |
| 31. The people I work with demonstrate honesty. | | | |
| 32. The people I work with treat people fairly. | | | |
| 33. The people I work with are accountable for their actions. | | | |

A 2. For the following series of items, we would like you to think of **the leadership or management beyond your immediate supervisor** when making the two judgments.

For both ratings please use the following scale:

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

Local Senior Leader/Manager (typically LCol/Cdr or EX minus 1 and above)

Note: If you feel you don't have enough information to answer these questions regarding your local senior leader(s), please check this box and proceed to Section A3

	The way things are right now	The way things should be
1. My local senior leader ensures people adhere to ethical standards	<input type="checkbox"/>	<input type="checkbox"/>
2. My local senior leader provides opportunities for ethics awareness	<input type="checkbox"/>	<input type="checkbox"/>
3. My local senior leader encourages dialogue in the workplace on ethics	<input type="checkbox"/>	<input type="checkbox"/>
4. My local senior leader helps people understand their unique ethical risks and mitigation requirements	<input type="checkbox"/>	<input type="checkbox"/>
5. My local senior leader actively promotes values and ethics across the organization	<input type="checkbox"/>	<input type="checkbox"/>
6. My local senior leader keeps his/her promises	<input type="checkbox"/>	<input type="checkbox"/>

A 3. Please answer the next two questions using the following scale:

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

	The way things are right now	The way things should be
1. Overall, my workplace/unit treats me with respect	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall, the Department of National Defence treats me with respect	<input type="checkbox"/>	<input type="checkbox"/>

Part B

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

	The way things are right now	The way things should be
1. In this organization we go strictly by the book.	<input type="text"/>	<input type="text"/>
2. This organization has regulations that are strictly followed.	<input type="text"/>	<input type="text"/>
3. This organization enforces the rules and regulations.	<input type="text"/>	<input type="text"/>
4. This organization looks after its members.	<input type="text"/>	<input type="text"/>
5. Organizational policies are fair to everyone.	<input type="text"/>	<input type="text"/>
6. This organization cares for its members.	<input type="text"/>	<input type="text"/>
7. This organization respects the dignity of all members.	<input type="text"/>	<input type="text"/>
8. 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 use the scale at the top of the page.

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

B 2. 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 strongly disagree	2 disagree	3 neutral - neither agree nor disagree	4 agree	5 strongly agree
---------------------------	---------------	-------------------------------------------------	------------	------------------------

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

Part C

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 an employee "horsing around" some equipment received minor damage. A few coworkers witnessed the event. They all believe that the employee's otherwise perfect record may be ruined if the action is discovered. Moreover, many people believe that the management is excessively harsh in dealing with such matters.

ACTION/DECISION TAKEN: All those who witnessed the incident decided 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 at my workplace would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People at my workplace 1 2 3 4 5 6 7 People outside my workplace

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

During the biweekly directorate meeting, the Director announced that a permanent position was being created in the organization. Some employees in the directorate were concerned about the fairness of the selection process. Their view was that the director tended to fill positions by circumventing the system. One individual, a term employee, who has been with the section for some time, was particularly vocal with concerns. The person said that if the problem continues, the union would get involved. The Director learned of this issue and was greatly concerned because of the perception that an accusation of this type could easily get out of hand, disrupt the section even further, and even ruin the Director's career.

The Director will be filling the position as an acting position until the selection process is completed. The best and most deserving candidate was a quiet person who had been with the section for more than a year. The second candidate was the outspoken individual who threatened to involve the union to resolve the complaints of unfairness.

ACTION/DECISION TAKEN: The outspoken individual is selected

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 at my workplace would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People at my workplace 1 2 3 4 5 6 7 People outside my workplace

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 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 Not acceptable 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

An individual in the section goes on leave without pay (LWOP) to pursue academic upgrading. The supervisor discovers that 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 supervisor wants to do right by the person because it is believed that the person has been unfairly passed over by the system recently. The supervisor 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 at my workplace would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People at my workplace 1 2 3 4 5 6 7 People outside my workplace

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 manager is being briefed about potential candidates for a vacant position that must be filled. He is very happy to find out that there is still one qualified candidate in a pool. In addition, he tells the person briefing him that the recommended candidate has been praised by others as a hard worker with a very good skill set. She will be the perfect person to fill the vacant position. However, later that day, the manager runs into a past colleague who also knows of the recommended candidate and informs him that the candidate is pregnant with her first child.

Now, the manager is less enthusiastic about this person. If he accepts this pregnant candidate, she will only be on the job a few months before she goes on maternity leave for a year -- and maybe even longer. The manager has the power not to hire her, but knows that it is wrong to refuse her because she is pregnant. He reasons that the workload in his section is steadily increasing and every position must stay filled to get the work done.

ACTION/DECISION TAKEN: The manager decides to refuse the candidate and makes up a plausible, but incorrect, reason for this decision.

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 at my workplace would consider that decision to be:

Appropriate 1 2 3 4 5 6 7 Inappropriate

4. That specific decision would negatively affect:

People at my workplace 1 2 3 4 5 6 7 People outside my workplace

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

Part D

D 1a. In the last three years, have you participated in any CF/DND training related to any of the following: ethics, ethical decision-making, or ethical behaviour?

- ¹O Yes
- ²O No (skip to D 1d)
- ³O Was unable to attend (skip to D 1d)
- ⁴O Don't know (skip to D 1d)

D 1b. Was this training

- ¹O In the last year?
- ²O More than one year ago, but less than three years ago?

D 1c. Using the scale below, please indicate the extent to which you agree with the following statements:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral (neither agree nor disagree)</i>	<i>Agree</i>	<i>Strongly Agree</i>
a. The ethics training I have received at CF/DND has contributed to, or refreshed my awareness of, the values and ethics in the CF and DND.	¹ O	² O	³ O	⁴ O	⁵ O
b. The ethics training I have received at CF/DND has allowed me to practice my ability to recognize ethical issues.	¹ O	² O	³ O	⁴ O	⁵ O
c. The ethics training I have received at CF/DND has allowed me to practice my ability to apply ethics in making decisions involving ethical issues	¹ O	² O	³ O	⁴ O	⁵ O

D 1d. Have you participated in a dialogue or case study session on ethics in your workplace?

- ¹O Within the last year
- ²O One to two years ago
- ³O I have not participated in such an activity

D 2. Do you know who your unit's ethics coordinator is?

- ¹O Yes
- ²O No

D 3a. Before receiving this survey, had you ever heard of the Defence Ethics Programme?

- ¹O Yes ²O No (skip to D 4)

D 3b. If yes, how did you hear about the Defence Ethics Programme? (Mark all that apply)

- | | |
|---------------------------------------------------------|---------------------------------------------|
| ¹ O Email | ² O <i>The Maple Leaf</i> |
| ² O DEP website | ³ O Posters |
| ³ O Internet/Intranet other than DEP website | ⁴ O Word of mouth |
| ⁴ O Training Session | ⁵ O Other: Please Specify: _____ |

D 4. 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.

Part E

Demographic Information

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

E 1. What is your age?

- ¹O 16-24 years ²O 25-34 years ³O 35-44 years ⁴O 45+ years

E 2. Are you:

- ¹O Male ²O Female

E 3. What is your First Official Language?

- ¹O French ²O English

E 4. How many years have you worked for DND?

- ¹O 0-5 years ²O 6-10 years ³O 11-15 years
⁴O 16-20 years ⁵O 21-25 years ⁶O 25+ years

E 5. To help us understand how the Defence Ethics Program gets implemented across the DND/CF, please indicate the L1 organization you belong to (e.g., CANADACOM, CAS, ADM (Mat), CMP, etc.). If you do not know your L1, please enter your unit/home organization: _____

E 6. In which geographical region are you currently employed?

- | | |
|-------------------------------------------------|-----------------------------------------|
| <input type="radio"/> NCR (either Ont. or Que.) | <input type="radio"/> Prairie Provinces |
| <input type="radio"/> Ontario (excluding NCR) | <input type="radio"/> British Columbia |
| <input type="radio"/> Quebec (excluding NCR) | <input type="radio"/> Other _____ |
| <input type="radio"/> Atlantic Provinces | |

E 7. What is your category of occupation?

- Operational (e.g., GL, GS, SR, FR)
- Administration Support (e.g., CR, ST)
- Administration & Foreign Service (e.g., AS, CS, PE, PG)
- Technical (e.g., EG, EL, DD, GT, TI)
- Scientific and Professional (e.g., EN, DS, UT, PC)
- Executive

E 8. Please fill in the circle if you have:

- Managerial responsibilities (financial, budgetary, or HR)?
- Supervisory responsibilities?

E 9. What is your highest level of education obtained?

- Secondary (high) school graduation certificate or equivalent
- College or CEGEP diploma or trades certificate
- University certificate or diploma below the bachelor's level
- Bachelor's Degree (e.g., B.A., LL.B)
- University certificate or diploma higher than the bachelor's level
- Master's Degree
- Degree in a medical specialty
- Doctorate (e.g., Ph.D.)

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

THANK YOU FOR YOUR PARTICIPATION

Annex C The 2010 Defence Ethics Survey Sample and Population Characteristics

The demographic characteristics of the sample and the population (where data was available) are provided below in Tables 1 - 9. Table 1 presents the descriptive statistics for the components (i.e., Regular F, Class B Reserve, and DND Employee) in the sample and the survey population.

Table 1: Sample and Population Percentage for the Components

Component	n	Sample	Valid Percentage	Population
		Percentage		Percentage
Regular Force	1551	48.0	48.2	61.6
Class B Reserve	359	11.1	11.2	7.7 ^a
DND Employee	1307	40.5	40.6	30.7
Missing	14	0.4	—	—
Total	3231	100	100	100

^a The population percentage for all reservists, not just class B reserves.

Tables 2 through 10 present the cross-tabulation of the component and other demographic variables. The overall sample valid percentages (which exclude missing responses) and the population percentages for the demographic variables, collapsed across component, are presented in the column labelled “All”. Within the cross-tabulation tables are the valid percentages of the sample that fall into the demographic variable categories within each component. Note that these data have not been weighted and that the population values under the Class B Reserve header are for the entire reserve population, not just Class B reserves (The sample data percentages are just for Class B reserves, however).

Table 2: Sample Valid and CF Population Percentages of First Official Language within each Component

FOL	Regular Force		Class B Reserve		DND Employee		All	
	Sample	Pop	Sample	Pop	Sample	Pop	Sample	Pop
French	24.9	27.1	23.1	—	24.1	24.0	24.3	—
English	75.1	72.9	76.9	—	75.9	76.0	75.7	—

Table 3: Sample Valid and CF Population Percentages of Gender as a Function of Component

Gender	Regular Force		Class B Reserve		DND Employee		All	
	Sample	Pop	Sample	Pop	Sample	Pop	Sample	Pop
Male	81.3	86.2	71.2	73.6	51.3	60.3	68.0	77.3
Female	18.7	13.8	28.8	26.4	48.7	39.7	32.0	22.7

Note. For the population, valid percentages are presented because there were 41 individuals who have not been classified as male or female and the sample percentages are also valid percentages.

Table 4: Sample Valid Percentage of Education within the Components

Education	Regular Force	Class B Reserve	DND Employee	All
High school diploma or equivalent	41.3	43.7	21.7	33.6
College, CEGEP, or trades certificate	26.1	21.4	33.1	28.4
University certificate or diploma below the Bachelor level	4.8	9.0	6.1	5.8
Bachelor's Degree	16.4	20.3	22.1	19.1
University Diploma or Degree higher than the Bachelor level	2.2	1.7	4.5	3.1
Masters Degree	8.6	3.4	10.1	8.6
Degree in medical	.5	.3	.3	.4
Doctorate	.2	.3	2.2	1.0

Note. Population data for education was not available.

Table 5: Sample Valid and CF Population Percentages of Rank Group within each Component

Rank Group	Regular Force		Class B Reserve		DND Employee		All	
	Sample	Pop	Sample	Pop	Sample	Pop	Sample	Pop
Jr NCM	41.2	52.9	34.0	42.8	—	—	39.8	51.7
Sr NCM	30.0	25.6	38.2	33.3	—	—	31.6	26.4
Jr Officer	12.3	12.1	16.2	14.9	—	—	13.0	12.4
Sr Officer	16.5	9.5	11.7	8.9	—	—	15.6	9.5

Table 6: Sample Valid and CF Population Percentages of Years of Service within each Component

YOS	Regular Force		Class B Reserve		DND Employee		All	
	Sample	Pop	Sample	Pop	Sample	Pop	Sample	Pop
1-5	9.6	28.0	33.1	35.1	32.5	—	21.5	—
6-10	18.2	22.0	21.6	22.5	15.8	—	17.6	—
11-15	13.1	11.9	14.3	12.8	8.8	—	11.5	—
16-20	12.0	11.0	9.2	9.2	7.1	—	9.7	—
21-25	18.3	15.3	9.8	8.8	8.8	—	13.5	—
26+	28.8	11.8	12.0	11.6	26.9	—	26.2	—

Table 7: Sample Valid and Population Percentages of Age as a Function of Component

Age (Years)	Regular Force		Class B Reserve		DND Employee		All	
	Sample	Pop	Sample	Pop	Sample	Pop	Sample	Pop
16-24	2.5	—	5.8	—	1.4	1.3	2.4	—
25-34	24.3	—	18.7	—	16.3	13.5	20.4	—
35-44	34.4	—	22.8	—	23.2	21.3	28.6	—
45+	38.9	—	52.6	—	59.1	63.9	48.6	—

Table 8: Sample Valid and Population Percentages of Distinctive Environmental Uniform within each Component

DEU	Regular Force		Class B Reserve		DND Employee		All	
	Sample	Pop	Sample	Pop	Sample	Pop	Sample	Pop
Land	41.7	52.6	61.2	61.5	—	—	45.4	53.6
Air	36.6	31.5	22.9	21.4	—	—	34.0	30.3
Sea	21.7	15.9	15.9	17.1	—	—	20.6	16.1

Table 9: Sample Valid and Population Percentages of DND Employee Occupation

Occupation	DND Employee	
	Sample	Population
Operational	10.2	31.0
Administrative Support	19.5	16.2
Administrative & Foreign Service	37.6	29.4
Technical	15.0	11.6
Scientific and Professional	15.8	11.3
Executive	1.9	0.5

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Annex D Survey Weight Derivation for the 2003 and 2010 Samples

In Tables 10-12 presented below, the column labelled “Survey Weight”, which is further subdivided into the 2003 and 2010 samples, provides the derived weighting variable used in weighted analyses. The weighting variable indicates how many people each respondent in a particular stratum represents in the survey population (SPSS Inc, 2010; e.g., each Junior NCM with 1-5 YOS in the 2010 sample represents 97.20 Junior NCMs with 1-5 YOS in the 2010 population). When analyzing the data, a participant’s response to the survey question is assumed to have been the same response as the number of people the weight represents (e.g., each response from a Junior NCM with 1-5 YOS in the 2010 sample is assumed to be the same response 97.20 people with the same rank group and YOS would have provided if they were sampled). If the reader were to multiply the 2010 weight and 2010 sample size for each stratum, they could verify that the result would equal the 2010 population size for that stratum (e.g., for Junior NCMs with 1-5 YOS, $97.20 \times 123 = 11955$).¹⁶ Hence, weighted responses attempt to estimate the entire survey population’s value on the particular outcome of interest.

To use the weighted variable in Complex Samples to conduct statistical tests, one needs to create a Complex Samples Analysis Plan. For stratified random sampling, one must provide the strata number, survey weight and population size variables for each respondent in the dataset. For the 2003 versus 2010 survey administrations, there were a total of 52 strata (26 for the 2003 dataset and 26 for the 2010 dataset), which were labelled 1- 52 in a newly created variable in SPSS. The newly created variable was included as a stratification variable in the Analysis Plan. The corresponding Population Size and Survey Weight values that were also included in the Analysis Plan are presented in Tables 10 and 12. For analyses that only involved the 2010 dataset, there were 32 strata as displayed in Tables 10-12 and the corresponding Population Size and Survey weight values were used in a separate Analysis Plan.

¹⁶ The 1-5, 6-10, and 11-15 YOS categories were collapsed for Senior NCMs and Senior Officers for two reasons. First, the 2010 sample did not contain any Senior NCMs who had 1-5 YOS, nor did the 2003 sample for Senior NCMs with 1-5 or 6-10 YOS or Senior Officers with 1-5 YOS and there was only one respondent with 6-10 YOS. With a sample size of 0 for those strata, a weight could not be appropriately calculated. In order to keep the weights consistent for the 2003 and 2010 samples, the 1-5, 6-10, and 11-15 YOS categories were collapsed for Senior NCMs and Senior Officers such that there would be a sufficient sample size in the collapsed 1-15 category to compute a weight that was not too large. Also, those YOS categories were left intact for the Junior NCM and Junior Officers, because the sample sizes were large enough and there was reason to believe that ethical decision-making among junior ranking personnel differs across those YOS categories.

Table 10: The 2003 and 2010 Regular Force Population Size, Sample Size, and Survey Weight Presented as a Function of the Rank Group and YOS Post-Stratification Variables

Post-Stratification		Survey Weight		Sample Size		Population Size	
Rank Group	YOS	2003	2010	2003	2010	2003	2010
Jr NCM	1-5	171.94	97.20	90	123	15475	11955
	6-10	92.12	36.13	57	216	5251	7805
	11-15	53.38	21.71	126	118	6726	2562
	16-20	41.54	20.94	125	64	5192	1340
	21-25	32.97	21.57	62	67	2044	1445
	26+	17.85	10.92	13	48	232	524
	Total	—	—	473	636	34920	25631
Sr NCM	1-15	101.76	58.73	17	45	1730	2643
	16-20	53.03	43.59	77	56	4083	2441
	21-25	29.13	31.78	141	128	4108	4068
	26+	20.28	13.67	141	237	2859	3240
	Total	—	—	376	466	12780	12392
Jr Officers	1-5	186.00	61.14	20	22	3720	1345
	6-10	50.23	44.55	30	44	1507	1960
	11-15	27.52	25.69	65	36	1789	925
	16-20	25.80	25.45	50	22	1290	560
	21-25	21.76	18.03	29	30	631	541
	26+	14.37	14.22	30	36	431	512
	Total	—	—	224	190	9368	5843
Sr Officers	1-15	38.65	28.56	17	27	657	771
	16-20	23.40	22.84	58	44	1357	1005
	21-25	25.36	23.88	45	58	1141	1385
	26+	15.39	11.72	93	124	1431	1453
	Total	—	—	213	253	4586	4614
Grand Total	—	—	—	1286	1545	61654	48480

Table 11: The 2003 and 2010 Class B Reserve Force Population Size, Sample Size, and Survey Weight Presented as a Function of the Rank Group Post-Stratification Variable

Post-Stratification	Survey Weight		Sample Size		Population Size	
	2003	2010	2003	2010	2003	2010
Jr NCM	—	21.37	—	122	—	2607
Sr NCM	—	14.81	—	137	—	2029
Jr Officer	—	15.66	—	58	—	908
Sr Officer	—	12.93	—	42	—	543
Total	—	—	—	359	—	6087

Table 12: The 2003 and 2010 DND Employee Population Size, Sample Size, and Survey Weight Presented as a Function of the Occupation Post-Stratification Variable

Post-Stratification	Survey Weight		Sample Size		Population Size	
	2003	2010	2003	2010	2003	2010
Operational	126.37	57.07	62	131	7835	7476
Administration Support	31.31	15.61	136	250	4260	3902
Administration and Foreign Service	53.42	14.74	91	481	4861	7090
Technical	19.11	14.64	114	192	2179	2810
Scientific and Professional	20.03	13.56	94	202	1883	2739
Executive	18.57	5.33	7	24	130	128
Total	—	—	504	1280	21148	24145

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Annex E Ethical Climate and Individual Value

These are the survey items that pertain to each subscale of the factors Individual Values/Organizational Ethical Climate.

Table 13: Individual Values/Organizational Ethical Climate Subscales

Rules	<p>2. It is very important to follow regulations here.</p> <p>7. Everybody is expected to follow regulations to the letter.</p> <p>9. In my unit, we go strictly “by the book”.</p> <p>16. Successful people in my unit adhere strictly to regulations.</p>
Care	<p>3. In my unit, we stick together.</p> <p>5. In my unit, we protect each other.</p> <p>10. In my unit, we look out for one another.</p> <p>12. In my unit it is expected that each member takes care of his/her co-workers.</p>
Independence	<p>1. Each person in my unit decides for him/herself what is right and wrong.</p> <p>8. In my unit, each person is expected to follow their own personal beliefs about what is right and wrong.</p> <p>11. In my unit, people are guided by their own sense of personal ethics.</p> <p>14. In my unit, every individual is expected to do what they think is right.</p>
Self-Interest	<p>4. People here are out mainly for themselves.</p> <p>6. Successful people in my unit do what they are told.</p> <p>15. In my unit it is important to look out for your own interests.</p>
Job Completion	<p>13. Successful people in my unit do what they have to in order to get the job done.</p> <p>17. Getting the job done is the most important consideration in my unit.</p>
Supervisor Expectations	<p>18. My immediate supervisor supports ethical behaviour.</p> <p>19. My immediate supervisor sets a high standard of ethical behaviour.</p> <p>20. My immediate supervisor demands ethical behaviour from others.</p>
Supervisor Behaviour	<p>21. My immediate supervisor demonstrates integrity.</p> <p>22. My immediate supervisor demonstrates loyalty.</p> <p>23. My immediate supervisor demonstrates courage.</p> <p>24. My immediate supervisor demonstrates honesty.</p> <p>25. My immediate supervisor treats people fairly.</p> <p>26. My immediate supervisor is accountable for his/her actions.</p> <p>27. My immediate supervisor keeps his/her promises.</p>

Co-worker Behaviour	<p>28. The people I work with demonstrate integrity.</p> <p>29. The people I work with demonstrate loyalty.</p> <p>30. The people I work with demonstrate courage.</p> <p>31. The people I work with demonstrate honesty.</p> <p>32. The people I work with treat people fairly.</p> <p>33. The people I work with are accountable for their actions.</p>
Organizational Rules	<p>B1. In this organization we go strictly by the book.</p> <p>B2. This organization has regulations that are strictly followed.</p> <p>B3. This organization enforces the rules and regulations.</p>
Organizational Fairness	<p>B4. This organization looks after its members.</p> <p>B5. Organizational policies are fair to everyone.</p> <p>B6. This organization cares for its members.</p> <p>B7. This organization respects the dignity of all members.</p> <p>B8. This organization is fair.</p>
Personal Control	<p>B9. I have the freedom to act on what I think is right.</p> <p>B10. I can decide for myself what is right and wrong.</p> <p>B11. In my work, I can follow my own sense of morality.</p> <p>B12. I am free to do my job in the way I see fit.</p>
Local Senior Leader/Manager	<p>A2.1. My local senior leader ensures people adhere to ethical standards.</p> <p>A2.2. My local senior leader provides opportunities for ethics awareness.</p> <p>A2.3. My local senior leader encourages dialogue in the workplace on ethics.</p> <p>A2.4. My local senior leader helps people understand their unique ethical risks and mitigation requirements.</p> <p>A2.5. My local senior leader actively promotes values and ethics across the organization.</p> <p>A2.6. My local senior leader keeps his/her promises.</p>
Workplace and CF/DND Respect	<p>A3.1. Overall, my workplace/unit treats me with respect.</p> <p>A3.2. Overall, the CF /DND treats me with respect.</p>

Annex F Organizational Ethical Climate and Individual Values for the 2003 and 2010 Defence Ethics Administrations

Table 14 below presents the results of a series of eleven two-way ANOVAs conducted on each scale using CSGLM (e.g., the care scale). Under the header “Discrepancy (Mean)” and to the right of the “Admin” header are the cell means that correspond to the crossing of discrepancy and administration. The marginal means for administration are located in the “Overall” column and the marginal means for discrepancy are located in the “Overall” rows just below the cell means. Beside the administration marginal means is a column labelled “Diff”, which provides the difference between the average “Should” and average “Now” for each administration.

On the top-right hand side of Table 14 under the header “ANOVA effects” are the omnibus tests of the main effects of discrepancy (F_{Discrep}) and administration (F_{Admin}) as well as the interaction between discrepancy and administration ($F_{\text{Discrep} \times \text{Admin}}$). Note that asterisk indicate whether these effects are statistically significant. The care scale, for example, has a significant main effect of discrepancy ($F_{\text{Discrep}} = 2078.15$). The main effect of administration is not significant ($F_{\text{Admin}} = 3.27$); however, the interaction is statistically significant ($F_{\text{Discrep} \times \text{Admin}} = 18.55$).

The ANOVAs that were run using CSGLM were interpreted and decomposed in the following manner using Keppel’s (1991) approach. When the interaction effect was statistically significant, an interaction contrasts analysis was conducted in order to determine the nature of the interaction. When there is only two levels for each variable in a two-way ANOVA, as is the case here (e.g., discrepancy and administration), only one contrast needs to be examined and its statistical significance is the exact same of the one reported for the interaction ($F_{\text{Discrep} \times \text{Admin}}$). When one or more variables have more than two levels, multiple interaction contrasts should be run (as was done in Annex G). The one contrast for the present analyses examines the discrepancy between “Should” and “Now” between the two administrations. For instance, in Table 14, consider the “Diff” column for the rows that are relevant to the care scale. Here, a bold superscript letter appears beside the larger mean difference and the letter indicates which group had the smaller difference. For example, one may see that the difference between “Should” and “Now” is statistically significantly smaller for the care scale in 2010 ($M = .80$) compared with the 2003 administration ($M = .97$). The nature of the interaction in this case is that the discrepancy on the care scale means depends on which administration is examined; Individuals in the 2010 administration view the organization as being more consistent with their personal beliefs regarding the extent that personnel should care for their colleagues than those in the 2003 administration. Note that the main effects were not examined when an interaction was significant, as the interaction makes main effects difficult to interpret.

In contrast, when the interaction was not statistically significant, we followed-up on statistically significant main effects using pairwise comparisons on the marginal means. For example, in the top rows of Table 14, the marginal means for discrepancy on the care scale were 3.20 for “Now” and 4.09 for “Should”. Because discrepancy only has two levels, the main effect of discrepancy itself indicates that these two marginal means were statistically significantly different. When significant differences were located ($p < .05$), a bold superscript letter appears beside the larger marginal mean and the letter indicates which group had the smaller mean. For the main effect of administration, the reader must examine the marginal means in the “Overall”

column and look for bold superscript letters (C or D). The reader may see that for the analysis of the supervisor's expectation scale, the survey population in 2010 exhibited an overall higher mean than the 2003 survey population ($M = 4.21$ versus $M = 4.03$).

Table 14: Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Administration

Scale	Admin	Discrepancy (Mean)			Diff	ANOVA Effects			
		Now (A)	Should (B)	Overall		F_{Discrep}	F_{Admin}	$F_{\text{Discrep X Admin}}$	R^2
Care	2003 (C)	3.14	4.11	3.62	0.97D	2078***	3.3	18.6**	.25
	2010 (D)	3.27	4.07	3.67	0.80				
	Overall	3.20	4.09	—					
Rules	2003 (C)	3.21	3.67	3.44	0.46D	658***	60.5***	12.3**	.09
	2010 (D)	3.45	3.80	3.63	0.35				
	Overall	3.33	3.73	—					
Self-Interest	2003 (C)	3.26	2.75	3.01	-0.51	843***	.4	5.4*	.09
	2010 (D)	3.21	2.78	2.99	-0.43C				
	Overall	3.23	2.77	—					
Independence	2003 (C)	3.22	3.50	3.36	0.28D	288***	.9	7.0	.03
	2010 (D)	3.29	3.49	3.39	0.20				
	Overall	3.26	3.49	—					
Job Completion	2003 (C)	3.45	3.66	3.56	0.21	93***	.01	1.9	.01
	2010 (D)	3.48	3.63	3.55	0.15				
	Overall	3.47	3.65	—					
Supervisor Behaviour	2003 (C)	3.74	4.42	4.08	0.68D	1082***	33.3***	6.6*	.14
	2010 (D)	3.94	4.52	4.23	0.58				
	Overall	3.84	4.47	—					

Scale	Admin	Discrepancy (Mean)			Diff	ANOVA Effects			
		Now (A)	Should (B)	Overall		F_{Discrep}	F_{Admin}	$F_{\text{Discrep X Admin}}$	R^2
Supervisor Expectation	2003 (C)	3.76	4.30	4.03	0.54	905***	49.9***	3.5	.11
	2010 (D)	3.97	4.45	4.21 ^C	0.48				
	Overall	3.87	4.38	—					
Co-worker Behaviour	2003 (C)	3.46	4.40	3.93	0.94D	2175***	35.9***	11.0	.27
	2010 (D)	3.66	4.47	4.07	0.81				
	Overall	3.56	4.44	—					
Organizational Fairness	2003 (C)	3.00	4.35	3.68	1.35D	3125***	77.7***	54.4***	.36
	2010 (D)	3.36	4.40	3.88	1.04				
	Overall	3.18	4.38	—					
Organizational Rules	2003 (C)	3.21	3.90	3.55	0.69D	1125***	98.9***	8.7**	.16
	2010 (D)	3.50	4.08	3.79	0.58				
	Overall	3.35	3.99	—					
Personal Control	2003 (C)	3.46	3.98	3.72	0.52	811***	3.8	1.8	.09
	2010 (D)	3.44	3.91	3.67	0.47				
	Overall	3.45	3.95	—					

Note. The CSGLM ANOVA effects F_{Admin} , F_{Discrep} , and $F_{\text{Discrep X Admin}}$ test the main effect of the administration, the main effect of discrepancy, and the interaction between administration and discrepancy. The sampling degrees of freedom from which the degrees of freedom for error are derived for the analyses ranged from 4522 to 4546. *** $p < .001$, ** $p < .01$, * $p < .05$.

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Annex G Discrepancy between Organizational Ethical Climate and Individual Values as a function of Demographic Variables (2010)

The following twelve tables provide the results of seven two-way ANOVAs using CSGLM conducted on each scale (e.g., Table 22 provides the results for the care scale). The tables are formatted in the following way. Under the header “Discrepancy (Mean)” and to the right of the “Demographic Variables” header are the cell means that correspond to the crossing of discrepancy and the demographic variable. The marginal means for the demographic variables are located in the “Overall” column to the right of the cell means and the marginal means for discrepancy are located in the “Overall” rows just below the cell means. Beside the marginal means for the demographic variable is a column labelled “Diff”, which provides the difference between the “Should” and “Now” outcomes for each level of the demographic variables.

On the top-right hand side of the tables under the header “ANOVA effects” are the omnibus tests of the main effects of discrepancy (F_{Discrep}) and component (F_{Demo}) as well as the interaction between discrepancy and component ($F_{\text{Demo} \times F_{\text{Discrep}}}$). Note that asterisk indicate whether these effects are statistically significant. For example, the demographic variable component shown in Table 22 has a main effect of discrepancy ($F_{\text{Discrep}} = 1167$) and a main effect of demographic variable ($F_{\text{Demo}} = 47.4$). The interaction term ($F_{\text{Demo} \times F_{\text{Discrep}}} = 1.9$) is not significant. Because the interaction term was not significant, the superscripts in the “Overall” column indicate which subgroups differ from each other. The “Overall” mean for Regular Forces (C) personnel is 3.75^E, the “Overall” mean for Reserve Forces (D) is 3.79^E, and the “Overall” mean for Civilian is 3.50. Thus, Regular Force and Reserve Force personnel had higher overall means (i.e., the average score of Now and Should) than civilian DND personnel. The proportion of variance in the outcome accounted for by the main and interaction effects is quantified in the column labelled “R²”.

The ANOVAs that were run using CSGLM were interpreted and decomposed in the following manner using Keppel’s (1991) approach. When the interaction effect was statistically significant, an interaction contrasts analysis was conducted in order to determine the nature of the interaction. Specifically, the discrepancy between “Should” and “Now” was compared between two demographic categories at a time to determine if one category’s discrepancy is statistically different than the other one’s discrepancy. For instance, in Table 22, consider the “Diff” column for the rows that are relevant to the Education demographic variable. When an interaction contrast was considered statistically significant, a bold superscript letter appears beside the larger mean difference and the letter indicates which group had the smaller difference. For example, in Table 22, one may see that the difference between “Should” and “Now” is statistically significantly smaller for those with a graduate level education ($M = .56$) compared with any lower level of education ($M \geq .74$). Those who have a university education ($M = .74$) also perceive a narrower difference between “Should” and “Now” than those with a college education ($M = .89$). The nature of the interaction in this case is that the impact of discrepancy on the care scale means depends on which level of Education is examined; Individuals with a higher level of Education view the organization as being closer to where the individual would like the organization to be in regards to taking care of colleagues. All possible pairwise comparisons of the differences between “Now” and “Should” were

computed and deemed statistically significant if the p -value was lower than the Bonferroni corrected alpha.¹⁷ Note that the main effects were not examined when an interaction was significant, as the interaction makes main effects difficult to interpret.

In contrast, when the interaction was not statistically significant, we followed-up on statistically significant main effects using pairwise comparisons on the marginal means. For example, in the ANOVA using CSGLM presented in Table 22 that examined the impact of component and discrepancy on the care scale means, the marginal means for discrepancy were 3.30 for “Now” and 4.06 for “Should”. Because discrepancy only has two categories, the main effect of discrepancy itself indicates that these two marginal means were statistically significantly different. When significant differences ($p < .05$) were located, a bold superscript letter appears beside the larger marginal mean and the letter indicates which group had the smaller mean. For the main effect of the demographic variable, the reader must examine the marginal means in the “Overall” column and look for bold superscript letters (C up to H depending on how many categories the demographic variable has). When the demographic variable had more than 2 categories, all logically possible non-redundant pairwise comparisons were conducted using a Bonferroni correction to adjust alpha, such that the family-wise Type 1 error rate was held at .05.¹⁸ The reader may see that for the analysis involving component, Regular Force and Reserve Force personnel provided an overall higher care scale mean than Civilian personnel ($M = 3.75$ and $M = 3.79$ versus $M = 3.50$).

¹⁷ For Component, there were three interaction contrasts rendering a Bonferroni corrected alpha of .0167; For Education, Rank Group, and Age, there were six interaction contrasts, which were evaluated against a Bonferroni corrected alpha of .00833; and finally, for YOS, there were fifteen interaction contrasts and each one was evaluated against an alpha of .00333.

¹⁸ Specifically, the three pairwise comparisons for component were considered statistically significant when $p < .0167$; the six pairwise comparisons for education, rank, and age were considered significant when $p < .0083$; and finally, the fifteen pairwise comparisons for YOS were considered significant when $p < .0033$.

Table 15: Care Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	FDiscrep	FDemo	FDemo x Discrep
Comp.	Reg F (C)	3.34	4.15	3.75 ^E	.81	1167***	47.4***	1.9	.22
	Res F (D)	3.43	4.14	3.79 ^E	.71				
	Civilian (E)	3.11	3.89	3.50	.78				
	Overall	3.30	4.06 ^A	—	—				
FOL	English (C)	3.30	4.11	3.71	.81 ^D	934***	16.7***	4.2*	.21
	French (D)	3.22	3.93	3.58	.71				
	Overall	3.26	4.02	—	.76				
Gender	Male (C)	3.30	4.09	3.69 ^D	.79	1121***	4.2*	.2	.20
	Female (D)	3.25	4.02	3.63	.77				
	Overall	3.27	4.06 ^A	—	—				
Education	High School (C)	3.32	4.12	3.72	.80 ^F	1254***	2.3	8.8***	.21
	College (D)	3.19	4.08	3.64	.89 ^{EF}				
	University (E)	3.30	4.04	3.67	.74 ^F				
	Graduate (F)	3.36	3.92	3.64	.56				
	Overall	3.29	4.04	—	—				
Rank	Jr NCM (C)	3.27	4.22	3.75	.95 ^{DEF}	847***	1.3	16.4***	.22
	Sr NCM (D)	3.37	4.10	3.74	.73 ^{EF}				
	Jr Officer (E)	3.54	4.10	3.82	.56				
	Sr Officer (F)	3.47	3.99	3.73	.52				
	Overall	3.41	4.10	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	FDiscrep	FDemo	FDemo x Discrep
YOS	1-5 (C)	3.33	4.14	3.73	.81	1447***	3.1**	4.6***	.21
	6-10 (D)	3.25	4.16	3.71	.91 ^H				
	11-15 (E)	3.27	4.07	3.67	.80				
	16-20 (F)	3.24	4.04	3.64	.80				
	21-25 (G)	3.25	4.04	3.65	.79				
	25+ (H)	3.27	3.91	3.59	.64				
	Overall	3.27	4.06	—	—				
Age	16-24 (C)	3.48	4.31	3.90	.83	434***	13.2***	5.6***	.22
	25-34 (D)	3.33	4.24	3.78	.91 ^F				
	35-44 (E)	3.25	4.04	3.65	.79				
	45+ (F)	3.24	3.93	3.58	.69				
	Overall	3.33	4.13	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 16: Rules Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		ANOVA Effects					
		Now (A)	Should (B)	Overall	Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$	R^2
Comp.	Reg F (C)	3.50	3.83	3.67 ^{DE}	.33	374.09***	10.31***	1.46	.06
	Res F (D)	3.34	3.74	3.54	.40				
	Civilian (E)	3.36	3.74	3.55	.38				
	Overall	3.40	3.77 ^A	—	—				
FOL	English (C)	3.43	3.77	3.60	.34	365.33***	6.72**	1.44	.05
	French (D)	3.49	3.87	3.68 ^C	.38				
	Overall	3.46	3.82 ^A	—	.36				
Gender	Male (C)	3.45	3.80	3.63	.35	364.31***	.23	.07	.05
	Female (D)	3.43	3.79	3.61	.36				
	Overall	3.44	3.79 ^A	—	—				
Education	High School (C)	3.50	3.86	3.68	.36 ^F	278.00***	8.33***	9.11***	.06
	College (D)	3.41	3.85	3.63	.44 ^{EF}				
	University (E)	3.42	3.70	3.56	.28				
	Graduate (F)	3.40	3.55	3.48	.15				
	Overall	3.43	3.74	—	—				
Rank	Jr NCM (C)	3.45	3.86	3.65	.41 ^{EF}	210.28***	3.71*	11.16***	.06
	Sr NCM (D)	3.55	3.88	3.71	.33 ^{EF}				
	Jr Officer (E)	3.49	3.65	3.57	.16				
	Sr Officer (F)	3.49	3.66	3.57	.17				
	Overall	3.49	3.76	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.48	3.85	3.67	.37	406.40***	1.62	1.01	.06
	6-10 (D)	3.39	3.79	3.59	.40				
	11-15 (E)	3.48	3.79	3.64	.31				
	16-20 (F)	3.42	3.78	3.60	.36				
	21-25 (G)	3.48	3.81	3.64	.33				
	25+ (H)	3.42	3.72	3.57	.30				
	Overall	3.45	3.79 ^A	—	—				
Age	16-24 (C)	3.28	3.61	3.44	.33	166.09***	2.04	.71	.06
	25-34 (D)	3.43	3.82	3.62	.39				
	35-44 (E)	3.48	3.83	3.65	.35				
	45+ (F)	3.45	3.78	3.61	.33				
	Overall	3.41	3.76 ^A	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 17: Self-Interest Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)				ANOVA Effects			
		Now (A)	Should (B)	Overall	Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$	R^2
Comp.	Reg F (C)	3.24	2.83	3.04 ^{DE}	-.41	553.06***	12.17***	1.28	.09
	Res F (D)	3.16	2.69	2.93	-.47				
	Civilian (E)	3.14	2.68	2.91	-.46				
	Overall	3.18 ^B	2.73	—	—				
FOL	English (C)	3.20	2.76	2.98	-.44	408.62***	1.22	.40	.08
	French (D)	3.22	2.81	3.02	-.41				
	Overall	3.21 ^B	2.79	—	—				
Gender	Male (C)	3.22	2.79	3.01 ^D	-.43	475.14***	5.60*	.10	.08
	Female (D)	3.15	2.73	2.94	-.42				
	Overall	3.19 ^B	2.76	—	—				
Education	High School (C)	3.24	2.84	3.04	-.40 ^E	619.14***	17.93***	3.85**	.09
	College (D)	3.24	2.84	3.04	-.40 ^E				
	University (E)	3.17	2.64	2.91	-.53				
	Graduate (F)	3.02	2.54	2.78	-.48				
	Overall	3.17	2.72	—	—				
Rank	Jr NCM (C)	3.39	2.98	3.18	-.41	395.94***	54.80***	2.88*	.13
	Sr NCM (D)	3.09	2.74	2.92	-.35 ^F				
	Jr Officer (E)	3.06	2.59	2.83	-.47				
	Sr Officer (F)	2.96	2.43	2.70	-.53				
	Overall	3.13	2.69	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.26	2.87	3.07	-39	588.25***	11.47***	2.39*	.09
	6-10 (D)	3.32	2.82	3.07	-.50				
	11-15 (E)	3.21	2.75	2.98	-.46				
	16-20 (F)	3.17	2.76	2.97	-.41				
	21-25 (G)	3.18	2.66	2.92	-.52				
	25+ (H)	3.01	2.64	2.82	-.37				
	Overall	3.19	2.75	—	—				
Age	16-24 (C)	3.52	2.99	3.25 ^{EF}	-.53	266.86***	15.72***	1.26	.09
	25-34 (D)	3.32	2.85	3.08 ^{EF}	-.47				
	35-44 (E)	3.19	2.77	2.98 ^F	-.42				
	45+ (F)	3.09	2.69	2.89	-.40				
	Overall	3.28 ^B	2.82	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118, while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 18: Independence Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
Comp.	Reg F (C)	3.31	3.52	3.41 ^E	.21	121.63***	6.95***	2.12	.02
	Res F (D)	3.40	3.53	3.47 ^E	.13				
	Civilian (E)	3.24	3.43	3.34	.19				
	Overall	3.32	3.49 ^A	—	—				
FOL	English (C)	3.30	3.53	3.41	.23 ^C	79.09***	5.88*	16.79***	.02
	French (D)	3.28	3.37	3.33	.09				
	Overall	3.29	3.45	—	—				
Gender	Male (C)	3.31	3.51	3.41	.20	127.22***	1.48	.29	.02
	Female (D)	3.28	3.46	3.37	.18				
	Overall	3.29	3.48 ^A	—	—				
Education	High School (C)	3.35	3.55	3.45	.20	106.04***	3.02*	6.57***	.02
	College (D)	3.24	3.51	3.37	.27 ^{EF}				
	University (E)	3.28	3.40	3.34	.12				
	Graduate (F)	3.35	3.42	3.39	.07				
	Overall	3.30	3.47	—	—				
Rank	Jr NCM (C)	3.29	3.58	3.44	.29 ^{DEF}	59.79***	.32	11.92***	.02
	Sr NCM (D)	3.33	3.48	3.41	.15 ^F				
	Jr Officer (E)	3.34	3.42	3.38	.08				
	Sr Officer (F)	3.40	3.43	3.41	.03				
	Overall	3.34	3.48	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.27	3.48	3.37	.21	170.07***	1.17	2.98*	.02
	6-10 (D)	3.28	3.55	3.42	.27 ^G				
	11-15 (E)	3.33	3.56	3.44	.23				
	16-20 (F)	3.34	3.53	3.43	.19				
	21-25 (G)	3.32	3.43	3.38	.11				
	25+ (H)	3.28	3.43	3.35	.15				
	Overall	3.30	3.50	—	—				
Age	16-24 (C)	3.35	3.73	3.54	.38	64.61***	3.24*	4.20**	.02
	25-34 (D)	3.31	3.56	3.44	.25 ^F				
	35-44 (E)	3.29	3.48	3.39	.19				
	45+ (F)	3.28	3.41	3.35	.13				
	Overall	3.31	3.55	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 19: Job Completion Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		Diff		ANOVA Effects			
		Now (A)	Should (B)					F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$	R^2
Comp.	Reg F (C)	3.54	3.68	3.61 ^E	.14	61.55***	13.40***	.77	.02		
	Res F (D)	3.53	3.70	3.62 ^E	.17						
	Civilian (E)	3.34	3.54	3.44	.20						
	Overall	3.47	3.64 ^A	—	—						
FOL	English (C)	3.46	3.56	3.51	.10	87.22***	29.29***	22.33***	.02		
	French (D)	3.56	3.88	3.72	.32 ^C						
	Overall	3.51	3.72	—	—						
Gender	Male (C)	3.49	3.67	3.58	.18 ^D	36.83***	3.75	4.00*	.01		
	Female (D)	3.46	3.55	3.51	.09						
	Overall	3.48	3.61	—	—						
Education	High School (C)	3.57	3.71	3.64	.14	39.11***	7.48***	4.75**	.02		
	College (D)	3.44	3.68	3.56	.24 ^F						
	University (E)	3.41	3.53	3.47	.12						
	Graduate (F)	3.42	3.42	3.42	.00						
	Overall	3.46	3.59	—	—						
Rank	Jr NCM (C)	3.60	3.80	3.70 ^{EF}	.20	25.67***	12.72***	2.41	.02		
	Sr NCM (D)	3.53	3.62	3.58 ^F	.09						
	Jr Officer (E)	3.48	3.56	3.52 ^F	.08						
	Sr Officer (F)	3.32	3.37	3.34	.05						
	Overall	3.48	3.59 ^A	—	—						

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.51	3.70	3.61 ^H	.19	51.06***	4.12***	1.79	.01
	6-10 (D)	3.51	3.73	3.62 ^H	.22				
	11-15 (E)	3.51	3.67	3.59	.16				
	16-20 (F)	3.48	3.51	3.50	.03				
	21-25 (G)	3.45	3.58	3.52	.13				
	25+ (H)	3.39	3.50	3.45	.11				
	Overall	3.48	3.62 ^A	—	—				
Age	16-24 (C)	3.61	3.75	3.68	.14	18.83***	3.39*	.099	.01
	25-34 (D)	3.54	3.68	3.61 ^F	.14				
	35-44 (E)	3.48	3.65	3.56	.17				
	45+ (F)	3.42	3.57	3.50	.15				
	Overall	3.51	3.66 ^A	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118, while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 20: Supervisor Behaviour Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	$F_{Discrep}$	F_{Demo}	$F_{Demo \times Discrep}$
Comp.	Reg F (C)	3.96	4.52	4.24	.56	748.57***	2.79	3.23*	.12
	Res F (D)	3.96	4.50	4.23	.54				
	Civilian (E)	3.84	4.50	4.17	.66				
	Overall	3.92	4.50	—	—				
FOL	English (C)	3.92	4.51	4.21	.59	595.83***	.019	.031	.11
	French (D)	3.92	4.52	4.22	.60				
	Overall	3.92	4.51 ^A	—	—				
Gender	Male (C)	3.91	4.48	4.19	.57	674.75***	6.50*	2.70	.12
	Female (D)	3.95	4.59	4.27 ^C	.64				
	Overall	3.93	4.54 ^A	—	—				
Education	High School (C)	3.90	4.45	4.17	.55	812.15***	12.99***	1.73	.12
	College (D)	3.82	4.47	4.14	.65				
	University (E)	4.02	4.60	4.31 ^{CD}	.58				
	Graduate (F)	4.13	4.65	4.39 ^{CD}	.52				
	Overall	3.97	4.54 ^A	—	—				
Rank	Jr NCM (C)	3.81	4.45	4.13	.64 ^{DF}	529.95***	18.89***	4.50**	.13
	Sr NCM (D)	4.06	4.53	4.30	.47				
	Jr Officer (E)	4.13	4.66	4.39	.53				
	Sr Officer (F)	4.24	4.66	4.45	.42				
	Overall	4.06	4.57	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.92	4.53	4.23	.61	837.27***	.42	3.07**	.12
	6-10 (D)	3.84	4.53	4.19	.69 ^H				
	11-15 (E)	3.92	4.51	4.21	.59				
	16-20 (F)	3.91	4.50	4.21	.59				
	21-25 (G)	3.99	4.51	4.25	.52				
	25+ (H)	3.97	4.45	4.21	.48				
	Overall	3.92	4.51	—	—				
Age	16-24 (C)	3.86	4.45	4.15	.59	357.69***	.23	3.83**	.12
	25-34 (D)	3.87	4.55	4.21	.68 ^F				
	35-44 (E)	3.91	4.51	4.21	.60				
	45+ (F)	3.97	4.48	4.23	.51				
	Overall	3.90	4.50	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118, while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 21: Supervisor Expectations Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
Comp.	Reg F (C)	4.02	4.46	4.24	.44	593.35***	3.57*	4.28*	.09
	Res F (D)	4.03	4.47	4.25	.44				
	Civilian (E)	3.89	4.44	4.16	.55 ^C				
	Overall	3.98	4.45	—	—				
FOL	English (C)	3.99	4.45	4.22	.46	506.98***	.46	.26	.09
	French (D)	3.95	4.44	4.20	.49				
	Overall	3.97	4.45 ^A	—	—				
Gender	Male (C)	3.97	4.41	4.19	.44	589.73***	9.69**	5.24*	.09
	Female (D)	4.01	4.55	4.28	.54 ^C				
	Overall	3.99	4.48	—	—				
Education	High School (C)	3.95	4.37	4.16	.42	676.37***	18.78***	1.73	.10
	College (D)	3.88	4.40	4.14	.52				
	University (E)	4.09	4.57	4.33 ^{CD}	.48				
	Graduate (F)	4.20	4.64	4.42 ^{CD}	.44				
	Overall	4.03	4.50 ^A	—	—				
Rank	Jr NCM (C)	3.87	4.37	4.12	.50 ^{DF}	451.66***	26.88***	4.07**	.11
	Sr NCM (D)	4.13	4.48	4.31	.35				
	Jr Officer (E)	4.18	4.61	4.40	.43				
	Sr Officer (F)	4.32	4.67	4.50	.35				
	Overall	4.13	4.53	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.95	4.45	4.20	.50	742.06***	1.45	2.51*	.09
	6-10 (D)	3.90	4.45	4.18	.55 ^G				
	11-15 (E)	4.01	4.46	4.24	.45				
	16-20 (F)	4.01	4.46	4.23	.45				
	21-25 (G)	4.10	4.47	4.28	.37				
	25+ (H)	3.99	4.43	4.21	.44				
	Overall	3.99	4.45	—	—				
Age	16-24 (C)	3.87	4.34	4.11	.47	330.13***	.81	1.34	.09
	25-34 (D)	3.94	4.46	4.20	.52				
	35-44 (E)	3.99	4.46	4.22	.47				
	45+ (F)	4.02	4.45	4.24	.43				
	Overall	3.95	4.43 ^A	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118, while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 22: Co-worker Behaviour Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyze as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
Comp.	Reg F (C)	3.71	4.48	4.09	.77	1417.53***	6.14**	5.18**	.23
	Res F (D)	3.72	4.49	4.11	.77				
	Civilian (E)	3.55	4.46	4.01	.91 ^C				
	Overall	3.66	4.48	—	—				
FOL	English (C)	3.66	4.48	4.07	.82	1290.43***	.008	.63	.23
	French (D)	3.68	4.47	4.07	.79				
	Overall	3.67	4.47 ^A	—	—				
Gender	Male (C)	3.65	4.45	4.05	.80	1390.04***	3.91*	1.17	.23
	Female (D)	3.68	4.53	4.11 ^C	.85				
	Overall	3.67	4.49 ^A	—	—				
Education	High School (C)	3.66	4.42	4.04	.76	1512.07***	9.95***	2.36	.23
	College (D)	3.58	4.46	4.02	.88				
	University (E)	3.73	4.56	4.14 ^{CD}	.83				
	Graduate (F)	3.85	4.59	4.22 ^{CD}	.74				
	Overall	3.70	4.51 ^A	—	—				
Rank	Jr NCM (C)	3.54	4.40	3.97	.86 ^{DEF}	1151.89***	29.25***	5.11**	.25
	Sr NCM (D)	3.83	4.53	4.18	.70				
	Jr Officer (E)	3.97	4.62	4.30	.65				
	Sr Officer (F)	3.97	4.64	4.30	.67				
	Overall	3.83	4.55	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.62	4.45	4.04	.83	1646.84***	1.34	2.82*	.23
	6-10 (D)	3.62	4.51	4.06	.89 ^H				
	11-15 (E)	3.60	4.49	4.04	.89				
	16-20 (F)	3.69	4.45	4.07	.76				
	21-25 (G)	3.74	4.50	4.12	.76				
	25+ (H)	3.75	4.47	4.11	.72				
	Overall	3.67	4.48	—	—				
Age	16-24 (C)	3.62	4.27	3.95	.65	445.38***	.76	2.84*	.23
	25-34 (D)	3.60	4.52	4.06	.92				
	35-44 (E)	3.70	4.47	4.09	.77				
	45+ (F)	3.68	4.47	4.08	.79				
	Overall	3.65	4.43	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 23: Organizational Fairness Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		ANOVA Effects					
		Now (A)	Should (B)	Overall	Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$	R^2
Comp.	Reg F (C)	3.41	4.43	3.92 ^E	1.02	1861.11***	7.09***	1.24	.29
	Res F (D)	3.38	4.40	3.89	1.02				
	Civilian (E)	3.27	4.36	3.82	1.09				
	Overall	3.35	4.40 ^A	—	—				
FOL	English (C)	3.32	4.39	3.86	1.07 ^D	1418.90***	14.48***	5.83*	.30
	French (D)	3.51	4.45	3.98	.94				
	Overall	3.42	4.41	—	—				
Gender	Male (C)	3.37	4.39	3.88	1.02	1689.19***	1.06	2.00	.29
	Female (D)	3.36	4.45	3.91	1.09				
	Overall	3.37	4.42 ^A	—	—				
Education	High School (C)	3.42	4.37	3.89	.95	1747.62***	7.21***	3.74*	.30
	College (D)	3.23	4.38	3.80	1.15 ^C				
	University (E)	3.44	4.45	3.95	1.01				
	Graduate (F)	3.44	4.51	3.98	1.07				
	Overall	3.38	4.43	—	—				
Rank	Jr NCM (C)	3.28	4.40	3.84	1.12 ^{DE}	1285.08***	8.80***	4.40**	.30
	Sr NCM (D)	3.51	4.42	3.96	.91				
	Jr Officer (E)	3.61	4.47	4.04	.86				
	Sr Officer (F)	3.53	4.51	4.02	.98				
	Overall	3.48	4.45	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.48	4.44	3.96	.96	2067.62***	2.71*	3.19**	.30
	6-10 (D)	3.23	4.40	3.82	1.17 ^H				
	11-15 (E)	3.31	4.42	3.86	1.11				
	16-20 (F)	3.29	4.39	3.84	1.1				
	21-25 (G)	3.39	4.39	3.89	1.00				
	25+ (H)	3.39	4.34	3.86	.95				
	Overall	3.35	4.40	—	—				
Age	16-24 (C)	3.57	4.48	4.02	.91	729.20***	1.46	1.77	.29
	25-34 (D)	3.31	4.44	3.87	1.13				
	35-44 (E)	3.38	4.40	3.89	1.02				
	45+ (F)	3.37	4.37	3.87	1.00				
	Overall	3.41	4.42 ^A	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 24: Organizational Rules Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
Comp.	Reg F (C)	3.56	4.09	3.83	.53	870.93***	8.90***	7.59***	.13
	Res F (D)	3.40	4.03	3.71	.63				
	Civilian (E)	3.38	4.06	3.72	.68 ^E				
	Overall	3.45	4.06	—	—				
FOL	English (C)	3.47	4.05	3.76	.58	733.14***	9.95**	.80	.13
	French (D)	3.56	4.17	3.86 ^C	.61				
	Overall	3.52	4.11 ^A	—	—				
Gender	Male (C)	3.50	4.06	3.78	.56	857.39***	.51	7.54**	.12
	Female (D)	3.47	4.13	3.80	.66 ^C				
	Overall	3.49	4.09	—	—				
Education	High School (C)	3.53	4.07	3.80	.54	619.99***	.39	3.74*	.12
	College (D)	3.43	4.11	3.77	.68 ^{CE}				
	University (E)	3.53	4.04	3.79	.51				
	Graduate (F)	3.47	4.04	3.75	.57				
	Overall	3.49	4.07	—	—				
Rank	Jr NCM (C)	3.54	4.10	3.82	.56 ^E	460.98***	.72	3.76*	.11
	Sr NCM (D)	3.54	4.11	3.82	.57 ^E				
	Jr Officer (E)	3.63	3.99	3.81	.36				
	Sr Officer (F)	3.51	4.01	3.76	.50				
	Overall	3.55	4.05	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.62	4.14	3.88 ^{DH}	.52	897.41***	5.36***	1.46	.13
	6-10 (D)	3.44	4.06	3.75	.62				
	11-15 (E)	3.56	4.07	3.81 ^H	.51				
	16-20 (F)	3.42	4.07	3.75	.65				
	21-25 (G)	3.47	4.06	3.77	.59				
	25+ (H)	3.36	4.00	3.68	.64				
	Overall	3.48	4.07 ^A	—	—				
Age	16-24 (C)	3.68	3.98	3.83	.30	268.33***	3.42*	2.92*	.13
	25-34 (D)	3.54	4.10	3.82	.56				
	35-44 (E)	3.51	4.10	3.80	.59				
	45+ (F)	3.42	4.04	3.73	.62 ^C				
	Overall	3.54	4.06	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 25: Personal Control Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	$F_{Discrep}$	F_{Demo}	$F_{Demo \times Discrep}$
Comp.	Reg F (C)	3.46	3.93	3.70	.47	535.32***	3.17* ^a	.20	.07
	Res F (D)	3.48	3.94	3.71	.46				
	Civilian (E)	3.38	3.87	3.62	.49				
	Overall	3.44	3.91 ^A	—	—				
FOL	English (C)	3.44	3.94	3.69	.50	325.89***	2.91	2.80	.07
	French (D)	3.42	3.83	3.62	.41				
	Overall	3.43	3.88 ^A	—	—				
Gender	Male (C)	3.44	3.90	3.67	.46	462.87***	1.25	1.07	.07
	Female (D)	3.45	3.96	3.70	.51				
	Overall	3.45	3.93 ^A	—	—				
Education	High School (C)	3.48	3.93	3.70	.45	416.39***	1.66	3.91**	.08
	College (D)	3.35	3.92	3.63	.57 ^F				
	University (E)	3.44	3.88	3.66	.44				
	Graduate (F)	3.57	3.91	3.74	.34				
	Overall	3.46	3.91	—	—				
Rank	Jr NCM (C)	3.33	3.94	3.64	.61 ^{DEF}	307.15***	3.76**	14.34***	.09
	Sr NCM (D)	3.62	3.96	3.79	.34				
	Jr Officer (E)	3.60	3.87	3.74	.27				
	Sr Officer (F)	3.62	3.87	3.75	.25				
	Overall	3.54	3.91	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.37	3.87	3.62	.50	585.20***	1.71	3.64**	.08
	6-10 (D)	3.42	3.98	3.70	.56 ^H				
	11-15 (E)	3.52	4.02	3.77	.50				
	16-20 (F)	3.44	3.91	3.68	.47				
	21-25 (G)	3.49	3.89	3.69	.40				
	25+ (H)	3.48	3.84	3.66	.36				
	Overall	3.45	3.92	—	—				
Age	16-24 (C)	3.38	3.98	3.68	.60	184.31***	1.56	2.19	.07
	25-34 (D)	3.45	3.99	3.72	.54				
	35-44 (E)	3.45	3.91	3.68	.46				
	45+ (F)	3.43	3.85	3.64	.42				
	Overall	3.43	3.93 ^A	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 26: Local Senior Leader/ Manager Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
Comp.	Reg F (C)	3.61	4.30	3.96	.69	1124.48***	5.38**	9.43***	.19
	Res F (D)	3.58	4.29	3.94	.71				
	Civilian (E)	3.42	4.30	3.86	.88 ^{CD}				
	Overall	3.54	4.30	—	—				
FOL	English (C)	3.53	4.30	3.92	.77	947.18***	1.64	.83	.19
	French (D)	3.60	4.32	3.97	.72				
	Overall	3.57	4.31 ^A	—	—				
Gender	Male (C)	3.55	4.28	3.91	.73	1068.80***	4.23*	3.29	.19
	Female (D)	3.56	4.38	3.97 ^C	.82				
	Overall	3.56	4.33 ^A	—	—				
Education	High School (C)	3.58	4.24	3.91	.66	1183.40***	1.37	4.05**	.19
	College (D)	3.50	4.31	3.90	.81 ^C				
	University (E)	3.55	4.37	3.96	.82 ^C				
	Graduate (F)	3.59	4.38	3.98	.79				
	Overall	3.55	4.32	—	—				
Rank	Jr NCM (C)	3.48	4.22	3.84	.74	768.43***	13.11***	.86	.18
	Sr NCM (D)	3.69	4.35	4.02 ^C	.66				
	Jr Officer (E)	3.78	4.43	4.10 ^C	.65				
	Sr Officer (F)	3.79	4.44	4.11 ^C	.65				
	Overall	3.68	4.36 ^A	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.53	4.29	3.91	.76	1331.90***	.87	2.66*	.19
	6-10 (D)	3.47	4.30	3.89	.83 ^H				
	11-15 (E)	3.55	4.34	3.94	.79				
	16-20 (F)	3.53	4.34	3.93	.81				
	21-25 (G)	3.58	4.30	3.94	.72				
	25+ (H)	3.64	4.28	3.96	.64				
	Overall	3.55	4.31	—	—				
Age	16-24 (C)	3.35	4.02	3.68	.67	243.40***	1.95	.59	.19
	25-34 (D)	3.52	4.31	3.92	.79				
	35-44 (E)	3.55	4.32	3.94	.77				
	45+ (F)	3.59	4.32	3.95	.73				
	Overall	3.50	4.24 ^A	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Table 27: Unit/CF Treats Me with Respect Scale Means for Ethical Climate (“Now”) and Individual Values (“Should”) Analyzed as a Function of Demographic Variables

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
Comp.	Reg F (C)	3.84	4.57	4.21	.73	1092.55***	.31	.38	.18
	Res F (D)	3.89	4.57	4.23	.68				
	Civilian (E)	3.84	4.57	4.21	.73				
	Overall	3.86	4.57 ^A	—	—				
FOL	English (C)	3.81	4.54	4.18	.73	1012.09***	16.56***	.65	.19
	French (D)	3.96	4.65	4.31 ^C	.69				
	Overall	3.89	4.60 ^A	—	—				
Gender	Male (C)	3.82	4.54	4.18	.72	1023.74***	15.92***	.16	.19
	Female (D)	3.94	4.64	4.29 ^C	.70				
	Overall	3.88	4.59 ^A	—	—				
Education	High School (C)	3.86	4.53	4.20	.67	1124.13***	10.53***	2.97*	.19
	College (D)	3.72	4.54	4.13	.82 ^C				
	University (E)	3.93	4.62	4.28	.69				
	Graduate (F)	4.02	4.66	4.34	.64				
	Overall	3.89	4.59	—	—				
Rank	Jr NCM (C)	3.68	4.53	4.11	.85 ^{DEF}	828.34***	14.87***	10.36***	.21
	Sr NCM (D)	3.98	4.57	4.28	.59				
	Jr Officer (E)	4.09	4.63	4.36	.54				
	Sr Officer (F)	4.07	4.65	4.36	.58				
	Overall	3.96	4.60	—	—				

Demographic Variables		Discrepancy (Mean)		Overall		ANOVA Effects			
		Now (A)	Should (B)			Diff	F_{Discrep}	F_{Demo}	$F_{\text{Demo} \times \text{Discrep}}$
YOS	1-5 (C)	3.88	4.60	4.24	.72	1233.55***	.88	1.42	.18
	6-10 (D)	3.80	4.59	4.19	.79				
	11-15 (E)	3.84	4.55	4.19	.71				
	16-20 (F)	3.77	4.51	4.14	.74				
	21-25 (G)	3.88	4.56	4.22	.68				
	25+ (H)	3.87	4.53	4.20	.66				
	Overall	3.84	4.56 ^A	—	—				
Age	16-24 (C)	3.85	4.60	4.22	.75	373.73***	.11	2.13	.18
	25-34 (D)	3.80	4.59	4.20	.79				
	35-44 (E)	3.84	4.57	4.20	.73				
	45+ (F)	3.88	4.54	4.21	.66				
	Overall	3.84	4.58 ^A	—	—				

Note. The CSGLM ANOVA effects $F_{\text{Demographic}}$, $F_{\text{Discrepancy}}$, and $F_{\text{Demographic} \times \text{Discrepancy}}$ test the main effects of the demographic variable, the discrepancy, and the interaction between the two. The degrees of freedom for error for analyses excluding Rank ranged from approximately 2821 to 3118 while analyses involving Rank ranged from approximately 1688 to 1855. *** $p < .001$, ** $p < .01$, * $p < .05$.

Annex H Approaches to Ethical Decision-Making

Five types of ethical decision-making were examined using 5-point Likert-type scales (ranging from strongly disagree to strongly agree, with neutral – neither disagree nor agree in the middle) including rule-, care-, consequence-, virtue-, and self-interest-based ethical decision-making. A sixth scale was used to capture whether DND personnel use multiple approaches to ethical decision-making. Lastly, we created a new multiple approaches to ethical decision-making measure that was calculated based on a respondent’s own response to each of the approaches to ethical decision-making scales. Table 35 below describes the items that comprise each scale and the new measure as well as the internal consistency of the items within the scales.

Table 28: *The Rule-, Care-, Consequence-, Virtue-, and Self-interest-based ethical decision-making scales*

Approach to Ethical Decision-Making	Description ^a	Survey Item Number	Cronbach’s Alpha ¹⁹
Rule-based	Rules and laws are the most appropriate basis for ethical behaviour.	1, 7, 13, 20	.68
Care-based	Doing no harm is the most appropriate basis for ethical behaviour.	5, 11, 16	.67
Consequence-based	The outcomes of a made decision are the appropriate basis for ethical behaviour.	4, 8, 18	.70
Virtue-based	Whether a made decision acts in congruence with what one deems “right or wrong” is the appropriate basis for ethical behaviour.	3, 9, 15	.51
Self-interest-based	How the outcome of a made decision affects oneself personally is the appropriate basis for ethical behaviour.	17, 19 ^b	.79
Multiple Approach	Reliance on more than one approach to ethical decision-making.	10, 12, 14 ^b	.41
New Multiple Approach	The number of times respondents indicated Agree or Strongly Agree on the rule-, care-, consequence-, virtue-, and self-interest-based scales. The measure ranges from 0 to 5 approaches used.	—	—

^a Based on Dursun *et al.*, 2004

^b Survey items 2 and 6 have been excluded from analysis (see Dursun *et al.*, 2004)

¹⁹ The alphas are based on unweighted data so that the alphas are comparable to the 2003 Defence Ethics Survey Report (Dursun *et al.*, 2004).

Each scale and the new multiple approach measure were analyzed using CSGLM in SPSS. The goal of the analyses was to determine if the various components (Regular F, class B reserves, and DND employee) approach ethical decision-making differently. To that end, a series of one-way ANOVAs using CSGLM on the weighted scale means were computed with component as a between-subjects variable. Table 29 below presents the results.

Table 29: Ethical Decision-making Scale means and Significance Tests for differences among Components

Approach to Ethical Decision-Making	Reg Force (A)	Class B Reserve (B)	DND Employee (C)	Overall	SE	Wald F	R²
Rule-based	3.40	3.44	3.53 ^A	3.46	0.016	8.99***	.007
Care-based	3.73	3.70	3.79	3.74	0.016	2.99 ^a	.002
Consequence-based	2.89	2.86	2.83	2.86	0.018	1.31	.001
Virtue-based	3.68	3.73	3.74	3.71	0.014	2.51	.002
Self-interest-based	2.65 ^C	2.58	2.52	2.59	0.022	4.02*	.004
Multiple Approach	4.07	4.08	4.04	4.06	0.012	1.06	.001
New Multiple Approach	2.27	2.27	2.35	2.30	0.031	0.85	.001

Note. Respondents who did not complete 2 or more items on a scale were left out of the analysis. A Bonferroni correction was applied to the alpha value used for post hoc comparisons to keep the family-wise Type 1 error rate at $\alpha = .05$. With the correction, comparisons were considered statistically significant when $p < .017$. Statistically significant comparisons are denoted by bold superscript. The category that corresponds to the column that has the bold superscript letter has a higher mean than the category indicated by the bold superscript letter (e.g., for the rule-based scale, DND Employees scored statistically significantly higher than Regular Force). ^a $p = .05$, * $p < .05$, ** $p < .01$, *** $p < .001$.

Whether the rank groups (only for the Regular Force and Class B Reserve components) differ in terms of their approach to ethical decision-making was also of interest. To address this question, a series of one-way ANOVAs using CSGLM on the weighted scale means were computed with rank group (Junior NCM, Senior NCM, Junior Officer, and Senior Officer) as a between-subjects variable. The results are presented in Table 30 below.

Table 30: Ethical decision-making scale means and Significance Tests for Differences among Rank Groups

Approach to Ethical Decision-Making	Jr NCM (A)	Sr NCM (B)	Jr Officer (C)	Sr Officer (D)	Overall	SE	Wald F	R ²
Rule-based	3.41 ^C	3.53 ^{CD}	3.19	3.32	3.36	.019	13.54***	.022
Care-based	3.87 ^{BCD}	3.70 ^{CD}	3.44	3.33	3.58	.020	43.67***	.070
Consequence-based	3.08 ^{BCD}	2.88 ^{CD}	2.44	2.40	2.70	.021	66.87***	.100
Virtue-based	3.67	3.71	3.68	3.66	3.68	.016	.620	.001
Self-interest-based	2.82 ^{BCD}	2.51 ^D	2.50 ^D	2.24	2.52	.028	24.51***	.039
Multiple Approach	4.05	4.06	4.14	4.08	4.08	.015	1.38	.003
New Multiple Approach	2.50 ^{BCD}	2.25 ^{CD}	1.85	1.63	2.06	.036	30.72***	.044

Note. Respondents who did not complete 2 or more items on a scale were left out of the analysis. A Bonferroni correction was applied to the alpha value used for post hoc comparisons to keep the family-wise type 1 error rate at $\alpha = .05$. With the correction, comparisons were considered statistically significant when $p < .0083$. Statistically significant comparisons are denoted by bold superscript. The category that corresponds to the column that has the bold superscript letter has a higher mean than the category indicated by the bold superscript letter (e.g., for the rule-based scale, Junior NCMs scored statistically significantly higher than Junior Officers). ^a $p = .05$, * $p < .05$, ** $p < .01$, *** $p < .001$.

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Annex I Ethical Judgement

Respondents examined four plausible scenarios suitable for Regular F, class B reserves, and DND employees' circumstances encountered on the job. The Regular F and class B reserve personnel also examined a fifth scenario that was more specific to an operational circumstance. After reading each scenario, respondents answered questions on 7-point Likert-type scales pertaining to whether they believed the scenario illustrated an ethical issue (i.e., recognition of an ethical issue), whether they would make the same decision described in the scenario (i.e., ethical intention), and rated the decision made in the scenario on the situational moral intensity indicators (i.e., magnitude of consequence, temporal immediacy, social consensus, proximity, and probability of effect) and a variety of ethical judgment dimensions (e.g., justice, fairness, etc). Table 31 below presents the means and standard error for recognition of an ethical issue, ethical judgement, and ethical intention for each of the five scenarios.

Table 31: Mean and Standard Error for each Stage of Ethical Decision-making for each Scenario

Scenario	Recognition of an Issue	SE	Ethical Judgment	SE	Ethical Intention	SE
1	5.20	.038	4.17	.030	4.32	.040
2	5.52	.042	5.47	.027	5.77	.033
3	5.15	.041	4.90	.030	5.12	.037
4	5.44	.046	5.42	.028	5.34	.039
5	5.03	.055	4.48	.036	4.03	.053

The ethical judgment means for each scenario were analyzed as a function of various demographic variables in order to explain some of the variation in ethical judgment. Specifically, ethical judgments were analyzed as a function of rank group (both Regular and Reserve Force), component, gender, FOL, YOS, education, and age in separate one-way between-subjects ANOVAs using CSGLM in SPSS. The results are presented below in Tables 32-38.

Table 32: Mean Ethical Judgment for the Five Scenarios Analyzed as a Function of Rank Group

Rank Group	Scenario				
	1	2	3	4	5
Jr NCM (A)	3.94	5.35	4.23	5.12	4.57 ^D
Sr NCM (B)	4.32 ^A	5.58 ^A	5.06 ^A	5.34	4.42
Jr Officer (C)	4.13	5.70 ^A	5.12 ^A	5.49 ^A	4.41
Sr Officer (D)	4.46 ^{AC}	5.82 ^{AB}	5.61 ^{ABC}	5.50 ^A	4.23
Wald <i>F</i>	11.64***	12.93***	80.07***	7.44***	4.64**
<i>R</i> ²	.021	.019	.12	.014	.007

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 33: Mean Ethical Judgment for the Five Scenarios Analyzed as a Function of Component

Component	Scenario				
	1	2	3	4	5
Reg Force (A)	4.07	5.49	4.66	5.24	4.48
Class B Reserve (B)	4.44 ^A	5.56	5.01 ^A	5.42	4.47
DND Employee (C)	4.30 ^A	5.41	5.35 ^{AB}	5.79 ^{AB}	-
Wald <i>F</i>	13.52***	1.93	66.24***	51.25***	.003
<i>R</i> ²	.009	.001	.049	.040	.000

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 34: Mean Ethical Judgment for the Five Scenarios Analyzed as a Function of Gender

Gender	Scenario				
	1	2	3	4	5
Male (A)	4.13	5.45	4.86	5.29	4.45
Female (B)	4.28 ^A	5.52	5.00	5.78 ^A	4.57
Wald <i>F</i>	5.92*	1.26	3.51	71.21***	1.98
<i>R</i> ²	.003	.001	.002	.031	.002

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 35: Mean ethical judgment for the five scenarios analyzed as a function of FOL

First Official Language	Scenario				
	1	2	3	4	5
French (A)	4.18	5.24	4.94	5.45	4.70 ^B
English (B)	4.17	5.54 ^A	4.89	5.42	4.41
Wald <i>F</i>	.009	19.84***	.50	.22	10.69**
<i>R</i> ²	.000	.010	.000	.000	.009

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 36: Mean ethical judgment for the five scenarios analyzed as a function of YOS

Years of Service	Scenario				
	1	2	3	4	5
0-5 (A)	4.08	5.50	4.65	5.39	4.65
6-10 (B)	4.06	5.43	4.64	5.45	4.43
11-15 (C)	4.13	5.40	4.82	5.37	4.43
16-20 (D)	4.31	5.46	5.10 ^{AB}	5.47	4.31
21-25 (E)	4.19	5.61	5.16 ^{ABC}	5.35	4.40
Over 25(F)	4.37 ^{AB}	5.41	5.35 ^{ABC}	5.52	4.44
Wald <i>F</i>	3.82**	1.77	22.73***	1.20	1.43
<i>R</i> ²	.007	.003	.038	.002	.008

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 37: Mean Ethical Judgment for the Five Scenarios Analyzed as a Function of Education

Education	Scenario				
	1	2	3	4	5
High School (A)	4.08	5.40	4.67	5.25	4.49
College (B)	4.18	5.36	4.81	5.44	4.51
University (C)	4.27	5.64 ^{AB}	5.22 ^{AB}	5.60 ^A	4.39
Graduate (D)	4.24	5.79 ^{AB}	5.36 ^{AB}	5.59 ^A	4.46
Wald <i>F</i>	2.23	13.57***	26.38***	9.25***	.59
<i>R</i> ²	.003	.012	.031	.013	.001

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 38: Mean Ethical Judgment for the Five Scenarios Analyzed as a Function of Age

Age	Scenario				
	1	2	3	4	5
16-24 (A)	3.75	5.26	4.26	5.28	4.41
25-34 (B)	3.98	5.47	4.45 ^A	5.33	4.50
35-44 (C)	4.22 ^{AB}	5.46	4.95 ^{AB}	5.36	4.42
45+ (D)	4.34 ^{AB}	5.51	5.28 ^{ABC}	5.57 ^{BC}	4.52
Wald <i>F</i>	9.79***	.92	43.49***	6.05***	.61
<i>R</i> ²	.016	.002	.063	.008	.001

* $p < .05$, ** $p < .01$, *** $p < .001$.

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Annex J Situational Moral Intensity

A series of 15 multiple linear regression analyses were conducted using CSGLM with the five moral intensity dimensions (magnitude of consequence, temporal immediacy, social consensus, proximity, and probability of effect) as predictors and recognition of an ethical issue, ethical judgment, or ethical intention as outcomes for each of the five scenarios. The outcome and predictors were assumed to be measured as continuous variables, despite their nominal but ordinal nature. Alternative analyses for nominal outcomes such as binary and multinomial logistic regression and log-linear modelling were not used, so as to keep the analyses consistent with past Defence Ethics Survey reports (e.g., Dursun *et al.*, 2004).

Multiple linear regression assumes 1) the predictors are *linearly* related to the outcome, 2) the errors are independent of one another, 3) the errors between a predictor and the outcome are constant (homoscedasticity), and 4) the errors are normally distributed. The assumption of normality was not tenable for all of the regressions. The restriction of range at the top end of the scales yielded skewed distributions (e.g., most respondents thought the scenarios represented an ethical issue, thus the majority of responses were at the top end of the scales). To be more specific, the weighted distributions for the recognition of an ethical issue, ethical judgment, and ethical intention outcomes were all statistically significantly negatively skewed (z ranges from -3.9 to -123.5) and platykurtotic (i.e., flat; z ranges from -3.5 to -50.7) or leptokurtotic (i.e., peaked; z ranges from 12.2 to 78.4). In an attempt to render the distributions of the outcomes and predictors normal, the distributions were subjected to reflect log and reflect square root transformations (Tabachnick & Fidell, 2007). Unfortunately, in most cases, the transformed distributions were not normal either. Therefore, the outcomes and predictors were not transformed. The multiple linear regressions were run despite assumption violations, and the results are presented in Tables 39 - 41.

Table 39: Regressions Predicting Recognition of an Ethical Issue using the Moral Intensity Dimensions

Moral Intensity	Scenario				
	1	2	3	4	5
Magnitude of Consequences	-.040	.024	.18***	.027	.081
Temporal Immediacy	.016	.056	-.10***	-.033	-.021
Social Consensus	.030	.26***	.18***	.078*	-.21***
Proximity	-.036	-.095***	-.075**	-.063*	-.040
Probability of Effect	.061*	.054 ^a	.13**	.020	.18***
R^2	.007	.077	.13	.010	.030

Note. The values presented are unstandardized betas. * $p < .05$ *** $p < .001$.

^a $p = .057$

Table 40: Regressions Predicting Ethical Judgment using the Moral Intensity Dimensions

Moral Intensity	Scenario				
	1	2	3	4	5
Magnitude of Consequences	.11***	.17***	.26***	.26***	.22***
Temporal Immediacy	-.0040	.016	.011	.029	.005
Social Consensus	.25***	.40***	.31***	.31***	.29***
Proximity	-.021	-.020	.0090	-.008	.016
Probability of Effect	.25***	.096***	.20***	.075***	.15***
R ²	.40	.44	.68	.54	.55

Note. The values presented are unstandardized betas. *** $p < .001$.

Table 41: Regressions Predicting Ethical Intention using the Moral Intensity Dimensions

Moral Intensity	Scenario				
	1	2	3	4	5
Magnitude of Consequences	.17***	.15***	.28***	.38***	.30***
Temporal Immediacy	.00	-.010	.017	-.019	.035
Social Consensus	.28***	.43***	.36***	.38***	.52***
Proximity	-.074**	-.026 ^a	.00	-.033	-.009
Probability of Effect	.24***	.079**	.18***	.10***	.080*
R ²	.29	.29	.51	.43	.52

Note. The values presented are unstandardized betas. * $p < .05$ ** $p < .01$ *** $p < .001$

^a $p = .088$.

Annex K Training

Table 42: Participants in Ethics Education

Have you participated in ethics training?	Reg Force (A)	Reserve Class B (B)	DND Personnel (C)	Defence Personnel
Yes	62.0% ^C	71.3% ^{AC}	54.1%	60.3
No	38.0% ^B	28.7%	45.9% ^{AB}	39.7

Table 43: The ethics training I have received at CF/DND has contributed to, or refreshed my awareness of, the values and ethics in the CF and DND

	Strongly Disagree	Disagree	Neutral (Neither Agree nor Disagree)	Agree	Strongly Agree
Reg Force (A)	2.3%	5.3%	17.1%	58.9%	16.4%
Reserve Class B (B)	3.6%	5.7%	15.5%	58.3%	16.9%
DND Personnel (C)	2.1%	4.2%	18.9%	57.9%	16.9%
Defence Personnel	2.4%	5.0%	17.5%	58.5%	16.6%

Table 44: The ethics training I have received at CF/DND has allowed me to practice my ability to recognize ethical issues

	Strongly Disagree	Disagree	Neutral (Neither Agree Nor Disagree)	Agree	Strongly Agree
Reg Force (A)	3.3%	7.3%	20.7%	55.7%	13.0%
Reserve Class B (B)	3.6%	6.7%	18.3%	58.5%	12.9%
DND Personnel (C)	2.9%	4.4%	24.5%	56.4%	11.8%
Defence Personnel	3.2%	6.4%	21.5%	56.2%	12.7%

Table 45: The ethics training I have received at CF/DND has allowed me to practice my ability to apply ethics in making decisions involving ethical issues

	Strongly Disagree	Disagree	Neutral (Neither Agree nor Disagree)	Agree	Strongly Agree
Reg Force (A)	3.3%	7.3%	22.8%	52.6%	14.0%
Reserve Class B (B)	3.2%	8.4%	21.9%	51.8%	14.7%
DND Personnel (C)	3.1%	5.7%	26.1%	51.9%	13.2%
Defence Personnel	3.2%	7.0%	23.6%	52.3%	13.9%

Table 46: Participation in Ethics Dialogue or Case Study

	Within the last year	1-2 Years Ago	Have not Participated in Dialogues or Case Studies
Reg Force (A)	22.0%	17.7% ^C	60.4% ^B
Reserve Class B (B)	31.2% ^{AC}	19.2% ^C	49.6%
DND Personnel (C)	16.9%	11.1%	72.0% ^{AB}
Defence Personnel	21.1%	15.8%	63.1%

Table 47: Ability to Identify Ethics Coordinator

	Yes	No
Reg Force (A)	31.1%	68.9% ^B
Reserve Class B (B)	55.6% ^{AC}	44.4%
DND Personnel (C)	25.9%	74.1% ^B
Defence Personnel	31.4%	68.1%

Table 48: Before Receiving this Survey, had you ever heard of the Defence Ethics Program?

	Yes	No
Reg Force (A)	82.3%	17.7% ^B
Reserve Class B (B)	90.6% ^{AC}	9.4%
DND Personnel (C)	81.0%	19.0% ^B
Defence Personnel	82.5%	17.5%

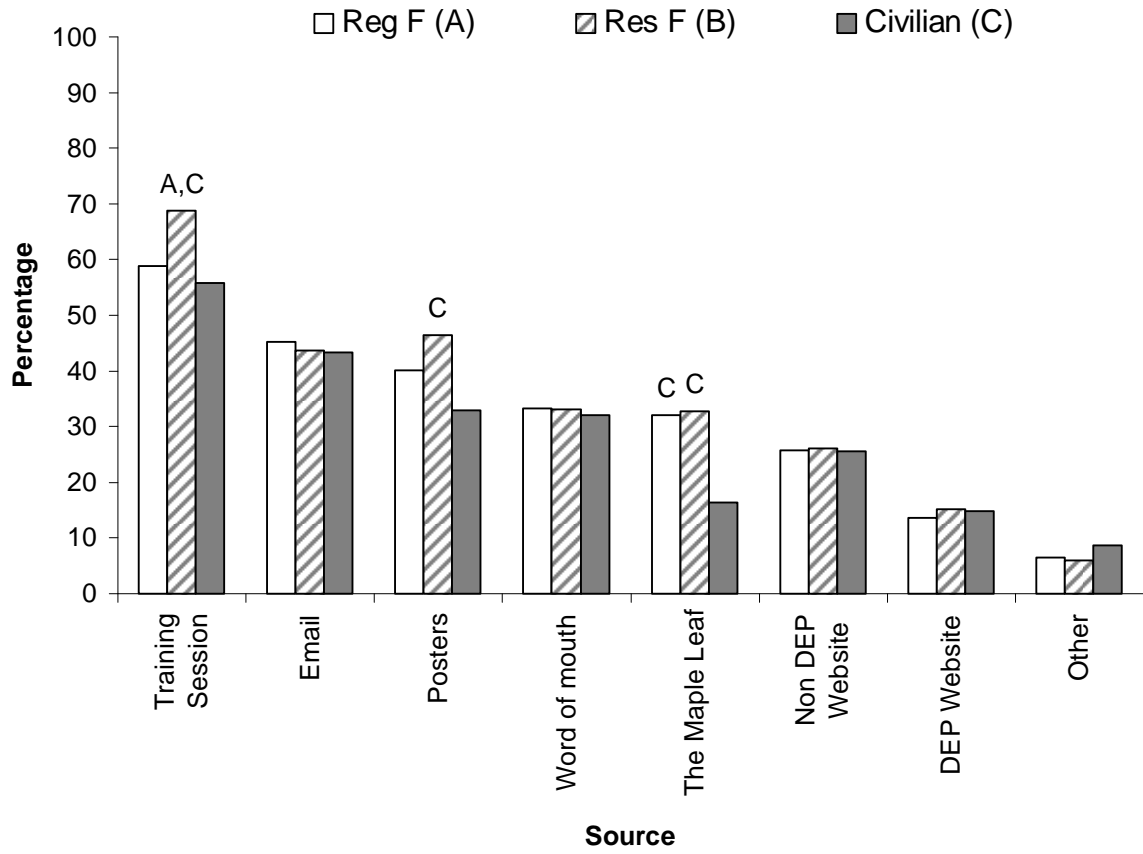


Figure 14: Source of Exposure to DEP

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Annex L Qualitative Comments

Table 49: Personnel's perceptions of the single most important ethical issue facing the CF/DND

	RegF	ResF	DND Personnel	Total
Fair and Equitable Treatment Versus Self-Interest				
Fair Treatment, Care, & Support for Personnel	121	49	43	213
Inequitable Treatment – Rank or Position	26	7	9	42
Inequitable Treatment – Military or Civilian Status	3	2	41	46
Inequitable Treatment – First Official Language	16	2	13	31
Inequitable Treatment – Gender	17	5	12	34
Inequitable Treatment – Race or Ethnicity	18	3	6	27
Inequitable Treatment – Other/Multiple	75	44	97	216
Evaluation, Promotion, and Postings	112	20	39	171
Hiring and Contracting	23	3	188	214
Self-Interest & Careerism	28	11	15	54
Theft or Abuse (e.g., Resources, Harassment)	24	9	18	51
Senior Leadership and Management				
Direction and Support from Government	19	6	11	36
Information Provided to the Government and Public	5	2	0	7
Tasks Given Resources	20	8	19	47
Outdated or Insufficient Equipment	4	0	1	5
Resource Allocation	19	11	46	76
Overemphasis on Political Correctness or Human Rights	3	1	0	4
Commitment to Encourage Ethical Decision-Making	31	10	22	63
Integrity of Leadership	17	10	20	47
Other Comments about Leadership	17	2	17	36
Ethical Ideals				
Defence Ethics Values (e.g., Honesty, Integrity)	58	28	50	136
Responsibility and Accountability	27	9	27	63
Leadership by Example	17	8	11	36
Common Sense and Doing What One Believes is Right	26	7	6	39
Communication, Awareness, and Transparency	36	16	31	83

	RegF	ResF	DND Personnel	Total
Miscellaneous				
Work Ethic and Dedication to DND, CF, and Canada	46	9	35	90
Adherence to Rules, Regulations, and Orders	53	11	38	102
Questionnaire	10	1	3	14
Public Perception	21	3	3	27
Religion	6	4	3	13
Cultural Differences and Ethical Behaviour on Missions	38	14	14	66
Role in Afghanistan	30	11	11	52
Work Life Balance	5	4	2	11
Events in the Media	19	5	7	31
Competing values	27	4	21	52
Other	9	7	13	29

The table presents unweighted counts. The “Total” column refers to all Defence personnel who provided written comments. RegF refers to Regular Force personnel. ResF includes both Reserve Class A and Class B personnel. DND personnel refer to civilian personnel who work for DND.

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This paper (a) reports the results of the 2010 Defence Ethics Survey that was completed by Regular Force, Reserve Force (Classes A and B), and civilian DND personnel in the fall of 2010 and (b) compares the 2010 administration to the 2003 Defence Ethics Survey. The overall response rate for the 2010 survey administration was 27.3% (Regular Force = 28.7%; Reserve Force Class A = 12.6%; Reserve Force Class B = 36.5%; Civilian DND personnel = 31.3%). The Complex Samples Module in SPSS Version 19 was used to analyze the data. In particular, the Complex Samples General Linear Model (CSGLM) function was used to conduct the ANOVAs and multiple linear regressions presented herein, while the Complex Samples Crosstabs (CSTABULATE) function was used to conduct chi-square tests of independence. The difference between how personnel perceive their current organizational ethical climate and personnel's individual expectations regarding what the organizational ethical climate should be like has improved since 2003 to 2010. When the results were analyzed as a function of subgroups, rank emerged as one of the most important demographic variables in explaining key group differences. Key recommendations are made regarding how to proceed with the next survey administration.

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Ethical Decision-Making; Organizational Ethical Climate