



**U.S. Army Research Institute
for the Behavioral and Social Sciences**

Research Report 1743

An Assessment of the Values of New Recruits

Peter F. Ramsberger, Eric S. Wetzel, and D. E. (Sunny) Sipes
Human Resources Research Organization

Ronald Tiggle
U.S. Army Research Institute

19991221 063

August 1999

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**U.S. Army Research Institute
for the Behavioral and Social Sciences**

A Directorate of the U.S. Total Army Personnel Command

**EDGAR M. JOHNSON
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Research accomplished under contract
for the Department of the Army

Human Resources Research Organization

Technical review by

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REPORT DOCUMENTATION PAGE

1. REPORT DATE (dd-mm-yy) August 1999	2. REPORT TYPE Final	3. DATES COVERED (from... to) 4 June 1998 – 3 June 1999							
4. TITLE AND SUBTITLE An Assessment of the Values of New Recruits		5a. CONTRACT OR GRANT NUMBER MDA 903-93-D-0032 (DO#0073)							
		5b. PROGRAM ELEMENT NUMBER 0602785A							
6. AUTHOR(S) Ramsberger, Peter F.; Wetzel, Eric S.; Sipes, D. E. (Sunny) (HumRRO); and Tiggie, Ronald (U.S. Army Research Institute)		5c. PROJECT NUMBER A790							
		5d. TASK NUMBER 182							
		5e. WORK UNIT NUMBER C01							
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Human Resources Research Organization 66 Canal Center Plaza, Suite 400 Alexandria, VA 22314-1591		8. PERFORMING ORGANIZATION REPORT NUMBER DFR-EADD-99-16							
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U. S. Army Research Institute for the Behavioral & Social Sciences Attn: TAPC-ARI-RP 5001 Eisenhower Avenue Alexandria, VA 22333-5600		10. MONITOR ACRONYM ARI							
		11. MONITOR REPORT NUMBER Research Report 1743							
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.									
13. SUPPLEMENTARY NOTES Contracting Officer's Representative: Dr. Ronald Tiggie									
14. ABSTRACT (Maximum 200 words): <p>The senior leadership of the Army realizes the important role values play in the Army. Values allow the operating norms and rules of the Army to become meaningful, stable, positive; and hence, capable of being internalized. In the past, the Army has collected data on the values of active duty soldiers. However there is only limited knowledge of the values new recruits bring to the Army or their relationship to the seven core values—Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage—emphasized by the Army leadership. In this effort, these core and other values were assessed among entering Active Army recruits so as to establish the basis for tracking soldier values from initial entry training through the first tour of duty.</p>									
15. SUBJECT TERMS <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Values</td> <td style="text-align: center;">Core values</td> <td style="text-align: center;">Traditional values</td> </tr> <tr> <td style="text-align: center;">New recruits</td> <td style="text-align: center;">Surveys</td> <td style="text-align: center;">Vignettes</td> </tr> </table>				Values	Core values	Traditional values	New recruits	Surveys	Vignettes
Values	Core values	Traditional values							
New recruits	Surveys	Vignettes							
SECURITY CLASSIFICATION OF		19. LIMITATION OF ABSTRACT Unlimited	20. NUMBER OF PAGES 264	21. RESPONSIBLE PERSON (Name and Telephone Number) Dr. Ronald Tiggie (703) 617-8293					
16. REPORT Unclassified	17. ABSTRACT Unclassified				18. THIS PAGE Unclassified				

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Peter F. Ramsberger, Eric S. Wetzel, and D. E. (Sunny) Sipes
Human Resources Research Organization

Ronald Tiggle
U.S. Army Research Institute

Organization and Personnel Resources Research Unit
Paul A. Gade, Chief

U.S. Army Research Institute for the Behavioral and Social Sciences
5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600

August 1999

Army Project Number
20262785A790

Personnel Systems and Performance
Technology

Approved for public release; distribution is unlimited.

FOREWORD

The senior leadership of the Army realizes the important role values play in the Army. Values allow the operating norms and rules of the Army to become meaningful, stable, positive; and hence, capable of being internalized. In the past, the Army has collected data on the values of active duty soldiers. However there is only limited knowledge of the values new recruits bring to the Army or their relationship to the seven core Army values--Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage--emphasized by the Army leadership. In this effort, these core and other values were assessed among entering Active Army recruits so as to establish the basis for tracking soldier values from initial entry training through the first tour of duty.

This report describes the process by which a values survey was created and administered, the steps taken to analyze the data, and the final results. In addition, recommendations are provided for a revised and shortened instrument that can be used to assess soldier values at various points in an Army career. Options for implementing such a program are discussed along with their advantages and disadvantages associated with each.

The results of this project were presented to the Army's Deputy Chief of Staff for Personnel, LTG David H. Ohle, on 17 June 1999 and to the TRADOC, Deputy Commanding General for Initial Entry Training, LTG William Bolt on 23 June 1999.



ZITA M. SIMUTIS
Technical Director

ACKNOWLEDGEMENTS

The authors wish to acknowledge the helpful support of the many field personnel who were responsible for data collection. These include: MAJ Lewis, MSG Greer, and Senior Test Administrator (TA) Bernard Jackson at Fort Benning; MAJ Seal and Senior TA Sam MacMaster at Fort Knox; LTC Sanders, MAJ Warren, SFC Saab, and Senior TA Patricia Irwin at Fort McClellan; LTC Pedone, CPT Keating, CPT England, and Senior TA Steven Tretreault at Fort Sill; Mr. Ralph Osborne and Senior TA Leon McLaughlin at Fort Leonard Wood; and MAJ Garnett, CPT Norwood, LTC Pinkney, CPT Faggett, and Senior TA Thomas Harris at Fort Jackson. Additional valuable input was received throughout the project by ARI personnel, including Dr. Edgar Johnson, Dr. Zita Simutis, Dr. Paul Gade, Dr. Morris Peterson, Dr. Alma Steinberg, and Dr. Trueman Tremble. In addition we would like to acknowledge the contribution of Mr. Michael Ingerick of HumRRO's staff for applying his creative talents in the development of the experimental scenarios used in this research.

AN ASSESSMENT OF THE VALUES OF NEW RECRUITS

EXECUTIVE SUMMARY

Requirement:

The objectives of this project were to: (a) conduct a survey on the values of new recruits during initial entry training at the six Army Reception Battalions; (b) establish a database of new soldier values; and (c) establish a system for tracking soldiers' values from the beginning of initial entry training through the first tour of duty.

Procedure:

A literature review pertaining to measuring values in both military and civilian settings was conducted. Special emphasis was placed on identifying research pertaining to the use of vignettes in the measurement of values and the assessment of values among members of so-called "Generation X." Development of the *Army Survey of New Recruits* involved identifying measures that might be appropriate for this cohort and context, isolating the gaps left following this process, and creating new measures to fill those gaps and address other concerns central to the project. The final survey included the following measures:

- An assessment of the "institutional" and "occupational" motives as identified by Moskos & Wood (1988). These motivations were assessed in the context of evaluating jobs in general and the more specific decision to enter the Army.
- A measure of the most important reasons for enlisting in the Army.
- Work values items adapted from the Minnesota Importance Questionnaire.
- Newly-created items to address the importance of the seven core values (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage) in the context of work.
- Two sets of items specifically derived to assess the values of "Generation X." These were adapted from Burke (1994), and included measures of the importance of various work environment characteristics as well as agreement with several work-related statements.
- The terminal values from the Rokeach Values Survey, the most widely-used instrument in the civilian literature.
- A set of items adapted from past Army research on values, including the 1986 Survey of Army Personnel and the 1996 Sample Survey of Military Personnel (SSMP).
- A variety of background/demographic measures.
- A set of 15 newly-created scenarios that presented "ethical" dilemmas and asked for an assessment of the likelihood that each of four different courses of action would be taken in response.

The instrument was reviewed extensively and pre-tested prior to printing. Administration took place over a two-month period at the end of 1998, with the final sample including 8,536 usable responses.

Findings:

Overall it can be said that the values of new recruits are strong. Both in regard to reasons for enlisting in the Army and the criteria by which jobs are evaluated in general, it is apparent that personal concerns such as pay and benefits outweigh "higher order" dimensions such as service to country and improving the world. However, these latter concepts were still of great importance to the majority of the sample. The results from the Rokeach Values Survey and the SSMP showed a strong endorsement of these general and military-specific values. The former, including such concepts as freedom, self-respect, and happiness, were rated as extremely/very important by 70% or more of the respondents. Generally, higher percentages of these new recruits rated the military values as extremely/very important than was the case among junior enlisted personnel in either 1986 or 1996. This may be a function of the relative youth and inexperience of the members of this particular sample.

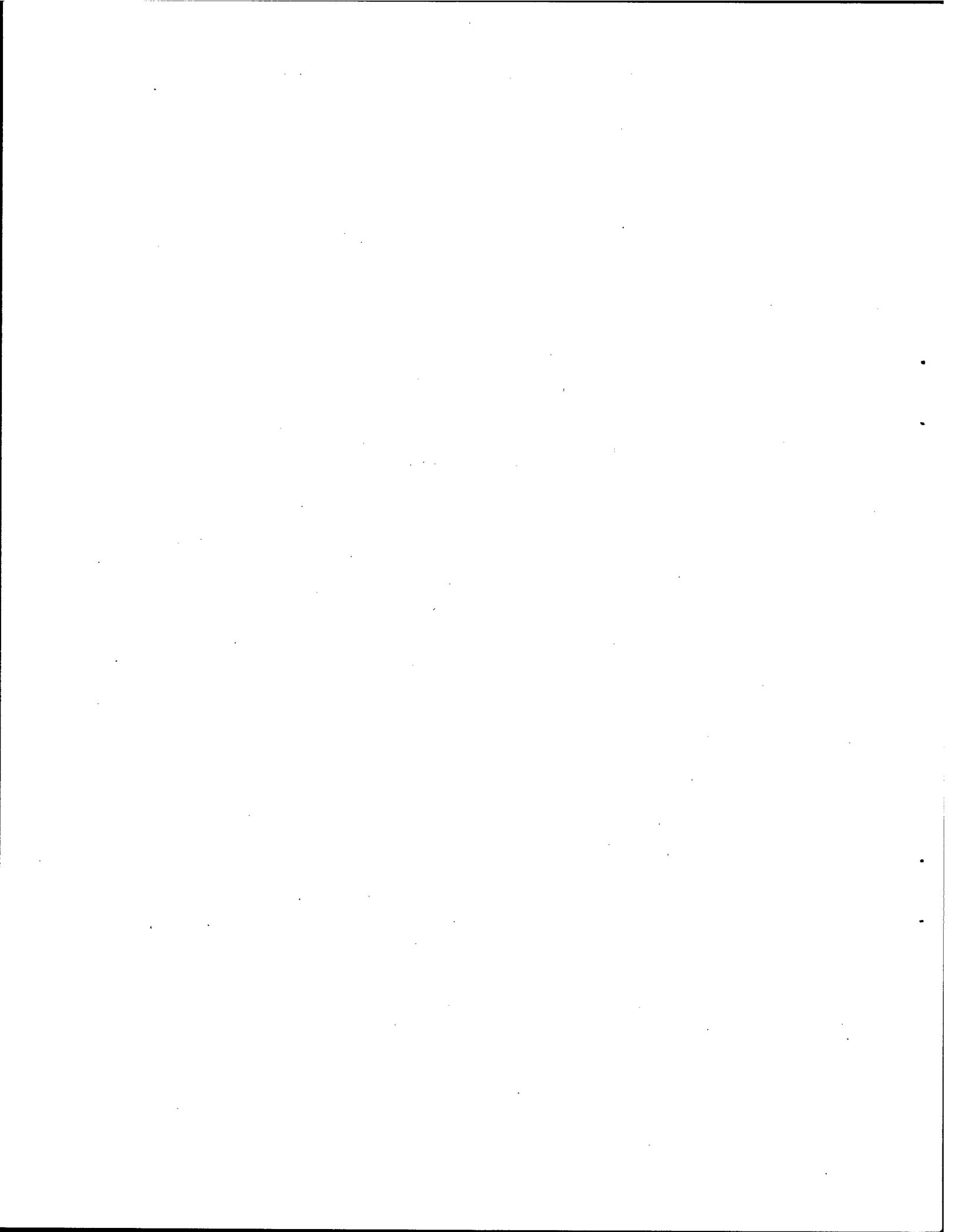
Data reduction efforts involved performing Principal Components Analysis on item sets to isolate groups of items that are representative of larger dimensions. Due to a lack of variance in responses, this effort was not successful in most cases. The institutional/occupational dimensions discussed by Moskos did emerge in these data, as did two factors from the Generation X work values pertaining to tolerance for diversity and social responsibility. In all other cases, the tendency was for all questions to load on a single factor or component, suggesting a lack of variance in the data that makes differentiation of dimensions impossible.

The scenario data were also subjected to Principal Components Analysis. In this case five components emerged: 1) selfishness; 2) truthfulness; 3) compromise, 4) social courage; and 5) helpfulness. Scale scores were derived from the SSMP items to represent the seven core values. These were correlated with the scenario components. The direction of the relationships found was intuitively sound and the correlations themselves were generally moderate. This suggests that the scenarios have some utility in the assessment of values.

Utilization of Findings:

Based on the results of the *Survey of New Recruits* it is recommended that five sets of items be retained in future surveys of this type. These include: 1) a reduced number of demographic items; 2) institutional/occupational items; 3) Generation X values items relating to diversity and social responsibility; 4) the military values questions used in the SSMP; and 5) eight of the scenarios. This will result in a survey of manageable length that addresses the values domains of particular relevance to a military population. These items will also allow for the tracking and assessment of changes in these domains as they evolve over the course of an Army career.

Several options and recommendations are provided for implementing the survey to assess soldier values over the course of an Army career. Inclusion of the items in the existing New Recruit Survey (NRS) that is fielded by the United States Army Recruiting Command will provide for the least disruption and the most cost-effective means of administration. However, low response rates to this survey are a concern. Therefore it is recommended that the NRS be administered in the reception battalions. Including the values survey items in the Youth Attitude Tracking Study (YATS) is recommended as a means of providing a comparison group of non-military youth. Three other potential data collection points are discussed. Including the values survey as part of end-of-training outprocessing can provide an assessment of the impact of training (including values-specific training) in this arena. A mid- and end-of-term assessment can be most easily accomplished by adding items to the SSMP. Given that a large segment of the recommended items were taken from this survey, the suggested additions would entail approximately 19 questions. Finally, it is recommended that this be a periodic effort so as to interfere as little as possible with the already-heavy survey load experienced by Army personnel.



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INTRODUCTION

The senior leadership of the Army realizes the important role values play in the Army. Values allow the operating norms and rules of the Army to become meaningful, stable, positive; and hence, capable of being internalized. In the past, the Army has collected data on the values of active duty soldiers. However there is only limited knowledge of the values new recruits bring to the Army or their relationship to the seven core Army values--Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage—defined by the Army leadership. In this effort, these core and other values were assessed among entering Active Army recruits so as to establish the basis for tracking soldier values from initial entry training through the first tour of duty.

Objectives

The objectives of this effort were to: (a) conduct a survey on the values of new recruits during initial entry training at the six Army Reception Battalions--Fort Jackson, SC, Fort Leonard Wood, MO, Fort Sill, OK, Fort Benning, GA, Fort McClellan, AL, and Fort Knox, KY; (b) establish a database of new soldier values; and (c) establish a system for tracking soldiers' values from the beginning of initial entry training through the first tour of duty.

METHODOLOGY

The objectives of this project were to be accomplished through a total of ten tasks. These included: (a) project planning and management; (b) a review of the literature on the measurement of values; (c) development and testing of a survey instrument (not to exceed 1 hour in duration); (d) administration of the approved survey instrument; (e) development and documentation of the database; (f) analysis of the data; (g) development of a plan for longitudinal collection of values data, to include proposed instrument (see Appendix) ; (h) preparation of a final briefing to the Deputy Chief of Staff for Personnel; (i) provision of support to the executive agency chosen to continue values data collection; and (j) writing a final report.

Review of Literature and Existing Measures

The literature on values was reviewed to uncover what is known about their assessment. A central focus in this process was on existing measures that might be applicable in the current circumstance. Further, there was particular interest in measures that apply to the youth cohort of today's recruits (so called "Generation X"). To what extent do these measures have to be tailored to tap into the domains that are important to today's young people? Finally, there was an interest in using vignettes as a means of measuring values. The prospect of being able to assess values by obtaining reactions to real-world scenarios that are relevant to the respondent population may hold much promise. The question at this juncture concerned the extent to which this methodology has been employed in the past and what the outcomes tell us about its implementation. The findings from relevant studies are described to illustrate the conclusions arrived at in the larger literature review.

Measures

Rokeach. The Rokeach Values Survey is the most widely documented measure in the literature. Respondents are asked to rank order 18 terminal and 18 instrumental values. Terminal values are end-states of existence and include such dimensions as wisdom, peace, and family security. Instrumental values are the behaviors that may be engaged in to reach these end states, for instance the importance of being honest, ambitious, and forgiving. According to Braithwaite and Law (1985), what differentiates this instrument is that it:

...set(s) out a model of the belief system in which beliefs, attitudes, and values are clearly differentiated. The value construct is restricted to that special class of enduring beliefs concerning modes of conduct and end states of existence that transcend specific objects and situations and that are personally and socially preferable to an opposite mode of conduct or end state of existence. For the first time, the value domain has been clearly differentiated from that of other beliefs and attitudes (p. 250).

Braithwaite and Law (1985) tested the adequacy of the Rokeach Value Survey in terms of whether it is comprehensive and representative of the values domain. In addition, they addressed the question of whether ranking was the optimal measurement technique in this circumstance. With the exception of physical development/well-being and basic human rights (e.g., dignity, privacy, etc.), the researchers found the Value Survey to be "...successful in covering the many and varied facets of the value domain" (p. 250). The authors described several findings pertaining to measurement: (a) the single-item nature of the Rokeach was problematic (low test-retest reliability) for several values; (b) the data suggest that the instrument actually does have more than one measure of several of the constructs; and (c) interviews with subjects uncovered problems with the ranking procedure employed by Rokeach because some values are considered of equal importance while others are so different that they are not even comparable in peoples' minds.

Johnston (1995) examined the underlying structure and multidimensional scaling of the Rokeach survey. Because it relies upon ordinal data, difficulties have arisen in using factor analysis to identify its underlying structure. Therefore, Johnston used nonmetric multidimensional scaling for this purpose. Subjects in this study were not asked to rank the values, but rather to sort them according to their similarity to one another. The results showed that the survey contains two dimensions for both the terminal and instrumental values that are similar to Hofstede's (1980) individualism-collectivism continuum. Values such as cooperation, equality, and honesty represent a group focus, while others (achievement, recognition, accomplishment) have a more individualistic bent. No gender differences were found in the study, suggesting that differences in the ranking of values by men and women are the result of the *importance* placed on specific values, not differences in perception of the values themselves.

Gibbins and Walker (1993) asked subjects to rank the 18 terminal values from the Rokeach survey, and then asked them to select from a list of interpretations of each value the one(s) they had in mind while performing the task. The value interpretations were generated by the authors and their colleagues, and subjects were allowed to add their own as they saw fit. The

results suggested that there may be multiple underlying dimensions to the terminal values, and that there may be common orientations within people who interpret those values in similar ways.

Other Values Measures. Braithwaite and Scott (1991) analyzed several of the most popular value instruments. These included a variety of formats and response methods. Some employ rating scales while others involve ranking. Some, such as the *Ways to Live* inventory, have a general focus. In this example, respondents are given a series of paragraphs describing ways of living that have been advocated by various people at various time. The task is to read each one and rate it on a 7-point scale (dislike it very much to like it very much). They are then rank ordered. Other instruments are much more specific. *The Value Profile*, for instance, focuses specifically on four values scales: acceptance of authority, need-determined expression, equalitarianism, and individualism. Some of the measures reviewed were derived for specific research agendas, such as measuring values worldwide (*The Life Roles Inventor*) or comparing specific cultures (*The East-West Questionnaire*). Some of the measures used involve different measurement techniques such as sorting (*Empirically Derived Value Constructions*), or interviews (*Value Orientations*).

Each of these instruments was reviewed by Braithwaite and Scott (1991) in terms of its variables, sample, reliability, and validity. The analyses also addressed problems with using single-item measures, the importance of operationalizing values in terms of their desirability, and the difficulty in translating certain instruments to other cultures. The authors concluded that the selection of a particular instrument should depend on the research question and the context in which the values are to be assessed.

Measurement Methods

In addition to a focus on the domains that should be addressed in values research, there has also been considerable discussion about measurement issues. One of these, driven largely by the predominance of the Rokeach survey is whether ranking or rating results in better data. The issue of using vignettes to assess values, which is of particular importance in the present case, has also received limited attention.

Rankings versus Ratings. Miethe (1985) conducted a study in which four techniques were applied in assessing the Rokeach terminal values. The results were compared on the basis of four measurement properties (test-reliability, discriminatory power, convergent validity, and achievement of substantive results). The two traditional techniques of ranking and rating proved to be superior to the psychophysical techniques (magnitude and handgrip) on each of the four properties. These findings support both the use of rating scales and rank-order scaling for measuring human values, although the author notes that the latter technique does not allow for the estimation of *magnitude* of importance, for which continuous scales are necessary.

Alwin and Kronsnick (1985) also examined literature pertaining to the use of rankings and ratings in the assessment of values. Based on both the literature and their analyses, the authors concluded that for the purpose of measuring aggregate preference orderings, results obtained from rankings and ratings tend to be very consistent. However, due to the underlying

statistical differences based on these two measurement techniques, the results of studies of latent value structures (primarily factorial) vary significantly dependent upon the method used.

Vignettes. Several authors have examined vignettes as a means of measuring values. In 1992, Lanza and Carifio attempted to validate a set of vignettes that provide a scenario in which a nurse is assaulted by a patient in a psychiatric hospital. A panel of 12 experts operationalized concepts of convergence and discriminability in order to obtain construct validity evidence. Construct validity was established for all the vignettes using a variety of approaches and procedures. Although the validity of these findings apply only to the vignettes used in this study, the model provided in the article can be used to validate other vignettes prior to their use in research. Note: This effort does not deal with the reliability or validity of data collected via vignettes, rather only the validity of vignettes as representations of constructs.

Smith (1986) used factorial vignettes to measure public evaluation of welfare needs. In this application of the factorial vignette approach respondents were presented a series of hypothetical individuals whose life circumstances varied on key dimensions (e.g., age, number of children, income, amount of savings). They were then asked to indicate the amount of public assistance these individuals should be given. Significant problems were found with this methodology including nonresponse and nonsensical answers. The author concludes that these difficulties were the result of a lack of interest in and/or attention to the task and a failure to understand the instructions. Nonetheless, he concludes that meaningful data were obtained and the technique holds promise.

Generation X

The current youth cohort has been the subject of a good deal of attention in the popular media in regard to their values, aims, and ambitions. Much discussion has been devoted to the supposed aimlessness of today's youth who are reportedly unmotivated either by a need for personal success or the righteous indignation that characterized earlier generations. Given that young people entering the Army today are so-called Generation Xers, studies of this group were deemed particularly pertinent.

The review of the literature carried out for this project yielded two categories of studies dealing with youth values; cross-generational and so called "Generation X" studies. In the cross-generational studies, some authors noted differences in the level of importance placed on certain values, but none espoused a totally unique set of youth values. In the "Generation X" literature, a central theme is that of work values. While many of the so-called "Generation X" articles tended to refute the claims of differences in work values between this cohort and others, we opted to include work values items in the survey anyway. This is an area of interest regardless of any hypothesized generational differences.

Burke (1994) conducted a study in which the objectives were to: (1) examine the prevalence of attitudes and values (predominantly work related) associated with the so-called Generation X; (2) explore possible sex differences in these values; and (3) consider the effects of age and life experiences on these attitudes and values. The subjects were 216 Canadian business students taking undergraduate or graduate classes. The age ranges of the students were divided

into three age groups, 20 or less years old, 21-25 years old, and 26 or older. In this study, an instrument developed by McKeen and Beatty with 16 single-item measures (rated on 5-point Likert-type scales—importance and agreement) written specifically to examine Generation X values was used. The Generation X values assessed were:

1. A balanced lifestyle
2. Flexible scheduling
3. Challenging tasks and projects
4. Frequent feedback about performance
5. Accommodated family responsibilities
6. Short-term projects
7. Perks
8. Rewards loyalty with loyalty
9. High ethical standards
10. Enhances status in community
11. Promotes social equality
12. Consistent with views on environment
13. Leave job if dissatisfied
14. Harder to live comfortably
15. Reluctant to commit to long-term relationship
16. Personal responsibility to improve environment

Items 1 through 12 were rated using the importance scale and 13 through 16 with the agreement scale. Results from the first 8 items supported the Generation X notion with average ratings of 4 (somewhat important) or above, while there was less support for the remaining items. Women were more likely to describe themselves in a manner that coincided with the Generation X values than were men. Older men and women (26 years or older) both exhibited values that were less consistent with Generation X, supporting the assertion that an adaptation to the workforce includes an internalization of the values inherent to that environment. Burke notes that this study involves a restricted population, therefore generalizations should be made with care.

Military Values

As mentioned previously, the adaptation of Service-related values structures are thought to be an essential part of the military socialization process. Given this central role, several studies have been conducted that examined this inculcation process.

The 1986 Survey of Army Personnel: What You Consider Important, was conducted in response to the declaration of values as the theme for that year. A survey was developed culling items from a variety of sources. In the end, respondents were asked to indicate the importance of 50 values statements on a 7 point scale (1 = not at all important, 7 = extremely important). The survey items were factor analyzed, producing a four-factor solution, with the factors interpreted as: core soldier values, life quality values, fair treatment values, and constitutional values (Gilbert, Kelly, Tremble, & Siebold, 1987; Gilbert, Tremble, Brosvic, & Siebold, 1986). Comparisons of individuals at varying points in their career revealed that recruits exhibited mean

scores higher than those of unit soldiers on all four scales. Unit soldiers did give strong support to these values, but not to the same level as new recruits.

Siebold (1986) conducted interviews to explore the values domain in greater depth and his findings largely corresponded with the results from the 1986 Survey of Army Personnel. Based on both of these efforts, it was concluded that: values in the Army are strong as a whole; recruits come into the Army with a good set of values; and Army leaders and civilians have strong support for core values. It was also concluded that first-termers place high importance on fundamental American values, but fewer consider the core soldier values as important once they are in units.

The 1996 Sample Survey of Military Personnel (SSMP) included 15 values statements that were adapted from the earlier Survey of Army Personnel. Respondents were asked to rate the personal importance of such domains as loyalty to the United States Army, commitment to working as a member of a team, and being disciplined and courageous in battle. Once again, a seven-point scale was used. Factor analyses revealed three components: personal ethics, soldier values, and loyalty. The three scales were found to have good internal consistency and reliabilities of .80 or above.

Conclusions of the Literature Review

The studies reviewed shed significant light on the concept of values, how they are measured, and the changes that occur over time. Each of these topics will be addressed separately.

It is of primary importance to note that values are not simply an intuitively pleasing concept with no empirical basis. There is evidence that people have clear perceptions of the constructs that are typically included under this umbrella. Ratings/rankings of values are consistent over time. Attempts to relate values to other dimensions such as moral reasoning yield sound results. Group differences that might be expected given characteristics of various populations are typically found. All of these results suggest that values are more than ephemeral ideals, but rather actual constructs that serve to shape perceptions and guide behavior.

There are a multitude of ways in which values can be measured. The instruments reviewed here evidence a wide variety of approaches, none of which appears to be consistently superior to the others. Several factors come into play in selecting values measures. These include whether they are contemporary; some instruments include statements and phraseology that are outdated and may serve to undercut the seriousness of the research endeavor. Values measures also vary widely on the degree of effort involved in their implementation. Interview methods, for instance, are time consuming and labor intensive. Care needs to be taken that the nature of the task involved in the assessment is clear to respondents. Confusion in this regard can lead to missing data and spurious results. The goals of the research itself need to be kept in mind. Some measures, for instance, are geared towards specific populations or research interests (e.g., east/west differences).

One of the major methodological questions addressed in the literature concerns the use of ratings versus rankings. This issue is particularly germane to the Rokeach Values Survey, but has also arisen in other contexts. The preponderance of evidence seems to suggest that ranking is the superior technique. However, it should be noted that ratings provide more information, allow for the consideration of relative importance overall, and avoid difficulties associated with the forcing of differentiation between two equally-valued constructs and the forced comparison of domains that are unrelated in respondents' minds.

The application of vignettes for the measurement of values is a relatively unexplored area. The evidence available suggests that this may in fact be a fruitful approach, although great care needs to be taken to ensure that respondents clearly understand what is expected of them. In addition, it seems likely that, because this method may involve more of a time commitment on the part of subjects, vignettes need to hold some interest to them so as to command their attention and thoughtful consideration.

Finally it is worth noting that, although there appears to be considerable consistency in value structures, they are subject to variations between populations and changes over time. A snapshot of a given cohort or population's values may provide some insight into that group and their motivations. However, it is likely that an evolution will occur in this regard, particularly among those who are just embarking on major life course events. This is especially important in a military context where subtle but meaningful changes may occur in the relative importance of various values as a result of the essential socialization process that is part and parcel to becoming a Soldier.

Survey Development

Development of the *Army Survey of New Recruits* involved reviewing existing measures to determine which might be appropriate in this context, identifying gaps left following this process, and creating new measures to fill those gaps and/or address other concerns central to this project. What follows is an item-by-item breakdown of the final survey with an explanation of their origins and the reason for their inclusion.

Part I—What's Important to You

I-1 and I-2. These items were adapted from Moskos & Wood (1988). They are intended to measure an institutional versus occupational view of the military. An institution is "legitimated in terms of values and norms, that is, a purpose transcending individual self-interest in favor of a presumed higher good" (p. 16). An occupation is "legitimated in terms of the marketplace" (p. 17). The items were included in the present survey based on previous research and the potential value of longitudinal measurement of shifts in this view of military service. Note that, on the advice of reviewers, an item was added to assess the combined impact of job security, promotions, and retirement benefits (I-2-g).

I-3. This item originated in the Sample Survey of Military Personnel (SSMP) and is another way of approaching the dimension addressed in the items I-1 and I-2. That is, the list of reasons for enlisting includes personal benefits (e.g., pay, benefits), as well as motivations that

are less self-serving (e.g., desire to serve country, military tradition in family). Respondents were asked to select their first, second, and third most important reason for enlisting in the Army from a list of 19 choices.

I-4. These Work Values Survey items were adapted from the Minnesota Importance Questionnaire (Dawis & Lofquist, 1984). They were also being used in research conducted by ARI aimed at enriching the Youth Attitude Tracking Study (YATS). Thus there was the potential for a comparison group of youth from the recruiting pool, and for an even larger group if YATS is amended to include them. All possible pairs of six work values were presented and respondents were asked to select the one from each pair that is more important to them.

I-5. These items were created to directly address the Army's Seven Core Values of Loyalty (a), Duty (g), Respect (b), Selfless Service (c), Honor (d, h), and Integrity (e) and Personal Courage (f).

I-6 and I-7. These items were adapted from Burke (1994), who reviewed the literature regarding the values of "Generation X" to derive them. The items in sections I-6 and I-7 have not been used widely, however they represent the only measure found that has this group as its target. They were included in the survey for this reason. Note that three items under I-7 (responsibility to make the world a better place, prefer working with own gender, and prefer working with own race/ethnic group) were added on advice of reviewers.

I-8. These are the Terminal Values from the Rokeach Values Survey.¹ The Rokeach measure is the most often cited instrument in the literature, and according to Braithwaite and Law (1985), "In general the Rokeach Value Survey is successful in covering the many and varied facets of the value domain. The major exception is the neglect of values relating to physical development and well-being" (p. 260). This latter area is addressed with the SSMP items. Note that the Rokeach terminal values were also incorporated in the ARI "Survey of Army Personnel: What you consider important." The scale here is based on that research, and replaces the rank ordering that has most often been used in the past. The psychometric validity of ranking has been challenged (Braithwaite and Law, 1985).

I-9. These are the items from the SSMP. Factor analyses have shown three groups:

Personal Ethics—Items c, g, i, k, o
Soldier Values—Items h, j, l, m, p
Loyalty—a, b, d, e, f

These were included based on their use in previous research, relevance to the military, suitability for a new recruit population, and the desire of the sponsor. Item (n) was added to assess attitudes towards gender equality.

¹ Modified and reproduced by special permission of the Publisher, Consulting Psychologists Press, Palo Alto, CA 94303 from Rokeach Values Survey by Milton Rokeach. Copyright 1983 by Milton Rokeach. All rights reserved. Further reproduction is prohibited without Publisher's written consent.

Part II —Background

Items regarding values training were included due to the fact that some respondents already participated in such training prior to taking the survey. Standard demographics such as age, gender, and race/ethnicity were supplemented by several items that were requested by reviewers due to their potential relationships with values development. These included family composition, size of jurisdiction where raised, and frequency of attendance at religious services. In all cases, the format for these items was adapted from other surveys, chiefly Monitoring the Future and the SSMP.

Part III—Situations

An interest was expressed in using vignettes as a means of assessing values. To the extent that realistic moral dilemmas can be created with options that cover the span of "correctness," they may provide greater insight into the value structure of respondents than can be gained through a simple rating of the importance of values-related dimensions.

The search for measures of values that employ scenarios and which would be appropriate for the target audience was not fruitful. Therefore, original items were developed. Fifteen scenarios were written, with four behavioral options created for each. Given the target group, the primary focus was on issues arising at work (6 scenarios), school (4 scenarios), and in social situations (5 scenarios). The situations were reviewed and edited extensively. In order to obtain the maximum amount of data, the decision was made to ask respondents to rate each choice in terms of the likelihood that it would be a course of action they would take. Thus, instead of a forced choice of one course of action, they were required to rate the probability that they would act in the manner described by each of the choices provided.

Survey Pre-Test

The pre-test of the initial instrument was conducted on Saturday the 19th of September 1998 at Fort Knox, Kentucky. The initial focus of the pre-test was to assess the readability of the instrument and to ensure the items were non-offensive. The Knox location was chosen because of its proximity to a HumRRO satellite office that could provide additional support, if necessary. Fort Knox is a gender-segregated initial training facility, therefore only male recruits were available for the pre-test. This fact was considered prior to the pre-test and given the stated purpose of the pre-test it was determined that a mixed-gender sample would not be necessary. In all, 40 new recruits took part in the pre-test.

Overall, the majority of respondents did not have trouble with the readability of the instrument. There was one respondent who took significantly longer to complete the survey, but there were indications that English was not this respondent's first language. None of the respondents made any indication that they found the instrument to be offensive in any way. Other input received during the pre-test and responses to the input include:

- Several respondents questioned the "salvation" item from the Rokeach Terminal Values Scale. Some of these individuals questioned the meaning of the word, while

others wondered if the item was appropriate for this type of questionnaire. In order to maintain the continuity of this measure, it was decided to include this item on the final survey.

- Approximately three-quarters of the respondents indicated that they felt the seven-point scale used with the Personal Beliefs items from the SSMP presented too many options. Again, in order to maintain continuity with previous administrations of these items, it was decided to continue to use the seven-point scale on the final instrument.
- The inclusion of separate race and Hispanic-origin questions caused some confusion for respondents. Specifically, the respondents with Hispanic ancestry did not understand why Hispanic was no longer included as a racial category. The administrator during the pre-test explained the distinction. Since this is the preferred method for asking for this information, the questions appeared unchanged on the final survey. During data collection, survey administrators continued to explain the distinction as necessary.
- Respondents did find several minor problems (i.e., the need for a not applicable category) that were corrected before the final instrument was fielded.

Prior to the pre-test, the draft instrument was reviewed by both project staff and ARI personnel. One concern voiced during this review was the possibility that the instrument would take longer to administer than the one hour allotted. For this reason, the review version of the survey was reformatted so that the vignettes would appear at the end of the instrument. This format allowed for the separate timing of the vignettes and the remainder or more “traditional” portion of the survey. Given the experimental nature of the vignettes, this portion of the survey would have been the first area considered for deletion if the overall survey was in fact too long. In the following table, the completion times for the two parts of the survey are reported.

Table 1
Timing of Survey Pre-Test

	Survey Component		Total
	“Traditional”	Vignettes	
First Person Done	13 minutes	11 minutes	24 minutes
Majority Done	25 minutes	22 minutes	47 minutes
Last Person Done	42 minutes	29 minutes	71 minutes

As can be seen from Table 1, the majority of respondents completed the survey in 47 minutes or less. Based on this fact, it was decided that the final survey would not be shortened.

A concern voiced by one of the reviewers of the initial instrument was whether the vignettes represented realistic situations to the respondents. After respondents completed the survey, the administrator queried them as to whether they felt the individual vignettes were realistic. The percentage of respondents who indicated they were realistic is reported in Table 2.

Table 2
Percent of Respondents Indicating that Vignettes were Realistic

Vignette	%	Vignette	%	Vignette	%
III-1	60	III-6	83	III-11	75
III-2	100	III-7	88	III-12	75
III-3	48	III-8	83	III-13	50
III-4	95	III-9	90	III-14	93
III-5	95	III-10	100	III-15	83

* Vignette numbering is based on the final version of the survey.

As can be seen from Table 2, with the exception of vignettes III-1, 3, and 13; over 75% of respondents felt the vignettes represented situations that were realistic.

In addition to field testing the instrument, the pre-test presented the opportunity to review the draft Administrator's Manual with both the site's senior test administrator and two of the sites test administrators. This review resulted in several changes to the draft manual which served to clarify the procedures for the administrators at the remaining sites that did not participate in the pre-test.

Survey Administration

Survey administration was conducted at all six Army reception battalions. As was stated earlier, the sites include: Fort Leonard Wood, Missouri; Fort Jackson, South Carolina; Fort Benning, Georgia; Fort McClellan, Alabama; Fort Sill, Oklahoma; and the pre-test location, Fort Knox, Kentucky. Access to the installations was arranged by the ARI representative to the Army's Training and Doctrine Command (TRADOC). Surveys were administered throughout the months of October and November of 1998. Survey administrations were conducted in accordance with procedures specified in the Administrator's Manual (see Appendix).

Due to time constrains in training schedules, TRADOC limited survey administrations to weekend sessions only. Given the pattern of troop flow, recruits who arrived at the reception battalions between Tuesday and Friday, in most cases, were the only troops available for weekend survey administrations. Recruits who arrived between Saturday and Monday were processed through the reception battalions and shipped to basic combat training (BCT) before the next Saturday survey administration period.

Table 3 presents the number of respondents by-site, by-date. Please note: for various reasons (e.g., lack of demographic information, failing to fill out the questionnaire, etc.), the total number of individuals present at the survey sessions over estimates the total number of usable surveys analyzed and reported in this report.

Table 3
Respondents by Site and Date

Site	10/4	10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29	Total
Leo.Wood	472	355	125	376	341	261	400	**	**	2,330
Jackson	248	176	190	378	148	253	169	**	**	1,562
Benning	218	274	156	182	216	184	165	452	**	1,847
Knox	350	150	106	486	105	83	270	**	**	1,550
Mc Clellan	169	80	*	173	91	*	98	**	**	611
Sill	88	41	*	224	252	94	210	**	110	1,019
Total	1,545	1,076	577	1,819	1,153	1,312	1,312	452	110	8,919

* Represents "zero week" where new recruits did not ship from the Military Entrance Processing Stations (MEPSs) to these sites.

** Represents period where flow of recruits to reception battalions is curtailed for the holiday break.

At the reception battalions, new recruits are not segregated by component (i.e., active, guard, reserve) and the standard is for groups (i.e., platoons) to be mixed component and to do everything together in order to emphasize the importance of cohesion and teamwork. It was not necessary to request a modification to these standardized procedures in order to meet the stated objectives of the project; therefore, the final sample consisted of respondents from all three components of the Army. The flow of guard and reserve component recruits through the reception battalions at this time was approximately one third of the troops processed.

RESULTS

Response Rate

As previously mentioned, data were collected over a two-month period at six sites. The number of cases per site is shown in Table 4.

Table 4
Number of Respondents by Survey Site

Site	Cases
Fort Benning	1,847
Fort Jackson	1,562
Fort Knox	1,550
Fort Leonard Wood	2,330
For McClellan	611
Fort Sill	1,019
Total	8,919

During the scanning process, 27 surveys were found to be unusable. This was primarily due to respondents failing to complete any items, filling in all of the circles on the form, and so on. In addition, in 356 cases the respondent failed to complete the item regarding gender. Because this was anticipated to be a significant correlate with many of the values dimensions, these cases were eliminated from further consideration. This brought the total number of usable surveys to 8,536.

The component status of respondents is displayed in Table 5. In the early stages of data collection there was a failure to account for the sizeable contingent being processed for other than active duty status. When this realization came to the fore, steps were taken to ensure that respondents indicated their duty status on the survey. As can be seen in Table 5, this resulted in 2,467 cases in which duty status is unknown.

Table 5
Respondents by Component

Component	Frequency	Percent	Cumulative Percent
Missing	54	0.6	0.6
Unknown	2,467	28.9	29.5
Active	4,070	47.7	77.2
Reserve	618	7.2	84.5
Guard	1,327	15.5	100.0
Total	8,536	100.0	

The potential for differences between individuals entering the various components seemed to be quite real. For instance, the motivation for joining the Army is likely to be quite different for those who are committing to a four-year, full-time tour of duty as compared to the "weekend warriors" in the Reserve and Guard. For this reason, the decision was made to test for component differences as a first step in all analyses. Where

such variations were found to be systematic and significant, results are reported separately by component.

Demographics

Section II of the Survey of New Recruits asked for a variety of demographic information. This is summarized below in order to present a context for the results that follow. Understanding a little of the background of the respondents may help in interpreting their responses to the values items.

Figures 1 and 2 provide a breakdown of the major demographics for the sample with comparisons, where possible, with the entire 1997 Active Duty NPS Army Accession Cohort.²

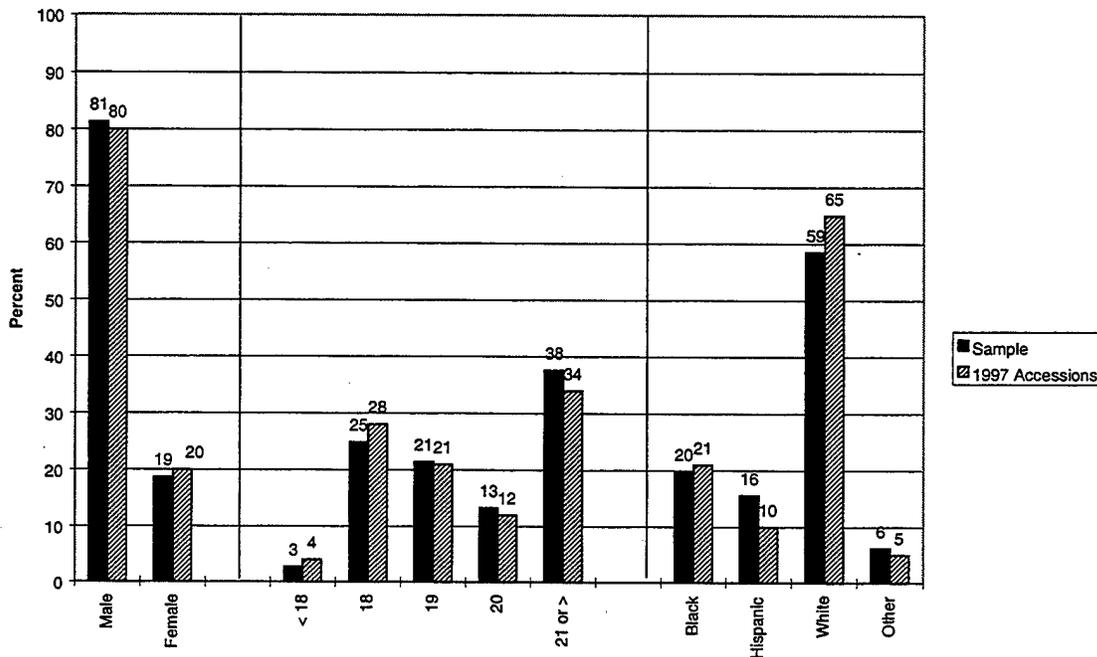


Figure 1. Comparison of Survey of New Recruit respondents and 1997 Army active duty NPS accessions

² Source: *Population Representation in the United States Military Services, FY 1997*, OASD, FMP.

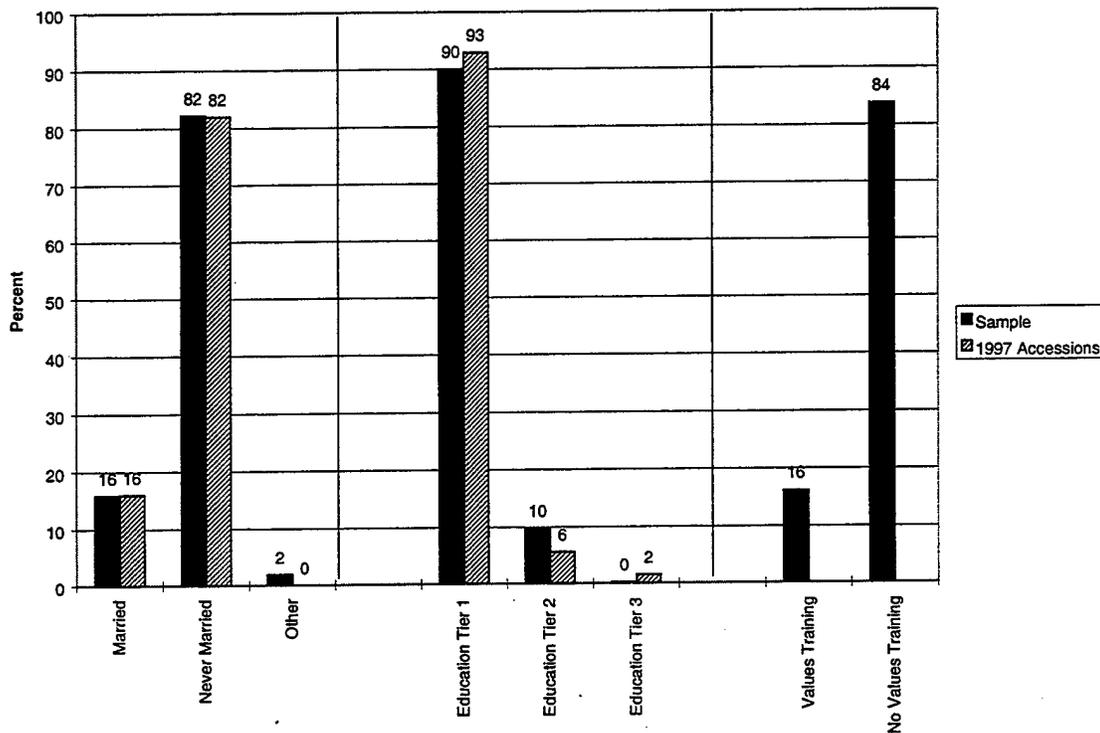


Figure 2. Comparison of Survey of New Recruits respondents and 1997 Army active duty NPS accessions (continued)³

As these data indicate, the Survey of New Recruits sample mirrored 1997 Army active duty accessions regarding their demographic makeup. The major variation between the two was a higher representation of Hispanics in the sample and a correspondingly lower representation of Whites. For the purposes of this discussion, it is noteworthy that only 16% of these new recruits had taken part in values training. This is understandable given that they were tapped to participate in the survey at or near the beginning of their in-processing.

Table 6 summarizes the information respondents provided regarding their living arrangements at two points in time; when they were seven and fifteen years old.

**Table 6
Percent Indicating Parents Living in Household
at Seven and Fifteen Years of Age**

Parents in household	Seven years old	Fifteen years old
Both	64	50
Mother Only	27	33
Father Only	4	9
Neither	4	8

³ Education status was grouped as follows: Tier 1--high school diploma or greater; Tier 2--alternative high school credential (e.g., GED); Tier 3--no high school credential.

These data suggest that New Recruit Survey respondents are fairly typical in terms of family composition. 1997 Census Bureau data indicate that 68% of children under the age of 18 in the United States live in two-parent households. Of the 30% with only one parent, 85% are headed by the mother.

The mean number of older siblings (1.24) was similar to that of younger (1.37). The same percentage of respondents (28%) grew up in towns of 50,000 or less and medium-sized cities of 50-100,000 persons. The remainder of the sample was evenly divided, having grown up in large (100,000-500,000 persons) cities or their suburbs (17%) or in very large cities (over 500,000 persons) or their suburbs (17%). The preponderance of respondents (42%) indicated that they rarely attend religious services; the remainder of the sample said they never attend such services (11%), go once or twice a month (21%) or go weekly or more often (25%).

Respondents were fairly mobile in terms of jobs, having had an average of 3.82 employers since they were 16 years old. When asked to indicate which activities they like to participate in, the following were cited by more than half of the respondents: going to the movies (77%), getting together with friends (74%), watching television (71%), participating in sports (68%), going to parties (63%), riding in a car for fun (57%), and reading (51%).

Part I. What's Important to You, Descriptive Statistics

As a first step in describing the values of new recruits, we will present descriptive statistics for each of the items in Part I of the Survey: What's Important to You. Where appropriate, these are broken out by the component the respondents were entering.

Item I-1

Figures 3 through 7 summarize the results to Item I-1, in which respondents were asked to indicate how important various characteristics were to them in terms of the type of job they would like to have. As described earlier, serving country and making the world a better place can be characterized as representing the "institutional" view of military service, while having a steady job and getting good pay and benefits are more typical of the "occupational" viewpoint. These results suggest that, although the institutional reasons are strongly endorsed by about half of the new recruits, the occupational factors play a significantly greater role in evaluating jobs ($p < .05$). Having a steady job, being well paid, and receiving good benefits were rated as very/extremely important by two-thirds to three-quarters of respondents. Differences between components were generally small.

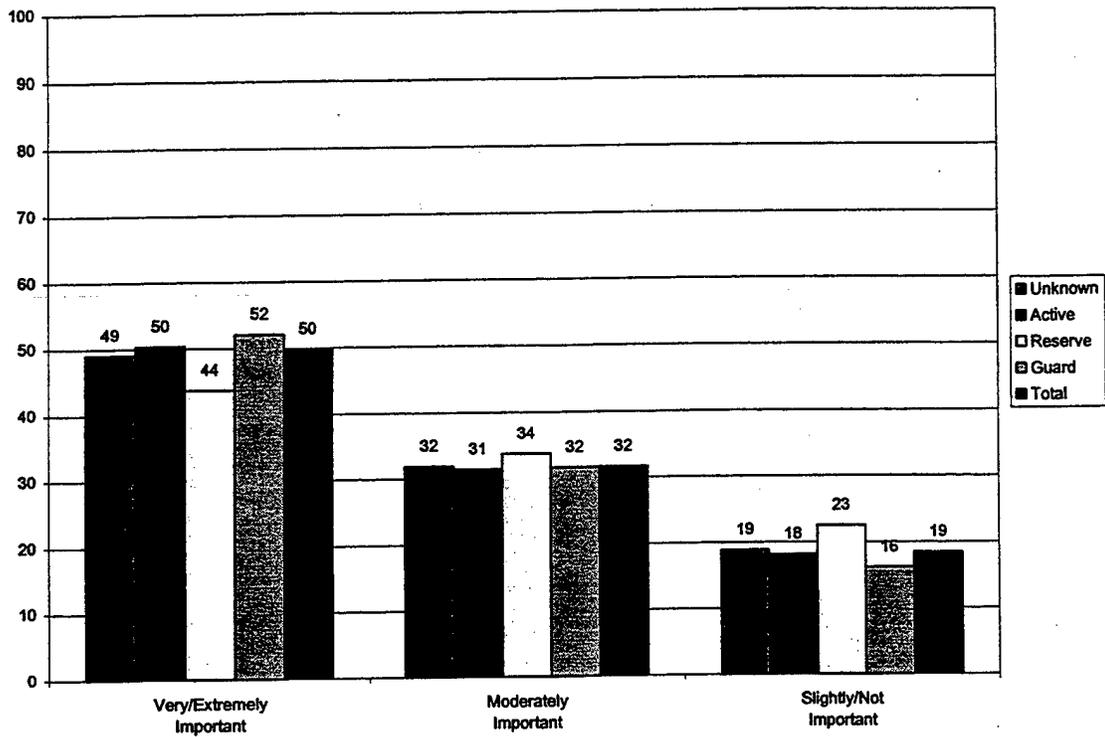


Figure 3. Item I-1a--How important that job give chance to serve country, by component

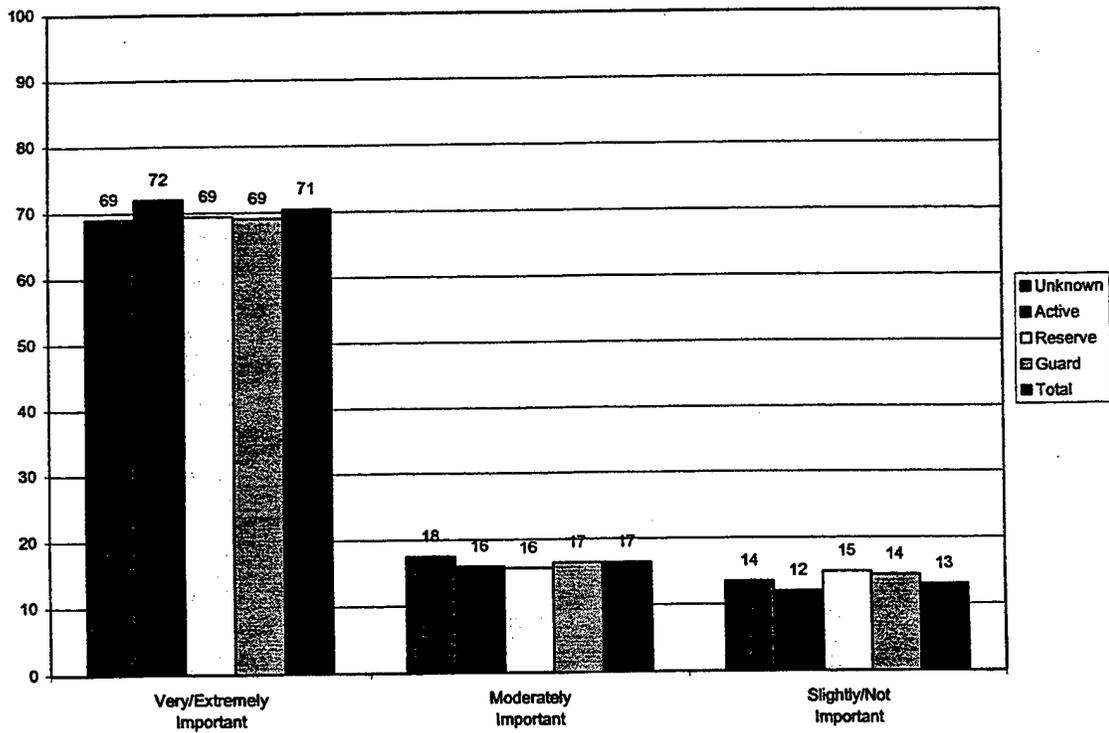


Figure 4. Item I-1b--How important that job be steady, by component

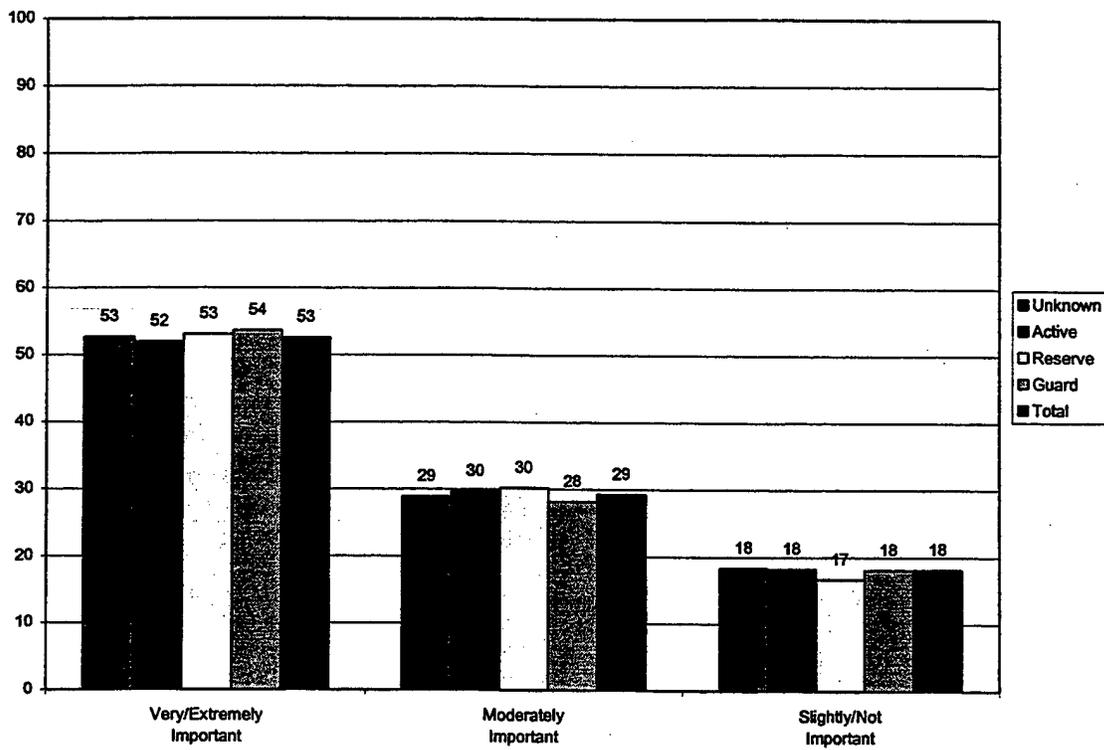


Figure 5. Item I-1c--How important that job offer chance to make world better, by component

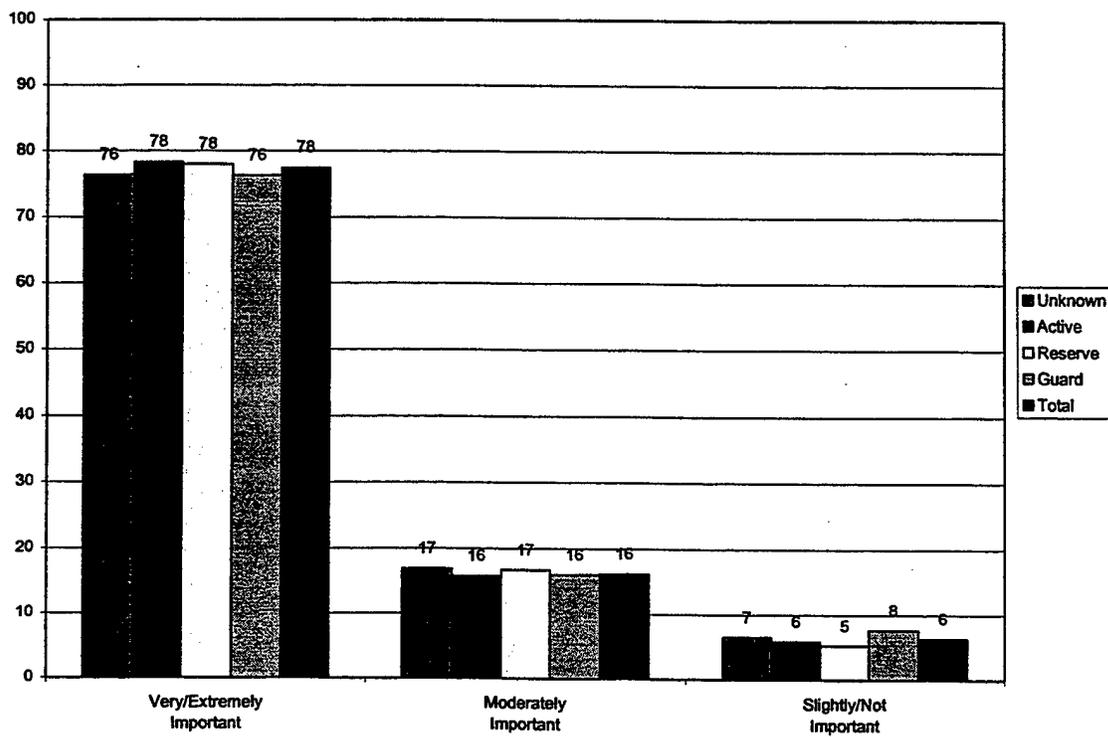


Figure 6. Item I-1d--How important that job offer good pay, by component

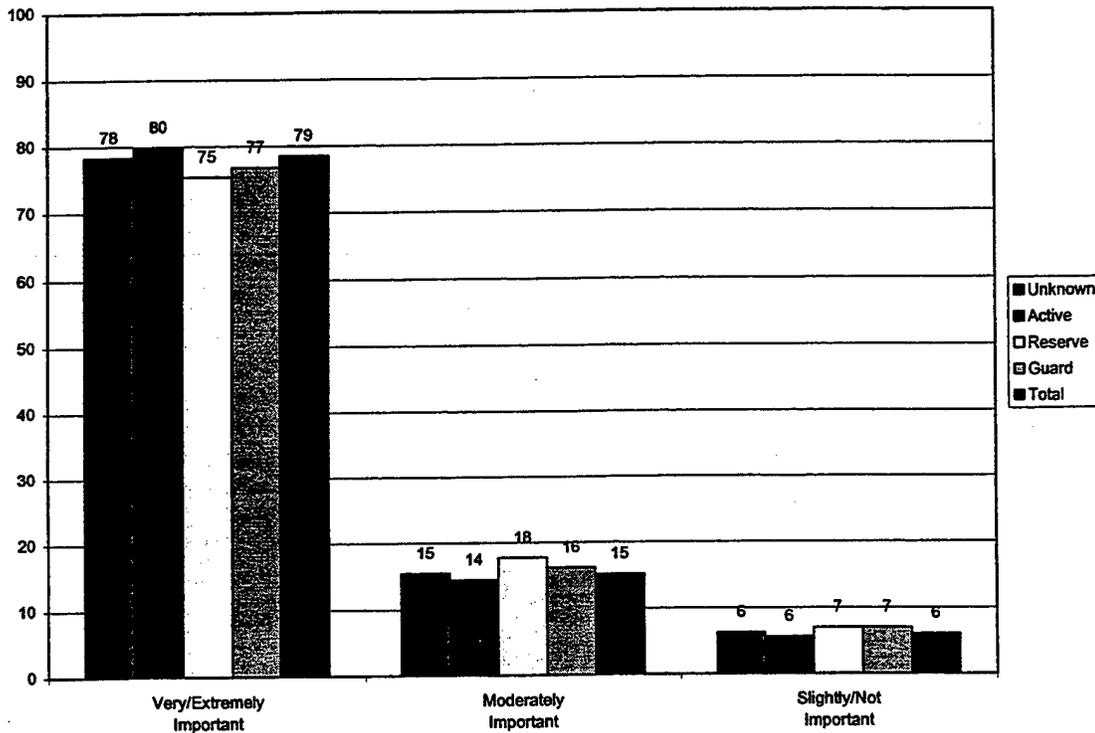


Figure 7. Item I-1e--How important that job offer good fringe benefits, by component

Item I-2

Figures 8 to 14 summarizes respondents' views of the importance of various factors to their decision to enlist in the Army. The two "institutional" values reflected in this item were those of serving country and continuing a family tradition. As with the previous results, service to country was very/extremely important to about one half of the sample. Family tradition was endorsed in this manner by less than one-quarter of the respondents. Overall, the occupational values were somewhat less important in the decision to enlist in the Army as compared to their importance in evaluating jobs in general. However, these factors such as pay, job security, and benefits received a stronger endorsement than did the institutional factors.

Differences between components were greater when respondents were asked specifically about their decision to enlist in the Army (as compared to jobs in general). The greatest variations occurred in relation to the occupational factors such as job security, promotion opportunities, and retirement benefits. In each case, those entering Active Duty were more likely to rate the factor as extremely/very important.

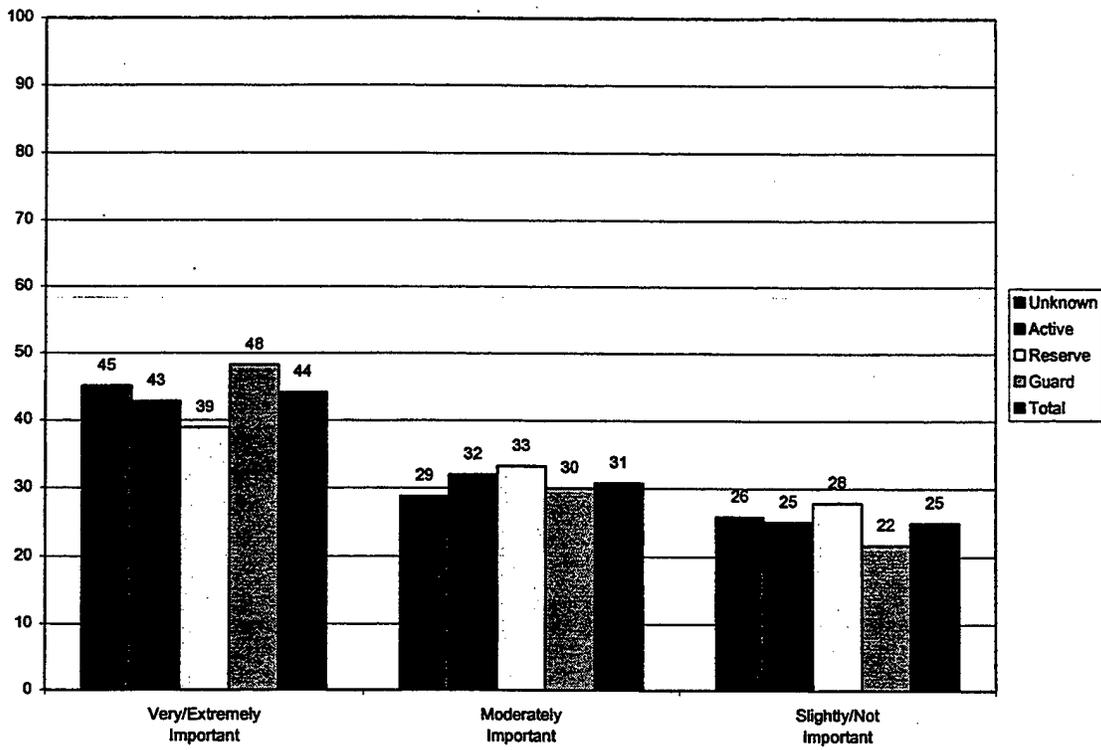


Figure 8. Item I-2a--Importance of serving country in decision to enlist, by component

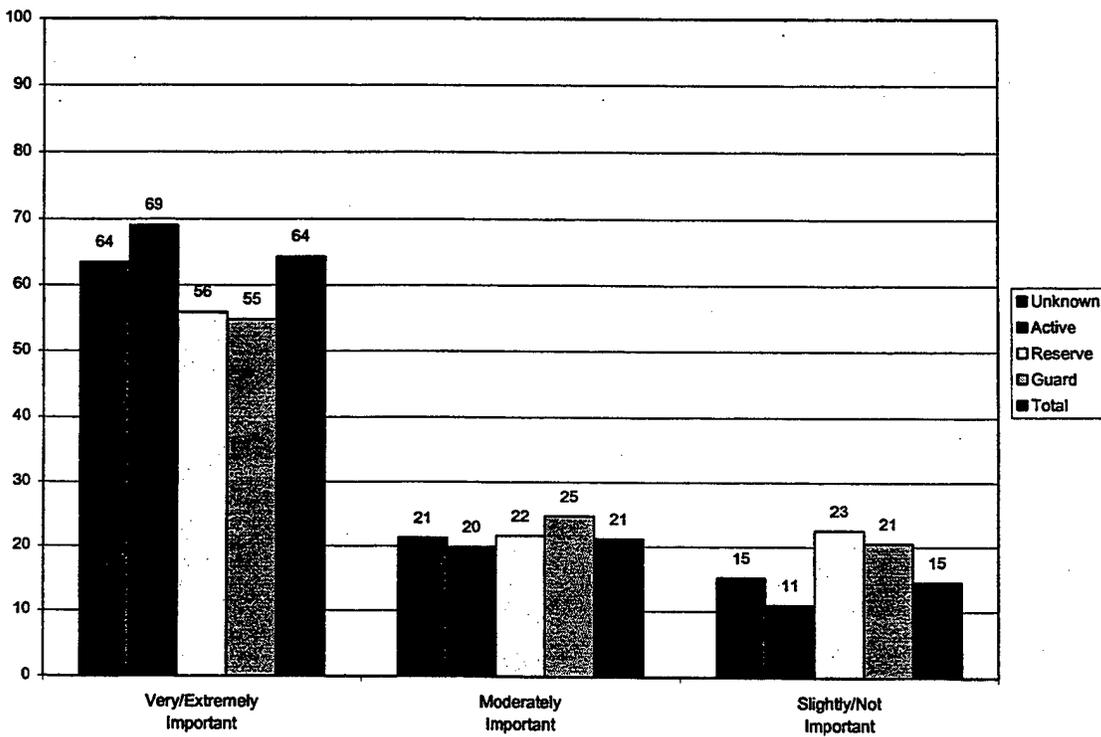


Figure 9. Item I-2b--Importance of job security in decision to enlist, by component

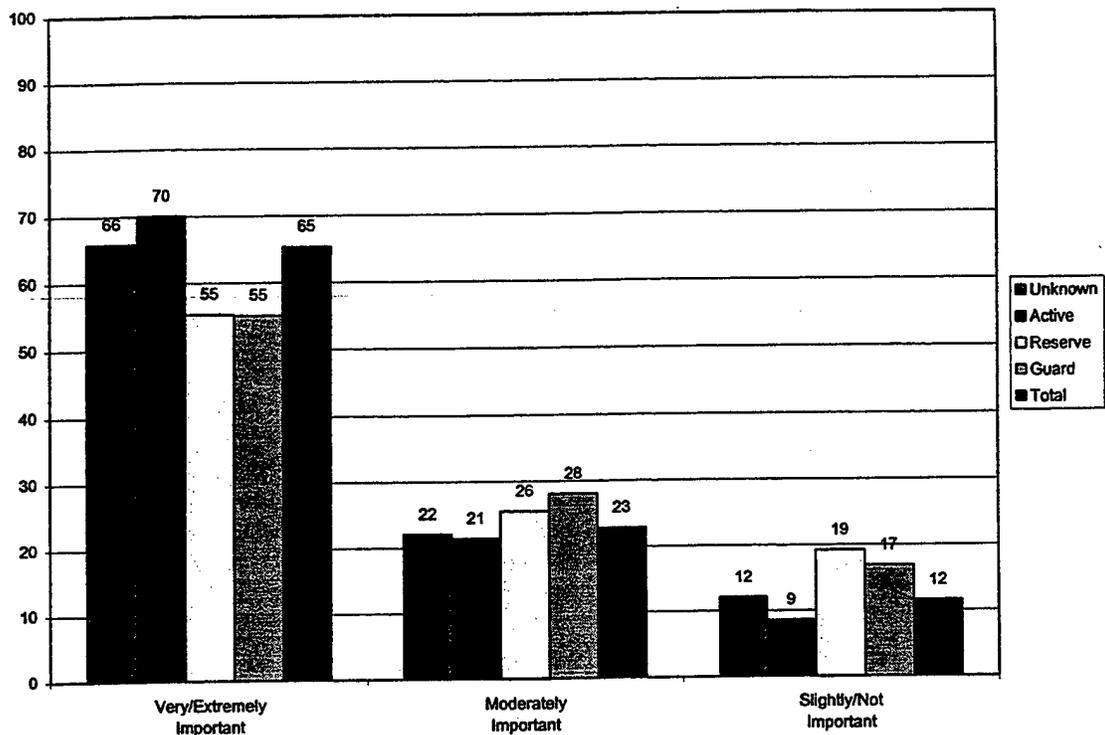


Figure 10. Item I-2c--Importance of promotion opportunities in decision to enlist, by component

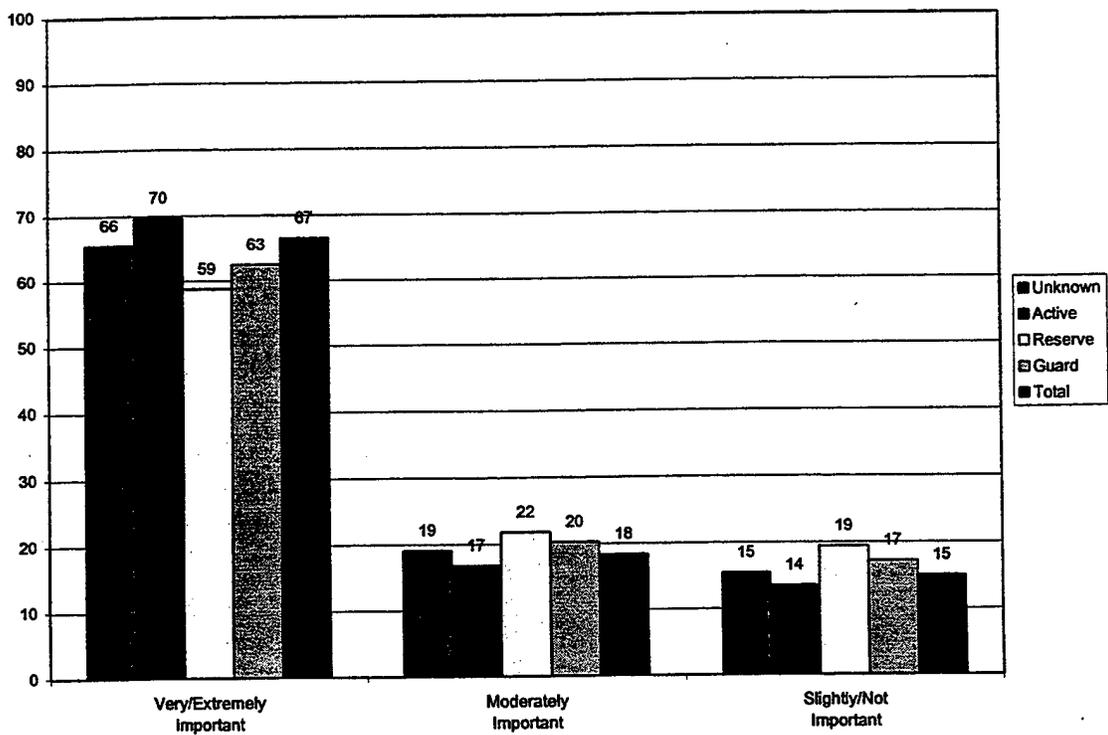


Figure 11. Item I-2d--Importance of retirement benefits in decision to enlist, by component

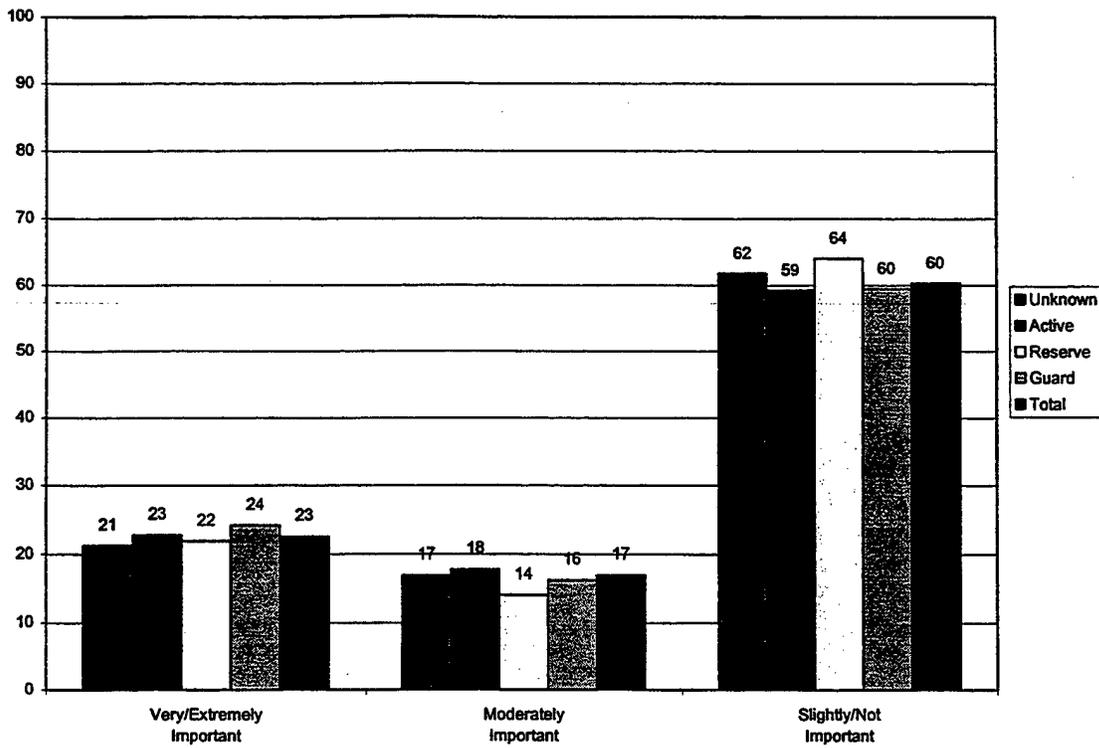


Figure 12. Item I-2e--Importance of tradition in decision to enlist, by component

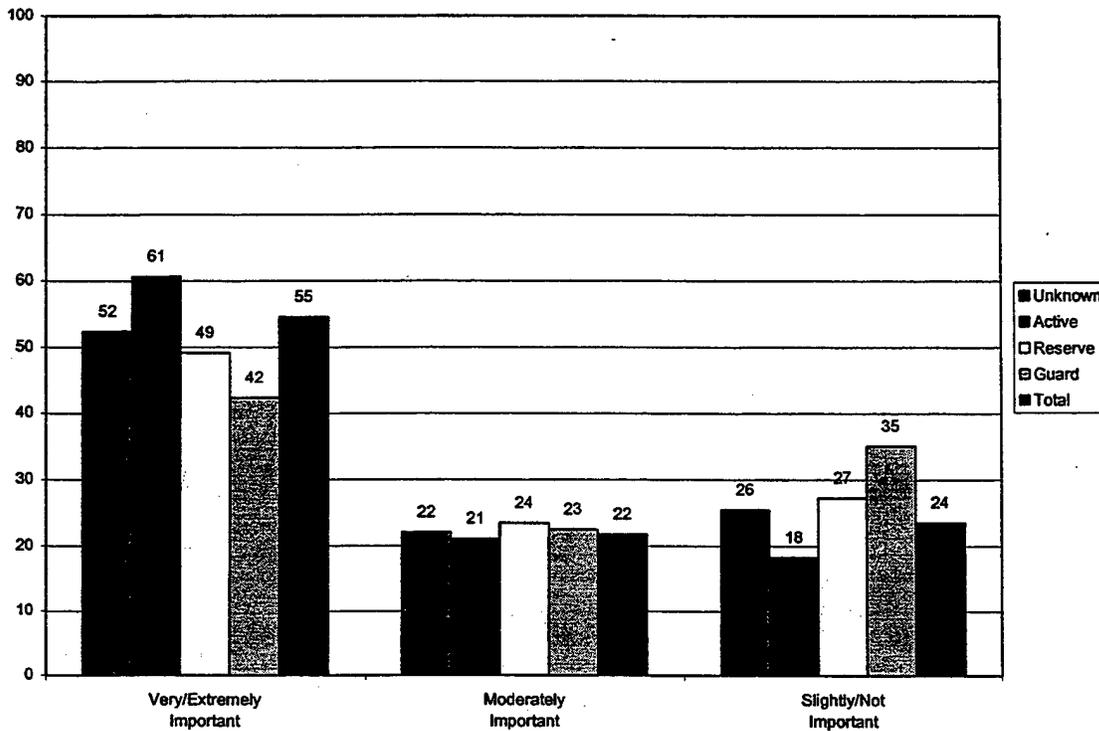


Figure 13. Item I-2f--Importance of better job opportunities in Army than civilian life in decision to enlist, by component

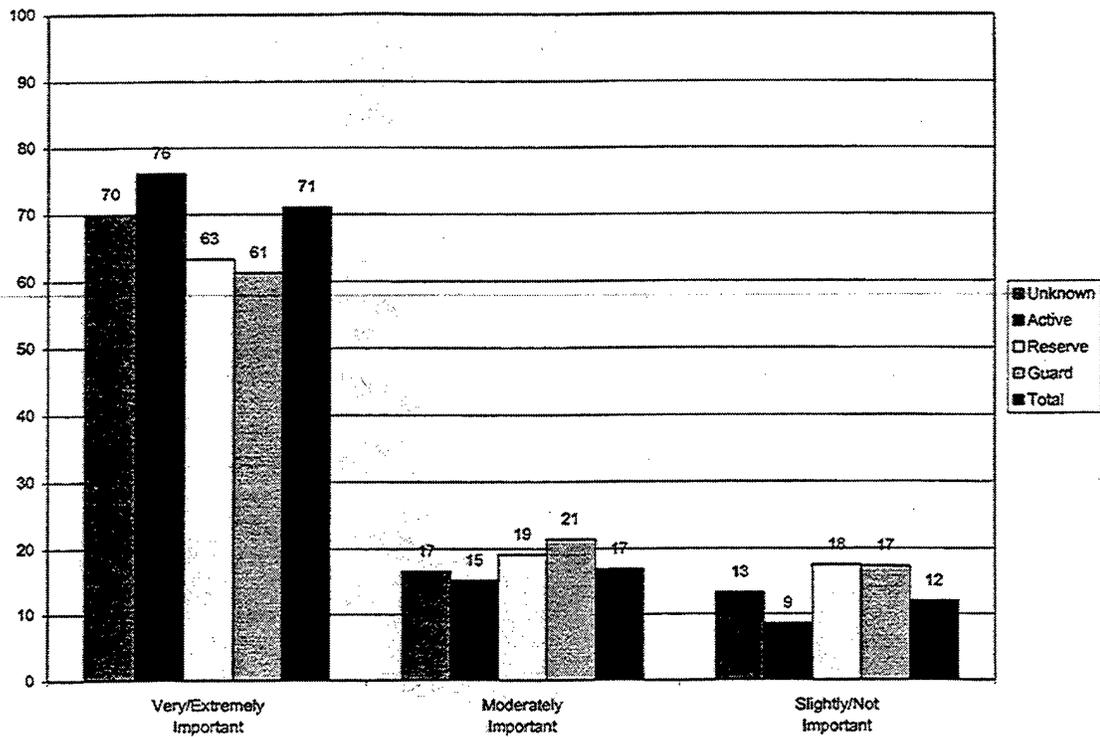


Figure 14. Item I-2g—Importance of secure job with promotions and benefits in decision to enlist, by component

Item I-3

In this case respondents were asked to indicate their first, second, and third most important reasons for enlisting in the Army. Table 7 shows the reasons receiving the highest percentage endorsement as being *most* important, by component.

Table 7
Primary Reasons for Enlisting Receiving Highest Percentage Endorsement

Unknown	%	Active Duty	%	Reserve	%	Guard	%
Ed benefits	29	Ed Benefits	21	Ed Benefits	36	Ed Benefits	40
Training	14	Training	11	Self Discipline	14	Self Discipline	14
Self Discipline	11	Self Discipline	10	Training	13	Serve Country	9
Serve Country	7	Serve Country	9	Serve Country	8	Training	7
Be on own	5	Be on own	7	Pay	5	Be on own	4
		Secure Job	7			Pay	4

Across components, educational benefits were cited by the highest percentage of respondents as the most important reason for enlisting. Developing self discipline and obtaining training in job skills were also consistently among the top five, as was serving one's country.

Figure 15 shows the percent of Active Duty new recruits who selected each of the reasons presented as their first, second, OR third most important reason for enlisting. The primary difference between these results and those shown above is the added weight that travel takes on when the top three reasons are considered as opposed to just the most important reason. Correspondingly, serving one's country drops below several of the other options when first, second, and third most important reasons are taken into account.

When these results were examined by major demographics (e.g., gender, racial/ethnic group, education level), the reasons cited most frequently as 1, 2, or 3 were stable across groups: education benefits, job training, and self-discipline. The one exception to this rule was the third place finish for pay and allowances among blacks. This ranked third among this group, nudging out self discipline by 0.2 percent.

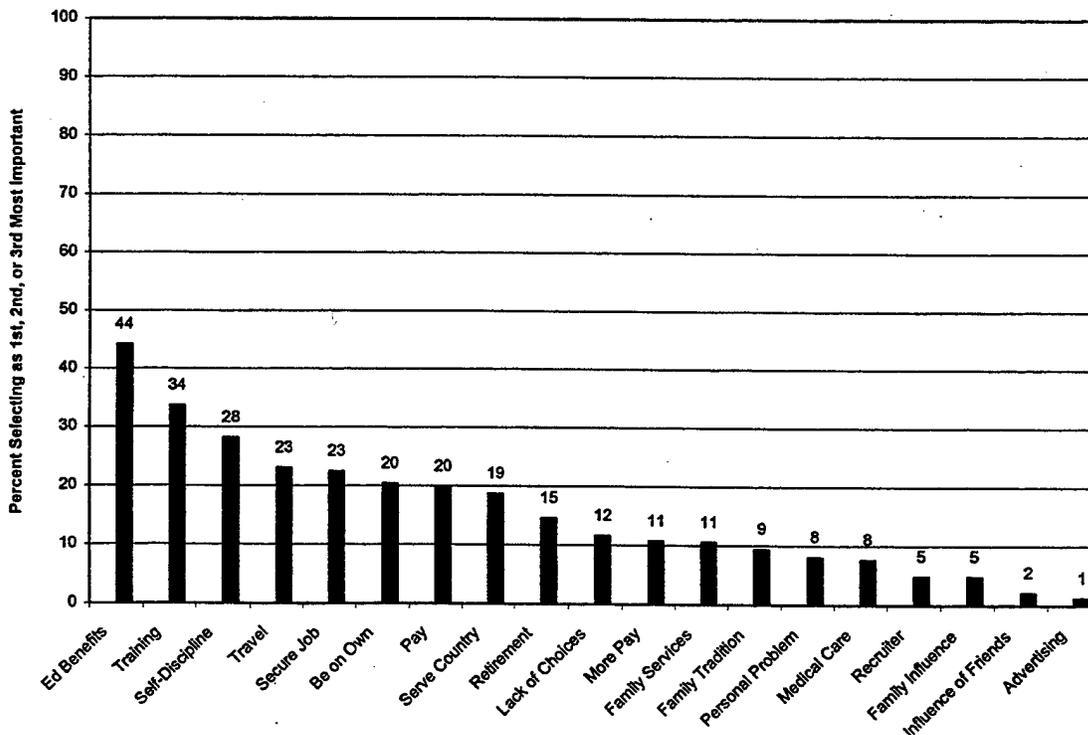


Figure 15. Item I-3--Percent of Active Duty recruits selecting each reason for enlisting as first, second, or third most important

Item I-4

The Minnesota Work Values Questionnaire items were structured so that the respondent was forced to select one value from each pair, with the pairs representing all

possible combinations of six values. Thus, the maximum number of times a value could be selected was five. These were analyzed by taking the average number of times each value was selected over the others in the paired-comparisons. These results are shown in Figure 16.

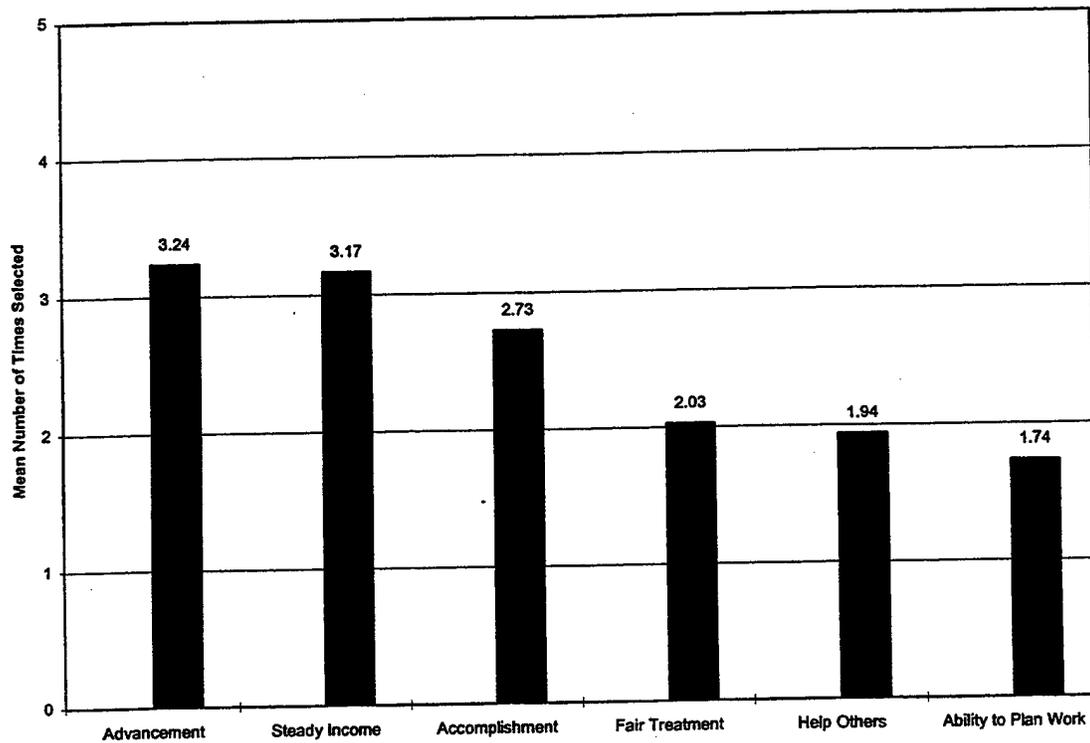


Figure 16. Item I-4--Mean number of times each value was selected over others

These results suggest that the more “practical” values of advancement and having a steady income were judged to be of greater importance than those that could be labeled “idealistic”: being treated fairly by one’s employer and having a job that gives one the chance to help others.

Item I-5

For the purposes of this survey, a new item was created in which respondents were asked how important a variety of dimensions were in their jobs, with the dimensions having been adapted from the Army Seven Core values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. These results are displayed in Figure 17.

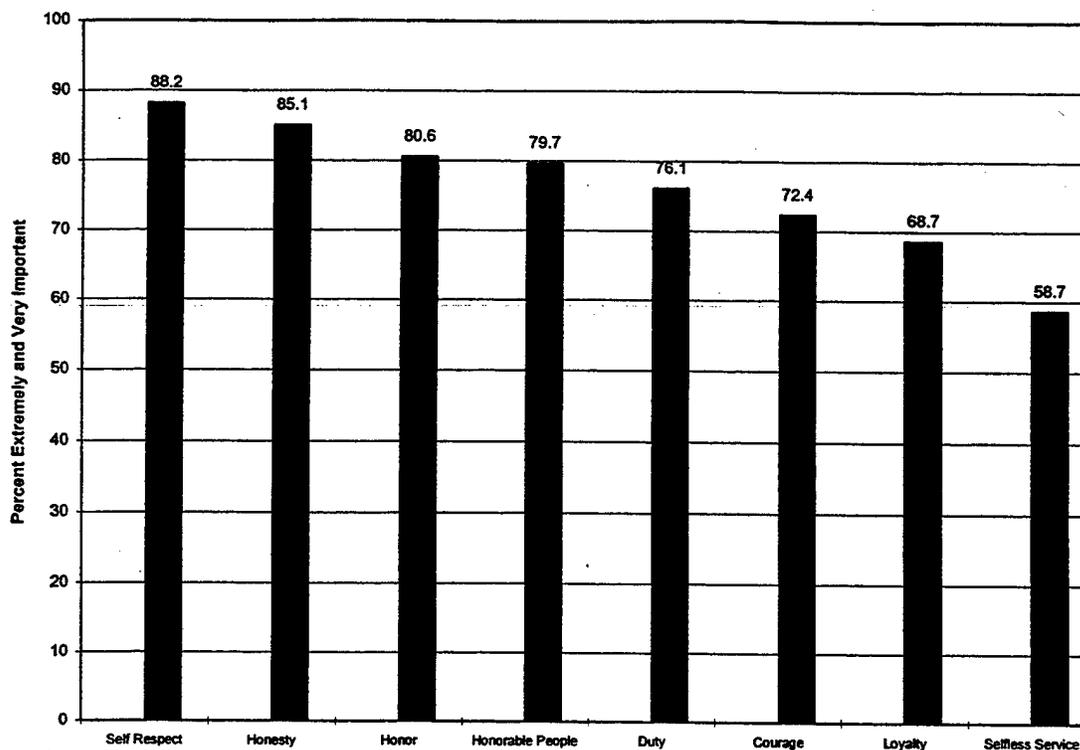


Figure 17. Item I-5--Importance of seven core values in relation to work

Two-thirds or more of all respondents indicated that it is extremely/very important that a job provide them with the values identified. The one exception to this rule was that of selfless service, which 59% of respondents said was very/extremely important.

Items I-6 and I-7

These items were included in the survey because they had been created for and used with a sample of so-called "Generation X-ers." This is the same age group represented by respondents to the Survey of New Recruits. Figure 18 presents comparisons of the mean ratings for the organizational values items (I-6) between the Army recruits and a sample of male college students (mean age 22 years).⁴

⁴ Source for civilian data: Burke, R. J., (1994). Generation X: Measures, Sex, and Age Difference. *Psychological Reports*, *74*, 555-562.

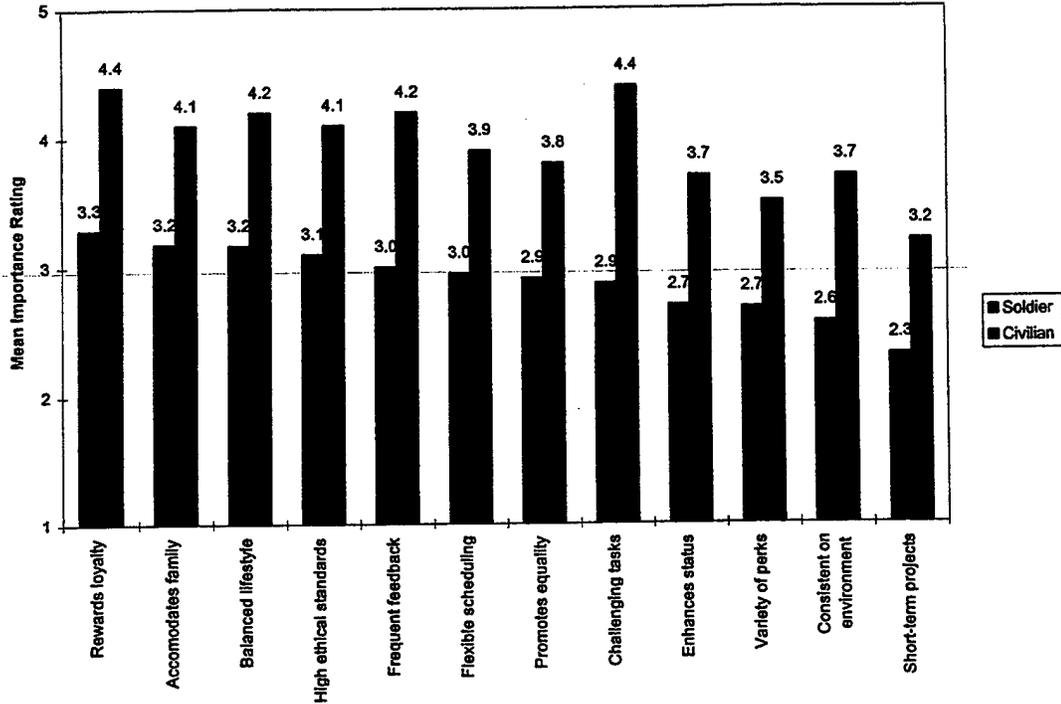


Figure 18. Item I-6—Mean ratings of Generation X work values, Army Survey of New Recruit respondents and male college students

In all cases, college students gave these values higher mean ratings than did new Army recruits. These differences ranged from .8 (promotes equality, offers a variety of perks) to 1.5 (assigns tasks and projects that are challenging). Generally, new soldiers rated all of the values in the moderately important range. Note that these differences held when the comparison group was restricted to soldiers with some college background.

The results for the Generation X opinion items presented in the survey (I-7) are presented in Figure 19. Note that only four of these were adapted from the earlier work with this age cohort. Questions regarding working with the one's own sex/racial group, and responsibility for making the world a better place were new additions to the Recruit Survey.

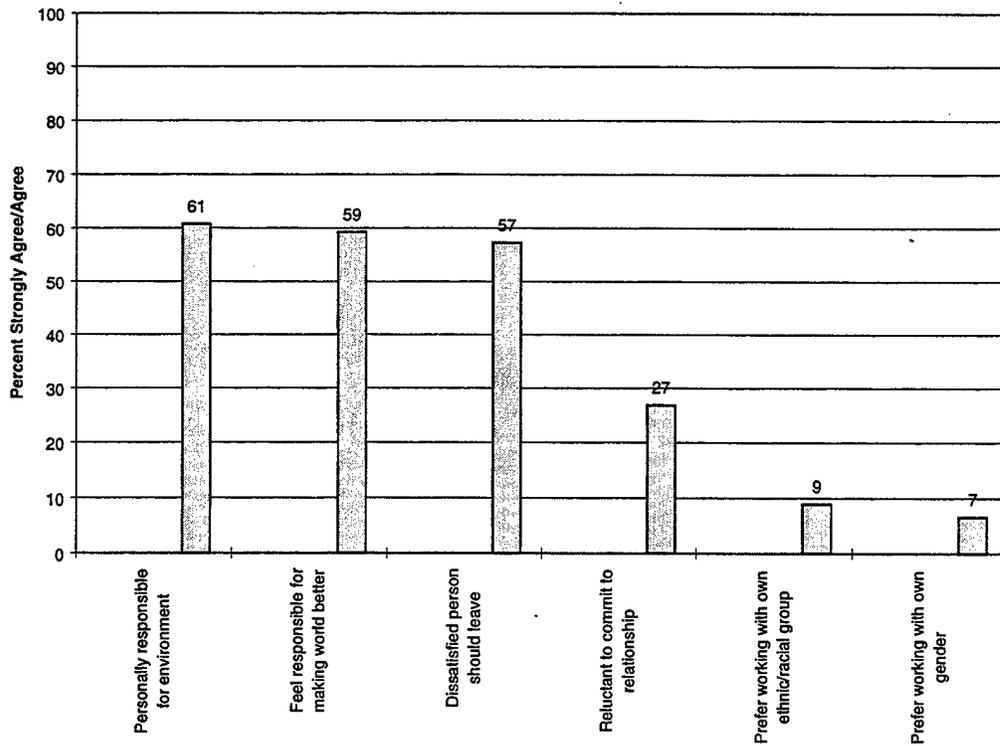


Figure 19. Item I-7--Generation X opinion items

A priori, the I-7 items can be classified into three groups. Generally speaking, “social responsibility” as evidenced by concern for environment and making the world a better place received the strongest endorsement from new recruits, with about 60% stating that they agree/strongly agree that they have such responsibility. The results regarding commitment were somewhat mixed. While nearly three-quarters of the respondents suggested that they have no problem committing to a long-term relationship, nearly 60% also felt that one should leave his or her job if they are dissatisfied. In regard to diversity, only a small percentage of respondents stated that they felt more comfortable working with their own sex (7%) or racial/ethnic group (9%). Finally, about half of the sample agreed that it is harder to earn a comfortable living today than it was for their parents.

Item I-8

The Rokeach Values Survey was included in the present research because it is the most-often used measure of values in the civilian literature. Typically, these domains are assessed through a ranking procedure, in which respondents are asked to place them in order of importance. This was judged to be too onerous for the present purposes. Thus, recruits were simply asked to indicate how important each domain is to them. These results are summarized in Figure 20.

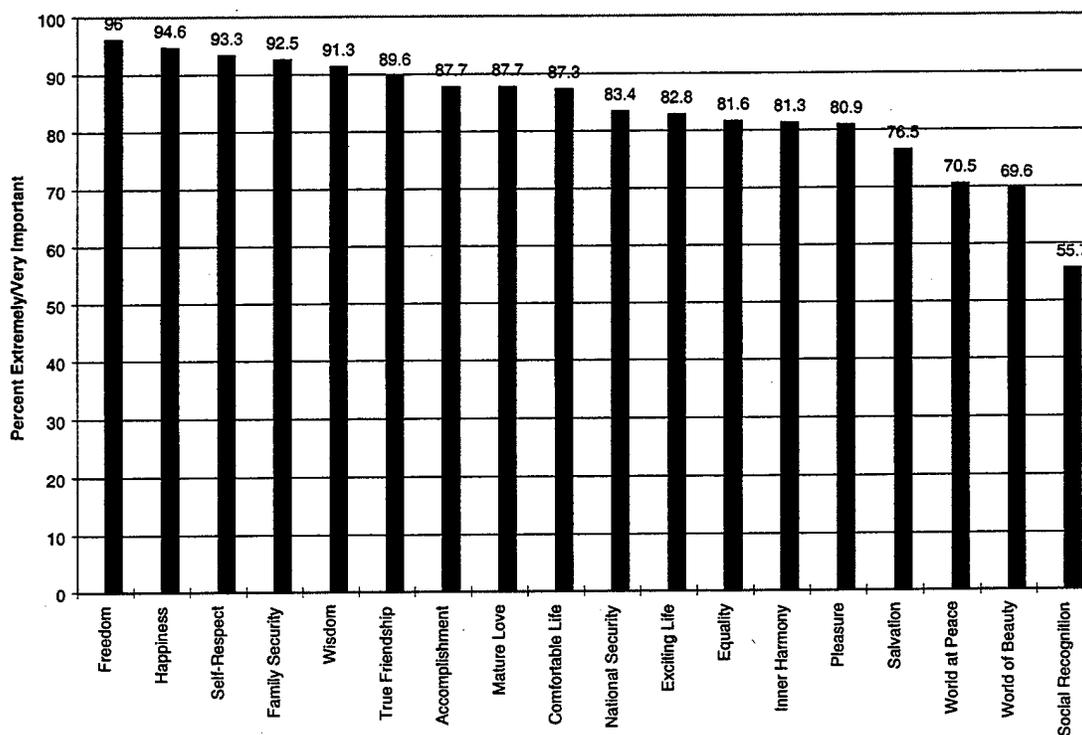


Figure 20. Item I-8--Rokeach Values Survey items

As with the Generation X work values, new recruits strongly endorsed the more general domains presented in the Rokeach Survey. Of the 18 values included, 14 were rated as extremely/very important by at least 80% of the sample. In fact, only social recognition was rated in this manner by less than 70% of the respondents. Table 8 provides a comparison of these results with previous samples who were administered the Rokeach survey. Note that these groups were made up of nationally-representative samples of adult Americans who were asked to rank order the values. The Survey of New Recruits data was converted by use of mean ratings. This includes three ties. Differences of five or more ranks are displayed in bold. The final row of the table shows the correlation between the New Recruit data and the previous years.

The correlations between previous years' data and the Survey of New Recruits are in the moderate range, suggesting a good deal of correspondence between the groups. The major deviations occur on five domains, with the mean ratings of recruits being higher than the ranks of civilians on friendship, mature love, an exciting life, and pleasure. Conversely, the concept of a world at peace was ranked one/two by the civilians, but had a mean rating that was 13th among new recruits.

Table 8
Rokeach Values Survey Results
Army Survey of New Recruits and Nationally Representative Samples

Value	1968	1971	1974	1981	Army Survey of New Recruits
World at peace	1	1	2	2	13
Family Security	2	2	1	1	3
Freedom	3	3	3	3	1
Happiness	4	6	5	5	2
Self-Respect	5	5	4	4	3
Wisdom	6	7	6	6	4
Equality	7	4	12	12	10
Salvation	8	9	10	9	12
Comfortable Life	9	13	8	8	7
Accomplishment	10	11	7	7	8
Friendship	11	10	9	10	5
National Security	12	8	13	11	9
Inner Harmony	13	12	11	13	11
Mature Love	14	14	14	14	6
World of Beauty	15	15	15	16	14
Social Recognition	16	17	18	18	15
Pleasure	17	16	16	17	11
Exciting Life	18	18	17	15	10
Correlation with Army Survey of New Recruits	.436	.370	.488	.541	1.00

Item I-9

Sixteen statements were included in the Survey of New Recruits that were adapted from previous values surveys done with Army populations. In their last iteration, these items were included on the SSMP which was administered in 1996. Table 9 presents a comparison of the current sample with previous cohorts of junior enlisted personnel (PV2-SPC) on these items in terms of the percentage rating the various values as extremely/very important.

Table 9
Percent Rating Values as Extremely-Very Important
1998 Survey of New Recruits, 1996 Sample Survey of Military Personnel,
1996 Survey of Army Personnel

Value	1986	1996	1998
*Standing up for beliefs	92	88	90
Taking responsibility	88	86	89
Dedication to learning job	83	79	88
Being honest	85	84	87
Drive to succeed	82	75	87
Physical Fitness	73	70	84
Discipline in battle	79	76	81
Moral standards	72	70	80
Loyalty to unit	63	48	80
Commitment to team	73	70	79
Military courtesy	70	71	75
Military bearing	65	67	74
*Loyalty to the Army	77	53	71
Putting others before self	55	52	67
*Serving country	72	57	63

In the majority of cases, a significantly higher percentage of respondents to the current survey rated the values as very/extremely important than did one or both of the past groups ($p < .05$). The exceptions to this rule (marked by an asterisk in the table) are "standing up for what you believe is right," "loyalty to the United States Army," and "dedication to serving the United States, even to risking your own life in its defense." In each of these cases, a higher percentage of 1986 respondents rated the values as very/extremely important than did the new recruits, while a higher percentage of the recruits rated them in this manner than did those in the 1996 sample.

It is clear from these results that new recruits strongly endorse the military-related principles presented. Those that received the weakest backing included the notion of putting other interests ahead of one's own, whether that be in the form of fellow soldiers or the well being of the country as a whole. Even in these cases, however, approximately two-thirds of respondents indicated that these values were of great importance to them.

Data Reduction

In an effort to further explore the relationships between the various items on the survey and possibly reduce the data through the formation of scales, principal component analyses were performed on item sets within Section I of the Survey of New Recruits. This technique examines the correlations between items and forms composites based on their interrelationships. These can then be used to form scales that represent unitary concepts. This approach is suitable for items that involve scale values such as agree-disagree or important-unimportant. It does not apply in instances where the response involves ranking or paired comparisons. Thus, principal components analyses were carried out for Items I-1 and I-2 combined, as well as Items I-5 through I-9.

Items I-1 and I-2

The principal components analyses results for Items I-1 and I-2 are shown in Table 10. Although three components were identified, none of the item loadings on the third component is the highest among the three. This suggests that this third component is a statistical artifact with little practical significance. The meaning of the other two seems quite clear, however, and mirrors the institutional/occupational dimensions which these items were intended to measure. Those elements that would be used to evaluate a job on a strictly functional basis (e.g., pay, promotions, security) correlated highly, as did the more institutional reasons for enlisting such as tradition and service.

Table 10
Component Matrix for Items I-1 and I-2

Item	Component 1	Component 2	Component 3
(1) In thinking about the kind of job you would like to have, how important are...			
(2) How important were the following in your decision to enlist in the Army			
I-2g. Secure job with benefits	.802	-.186	-.283
I-2c. Promotion opportunities	.781	-2.489E-02*	-.152
I-2b. Job Security	.775	-.130	-5.733E-02
I-2d. Retirement Benefits	.752	-.116	-.189
I-1b. Steady job	.623	-.181	.373
I-1e. Fringe benefits	.598	-.369	.300
I-2f. Better opportunities than civilian life	.576	-.111	-.428
I-1d. Good pay	.573	-.411	.396
I-2a. Serve country	.380	.800	5.970E-02
I-1a. Serve country	.423	.777	.144
I-1c. Make world better	.436	.537	.384
I-2e. Tradition of service	.292	.418	-.379

*Note "E" notation is the exponential representation for a decimal. Thus .024 = 2.4E-02.

Item I-5

Item 5 included eight questions that sought to measure the importance of the seven core values to recruits as they assess jobs. Table 11 presents the component analysis results for this item. Only one component was extracted. This is not surprising given the uniformly high endorsement these ideals received from the respondents.

Table 11
Component Matrix for Item I-5

Item—How important is it that a job provide you with...	Component 1
I-5a. Opportunity to work for an organization that inspires loyalty	.784
I-5b. Self respect	.747
I-5c. Chance to help others	.699
I-5d. Sense of honor	.805
I-5e. Environment where honesty is valued	.778
I-5f. Opportunity to display personal courage	.738
I-5g. Environment where sense of duty is valued	.831
I-5h. Opportunity to work for and with honorable people	.786

Item I-6

Item 6 was included in the survey to assess Generation X work values. The components analysis results for this item are shown in Table 12. In this instance, two components were extracted. However, only one item loaded more heavily on component two—offers flexible work schedules. Further, the loading for this item on the first component was sufficiently high to question its utility as a separate component.

Table 12
Component Matrix for Item I-6

Item--How important is it that you work for an organization that:	Component 1	Component 2
I-6a. Provides a balanced life	.628	.200
I-6b. Offers flexible work schedules	.512	.625
I-6c. Assigns challenging tasks	.619	-.224
I-6d. Gives frequent performance feedback	.697	-9.180E-02
I-6e. Accommodates family responsibilities	.634	.220
I-6f. Offers short-term projects	.590	.391
I-6g. Offers a variety of perks	.609	.290
I-6h. Rewards loyalty with loyalty	.686	-.302
I-6i. Has high ethical standards	.675	-.398
I-6j. Enhances your status in the community	.613	-6.109E-02
I-6k. Promotes social equality	.695	-.253
I-6l. Has views consistent on environment	.608	-.165

Item I-7

The seven questions that make up Item I-7 were included as an additional measure of work attitudes. Four of these were adapted from the Generation X measures described earlier. The others were added to further address the idea of having a positive impact on the world and also to tap the issue of diversity. The components analysis results for this item are shown in Table 13. Three factors were extracted. The first, represented by items 7e and 7g, addresses feelings of social responsibility. The second (7b, 7f) taps diversity issues as evidenced by willingness to work with other racial groups and the other gender. The third factor (7a, 7c) has no clear meaning.

Table 13
Component Matrix for Item I-7

Item—How much do you agree/disagree with the following statements?	Component 1	Component 2	Component 3
I-7e. I feel it is a personal responsibility to preserve the environment	.859	.104	-1.360E-03
I-7g. I feel it is a personal responsibility to make the world a better place.	.858	.112	-4.883E-02
I-7b. I prefer working with members of my own sex.	-6.065E-02	.770	-.163
I-7f. I prefer working with people from the same racial and ethnic background as me.	-.218	.767	-.137
I-7a. If a person is dissatisfied with his/her job, he/she should leave.	-1.093E-03	.142	.776
I-7c. It is harder to earn a comfortable living today than it was for my parents.	3.991E-02	.292	.576
I-7d. I am reluctant to commit to a long-term personal relationship.	8.673E-02	.192	-.217

Item I-8

Item 8 asked respondents to rate the personal importance of 18 values that were adapted from the Rokeach Values Survey. The results for the principal components analysis for this item are presented in Table 14. In this case, three factors were extracted. As in previous instances, however, the highest loadings for all of the items were on the first component. Again this can be explained by the fact that all of the values listed as part of the item were strongly endorsed by respondents. Thus, they appeared not to differentiate significantly between these concepts or, to the extent that they did so, there was simply little variation in their perceived personal importance.

Table 14
Component Matrix for Item I-8

Item—How important is each of the following to you personally?	Component 1	Component 2	Component 3
I-8a. A comfortable life	.545	.407	.194
I-8b. An exciting life	.522	.413	.347
I-8c. A sense of accomplishment	.642	-5.309E-02	.104
I-8d. A world at peace	.606	-.522	.304
I-8e. A world of beauty	.629	-.370	.357
I-8f. Equality	.650	-.400	6.040E-02
I-8g. Family security	.660	-2.697E-03	-.265
I-8h. Freedom	.629	5.766E-.2	-.411
I-8i. Happiness	.703	.213	-.272
I-8j. Inner harmony	.681	-.118	-.111
I-8k. Mature love	.644	9.492E-02	-.201
I-8l. National security	.628	-.206	1.713E-02
I-8m. Pleasure	.581	.496	.188
I-8n. Salvation	.623	-.162	7.953E-02
I-8o. Self-respect	.712	-8.608E-05	-.206
I-8p. Social recognition	.515	.226	.493
I-8q. True friendship	.600	.106	-.145
I-8r. Wisdom	.616	3.920E-03	-.182

Item I-9

Item I-9 included 16 military-related values that had been included in past surveys of this type. The results from the principal components analysis on this item are presented in Table 15. Once again, the situation is one where two components were extracted and yet all items load most heavily on just one. As in the previous instances, this suggests that the second component extracted has little practical significance. The fact that only one meaningful component emerged can be seen as a by-product of the overwhelming endorsement these values were given by the recruits; there was little variance upon which meaningful distinctions could be generated.

Table 15
Component Matrix for Item I-9

Item—How important is each of the following to you personally?	Component 1	Component 2
I-9a. Loyalty to the United States Army	.756	-.427
I-9b. Loyalty to your unit or organization	.784	-.319
I-9c. Taking responsibility for your own actions	.731	.154
I-9d. Putting what is good for your fellow soldiers, unit, and nation before your own welfare	.688	-.439
I-9e. Dedication to serving the United States, even to risking your own life in its defense	.671	-.534
I-9f. Commitment to working as a member of a team	.780	-4.643E-03
I-9g. Dedication to learning your job and doing it well	.763	.268
I-9h. Personal drive to succeed in your work	.700	.338
I-9i. Being honest, open, and truthful	.694	.310
I-9j. Being disciplined and courageous in battle	.758	-.155
I-9k. Standing up for what you believe is right	.624	.360
I-9l. Working with others with military courtesy	.808	-2.366E-02
I-9m. Exhibiting excellent military bearing/appearance	.787	-.8348E-02
I-9n. Equal opportunity regardless of gender	.518	.374
I-9o. High moral standards on-duty and off-duty	.731	.151
I-9p. Building physical fitness and stamina	.620	.228

Table 16 summarizes the results of the data reduction efforts. Although the lack of variance in the responses did not afford the extraction of many meaningful factors, several were unearthed. In addition, the single component results can be used to derive factor scores on these items that can be of value in further exploratory analyses to be discussed later in this report.

Table 16
Section I Principal Components Analysis Results
Summary

Item	Components Extracted	Meaningful Components	Component Titles
I-1 and I-2	2	2	Institutional/ Occupational Orientation
I-5	1	1	
I-6	2	1	
I-7	3	2	Social Responsibility Diversity
I-8	3	1	
I-9	2	1	

Demographic Comparisons

In examining potential differences in response patterns between various demographic groups, the major focus was on scale scores as opposed to individual items. Scales were chosen for two reasons: first, the added reliability associated with multiple measures of the same underlying construct; and second, the data consolidation helps focus the analysis on the overall construct rather than the possible nuances between individual items. The scales examined here include:

- importance of civilian-related values, created from the Rokeach items (Civ-Related);
- importance of military-related values, created from the SSMP items (Mil-Related);
- importance of occupational values, created from Moskos' items (Occupational); and
- importance of institutional values, also created from Moskos' items (Institutional).

For more detail on these scales refer to previous section of this report on data reduction efforts. In addition to the scales, the two items related to tolerance for diversity (I-7b and I-7f) were included in the demographic comparisons. Initially these were carried out using the scale that resulted from the analyses described earlier. It was found, however, that the results were different when individual items were used as compared to the scale values, so the former were used in this analysis.

The data were compared by race, gender, education level, size of home town, and level of involvement in religious activities. A one-way analysis of variance was used to test for significance of differences in responses. When such differences were found for comparisons involving more than two groups (e.g., race, education level), Tukey's Honestly Significant Differences (HSD) test was carried out to determine which groups were different from one another. The results of these analyses are reported in Tables 17 and 18. In all cases, the higher the number the more important the value or the stronger the agreement.

Caution should be taken in interpreting the results of these analyses for two reasons:

- Due to the large sample size, very small differences can be statistically significant, while not necessarily having practical significance;
- The preponderance of all respondents – regardless of demographic subgroup – endorsed these values in a very positive way.

For these reasons, an extremely stringent criterion was used to assess significant differences ($p < .001$). Significant differences are indicated by bold numbers in the tables and are detailed below. See Appendix C for individual item statistics and comparisons.

Table 17
Demographic Comparison of Responses on Selected Scales

Item/Scale	Gender		Race/Ethnicity			
	Male	Female	Black	White	Hispanic	Other
I-7b: Prefer working with own sex (5-pt scale)	3.65	3.83	3.89	3.56	3.89	3.70
I-7f: Prefer working with same race (5-pt scale)	3.70	3.97	3.77	3.71	3.89	3.71
Civilian-Related Values Scale (5-pt scale)	1.67	1.55	1.57	1.69	1.60	1.64
Military-Related Values Scale (7-pt scale)	1.88	1.76	1.94	1.84	1.79	1.89
Occupational Values Scale (5-pt scale)	2.13	1.99	1.90	2.20	2.00	2.10
Institutional Values Scale (5-pt scale)	2.83	2.97	3.07	2.80	2.81	2.85

Table 18
Demographic Comparison of Responses on Selected Scales (continued)

Item/Scale	Education			Hometown				Religious Activity			
	GED	H.S.	>HS	Small	Med.	Large	Very Lg.	Never	Rarely	1 or 2 Mnth	Once a Week
I-7b: Prefer working with own sex (5-pt scale)	3.71	3.72	3.66	3.62	3.71	3.68	3.78	3.70	3.69	3.69	3.66
I-7f: Prefer working with same race (5-pt scale)	3.75	3.77	3.74	3.72	3.76	3.74	3.83	3.66	3.78	3.77	3.73
Civilian-Related Values Scale (5-pt scale)	1.66	1.65	1.65	1.66	1.63	1.63	1.64	1.81	1.65	1.60	1.60
Military-Related Values Scale (7-pt scale)	1.81	1.88	1.85	1.86	1.85	1.84	1.86	2.07	1.88	1.78	1.78
Occupational Values Scale (5-pt scale)	2.04	2.08	2.13	2.15	2.09	2.07	2.07	2.20	2.10	2.07	2.08
Institutional Values Scale (5-pt scale)	2.80	2.89	2.86	2.83	2.86	2.88	2.92	3.08	2.91	2.78	2.74

Note: Religious activity was assessed by asking the respondent how often he/she attends religious services. Response options were 0 = never, 1 = rarely, 2 = once or twice a month and 3 = about once a week or more.

The differences between demographic groups can be summarized as follows:

- Males were more inclined to prefer working with members of their own gender/race than were females.
- Females more strongly endorsed the civilian values (Rokeach), the military values (SSMP), and the occupational values of the Moskoss scale. Males endorsed the institutional values such as joining the military to serve ones country and continue a family tradition.
- Blacks and Hispanics expressed less preference for working with members of their own gender than did either Whites or those of other ethnic/racial groups.
- Hispanics were less inclined to prefer working with members of their own racial/ethnic background than were Whites.
- Whites endorsed the civilian values of the Rokeach scale less than did Blacks or Hispanics.
- Blacks endorsed the military values of the SSMP less strongly than did Whites or Hispanics.
- Whites expressed the weakest occupational orientation, while Blacks expressed the strongest occupational orientation as measured by the Moskoss items.
- There were no differences on the scales or individual items based on level of education.
- Only one significant difference emerged based on the size of the locality where one was raised: those from small towns were more likely to prefer working with members of their own gender than were those raised in very large cities or suburbs of very large cities.
- Overall, those who never or rarely attend religious services endorsed the civilian, military, occupational, and institutional values less strongly than did those who attend services more often.

While, as was previously stated, these results should be interpreted with caution, certain patterns in these findings are interesting in that they tend to reinforce some common perceptions. For instance, increased levels of religious activity are associated with a stronger endorsement of the values assessed in this survey.

Part III: Scenarios, Descriptive Statistics

As described earlier, 15 scenarios were created as an alternative means of assessing the values of new recruits. In each case, a dilemma is presented in which several courses of action are possible. Some of these have benefits that accrue solely to the primary character, the role assumed by the respondent. In other cases, a course of action may represent the "right thing to do," while in still others the options presented suggest a compromise between that which might benefit others and self. For each scenario, four courses of action were presented. The respondent was asked to indicate how likely it is that he/she would take each one (very likely, somewhat likely, somewhat unlikely, very unlikely). What follows is a brief description of each of these items followed by a presentation of the results found. Efforts to reduce these data and explore their properties by relating them to other, more standard items from the survey are described in the next section.

Scenario 1

This situation reads as follows: *Your best friend is accused of cheating on a final exam and must appear at a hearing of the Student Ethics Board. You know that she actually did cheat because you witnessed her copying answers down from a "cheat sheet" she prepared before class. How likely is it that you would:*

- Refuse to attend the hearing and/or refuse to testify against your best friend.*
- Try to bluff your friend into believing that you will testify if she doesn't tell the truth.*
- Attend the hearing and see what others say and then follow their lead (e.g., if someone else admits to seeing your friend cheat you do the same; if someone else claims not to have seen your friend cheat then you also say you saw nothing).*
- Attend the hearing and tell the truth regardless of what anyone else does or says.*

Figure 21 summarizes the results for this scenario. The response judged most likely in this case was that of refusing to attend the hearing or testify. Conversely, attending and following other people's lead was judged as the least likely response.

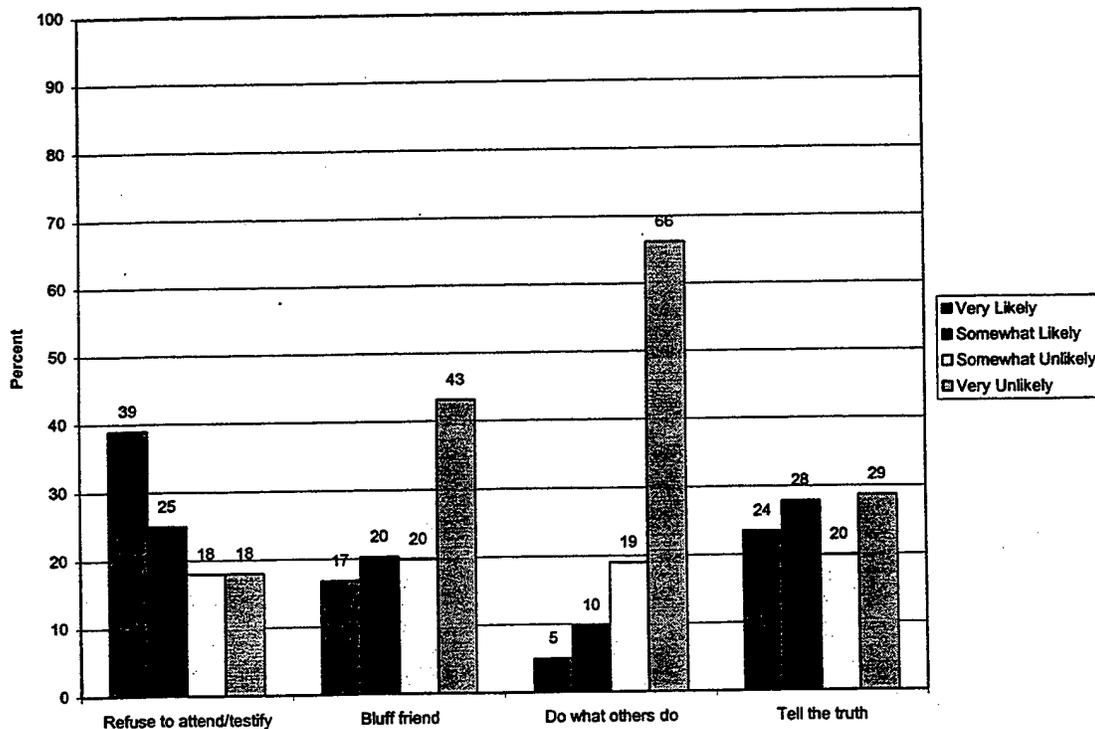


Figure 21. Responses to situation 1

Scenario 2

This situation reads as follows: *While walking through the mall, you notice a group of teenagers loudly making fun of a handicapped man nearby. Though he pretends not to hear what they are saying, he is clearly uncomfortable and hurt by their remarks about his handicap. Everyone else seems to be trying to ignore the situation hoping the teenagers will eventually stop or move on. How likely is it that you would:*

- Approach the teenagers and ask them to stop harassing the handicapped man.*
- Ignore it like everyone else and hope the teenagers find another target.*
- Join the teenagers in making fun of the man and his handicap.*
- Try to find a security guard or some other mall personnel to handle the situation.*

Figure 22 summarizes the results for this scenario. The most popular course of action in this case was to ask the teenagers to stop harassing the man. Finding mall personnel was also a highly possible choice, whereas ignoring the situation or joining in the harassment were viewed as highly unlikely.

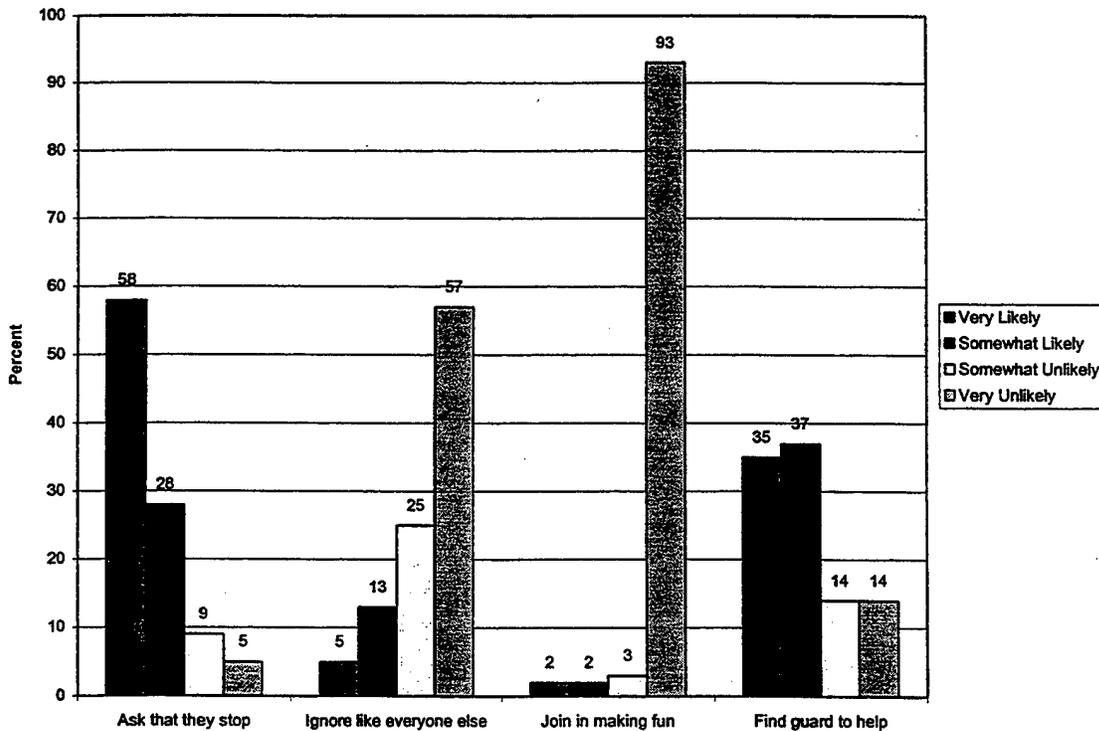


Figure 22. Responses to situation 2

Scenario 3

This situation reads as follows: *You're working part-time as a telemarketer promoting a new product. Based on the calls you have made and your own examination of the product, you're starting to have serious doubts about whether it meets the claims you are making for it. You have approached your supervisor with your concerns. However, each time you have done so she has told you to just not "worry about it." How likely is it that you would:*

- a) *Quit and alert the proper authorities of your concerns.*
- b) *Quit and keep your concerns to yourself.*
- c) *Continue to sell the product until you get a new job, then quit and let someone else worry about it.*
- d) *Reword the sales pitch and downplay the claims made while continuing to promote the product.*

Figure 23 summarizes the responses to this scenario. There was a good deal of dispersion in regard to this item, with none of the possible courses of action clearly favored or disfavored.

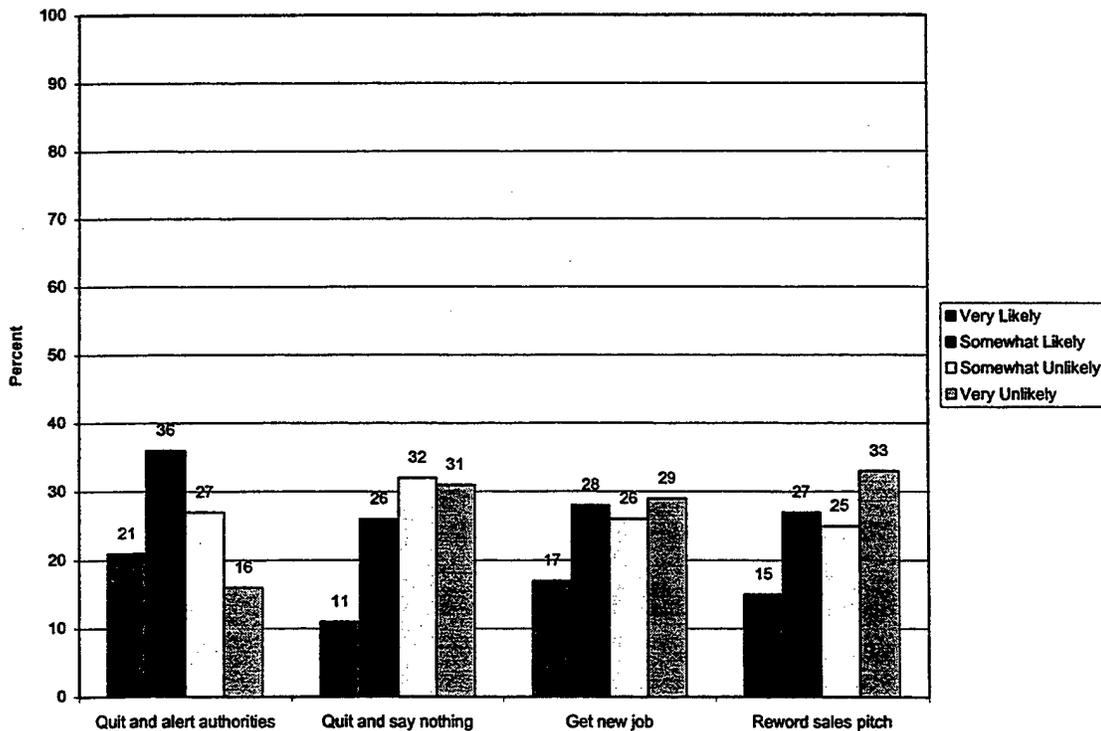


Figure 23. Responses to situation 3

Scenario 4

This situation reads as follows: *A heated debate breaks out in one of your classes one day over a topic that you have strong opinions about. Before you say anything it becomes clear that everyone in the class has taken the opposite position to yours. The only exception is a student who is very unpopular. You agree with what he is saying and can think of arguments of your own to support his. How likely is it that you would:*

- Keep out of the debate.*
- Announce to the class that you agree with the lone student's position and offer your own arguments to support his.*
- Stay out of the debate during class, but afterwards approach the student in private and tell him how much you agreed with everything he said.*
- Join the other students in criticizing and arguing against the lone student's position.*

Figure 24 summarizes the results to this situation. Only one course of action receives strong support in this case, and that is agreeing with the lone student openly in class.

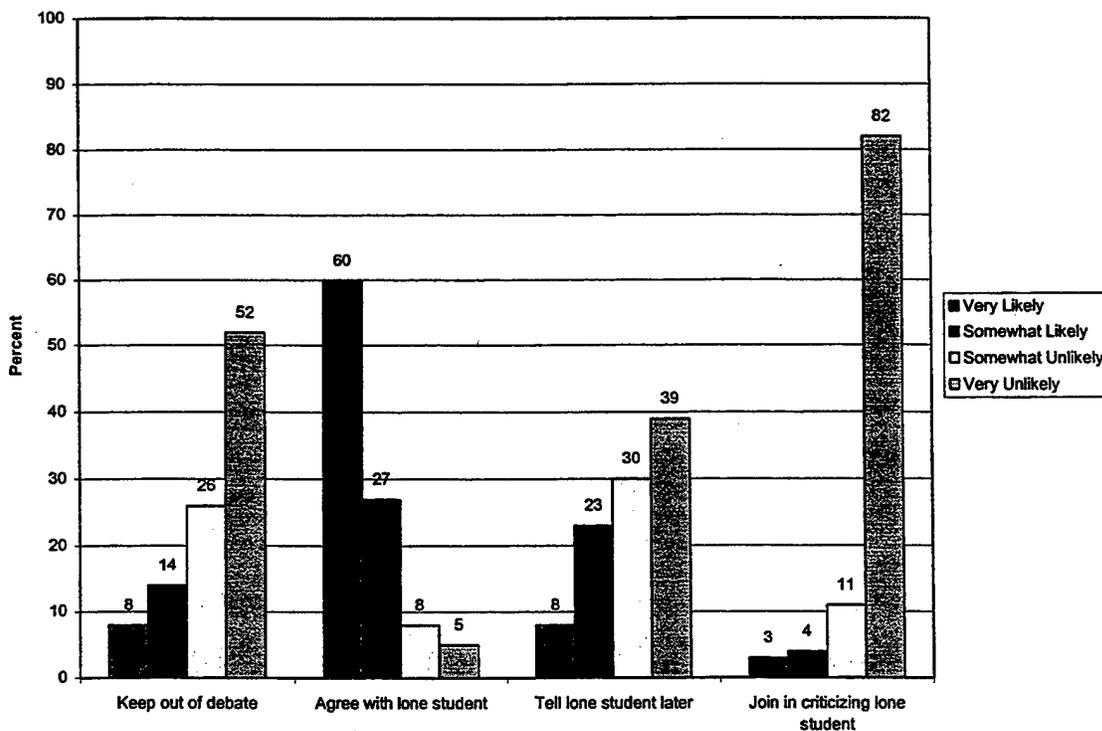


Figure 24. Responses to situation 4

Scenario 5

This situation reads as follows: *The elderly woman next door is looking for someone to mow her lawn every week and perform some other routine maintenance on her house. She lives alone and is unable to do it herself. She can't afford to hire a professional service to do the chores because she doesn't have a lot of money, but she is willing to give anyone who volunteers what she can. Most of the other neighbors have already told her that they are unable to do it, and someone has told you that she plans on approaching you next. How likely is it that you would:*

- Agree to do what the elderly woman needs done for free.
- Agree to do whatever you can and accept whatever money the elderly woman offers.
- Avoid the elderly woman and hope that she will find someone else during that time.
- Make up an excuse for not being able to do the work.

Figure 25 summarizes the responses to this situation. There were two popular choices in this case, both of which involved doing the work for the elderly woman. The chief distinction between them was whether to accept money, with the consensus being to not do so.

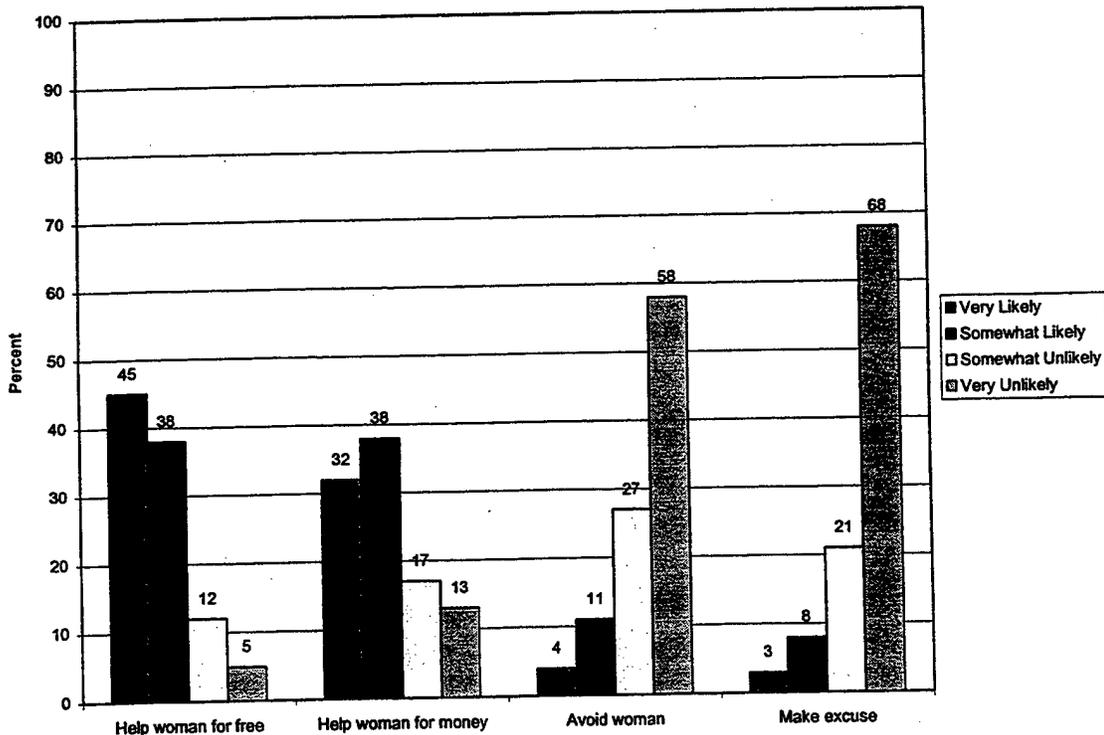


Figure 25. Responses to situation 5

Scenario 6

This situation reads as follows: *Last night you saw your immediate supervisor at a party. You were surprised to see him there because he was supposed to be at work. The next day he comes to you and asks you to vouch that he was really sick and that's why he didn't make it into work. Based on past experience, you know he'll probably be fired if the truth comes out. You're next in line for his job which pays quite a bit more than you currently earn. How likely is it that you would:*

- Back up your supervisor on his story of being unexpectedly ill.*
- Call your supervisor's boss and tell him the real reason he was not at work last night.*
- Tell your supervisor that you will only vouch for him if he schedules you for your preferred hours from now on.*
- Tell your supervisor that you won't lie for him but also assure him that you won't turn him in.*

Figure 26 summarizes the responses to this situation. Again, there was fairly good dispersion among the possible choices, although the compromise approach of not lying or turning the supervisor in received the strongest endorsement.

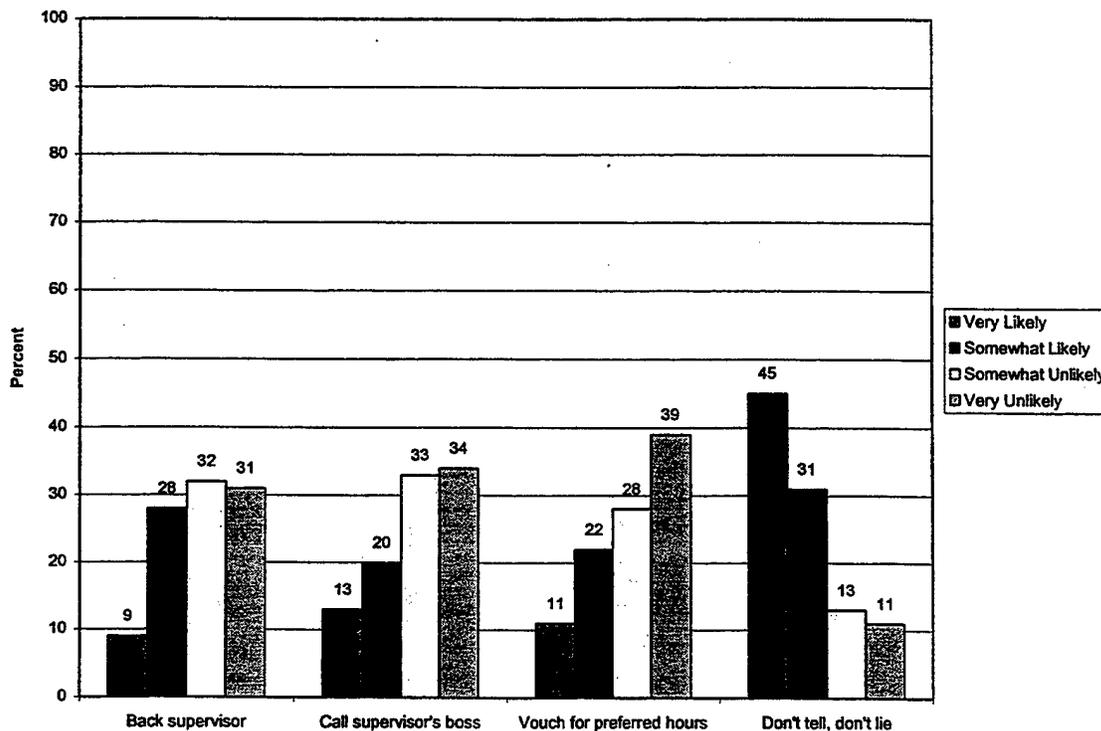


Figure 26. Responses to situation 6

Scenario 7

This situation reads as follows: *You're a member of a youth group that plays big brother/sister to local kids. There is a trip to the zoo coming up this weekend and all the kids are excited about going. One of the adult volunteers, however, has unexpectedly pulled out. If the group can't find a replacement for her the trip will have to be cancelled or the number of kids going will have to be reduced because there are just not enough chaperones. You have been approached about taking her place, but already have some big social plans of your own for the weekend. How likely is it that you would:*

- Explain that you already have important plans of your own and just can't do it.*
- Tell them that there has been a death in your family and you have to attend the funeral so you can't go on the trip.*
- See if you can change your weekend plans so you can help out on the zoo trip.*
- Put your plans on hold and go along on the zoo trip.*

Figure 27 summarizes the responses to this situation. Resorting to an out-and-out lie (i.e., having to attend a funeral) was clearly judged an unacceptable option. Making accommodations to attend the trip was the preferred choice, although sticking with the original social plans was also endorsed as a possible option.

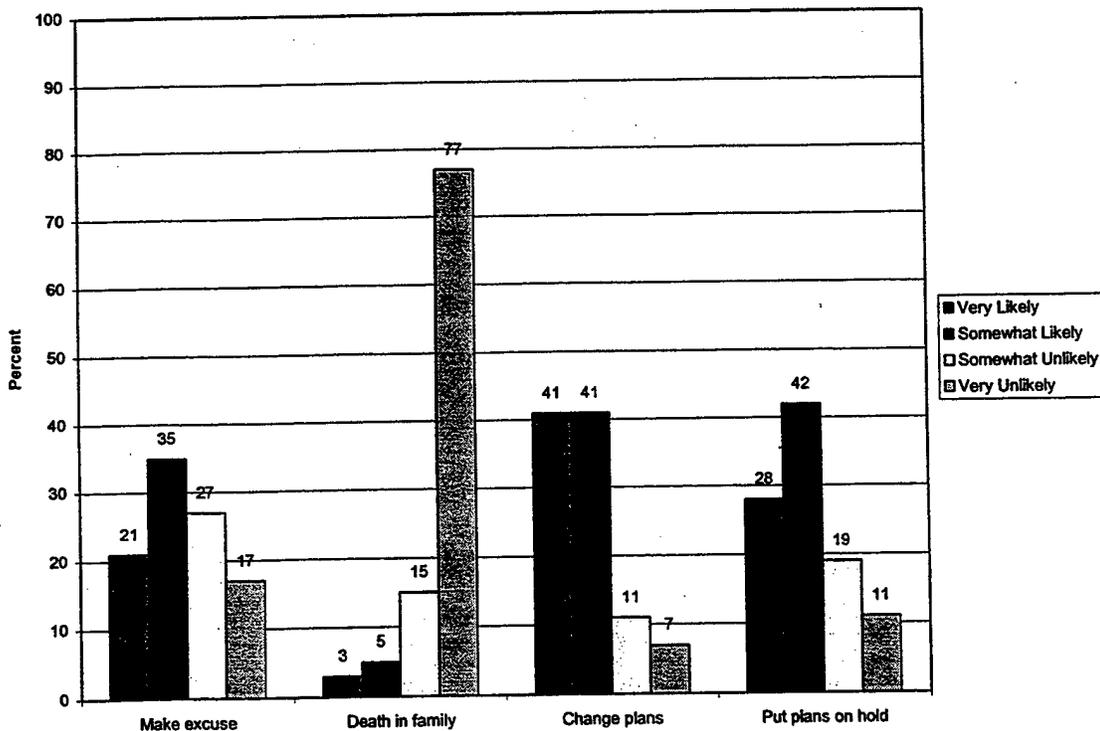


Figure 27. Responses to situation 7

Scenario 8

This situation reads as follows: *While staying late at work one night you stumble across performance evaluations for yourself and some of your co-workers. These evaluations contain sensitive information and are supposed to be confidential. Everyone else has gone home for the day, so you're alone. How likely is it that you would:*

- Look at the performance evaluations but tell no one what you saw.*
- Put the evaluations away without looking at them.*
- Make photocopies of the evaluations so you can read them in detail.*
- Look at your evaluation only and ignore the others.*

Figure 28 summarizes the responses to this item. This scenario also evoked mixed reactions. Although making copies of the evaluations was not a popular choice, the other three options all received some support.

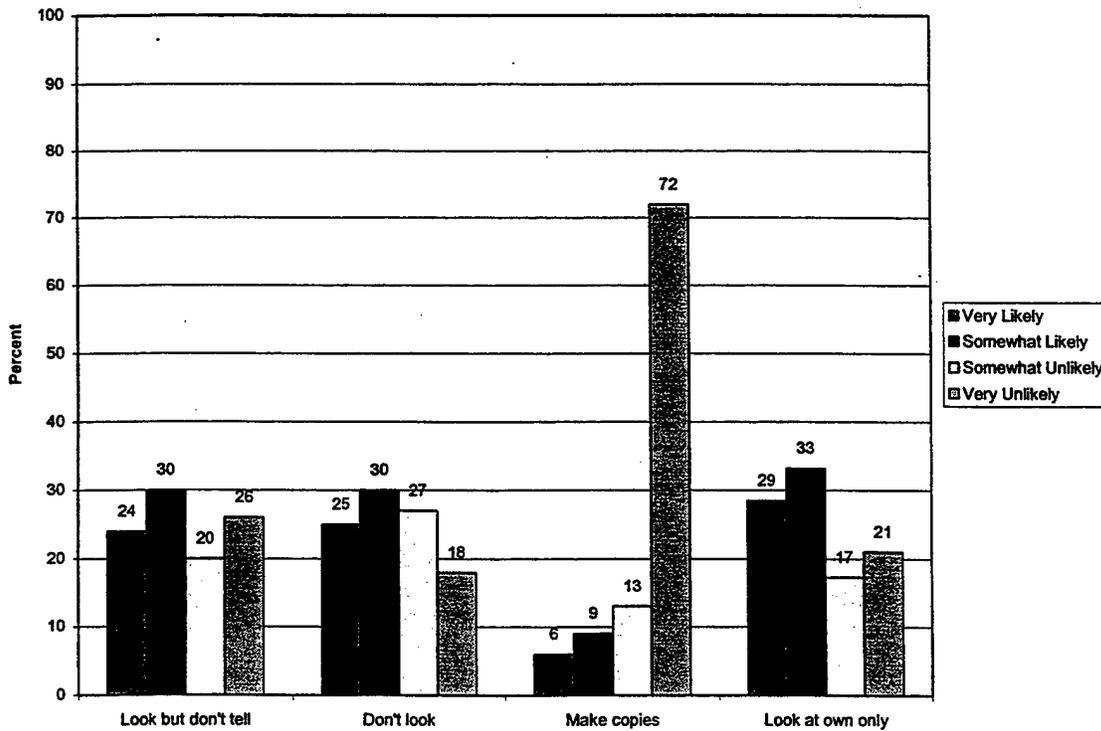


Figure 28. Responses to situation 8

Scenario 9

This situation reads as follows: *A couple of days ago, you agreed to work on an important team project at work. You don't find the project very exciting and you don't enjoy working with some of the other team members. Nevertheless, you agreed to do it to help them out of a serious bind. Today, you got an offer to join a project just getting started from your best friend at the company. The work requirements of this new project, however, would require you to have to drop the other project. How likely is it that you would:*

- Join the project just getting started and quit the one you had already agreed to work on.
- Stay with the project you had already committed yourself to.
- Try to do both at once.
- Find someone to take your place on the first project, so that you can take part in the project being started by your best friend.

Figure 29 summarizes the responses to this situation. In this case, the most self-serving response (simply switching projects) is the least popular. Remaining with the project already committed to receives the strongest endorsement, although the compromise positions are also considered at least somewhat likely.

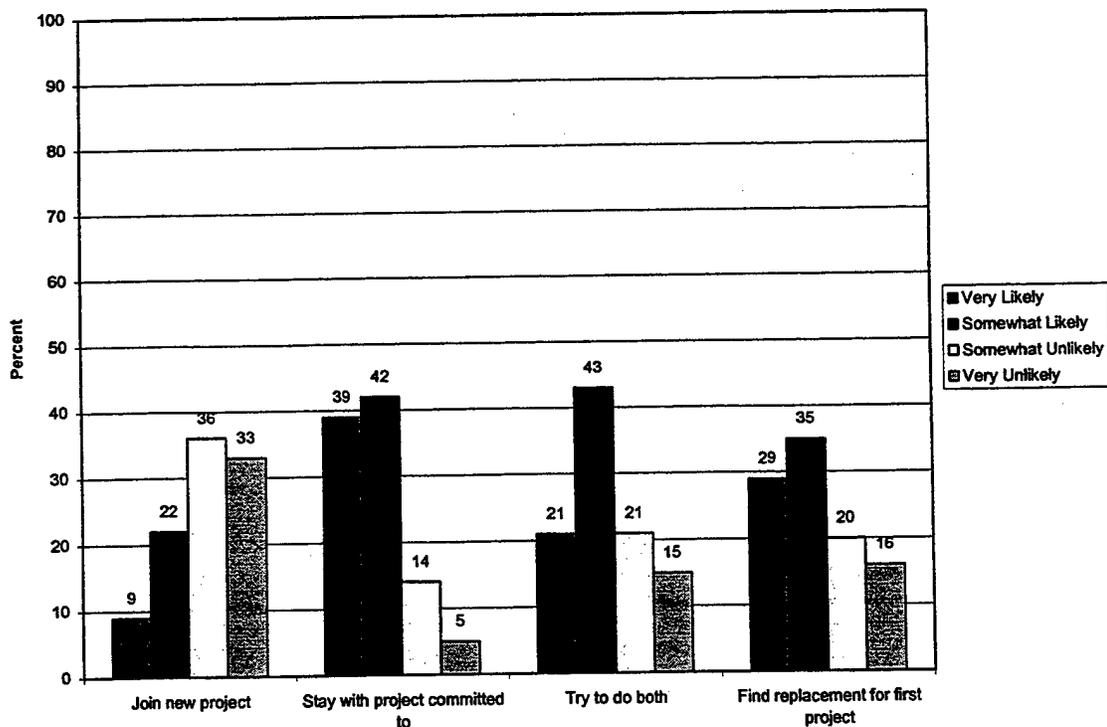


Figure 29. Responses to situation 9

Scenario 10

This situation reads as follows: *One of your friends isn't very popular with some of your other friends. In fact, they absolutely hate the guy and tell you so whenever they get an opportunity. Though you admit he can be annoying sometimes, you really don't think he's all that bad. One day your other friends are sitting around making fun of the guy. How likely is it that you would:*

- a) *Say nothing when your other friends continue to make fun of the guy.*
- b) *Join your other friends in trashing the "loser."*
- c) *Defend your friend by explaining that he's not as bad as everyone thinks.*
- d) *Get up and leave.*

Figure 30 summarizes the results for this scenario. The most popular course of action in this case was to defend the friend by explaining that he is not as bad as everyone thinks. The middle-of-the-road solution of simply leaving the scene was also considered likely by a significant portion of the sample.

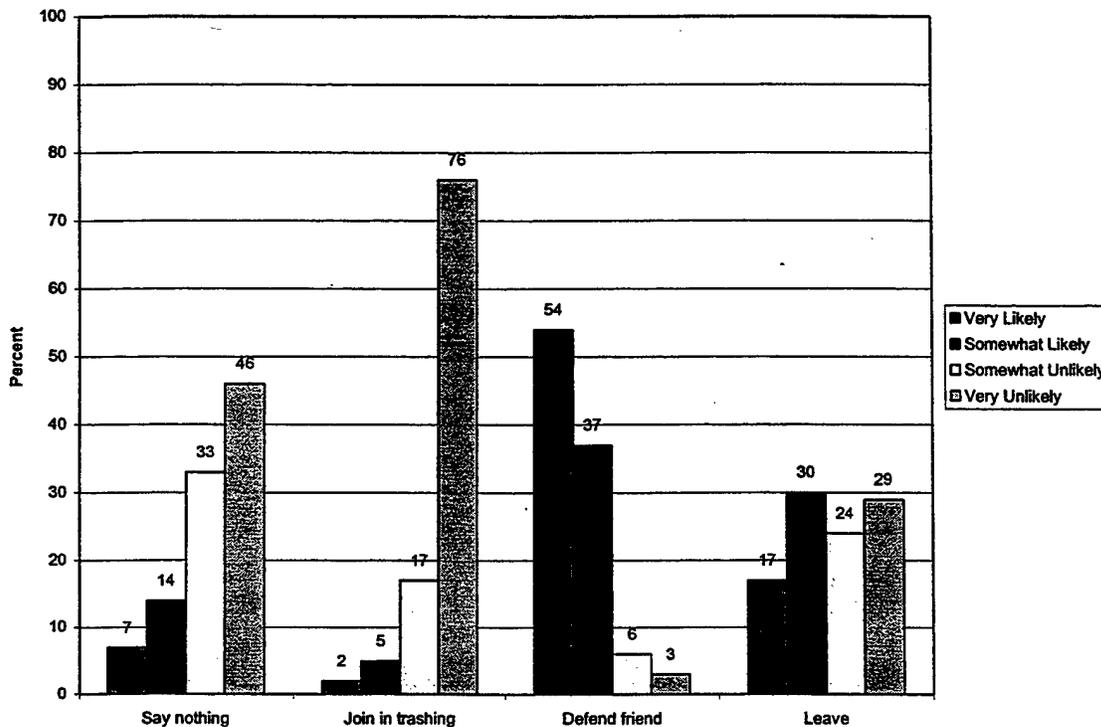


Figure 30. Responses to situation 10.

Scenario 11

This situation reads as follows: *You were recently hired to monitor a company's equipment to make sure it keeps running during non-peak performance hours (10 PM to 6 AM every night). It's a dull, uneventful job and largely unsupervised. One night after your boss has officially left for the remainder of the shift, several of your co-workers break out some beers. They tell you that it's OK and ask you to join them. They claim that nothing will happen and that they do this all the time. How likely is it that you would:*

- Join your co-workers and have a few beers.*
- Politely decline your co-workers' offer and keep "mum" about it to your foreman.*
- Alert your foreman to what goes on while he's not at the plant.*
- Tell your co-workers that what they're doing is inappropriate, but that as long as they keep you out of it you won't turn them in to the foreman.*

The responses to this situation are summarized in Figure 31. With the exception of the first option of having a beer with co-workers, each of the choices received a modicum of support. None of the other courses of action was considered the clear favorite in the eyes of respondents.

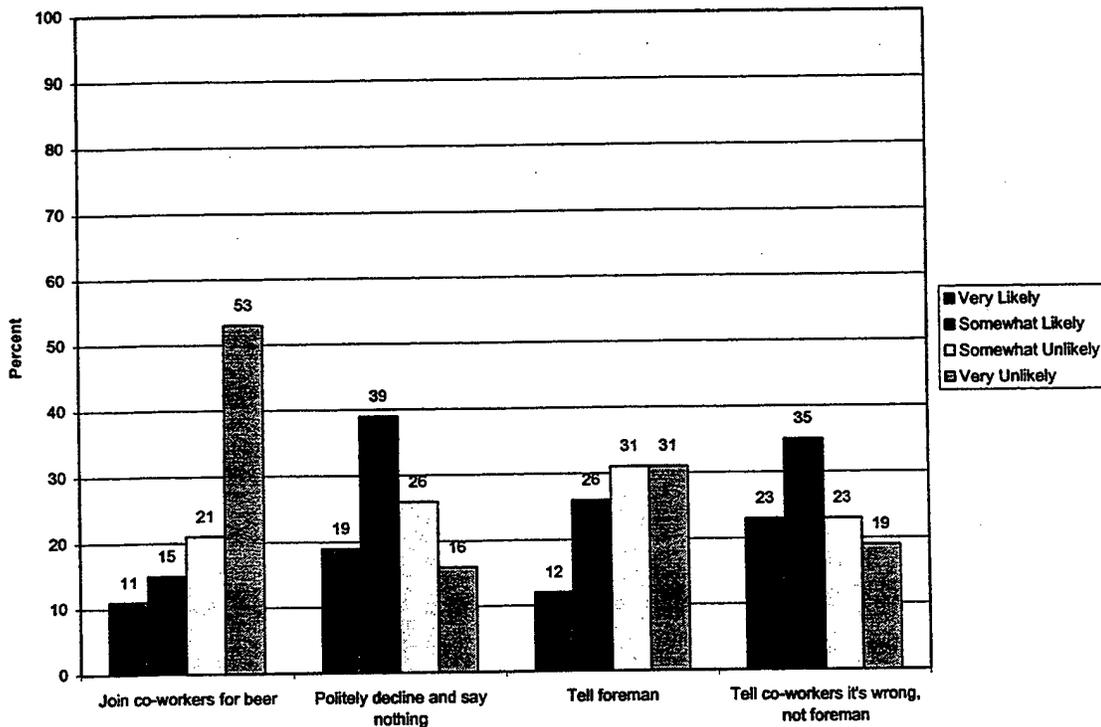


Figure 31. Responses to situation 11.

Scenario 12

This situation reads as follows: *Last night someone forgot to lock the front door to the store where you work; a serious mistake. Though you are at fault for this, the store manager is convinced that one of your co-workers is to blame. She has no hard evidence of this other than the fact that this particular co-worker has a history of being somewhat unreliable. Unless you come forward and admit your mistake, your co-worker will probably be demoted and maybe even let-go. How likely is it that you would:*

- Do nothing and let your co-worker take the fall for your mistake.*
- Do whatever is needed to make sure that your co-worker is blamed and not you.*
- Come forward and admit to your boss that it was you who left the door unlocked.*
- Don't admit the truth, but do everything possible to persuade your boss to take it easy on your co-worker.*

The responses to this situation are summarized in Figure 32. Three of the four options in this scenario involved letting the co-worker take the blame for leaving the door unlocked, and none of these was judged likely by respondents. Owning up to the error was overwhelmingly judged to be the most likely response.

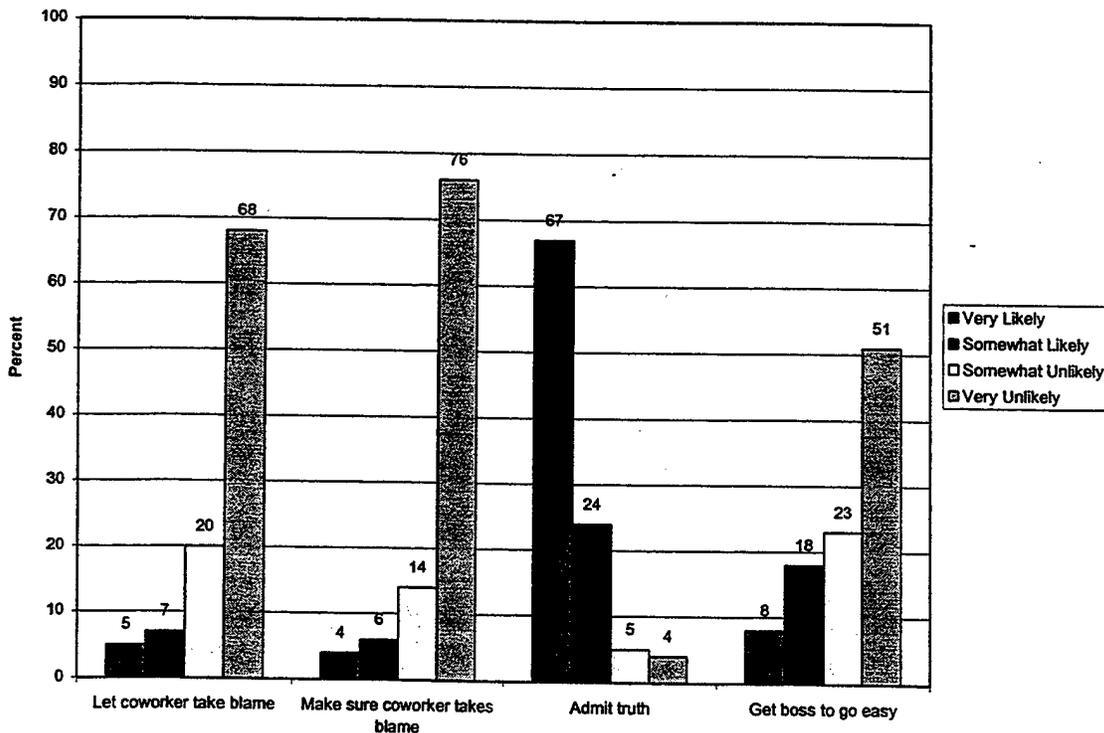


Figure 32. Responses to situation 12

Scenario 13

This situation reads as follows: *A classmate comes to you one day asking for help on a presentation that he needs to make for one of his classes. You're surprised that he approaches you about it, because he has always gone to great lengths to embarrass you or in other ways make your classes with him miserable. He seems really desperate, though, and could probably use your assistance. How likely is it that you would:*

- a) *Agree to help your classmate out on his presentation.*
- b) *Agree to help your classmate only if he promises to not bother you in the future.*
- c) *Turn your classmate down.*
- d) *Politely invent an excuse as to why you can't help him out, but recommend a few people who might.*

The responses to this situation are presented in Figure 33. Although helping the classmate with no strings attached was judged to be the most likely option, there was good dispersion across responses. Thus no one answer was seen as clearly preferable.

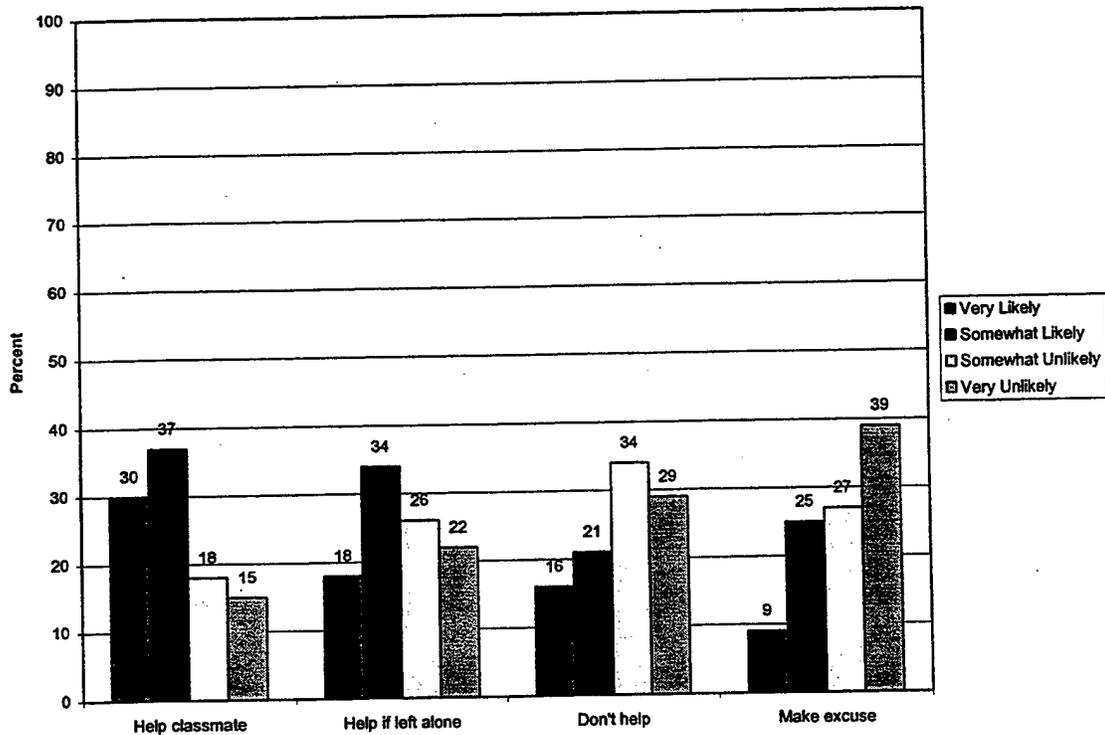


Figure 33. Responses to situation 13

Scenario 14

This situation reads as follows: *The parents of one of your best friends indicate that they would like to talk to you about her behavior. She hasn't been doing very well in school for the past several months and they're concerned about changes recently in her mood and habits. You know that your friend has been partying a lot lately but you didn't think that it had become anything serious. The day before you're supposed to meet with her parents, your friend introduces you to some of her "new" buds. From what you've heard, these new friends have a well-earned reputation around school for heavy partying, including doing drugs. How likely is it that you would:*

- Do nothing for now other than warn your friend that if she doesn't turn her act around soon you're going to turn her in to her parents or a school counselor.*
- Talk to a counselor at school in strict confidence and tell her that you're concerned about your friend.*
- Brush it off and tell her parents that she's just a little stressed and that it's nothing to be overly concerned about.*
- Tell her parents everything about her new buds and her recent partying schedule.*

The responses to this situation are summarized in Figure 34. Once again, there was good dispersion among the responses, with no one alternative the clear favorite in terms of being the most likely course of action. Option 3, dismissing the problem completely, was judged least likely, however.

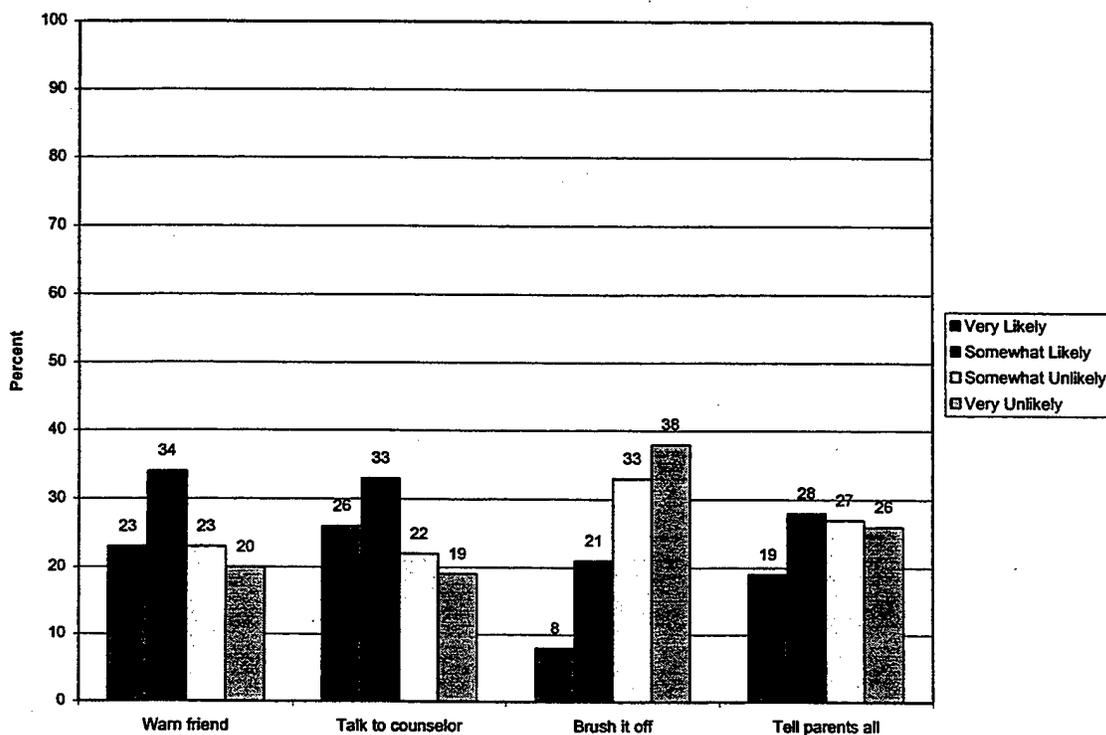


Figure 34. Responses to situation 14

Scenario 15

This situation reads as follows: *A few days before the algebra midterm your best friend tells you he "found" a copy of the test that will be given. He's willing to share it with you for free in return for your help in selling it to other kids in the class. He needs your help because the time is so tight. How likely is it that you would:*

- Tell him you don't want to be a part of selling it, but you'll buy a copy.*
- Tell him you want nothing to do with the whole thing.*
- Agree to help him sell the test and accept the free copy.*
- Leave an anonymous note for the algebra teacher informing her that the test has been compromised.*

The responses to this situation are summarized in Figure 35. The highest level of endorsement was for staying out of the whole thing, followed by telling the teacher, buying but not selling, and buying and selling. Note that in the last three cases the highest percentage judged the course of action to be very unlikely.

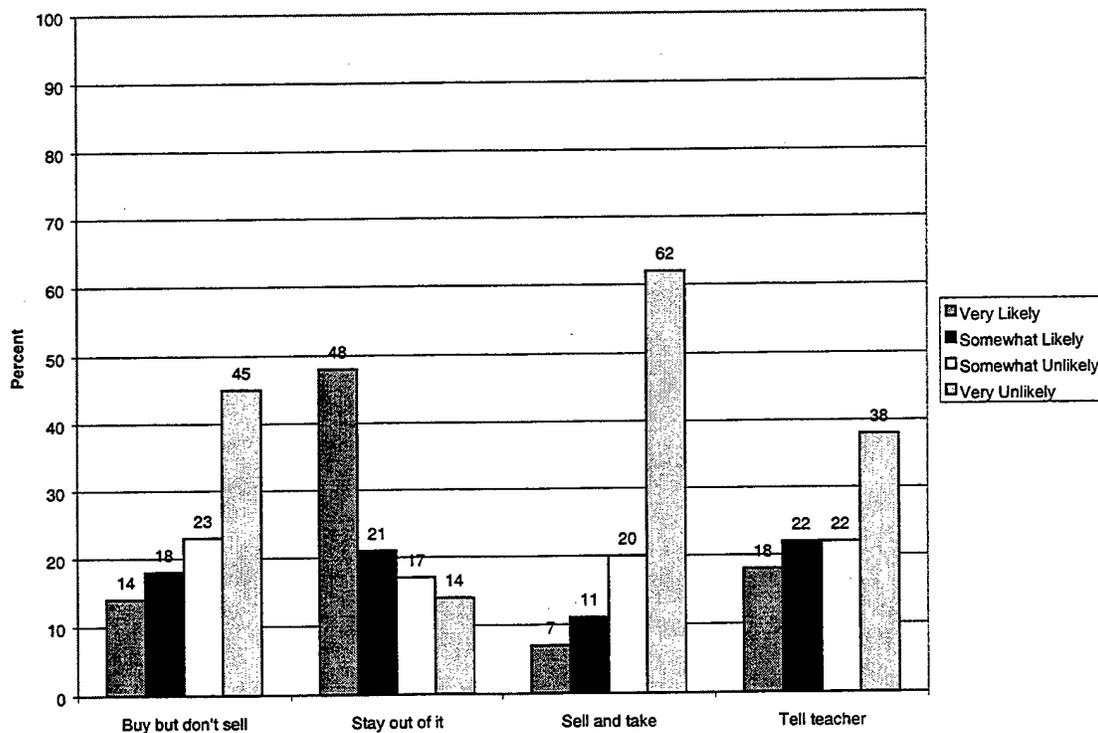


Figure 35. Responses to situation 15

Summary. The scenario results presented are encouraging in the fact that there was a good deal of variance in respondent answers. The fact that in seven cases (1, 2, 4, 5, 10, 12, 15) two or more of the options were rejected by sizeable portions of the sample suggests that fine tuning is in order. Ideally, the response patterns for these items would more closely mirror the four scenarios where there was no clear favorite course of action (3, 9, 13, 14). The next section describes the results of principal components analyses that were conducted to shed further light on these response patterns.

Part III. Scenarios, Principal Components Analyses

A Principal Components Analyses was performed on the 60 separate responses (15 situations by 4 responses each) to Part III of the survey. This was done using an oblique rotation (Direct Oblimin, with Delta set to 0). Sixteen components were extracted with eigenvalues greater than one. Of these, the first five accounted for 3% or more of the variance (32% of the variance combined). These were selected for further examination. The criteria used to decide if a given item should be included as part of a component were as follows:

- Loading of .400 or greater
- In cases where there was less than a .100 difference between the loading of an item on two components, it was eliminated from consideration.

These criteria are recommended by Dunteman (1989).

Table 19 shows the 17 items that loaded on the first factor with their respective loadings. Eleven of the scenarios are represented here, including all four options from number 12 (with one reverse load). The general theme appears to be self-serving or expedient responses—doing what you prefer to do without concern over the consequences and/or doing what is easiest. Thus the component is called “selfishness.”

Table 19
Structure Matrix, Component I - Selfishness

Scenario	Response	Loading
(2) Man being harassed	c) Join in making fun	.429
(4) In-class debate	d) Join in criticism	.564
(5) Elderly woman seeks help	c) Avoid her and hope she finds someone	.415
(5)	d) Make excuse for not helping	.453
(6) Spot supervisor at party	c) Vouch for supervisor to get good hours	.484
(7) Trip to zoo	b) Say can't go due to death in family	.603
(8) Discover evaluations	c) Make copies	.634
(10) Kids making fun of friend	b) Join in trashing the loser	.584
(11) Beer drinkers at work	a) Join coworkers for beer	.533
(12) Forgot to lock door at work	a) Let coworker take blame	.690
(12)	b) Make sure co-worker gets blame	.679
(12)	c) Admit it was you (reversed)	.564
(12)	d) Persuade boss to take it easy on co-worker	.519
(14) Parents of friend concerned	c) Brush it off	.419
(15) Found copy of test	a) Don't sell, but buy	.462
(15)	b) Stay out of it completely (reversed)	.419
(15)	c) Help sell and take free copy	.628

Table 20 shows the 8 items that loaded on the second scenario factor. Six situations are represented here. The general theme appears to be one of telling the truth and/or “doing the right thing.” This component is called “truthfulness.”

Table 20
Structure Matrix, Component II – Truthfulness

Scenario	Response	Loading
(1) Friend accused of cheating	a) Refuse to attend/testify (reversed)	.435
(1)	d) Attend and tell the truth	.596
(2) Man being harassed	d) Find guard to help	.431
(3) Tele marketer	a) Quit and tell authorities	.471
(11) Beer drinkers at work	c) Alert foreman to goings on	.669
(14) Friend in trouble	b) Confide in counselor	.543
(14)	d) Tell parents everything	.519
(15) Found copy of test	d) Tell teacher	.657

Table 21 shows the 8 options that were associated with the third factor. These come from only four of the situations, although the duplicates include both positive and negative loadings. This suggests that, even if these scenarios are presenting options that tap the same dimensions, they are doing so from opposing perspectives. The general theme seems to be providing assistance/helping out. The component is called "helpfulness."

Table 21
Structure Matrix, Component III - Helpfulness

Scenario	Response	Loading
(5) Elderly woman seeks help	a) Agree to do for free	.504
(7) Trip to zoo	a) Important plans, can't (reversed)	.493
(7)	c) Try to change plans	.507
(7)	d) Put plans on hold and go	.568
(9) Find better project	a) Join new project, quit old (reversed)	.502
(9)	b) Stay with project committed	.535
(13) Classmate requests help	a) Help him out	.628
(13)	c) Turn classmate down (reversed)	.576

Table 22 presents the four options associated with the third factor. Three scenarios are represented, and the general theme seems to be that of compromise or finding the middle ground. This is exemplified by such choices as trying to work on both the project previously committed to and the preferred project, and looking at one's own evaluation but not those of one's co-workers. This component is called "compromise."

Table 22
Structure Matrix, Component IV - Compromise

Scenario	Response	Loading
(8) Discover evaluations	d) Only look at yours	.467
(9)	d) Find replacement for old project	.487
(11) Beer drinkers at work	b) Decline and keep mum	.437
(11)	d) Say inappropriate but keep out	.454

Finally, Table 23 presents the 5 options associated with the Factor 5. These are associated with just two of the scenarios and seem to represent the non-involvement stance. Note that the two options that suggest taking direct action have reversed loads. In order to preserve a similar direction with the other components, the loadings here were reversed and the component labeled "social courage."

Table 23
Structure Matrix, Component V – Social Courage

Scenario	Response	Loading
(2) Man being harassed	a) Ask them to stop	.533
(2)	b) Ignore like everyone else (reversed)	.575
(4) In-class debate	a) Keep out of debate (reversed)	.543
(4)	b) Agree with lone student	.485
(4)	c) Approach student later (reversed)	.418

Summary. The five factors extracted through the principal components analysis were readily interpreted in terms of the options that loaded on them. These were:

- Selfishness
- Truthfulness
- Helpfulness
- Compromise
- Social Courage

As shown in Table 24, each of the scenarios contributed to at least one of the resulting factors. Further efforts to refine this measure should focus on eliminating redundancy so as to maximize the amount of information that can be obtained from the least number of options while still maintaining the component structure. Thus, the decision as to which scenarios to maintain was based on their contributions to the five factors. Those with the highest loading options on any of the factors were recommended for inclusion in future versions of the values surveys. These are items 1, 2, 6, 7, 9, 12, 13, and 15.

Table 24
Summary of Scenario Item Factor Loadings

Scenario	Number of options loading	Number of Factors
1	2	1
2	4	3
3	1	1
4	4	2
5	2	2
6	1	1
7	4	2
8	2	2
9	3	2
10	1	1
11	4	3
12	4	1
13	2	1
14	2	1
15	4	2

Scenario, Demographic Comparisons

Scenario scale scores were calculated by deriving the mean raw rating for all items that loaded highly (> .400) and uniquely (> .100 difference between loadings on different components) on a principal component. Each individual was thereby assigned five (5) scale scores:

- Selfishness (lower score indicates greater Selfishness)
- Truthfulness (lower score indicates more truth-telling)
- Compromise (lower score indicates more compromise)
- Social Courage (lower score indicates greater involvement)
- Helpfulness (lower score indicates greater helpfulness)

The alpha level was set to .001 for all statistical comparisons.

Gender. Gender differences were found for Selfishness, Truthfulness, and Helpfulness (Table 25). Males were more likely to choose the expedient route than females. Females were more inclined to be truthful than males. Females rated themselves as more willing to participate in helpful behavior than males.

Table 25
Component Score Gender Comparisons

Factor	Male	Female
Selfishness	3.36	3.57
Truthfulness	2.58	2.41
Compromise	2.33	2.28
Helpfulness	2.11	1.91
Social Courage	1.74	1.69

Race/Ethnicity. Respondents were categorized as White, Black, Hispanic, or Other. Significant omnibus differences were found for Selfishness, Social Courage, and Helpfulness (Table 26). Tukey's HSD test was used as a post-hoc analysis to determine which group differences were significant. Blacks were more inclined to endorse selfish responses than were Whites. Whites reported a greater willingness to become involved (social courage) than Blacks. Hispanics rated themselves as more inclined to be helpful than did Whites.

Table 26
Component Score Racial/Ethnic Comparisons

	Black	White	Hispanic	Other
Selfishness	3.33	3.43	3.39	3.37
Truthfulness	2.56	2.56	2.51	2.49
Compromise	2.35	2.30	2.37	2.33
Helpfulness	2.07	2.09	2.01	2.06
Social Courage	1.80	1.70	1.76	1.79

To further determine whether the race/ethnicity differences might be exacerbated by group differences in educational level, two-way ANOVAs (race/ethnicity x education level) were run for Selfishness, Social Courage, and Helpfulness. Although some significant education effects were found (see below), there was no significant interaction effect between race/ethnicity and education. Thus, there is an independent contribution of race/ethnicity that cannot be accounted for by educational differences.

Education. Respondents were categorized as having earned a GED or Less, High School Diploma, or More Than High School Diploma. Significant omnibus differences were found for Selfishness, Truthfulness, and Helpfulness (Table 27). Tukey's HSD test was used as a post-hoc analysis to determine which group differences were significant. All differences were found to be between the High School Diploma and the More Than High School Diploma groups. High school graduates were more likely to advocate the selfish response than those with further education. Individuals with higher education endorsed truth-telling and favored helpfulness more than high school graduates.

Table 27
Component Score Education Level Comparisons

	GED or Less	High School Diploma	More than High School Diploma
Selfishness	3.39	3.34	3.43
Truthfulness	2.57	2.60	2.52
Compromise	2.39	2.31	2.32
Helpfulness	2.05	2.12	2.06
Social Courage	1.68	1.75	1.73

Additional Analyses

Several additional steps were taken to examine the components derived from the scenarios. First, component scores were calculated using the highly-loading items as described earlier. These were simply the unweighted means of the items that loaded on each component.⁵

Given that a principal interest in this study lay in the seven core values, a means was sought to relate the scenario results to these dimensions. Unfortunately, as detailed earlier, none of the analyses conducted resulted in components that seemed similar to the core values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. Therefore, an alternate methodology was sought.

In a previous examination of the items from the SSMP (Item I-9 of the present survey), subject matter experts were asked to provide judgments as to how these items related to the core values. Their responses were pooled, with the results as shown in Table 28.

⁵ As a check, weighted means were also calculated. This was done by multiplying the response selected (1 = Very Likely – 4 = Very Unlikely) by the component loading for that option. Correlations between the weighted and unweighted means fell between .996 and 1.00, indicating that the two calculations yielded comparable scores. Following the advice of Duntzman (1989), the unweighted means were used in subsequent analyses because they “often produce approximate component scores that hold up better under cross-validation than the exact component scores” (p. 54).

Table 28
Relationship Between SSMP Items and Seven Core Values,
SME Judgments

Core Value	Item Number	Item wording: How important is each of the following to you personally?
Loyalty	9a	Loyalty to the United States Army
	9b	Loyalty to your unit or organization
Duty	9f	Commitment to working as a member of a team
	9g	Dedication to learning your job and doing it well
	9h	Personal drive to succeed in your work and advance
Respect	9l	Working with others tactfully and with military courtesy
	9m	Exhibiting excellent military bearing and appearance
Selfless Service	9d	Putting what is good for your fellow soldiers, unit, and the nation before your own welfare
	9e	Dedication to serving the United States, even to risking your own life in its defense
Honor	9i	Being honest, open, and truthful
Integrity	9c	Taking responsibility for your own actions and decisions
	9o	High moral standards both on-duty an off-duty
Personal Courage	9j	Being disciplined and courageous in battle

Using this as a guide, scores were calculated for each respondent on each value by taking the mean of the items as listed above. These were then correlated with the component scores for the scenarios to see if the results provide additional insight into the scenario outcomes. These results are shown in Table 29.

Table 29
Correlation of Scenario and SSMP/Core Value Scores

SSMP-derived core value scores	Scenario Factor 1: Selfishness	Scenario Factor 2: Truthfulness	Scenario Factor 3: Helpfulness	Scenario Factor 4: Compromise	Scenario Factor 5: Social Courage
Loyalty	-.284	.275	.302	-.002	.175
Duty	-.342	.213	.317	-.035	.238
Respect	-.294	.281	.316	-.006	.186
Selfless Service	-.310	.294	.340	-.017	.198
Honor	-.346	.242	.305	.028	.212
Integrity	-.366	.272	.345	.018	.237
Personal Courage	-.246	.185	.259	.028	.186

Overall, the direction of the relationships between the measures of the seven core values and the scenario component scores followed expectations. That is, the more negatively tinged response set from the situations (selfishness) correlated negatively with the core values. The reverse was true for those components representing positive actions, such as truthfulness, helpfulness and social courage. The compromise factor, which includes both positive and negative aspects, evidenced correspondingly mixed relationships with the core values. These outcomes suggest that the vignettes do indeed have some utility as measures of values and should be further explored and refined in future research.

DISCUSSION

The discussion that follows will focus on three of the central questions to this study:

- What do the data say about the values of today's new recruits?
- If efforts are undertaken to collect values data in the future:
 - what form should the instrument take?
 - when and how should it be administered?

The Values of Today's Recruits

Motivations for enlisting in the Army were the focus of the first three items of the survey. Overall it can be said that the so-called institutional motives of service to country, improving the world, and continuing a tradition of service weigh heavily with today's recruits, having been endorsed as very/extremely important by about half of the sample. However, it is also clear that the "occupational" values such as a steady job and good income were more of a motivational factor in the enlistment decision. As expected, this result varies by component, with pay and compensation issues being more important to the full-time, active duty soldiers than the "weekend warriors" of the Reserves and Guard. The data also suggest that such issues as pay and benefits were of greater importance in the more global evaluation of jobs than they were in the specific evaluations of the Army as an option. That is, a higher percentage of respondents rated the occupational values as very/extremely important in the context of "thinking about the kind of job you would like to have" than did so in regard to the decision to enlist in the Army.

The discussion above is bolstered by the response to Item I-3, in which the three most important reasons for enlisting were assessed. When the primary reason is examined, four of the five most often-cited reasons were consistent across components. Of these, two involved tangible outcomes (education benefits, job training), one is somewhat less tangible (self-discipline), and the last is clearly an institutional value (desire to serve country). Again, the primary motivations for these new recruits enlisting involved compensation and benefits received, but the values involving service were significant factors as well.

Work values were assessed through several items on the Survey of New Recruits, and the results were somewhat mixed. When asked in a forced-choice format, factors such as advancement and a steady income were selected more frequently than were fair treatment and helping others. And yet, some 60% of the sample agreed with such statements as "I feel a personal responsibility to preserve the environment," and "I feel it is a personal responsibility to make the world a better place." So, although personal aims and goals may be more important in the final analysis, more selfless concerns still carry substantial weight with these new recruits.

The Rokeach values scale was included in the survey as a more global measure of values that has been used extensively with civilian populations. Overall, there was resounding endorsement of the values included here such as freedom, self respect, happiness, and family security. These were rated as extremely or very important by 70% or more of the sample. The only exception to this rule was "social recognition," which was rated in this manner by 56% of respondents.

Military values as measured by items from the SSMP, were also widely endorsed by these new recruits. In fact, they generally received stronger support than either of the other samples for which data were available (1986, 1996). However, this may be a by-product of the relative youth of the current sample. If longitudinal data collection is undertaken, evidence will be available as to how these views are affected by real world experiences over time.

In summary, it can be said that the overall values of new recruits are strong. Both in terms of their reasons for enlisting in the Army and from a more general perspective. It is apparent that personal concerns somewhat outweigh more global issues in importance, however this is not to suggest that there is not a strong feeling of social responsibility among this group. Service to country and one's impact on the world at-large are of importance to large segments of those entering today's Army.

Future Data Collection Efforts

Given the importance of values both in and out of the military, there may be an interest in continuing to assess the values of new recruits, as well as monitoring the evolution of those values over time. The latter can be accomplished in a cross-sectional manner (e.g., sampling individuals at one time who are at various points in their careers) or through a longitudinal methodology (administering the survey to the same individuals at various times in their careers). The discussion that follows focuses on two major questions that must be answered if such efforts are to be undertaken. First, what does the present research tell us about the content of a future values survey? And how should this be administered so as to be technically vigorous, minimally disruptive, and cost-effective?

Proposed Instrument

In addition to assessing the values new recruits bring to the Army and the establishment of an initial database of new recruit values, a final objective of this effort was to establish a system for tracking soldiers' values from the beginning of initial entry training through the first tour of duty. An integral component of this system for tracking values was to be a 30 minute survey instrument. Based on the results from the current survey, a proposed instrument was drafted (see Appendix). This instrument consists of the Moskos occupational and institutional values scales, the adapted "Generation X" items measuring preferences for co-workers and social responsibility, the personal beliefs items from the SSMP, and a variety of background items for use in future analyses. In drafting this survey, special attention was given to ensure the wording would be applicable to new recruits and soldiers throughout the first term of enlistment. The rationale for selecting these particular items was as follows:

- The Moskos scales address an important component of military service; whether one views such service in terms of the personal benefits that will accrue from it and/or as making a larger contribution to the nation. These items or variants thereof have been used in a variety of settings, including international. These data can provide a backdrop against which such views can be monitored over time and over the course of a soldier's career.

- The Generation X items yielded some variance, and thus two potentially valuable scales tapping tolerance for diversity and feelings of social responsibility. Note that the third factor, which included items regarding job dissatisfaction and earning a comfortable living, is less readily interpretable suggesting that these items can be dropped in the interest of a shorter survey.
- The SSMP items tap domains that are especially important in a military context (e.g., loyalty to Service, unit loyalty). Although in this case they failed to yield the components found in prior research, this may be a function of the relative youth and inexperience of the sample. In any case, the evolution of these views over time could yield important information about the impact of Army career events on the soldiers who experience them.

The scenarios were largely experimental measures that sought a more realistic values assessment methodology. Asking respondents to indicate how they think they would behave in different situations that involve moral or ethical judgments potentially tells more about their values structure than do straightforward agreement or importance ratings. This is particularly true to the extent that the situations created mirror real-life dilemmas and the options provided include "shades of gray" in terms of their perceived correctness.

The results achieved with the scenarios used in the Army Survey of New Recruits were encouraging in a number of respects. The fact that conceptually clear components were identified through the analyses suggests that the items and options presented do have a foundation underlying them. The relationships found between these components and other scale scores were generally moderate, suggesting that there is some tie-in while at the same time indicating that the situations are tapping into different domains. Concerns with the number of situations and the time required to respond to them can best be addressed by limiting the set to those that contribute significantly to the five components found through this research (e.g., scenarios 1, 2, 6, 7, 9, 12, 13, and 15).

Implementation of Values Survey

In addition to the development of a proposed instrument, various options for the continuation of data collection from new recruits and for the cross-sectional look at values across the first term of enlistment were also identified and evaluated. Based on these evaluations, recommendations for future efforts are offered.

New Recruits. The two options identified and evaluated for the future collection of values data from new recruits were amending the current U.S. Army Recruiting Command's (USAREC) New Recruit Survey to include the values items or continuing with the current, separate in-person administration of surveys at the reception battalions. Both options have advantages and limitations. The USAREC survey would be more efficient (i.e., linking of related efforts into a single project); and would be less expensive, due to the lower costs associated with mail-out versus in-person administration. Unfortunately, the mail-out format leads to the primary limitation of this option – low response rate. USAREC currently receives completed surveys from approximately 28 percent of survey participants. In addition to higher

response rates, in-person administration has the advantage of eliminating possible differences in results due to changes in administration procedures.

Based on the advantages and limitations of the two options, a hybrid version of the two is recommended. This hybrid would consist of including the appropriate values items in the USAREC New Recruit Survey, thereby taking advantage of the efficiencies involved in linking the efforts; but administer the survey in group sessions at the reception battalions to increase the response rate. It is also recommended that this option be implemented biennially. Based on the literature review, there is no reason to suspect that values among American youth change significantly within one year and this format helps minimize the already significant survey burden on soldiers.

Using FY 1997 accession figures, the minimum sample sizes necessary to ensure a representative sample (at the .05 level) for any follow-on effort to assess new recruit values are reported in Table 30. The organization charged with these survey administrations should be aware of three potential constraints before developing its administration plan. First, the amount of open time in training schedules is minimal. The administrations will most likely need to be conducted on weekends. Second, the training schedule is based on group activities. This means that the responsible organization will have to plan on surveying whole platoons; vice selected individuals that, based on a demographic characteristic, match a sampling plan. And finally, the responsible organization will have to take into account that up to a third of each platoon may be a member of the Army Reserve or National Guard, therefore over-sampling will be necessary. Taking all of these factors into account, the ideal survey administration plan would consist of all new recruits completing the survey during their initial in-processing to the reception battalions. This process, while not necessarily practical, would seem to be more efficient and would have the advantage of a census vice a sample survey.

Table 30
Minimum New Recruit Sample Sizes

Race/ Ethnicity	Male		Female	
	Accessions	Sample	Accession	Sample
White	39,120	380	7,965	367
Black	12,446	375	5,289	361
Hispanic	6,009	361	1,227	297
Other	2,881	341	790	260
Total	60,456	1,457	15,271	1,285

Source of Accession Data: FY 1997 Population Representation in the Military Services Report
 Note: samples based on work of Krejcie, R.V. and Morgan, D.W. in "Determining Sample Size for Research Activities," *Educational and Psychological Measurement*, 1970, 30, 607-610.

Youth Attitude Tracking Study (YATS). One limitation of the data collected from new recruits, regardless of the final administration option implemented, is the impact of the recruiting process on the attitudes and opinions of new recruits. Given the realities of conducting research in an applied setting, it is not practical to attempt to design a project where this type of interaction could be partialled out. The Youth Attitude Tracking Study (YATS) presents an opportunity to collect related data that could be used to increase the understanding of values among both youth in general and those who opt to serve in the military.

The YATS is an annual computer-assisted telephone interview (CATI) of a nationally representative sample of 10,000 young men and women (16 to 24 years of age) sponsored by the Department of Defense's Accession Policy Directorate. YATS provides policy makers and the Services' recruiting commands with information on the propensity, attitudes, and motivations of young people toward military service. The Army can propose additions to the YATS via the USAREC representative to the Joint Market Analysis and Research Committee (JMARC). Given both the emphasis on core values by all Services and potential use of values-related information in recruiting operations, the addition of values items to YATS should have considerable support among JMARC members. It is recommended that the USAREC representative to the JMARC propose the addition to YATS of a modified version (i.e., making the items applicable to the intended audience) of the personal values items from the SSMP for use during the next administration cycle.

First Term of Enlistment. In the cross-sectional assessment of values across the first term of enlistment, it is recommended that data be collected at three points: the end of the training pipeline, middle of the first term, and at the re-enlistment decision point. The rationale behind the selection of these collection points is as follows:

- The end of the training pipeline represents the culmination of the period of socialization into Army life. Data from this collection, when compared with new recruit results, can be used to assess the effectiveness of the socialization process.
- By collecting data from soldiers at the middle of their initial enlistment and comparing it with data from the two previous collections, an assessment can be made as to the impact of operational duty on values. If significant decreases are noted at this point, it may be indicative of a need for refresher training or re-socialization.
- Finally, by collecting data at the re-enlistment decision point comparisons can be made between the values of those who opt to re-enlist versus those who opt to separate. This information could be used in retention policy decisions.

While a contract option for gathering data at the three collection points was considered, it was determined that Army channels existed that would be more cost effective and efficient. It is recommended that the end of training data collection be the responsibility of TRADOC. The previously discussed survey should become part of soldiers' out-processing activities. It should be completed and turned in before the soldier receives his/her final materials for assignment to his/her initial duty post. Like the recommended New Recruit Survey procedure, this method would also result in a census survey. Completed surveys would be forwarded to ARI for analysis. The remaining two data collection points should become the responsibility of the ARI survey office (ARI/APSO). It is recommended that the SSMP be modified to also include the values items from the proposed survey that are not already part of this measure and that the sampling plan be modified to collect sufficient data from mid-term and re-enlistment decision point soldiers to make valid comparisons within and between these groups. Minimum sample sizes to ensure a representative sample (at the .05 level) were calculated using the FY 1997 accession data adjusted for attrition using the current overall Army attrition rates (24 and 36 month). These sample sizes are reported in the following table.

Table 31
Minimum Sample Sizes – Midterm and Re-Enlistment Decision Point

Race/ Ethnicity	Midterm				Re-Enlistment Decision Point			
	Male		Female		Male		Female	
	Force	Sample	Force	Sample	Force	Sample	Force	Sample
White	29,262	379	5,958	361	26,523	379	5,400	354
Black	9,310	370	3,956	351	8,438	368	3,586	351
Hispanic	4,495	354	918	274	4,074	351	832	265
Other	2,155	327	591	234	1,953	322	536	226
Total	45,222	1,430	11,423	1,220	40,988	1,420	10,354	1,196

Force is equal to FY 1997 accessions adjusted for attrition of 25.2% for midterm and 32.2% for re-enlistment decision point (Source of attrition data: Defense Manpower Data Center). These attrition rates represent the overall Army attrition rates at the 24 and 36 months of service points. Resulting sample sizes based on work of Krejcie, R.V. and Morgan, D.W. in "Determining Sample Size for Research Activities", *Educational and Psychological Measurement*, 1970, 30, 607-610.

It is further recommended that this cross-sectional assessment be a periodic effort. As was stated previously, the survey burden of troops is already relatively high and efforts should be made to keep further burdens to a minimum. Generational studies of values in the literature used at least a 10 year interval between groups studied (Hoge, Hoge, & Wittenberg, 1987). It is therefore recommended that this cross-sectional effort be replicated no more frequently than every 10 years unless results of the biennial assessment of new recruit values warrant a change in the data collection schedule.

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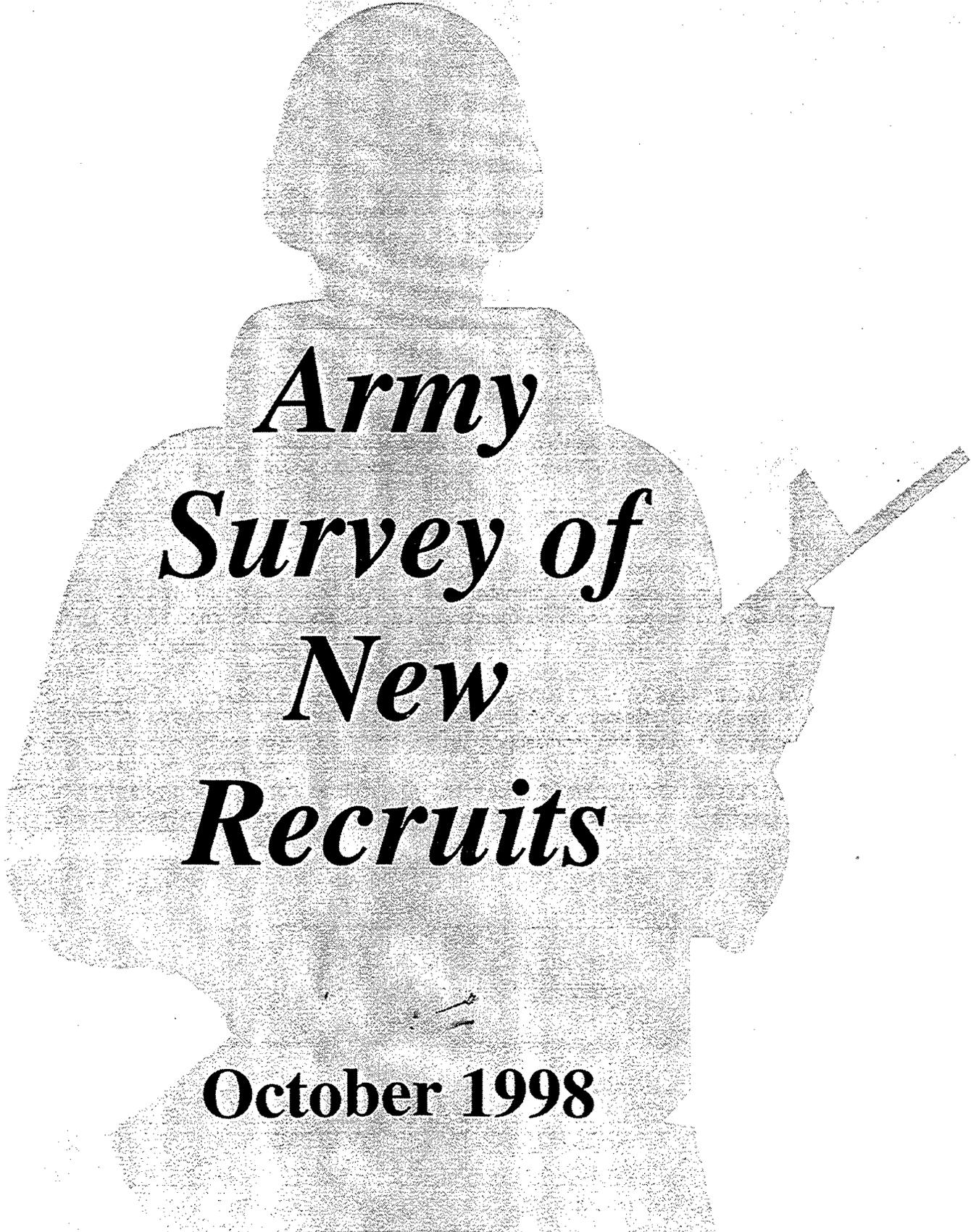
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AN ASSESSMENT OF THE VALUES OF NEW RECRUITS

APPENDIX A:

Army Survey of New Recruits

SURVEY APPROVAL AUTHORITY: U.S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES
SURVEY CONTROL NUMBER: TAPC-ARI-AO-98-15
RCS: MILPC-3



*Army
Survey of
New
Recruits*

October 1998



MARKING INSTRUCTIONS

- Use a No. 2 pencil.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



PURPOSE

This survey is being conducted to assess the viewpoints and opinions of new recruits entering the Army. The results will be analyzed on a group basis only. No attempt will be made to link respondents and their answers. There are no right or wrong answers, so please respond as honestly as possible. The results will be used for research purposes only. Thank you for your participation.

PRIVACY ACT STATEMENT:

PURPOSE: This questionnaire was designed by the U.S. Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333-5600, to obtain information on the attitudes and opinions of new recruits.

USES: All information collected in this questionnaire is confidential. It will be used for research designed to inform program and policy decision-making.

PRIVACY: Under no circumstances will any information that identifies individuals be released to anyone. No one outside the research team will have access to individual data. Your answers will be combined with answers from many others.

PARTICIPATION: Your participation in this survey is voluntary, and you will not be penalized should you decide not to respond. You may skip any questions to which you object, but please answer questions honestly. Your answers are very important because they represent many other individuals like yourself.

AUTHORITY: Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purposes and uses to be made of the information collected. The Department of the Army may collect the information requested in this survey under the authority of 10 United States Code, Section 2358.

A-1. Duty Status:

Regular Reserve Guard

PART I. WHAT'S IMPORTANT TO YOU

I-1. In thinking about the kind of job you would like to have, how important are each of the following? A job that:

- Not at all important
Slightly important
Moderately important
Very important
Extremely important

- a. Gives me a chance to serve my country well ① ② ③ ④ ⑤
- b. Is steady; no chance of being laid off ① ② ③ ④ ⑤
- c. Gives me a chance to make the world a better place ① ② ③ ④ ⑤
- d. Offers good pay ① ② ③ ④ ⑤
- e. Offers good fringe benefits ① ② ③ ④ ⑤

I-2. Indicate how important the following were in your decision to enlist in the Army:

- Not at all important
Slightly important
Moderately important
Very important
Extremely important

- a. Wanted to serve my country ① ② ③ ④ ⑤
- b. Job security ① ② ③ ④ ⑤
- c. Opportunities for promotion ① ② ③ ④ ⑤
- d. Good retirement benefits ① ② ③ ④ ⑤
- e. To continue a family tradition of military service ① ② ③ ④ ⑤
- f. Job opportunities looked better than in civilian life ① ② ③ ④ ⑤
- g. A secure job with promotions and favorable retirement benefits .. ① ② ③ ④ ⑤

I-3. Listed below are some reasons why persons join the Army. For questions 3a, 3b, and 3c, please select the first, second, and third most important reasons, respectively, that influenced you to join the Army.

1. Army advertising
2. Army recruiter
3. Desire to serve my country
4. Develop self discipline
5. Earn more money than previous job(s)
6. Educational benefits
7. Family support services
8. Get away from a personal problem
9. Influence of family
10. Influence of friends
11. Lack of civilian employment opportunities
12. Medical care
13. Military tradition in family
14. Need to be on my own
15. Pay and allowances
16. Retirement pay and benefits
17. Security and stability of job
18. Training in job skills
19. Travel

3a. Mark the ONE number that corresponds to the MOST important reason you joined the Army.

- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲

3b. Mark the ONE number that corresponds to the SECOND MOST important reason you joined the Army.

- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲

3c. Mark the ONE number that corresponds to the THIRD MOST important reason you joined the Army.

- ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲

I-4. In choosing jobs, is it more important that the job provide you: (Select the *one option* from each pair that is more important to you.)

- a. Opportunity for advancement A chance to help others
- b. A steady income A feeling of accomplishment
- c. The ability to plan your work with little supervision Fair treatment by your employer
- d. The ability to plan your work with little supervision A steady income
- e. A chance to help others A feeling of accomplishment
- f. A chance to help others Fair treatment by your employer
- g. The ability to plan your work with little supervision A chance to help others
- h. A feeling of accomplishment Opportunity for advancement
- i. Fair treatment by your employer A feeling of accomplishment
- j. A feeling of accomplishment The ability to plan your work with little supervision
- k. Fair treatment by your employer Opportunity for advancement
- l. A steady income A chance to help others
- m. Opportunity for advancement A steady income
- n. Opportunity for advancement The ability to plan your work with little supervision
- o. Fair treatment by your employer A steady income

I-5. How important is it that a job provide you with:

Not at all important
Slightly important
Moderately important
Very important
Extremely important

- a. An opportunity to work for an organization that inspires loyalty ... ① ② ③ ④ ⑤
- b. Self respect ① ② ③ ④ ⑤
- c. A chance to help others regardless of personal gain ① ② ③ ④ ⑤
- d. A sense of honor ① ② ③ ④ ⑤
- e. An environment where honesty is valued ① ② ③ ④ ⑤
- f. An opportunity to display personal courage ① ② ③ ④ ⑤
- g. An environment where a sense of duty is valued ① ② ③ ④ ⑤
- h. An opportunity to work for and with honorable people ① ② ③ ④ ⑤

I-6. How important is it to you that you work for an organization that:

Not at all important
Slightly important
Moderately important
Very important
Extremely important

- a. provides for a balanced life ① ② ③ ④ ⑤
- b. offers flexible work schedules ① ② ③ ④ ⑤
- c. assigns you tasks and projects that are challenging ① ② ③ ④ ⑤
- d. gives frequent performance feedback ① ② ③ ④ ⑤
- e. accommodates family responsibilities ① ② ③ ④ ⑤
- f. offers short-term projects ① ② ③ ④ ⑤
- g. offers a variety of perks ① ② ③ ④ ⑤
- h. rewards your loyalty with loyalty ... ① ② ③ ④ ⑤
- i. has high ethical standards ① ② ③ ④ ⑤
- j. enhances your status in the community ① ② ③ ④ ⑤
- k. promotes social equality ① ② ③ ④ ⑤
- l. has views consistent with your own concerning the environment .. ① ② ③ ④ ⑤

I-7. How much do you agree or disagree with each of the following statements?

Strongly Disagree
Disagree
Neither Agree Nor Disagree
Agree
Strongly Agree

- a. If a person is dissatisfied with his/her job, he/she should leave ... ① ② ③ ④ ⑤
- b. I prefer working with members of my own sex ① ② ③ ④ ⑤
- c. It is harder to earn a comfortable living today than it was for my parents ① ② ③ ④ ⑤
- d. I am reluctant to commit to a long-term personal relationship ... ① ② ③ ④ ⑤
- e. I feel it is a personal responsibility to preserve the environment ① ② ③ ④ ⑤
- f. I prefer working with people from the same racial and ethnic background as me ① ② ③ ④ ⑤
- g. I feel it is a personal responsibility to make the world a better place .. ① ② ③ ④ ⑤

I-8. How important is each of the following to you personally?

Not at all important
Slightly important
Moderately important
Very important
Extremely important

- a. A comfortable life ① ② ③ ④ ⑤
- b. An exciting life ① ② ③ ④ ⑤
- c. A sense of accomplishment ① ② ③ ④ ⑤
- d. A world at peace ① ② ③ ④ ⑤
- e. A world of beauty ① ② ③ ④ ⑤
- f. Equality ① ② ③ ④ ⑤
- g. Family security ① ② ③ ④ ⑤
- h. Freedom ① ② ③ ④ ⑤
- i. Happiness ① ② ③ ④ ⑤
- j. Inner harmony ① ② ③ ④ ⑤
- k. Mature love ① ② ③ ④ ⑤
- l. National security ① ② ③ ④ ⑤
- m. Pleasure ① ② ③ ④ ⑤
- n. Salvation ① ② ③ ④ ⑤
- o. Self-respect ① ② ③ ④ ⑤
- p. Social recognition ① ② ③ ④ ⑤
- q. True friendship ① ② ③ ④ ⑤
- r. Wisdom ① ② ③ ④ ⑤

I-9. How important is each of the following to you personally?

Not at all important
Slightly important
Somewhat important
Moderately important
Quite important
Very important
Extremely important

- a. Loyalty to the United States Army ① ② ③ ④ ⑤ ⑥ ⑦
- b. Loyalty to your unit or organization ① ② ③ ④ ⑤ ⑥ ⑦
- c. Taking responsibility for your actions and decisions .. ① ② ③ ④ ⑤ ⑥ ⑦
- d. Putting what is good for your fellow soldiers, unit, and the nation before your own welfare ① ② ③ ④ ⑤ ⑥ ⑦
- e. Dedication to serving the United States, even to risking your own life in its defense ① ② ③ ④ ⑤ ⑥ ⑦
- f. Commitment to working as a member of a team ① ② ③ ④ ⑤ ⑥ ⑦
- g. Dedication to learning your job and doing it well ① ② ③ ④ ⑤ ⑥ ⑦
- h. Personal drive to succeed in your work and advance ... ① ② ③ ④ ⑤ ⑥ ⑦
- i. Being honest, open, and truthful ① ② ③ ④ ⑤ ⑥ ⑦
- j. Being disciplined and courageous in battle ① ② ③ ④ ⑤ ⑥ ⑦
- k. Standing up for what you firmly believe is right ① ② ③ ④ ⑤ ⑥ ⑦
- l. Working with others tactfully and with military courtesy ... ① ② ③ ④ ⑤ ⑥ ⑦
- m. Exhibiting excellent military bearing and appearance ① ② ③ ④ ⑤ ⑥ ⑦
- n. Equal opportunity regardless of gender ① ② ③ ④ ⑤ ⑥ ⑦
- o. High moral standards both on-duty and off-duty ① ② ③ ④ ⑤ ⑥ ⑦
- p. Building and maintaining physical fitness and stamina.. ① ② ③ ④ ⑤ ⑥ ⑦

PART II. BACKGROUND

II-1. Have you participated in Values Training since entering the Army?

- Yes
- No - skip to question II-4

II-2. Approximately how long ago did you take part in this training?

- Today
- Two to seven days ago
- Two to three weeks ago
- Four weeks ago or more

II-3. How many sessions of Army Values Training have you gone through?

- 1 session
- 2 sessions
- 3 sessions
- 4 sessions
- 5 or more sessions

II-4. Are you ...

- Male
- Female

II-5. How old are you?

- Less than 18 years old
- 18 years old
- 19 years old
- 20 years old
- 21 years old or older

II-6. Are you of Hispanic/Spanish origin or ancestry (of any race)?

- No
- Yes, Mexican/Mexican American/Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, Other Hispanic/Spanish

II-7. What race do you consider yourself to be? (Mark only one.)

- American Indian, Eskimo, or Aleut
- Asian or Pacific Islander
- Black
- White

II-8. What is your marital status?

- Married for the first time
- Remarried, was divorced or widowed
- Legally separated or filing for divorce
- Single and never married
- Widowed
- Divorced

II-9. How many dependant children do you have?

- None
- One
- Two
- Three or more

II-10. What is the highest level of education you have completed?

- Some high school, but no diploma, certificate, or GED
- GED/high school equivalency
- High school diploma
- Some college but no degree
- Associate's (2-year) degree
- Bachelor's degree (e.g., B.A., B.S., or equivalent)
- Graduate degree (Master's, Doctorate)
- Technical license or certificate

II-11. Since you were 16 years old, how many different employers have you worked for?

- None
- One
- Two
- Three
- Four
- Five
- Six or more

II-12. Where did you grow up mostly?

- On a farm
- In a small town (under 5,000 people) or the country - but not on a farm
- In a small city or town (5,000 to 50,000)
- In a medium-sized city (50,000 - 100,000)
- In a suburb of a medium-sized city
- In a large city (100,000 - 500,000)
- In a suburb of a large city
- In a very large city (over 500,000)
- In a suburb of a very large city

II-13. When you were seven, who lived in the same household with you? (Mark all that apply.)

- Father
- Male Guardian
- Mother
- Female Guardian
- Brother(s) and/or Sister(s)
- Grandparent(s)
- Other relative(s)
- Non-relatives

II-14. When you were 15, who lived in the same household with you? (Mark all that apply.)

- I lived alone
- Father
- Male Guardian
- Mother
- Female Guardian
- Brother(s) and/or Sister(s)
- Grandparent(s)
- My husband/wife
- My children
- Other relative(s)
- Non-relatives

II-15. How many OLDER brothers/sisters do you have?

- None
- One
- Two
- Three
- Four
- Five
- Six or more

II-16. How many YOUNGER brothers/sisters do you have?

- None
- One
- Two
- Three
- Four
- Five
- Six or more

II-17. How often do you attend religious services?

- Never
- Rarely
- Once or twice a month
- About once a week or more

II-18. Which of the following do you like to do? (Mark all that apply.)

- Watch TV
- Go to movies
- Go to concerts
- Ride around in a car or motorcycle just for fun
- Participate in community affairs or volunteer work
- Play a musical instrument or sing
- Do creative writing
- Actively participate in sports, athletics, or exercising
- Do art or craft work
- Work around the house, garden, car, etc.
- Get together informally with friends
- Go shopping or window-shopping
- Spend at least one hour of leisure time alone
- Read books, magazines, or newspapers
- Go to taverns, bars, or nightclubs
- Go to parties or other social affairs

PART III. SITUATIONS

Read each of the following short stories. After each one there are four possible courses of action. For each of the four actions, please indicate the likelihood that you would take the action suggested. When responding to these stories, keep in mind that there could be two or more courses of action that you think you would be just as likely to take.

III-1. Your best friend is accused of cheating on a final exam and must appear at a hearing of the Student Ethics Board. You know that she actually did cheat because you witnessed her copying answers down from a "cheat sheet" she prepared before class.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Refuse to attend the hearing and/or refuse to testify against your best friend ① ② ③ ④
- b. Try to "bluff" your friend into believing that you will testify if she doesn't tell the truth ① ② ③ ④
- c. Attend the hearing and see what others say and then follow their lead (e.g., if someone else admits to seeing your friend cheat you do the same; if someone claims not to have seen your friend cheat then you also say you saw nothing) ① ② ③ ④
- d. Attend the hearing and tell the truth regardless of what anyone else does or says ① ② ③ ④

III-2. While walking through the mall, you notice a group of teenagers loudly making fun of a handicapped man nearby. Though he pretends not to hear what they are saying, he is clearly uncomfortable and hurt by their remarks about his handicap. Everyone else seems to be trying to ignore the situation hoping the teenagers will eventually stop or move on.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Approach the teenagers and ask them to stop harassing the handicapped man ① ② ③ ④
- b. Ignore it like everyone else and hope the teenagers find another target ① ② ③ ④
- c. Join the teenagers in making fun of the man and his handicap ① ② ③ ④
- d. Try to find a security guard or other mall personnel to handle the situation..... ① ② ③ ④

III-3. You're working part-time as a telemarketer promoting a new product. Based on the calls you have made and your own examination of the product, you're starting to have serious doubts about whether it meets the claims you are making for it. You have approached your supervisor with your concerns. However, each time you have done so she has told you to just not "worry about it."

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Quit and alert the proper authorities of your concerns ① ② ③ ④
- b. Quit and keep your concerns to yourself ① ② ③ ④
- c. Continue to sell the product until you get a new job, then quit and let someone else worry about it ① ② ③ ④
- d. Reword the sales pitch and downplay the claims made while continuing to promote the product ① ② ③ ④

III-4. A heated debate breaks out in one of your classes one day over a topic that you have strong opinions about. Before you say anything it becomes clear that everyone in the class has taken the opposite position to yours. The only exception is a student who is very unpopular. You agree with what he is saying and can think of arguments of your own to support his.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Keep out of the debate ① ② ③ ④
- b. Announce to the class that you agree with the lone student's position and offer your own arguments to support his ① ② ③ ④
- c. Stay out of the debate during class, but afterwards approach the student in private and tell him how much you agreed with everything he said ① ② ③ ④
- d. Join the other students in criticizing and arguing against the lone student's position ① ② ③ ④

III-5. The elderly woman next door is looking for someone to mow her lawn every week and perform some other routine maintenance on her house. She lives alone and is unable to do it herself. She can't afford to hire a professional service to do the chores because she doesn't have a lot of money, but she is willing to give anyone who volunteers what she can. Most of the other neighbors have already told her that they are unable to do it, and someone has told you that she plans on approaching you next.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Agree to do what the elderly woman needs done for free ① ② ③ ④
- b. Agree to do whatever you can and accept whatever money the elderly woman offers ① ② ③ ④
- c. Avoid the elderly woman and hope that she will find someone else during that time ① ② ③ ④
- d. Make up an excuse for not being able to do the work ① ② ③ ④

III-6. Last night you saw your immediate supervisor at a party. You were surprised to see him there because he was supposed to be at work. The next day he comes to you and asks you to vouch that he was really sick and that's why he didn't make it into work. Based on past experience, you know he'll probably be fired if the truth comes out. You're next in line for his job which pays quite a bit more than you currently earn.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Back up your supervisor on his story of being unexpectedly ill ① ② ③ ④
- b. Call your supervisor's boss and tell him the real reason he was not at work last night ① ② ③ ④
- c. Tell your supervisor that you will only vouch for him if he schedules you for your preferred hours from now on ① ② ③ ④
- d. Tell your supervisor that you won't lie for him but also assure him that you won't turn him in ① ② ③ ④

III-7. You're a member of a youth group that plays big brother/sister to local kids. There is a trip to the zoo coming up this weekend and all the kids are excited about going. One of the adult volunteers, however, has unexpectedly pulled out. If the group can't find a replacement for her the trip will have to be cancelled or the number of kids going will have to be reduced because there are just not enough chaperones. You have been approached about taking her place, but already have some big social plans of your own for the weekend.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Explain that you already have important plans of your own and just can't do it ① ② ③ ④
- b. Tell them that there has been a death in your family and you have to attend the funeral so you can't go on the trip. ① ② ③ ④
- c. See if you can change your weekend plans so you can help out on the zoo trip ① ② ③ ④
- d. Put your plans on hold and go along on the zoo trip ① ② ③ ④

III-8. While staying late at work one night you stumble across performance evaluations for yourself and some of your co-workers. These evaluations contain sensitive information and are supposed to be confidential. Everyone else has gone home for the day, so you're alone.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Look at the performance evaluations but tell no one what you saw ① ② ③ ④
- b. Put the evaluations away without looking at them ① ② ③ ④
- c. Make photocopies of the evaluations so you can read them in detail ① ② ③ ④
- d. Look at your evaluation only and ignore the others ① ② ③ ④

III-9. A couple of days ago, you agreed to work on an important team project at work. You don't find the project very exciting and you don't enjoy working with some of the other team members. Nevertheless, you agreed to do it to help them out of a serious bind. Today, you got an offer to join a project just getting started from your best friend at the company. The work requirements of this new project, however, would require you to have to drop the other project.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Join the project just getting started and quit the one you had already agreed to work on ① ② ③ ④
- b. Stay with the project you had already committed yourself to ① ② ③ ④
- c. Try to do both projects ① ② ③ ④
- d. Find someone to take your place on the first project, so that you can take part in the project being started by your best friend ① ② ③ ④

III-10. One of your friends isn't very popular with some of your other friends. In fact, they absolutely hate the guy and tell you so whenever they get an opportunity. Though you admit he can be annoying sometimes, you really don't think he's all that bad. One day your other friends are sitting around making fun of the guy.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Say nothing when your other friends continue to make fun of the guy ① ② ③ ④
- b. Join your other friends in trashing the "loser" ① ② ③ ④
- c. Defend your friend by explaining that he's not as bad as everyone thinks ... ① ② ③ ④
- d. Get up and leave ① ② ③ ④

III-11. You were recently hired to monitor a company's equipment to make sure it keeps running during non-peak performance hours (10 PM to 6 AM every night). It's a dull, uneventful job and largely unsupervised. One night after your boss has officially left for the remainder of the shift, several of your co-workers break out some beers. They tell you that it's OK and ask you to join them. They claim that nothing will happen and that they do this all the time.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Join your co-workers and have a few beers ① ② ③ ④
- b. Politely decline your co-workers' offer and keep "mum" about it to your foreman ① ② ③ ④
- c. Alert your foreman to what goes on while he's not at the plant ① ② ③ ④
- d. Tell your co-workers that what they're doing is inappropriate, but that as long as they keep you out of it you won't turn them in to the foreman ① ② ③ ④

III-12. Last night you forgot to lock the front door to the store where you work; a serious mistake. Though you are at fault for this, the store manager is convinced that one of your co-workers is to blame. She has no hard evidence of this other than the fact that this particular co-worker has a history of being somewhat unreliable. Unless you come forward and admit your mistake, your co-worker will probably be demoted and maybe even let go.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Do nothing and let your co-worker take the fall for your mistake ① ② ③ ④
- b. Do whatever is needed to make sure that your co-worker is blamed and not you ① ② ③ ④
- c. Come forward and admit to your boss that it was you who left the door unlocked ① ② ③ ④
- d. Don't admit the truth, but do everything possible to persuade your boss to take it easy on your co-worker ① ② ③ ④

III-13. A classmate comes to you one day asking for help on a presentation that he needs to make for one of his classes. You're surprised that he approaches you about it, because he has always gone to great lengths to embarrass you or in other ways make your classes with him miserable. He seems really desperate, though, and could probably use your assistance.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Agree to help your classmate out on his presentation ① ② ③ ④
- b. Agree to help your classmate only if he promises to not bother you in the future ① ② ③ ④
- c. Turn your classmate down ① ② ③ ④
- d. Politely invent an excuse as to why you can't help him out, but recommend a few people who might .. ① ② ③ ④

III-14. The parents of one of your best friends indicate that they would like to talk to you about her behavior. She hasn't been doing very well in school for the past several months and they're concerned about changes recently in her mood and habits. You know that your friend has been partying a lot lately but you didn't think that it had become anything serious. The day before you're supposed to meet with her parents, your friend introduces you to some of her "new" buds. From what you've heard, these new friends have a well-earned reputation around school for heavy partying, including drugs.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Do nothing for now other than warn your friend that if she doesn't turn her act around soon you're going to turn her in to her parents or a school counselor ① ② ③ ④
- b. Talk to a counselor at school in strict confidence and tell her that you're concerned about your friend ① ② ③ ④
- c. Brush it off and tell her parents that she's just a little stressed and that it's nothing to be overly concerned about. ① ② ③ ④
- d. Tell her parents everything about her new buds and her recent partying schedule ① ② ③ ④

III-15. A few days before the algebra midterm your best friend tells you he "found" a copy of the test that will be given. He's willing to share it with you for free in return for your help in selling it to other kids in the class. He needs your help because time is so tight.

Very Unlikely
Somewhat Unlikely
Somewhat Likely
Very Likely

How likely is it that you would ...

- a. Tell him you don't want to be a part of selling it, but you'll buy a copy ① ② ③ ④
- b. Tell him you want nothing to do with the whole thing ① ② ③ ④
- c. Agree to help him sell the test and accept the free copy ① ② ③ ④
- d. Leave an anonymous note for the algebra teacher informing her that the test has been compromised ① ② ③ ④

AN ASSESSMENT OF THE VALUES OF NEW RECRUITS

APPENDIX B:

Manual for Administration

MANUAL for ADMINISTRATION

**ARMY SURVEY OF NEW
RECRUITS (ASR)**

3 OCT 98 – 1 DEC 98

**U.S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES (ARI)**

OCTOBER 1998

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- Test Administrator (TA) Checklist
- Directions Participants Read in Survey Booklet

SECTION I

PREPARATION FOR ASR SURVEY ADMINISTRATION

1. Introduction

The senior leadership of the Army, to include the Chief of Staff, realizes the important role values play in the Army. Values allow the operating norms and rules of the Army to become meaningful, stable, positive; and hence, capable of being internalized. In the past, the Army has collected data on the values of active duty soldiers; however, there is only limited knowledge of the values new recruits bring to the Army. In this effort, the Army Core Values--Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage--along with other values applicable to the youth market will be assessed among Army recruits. The results of this assessment will be used to establish the basis for tracking soldier values from initial entry through the first tour of duty.

The *Army Survey of New Recruits* has three parts: (1) What's important to you?; (2) Background; and (3) Situations. Following marking instructions, a purpose statement and privacy act statement, Part I contains nine items which ask soldiers what is important to them. Part II contains 18 items about the soldier's personal background. Part III presents 15 different scenarios or short stories. Following each scenario, four possible courses of action are provided and soldiers are asked to indicate the likelihood that they would take each of the actions suggested. Individuals may complete the instrument in as few as 30 minutes. More than likely, most soldiers will need more time than 30 minutes to complete the survey. An hour of time is to be provided for soldiers to complete the ASR. If this is insufficient, TAs are to have soldiers stop at the point they reached when an hour transpired. Next the soldier will be given a 15 minute break and proceed to take the SDQ.

We will be administering the *Army Survey of New Recruits* from 3 October 1998 through 1 December 1998. The plan is to survey a minimum of 6,000 active duty Army soldiers across six installations.

Points of Contact Information

Points of Contact (POCs) have been identified at the Army Research Institute (ARI), HumRRO, and at each survey administration site (refer to the *Key Personnel Address Book* found in the Appendices) who will assist the Senior Test Administrator, as needed. Since Test Administrators work for HumRRO, the proper procedure to follow when something comes up is to first contact HumRRO (e.g., Brian Waters, Jessica Turner, or Eric Wetzell) via phone, fax, or e-mail. Following some discussion, the next plan of action (e.g., contacting ARI) will be determined. In general, the appropriate POC at HumRRO should be notified if problems arise with the materials/equipment or if there are questions concerning survey administration procedures, the transfer of survey data, and the weekly shipment of survey materials. The base/post POC at the survey administration site should be notified if problems arise involving the

survey administration facilities (e.g., AC/heat, lighting, ventilation, need for additional furniture). In addition, if not already informed, HumRRO should be advised of contacts with base/post POCs or ARI as soon as is feasible.

2. Survey Conditions and Standards

a. The survey room must be reasonably quiet.

Frequent shouting outside the windows, bells, trucks unloading, and other such noises can be distracting to participants. Surveys will not be given to a participant in a location where ordinary business is being conducted because the distraction of conversation, machinery, and other noises is detrimental to prolonged concentration of the participant.

b. Survey instructions must be clearly audible.

The TA's voice should be heard clearly by all participants. If loudspeakers are used, care should be exercised in placing the loudspeakers and in locating the microphones. The level of amplification should be carefully controlled.

c. Lighting must be adequate.

The survey room should be well lighted, and the working surfaces should have sufficient uniform light. Deep shadows and strong glare on the working surface caused by poor arrangement of light fixtures should be avoided. The lighting should be adequate for comfortable reading without eye strain.

d. Facilitating participants' physical comfort.

Ventilation, temperature, and humidity sometimes are difficult to control, but all practical steps should be taken to provide for the participants' comfort. Surveys should not be conducted when temperatures and/or humidity conditions are so extreme as to interfere significantly with concentration.

e. Arrangement of survey room.

The survey room should be arranged so that everyone can see the TA reading from the administration manual. The desks or tables should be arranged to leave aisles for distributing and collecting survey materials and in circulating about the room during the session. If possible, there also should be enough space between rows to allow passage.

f. The working surface should be flat, smooth, and free from cracks.

The space allotted to each person should be large enough to accommodate an open survey booklet.

3. Survey Participant and Test Administrator Conduct

The guidelines for survey participant behavior and for TA conduct are important to follow. Particular attention should be given to the guidelines noted below:

a. Treat participants with courtesy and respect.

While TAs must demand discipline of all participants, the participants are also due reasonable and courteous treatment. The mental state of each participant should be such that each considers it worthwhile to perform optimally and is capable of doing so. TAs should greet participants warmly when they arrive. This is very important! Appreciate their contributions; thank them for helping us out with the research project. If it is necessary for a TA to talk to a participant or another TA during a session, be sure to do so quietly. Also, while it is important to monitor participants, do so in a non-distracting manner.

b. Handle participant conduct problems appropriately.

Exercise good judgment. In a case where a participant is intentionally causing disruption of the survey session and is not responding to your requests to modify his/her behavior, a TA should promptly escort the individual out of the survey administration area and return him or her to the drill sergeant.

Participants are not to eat or smoke in the survey room. However, water must be available for participants at all times (e.g., nearby water fountain or a table in the back of the survey room).

To ensure that the participant is in a good physical state, surveys will be scheduled when the participant is not fatigued or ill. Surveys should not be scheduled after extended or strenuous periods of hard labor, or at the end of a day's work. In all instances, persons in charge of surveys should be alert to signs of genuine distress, and the affected persons should be excused until a more appropriate time.

c. Qualities/behaviors expected of test administrators.

The TA should be selected for unquestionable integrity, maturity, quality of speaking voice, and ability to handle groups of participants effectively and in a friendly manner. Generally, a TA should not have a marked regional, foreign, or other accent which may be difficult for some participants to understand.

All TAs should make a careful study of this manual and become completely familiar with the purpose of the survey, the materials needed to administer it, the directions to be read, and any

problems that are likely to arise. TAs should rehearse the directions which are to be read aloud until they can be read slowly and distinctly without stumbling over words or losing their place.

Familiarity with survey content itself is also important. In the Appendix section of this manual, you will find a copy of the directions participants read in their survey booklets. Before giving the survey, the TA should make sure that enough survey booklets and pencils are available.

Some recruits are likely to be unmotivated to put real effort into taking the survey because they are aware that their responses will not affect their careers (i.e., their individual responses will not go in their personnel file or be seen by anyone in the Army). It is essential that TAs do their best to motivate participants. A TA must be alert, pay attention, and be sensitive to the participants' current state of mind. For example, a TA should notice when an participant appears overly sleepy or disinterested. Once a TA identifies an unmotivated participant or group of participants, the TA may attempt to encourage the participant to try her or his best. The better participants understand the importance of the research project and its impact, the greater the chance they will try their best.

d. Proper attire.

TAs should always dress professionally. However, formal attire is not required or necessary. We suggest that men wear a button-down shirt (probably short-sleeved in the summer months) with nice pants (not jeans, or wrinkled pants). Women may also wear pants. Comfortable shoes may be worn as TAs are on their feet quite a bit. However, sandals do not look professional. We prefer that no one wear tee shirts. Also, a HumRRO nametag identifying you as a Test Administrator must be worn at all times when you are on site at the post. This serves to identify you to people at our host installation and identifies you to the recruits.

4. Survey Administration and Time Required

Individuals may complete the ASR in as few as 30 minutes. More than likely, most soldiers will need more time to complete it. One hour of time will be provided for soldiers to take the ASR. If a soldier still is not done at this point, tell him/her to stop where they are at. After this point, the soldier will be given a 15 minute break and proceed to take the SDQ. Be sure to complete the Time Keeper Form for each ASR session. This form provides space to note the time the session started, the time the first person in the session finished the survey, the time the last person in the session completed the survey, and the total survey time used.

Section I, parts 6 - 11 walks through everything that needs to be done from before administering the survey up through what to do after the session is over. For your convenience a Test Administrator (TA) checklist is included in the appendices of this manual. Please note that the checklist is not meant as a substitute for knowing the details provided in the manual, but is intended as an aid or supplement.

Materials *required* for each participant in the survey room are:

- ASR Survey booklet
- Two number 2 pencils (with eraser)

Materials *required* for the TA in each survey room are:

- This manual: *Manual for Administration (ASR)*
- Sufficient copies of the survey booklets
- Sufficient extra number 2 pencils with erasers
- Sufficient copies of the *Time Keeper Form*
- *Materials Control and Inventory Log*
- *Test Administrator Notes Form*
- *Test Administrator Record Keeping Form*

6. Preparation Prior to Survey Administration

It is important that TAs become familiar with the ASR prior to administering it. It is required that each TA study this manual and familiarize themselves with the entire survey and associated materials prior to their first administration.

7. TA Activities before Administering the Survey

a. Opening site up from scratch.

Please inventory all materials received prior to beginning of administration and report any shortages to Jessica Turner, Eric Wetzel, or Brian Waters at HumRRO. For tracking purposes, please document survey booklets received on the *Materials Control and Inventory Log*. You may, alternatively use the *Materials and Data Packing List* for this purpose.

b. Opening site up for survey session.

Open the survey rooms and ensure that the lighting, temperature, and ventilation in the rooms are up to standard. If not, make necessary adjustments (e.g., coordinate with the Army POC for immediate repairs) and note it briefly in the *Test Administration Record Keeping Form* under "Comments" and in more detail, if necessary, on a *Test Administrator Notes Form*.

Verify that all survey session materials are in place (see list included on page 6 under section I, #5 entitled, "Survey Materials"). Finish setting up the survey room. You should now remove the survey booklets from storage and place them at the desks.

8. TA Activities Just Prior to Commencing Administering the Survey

Greet the drill sergeant and coordinate survey completion time.

a. **Retrieve stored items.** Once the Senior TA has talked with the drill sergeant (or at sites where the drill sergeant is not available but advance notice of the number of troops is), he/she will know how many recruits are present. This number should be passed on to the other TAs who will then retrieve from storage (if this has not been done already) the necessary survey booklets to accommodate the number of participants you have attending the session. Always note on the *Materials Control and Inventory Log Form* all items removed from storage. Then, place an ASR survey booklet on each desk/seat for every participant attending the survey session. Remember that a TA must remain in a room at all times once survey booklets are out of the lockable file unit.

b. **Encourage pre-survey session bathroom visits.** Participants should use the bathroom facilities as soon as they arrive on the scene (before survey administration). So, depending on how things work at your particular site, you should ask the drill sergeant to inform recruits to consider using the bathroom facilities before the survey (as in now) and to return immediately. If it is necessary for an participant to use the rest room during the survey, the participant must be allowed to do so. Ask the drill sergeant to escort the soldier to the bathroom.

9. TA Activities during the Survey Administration

a. Administer the ASR.

See Section II (page 14) for the verbatim instructions for administering the ASR.

b. Monitor participants.

A very important responsibility of each TA is to monitor the participants. Visually monitor participant progress by walking around the room every once in a while throughout the session. Look for participants that are sleeping, randomly responding, or not raising their hand when they need assistance. Do your best to motivate these individuals. Also, check to see that each participant is completing the items on the ASR in an appropriate manner (e.g., filling in one answer bubble per item, as appropriate).

c. Respond to participant questions.

If any participant solicits your help, go to him/her and quietly find out what is needed or wanted. Try to resolve the problem. For example, if a participant wants to know what a word means, do your best to define the word for them. Make sure to write this down on a *Test Administrator Notes Form*. Also, it may be helpful at these times to remind participants of relevant parts of the instructions. For example, please indicate the likelihood that you would take each of the actions suggested. If participants feel unsure of what answer to select on an item, tell them that there are no "right" or "wrong" answers on this. The best answers are those which most accurately describe you or the action that you would take.

d. Record activities and observations.

Keep in mind that for the ASR, motivation level is important. As a TA, you play a vital role as HumRRO's ears and eyes in the field. Do your best to record what you see, hear, and do. Specifically, we ask you to record the specific questions participants asked about the ASR in general, the items, the directions, or any comment made. Record any observations made while monitoring participants and any question asked or comment made as well as the answer or response you provided on the *Test Administrator Notes Form*. Also record any unusual circumstances or strange occurrences that are present. This should be done in a timely fashion so that the notes are as specific, accurate, and objective as possible. The various forms we ask that you use to record requested information are explained below. Please note that we have adapted forms used in the past to be interchangeable now for the SDQ or ASR. Below are descriptions of the forms that are relevant to the ASR:

Time Keeper Form. This form is used during each administration of the ASR. It will help you keep track of when you start and complete the administration of the ASR. Please be accurate in your records. For example, it is important that you include the time the first soldier in the session completed the survey as well as the time the last soldier in the session completed the survey. The purpose of this is merely to have a precise documentation of the survey situation. Only when the record is an accurate one, does the record serve us in the future should we need to refer to the form to make sense of the data for some reason.

Materials and Data Packing List. This form serves two purposes. The first is that it serves as your 'cover sheet' to accompany any shipment of forms or data to HumRRO. It provides space for you to list whatever you are including in your package. Second, this form doubles as a place to record survey materials (in a list-like format) of materials you have received (e.g., survey booklets). It is wise to keep a copy of this form for your site to remember what you shipped and when.

Test Administrator Record Keeping Form. Think of this form as your 'master record' of surveys administered. Here you note the date, the time, and the number of participants taking the ASR. There is also a spot on the right hand side to include any comments relevant to the information on this form.

Test Administrator Notes Form. This is an important document for the ASR data collection. We are very interested in learning what specific questions the participants asked about the ASR or items and what you told them in response. In addition, please note any other comments or remarks they made.

Materials Control and Inventory Log. This form is for your internal purposes and will help you keep track of survey booklets you removed from storage, used, and replaced to storage. If you use this form and lose any item, at least you will know some things (e.g., when the item was last in storage, who removed it).

Weekly Status Report Form. You will be able to complete most of the information on this form by looking at your Test Administrator Record Keeping Form. This Weekly Status Report Form helps Dr. Brian Waters complete his weekly status report to ARI in regard to where each of our sites are in survey administration. Please be prompt and fax this to Brian first thing every Monday. Please be sure to fill in the part where it says, "Site Number."

Certificate of Destruction Form. This form serves as documentation of the destruction of flawed materials (e.g., a survey booklet with an error in it) or materials HumRRO has granted a site permission to destroy for some other reason (e.g., out of date forms).

e. Verify completion of and collect all materials.

When an participant has completed the ASR, verify that all materials are collected and that the survey booklet has been filled out properly. Be sure to verify that the background section has been completed.

f. Release participants to drill sergeant.

Sites will have an arrangement made prior to the start of the study for what to do with recruits until the entire group has finished the survey. Some individuals may finish earlier than others. It is probably least disruptive to the survey administration process and easier for the drill sergeant if you keep all participants seated until everyone is done with the survey.

10. TA Activities Following the Survey Administration

a. Secure survey materials and close down room after survey session.

Once the survey administration for the session is complete, do not forget to complete all proper closing procedures. When closing down the survey room(s) following a session, please follow the procedures noted below.

b. Paperwork.

Forms used in the past for recording session administration information have been modified such that they may be used for either the SDQ or the ASR. Go over paperwork from the session and make sure that all is completed properly. It is very important that the survey session be recorded as requested. If the thought occurs to you (even once) to make a note of something, do it! HumRRO will decide if it is important or not. The more details you include, the better for ARI. After release of participants, TAs will collect and secure all materials.

Checklist Questions to Ensure Paperwork Requirements are Fulfilled:

- Was a *Time-Keeper Form* completed?
- Was the *Test Administrator Record Keeping Form* completed properly?
- Were today's necessary notes written up in a detailed fashion on the *Test Administrator Notes Form*?
- Were today's entries for the *Materials Control and Inventory Log* entered?
- Was the *Weekly Status Report Form* sent in on Monday?
- Are the survey room(s) set up for the next session? (if applicable).
- Were survey booklets put out for the next session?
- Were pencils sharpened?
- Are all the survey booklets stored properly?
- Was the session or the day's collected data secured following verification of proper contents?
- Inventory all materials, return them to secure storage, and log the return of these materials on the *Materials Control and Inventory Log*.
- Check each completed survey booklet to ensure that the responses are properly marked. Erase stray marks that may be problematic when scanned.
- Confirm that answer spaces are properly filled in using a No. 2 pencil (*not a pen*).
- Ensure that there are no crosses, checks, circles, dots, or scribbles.
- Include any documented remarks or comments solicited from participants regarding their experience taking the ASR on the *Test Administrator Notes Form*. This form also provides

space for detailed documentation of any non-routine occurrences and problems (e.g., unusual background noises or uncomfortable temperature in the survey room).

- Include the number of participants on the *Test Administrator Record Keeping Form*. This form also includes space for any brief (non-detailed notes) about each session.

Please note that it is especially important to get a fax of your previous week's Status Report in promptly to Dr. Brian Waters of HumRRO each Monday, as these numbers are used for reporting purposes to ARI on a regular basis.

c. Readying room for next session.

If the survey room will be immediately used again, you will want to ready the survey room for the next session. Preparing the room ahead of time permits less scrambling around at the last minute before a survey session.

Check your survey booklets after each session for improper marks participants may have made that might interfere with scanning. We have supplied your site with large sized erasers for just this purpose.

d. Preparation and shipment of the HumRRO package.

At the end of the weekend survey session (Monday through Sunday), all survey booklets and completed reporting forms must be shipped to HumRRO. You need not ship a separate package to HumRRO for the ASR and the SDQ. We have modified forms such that they are applicable to both the SDQ and the ASR. These can all be shipped together.

Package-Preparation Guidelines

Keep in mind that while preparing the shipment of data and materials may be accomplished efficiently as a group (of TAs), shipment of these materials is the ultimate responsibility of the Senior TA.

1. Set aside items for the package:

- Materials and Data Packing List (Cover Page)
- Weekly Status Report Form*
- Completed ASR Survey Booklets
- Time Keeper Forms
- Test Administrator Notes Form
- Test Administrator Record Keeping Form
- Certificate of Destruction Form (if used)

Note: The Materials Control and Inventory Log is used when you start administering the survey and you only need to send it in to HumRRO at the beginning and the end of the project (unless otherwise requested). You should be using this form for your individual site for internal purposes.

2. Indicate the number and type of forms included in the package you are sending on the *Materials and Data Packing List Form*. Think of this form as the 'cover sheet' for the package.
3. Brian needs your *Weekly Status Report* by Monday of every week. So, depending on when you are shipping your data package, you may be faxing or e-mailing your *Weekly Status Report* separately to be on time.
4. Package the items (especially the completed survey booklets) securely. For example, never fold or permit survey booklets to be bent. This will prevent damage that would affect their optical scanning.
5. Contents of the package are to be placed in an inner envelope fully addressed to HumRRO and labeled, "*Please Do Not Bend.*" Place the inner envelope in a Fed Ex envelope fully addressed to HumRRO. Write, "*Do Not Bend*" on the outside of the shipping package.
6. Place the package for HumRRO in a padded envelope or a box and send it to HumRRO via Fed Ex. Bill the shipping costs to account number 0200-1640-0. Specifically, when filling out the Fed Ex label, write this number (0200-1640-0) in the field marked, "*Sender's Federal Express Account Number.*" The address at HumRRO is 66 Canal Center Plaza, Suite 400, Alexandria, VA 22314. The phone number is 1-800-301-1508.
7. Inform Jessica or Brian when you run low on any materials. The further in advance the better.

e. Ordering supplies

When possible, tell HumRRO in advance of any supply needs. This allows HumRRO time to order the supplies and have them shipped directly from the vendor, avoiding packing and Fed Ex shipping time/expenses.

f. Notify Base POC of test site closure

g. STA conducts outbriefing with TAs.

The STA conducts an out-briefing with TAs and lays out plans for the next test session.

11. Disposal of Survey Materials After All Site Activities are Completed

When all survey sessions have been completed:

- Use the *Materials Control and Inventory Log* to document (list) all survey booklets and other related papers (e.g., extra record keeping sheets).
- Check with Jessica Turner, Brian Waters, or Eric Wetzal about whether to return ASR-related materials to HumRRO or to destroy them.
- Also check with HumRRO about whether or not to prepare all government survey site equipment and supplies for shipment. Large items such as desks or tables, fans, file cabinets, room dividers, or chairs may be property of ARI. Also, miscellaneous office supplies such as staplers, pencils, markers, or bulletin boards may belong to ARI. If you have any questions about what belongs to ARI, contact HumRRO.
- If you are told to send all government equipment and supplies, then do the following. If your shipment includes a lot of large items, a truck delivery will be in order. In such cases, the shipper will need to know: the location address, the phone number, a contact person, and a pickup date. In addition, they will have to know the number of boxes, tables, chairs, cabinets, or partitions, and their weight.

SECTION II

ADMINISTERING THE ASR

1. Reading the Directions

The directions you are to read out loud are enclosed in boxes on the next several pages. These directions must be read **verbatim**. You must be standing while reading the directions to the participants.

2. Orientation of Participants

When everyone is assembled, greet them, then say:

I am _____ (give your name), your Survey Administrator today. I will be administering the *Army Survey of New Recruits* (ASR). Please do not open your survey booklet until I tell you to do so.

This research project is being conducted to help the Army better understand its new soldiers. The Army believes that by developing a better understanding of recruits, the overall effectiveness of the Army can be improved. Specifically, the Army wishes to assess the viewpoints and opinions of new recruits entering the Army. The *Army Survey of New Recruits* (ASR) consists of statements that express various viewpoints and opinions. You are asked to indicate which statements most closely reflect your viewpoints or opinions. There are no right or wrong answers, so please respond as honestly as possible. The results will be used for research purposes only.

This project has no risks or hazards to you. Your responses on this will be confidential. They will not become a part of your permanent Army record. Your individual data will be pooled with group data, and will never be reported to anyone. The results will be analyzed on a group basis only. No attempt will be made to link respondents and their answers.

Thank you for your willingness to participate. Doing so will benefit future applicants and recruits, the military, and the nation's defense!

If you have any questions about what I have just said, please raise your hand.

Pause to answer all appropriate questions. Then say:

Everyone should have in front of them the following: a survey booklet and #2 pencils. Does everyone have these items?

Pause. Then say:

Again, please do not open your booklet until I tell you to do so. I want to mention a couple of things before we begin.

Please work quietly out of consideration for others who are also completing the survey.

Pause. Then say:

No break will occur during the administration of the ASR. If at some point you must leave the room, raise your hand and an administrator will secure your materials. If you leave the room at any time, you must leave your survey booklet on your desk.

Pause. Then say:

In marking your answers in the survey booklet, use only the pencils you have been given. Do not use a pen or your own pencil. If your pencil breaks, hold it up and a replacement will be brought to you.

Once you begin the survey, be sure to read the directions carefully. If they are not perfectly clear, raise your hand and I will be happy to help clarify anything. It is very important that you understand all the directions. Handle your survey booklet carefully. Do not bend it.

3. Marking Instructions

Then say:

Now turn to your survey booklet entitled, *Army Survey of New Recruits (ASR)*. Open your booklet now to page 2. At the top of this page you will see a box that says, *Marking Instructions*. Please read these directions along with me silently, while I read them out loud.

Use a No. 2 pencil. Fill in the circle completely. Erase any marks you wish to change. Do not make any stray marks on this form.

Please look at the example showing a correct mark and also the examples of incorrect marks.

4. Purpose

Then say:

Now look at the part on page 2 where it says, *Purpose*. Please follow along silently, while I read this out loud. This survey is being conducted to assess the viewpoints and opinions of new recruits entering the Army. The results will be analyzed on a group basis only. No attempt will be made to link respondents and their answers. There are no right or wrong answers, so please respond as honestly as possible. The results will be used for research purposes only. Thank you for your participation.

5. The Privacy Act Statement

Say:

Now look at the part on page 2 that is titled, Privacy Act Statement. Please read this silently while I read it aloud. It states:

PURPOSE: This questionnaire was designed by the U.S. Army Research Institute, 5001 Eisenhower Avenue, Alexandria, Virginia 22333-5000, to obtain information on the attitudes and opinions of new recruits.

USES: All information collected in this questionnaire is confidential. It will be used for research designed to inform program and policy decision-making.

PRIVACY: Under no circumstances will any information that identifies individuals be released to anyone. No one outside the research team will have access to individual data. Your answers will be combined with answers from many others.

PARTICIPATION: Your participation in this is voluntary, and you will not be penalized should you decide not to respond. You may skip any questions to which you object, but please answer the questions honestly. Your answers are very important because they represent many other individuals like yourself.

AUTHORITY: Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected. The Department of the Army may collect the information requested in this under the authority of 10 United States Code, Section 2358.

Then say:

Please raise your hand if you have any questions about what I have just read.

Pause. Answer questions.

4. General Directions

Say:

This booklet contains space for you to put your answers to survey items.

Pause. Then say:

Turn to page 3 of your survey booklet. Here you will find the beginning of the survey. Please read each item carefully and answer accordingly.

Remember, there are no "right" or "wrong" answers on this survey. The best answers are those which most accurately describe you. Please answer honestly.

If you have a question at any time, please raise your hand and I will be happy to answer. Does anyone have a question now?

Respond to any final questions or matters raised. Then say:

Is everybody ready to begin?

Pause. Then say:

Begin the now.

Don't forget to keep track of time on the *Time Keeper Form*.

Test administrators are to be alert and walk around the room, monitoring participants:

- Check to see that everyone is marking their answers properly.
- Look for participants that are sleeping, randomly responding, or not raising their hand when they need assistance. Do your best to motivate these individuals.
- Note on the *Test Administrator's Notes Form* questions asked and responses given by TAs.

Once everyone is done, collect survey booklets directly from each participant. Be sure that the survey is completed, including the background section. Then say:

Now that everyone is done, please pass in your pencils.

Collect the pencils. Then say:

Once I have collected your survey booklet from you, you may leave. Thank you for your help in this important research project.

When all the survey materials have been collected and accounted for, dismiss the group.

SECTION III

REPORTING FORMS

- *Time Keeper Form (ASR)*
- *Materials and Data Packing List*
- *Materials Control and Inventory Log Form*
- *Test Administrator Notes Form*
- *Test Administrator Record Keeping Form*
- *Weekly Status Report Form*
- *Certificate of Destruction Form*

AN ASSESSMENT OF THE VALUES OF NEW RECRUITS

APPENDIX C:

Scale/Survey Results by Gender and Race/Ethnicity

Results by Gender

Pages: 1 through 24

Results by Race/Ethnicity

Pages: 65 through 88

Descriptives: Factor 1. Selfishness

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C02C III-2c: Join in making fun of handicap	.00 Male	6810	3.8752	.4937	5.983E-03	3.8635	3.8869	1.00	4.00
	1.00 Female	1568	3.9426	.3434	8.673E-03	3.9256	3.9596	1.00	4.00
	Total	8378	3.8878	.4700	5.135E-03	3.8777	3.8979	1.00	4.00
C04D III-4d: Join others in criticizing	.00 Male	6787	3.6887	.7156	8.686E-03	3.6716	3.7057	1.00	4.00
	1.00 Female	1558	3.8389	.5462	1.384E-02	3.8118	3.8660	1.00	4.00
	Total	8345	3.7167	.6896	7.549E-03	3.7019	3.7315	1.00	4.00
C05C III-5c: Avoid & hope she finds someone	.00 Male	6789	3.3579	.8536	1.036E-02	3.3376	3.3782	1.00	4.00
	1.00 Female	1558	3.5462	.7467	1.892E-02	3.5091	3.5833	1.00	4.00
	Total	8347	3.3931	.8379	9.171E-03	3.3751	3.4111	1.00	4.00
C05D III-5d: Make up excuse to not do work	.00 Male	6784	3.5090	.7939	9.639E-03	3.4901	3.5279	1.00	4.00
	1.00 Female	1560	3.6500	.7068	1.790E-02	3.6149	3.6851	1.00	4.00
	Total	8344	3.5354	.7803	8.542E-03	3.5186	3.5521	1.00	4.00
C06C III-6c: Vouch for preferred hours	.00 Male	6786	2.9047	1.0342	1.255E-02	2.8800	2.9293	1.00	4.00
	1.00 Female	1563	3.1203	.9960	2.519E-02	3.0709	3.1697	1.00	4.00
	Total	8349	2.9450	1.0305	1.128E-02	2.9229	2.9671	1.00	4.00
C07B III-7b: Death in family & can't go	.00 Male	6794	3.6350	.7274	8.826E-03	3.6177	3.6523	1.00	4.00
	1.00 Female	1566	3.7644	.6088	1.538E-02	3.7342	3.7945	1.00	4.00
	Total	8360	3.6592	.7085	7.749E-03	3.6440	3.6744	1.00	4.00
C08C III-8c: Make photocopies of evaluations	.00 Male	6764	3.4729	.9093	1.106E-02	3.4513	3.4946	1.00	4.00
	1.00 Female	1559	3.7088	.7138	1.808E-02	3.6733	3.7442	1.00	4.00
	Total	8323	3.5171	.8808	9.655E-03	3.4982	3.5360	1.00	4.00
C10B III-10b: Join in trashing the "loser"	.00 Male	6770	3.6350	.6996	8.503E-03	3.6183	3.6517	1.00	4.00
	1.00 Female	1565	3.8288	.5170	1.307E-02	3.8031	3.8544	1.00	4.00
	Total	8335	3.6714	.6734	7.376E-03	3.6569	3.6858	1.00	4.00
C11A III-11a: Join co-workers for few beers	.00 Male	6763	3.0884	1.0682	1.299E-02	3.0630	3.1139	1.00	4.00
	1.00 Female	1560	3.5154	.8610	2.180E-02	3.4726	3.5581	1.00	4.00
	Total	8323	3.1684	1.0458	1.146E-02	3.1460	3.1909	1.00	4.00
C12A III-12a: Let co-worker take fall	.00 Male	6731	3.4641	.8611	1.050E-02	3.4435	3.4847	1.00	4.00
	1.00 Female	1552	3.6566	.7191	1.825E-02	3.6208	3.6924	1.00	4.00
	Total	8283	3.5002	.8396	9.226E-03	3.4821	3.5183	1.00	4.00
C12B III-12b: Make sure co-worker is blamed	.00 Male	6718	3.5881	.7967	9.720E-03	3.5691	3.6072	1.00	4.00
	1.00 Female	1549	3.7618	.6231	1.583E-02	3.7307	3.7928	1.00	4.00
	Total	8267	3.6207	.7701	8.470E-03	3.6041	3.6373	1.00	4.00

C12CR III-12c (Reversed) Come forward and admit	.00 Male	6761	3.5215	.7770	9.450E-03	3.5030	3.5400	1.00	4.00
	1.00 Female	1563	3.6743	.6184	1.564E-02	3.6437	3.7050	1.00	4.00
	Total	8324	3.5502	.7521	8.244E-03	3.5341	3.5664	1.00	4.00
C12D III-12d: Persuade boss to take it easy	.00 Male	6706	3.1551	.9959	1.216E-02	3.1312	3.1789	1.00	4.00
	1.00 Female	1545	3.2511	.9799	2.493E-02	3.2022	3.3000	1.00	4.00
	Total	8251	3.1731	.9936	1.094E-02	3.1516	3.1945	1.00	4.00
C14C III-14c: Brush it off	.00 Male	6705	2.9678	.9485	1.158E-02	2.9451	2.9905	1.00	4.00
	1.00 Female	1560	3.2218	.9023	2.284E-02	3.1770	3.2666	1.00	4.00
	Total	8265	3.0157	.9451	1.040E-02	2.9954	3.0361	1.00	4.00
C15A III-15a: No part of selling, will buy	.00 Male	6712	2.9467	1.0881	1.328E-02	2.9206	2.9727	1.00	4.00
	1.00 Female	1561	3.1461	1.0839	2.743E-02	3.0922	3.1999	1.00	4.00
	Total	8273	2.9843	1.0900	1.198E-02	2.9608	3.0078	1.00	4.00
C15BR III-15b (Reversed) Nothing to do with whole thing	.00 Male	6728	2.9600	1.1052	1.347E-02	2.9336	2.9864	1.00	4.00
	1.00 Female	1571	3.3183	1.0198	2.573E-02	3.2678	3.3687	1.00	4.00
	Total	8299	3.0278	1.0985	1.206E-02	3.0042	3.0515	1.00	4.00
C15C III-15c: Help sell & accept free copy	.00 Male	6701	3.2959	.9742	1.190E-02	3.2726	3.3193	1.00	4.00
	1.00 Female	1556	3.6497	.7498	1.901E-02	3.6125	3.6870	1.00	4.00
	Total	8257	3.3626	.9461	1.041E-02	3.3422	3.3830	1.00	4.00

ANOVA: Factor 1. Selfishness

		Sum of Squares	df	Mean Square	F	Sig.
C02C III-2c: Join in making fun of handicap	Between Groups	5.793	1	5.793	26.303	.000
	Within Groups	1844.740	8376	.220		
	Total	1850.533	8377			
C04D III-4d: Join others in criticizing	Between Groups	28.596	1	28.596	60.558	.000
	Within Groups	3939.722	8343	.472		
	Total	3968.318	8344			
C05C III-5c: Avoid & hope she finds someone	Between Groups	44.922	1	44.922	64.473	.000
	Within Groups	5814.398	8345	.697		
	Total	5859.320	8346			
C05D III-5d: Make up excuse to not do work	Between Groups	25.219	1	25.219	41.623	.000
	Within Groups	5054.352	8342	.606		
	Total	5079.570	8343			
C06C III-6c: Vouch for preferred hours	Between Groups	59.066	1	59.066	55.983	.000
	Within Groups	8806.700	8347	1.055		
	Total	8865.766	8348			
C07B III-7b: Death in family & can't go	Between Groups	21.308	1	21.308	42.660	.000
	Within Groups	4174.782	8358	.499		
	Total	4196.091	8359			
C08C III-8c: Make photocopies of evaluations	Between Groups	70.472	1	70.472	91.827	.000
	Within Groups	6385.839	8321	.767		
	Total	6456.310	8322			
C10B III-10b: Join in trashing the "loser"	Between Groups	47.716	1	47.716	106.566	.000
	Within Groups	3731.209	8333	.448		
	Total	3778.925	8334			
C11A III-11a: Join co-workers for few beers	Between Groups	231.080	1	231.080	216.760	.000
	Within Groups	8870.754	8321	1.066		
	Total	9101.835	8322			
C12A III-12a: Let co-worker take fall	Between Groups	46.711	1	46.711	66.784	.000
	Within Groups	5792.038	8281	.699		
	Total	5838.750	8282			
C12B III-12b: Make sure co-worker is blamed	Between Groups	37.962	1	37.962	64.499	.000
	Within Groups	4864.430	8265	.589		
	Total	4902.391	8266			
C12CR III-12c (Reversed) Come forward and admit	Between Groups	29.650	1	29.650	52.742	.000
	Within Groups	4678.360	8322	.562		
	Total	4708.010	8323			

C12D III-12d:	Between Groups	11.584	1	11.584	11.749	.001
Persuade boss	-----	-----	-----	-----	-----	-----
to take it easy	Within Groups	8133.272	8249	.986		
	-----	-----	-----	-----	-----	-----
	Total	8144.856	8250			
	-----	-----	-----	-----	-----	-----
C14C III-14c:	Between Groups	81.655	1	81.655	92.423	.000
Brush it off	-----	-----	-----	-----	-----	-----
	Within Groups	7300.301	8263	.883		
	-----	-----	-----	-----	-----	-----
	Total	7381.955	8264			
	-----	-----	-----	-----	-----	-----
C15A III-15a:	Between Groups	50.354	1	50.354	42.595	.000
No part of	-----	-----	-----	-----	-----	-----
selling, will	Within Groups	9777.604	8271	1.182		
buy	-----	-----	-----	-----	-----	-----
	Total	9827.957	8272			
	-----	-----	-----	-----	-----	-----
C15BR III-15b	Between Groups	163.460	1	163.460	137.700	.000
(Reversed)	-----	-----	-----	-----	-----	-----
Nothing to do	Within Groups	9849.110	8297	1.187		
with whole	-----	-----	-----	-----	-----	-----
thing	Total	10012.570	8298			
	-----	-----	-----	-----	-----	-----
C15C III-15c:	Between Groups	158.083	1	158.083	180.437	.000
Help sell &	-----	-----	-----	-----	-----	-----
accept free	Within Groups	7232.289	8255	.876		
copy	-----	-----	-----	-----	-----	-----
	Total	7390.371	8256			
	-----	-----	-----	-----	-----	-----

Descriptives: Factor 2. Truthfulness

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C01AR III-1a (Reversed)	.00 Male	6821	2.8774	1.1230	1.360E-02	2.8508	2.9041	1.00	4.00
Refuse to attend/testify	1.00 Female	1571	2.8008	1.1060	2.791E-02	2.7460	2.8555	1.00	4.00
	Total	8392	2.8631	1.1202	1.223E-02	2.8391	2.8871	1.00	4.00
C01D III-1d: Attend & tell the truth	.00 Male	6788	2.5638	1.1432	1.388E-02	2.5366	2.5910	1.00	4.00
	1.00 Female	1563	2.4223	1.1050	2.795E-02	2.3674	2.4771	1.00	4.00
	Total	8351	2.5373	1.1374	1.245E-02	2.5129	2.5617	1.00	4.00
C02D III-2d: Find guard to handle the sit.	.00 Male	6826	2.1430	1.0381	1.256E-02	2.1184	2.1676	1.00	4.00
	1.00 Female	1569	1.7572	.9072	2.290E-02	1.7122	1.8021	1.00	4.00
	Total	8395	2.0709	1.0259	1.120E-02	2.0489	2.0928	1.00	4.00
C03A III-3a: Quit & alert proper authorities	.00 Male	6835	2.3946	.9883	1.195E-02	2.3712	2.4180	1.00	4.00
	1.00 Female	1574	2.2954	.9861	2.486E-02	2.2467	2.3442	1.00	4.00
	Total	8409	2.3760	.9886	1.078E-02	2.3549	2.3972	1.00	4.00
C11C III-11c: Alert foreman to what goes on	.00 Male	6744	2.8338	1.0072	1.226E-02	2.8097	2.8578	1.00	4.00
	1.00 Female	1562	2.7093	1.0054	2.544E-02	2.6594	2.7592	1.00	4.00
	Total	8306	2.8104	1.0080	1.106E-02	2.7887	2.8321	1.00	4.00
C14B III-14b: Confide in counselor	.00 Male	6732	2.3881	1.0538	1.284E-02	2.3630	2.4133	1.00	4.00
	1.00 Female	1573	2.0776	1.0389	2.619E-02	2.0262	2.1289	1.00	4.00
	Total	8305	2.3293	1.0579	1.161E-02	2.3066	2.3521	1.00	4.00
C14D III-14d: Tell parents everything	.00 Male	6720	2.6220	1.0645	1.299E-02	2.5966	2.6475	1.00	4.00
	1.00 Female	1563	2.5483	1.0768	2.724E-02	2.4949	2.6017	1.00	4.00
	Total	8283	2.6081	1.0672	1.173E-02	2.5851	2.6311	1.00	4.00
C15D III-15d: Anonymously inform	.00 Male	6704	2.8323	1.1295	1.379E-02	2.8053	2.8594	1.00	4.00
	1.00 Female	1561	2.6355	1.1590	2.934E-02	2.5779	2.6930	1.00	4.00
	Total	8265	2.7952	1.1377	1.251E-02	2.7706	2.8197	1.00	4.00

ANOVA: Factor 2. Truthfulness

		Sum of Squares	df	Mean Square	F	Sig.
C01AR III-1a (Reversed) Refuse to attend/testify	Between Groups	7.507	1	7.507	5.986	.014
	Within Groups	10522.177	8390	1.254		
	Total	10529.683	8391			
C01D III-1d: Attend & tell the truth	Between Groups	25.446	1	25.446	19.714	.000
	Within Groups	10776.685	8349	1.291		
	Total	10802.131	8350			
C02D III-2d: Find guard to handle the sit.	Between Groups	189.898	1	189.898	184.364	.000
	Within Groups	8644.931	8393	1.030		
	Total	8834.829	8394			
C03A III-3a: Quit & alert proper authorities	Between Groups	12.580	1	12.580	12.891	.000
	Within Groups	8204.427	8407	.976		
	Total	8217.007	8408			
C11C III-11c: Alert foreman to what goes on	Between Groups	19.637	1	19.637	19.369	.000
	Within Groups	8418.709	8304	1.014		
	Total	8438.345	8305			
C14B III-14b: Confide in counselor	Between Groups	122.999	1	122.999	111.354	.000
	Within Groups	9171.312	8303	1.105		
	Total	9294.311	8304			
C14D III-14d: Tell parents everything	Between Groups	6.891	1	6.891	6.055	.014
	Within Groups	9425.043	8281	1.138		
	Total	9431.935	8282			
C15D III-15d: Anonymously inform	Between Groups	49.064	1	49.064	38.077	.000
	Within Groups	10647.143	8263	1.289		
	Total	10696.206	8264			

Descriptives: Factor 3. Compromise

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C08D III-8d:	.00 Male	6769	2.3283	1.0975	1.334E-02	2.3021	2.3544	1.00	4.00
Look at your evaluation only	1.00 Female	1565	2.2236	1.0899	2.755E-02	2.1696	2.2777	1.00	4.00
	Total	8334	2.3086	1.0968	1.201E-02	2.2851	2.3322	1.00	4.00
C09D III-9d:	.00 Male	6772	2.2278	1.0307	1.253E-02	2.2033	2.2524	1.00	4.00
Find replacement for 1st project	1.00 Female	1568	2.2640	1.0708	2.704E-02	2.2110	2.3171	1.00	4.00
	Total	8340	2.2347	1.0384	1.137E-02	2.2124	2.2569	1.00	4.00
C11B III-11b:	.00 Male	6745	2.3778	.9634	1.173E-02	2.3548	2.4008	1.00	4.00
Politely decline & keep "mum"	1.00 Female	1554	2.3642	.9575	2.429E-02	2.3166	2.4119	1.00	4.00
	Total	8299	2.3752	.9623	1.056E-02	2.3545	2.3959	1.00	4.00
C11D III-11d:	.00 Male	6759	2.3924	1.0349	1.259E-02	2.3677	2.4170	1.00	4.00
Tell co-workers inappropriate	1.00 Female	1557	2.2723	1.0411	2.638E-02	2.2206	2.3241	1.00	4.00
	Total	8316	2.3699	1.0370	1.137E-02	2.3476	2.3922	1.00	4.00

ANOVA: Factor 3. Compromise

		Sum of Squares	df	Mean Square	F	Sig.
C08D III-8d: Look at your evaluation only	Between Groups	13.913	1	13.913	11.580	.001
	Within Groups	10010.329	8332	1.201		
	Total	10024.241	8333			
C09D III-9d: Find replacement for 1st project	Between Groups	1.667	1	1.667	1.546	.214
	Within Groups	8990.119	8338	1.078		
	Total	8991.785	8339			
C11B III-11b: Politely decline & keep "mum"	Between Groups	.232	1	.232	.250	.617
	Within Groups	7683.315	8297	.926		
	Total	7683.546	8298			
C11D III-11d: Tell co-workers inappropriate	Between Groups	18.237	1	18.237	16.991	.000
	Within Groups	8923.983	8314	1.073		
	Total	8942.220	8315			

Descriptives: Factor 4. Social Courage

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C02A III-2a: Request they stop harassing man	.00 Male	6869	1.6130	.8583	1.036E-02	1.5927	1.6333	1.00	4.00
	1.00 Female	1581	1.6799	.8895	2.237E-02	1.6361	1.7238	1.00	4.00
	Total	8450	1.6256	.8646	9.405E-03	1.6071	1.6440	1.00	4.00
C02BR III-2b (Reversed) Attend and tell the truth	.00 Male	6820	1.6692	.8909	1.079E-02	1.6481	1.6904	1.00	4.00
	1.00 Female	1567	1.6720	.9158	2.313E-02	1.6266	1.7174	1.00	4.00
	Total	8387	1.6697	.8955	9.778E-03	1.6506	1.6889	1.00	4.00
C04AR III-4a (Reversed) Keep out of debate	.00 Male	6808	1.8099	.9763	1.183E-02	1.7867	1.8331	1.00	4.00
	1.00 Female	1562	1.6908	.9333	2.361E-02	1.6445	1.7371	1.00	4.00
	Total	8370	1.7877	.9695	1.060E-02	1.7669	1.8085	1.00	4.00
C04B III-4b: Openly agree & offer arguments	.00 Male	6835	1.6029	.8390	1.015E-02	1.5830	1.6228	1.00	4.00
	1.00 Female	1576	1.4588	.7548	1.901E-02	1.4215	1.4961	1.00	4.00
	Total	8411	1.5759	.8257	9.004E-03	1.5583	1.5936	1.00	4.00
C04CR III-4c (Reversed) Approach with support in private	.00 Male	6800	2.0041	.9624	1.167E-02	1.9812	2.0270	1.00	4.00
	1.00 Female	1559	1.9320	.9709	2.459E-02	1.8838	1.9802	1.00	4.00
	Total	8359	1.9907	.9644	1.055E-02	1.9700	2.0113	1.00	4.00

ANOVA: Factor 4. Social Courage

		Sum of Squares	df	Mean Square	F	Sig.
C02A III-2a: Request they stop harassing man	Between Groups	5.753	1	5.753	7.703	.006
	Within Groups	6309.526	8448	.747		
	Total	6315.279	8449			
C02BR III-2b (Reversed) Attend and tell the truth	Between Groups	9.823E-03	1	9.823E-03	.012	.912
	Within Groups	6725.134	8385	.802		
	Total	6725.144	8386			
C04AR III-4a (Reversed) Keep out of debate	Between Groups	18.036	1	18.036	19.232	.000
	Within Groups	7847.696	8368	.938		
	Total	7865.732	8369			
C04B III-4b: Openly agree & offer arguments	Between Groups	26.619	1	26.619	39.218	.000
	Within Groups	5707.661	8409	.679		
	Total	5734.280	8410			
C04CR III-4c (Reversed) Approach with support in private	Between Groups	6.595	1	6.595	7.096	.008
	Within Groups	7766.678	8357	.929		
	Total	7773.272	8358			

Descriptives: Factor 5. Helpfulness

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C05A III-5a: Agree to do for free	.00 Male	6835	1.8012	.8582	1.038E-02	1.7808	1.8215	1.00	4.00
	1.00 Female	1576	1.6237	.7831	1.973E-02	1.5850	1.6624	1.00	4.00
	Total	8411	1.7679	.8474	9.240E-03	1.7498	1.7860	1.00	4.00
C07AR III-7a (Reversed) Imprtnt plans - can't do it	.00 Male	6798	2.6189	1.0006	1.214E-02	2.5951	2.6426	1.00	4.00
	1.00 Female	1570	2.4389	.9980	2.519E-02	2.3895	2.4883	1.00	4.00
	Total	8368	2.5851	1.0025	1.096E-02	2.5636	2.6066	1.00	4.00
C07C III-7c: See if you can change plans	.00 Male	6801	1.8806	.8927	1.082E-02	1.8594	1.9018	1.00	4.00
	1.00 Female	1565	1.6607	.8244	2.084E-02	1.6198	1.7016	1.00	4.00
	Total	8366	1.8395	.8844	9.670E-03	1.8205	1.8584	1.00	4.00
C07D III-7d: Put plans on hold & go on trip	.00 Male	6795	2.1918	.9476	1.150E-02	2.1692	2.2143	1.00	4.00
	1.00 Female	1572	1.9027	.8920	2.250E-02	1.8585	1.9468	1.00	4.00
	Total	8367	2.1374	.9442	1.032E-02	2.1172	2.1577	1.00	4.00
C09AR III-9a (Reversed) Join project just starting	.00 Male	6772	2.1175	.9639	1.171E-02	2.0946	2.1405	1.00	4.00
	1.00 Female	1568	1.9356	.9242	2.334E-02	1.8898	1.9814	1.00	4.00
	Total	8340	2.0833	.9591	1.050E-02	2.0627	2.1039	1.00	4.00
C09B III-9b: Stay with project committed to	.00 Male	6784	1.8749	.8538	1.037E-02	1.8545	1.8952	1.00	4.00
	1.00 Female	1567	1.7581	.8028	2.028E-02	1.7184	1.7979	1.00	4.00
	Total	8351	1.8530	.8457	9.254E-03	1.8348	1.8711	1.00	4.00
C13A III-13a: Help classmate on presentation	.00 Male	6735	2.2261	1.0365	1.263E-02	2.2014	2.2509	1.00	4.00
	1.00 Female	1563	2.0051	.9608	2.430E-02	1.9574	2.0528	1.00	4.00
	Total	8298	2.1845	1.0263	1.127E-02	2.1624	2.2066	1.00	4.00
C13CR III-13c (Reversed) Turn classmate down	.00 Male	6661	2.2896	1.0418	1.276E-02	2.2646	2.3146	1.00	4.00
	1.00 Female	1548	1.9974	.9925	2.523E-02	1.9479	2.0469	1.00	4.00
	Total	8209	2.2345	1.0389	1.147E-02	2.2120	2.2570	1.00	4.00

ANOVA: Factor 5. Helpfulness

		Sum of Squares	df	Mean Square	F	Sig.
C05A III-5a: Agree to do for free	Between Groups	40.323	1	40.323	56.525	.000
	Within Groups	5998.663	8409	.713		
	Total	6038.986	8410			
C07AR III-7a (Reversed) Imptrnt plans - can't do it	Between Groups	41.326	1	41.326	41.316	.000
	Within Groups	8368.092	8366	1.000		
	Total	8409.419	8367			
C07C III-7c: See if you can change plans	Between Groups	61.522	1	61.522	79.386	.000
	Within Groups	6481.885	8364	.775		
	Total	6543.407	8365			
C07D III-7d: Put plans on hold & go on trip	Between Groups	106.691	1	106.691	121.404	.000
	Within Groups	7351.247	8365	.879		
	Total	7457.939	8366			
C09AR III-9a (Reversed) Join project just starting	Between Groups	42.153	1	42.153	46.071	.000
	Within Groups	7628.930	8338	.915		
	Total	7671.083	8339			
C09B III-9b: Stay with project committed to	Between Groups	17.341	1	17.341	24.316	.000
	Within Groups	5954.084	8349	.713		
	Total	5971.425	8350			
C13A III-13a: Help classmate on presentation	Between Groups	61.967	1	61.967	59.249	.000
	Within Groups	8676.560	8296	1.046		
	Total	8738.527	8297			
C13CR III-13c (Reversed) Turn classmate down	Between Groups	107.231	1	107.231	100.550	.000
	Within Groups	8752.359	8207	1.066		
	Total	8859.590	8208			

Descriptives: Civilian-Related Values

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
A08A I-8a: Comfortable life	.00 Male	6871	1.6081	.8250	9.952E-03	1.5886	1.6276	1.00	5.00
	1.00 Female	1586	1.5902	.7878	1.978E-02	1.5514	1.6290	1.00	5.00
	Total	8457	1.6047	.8181	8.896E-03	1.5873	1.6221	1.00	5.00
A08B I-8b: Exciting life	.00 Male	6863	1.6892	.8435	1.018E-02	1.6692	1.7092	1.00	5.00
	1.00 Female	1583	1.7675	.9129	2.295E-02	1.7225	1.8125	1.00	5.00
	Total	8446	1.7039	.8574	9.330E-03	1.6856	1.7222	1.00	5.00
A08C I-8c: Sense of accomplishment	.00 Male	6859	1.6435	.8168	9.863E-03	1.6242	1.6629	1.00	5.00
	1.00 Female	1580	1.4703	.7187	1.808E-02	1.4348	1.5057	1.00	5.00
	Total	8439	1.6111	.8022	8.732E-03	1.5940	1.6282	1.00	5.00
A08D I-8d: World at peace	.00 Male	6863	2.0399	1.0939	1.320E-02	2.0140	2.0658	1.00	5.00
	1.00 Female	1581	1.7198	.9039	2.273E-02	1.6752	1.7644	1.00	5.00
	Total	8444	1.9800	1.0682	1.162E-02	1.9572	2.0028	1.00	5.00
A08E I-8e: World of beauty	.00 Male	6858	2.0496	1.0480	1.266E-02	2.0248	2.0744	1.00	5.00
	1.00 Female	1583	1.9804	1.0269	2.581E-02	1.9298	2.0310	1.00	5.00
	Total	8441	2.0366	1.0444	1.137E-02	2.0143	2.0589	1.00	5.00
A08F I-8f: Equality	.00 Male	6861	1.7513	.9467	1.143E-02	1.7289	1.7738	1.00	5.00
	1.00 Female	1582	1.3976	.7197	1.809E-02	1.3621	1.4331	1.00	5.00
	Total	8443	1.6851	.9189	1.000E-02	1.6655	1.7047	1.00	5.00
A08G I-8g: Family security	.00 Male	6864	1.3852	.7384	8.912E-03	1.3677	1.4027	1.00	5.00
	1.00 Female	1584	1.3125	.6459	1.623E-02	1.2807	1.3443	1.00	5.00
	Total	8448	1.3716	.7224	7.860E-03	1.3562	1.3870	1.00	5.00
A08H I-8h: Freedom	.00 Male	6864	1.2233	.5895	7.115E-03	1.2094	1.2373	1.00	5.00
	1.00 Female	1584	1.1869	.5418	1.361E-02	1.1602	1.2136	1.00	5.00
	Total	8448	1.2165	.5810	6.321E-03	1.2041	1.2289	1.00	5.00
A08I I-8i: Happiness	.00 Male	6867	1.3448	.6762	8.160E-03	1.3288	1.3608	1.00	5.00
	1.00 Female	1581	1.2296	.5623	1.414E-02	1.2019	1.2573	1.00	5.00
	Total	8448	1.3233	.6579	7.158E-03	1.3092	1.3373	1.00	5.00
A08J I-8j: Inner harmony	.00 Male	6857	1.7553	.9326	1.126E-02	1.7332	1.7774	1.00	5.00
	1.00 Female	1582	1.5228	.7980	2.006E-02	1.4834	1.5621	1.00	5.00
	Total	8439	1.7117	.9134	9.943E-03	1.6922	1.7312	1.00	5.00
A08K I-8k: Mature love	.00 Male	6856	1.5308	.8490	1.025E-02	1.5107	1.5509	1.00	5.00
	1.00 Female	1578	1.4468	.7955	2.003E-02	1.4075	1.4860	1.00	5.00
	Total	8434	1.5151	.8399	9.145E-03	1.4971	1.5330	1.00	5.00

A08L I-8l: National security	.00 Male	6850	1.6800	.9086	1.098E-02	1.6585	1.7015	1.00	5.00
	1.00 Female	1583	1.6033	.8197	2.060E-02	1.5629	1.6437	1.00	5.00
	Total	8433	1.6656	.8931	9.725E-03	1.6465	1.6847	1.00	5.00
A08M I-8m: Pleasure	.00 Male	6852	1.7207	.9153	1.106E-02	1.6990	1.7423	1.00	5.00
	1.00 Female	1579	1.7169	.8823	2.220E-02	1.6734	1.7605	1.00	5.00
	Total	8431	1.7200	.9091	9.901E-03	1.7006	1.7394	1.00	5.00
A08N I-8n: Salvation	.00 Male	6826	1.8712	1.0862	1.315E-02	1.8455	1.8970	1.00	5.00
	1.00 Female	1579	1.6156	.9262	2.331E-02	1.5699	1.6613	1.00	5.00
	Total	8405	1.8232	1.0626	1.159E-02	1.8005	1.8459	1.00	5.00
A08O I-8o: Self-respect	.00 Male	6862	1.4115	.7177	8.664E-03	1.3946	1.4285	1.00	5.00
	1.00 Female	1583	1.2097	.5533	1.391E-02	1.1824	1.2370	1.00	5.00
	Total	8445	1.3737	.6943	7.555E-03	1.3589	1.3885	1.00	5.00
A08P I-8p: Social recognition	.00 Male	6837	2.4293	1.2079	1.461E-02	2.4006	2.4579	1.00	5.00
	1.00 Female	1580	2.3880	1.1828	2.976E-02	2.3296	2.4463	1.00	5.00
	Total	8417	2.4215	1.2032	1.312E-02	2.3958	2.4472	1.00	5.00
A08Q I-8q: True friendship	.00 Male	6853	1.4680	.8088	9.770E-03	1.4488	1.4871	1.00	5.00
	1.00 Female	1580	1.3772	.7273	1.830E-02	1.3413	1.4131	1.00	5.00
	Total	8433	1.4510	.7949	8.656E-03	1.4340	1.4679	1.00	5.00
A08R I-8r: Wisdom	.00 Male	6851	1.4437	.7531	9.099E-03	1.4259	1.4616	1.00	5.00
	1.00 Female	1581	1.3523	.6754	1.699E-02	1.3190	1.3856	1.00	5.00
	Total	8432	1.4266	.7400	8.059E-03	1.4108	1.4424	1.00	5.00

ANOVA: Civilian-Related Values

		Sum of Squares	df	Mean Square	F	Sig.
A08A I-8a: Comfortable life	Between Groups	.413	1	.413	.617	.432
	Within Groups	5659.120	8455	.669		
	Total	5659.533	8456			
A08B I-8b: Exciting life	Between Groups	7.892	1	7.892	10.747	.001
	Within Groups	6200.521	8444	.734		
	Total	6208.413	8445			
A08C I-8c: Sense of accomplishment	Between Groups	38.559	1	38.559	60.345	.000
	Within Groups	5391.043	8437	.639		
	Total	5429.602	8438			
A08D I-8d: World at peace	Between Groups	131.687	1	131.687	116.997	.000
	Within Groups	9501.931	8442	1.126		
	Total	9633.618	8443			
A08E I-8e: World of beauty	Between Groups	6.152	1	6.152	5.643	.018
	Within Groups	9199.537	8439	1.090		
	Total	9205.688	8440			
A08F I-8f: Equality	Between Groups	160.876	1	160.876	194.920	.000
	Within Groups	6966.711	8441	.825		
	Total	7127.587	8442			
A08G I-8g: Family security	Between Groups	6.802	1	6.802	13.051	.000
	Within Groups	4401.849	8446	.521		
	Total	4408.650	8447			
A08H I-8h: Freedom	Between Groups	1.712	1	1.712	5.074	.024
	Within Groups	2849.308	8446	.337		
	Total	2851.020	8447			
A08I I-8i: Happiness	Between Groups	17.066	1	17.066	39.608	.000
	Within Groups	3639.079	8446	.431		
	Total	3656.145	8447			
A08J I-8j: Inner harmony	Between Groups	69.504	1	69.504	84.132	.000
	Within Groups	6970.052	8437	.826		
	Total	7039.556	8438			
A08K I-8k: Mature love	Between Groups	9.053	1	9.053	12.852	.000
	Within Groups	5939.535	8432	.704		
	Total	5948.588	8433			
A08L I-8l: National security	Between Groups	7.567	1	7.567	9.498	.002
	Within Groups	6717.423	8431	.797		
	Total	6724.990	8432			

A08M I-8m: Pleasure	Between Groups	1.810E-02	1	1.810E-02	.022	.882
	Within Groups	6967.812	8429	.827		
	Total	6967.830	8430			
A08N I-8n: Salvation	Between Groups	83.810	1	83.810	74.877	.000
	Within Groups	9405.466	8403	1.119		
	Total	9489.276	8404			
A08O I-8o: Self-respect	Between Groups	52.388	1	52.388	110.078	.000
	Within Groups	4018.176	8443	.476		
	Total	4070.564	8444			
A08P I-8p: Social recognition	Between Groups	2.190	1	2.190	1.513	.219
	Within Groups	12182.229	8415	1.448		
	Total	12184.419	8416			
A08Q I-8q: True friendship	Between Groups	10.575	1	10.575	16.768	.000
	Within Groups	5317.399	8431	.631		
	Total	5327.975	8432			
A08R I-8r: Wisdom	Between Groups	10.736	1	10.736	19.651	.000
	Within Groups	4605.822	8430	.546		
	Total	4616.559	8431			

Descriptives: Military-Related Values

			N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
							Lower Bound	Upper Bound		
A09A I-9a: Loyalty to US Army	.00	Male	6871	2.1209	1.4657	1.768E-02	2.0863	2.1556	1.00	7.00
	1.00	Female	1584	2.1736	1.4055	3.532E-02	2.1043	2.2429	1.00	7.00
	Total		8455	2.1308	1.4547	1.582E-02	2.0998	2.1618	1.00	7.00
A09B I-9b: Loyalty to unit or organization	.00	Male	6871	1.8536	1.2487	1.506E-02	1.8241	1.8831	1.00	7.00
	1.00	Female	1581	1.9171	1.1827	2.975E-02	1.8588	1.9755	1.00	7.00
	Total		8452	1.8655	1.2368	1.345E-02	1.8391	1.8918	1.00	7.00
A09C I-9c: Taking responsibility	.00	Male	6865	1.5604	.9572	1.155E-02	1.5377	1.5830	1.00	7.00
	1.00	Female	1581	1.4421	.8214	2.066E-02	1.4016	1.4826	1.00	7.00
	Total		8446	1.5382	.9344	1.017E-02	1.5183	1.5582	1.00	7.00
A09D I-9d: Put good of many ahead own welfare	.00	Male	6858	2.2642	1.5268	1.844E-02	2.2281	2.3004	1.00	7.00
	1.00	Female	1582	2.3413	1.4976	3.765E-02	2.2675	2.4152	1.00	7.00
	Total		8440	2.2787	1.5216	1.656E-02	2.2462	2.3111	1.00	7.00
A09E I-9e: Dedication to serving the US	.00	Male	6863	2.4253	1.7339	2.093E-02	2.3843	2.4664	1.00	7.00
	1.00	Female	1576	2.7348	1.7990	4.532E-02	2.6459	2.8237	1.00	7.00
	Total		8439	2.4831	1.7503	1.905E-02	2.4458	2.5205	1.00	7.00
A09F I-9f: Commitment to working as a team	.00	Male	6847	1.9010	1.2155	1.469E-02	1.8722	1.9298	1.00	7.00
	1.00	Female	1576	1.7563	1.1071	2.789E-02	1.7016	1.8110	1.00	7.00
	Total		8423	1.8739	1.1972	1.305E-02	1.8483	1.8995	1.00	7.00
A09G I-9g: Dedication to learn & doing well	.00	Male	6866	1.6017	.9932	1.199E-02	1.5782	1.6252	1.00	7.00
	1.00	Female	1581	1.3865	.7951	2.000E-02	1.3472	1.4257	1.00	7.00
	Total		8447	1.5614	.9628	1.048E-02	1.5408	1.5819	1.00	7.00
A09H I-9h: Drive to succeed & advance	.00	Male	6863	1.6542	1.0391	1.254E-02	1.6296	1.6788	1.00	7.00
	1.00	Female	1581	1.4409	.8530	2.145E-02	1.3988	1.4829	1.00	7.00
	Total		8444	1.6143	1.0102	1.099E-02	1.5927	1.6358	1.00	7.00
A09I I-9i: Being honest, open, and truthful	.00	Male	6862	1.6360	1.0499	1.267E-02	1.6111	1.6608	1.00	7.00
	1.00	Female	1577	1.3494	.7839	1.974E-02	1.3107	1.3881	1.00	7.00
	Total		8439	1.5824	1.0117	1.101E-02	1.5608	1.6040	1.00	7.00
A09J I-9j: Disciplined & courageous in battle	.00	Male	6863	1.8180	1.3061	1.577E-02	1.7871	1.8489	1.00	7.00
	1.00	Female	1574	1.9041	1.3209	3.329E-02	1.8388	1.9694	1.00	7.00
	Total		8437	1.8341	1.3092	1.425E-02	1.8061	1.8620	1.00	7.00
A09K I-9k: Standing up for what you believe	.00	Male	6866	1.4898	.9439	1.139E-02	1.4675	1.5121	1.00	7.00
	1.00	Female	1580	1.3620	.7801	1.963E-02	1.3235	1.4005	1.00	7.00
	Total		8446	1.4659	.9168	9.975E-03	1.4463	1.4855	1.00	7.00

A09L I-9l:	.00	Male	6849	2.0696	1.2778	1.544E-02	2.0394	2.0999	1.00	7.00
Working tactfully/mil. courtesy	1.00	Female	1579	1.8087	1.0675	2.686E-02	1.7560	1.8614	1.00	7.00
	Total		8428	2.0208	1.2453	1.356E-02	1.9942	2.0474	1.00	7.00
A09M I-9m:	.00	Male	6859	2.1041	1.3598	1.642E-02	2.0719	2.1363	1.00	7.00
Excellent military bearing	1.00	Female	1577	1.8859	1.1835	2.980E-02	1.8274	1.9443	1.00	7.00
	Total		8436	2.0633	1.3313	1.449E-02	2.0349	2.0917	1.00	7.00
A09N I-9n:	.00	Male	6856	1.9037	1.3748	1.660E-02	1.8712	1.9363	1.00	7.00
Equal opp regardless of gender	1.00	Female	1580	1.3772	.8328	2.095E-02	1.3361	1.4183	1.00	7.00
	Total		8436	1.8051	1.3069	1.423E-02	1.7772	1.8330	1.00	7.00
A09O I-9o:	.00	Male	6859	1.9268	1.2826	1.549E-02	1.8965	1.9572	1.00	7.00
High moral standards	1.00	Female	1580	1.6063	1.0189	2.563E-02	1.5561	1.6566	1.00	7.00
	Total		8439	1.8668	1.2437	1.354E-02	1.8403	1.8933	1.00	7.00
A09P I-9p:	.00	Male	6863	1.6847	1.0805	1.304E-02	1.6591	1.7103	1.00	7.00
Physical fitness & stamina	1.00	Female	1577	1.6925	1.0343	2.604E-02	1.6414	1.7435	1.00	7.00
	Total		8440	1.6861	1.0720	1.167E-02	1.6633	1.7090	1.00	7.00

ANOVA: Military-Related Values

		Sum of Squares	df	Mean Square	F	Sig.
A09A I-9a: Loyalty to US Army	Between Groups	3.571	1	3.571	1.688	.194
	Within Groups	17885.753	8453	2.116		
	Total	17889.324	8454			
A09B I-9b: Loyalty to unit or organization	Between Groups	5.191	1	5.191	3.394	.065
	Within Groups	12922.855	8450	1.529		
	Total	12928.046	8451			
A09C I-9c: Taking responsibility	Between Groups	17.970	1	17.970	20.630	.000
	Within Groups	7355.177	8444	.871		
	Total	7373.148	8445			
A09D I-9d: Put good of many ahead own welfare	Between Groups	7.646	1	7.646	3.303	.069
	Within Groups	19530.915	8438	2.315		
	Total	19538.561	8439			
A09E I-9e: Dedication to serving the US	Between Groups	122.731	1	122.731	40.249	.000
	Within Groups	25726.613	8437	3.049		
	Total	25849.344	8438			
A09F I-9f: Commitment to working as a team	Between Groups	26.799	1	26.799	18.736	.000
	Within Groups	12045.300	8421	1.430		
	Total	12072.099	8422			
A09G I-9g: Dedication to learn & doing well	Between Groups	59.512	1	59.512	64.678	.000
	Within Groups	7770.411	8445	.920		
	Total	7829.923	8446			
A09H I-9h: Drive to succeed & advance	Between Groups	58.503	1	58.503	57.708	.000
	Within Groups	8558.215	8442	1.014		
	Total	8616.718	8443			
A09I I-9i: Being honest, open, and truthful	Between Groups	105.305	1	105.305	104.143	.000
	Within Groups	8531.125	8437	1.011		
	Total	8636.430	8438			
A09J I-9j: Disciplined & courageous in battle	Between Groups	9.482	1	9.482	5.535	.019
	Within Groups	14450.208	8435	1.713		
	Total	14459.690	8436			
A09K I-9k: Standing up for what you believe	Between Groups	20.972	1	20.972	25.024	.000
	Within Groups	7076.708	8444	.838		
	Total	7097.679	8445			
A09L I-9l: Working tactfully/mil. courtesy	Between Groups	87.348	1	87.348	56.702	.000
	Within Groups	12980.019	8426	1.540		
	Total	13067.366	8427			

A09M I-9m: Excellent military bearing	Between Groups	61.068	1	61.068	34.592	.000
	Within Groups	14889.130	8434	1.765		
	Total	14950.198	8435			
A09N I-9n: Equal opp regardless of gender	Between Groups	355.975	1	355.975	213.661	.000
	Within Groups	14051.644	8434	1.666		
	Total	14407.619	8435			
A09O I-9o: High moral standards	Between Groups	131.897	1	131.897	86.129	.000
	Within Groups	12920.396	8437	1.531		
	Total	13052.293	8438			
A09P I-9p: Physical fitness & stamina	Between Groups	7.738E-02	1	7.738E-02	.067	.795
	Within Groups	9697.501	8438	1.149		
	Total	9697.578	8439			

Descriptives: Occupational Values

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
A01B	I-1b: Steady job-no chance for lay off	.00 Male	6837	2.1014	1.1810	1.428E-02	2.0734	2.1294	1.00 5.00
		1.00 Female	1571	1.9083	1.1084	2.796E-02	1.8535	1.9632	1.00 5.00
		Total	8408	2.0653	1.1701	1.276E-02	2.0403	2.0903	1.00 5.00
A01D	I-1d: Job offers good pay	.00 Male	6824	1.8601	.9983	1.208E-02	1.8364	1.8837	1.00 5.00
		1.00 Female	1567	1.7205	.9082	2.294E-02	1.6755	1.7655	1.00 5.00
		Total	8391	1.8340	.9835	1.074E-02	1.8129	1.8550	1.00 5.00
A01E	I-1e: Job offers good fringe benefits	.00 Male	6825	1.8297	.9769	1.182E-02	1.8066	1.8529	1.00 5.00
		1.00 Female	1569	1.7642	.9499	2.398E-02	1.7171	1.8112	1.00 5.00
		Total	8394	1.8175	.9722	1.061E-02	1.7967	1.8383	1.00 5.00
A02B	I-2b: Enlistment-job security	.00 Male	6827	2.2648	1.1864	1.436E-02	2.2367	2.2930	1.00 5.00
		1.00 Female	1568	2.0357	1.1040	2.788E-02	1.9810	2.0904	1.00 5.00
		Total	8395	2.2220	1.1748	1.282E-02	2.1969	2.2472	1.00 5.00
A02C	I-2c: Enlistment-promotion opps	.00 Male	6806	2.1985	1.0939	1.326E-02	2.1725	2.2245	1.00 5.00
		1.00 Female	1562	2.0858	1.0614	2.686E-02	2.0331	2.1385	1.00 5.00
		Total	8368	2.1775	1.0887	1.190E-02	2.1541	2.2008	1.00 5.00
A02D	I-2d: Enlistment-retirement benefits	.00 Male	6716	2.1635	1.2075	1.473E-02	2.1346	2.1924	1.00 5.00
		1.00 Female	1524	2.1417	1.1702	2.997E-02	2.0829	2.2005	1.00 5.00
		Total	8240	2.1595	1.2006	1.323E-02	2.1335	2.1854	1.00 5.00
A02F	I-2f: Enlistment-better job opps	.00 Male	6828	2.5599	1.3142	1.590E-02	2.5287	2.5911	1.00 5.00
		1.00 Female	1568	2.3438	1.2895	3.257E-02	2.2799	2.4076	1.00 5.00
		Total	8396	2.5195	1.3122	1.432E-02	2.4915	2.5476	1.00 5.00
A02G	I-2g: Enlistment-secure job w/benefits	.00 Male	6842	2.0615	1.1437	1.383E-02	2.0344	2.0886	1.00 5.00
		1.00 Female	1571	1.9166	1.0808	2.727E-02	1.8631	1.9701	1.00 5.00
		Total	8413	2.0345	1.1336	1.236E-02	2.0102	2.0587	1.00 5.00

ANOVA: Occupational Values

		Sum of Squares	df	Mean Square	F	Sig.
A01B I-1b: Steady job-no chance for lay off	Between Groups	47.595	1	47.595	34.900	.000
	Within Groups	11463.558	8406	1.364		
	Total	11511.153	8407			
A01D I-1d: Job offers good pay	Between Groups	24.824	1	24.824	25.738	.000
	Within Groups	8090.923	8389	.964		
	Total	8115.746	8390			
A01E I-1e: Job offers good fringe benefits	Between Groups	5.484	1	5.484	5.805	.016
	Within Groups	7926.909	8392	.945		
	Total	7932.393	8393			
A02B I-2b: Enlistment-job security	Between Groups	66.937	1	66.937	48.780	.000
	Within Groups	11517.186	8393	1.372		
	Total	11584.123	8394			
A02C I-2c: Enlistment-prom otion opps	Between Groups	16.140	1	16.140	13.637	.000
	Within Groups	9901.329	8366	1.184		
	Total	9917.469	8367			
A02D I-2d: Enlistment-reti rement benefits	Between Groups	.588	1	.588	.408	.523
	Within Groups	11875.874	8238	1.442		
	Total	11876.462	8239			
A02F I-2f: Enlistment-bett er job opps	Between Groups	59.577	1	59.577	34.738	.000
	Within Groups	14396.219	8394	1.715		
	Total	14455.797	8395			
A02G I-2g: Enlistment-secu re job w/benefits	Between Groups	26.832	1	26.832	20.929	.000
	Within Groups	10783.172	8411	1.282		
	Total	10810.004	8412			

Descriptives: Institutional Values

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
A01A I-1a: Job gives chance to serve country	.00 Male	6849	2.4928	1.1345	1.371E-02	2.4659	2.5196	1.00	5.00
	1.00 Female	1567	2.7058	1.1007	2.781E-02	2.6513	2.7603	1.00	5.00
	Total	8416	2.5324	1.1313	1.233E-02	2.5083	2.5566	1.00	5.00
A01C I-1c: Job which makes world better place	.00 Male	6825	2.5160	1.1693	1.415E-02	2.4883	2.5438	1.00	5.00
	1.00 Female	1572	2.2748	1.0838	2.733E-02	2.2212	2.3284	1.00	5.00
	Total	8397	2.4709	1.1576	1.263E-02	2.4461	2.4956	1.00	5.00
A02A I-2a: Enlistment-serve my country	.00 Male	6837	2.6632	1.2046	1.457E-02	2.6346	2.6917	1.00	5.00
	1.00 Female	1563	2.9642	1.1617	2.938E-02	2.9065	3.0218	1.00	5.00
	Total	8400	2.7192	1.2024	1.312E-02	2.6935	2.7449	1.00	5.00
A02E I-2e: Enlistment-tradition of service	.00 Male	6808	3.6732	1.4303	1.733E-02	3.6392	3.7072	1.00	5.00
	1.00 Female	1561	3.9423	1.3636	3.451E-02	3.8746	4.0100	1.00	5.00
	Total	8369	3.7234	1.4219	1.554E-02	3.6929	3.7539	1.00	5.00

ANOVA: Institutional Values

		Sum of Squares	df	Mean Square	F	Sig.
A01A I-1a: Job gives chance to serve country	Between Groups	57.875	1	57.875	45.462	.000
	Within Groups	10711.269	8414	1.273		
	Total	10769.144	8415			
A01C I-1c: Job which makes world better place	Between Groups	74.355	1	74.355	55.854	.000
	Within Groups	11175.776	8395	1.331		
	Total	11250.131	8396			
A02A I-2a: Enlistment-serv e my country	Between Groups	115.271	1	115.271	80.488	.000
	Within Groups	12027.243	8398	1.432		
	Total	12142.514	8399			
A02E I-2e: Enlistment-trad ition of service	Between Groups	92.000	1	92.000	45.747	.000
	Within Groups	16826.633	8367	2.011		
	Total	16918.634	8368			

Descriptives: Factor 1. Selfishness

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
C02C III-2c: 1.00 Black	1651	3.8086	.6177	1.520E-02	3.7788	3.8384	1.00	4.00
Join in making fun of handicap 2.00 Hispanic	1297	3.8689	.5268	1.463E-02	3.8402	3.8976	1.00	4.00
3.00 White	4913	3.9165	.3948	5.633E-03	3.9055	3.9276	1.00	4.00
4.00 Other	517	3.9149	.3944	1.734E-02	3.8808	3.9490	1.00	4.00
Total	8378	3.8878	.4700	5.135E-03	3.8777	3.8979	1.00	4.00
C04D III-4d: 1.00 Black	1641	3.6332	.7983	1.971E-02	3.5945	3.6718	1.00	4.00
Join others in criticizing 2.00 Hispanic	1292	3.6625	.7452	2.073E-02	3.6219	3.7032	1.00	4.00
3.00 White	4899	3.7626	.6285	8.980E-03	3.7450	3.7802	1.00	4.00
4.00 Other	513	3.6823	.6920	3.055E-02	3.6222	3.7423	1.00	4.00
Total	8345	3.7167	.6896	7.549E-03	3.7019	3.7315	1.00	4.00
C05C III-5c: 1.00 Black	1640	3.3841	.8810	2.175E-02	3.3415	3.4268	1.00	4.00
Avoid & hope she finds someone 2.00 Hispanic	1293	3.3774	.8610	2.394E-02	3.3304	3.4244	1.00	4.00
3.00 White	4900	3.4047	.8171	1.167E-02	3.3818	3.4276	1.00	4.00
4.00 Other	514	3.3502	.8342	3.679E-02	3.2779	3.4225	1.00	4.00
Total	8347	3.3931	.8379	9.171E-03	3.3751	3.4111	1.00	4.00
C05D III-5d: 1.00 Black	1641	3.4826	.8574	2.117E-02	3.4411	3.5241	1.00	4.00
Make up excuse to not do work 2.00 Hispanic	1294	3.5386	.7785	2.164E-02	3.4962	3.5811	1.00	4.00
3.00 White	4896	3.5588	.7502	1.072E-02	3.5378	3.5798	1.00	4.00
4.00 Other	513	3.4717	.7978	3.522E-02	3.4025	3.5409	1.00	4.00
Total	8344	3.5354	.7803	8.542E-03	3.5186	3.5521	1.00	4.00
C06C III-6c: 1.00 Black	1638	2.8480	1.0912	2.696E-02	2.7951	2.9009	1.00	4.00
Vouch for preferred hours 2.00 Hispanic	1294	2.9529	1.0324	2.870E-02	2.8966	3.0092	1.00	4.00
3.00 White	4905	2.9729	1.0083	1.440E-02	2.9447	3.0011	1.00	4.00
4.00 Other	512	2.9688	1.0218	4.516E-02	2.8800	3.0575	1.00	4.00
Total	8349	2.9450	1.0305	1.128E-02	2.9229	2.9671	1.00	4.00
C07B III-7b: 1.00 Black	1643	3.5806	.8110	2.001E-02	3.5414	3.6199	1.00	4.00
Death in family & can't go 2.00 Hispanic	1295	3.6494	.7359	2.045E-02	3.6093	3.6895	1.00	4.00
3.00 White	4908	3.6936	.6559	9.363E-03	3.6752	3.7119	1.00	4.00
4.00 Other	514	3.6070	.7475	3.297E-02	3.5422	3.6718	1.00	4.00
Total	8360	3.6592	.7085	7.749E-03	3.6440	3.6744	1.00	4.00
C08C III-8c: 1.00 Black	1625	3.3785	.9914	2.459E-02	3.3302	3.4267	1.00	4.00
Make photocopies of evaluations 2.00 Hispanic	1290	3.5070	.8854	2.465E-02	3.4586	3.5553	1.00	4.00
3.00 White	4897	3.5708	.8326	1.190E-02	3.5474	3.5941	1.00	4.00
4.00 Other	511	3.4697	.8958	3.963E-02	3.3918	3.5475	1.00	4.00
Total	8323	3.5171	.8808	9.655E-03	3.4982	3.5360	1.00	4.00

C10B III-10b:	1.00	Black	1633	3.6050	.7837	1.939E-02	3.5670	3.6431	1.00	4.00
Join in										
trashing the "loser"	2.00	Hispanic	1296	3.6698	.6856	1.904E-02	3.6324	3.7071	1.00	4.00
	3.00	White	4893	3.7008	.6222	8.895E-03	3.6834	3.7182	1.00	4.00
	4.00	Other	513	3.6062	.7132	3.149E-02	3.5444	3.6681	1.00	4.00
	Total		8335	3.6714	.6734	7.376E-03	3.6569	3.6858	1.00	4.00
C11A III-11a:	1.00	Black	1635	3.3070	1.0176	2.517E-02	3.2577	3.3564	1.00	4.00
Join										
co-workers for few beers	2.00	Hispanic	1290	3.2504	1.0089	2.809E-02	3.1953	3.3055	1.00	4.00
	3.00	White	4889	3.0990	1.0623	1.519E-02	3.0692	3.1288	1.00	4.00
	4.00	Other	509	3.1827	1.0098	4.476E-02	3.0948	3.2706	1.00	4.00
	Total		8323	3.1684	1.0458	1.146E-02	3.1460	3.1909	1.00	4.00
C12A III-12a:	1.00	Black	1625	3.3680	.9700	2.406E-02	3.3208	3.4152	1.00	4.00
Let co-worker take fall	2.00	Hispanic	1278	3.5023	.8513	2.381E-02	3.4556	3.5491	1.00	4.00
	3.00	White	4872	3.5523	.7780	1.115E-02	3.5305	3.5742	1.00	4.00
	4.00	Other	508	3.4173	.8788	3.899E-02	3.3407	3.4939	1.00	4.00
	Total		8283	3.5002	.8396	9.226E-03	3.4821	3.5183	1.00	4.00
C12B III-12b:	1.00	Black	1620	3.4846	.8928	2.218E-02	3.4411	3.5281	1.00	4.00
Make sure co-worker is blamed	2.00	Hispanic	1273	3.5899	.8048	2.256E-02	3.5457	3.6342	1.00	4.00
	3.00	White	4868	3.6779	.7059	1.012E-02	3.6581	3.6977	1.00	4.00
	4.00	Other	506	3.5830	.7898	3.511E-02	3.5140	3.6520	1.00	4.00
	Total		8267	3.6207	.7701	8.470E-03	3.6041	3.6373	1.00	4.00
C12CR III-12c (Reversed)	1.00	Black	1635	3.4599	.8338	2.062E-02	3.4195	3.5004	1.00	4.00
Come forward and admit	2.00	Hispanic	1285	3.5198	.7877	2.197E-02	3.4767	3.5630	1.00	4.00
	3.00	White	4893	3.5945	.7073	1.011E-02	3.5747	3.6143	1.00	4.00
	4.00	Other	511	3.4912	.7691	3.403E-02	3.4243	3.5580	1.00	4.00
	Total		8324	3.5502	.7521	8.244E-03	3.5341	3.5664	1.00	4.00
C12D III-12d:	1.00	Black	1619	3.0791	1.0565	2.626E-02	3.0276	3.1306	1.00	4.00
Persuade boss to take it easy	2.00	Hispanic	1271	3.2054	1.0138	2.844E-02	3.1496	3.2611	1.00	4.00
	3.00	White	4856	3.2051	.9612	1.379E-02	3.1781	3.2321	1.00	4.00
	4.00	Other	505	3.0851	1.0190	4.535E-02	2.9961	3.1742	1.00	4.00
	Total		8251	3.1731	.9936	1.094E-02	3.1516	3.1945	1.00	4.00
C14C III-14c:	1.00	Black	1626	3.0424	.9848	2.442E-02	2.9945	3.0903	1.00	4.00
Brush it off	2.00	Hispanic	1269	3.0489	.9419	2.644E-02	2.9970	3.1007	1.00	4.00
	3.00	White	4866	3.0000	.9331	1.338E-02	2.9738	3.0262	1.00	4.00
	4.00	Other	504	2.9980	.9363	4.171E-02	2.9161	3.0800	1.00	4.00
	Total		8265	3.0157	.9451	1.040E-02	2.9954	3.0361	1.00	4.00

C15A III-15a: No part of selling, will buy	1.00	Black	1622	2.8551	1.1716	2.909E-02	2.7981	2.9122	1.00	4.00
	2.00	Hispanic	1274	2.8995	1.1464	3.212E-02	2.8365	2.9625	1.00	4.00
	3.00	White	4871	3.0505	1.0408	1.491E-02	3.0213	3.0797	1.00	4.00
	4.00	Other	506	2.9743	1.0870	4.832E-02	2.8794	3.0692	1.00	4.00
	Total		8273	2.9843	1.0900	1.198E-02	2.9608	3.0078	1.00	4.00
C15BR III-15b (Reversed) Nothing to do with whole thing	1.00	Black	1632	2.9626	1.1300	2.797E-02	2.9078	3.0175	1.00	4.00
	2.00	Hispanic	1276	3.0478	1.1012	3.083E-02	2.9873	3.1083	1.00	4.00
	3.00	White	4883	3.0463	1.0841	1.551E-02	3.0159	3.0767	1.00	4.00
	4.00	Other	508	3.0098	1.1209	4.973E-02	2.9121	3.1075	1.00	4.00
	Total		8299	3.0278	1.0985	1.206E-02	3.0042	3.0515	1.00	4.00
C15C III-15c: Help sell & accept free copy	1.00	Black	1620	3.2463	1.0363	2.575E-02	3.1958	3.2968	1.00	4.00
	2.00	Hispanic	1266	3.3847	.9349	2.628E-02	3.3331	3.4362	1.00	4.00
	3.00	White	4866	3.3975	.9141	1.310E-02	3.3718	3.4231	1.00	4.00
	4.00	Other	505	3.3446	.9471	4.214E-02	3.2618	3.4274	1.00	4.00
	Total		8257	3.3626	.9461	1.041E-02	3.3422	3.3830	1.00	4.00

ANOVA: Factor 1. Slefishness

		Sum of Squares	df	Mean Square	F	Sig.
C02C III-2c: Join in making fun of handicap	Between Groups	15.258	3	5.086	23.206	.000
	Within Groups	1835.276	8374	.219		
	Total	1850.533	8377			
C04D III-4d: Join others in criticizing	Between Groups	26.177	3	8.726	18.462	.000
	Within Groups	3942.141	8341	.473		
	Total	3968.318	8344			
C05C III-5c: Avoid & hope she finds someone	Between Groups	2.054	3	.685	.975	.403
	Within Groups	5857.265	8343	.702		
	Total	5859.320	8346			
C05D III-5d: Make up excuse to not do work	Between Groups	9.348	3	3.116	5.126	.002
	Within Groups	5070.222	8340	.608		
	Total	5079.570	8343			
C06C III-6c: Vouch for preferred hours	Between Groups	19.599	3	6.533	6.163	.000
	Within Groups	8846.166	8345	1.060		
	Total	8865.766	8348			
C07B III-7b: Death in family & can't go	Between Groups	17.458	3	5.819	11.637	.000
	Within Groups	4178.633	8356	.500		
	Total	4196.091	8359			
C08C III-8c: Make photocopies of evaluations	Between Groups	46.615	3	15.538	20.167	.000
	Within Groups	6409.696	8319	.770		
	Total	6456.310	8322			
C10B III-10b: Join in trashing the "loser"	Between Groups	13.605	3	4.535	10.034	.000
	Within Groups	3765.320	8331	.452		
	Total	3778.925	8334			
C11A III-11a: Join co-workers for few beers	Between Groups	63.748	3	21.249	19.559	.000
	Within Groups	9038.087	8319	1.086		
	Total	9101.835	8322			
C12A III-12a: Let co-worker take fall	Between Groups	45.140	3	15.047	21.501	.000
	Within Groups	5793.610	8279	.700		
	Total	5838.750	8282			
C12B III-12b: Make sure co-worker is blamed	Between Groups	47.870	3	15.957	27.160	.000
	Within Groups	4854.521	8263	.588		
	Total	4902.391	8266			
C12CR III-12c (Reversed) Come forward and admit	Between Groups	25.896	3	8.632	15.339	.000
	Within Groups	4682.114	8320	.563		
	Total	4708.010	8323			

C12D III-12d:	Between Groups	24.520	3	8.173	8.301	.000
Persuade boss	-----	-----	-----	-----	-----	-----
to take it easy	Within Groups	8120.336		8247 .985		
	Total	8144.856		8250		
C14C III-14c:	Between Groups	3.914	3	1.305	1.461	.223
Brush it off	-----	-----	-----	-----	-----	-----
	Within Groups	7378.041		8261 .893		
	Total	7381.955		8264		
C15A III-15a:	Between Groups	57.623	3	19.208	16.256	.000
No part of	-----	-----	-----	-----	-----	-----
selling, will	Within Groups	9770.335		8269 1.182		
buy	Total	9827.957		8272		
C15ER III-15b	Between Groups	9.276	3	3.092	2.564	.053
(Reversed)	-----	-----	-----	-----	-----	-----
Nothing to do	Within Groups	10003.295		8295 1.206		
with whole	Total	10012.570		8298		
thing	-----	-----	-----	-----	-----	-----
C15C III-15c:	Between Groups	28.605	3	9.535	10.689	.000
Help sell &	-----	-----	-----	-----	-----	-----
accept free	Within Groups	7361.766		8253 .892		
copy	Total	7390.371		8256		
	-----	-----	-----	-----	-----	-----

Post Hoc Tests: Factor 1. Selfishness

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity	(J) RACEETHN Race/Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
C02C III-2c: Join in making fun of handicap	1.00 Black	2.00 Hispanic	-6.0327E-02	.017	.003	-.1144	-6.2496E-03
		3.00 White	-.1079	.013	.000	-.1494	-6.6486E-02
		4.00 Other	-.1063	.024	.000	-.1797	-3.2840E-02
	2.00 Hispanic	1.00 Black	6.033E-02	.017	.003	6.250E-03	.1144
		3.00 White	-4.7620E-02	.015	.006	-9.3119E-02	-2.1206E-03
		4.00 Other	-4.5965E-02	.024	.233	-.1218	2.984E-02
	3.00 White	1.00 Black	.1079	.013	.000	6.649E-02	.1494
		2.00 Hispanic	4.762E-02	.015	.006	2.121E-03	9.312E-02
		4.00 Other	1.654E-03	.022	1.000	-6.5733E-02	6.904E-02
	4.00 Other	1.00 Black	.1063	.024	.000	3.284E-02	.1797
		2.00 Hispanic	4.597E-02	.024	.233	-2.9841E-02	.1218
		3.00 White	-1.6543E-03	.022	1.000	-6.9042E-02	6.573E-02
C04D III-4d: Join others in criticizing	1.00 Black	2.00 Hispanic	-2.9388E-02	.026	.659	-.1090	5.022E-02
		3.00 White	-.1295	.020	.000	-.1905	-6.8409E-02
		4.00 Other	-4.9111E-02	.035	.492	-.1574	5.915E-02
	2.00 Hispanic	1.00 Black	2.939E-02	.026	.659	-5.0217E-02	.1090
		3.00 White	-.1001	.022	.000	-.1670	-3.3129E-02
		4.00 Other	-1.9723E-02	.036	.947	-.1314	9.197E-02
	3.00 White	1.00 Black	.1295	.020	.000	6.841E-02	.1905
		2.00 Hispanic	.1001	.022	.000	3.313E-02	.1670
		4.00 Other	8.034E-02	.032	.057	-1.8977E-02	.1797
	4.00 Other	1.00 Black	4.911E-02	.035	.492	-5.9153E-02	.1574
		2.00 Hispanic	1.972E-02	.036	.947	-9.1969E-02	.1314
		3.00 White	-8.0343E-02	.032	.057	-.1797	1.898E-02
C05C III-5c: Avoid & hope she finds someone	1.00 Black	2.00 Hispanic	6.729E-03	.031	.996	-9.0285E-02	.1037
		3.00 White	-2.0548E-02	.024	.826	-9.4964E-02	5.387E-02
		4.00 Other	3.395E-02	.042	.854	-9.7911E-02	.1658
	2.00 Hispanic	1.00 Black	-6.7295E-03	.031	.996	-.1037	9.028E-02
		3.00 White	-2.7277E-02	.026	.725	-.1088	5.428E-02
		4.00 Other	2.722E-02	.044	.925	-.1088	.1632
	3.00 White	1.00 Black	2.055E-02	.024	.826	-5.3869E-02	9.496E-02

2.00	Hispanic	2.728E-02	.026	.725	-5.4279E-02	.1088
4.00	Other	5.450E-02	.039	.497	-6.6444E-02	.1754

	4.00	Other	1.00	Black	-3.3952E-02	.042	.854	-.1658	9.791E-02
			2.00	Hispanic	-2.7222E-02	.044	.925	-.1632	.1088
			3.00	White	-5.4499E-02	.039	.497	-.1754	6.644E-02
C05D III-5d: Make up excuse to not do work	1.00	Black	2.00	Hispanic	-5.6007E-02	.029	.215	-.1463	3.424E-02
			3.00	White	-7.6191E-02	.022	.003	-.1454	-6.9505E-03
			4.00	Other	1.090E-02	.039	.993	-.1119	.1337
	2.00	Hispanic	1.00	Black	5.601E-02	.029	.215	-3.4239E-02	.1463
			3.00	White	-2.0184E-02	.024	.841	-9.6059E-02	5.569E-02
			4.00	Other	6.690E-02	.041	.353	-5.9743E-02	.1936
	3.00	White	1.00	Black	7.619E-02	.022	.003	6.951E-03	.1454
			2.00	Hispanic	2.018E-02	.024	.841	-5.5692E-02	9.606E-02
			4.00	Other	8.709E-02	.036	.076	-2.5560E-02	.1997
	4.00	Other	1.00	Black	-1.0898E-02	.039	.993	-.1337	.1119
			2.00	Hispanic	-6.6905E-02	.041	.353	-.1936	5.974E-02
			3.00	White	-8.7089E-02	.036	.076	-.1997	2.556E-02
C06C III-6c: Vouch for preferred hours	1.00	Black	2.00	Hispanic	-.1049	.038	.031	-.2241	1.434E-02
			3.00	White	-.1249	.029	.000	-.2164	-3.3427E-02
			4.00	Other	-.1208	.052	.094	-.2831	4.153E-02
	2.00	Hispanic	1.00	Black	.1049	.038	.031	-1.4343E-02	.2241
			3.00	White	-2.0025E-02	.032	.925	-.1202	8.015E-02
			4.00	Other	-1.5891E-02	.054	.991	-.1832	.1515
	3.00	White	1.00	Black	.1249	.029	.000	3.343E-02	.2164
			2.00	Hispanic	2.003E-02	.032	.925	-8.0148E-02	.1202
			4.00	Other	4.135E-03	.048	1.000	-.1447	.1530
	4.00	Other	1.00	Black	.1208	.052	.094	-4.1531E-02	.2831
			2.00	Hispanic	1.589E-02	.054	.991	-.1515	.1832
			3.00	White	-4.1348E-03	.048	1.000	-.1530	.1447
C07B III-7b: Death in family & can't go	1.00	Black	2.00	Hispanic	-6.8776E-02	.026	.044	-.1506	1.303E-02
			3.00	White	-.1129	.020	.000	-.1757	-5.0166E-02
			4.00	Other	-2.6359E-02	.036	.882	-.1376	8.491E-02
	2.00	Hispanic	1.00	Black	6.878E-02	.026	.044	-1.3034E-02	.1506
			3.00	White	-4.4141E-02	.022	.189	-.1129	2.464E-02
			4.00	Other	4.242E-02	.037	.658	-7.2355E-02	.1572
	3.00	White	1.00	Black	.1129	.020	.000	5.017E-02	.1757
			2.00	Hispanic	4.414E-02	.022	.189	-2.4637E-02	.1129
			4.00	Other	8.656E-02	.033	.041	-1.5508E-02	.1886
	4.00	Other	1.00	Black	2.636E-02	.036	.882	-8.4906E-02	.1376
			2.00	Hispanic	-4.2417E-02	.037	.658	-.1572	7.236E-02

		3.00	White	-8.6558E-02	.033	.041	-.1886	1.551E-02	
C08C III-8c: Make photocopies of evaluations	1.00	Black	2.00	Hispanic	-.1285	.033	.001	-.2304	-2.6610E-02
			3.00	White	-.1923	.025	.000	-.2705	-.1141
			4.00	Other	-9.1206E-02	.045	.170	-.2298	4.739E-02
	2.00	Hispanic	1.00	Black	.1285	.033	.001	2.661E-02	.2304
			3.00	White	-6.3781E-02	.027	.093	-.1493	2.174E-02
			4.00	Other	3.731E-02	.046	.848	-.1055	.1801
	3.00	White	1.00	Black	.1923	.025	.000	.1141	.2705
			2.00	Hispanic	6.378E-02	.027	.093	-2.1741E-02	.1493
			4.00	Other	.1011	.041	.063	-2.5950E-02	.2281
	4.00	Other	1.00	Black	9.121E-02	.045	.170	-4.7394E-02	.2298
			2.00	Hispanic	-3.7309E-02	.046	.848	-.1801	.1055
			3.00	White	-.1011	.041	.063	-.2281	2.595E-02
C10B III-10b: Join in trashing the "loser"	1.00	Black	2.00	Hispanic	-6.4732E-02	.025	.048	-.1426	1.313E-02
			3.00	White	-9.5776E-02	.019	.000	-.1556	-3.5961E-02
			4.00	Other	-1.2164E-03	.034	1.000	-.1071	.1047
	2.00	Hispanic	1.00	Black	6.473E-02	.025	.048	-1.3131E-02	.1426
			3.00	White	-3.1044E-02	.021	.451	-9.6430E-02	3.434E-02
			4.00	Other	6.352E-02	.035	.268	-4.5660E-02	.1727
	3.00	White	1.00	Black	9.578E-02	.019	.000	3.596E-02	.1556
			2.00	Hispanic	3.104E-02	.021	.451	-3.4342E-02	9.643E-02
			4.00	Other	9.456E-02	.031	.013	-2.5721E-03	.1917
	4.00	Other	1.00	Black	1.216E-03	.034	1.000	-.1047	.1071
			2.00	Hispanic	-6.3515E-02	.035	.268	-.1727	4.566E-02
			3.00	White	-9.4559E-02	.031	.013	-.1917	2.572E-03
C11A III-11a: Join co-workers for few beers	1.00	Black	2.00	Hispanic	5.665E-02	.039	.462	-6.4199E-02	.1775
			3.00	White	.2080	.030	.000	.1153	.3007
			4.00	Other	.1243	.053	.087	-4.0385E-02	.2890
	2.00	Hispanic	1.00	Black	-5.6646E-02	.039	.462	-.1775	6.420E-02
			3.00	White	.1514	.033	.000	4.982E-02	.2530
			4.00	Other	6.768E-02	.055	.601	-.1022	.2375
	3.00	White	1.00	Black	-.2080	.030	.000	-.3007	-.1153
			2.00	Hispanic	-.1514	.033	.000	-.2530	-4.9818E-02
			4.00	Other	-8.3713E-02	.049	.311	-.2348	6.742E-02
	4.00	Other	1.00	Black	-.1243	.053	.087	-.2890	4.038E-02
			2.00	Hispanic	-6.7676E-02	.055	.601	-.2375	.1022
			3.00	White	8.371E-02	.049	.311	-6.7422E-02	.2348

C12A III-12a: Let co-worker take fall	1.00 Black	2.00 Hispanic	-.1343	.031	.000	-.2317	-3.6976E-02
		3.00 White	-.1843	.024	.000	-.2589	-.1097
		4.00 Other	-4.9323E-02	.043	.652	-.1817	8.306E-02
	2.00 Hispanic	1.00 Black	.1343	.031	.000	3.698E-02	.2317
		3.00 White	-4.9992E-02	.026	.227	-.1318	3.186E-02
		4.00 Other	8.502E-02	.044	.212	-5.1573E-02	.2216
	3.00 White	1.00 Black	.1843	.024	.000	.1097	.2589
		2.00 Hispanic	4.999E-02	.026	.227	-3.1858E-02	.1318
		4.00 Other	.1350	.039	.003	1.359E-02	.2564
	4.00 Other	1.00 Black	4.932E-02	.043	.652	-8.3062E-02	.1817
		2.00 Hispanic	-8.5025E-02	.044	.212	-.2216	5.157E-02
		3.00 White	-.1350	.039	.003	-.2564	-1.3592E-02
C12B III-12b: Make sure co-worker is blamed	1.00 Black	2.00 Hispanic	-.1054	.029	.001	-.1948	-1.6001E-02
		3.00 White	-.1933	.022	.000	-.2618	-.1249
		4.00 Other	-9.8436E-02	.039	.057	-.2200	2.309E-02
	2.00 Hispanic	1.00 Black	.1054	.029	.001	1.600E-02	.1948
		3.00 White	-8.7951E-02	.024	.002	-.1631	-1.2832E-02
		4.00 Other	6.941E-03	.040	.998	-.1185	.1323
	3.00 White	1.00 Black	.1933	.022	.000	.1249	.2618
		2.00 Hispanic	8.795E-02	.024	.002	1.283E-02	.1631
		4.00 Other	9.489E-02	.036	.040	-1.6567E-02	.2064
	4.00 Other	1.00 Black	9.844E-02	.039	.057	-2.3090E-02	.2200
		2.00 Hispanic	-6.9411E-03	.040	.998	-.1323	.1185
		3.00 White	-9.4893E-02	.036	.040	-.2064	1.657E-02
C12CR III-12c (Reversed) Come forward and admit	1.00 Black	2.00 Hispanic	-5.9906E-02	.028	.140	-.1470	2.716E-02
		3.00 White	-.1346	.021	.000	-.2013	-6.7870E-02
		4.00 Other	-3.1255E-02	.038	.844	-.1496	8.711E-02
	2.00 Hispanic	1.00 Black	5.991E-02	.028	.140	-2.7162E-02	.1470
		3.00 White	-7.4678E-02	.024	.008	-.1479	-1.4703E-03
		4.00 Other	2.865E-02	.039	.885	-9.3492E-02	.1508
	3.00 White	1.00 Black	.1346	.021	.000	6.787E-02	.2013
		2.00 Hispanic	7.468E-02	.024	.008	1.470E-03	.1479
		4.00 Other	.1033	.035	.016	-5.2470E-03	.2119
	4.00 Other	1.00 Black	3.125E-02	.038	.844	-8.7109E-02	.1496
		2.00 Hispanic	-2.8651E-02	.039	.885	-.1508	9.349E-02
		3.00 White	-.1033	.035	.016	-.2119	5.247E-03

C12D III-12d: Persuade boss to take it easy	1.00 Black	2.00 Hispanic	-.1263	.037	.004	-.2421	-1.0516E-02
		3.00 White	-.1260	.028	.000	-.2147	-3.7389E-02
		4.00 Other	-6.0874E-03	.051	.999	-.1635	.1514
	2.00 Hispanic	1.00 Black	.1263	.037	.004	1.052E-02	.2421
		3.00 White	2.430E-04	.031	1.000	-9.7091E-02	9.758E-02
		4.00 Other	.1202	.052	.097	-4.2300E-02	.2827
	3.00 White	1.00 Black	.1260	.028	.000	3.739E-02	.2147
		2.00 Hispanic	-2.4303E-04	.031	1.000	-9.7577E-02	9.709E-02
		4.00 Other	.1200	.046	.048	-2.4483E-02	.2644
	4.00 Other	1.00 Black	6.087E-03	.051	.999	-.1514	.1635
		2.00 Hispanic	-.1202	.052	.097	-.2827	4.230E-02
		3.00 White	-.1200	.046	.048	-.2644	2.448E-02
C14C III-14c: Brush it off	1.00 Black	2.00 Hispanic	-6.4219E-03	.035	.998	-.1166	.1038
		3.00 White	4.244E-02	.027	.397	-4.1842E-02	.1267
		4.00 Other	4.442E-02	.048	.793	-.1056	.1944
	2.00 Hispanic	1.00 Black	6.422E-03	.035	.998	-.1038	.1166
		3.00 White	4.886E-02	.030	.356	-4.3881E-02	.1416
		4.00 Other	5.084E-02	.050	.737	-.1041	.2058
	3.00 White	1.00 Black	-4.2435E-02	.027	.397	-.1267	4.184E-02
		2.00 Hispanic	-4.8857E-02	.030	.356	-.1416	4.388E-02
		4.00 Other	1.984E-03	.044	1.000	-.1357	.1397
	4.00 Other	1.00 Black	-4.4420E-02	.048	.793	-.1944	.1056
		2.00 Hispanic	-5.0841E-02	.050	.737	-.2058	.1041
		3.00 White	-1.9841E-03	.044	1.000	-.1397	.1357
C15A III-15a: No part of selling, will buy	1.00 Black	2.00 Hispanic	-4.4412E-02	.041	.695	-.1711	8.228E-02
		3.00 White	-.1954	.031	.000	-.2924	-9.8372E-02
		4.00 Other	-.1192	.055	.136	-.2915	5.313E-02
	2.00 Hispanic	1.00 Black	4.441E-02	.041	.695	-8.2275E-02	.1711
		3.00 White	-.1510	.034	.000	-.2575	-4.4484E-02
		4.00 Other	-7.4779E-02	.057	.557	-.2526	.1030
	3.00 White	1.00 Black	.1954	.031	.000	9.837E-02	.2924
		2.00 Hispanic	.1510	.034	.000	4.448E-02	.2575
		4.00 Other	7.619E-02	.051	.437	-8.1868E-02	.2343
	4.00 Other	1.00 Black	.1192	.055	.136	-5.3126E-02	.2915
		2.00 Hispanic	7.478E-02	.057	.557	-.1030	.2526
		3.00 White	-7.6195E-02	.051	.437	-.2343	8.187E-02

C15BR III-15b (Reversed) Nothing to do with whole thing	1.00	Black	2.00	Hispanic	-8.5183E-02	.041	.161	-.2129	4.258E-02
			3.00	White	-8.3660E-02	.031	.039	-.1814	1.409E-02
			4.00	Other	-4.7220E-02	.056	.832	-.2209	.1265
	2.00	Hispanic	1.00	Black	8.518E-02	.041	.161	-4.2576E-02	.2129
			3.00	White	1.523E-03	.035	1.000	-.1060	.1090
			4.00	Other	3.796E-02	.058	.912	-.1414	.2173
	3.00	White	1.00	Black	8.366E-02	.031	.039	-1.4093E-02	.1814
			2.00	Hispanic	-1.5226E-03	.035	1.000	-.1090	.1060
			4.00	Other	3.644E-02	.051	.892	-.1229	.1958
	4.00	Other	1.00	Black	4.722E-02	.056	.832	-.1265	.2209
			2.00	Hispanic	-3.7963E-02	.058	.912	-.2173	.1414
			3.00	White	-3.6441E-02	.051	.892	-.1958	.1229
C15C III-15c: Help sell & accept free copy	1.00	Black	2.00	Hispanic	-.1384	.035	.001	-.2487	-2.8080E-02
			3.00	White	-.1512	.027	.000	-.2355	-6.6813E-02
			4.00	Other	-9.8258E-02	.048	.173	-.2481	5.160E-02
	2.00	Hispanic	1.00	Black	.1384	.035	.001	2.808E-02	.2487
			3.00	White	-1.2776E-02	.030	.974	-.1055	7.999E-02
			4.00	Other	4.012E-02	.050	.851	-.1146	.1949
	3.00	White	1.00	Black	.1512	.027	.000	6.681E-02	.2355
			2.00	Hispanic	1.278E-02	.030	.974	-7.9993E-02	.1055
			4.00	Other	5.290E-02	.044	.628	-8.4569E-02	.1904
	4.00	Other	1.00	Black	9.826E-02	.048	.173	-5.1599E-02	.2481
			2.00	Hispanic	-4.0122E-02	.050	.851	-.1949	.1146
			3.00	White	-5.2897E-02	.044	.628	-.1904	8.457E-02

Descriptives: Factor 2. Truthfulness

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum		
					Lower Bound	Upper Bound				
C01AR III-1a (Reversed) Refuse to attend/testify	1.00	Black	1650	2.8976	1.1380	2.802E-02	2.8426	2.9525	1.00	4.00
	2.00	Hispanic	1301	2.8063	1.1140	3.088E-02	2.7457	2.8669	1.00	4.00
	3.00	White	4919	2.8683	1.1192	1.596E-02	2.8370	2.8996	1.00	4.00
	4.00	Other	522	2.8467	1.0854	4.750E-02	2.7534	2.9401	1.00	4.00
	Total		8392	2.8631	1.1202	1.223E-02	2.8391	2.8871	1.00	4.00
C01D III-1d: Attend & tell the truth	1.00	Black	1638	2.6062	1.1632	2.874E-02	2.5499	2.6626	1.00	4.00
	2.00	Hispanic	1292	2.5573	1.1253	3.131E-02	2.4959	2.6187	1.00	4.00
	3.00	White	4903	2.5125	1.1339	1.619E-02	2.4808	2.5443	1.00	4.00
	4.00	Other	518	2.5039	1.1104	4.879E-02	2.4080	2.5997	1.00	4.00
	Total		8351	2.5373	1.1374	1.245E-02	2.5129	2.5617	1.00	4.00
C02D III-2d: Find guard to handle the sit.	1.00	Black	1659	2.0476	1.0970	2.693E-02	1.9948	2.1004	1.00	4.00
	2.00	Hispanic	1298	1.9468	1.0237	2.842E-02	1.8911	2.0026	1.00	4.00
	3.00	White	4919	2.1151	1.0009	1.427E-02	2.0871	2.1430	1.00	4.00
	4.00	Other	519	2.0366	1.0041	4.408E-02	1.9500	2.1232	1.00	4.00
	Total		8395	2.0709	1.0259	1.120E-02	2.0489	2.0928	1.00	4.00
C03A III-3a: Quit & alert proper authorities	1.00	Black	1658	2.4771	1.0497	2.578E-02	2.4265	2.5276	1.00	4.00
	2.00	Hispanic	1302	2.3518	1.0000	2.771E-02	2.2974	2.4061	1.00	4.00
	3.00	White	4929	2.3522	.9624	1.371E-02	2.3253	2.3791	1.00	4.00
	4.00	Other	520	2.3404	.9862	4.325E-02	2.2554	2.4253	1.00	4.00
	Total		8409	2.3760	.9886	1.078E-02	2.3549	2.3972	1.00	4.00
C11C III-11c: Alert foreman to what goes on	1.00	Black	1630	2.7706	1.0418	2.581E-02	2.7199	2.8212	1.00	4.00
	2.00	Hispanic	1280	2.7867	1.0023	2.801E-02	2.7318	2.8417	1.00	4.00
	3.00	White	4887	2.8400	.9980	1.428E-02	2.8120	2.8680	1.00	4.00
	4.00	Other	509	2.7132	.9981	4.424E-02	2.6262	2.8001	1.00	4.00
	Total		8306	2.8104	1.0080	1.106E-02	2.7887	2.8321	1.00	4.00
C14B III-14b: Confide in counselor	1.00	Black	1634	2.2546	1.0781	2.667E-02	2.2023	2.3069	1.00	4.00
	2.00	Hispanic	1277	2.2334	1.0684	2.990E-02	2.1747	2.2920	1.00	4.00
	3.00	White	4888	2.3922	1.0484	1.500E-02	2.3628	2.4216	1.00	4.00
	4.00	Other	506	2.2055	1.0154	4.514E-02	2.1169	2.2942	1.00	4.00
	Total		8305	2.3293	1.0579	1.161E-02	2.3066	2.3521	1.00	4.00
C14D III-14d: Tell parents everything	1.00	Black	1629	2.5543	1.0946	2.712E-02	2.5011	2.6075	1.00	4.00
	2.00	Hispanic	1274	2.5306	1.0780	3.020E-02	2.4714	2.5899	1.00	4.00
	3.00	White	4875	2.6523	1.0555	1.512E-02	2.6227	2.6819	1.00	4.00
	4.00	Other	505	2.5505	1.0437	4.644E-02	2.4593	2.6417	1.00	4.00

Total 8283 2.6081 1.0672 1.173E-02 2.5851 2.6311 1.00 4.00

C15D III-15d:	1.00	Black	1617	2.8813	1.1294	2.809E-02	2.8262	2.9363	1.00	4.00
Anonymously inform	2.00	Hispanic	1272	2.8695	1.1312	3.172E-02	2.8073	2.9317	1.00	4.00
	3.00	White	4869	2.7599	1.1373	1.630E-02	2.7280	2.7919	1.00	4.00
	4.00	Other	507	2.6726	1.1590	5.147E-02	2.5715	2.7737	1.00	4.00
	Total		8265	2.7952	1.1377	1.251E-02	2.7706	2.8197	1.00	4.00

ANOVA: Factor 2. Truthfulness

		Sum of Squares	df	Mean Square	F	Sig.
C01AR III-1a (Reversed) Refuse to attend/testify	Between Groups	6.429	3	2.143	1.708	.163
	Within Groups	10523.254	8388	1.255		
	Total	10529.683	8391			
C01D III-1d: Attend & tell the truth	Between Groups	11.882	3	3.961	3.064	.027
	Within Groups	10790.249	8347	1.293		
	Total	10802.131	8350			
C02D III-2d: Find guard to handle the sit.	Between Groups	31.081	3	10.360	9.875	.000
	Within Groups	8803.748	8391	1.049		
	Total	8834.829	8394			
C03A III-3a: Quit & alert proper authorities	Between Groups	21.156	3	7.052	7.232	.000
	Within Groups	8195.851	8405	.975		
	Total	8217.007	8408			
C11C III-11c: Alert foreman to what goes on	Between Groups	12.396	3	4.132	4.071	.007
	Within Groups	8425.950	8302	1.015		
	Total	8438.345	8305			
C14B III-14b: Confide in counselor	Between Groups	47.955	3	15.985	14.351	.000
	Within Groups	9246.355	8301	1.114		
	Total	9294.311	8304			
C14D III-14d: Tell parents everything	Between Groups	23.563	3	7.854	6.911	.000
	Within Groups	9408.372	8279	1.136		
	Total	9431.935	8282			
C15D III-15d: Anonymously inform	Between Groups	32.684	3	10.895	8.440	.000
	Within Groups	10663.522	8261	1.291		
	Total	10696.206	8264			

Post Hoc Tests: Factor 2. Truthfulness

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity		(J) RACEETHN Race/Ethnicity		Mean Difference (I-J)	Std. Error	Sig.	99% Confidence Interval	
								Lower Bound	Upper Bound
C01AR III-1a (Reversed) Refuse to attend/testify	1.00 Black		2.00 Hispanic		9.127E-02	.042	.124	-3.8017E-02	.2206
			3.00 White		2.931E-02	.032	.794	-6.9894E-02	.1285
			4.00 Other		5.083E-02	.056	.803	-.1243	.2259
	2.00 Hispanic		1.00 Black		-9.1273E-02	.042	.124	-.2206	3.802E-02
			3.00 White		-6.1963E-02	.035	.286	-.1707	4.675E-02
			4.00 Other		-4.0440E-02	.058	.898	-.2211	.1402
	3.00 White		1.00 Black		-2.9310E-02	.032	.794	-.1285	6.989E-02
			2.00 Hispanic		6.196E-02	.035	.286	-4.6749E-02	.1707
			4.00 Other		2.152E-02	.052	.976	-.1390	.1820
	4.00 Other		1.00 Black		-5.0832E-02	.056	.803	-.2259	.1243
			2.00 Hispanic		4.044E-02	.058	.898	-.1402	.2211
			3.00 White		-2.1523E-02	.052	.976	-.1820	.1390
C01D III-1d: Attend & tell the truth	1.00 Black		2.00 Hispanic		4.895E-02	.042	.654	-8.2756E-02	.1807
			3.00 White		9.368E-02	.032	.020	-7.3345E-03	.1947
			4.00 Other		.1024	.057	.280	-7.6064E-02	.2808
	2.00 Hispanic		1.00 Black		-4.8952E-02	.042	.654	-.1807	8.276E-02
			3.00 White		4.473E-02	.036	.590	-6.5962E-02	.1554
			4.00 Other		5.341E-02	.059	.803	-.1307	.2375
	3.00 White		1.00 Black		-9.3684E-02	.032	.020	-.1947	7.334E-03
			2.00 Hispanic		-4.4732E-02	.036	.590	-.1554	6.596E-02
			4.00 Other		8.682E-03	.053	.998	-.1549	.1722
	4.00 Other		1.00 Black		-.1024	.057	.280	-.2808	7.606E-02
			2.00 Hispanic		-5.3415E-02	.059	.803	-.2375	.1307
			3.00 White		-8.6823E-03	.053	.998	-.1722	.1549
C02D III-2d: Find guard to handle the sit.	1.00 Black		2.00 Hispanic		.1008	.038	.040	-1.7392E-02	.2189
			3.00 White		-6.7445E-02	.029	.094	-.1580	2.309E-02
			4.00 Other		1.101E-02	.052	.997	-.1494	.1714
	2.00 Hispanic		1.00 Black		-.1008	.038	.040	-.2189	1.739E-02
			3.00 White		-.1682	.032	.000	-.2677	-6.8715E-02
			4.00 Other		-8.9768E-02	.053	.330	-.2554	7.585E-02
	3.00 White		1.00 Black		6.744E-02	.029	.094	-2.3092E-02	.1580

2.00	Hispanic	.1682	.032	.000	6.872E-02	.2677
4.00	Other	7.846E-02	.047	.345	-6.8722E-02	.2256

	4.00	Other	1.00	Black	-1.1010E-02	.052	.997	-.1714	.1494
			2.00	Hispanic	8.977E-02	.053	.330	-7.5847E-02	.2554
			3.00	White	-7.8455E-02	.047	.345	-.2256	6.872E-02
C03A III-3a: Quit & alert proper authorities	1.00	Black	2.00	Hispanic	.1253	.037	.003	1.148E-02	.2392
			3.00	White	.1249	.028	.000	3.760E-02	.2122
			4.00	Other	.1367	.050	.030	-1.7822E-02	.2912
	2.00	Hispanic	1.00	Black	-.1253	.037	.003	-.2392	-1.1475E-02
			3.00	White	-4.3474E-04	.031	1.000	-9.6229E-02	9.536E-02
			4.00	Other	1.138E-02	.051	.996	-.1481	.1709
	3.00	White	1.00	Black	-.1249	.028	.000	-.2122	-3.7599E-02
			2.00	Hispanic	4.347E-04	.031	1.000	-9.5359E-02	9.623E-02
			4.00	Other	1.182E-02	.046	.994	-.1299	.1536
	4.00	Other	1.00	Black	-.1367	.050	.030	-.2912	1.782E-02
			2.00	Hispanic	-1.1382E-02	.051	.996	-.1709	.1481
			3.00	White	-1.1817E-02	.046	.994	-.1536	.1299
C11C III-11c: Alert foreman to what goes on	1.00	Black	2.00	Hispanic	-1.6167E-02	.038	.973	-.1333	.1010
			3.00	White	-6.9431E-02	.029	.075	-.1591	2.028E-02
			4.00	Other	5.739E-02	.051	.676	-.1019	.2166
	2.00	Hispanic	1.00	Black	1.617E-02	.038	.973	-.1010	.1333
			3.00	White	-5.3265E-02	.032	.332	-.1517	4.521E-02
			4.00	Other	7.356E-02	.053	.503	-9.0796E-02	.2379
	3.00	White	1.00	Black	6.943E-02	.029	.075	-2.0279E-02	.1591
			2.00	Hispanic	5.326E-02	.032	.332	-4.5214E-02	.1517
			4.00	Other	.1268	.047	.035	-1.9259E-02	.2729
	4.00	Other	1.00	Black	-5.7389E-02	.051	.676	-.2166	.1019
			2.00	Hispanic	-7.3556E-02	.053	.503	-.2379	9.080E-02
			3.00	White	-.1268	.047	.035	-.2729	1.926E-02
C14B III-14b: Confide in counselor	1.00	Black	2.00	Hispanic	2.123E-02	.039	.950	-.1015	.1440
			3.00	White	-.1376	.030	.000	-.2315	-4.3702E-02
			4.00	Other	4.906E-02	.054	.798	-.1181	.2162
	2.00	Hispanic	1.00	Black	-2.1231E-02	.039	.950	-.1440	.1015
			3.00	White	-.1588	.033	.000	-.2621	-5.5563E-02
			4.00	Other	2.783E-02	.055	.959	-.1448	.2004
	3.00	White	1.00	Black	.1376	.030	.000	4.370E-02	.2315
			2.00	Hispanic	.1588	.033	.000	5.556E-02	.2621
			4.00	Other	.1867	.049	.001	3.321E-02	.3401
	4.00	Other	1.00	Black	-4.9056E-02	.054	.798	-.2162	.1181

2.00 Hispanic -2.7826E-02 .055 .959 -.2004 .1448

		3.00	White	-.1867	.049	.001	-.3401	-3.3207E-02			
C14D III-14d: Tell parents everything	1.00	Black	2.00	Hispanic	2.372E-02	.040	.934	-.1004	.1478		
			3.00	White	-9.7980E-02	.031	.007	-.1930	-3.0012E-03		
			4.00	Other	3.833E-03	.054	1.000	-.1652	.1729		
			2.00	Hispanic	1.00	Black	-2.3716E-02	.040	.934	-.1478	.1004
			3.00	White	-.1217	.034	.002	-.2261	-1.7268E-02		
			4.00	Other	-1.9883E-02	.056	.985	-.1944	.1546		
	3.00	White	1.00	Black	9.798E-02	.031	.007	3.001E-03	.1930		
			2.00	Hispanic	.1217	.034	.002	1.727E-02	.2261		
			4.00	Other	.1018	.050	.172	-5.3334E-02	.2570		
	4.00	Other	1.00	Black	-3.8328E-03	.054	1.000	-.1729	.1652		
			2.00	Hispanic	1.988E-02	.056	.985	-.1546	.1944		
			3.00	White	-.1018	.050	.172	-.2570	5.333E-02		
2.00			Hispanic	1.176E-02	.043	.993	-.1208	.1443			
C15D III-15d: Anonymously inform	1.00	Black	3.00	White	.1214	.033	.001	1.983E-02	.2229		
			4.00	Other	.2087	.058	.002	2.864E-02	.3887		
			2.00	Hispanic	1.00	Black	-1.1765E-02	.043	.993	-.1443	.1208
			3.00	White	.1096	.036	.012	-1.7923E-03	.2210		
			4.00	Other	.1969	.060	.005	1.114E-02	.3827		
	3.00	White	1.00	Black	-.1214	.033	.001	-.2229	-1.9829E-02		
			2.00	Hispanic	-.1096	.036	.012	-.2210	1.792E-03		
			4.00	Other	8.733E-02	.053	.352	-7.7739E-02	.2524		
	4.00	Other	1.00	Black	-.2087	.058	.002	-.3887	-2.8638E-02		
			2.00	Hispanic	-.1969	.060	.005	-.3827	-1.1137E-02		
			3.00	White	-8.7326E-02	.053	.352	-.2524	7.774E-02		

Descriptives: Factor 3. Compromise

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C08D III-8d: Look at your evaluation only	1.00 Black	1630	2.3436	1.1418	2.828E-02	2.2881	2.3990	1.00	4.00
	2.00 Hispanic	1293	2.4122	1.1298	3.142E-02	2.3506	2.4739	1.00	4.00
	3.00 White	4901	2.2663	1.0698	1.528E-02	2.2363	2.2962	1.00	4.00
	4.00 Other	510	2.3412	1.1024	4.882E-02	2.2453	2.4371	1.00	4.00
	Total	8334	2.3086	1.0968	1.201E-02	2.2851	2.3322	1.00	4.00
C09D III-9d: Find replacement for 1st project	1.00 Black	1633	2.4207	1.0869	2.690E-02	2.3679	2.4735	1.00	4.00
	2.00 Hispanic	1290	2.3783	1.0756	2.995E-02	2.3195	2.4370	1.00	4.00
	3.00 White	4903	2.1267	.9990	1.427E-02	2.0987	2.1546	1.00	4.00
	4.00 Other	514	2.3132	1.0227	4.511E-02	2.2246	2.4019	1.00	4.00
	Total	8340	2.2347	1.0384	1.137E-02	2.2124	2.2569	1.00	4.00
C11B III-11b: Politely decline & keep "mum"	1.00 Black	1630	2.3436	1.0148	2.514E-02	2.2943	2.3929	1.00	4.00
	2.00 Hispanic	1281	2.3911	.9902	2.767E-02	2.3368	2.4454	1.00	4.00
	3.00 White	4881	2.3839	.9379	1.342E-02	2.3576	2.4103	1.00	4.00
	4.00 Other	507	2.3531	.9491	4.215E-02	2.2702	2.4359	1.00	4.00
	Total	8299	2.3752	.9623	1.056E-02	2.3545	2.3959	1.00	4.00
C11D III-11d: Tell co-workers inappropriate	1.00 Black	1633	2.2664	1.0956	2.711E-02	2.2132	2.3196	1.00	4.00
	2.00 Hispanic	1290	2.2907	1.0481	2.918E-02	2.2334	2.3479	1.00	4.00
	3.00 White	4888	2.4325	1.0111	1.446E-02	2.4041	2.4608	1.00	4.00
	4.00 Other	505	2.3010	1.0199	4.538E-02	2.2118	2.3902	1.00	4.00
	Total	8316	2.3699	1.0370	1.137E-02	2.3476	2.3922	1.00	4.00

ANOVA: Factor 3. Compromise

		Sum of Squares	df	Mean Square	F	Sig.
C08D III-8d: Look at your evaluation only	Between Groups	25.197	3	8.399	6.997	.000
	Within Groups	9999.044	8330	1.200		
	Total	10024.241	8333			
C09D III-9d: Find replacement for 1st project	Between Groups	143.497	3	47.832	45.063	.000
	Within Groups	8848.289	8336	1.061		
	Total	8991.785	8339			
C11B III-11b: Politely decline & keep "mum"	Between Groups	2.577	3	.859	.928	.426
	Within Groups	7680.969	8295	.926		
	Total	7683.546	8298			
C11D III-11d: Tell co-workers inappropriate	Between Groups	47.137	3	15.712	14.682	.000
	Within Groups	8895.083	8312	1.070		
	Total	8942.220	8315			

Post Hoc Tests: Factor 3. Compromise

Multiple Comparisons
Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity		(J) RACEETHN Race/Ethnicity		Mean Difference (I-J)	Std. Error	Sig.	99% Confidence Interval		
								Lower Bound	Upper Bound	
C08D III-8d: Look at your evaluation only	1.00 Black	2.00 Hispanic			-6.8661E-02	.041	.333	-.1957	5.836E-02	
					3.00 White	7.729E-02	.031	.065	-2.0241E-02	.1748
					4.00 Other	2.382E-03	.056	1.000	-.1707	.1754
	2.00 Hispanic	1.00 Black			6.866E-02	.041	.333	-5.8365E-02	.1957	
					3.00 White	.1459	.034	.000	3.931E-02	.2526
					4.00 Other	7.104E-02	.057	.601	-.1073	.2494
	3.00 White	1.00 Black			-7.7286E-02	.031	.065	-.1748	2.024E-02	
					2.00 Hispanic	-.1459	.034	.000	-.2526	-3.9309E-02
					4.00 Other	-7.4904E-02	.051	.456	-.2336	8.380E-02
	4.00 Other	1.00 Black			-2.3818E-03	.056	1.000	-.1754	.1707	
					2.00 Hispanic	-7.1043E-02	.057	.601	-.2494	.1073
					3.00 White	7.490E-02	.051	.456	-8.3798E-02	.2336
C09D III-9d: Find replacement for 1st project	1.00 Black	2.00 Hispanic			4.240E-02	.038	.687	-7.7076E-02	.1619	
					3.00 White	.2940	.029	.000	.2024	.3857
					4.00 Other	.1075	.052	.166	-5.4753E-02	.2697
	2.00 Hispanic	1.00 Black			-4.2404E-02	.038	.687	-.1619	7.708E-02	
					3.00 White	.2516	.032	.000	.1513	.3520
					4.00 Other	6.507E-02	.054	.620	-.1022	.2324
	3.00 White	1.00 Black			-.2940	.029	.000	-.3857	-.2024	
					2.00 Hispanic	-.2516	.032	.000	-.3520	-.1513
					4.00 Other	-.1866	.048	.001	-.3353	-3.7865E-02
	4.00 Other	1.00 Black			-.1075	.052	.166	-.2697	5.475E-02	
					2.00 Hispanic	-6.5065E-02	.054	.620	-.2324	.1022
					3.00 White	.1866	.048	.001	3.786E-02	.3353
C11B III-11b: Politely decline & keep "mum"	1.00 Black	2.00 Hispanic			-4.7542E-02	.036	.548	-.1594	6.432E-02	
					3.00 White	-4.0379E-02	.028	.458	-.1261	4.532E-02
					4.00 Other	-9.4989E-03	.049	.997	-.1618	.1428
	2.00 Hispanic	1.00 Black			4.754E-02	.036	.548	-6.4316E-02	.1594	
					3.00 White	7.163E-03	.030	.995	-8.6884E-02	.1012
					4.00 Other	3.804E-02	.050	.875	-.1191	.1952
	3.00 White	1.00 Black			4.038E-02	.028	.458	-4.5322E-02	.1261	
					2.00 Hispanic	-7.1630E-03	.030	.995	-.1012	8.688E-02

4.00 Other 3.088E-02 .045 .902 -.1089 .1707

	4.00	Other	1.00	Black	9.499E-03	.049	.997	-.1428	.1618
			2.00	Hispanic	-3.8044E-02	.050	.875	-.1952	.1191
			3.00	White	-3.0881E-02	.045	.902	-.1707	.1089
C11D III-11d: Tell co-workers inappropriate	1.00	Black	2.00	Hispanic	-2.4317E-02	.039	.922	-.1443	9.565E-02
			3.00	White	-.1661	.030	.000	-.2582	-7.4054E-02
			4.00	Other	-3.4609E-02	.053	.913	-.1986	.1294
	2.00	Hispanic	1.00	Black	2.432E-02	.039	.922	-9.5651E-02	.1443
			3.00	White	-.1418	.032	.000	-.2426	-4.0981E-02
			4.00	Other	-1.0292E-02	.054	.998	-.1793	.1588
	3.00	White	1.00	Black	.1661	.030	.000	7.405E-02	.2582
			2.00	Hispanic	.1418	.032	.000	4.098E-02	.2426
			4.00	Other	.1315	.048	.033	-1.9039E-02	.2820
	4.00	Other	1.00	Black	3.461E-02	.053	.913	-.1294	.1986
			2.00	Hispanic	1.029E-02	.054	.998	-.1588	.1793
			3.00	White	-.1315	.048	.033	-.2820	1.904E-02

Descriptives: Factor 4. Social Courage

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C02A III-2a: Request they stop harassing man	1.00 Black	1669	1.8226	.9932	2.431E-02	1.7750	1.8703	1.00	4.00
	2.00 Hispanic	1311	1.6041	.8594	2.374E-02	1.5576	1.6507	1.00	4.00
	3.00 White	4948	1.5683	.8138	1.157E-02	1.5456	1.5910	1.00	4.00
	4.00 Other	522	1.5920	.8127	3.557E-02	1.5221	1.6618	1.00	4.00
	Total	8450	1.6256	.8646	9.405E-03	1.6071	1.6440	1.00	4.00
C02BR III-2b (Reversed) Attend and tell the truth	1.00 Black	1652	1.8475	1.0044	2.471E-02	1.7990	1.8959	1.00	4.00
	2.00 Hispanic	1301	1.6426	.9008	2.497E-02	1.5936	1.6916	1.00	4.00
	3.00 White	4916	1.6135	.8465	1.207E-02	1.5898	1.6372	1.00	4.00
	4.00 Other	518	1.7046	.8947	3.931E-02	1.6274	1.7819	1.00	4.00
	Total	8387	1.6697	.8955	9.778E-03	1.6506	1.6889	1.00	4.00
C04AR III-4a (Reversed) Keep out of debate	1.00 Black	1646	1.8177	1.0637	2.622E-02	1.7663	1.8692	1.00	4.00
	2.00 Hispanic	1297	1.8867	1.0101	2.805E-02	1.8316	1.9417	1.00	4.00
	3.00 White	4913	1.7482	.9216	1.315E-02	1.7224	1.7740	1.00	4.00
	4.00 Other	514	1.8191	.9755	4.303E-02	1.7345	1.9036	1.00	4.00
	Total	8370	1.7877	.9695	1.060E-02	1.7669	1.8085	1.00	4.00
C04B III-4b: Openly agree & offer arguments	1.00 Black	1657	1.5981	.8841	2.172E-02	1.5555	1.6407	1.00	4.00
	2.00 Hispanic	1303	1.6393	.8775	2.431E-02	1.5916	1.6870	1.00	4.00
	3.00 White	4934	1.5381	.7801	1.111E-02	1.5163	1.5599	1.00	4.00
	4.00 Other	517	1.7060	.8950	3.936E-02	1.6287	1.7833	1.00	4.00
	Total	8411	1.5759	.8257	9.004E-03	1.5583	1.5936	1.00	4.00
C04CR III-4c (Reversed) Approach with support in private	1.00 Black	1644	1.9173	1.0228	2.523E-02	1.8678	1.9668	1.00	4.00
	2.00 Hispanic	1290	2.0256	.9745	2.713E-02	1.9724	2.0788	1.00	4.00
	3.00 White	4909	2.0022	.9424	1.345E-02	1.9759	2.0286	1.00	4.00
	4.00 Other	516	2.0271	.9447	4.159E-02	1.9454	2.1088	1.00	4.00
	Total	8359	1.9907	.9644	1.055E-02	1.9700	2.0113	1.00	4.00

ANOVA: Factor 4. Social Courage

		Sum of Squares	df	Mean Square	F	Sig.
C02A III-2a: Request they stop harassing man	Between Groups	82.240	3	27.413	37.146	.000
	Within Groups	6233.039	8446	.738		
	Total	6315.279	8449			
C02BR III-2b (Reversed) Attend and tell the truth	Between Groups	69.311	3	23.104	29.099	.000
	Within Groups	6655.832	8383	.794		
	Total	6725.144	8386			
C04AR III-4a (Reversed) Keep out of debate	Between Groups	22.351	3	7.450	7.947	.000
	Within Groups	7843.381	8366	.938		
	Total	7865.732	8369			
C04B III-4b: Openly agree & offer arguments	Between Groups	21.850	3	7.283	10.719	.000
	Within Groups	5712.430	8407	.679		
	Total	5734.280	8410			
C04CR III-4c (Reversed) Approach with support in private	Between Groups	11.771	3	3.924	4.224	.005
	Within Groups	7761.501	8355	.929		
	Total	7773.272	8358			

Post Hoc Tests: Factor 4. Social Courage

Multiple Comparisons
Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity	(J) RACEETHN Race/Ethnicity	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
			(I-J)			Lower Bound	Upper Bound
C02A III-2a: Request they stop harassing man	1.00 Black	2.00 Hispanic	.2185	.032	.000	.1198	.3172
		3.00 White	.2543	.024	.000	.1786	.3300
		4.00 Other	.2307	.043	.000	9.657E-02	.3648
	2.00 Hispanic	1.00 Black	-.2185	.032	.000	-.3172	-.1198
		3.00 White	3.581E-02	.027	.536	-4.7267E-02	.1189
		4.00 Other	1.216E-02	.044	.993	-.1263	.1506
	3.00 White	1.00 Black	-.2543	.024	.000	-.3300	-.1786
		2.00 Hispanic	-3.5809E-02	.027	.536	-.1189	4.727E-02
		4.00 Other	-2.3644E-02	.040	.933	-.1467	9.944E-02
	4.00 Other	1.00 Black	-.2307	.043	.000	-.3648	-9.6573E-02
		2.00 Hispanic	-1.2165E-02	.044	.993	-.1506	.1263
		3.00 White	2.364E-02	.040	.933	-9.9435E-02	.1467
C02BR III-2b (Reversed) Attend and tell the truth	1.00 Black	2.00 Hispanic	.2049	.033	.000	.1020	.3077
		3.00 White	.2340	.025	.000	.1551	.3128
		4.00 Other	.1428	.045	.008	3.131E-03	.2825
	2.00 Hispanic	1.00 Black	-.2049	.033	.000	-.3077	-.1020
		3.00 White	2.908E-02	.028	.722	-5.7414E-02	.1156
		4.00 Other	-6.2051E-02	.046	.537	-.2062	8.207E-02
	3.00 White	1.00 Black	-.2340	.025	.000	-.3128	-.1551
		2.00 Hispanic	-2.9076E-02	.028	.722	-.1156	5.741E-02
		4.00 Other	-9.1126E-02	.041	.119	-.2193	3.702E-02
	4.00 Other	1.00 Black	-.1428	.045	.008	-.2825	-3.1308E-03
		2.00 Hispanic	6.205E-02	.046	.537	-8.2071E-02	.2062
		3.00 White	9.113E-02	.041	.119	-3.7020E-02	.2193
C04AR III-4a (Reversed) Keep out of debate	1.00 Black	2.00 Hispanic	-6.8922E-02	.036	.221	-.1808	4.300E-02
		3.00 White	6.952E-02	.028	.057	-1.6329E-02	.1554
		4.00 Other	-1.3262E-03	.049	1.000	-.1536	.1510
	2.00 Hispanic	1.00 Black	6.892E-02	.036	.221	-4.3001E-02	.1808
		3.00 White	.1384	.030	.000	4.434E-02	.2325
		4.00 Other	6.760E-02	.050	.538	-8.9519E-02	.2247
	3.00 White	1.00 Black	-6.9521E-02	.028	.057	-.1554	1.633E-02
		2.00 Hispanic	-.1384	.030	.000	-.2325	-4.4338E-02

4.00 Other -7.0847E-02 .045 .391 -.2106 6.890E-02

	4.00	Other	1.00	Black	1.326E-03	.049	1.000	-.1510	.1536
			2.00	Hispanic	-6.7595E-02	.050	.538	-.2247	8.952E-02
			3.00	White	7.085E-02	.045	.391	-6.8897E-02	.2106
C04B III-4b: Openly agree & offer arguments	1.00	Black	2.00	Hispanic	-4.1225E-02	.031	.531	-.1362	5.380E-02
			3.00	White	5.997E-02	.023	.051	-1.2899E-02	.1328
			4.00	Other	-.1079	.042	.046	-.2372	2.135E-02
	2.00	Hispanic	1.00	Black	4.123E-02	.031	.531	-5.3795E-02	.1362
			3.00	White	.1012	.026	.000	2.126E-02	.1811
			4.00	Other	-6.6702E-02	.043	.404	-.2001	6.669E-02
	3.00	White	1.00	Black	-5.9966E-02	.023	.051	-.1328	1.290E-02
			2.00	Hispanic	-.1012	.026	.000	-.1811	-2.1259E-02
			4.00	Other	-.1679	.038	.000	-.2865	-4.9262E-02
	4.00	Other	1.00	Black	.1079	.042	.046	-2.1352E-02	.2372
			2.00	Hispanic	6.670E-02	.043	.404	-6.6688E-02	.2001
			3.00	White	.1679	.038	.000	4.926E-02	.2865
C04CR III-4c (Reversed) Approach with support in private	1.00	Black	2.00	Hispanic	-.1083	.036	.013	-.2199	3.302E-03
			3.00	White	-8.4966E-02	.027	.011	-.1705	5.383E-04
			4.00	Other	-.1099	.049	.108	-.2613	4.156E-02
	2.00	Hispanic	1.00	Black	.1083	.036	.013	-3.3025E-03	.2199
			3.00	White	2.334E-02	.030	.866	-7.0542E-02	.1172
			4.00	Other	-1.5504E-03	.050	1.000	-.1578	.1547
	3.00	White	1.00	Black	8.497E-02	.027	.011	-5.3835E-04	.1705
			2.00	Hispanic	-2.3341E-02	.030	.866	-.1172	7.054E-02
			4.00	Other	-2.4891E-02	.045	.944	-.1638	.1140
	4.00	Other	1.00	Black	.1099	.049	.108	-4.1557E-02	.2613
			2.00	Hispanic	1.550E-03	.050	1.000	-.1547	.1578
			3.00	White	2.489E-02	.045	.944	-.1140	.1638

Descriptives: Factor 5. Helpfulness

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
C05A III-5a: Agree to do for free	1.00 Black	1656	1.8146	.9065	2.228E-02	1.7709	1.8583	1.00	4.00
	2.00 Hispanic	1300	1.7715	.8539	2.368E-02	1.7251	1.8180	1.00	4.00
	3.00 White	4936	1.7565	.8255	1.175E-02	1.7334	1.7795	1.00	4.00
	4.00 Other	519	1.7187	.8370	3.674E-02	1.6465	1.7909	1.00	4.00
	Total	8411	1.7679	.8474	9.240E-03	1.7498	1.7860	1.00	4.00
C07AR III-7a (Reversed) Imprtant plans - can't do it	1.00 Black	1647	2.5920	1.0687	2.633E-02	2.5403	2.6436	1.00	4.00
	2.00 Hispanic	1294	2.5278	1.0212	2.839E-02	2.4721	2.5835	1.00	4.00
	3.00 White	4908	2.5980	.9671	1.381E-02	2.5709	2.6251	1.00	4.00
	4.00 Other	519	2.5838	1.0637	4.669E-02	2.4921	2.6755	1.00	4.00
	Total	8368	2.5851	1.0025	1.096E-02	2.5636	2.6066	1.00	4.00
C07C III-7c: See if you can change plans	1.00 Black	1647	1.8676	.9279	2.286E-02	1.8228	1.9125	1.00	4.00
	2.00 Hispanic	1295	1.7792	.8742	2.429E-02	1.7315	1.8268	1.00	4.00
	3.00 White	4910	1.8462	.8676	1.238E-02	1.8220	1.8705	1.00	4.00
	4.00 Other	514	1.8366	.9222	4.068E-02	1.7567	1.9165	1.00	4.00
	Total	8366	1.8395	.8844	9.670E-03	1.8205	1.8584	1.00	4.00
C07D III-7d: Put plans on hold & go on trip	1.00 Black	1641	2.1292	.9836	2.428E-02	2.0816	2.1768	1.00	4.00
	2.00 Hispanic	1298	2.0693	.9472	2.629E-02	2.0178	2.1209	1.00	4.00
	3.00 White	4912	2.1545	.9248	1.319E-02	2.1287	2.1804	1.00	4.00
	4.00 Other	516	2.1725	.9850	4.336E-02	2.0873	2.2577	1.00	4.00
	Total	8367	2.1374	.9442	1.032E-02	2.1172	2.1577	1.00	4.00
C09AR III-9a (Reversed) Join project just starting	1.00 Black	1635	2.0648	1.0185	2.519E-02	2.0154	2.1142	1.00	4.00
	2.00 Hispanic	1290	2.0302	.9760	2.717E-02	1.9769	2.0835	1.00	4.00
	3.00 White	4902	2.0996	.9325	1.332E-02	2.0734	2.1257	1.00	4.00
	4.00 Other	513	2.1209	.9688	4.277E-02	2.0368	2.2049	1.00	4.00
	Total	8340	2.0833	.9591	1.050E-02	2.0627	2.1039	1.00	4.00
C09B III-9b: Stay with project committed to	1.00 Black	1633	1.8457	.9072	2.245E-02	1.8017	1.8897	1.00	4.00
	2.00 Hispanic	1293	1.8074	.8295	2.307E-02	1.7622	1.8527	1.00	4.00
	3.00 White	4911	1.8650	.8264	1.179E-02	1.8419	1.8881	1.00	4.00
	4.00 Other	514	1.8755	.8630	3.806E-02	1.8007	1.9503	1.00	4.00
	Total	8351	1.8530	.8457	9.254E-03	1.8348	1.8711	1.00	4.00
C13A III-13a: Help classmate on presentation	1.00 Black	1632	2.1550	1.0673	2.642E-02	2.1032	2.2068	1.00	4.00
	2.00 Hispanic	1279	2.1142	1.0176	2.845E-02	2.0583	2.1700	1.00	4.00
	3.00 White	4882	2.2159	1.0154	1.453E-02	2.1874	2.2444	1.00	4.00
	4.00 Other	505	2.1545	1.0079	4.485E-02	2.0663	2.2426	1.00	4.00
	Total	8308	2.1814	1.0271	1.144E-02	2.1663	2.2000	1.00	4.00

Total	8298	2.1845	1.0263	1.127E-02	2.1624	2.2066	1.00	4.00
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C13CR III-13c (Reversed)	1.00	Black	1607	2.2253	1.0670	2.662E-02	2.1731	2.2775	1.00	4.00
Turn classmate down	2.00	Hispanic	1263	2.1196	1.0369	2.918E-02	2.0623	2.1768	1.00	4.00
	3.00	White	4838	2.2774	1.0274	1.477E-02	2.2484	2.3063	1.00	4.00
	4.00	Other	501	2.1397	1.0375	4.635E-02	2.0487	2.2308	1.00	4.00
	Total		8209	2.2345	1.0389	1.147E-02	2.2120	2.2570	1.00	4.00

ANOVA: Factor 5. Helpfulness

		Sum of Squares	df	Mean Square	F	Sig.
C05A III-5a: Agree to do for free	Between Groups	5.531	3	1.844	2.569	.053
	Within Groups	6033.455	8407	.718		
	Total	6038.986	8410			
C07AR III-7a (Reversed) Imprtnt plans - can't do it	Between Groups	5.142	3	1.714	1.706	.164
	Within Groups	8404.277	8364	1.005		
	Total	8409.419	8367			
C07C III-7c: See if you can change plans	Between Groups	6.247	3	2.082	2.664	.046
	Within Groups	6537.160	8362	.782		
	Total	6543.407	8365			
C07D III-7d: Put plans on hold & go on trip	Between Groups	8.198	3	2.733	3.068	.027
	Within Groups	7449.740	8363	.891		
	Total	7457.939	8366			
C09AR III-9a (Reversed) Join project just starting	Between Groups	6.209	3	2.070	2.251	.081
	Within Groups	7664.875	8336	.919		
	Total	7671.083	8339			
C09B III-9b: Stay with project committed to	Between Groups	3.740	3	1.247	1.744	.156
	Within Groups	5967.685	8347	.715		
	Total	5971.425	8350			
C13A III-13a: Help classmate on presentation	Between Groups	13.015	3	4.338	4.124	.006
	Within Groups	8725.512	8294	1.052		
	Total	8738.527	8297			
C13CR III-13c (Reversed) Turn classmate down	Between Groups	30.223	3	10.074	9.362	.000
	Within Groups	8829.367	8205	1.076		
	Total	8859.590	8208			

Post Hoc Tests: Factor 5. Helpfulness

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity	(J) RACEETHN Race/Ethnicity	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
			(I-J)			Lower Bound	Upper Bound
C05A III-5a: Agree to do for free	1.00 Black	2.00 Hispanic	4.308E-02	.031	.517	-5.4655E-02	.1408
		3.00 White	5.813E-02	.024	.074	-1.6767E-02	.1330
		4.00 Other	9.592E-02	.043	.110	-3.6753E-02	.2286
	2.00 Hispanic	1.00 Black	-4.3075E-02	.031	.517	-.1408	5.465E-02
		3.00 White	1.506E-02	.026	.941	-6.7163E-02	9.727E-02
		4.00 Other	5.285E-02	.044	.626	-8.4094E-02	.1898
	3.00 White	1.00 Black	-5.8131E-02	.024	.074	-.1330	1.677E-02
		2.00 Hispanic	-1.5055E-02	.026	.941	-9.7274E-02	6.716E-02
		4.00 Other	3.779E-02	.039	.768	-8.3910E-02	.1595
	4.00 Other	1.00 Black	-9.5924E-02	.043	.110	-.2286	3.675E-02
		2.00 Hispanic	-5.2849E-02	.044	.626	-.1898	8.409E-02
		3.00 White	-3.7793E-02	.039	.768	-.1595	8.391E-02
C07AR III-7a (Reversed) Imprntnt plans - can't do it	1.00 Black	2.00 Hispanic	6.416E-02	.037	.312	-5.1764E-02	.1801
		3.00 White	-6.0178E-03	.029	.997	-9.4886E-02	8.285E-02
		4.00 Other	8.170E-03	.050	.998	-.1489	.1653
	2.00 Hispanic	1.00 Black	-6.4165E-02	.037	.312	-.1801	5.176E-02
		3.00 White	-7.0183E-02	.031	.112	-.1677	2.734E-02
		4.00 Other	-5.5994E-02	.052	.705	-.2181	.1062
	3.00 White	1.00 Black	6.018E-03	.029	.997	-8.2850E-02	9.489E-02
		2.00 Hispanic	7.018E-02	.031	.112	-2.7340E-02	.1677
		4.00 Other	1.419E-02	.046	.990	-.1299	.1582
	4.00 Other	1.00 Black	-8.1704E-03	.050	.998	-.1653	.1489
		2.00 Hispanic	5.599E-02	.052	.705	-.1062	.2181
		3.00 White	-1.4188E-02	.046	.990	-.1582	.1299
C07C III-7c: See if you can change plans	1.00 Black	2.00 Hispanic	8.849E-02	.033	.036	-1.3746E-02	.1907
		3.00 White	2.141E-02	.025	.830	-5.6977E-02	9.979E-02
		4.00 Other	3.106E-02	.045	.899	-.1080	.1701
	2.00 Hispanic	1.00 Black	-8.8488E-02	.033	.036	-.1907	1.375E-02
		3.00 White	-6.7082E-02	.028	.072	-.1531	1.891E-02
		4.00 Other	-5.7425E-02	.046	.598	-.2009	8.608E-02
	3.00 White	1.00 Black	-2.1406E-02	.025	.830	-9.9789E-02	5.698E-02

2.00	Hispanic	6.708E-02	.028	.072	-1.8909E-02	.1531
4.00	Other	9.656E-03	.041	.995	-.1180	.1373

	4.00	Other	1.00	Black	-3.1062E-02	.045	.899	-.1701	.1080	
				2.00	Hispanic	5.743E-02	.046	.598	-8.6077E-02	.2009
				3.00	White	-9.6563E-03	.041	.995	-.1373	.1180
C07D III-7d: Put plans on hold & go on trip	1.00	Black	2.00	Hispanic	5.985E-02	.035	.320	-4.9295E-02	.1690	
				3.00	White	-2.5330E-02	.027	.783	-.1091	5.845E-02
				4.00	Other	-4.3291E-02	.048	.800	-.1916	.1050
	2.00	Hispanic	1.00	Black	-5.9852E-02	.035	.320	-.1690	4.930E-02	
				3.00	White	-8.5182E-02	.029	.020	-.1769	6.521E-03
				4.00	Other	-.1031	.049	.153	-.2561	4.978E-02
	3.00	White	1.00	Black	2.533E-02	.027	.783	-5.8450E-02	.1091	
				2.00	Hispanic	8.518E-02	.029	.020	-6.5210E-03	.1769
				4.00	Other	-1.7961E-02	.044	.977	-.1539	.1180
	4.00	Other	1.00	Black	4.329E-02	.048	.800	-.1050	.1916	
				2.00	Hispanic	.1031	.049	.153	-4.9776E-02	.2561
				3.00	White	1.796E-02	.044	.977	-.1180	.1539
C09AR III-9a (Reversed) Join project just starting	1.00	Black	2.00	Hispanic	3.460E-02	.036	.767	-7.6573E-02	.1458	
				3.00	White	-3.4719E-02	.027	.584	-.1200	5.054E-02
				4.00	Other	-5.6026E-02	.049	.656	-.2071	9.505E-02
	2.00	Hispanic	1.00	Black	-3.4599E-02	.036	.767	-.1458	7.657E-02	
				3.00	White	-6.9319E-02	.030	.096	-.1627	2.410E-02
				4.00	Other	-9.0625E-02	.050	.268	-.2464	6.520E-02
	3.00	White	1.00	Black	3.472E-02	.027	.584	-5.0538E-02	.1200	
				2.00	Hispanic	6.932E-02	.030	.096	-2.4098E-02	.1627
				4.00	Other	-2.1306E-02	.044	.964	-.1598	.1172
	4.00	Other	1.00	Black	5.603E-02	.049	.656	-9.5048E-02	.2071	
				2.00	Hispanic	9.063E-02	.050	.268	-6.5198E-02	.2464
				3.00	White	2.131E-02	.044	.964	-.1172	.1598
C09B III-9b: Stay with project committed to	1.00	Black	2.00	Hispanic	3.826E-02	.031	.617	-5.9735E-02	.1363	
				3.00	White	-1.9314E-02	.024	.855	-9.4510E-02	5.588E-02
				4.00	Other	-2.9804E-02	.043	.898	-.1629	.1033
	2.00	Hispanic	1.00	Black	-3.8258E-02	.031	.617	-.1363	5.974E-02	
				3.00	White	-5.7572E-02	.026	.129	-.1399	2.471E-02
				4.00	Other	-6.8062E-02	.044	.411	-.2053	6.920E-02
	3.00	White	1.00	Black	1.931E-02	.024	.855	-5.5882E-02	9.451E-02	
				2.00	Hispanic	5.757E-02	.026	.129	-2.4710E-02	.1399
				4.00	Other	-1.0489E-02	.039	.993	-.1325	.1115
	4.00	Other	1.00	Black	2.980E-02	.043	.898	-.1033	.1629	

2.00 Hispanic 6.806E-02 .044 .411 -6.9200E-02 .2053

		3.00	White	1.049E-02	.039	.993	-.1115	.1325	
C13A III-13a: Help classmate on presentation	1.00	Black	2.00	Hispanic	4.087E-02	.038	.710	-7.8376E-02	.1601
		3.00	White	-6.0871E-02	.029	.161	-.1522	3.043E-02	
		4.00	Other	5.691E-04	.052	1.000	-.1620	.1632	
	2.00	Hispanic	1.00	Black	-4.0873E-02	.038	.710	-.1601	7.838E-02
		3.00	White	-.1017	.032	.009	-.2020	-1.4390E-03	
		4.00	Other	-4.0304E-02	.054	.878	-.2081	.1275	
	3.00	White	1.00	Black	6.087E-02	.029	.161	-3.0434E-02	.1522
		2.00	Hispanic	.1017	.032	.009	1.439E-03	.2020	
		4.00	Other	6.144E-02	.048	.575	-8.7825E-02	.2107	
	4.00	Other	1.00	Black	-5.6906E-04	.052	1.000	-.1632	.1620
		2.00	Hispanic	4.030E-02	.054	.878	-.1275	.2081	
		3.00	White	-6.1440E-02	.048	.575	-.2107	8.783E-02	
C13CR III-13c (Reversed) Turn classmate down	1.00	Black	2.00	Hispanic	.1057	.039	.034	-1.5735E-02	.2272
		3.00	White	-5.2123E-02	.030	.300	-.1451	4.086E-02	
		4.00	Other	8.554E-02	.053	.372	-7.9709E-02	.2508	
	2.00	Hispanic	1.00	Black	-.1057	.039	.034	-.2272	1.574E-02
		3.00	White	-.1578	.033	.000	-.2599	-5.5782E-02	
		4.00	Other	-2.0164E-02	.055	.983	-.1907	.1504	
	3.00	White	1.00	Black	5.212E-02	.030	.300	-4.0862E-02	.1451
		2.00	Hispanic	.1578	.033	.000	5.578E-02	.2599	
		4.00	Other	.1377	.049	.024	-1.3905E-02	.2892	
	4.00	Other	1.00	Black	-8.5544E-02	.053	.372	-.2508	7.971E-02
		2.00	Hispanic	2.016E-02	.055	.983	-.1504	.1907	
		3.00	White	-.1377	.049	.024	-.2892	1.391E-02	

Descriptives: Civilian-Related Values

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
A08A I-8a: Comfortable life	1.00 Black	1673	1.3562	.7212	1.763E-02	1.3217	1.3908	1.00	5.00
	2.00 Hispanic	1312	1.5015	.7297	2.014E-02	1.4620	1.5410	1.00	5.00
	3.00 White	4948	1.7162	.8428	1.198E-02	1.6928	1.7397	1.00	5.00
	4.00 Other	524	1.6031	.8739	3.818E-02	1.5281	1.6781	1.00	5.00
	Total	8457	1.6047	.8181	8.896E-03	1.5873	1.6221	1.00	5.00
A08B I-8b: Exciting life	1.00 Black	1668	1.6990	.9336	2.286E-02	1.6542	1.7439	1.00	5.00
	2.00 Hispanic	1312	1.7142	.8530	2.355E-02	1.6680	1.7604	1.00	5.00
	3.00 White	4943	1.7034	.8298	1.180E-02	1.6803	1.7266	1.00	5.00
	4.00 Other	523	1.6979	.8735	3.819E-02	1.6229	1.7729	1.00	5.00
	Total	8446	1.7039	.8574	9.330E-03	1.6856	1.7222	1.00	5.00
A08C I-8c: Sense of accomplishment	1.00 Black	1667	1.5045	.8084	1.980E-02	1.4657	1.5433	1.00	5.00
	2.00 Hispanic	1308	1.5749	.7644	2.114E-02	1.5335	1.6164	1.00	5.00
	3.00 White	4942	1.6594	.8045	1.144E-02	1.6370	1.6819	1.00	5.00
	4.00 Other	522	1.5843	.8159	3.571E-02	1.5141	1.6544	1.00	5.00
	Total	8439	1.6111	.8022	8.732E-03	1.5940	1.6282	1.00	5.00
A08D I-8d: World at peace	1.00 Black	1673	1.7496	1.0154	2.483E-02	1.7009	1.7982	1.00	5.00
	2.00 Hispanic	1308	1.7852	.9735	2.692E-02	1.7324	1.8380	1.00	5.00
	3.00 White	4942	2.1149	1.0854	1.544E-02	2.0847	2.1452	1.00	5.00
	4.00 Other	521	1.9290	1.0923	4.785E-02	1.8350	2.0230	1.00	5.00
	Total	8444	1.9800	1.0682	1.162E-02	1.9572	2.0028	1.00	5.00
A08E I-8e: World of beauty	1.00 Black	1671	1.9773	1.0842	2.652E-02	1.9252	2.0293	1.00	5.00
	2.00 Hispanic	1308	1.9824	1.0477	2.897E-02	1.9256	2.0392	1.00	5.00
	3.00 White	4941	2.0743	1.0246	1.458E-02	2.0457	2.1029	1.00	5.00
	4.00 Other	521	2.0058	1.0786	4.726E-02	1.9129	2.0986	1.00	5.00
	Total	8441	2.0366	1.0444	1.137E-02	2.0143	2.0589	1.00	5.00
A08F I-8f: Equality	1.00 Black	1669	1.4308	.8088	1.980E-02	1.3920	1.4696	1.00	5.00
	2.00 Hispanic	1310	1.5153	.7978	2.204E-02	1.4720	1.5585	1.00	5.00
	3.00 White	4942	1.8248	.9582	1.363E-02	1.7980	1.8515	1.00	5.00
	4.00 Other	522	1.6015	.8990	3.935E-02	1.5242	1.6788	1.00	5.00
	Total	8443	1.6851	.9189	1.000E-02	1.6655	1.7047	1.00	5.00
A08G I-8g: Family security	1.00 Black	1670	1.3132	.7421	1.816E-02	1.2776	1.3488	1.00	5.00
	2.00 Hispanic	1313	1.2635	.5990	1.653E-02	1.2311	1.2960	1.00	5.00
	3.00 White	4942	1.4195	.7375	1.049E-02	1.3989	1.4400	1.00	5.00
	4.00 Other	523	1.3767	.7566	3.308E-02	1.3117	1.4417	1.00	5.00
	Total	8448	1.3427	.7343	1.144E-02	1.3302	1.3548	1.00	5.00

Total 8448 1.3716 .7224 7.860E-03 1.3562 1.3870 1.00 5.00

A08H I-8h: Freedom	1.00	Black	1671	1.2328	.7026	1.719E-02	1.1991	1.2665	1.00	5.00
	2.00	Hispanic	1307	1.2226	.5591	1.546E-02	1.1923	1.2530	1.00	5.00
	3.00	White	4948	1.2015	.5255	7.471E-03	1.1868	1.2161	1.00	5.00
	4.00	Other	522	1.2912	.6896	3.018E-02	1.2319	1.3505	1.00	5.00
	Total		8448	1.2165	.5810	6.321E-03	1.2041	1.2289	1.00	5.00
A08I I-8i: Happiness	1.00	Black	1670	1.3054	.7154	1.751E-02	1.2711	1.3397	1.00	5.00
	2.00	Hispanic	1308	1.3211	.6387	1.766E-02	1.2865	1.3557	1.00	5.00
	3.00	White	4948	1.3288	.6387	9.080E-03	1.3110	1.3466	1.00	5.00
	4.00	Other	522	1.3333	.6927	3.032E-02	1.2738	1.3929	1.00	5.00
	Total		8448	1.3233	.6579	7.158E-03	1.3092	1.3373	1.00	5.00
A08J I-8j: Inner harmony	1.00	Black	1664	1.6406	.9159	2.245E-02	1.5966	1.6847	1.00	5.00
	2.00	Hispanic	1311	1.6400	.8353	2.307E-02	1.5947	1.6852	1.00	5.00
	3.00	White	4943	1.7589	.9315	1.325E-02	1.7329	1.7848	1.00	5.00
	4.00	Other	521	1.6718	.8932	3.913E-02	1.5949	1.7487	1.00	5.00
	Total		8439	1.7117	.9134	9.943E-03	1.6922	1.7312	1.00	5.00
A08K I-8k: Mature love	1.00	Black	1668	1.5318	.9057	2.218E-02	1.4883	1.5753	1.00	5.00
	2.00	Hispanic	1307	1.5348	.8195	2.267E-02	1.4903	1.5793	1.00	5.00
	3.00	White	4939	1.5078	.8257	1.175E-02	1.4848	1.5308	1.00	5.00
	4.00	Other	520	1.4808	.8044	3.527E-02	1.4115	1.5501	1.00	5.00
	Total		8434	1.5151	.8399	9.145E-03	1.4971	1.5330	1.00	5.00
A08L I-8l: National security	1.00	Black	1666	1.6939	.9611	2.355E-02	1.6477	1.7401	1.00	5.00
	2.00	Hispanic	1312	1.6448	.8648	2.388E-02	1.5980	1.6917	1.00	5.00
	3.00	White	4935	1.6555	.8688	1.237E-02	1.6313	1.6798	1.00	5.00
	4.00	Other	520	1.7231	.9598	4.209E-02	1.6404	1.8058	1.00	5.00
	Total		8433	1.6656	.8931	9.725E-03	1.6465	1.6847	1.00	5.00
A08M I-8m: Pleasure	1.00	Black	1666	1.6795	.9545	2.338E-02	1.6336	1.7253	1.00	5.00
	2.00	Hispanic	1307	1.8080	.9501	2.628E-02	1.7564	1.8595	1.00	5.00
	3.00	White	4941	1.7065	.8780	1.249E-02	1.6820	1.7310	1.00	5.00
	4.00	Other	517	1.7563	.9331	4.104E-02	1.6757	1.8369	1.00	5.00
	Total		8431	1.7200	.9091	9.901E-03	1.7006	1.7394	1.00	5.00
A08N I-8n: Salvation	1.00	Black	1663	1.6073	.9515	2.333E-02	1.5616	1.6531	1.00	5.00
	2.00	Hispanic	1306	1.7305	.9657	2.672E-02	1.6780	1.7829	1.00	5.00
	3.00	White	4921	1.9220	1.1129	1.587E-02	1.8909	1.9531	1.00	5.00
	4.00	Other	515	1.8117	1.0219	4.503E-02	1.7232	1.9001	1.00	5.00
	Total		8405	1.8232	1.0626	1.159E-02	1.8005	1.8459	1.00	5.00
A08O I-8o: Self-respect	1.00	Black	1670	1.2976	.7397	1.810E-02	1.2621	1.3331	1.00	5.00
	2.00	Hispanic	1313	1.3275	.6399	1.766E-02	1.2929	1.3621	1.00	5.00
	3.00	White	4941	1.4066	.6894	9.808E-03	1.3874	1.4258	1.00	5.00

	4.00	Other	521	1.4223	.6977	3.057E-02	1.3622	1.4823	1.00	4.00
	Total		8445	1.3737	.6943	7.555E-03	1.3589	1.3885	1.00	5.00
A08P I-8p: Social recognition	1.00	Black	1655	2.2810	1.2092	2.972E-02	2.2227	2.3393	1.00	5.00
	2.00	Hispanic	1311	2.2609	1.1082	3.061E-02	2.2008	2.3209	1.00	5.00
	3.00	White	4932	2.5160	1.2155	1.731E-02	2.4821	2.5500	1.00	5.00
	4.00	Other	519	2.3776	1.2113	5.317E-02	2.2732	2.4821	1.00	5.00
	Total		8417	2.4215	1.2032	1.312E-02	2.3958	2.4472	1.00	5.00
A08Q I-8q: True friendship	1.00	Black	1662	1.5728	.9473	2.324E-02	1.5272	1.6184	1.00	5.00
	2.00	Hispanic	1312	1.4741	.7719	2.131E-02	1.4323	1.5159	1.00	5.00
	3.00	White	4940	1.4071	.7397	1.052E-02	1.3865	1.4277	1.00	5.00
	4.00	Other	519	1.4200	.7840	3.442E-02	1.3524	1.4877	1.00	5.00
	Total		8433	1.4510	.7949	8.656E-03	1.4340	1.4679	1.00	5.00
A08R I-8r: Wisdom	1.00	Black	1662	1.3592	.7815	1.917E-02	1.3216	1.3968	1.00	5.00
	2.00	Hispanic	1306	1.4349	.7319	2.025E-02	1.3952	1.4746	1.00	5.00
	3.00	White	4943	1.4550	.7366	1.048E-02	1.4344	1.4755	1.00	5.00
	4.00	Other	521	1.3512	.6305	2.762E-02	1.2970	1.4055	1.00	4.00
	Total		8432	1.4266	.7400	8.059E-03	1.4108	1.4424	1.00	5.00

ANOVA: Civilian-Related Values

		Sum of Squares	df	Mean Square	F	Sig.
A08A I-8a: Comfortable life	Between Groups	178.810	3	59.603	91.927	.000
	Within Groups	5480.723	8453	.648		
	Total	5659.533	8456			
A08B I-8b: Exciting life	Between Groups	.198	3	6.598E-02	.090	.966
	Within Groups	6208.215	8442	.735		
	Total	6208.413	8445			
A08C I-8c: Sense of accomplishment	Between Groups	32.583	3	10.861	16.975	.000
	Within Groups	5397.019	8435	.640		
	Total	5429.602	8438			
A08D I-8d: World at peace	Between Groups	229.833	3	76.611	68.759	.000
	Within Groups	9403.785	8440	1.114		
	Total	9633.618	8443			
A08E I-8e: World of beauty	Between Groups	17.234	3	5.745	5.275	.001
	Within Groups	9188.455	8437	1.089		
	Total	9205.688	8440			
A08F I-8f: Equality	Between Groups	245.768	3	81.923	100.460	.000
	Within Groups	6881.819	8439	.815		
	Total	7127.587	8442			
A08G I-8g: Family security	Between Groups	32.375	3	10.792	20.822	.000
	Within Groups	4376.276	8444	.518		
	Total	4408.650	8447			
A08H I-8h: Freedom	Between Groups	4.519	3	1.506	4.468	.004
	Within Groups	2846.501	8444	.337		
	Total	2851.020	8447			
A08I I-8i: Happiness	Between Groups	.745	3	.248	.574	.632
	Within Groups	3655.399	8444	.433		
	Total	3656.145	8447			
A08J I-8j: Inner harmony	Between Groups	26.971	3	8.990	10.814	.000
	Within Groups	7012.585	8435	.831		
	Total	7039.556	8438			
A08K I-8k: Mature love	Between Groups	1.848	3	.616	.873	.454
	Within Groups	5946.740	8430	.705		
	Total	5948.588	8433			
A08L I-8l: National security	Between Groups	4.118	3	1.373	1.722	.161
	Within Groups	6720.872	8429	.797		
	Total	6724.990	8432			

A08M I-8m:	Between Groups	14.424	3	4.808	5.827	.001
Pleasure	-----	-----	-----	-----	-----	-----
	Within Groups	6953.406	8427	.825		
	Total	6967.830	8430			
A08N I-8n:	Between Groups	136.793	3	45.598	40.959	.000
Salvation	-----	-----	-----	-----	-----	-----
	Within Groups	9352.483	8401	1.113		
	Total	9489.276	8404			
A08O I-8o:	Between Groups	19.050	3	6.350	13.229	.000
Self-respect	-----	-----	-----	-----	-----	-----
	Within Groups	4051.515	8441	.480		
	Total	4070.564	8444			
A08P I-8p:	Between Groups	111.571	3	37.190	25.916	.000
Social recognition	-----	-----	-----	-----	-----	-----
	Within Groups	12072.848	8413	1.435		
	Total	12184.419	8416			
A08Q I-8q:	Between Groups	35.381	3	11.794	18.783	.000
True friendship	-----	-----	-----	-----	-----	-----
	Within Groups	5292.593	8429	.628		
	Total	5327.975	8432			
A08R I-8r:	Between Groups	14.580	3	4.860	8.901	.000
Wisdom	-----	-----	-----	-----	-----	-----
	Within Groups	4601.978	8428	.546		
	Total	4616.559	8431			

Post Hoc Tests: Civilian-Related Values

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity	(J) RACEETHN Race/Ethnicity	Mean Difference	Std.	Sig.	99% Confidence Interval	
			(I-J)	Error		Lower Bound	Upper Bound
A08A I-8a: Comfortable life	1.00 Black	2.00 Hispanic	-.1453	.030	.000	-.2377	-5.2833E-02
		3.00 White	-.3600	.023	.000	-.4309	-.2891
		4.00 Other	-.2468	.040	.000	-.3723	-.1213
	2.00 Hispanic	1.00 Black	.1453	.030	.000	5.283E-02	.2377
		3.00 White	-.2147	.025	.000	-.2926	-.1369
		4.00 Other	-.1015	.042	.070	-.2311	2.802E-02
	3.00 White	1.00 Black	.3600	.023	.000	.2891	.4309
		2.00 Hispanic	.2147	.025	.000	.1369	.2926
		4.00 Other	.1132	.037	.012	-1.9696E-03	.2284
	4.00 Other	1.00 Black	.2468	.040	.000	.1213	.3723
		2.00 Hispanic	.1015	.042	.070	-2.8019E-02	.2311
		3.00 White	-.1132	.037	.012	-.2284	1.970E-03
A08B I-8b: Exciting life	1.00 Black	2.00 Hispanic	-1.5136E-02	.032	.964	-.1137	8.338E-02
		3.00 White	-4.3782E-03	.024	.998	-7.9977E-02	7.122E-02
		4.00 Other	1.144E-03	.043	1.000	-.1327	.1349
	2.00 Hispanic	1.00 Black	1.514E-02	.032	.964	-8.3383E-02	.1137
		3.00 White	1.076E-02	.027	.978	-7.2156E-02	9.367E-02
		4.00 Other	1.628E-02	.044	.983	-.1218	.1543
	3.00 White	1.00 Black	4.378E-03	.024	.998	-7.1221E-02	7.998E-02
		2.00 Hispanic	-1.0758E-02	.027	.978	-9.3672E-02	7.216E-02
		4.00 Other	5.522E-03	.039	.999	-.1172	.1283
	4.00 Other	1.00 Black	-1.1440E-03	.043	1.000	-.1349	.1327
		2.00 Hispanic	-1.6280E-02	.044	.983	-.1543	.1218
		3.00 White	-5.5222E-03	.039	.999	-.1283	.1172
A08C I-8c: Sense of accomplishment	1.00 Black	2.00 Hispanic	-7.0424E-02	.030	.080	-.1624	2.156E-02
		3.00 White	-.1550	.023	.000	-.2255	-8.4417E-02
		4.00 Other	-7.9792E-02	.040	.192	-.2047	4.511E-02
	2.00 Hispanic	1.00 Black	7.042E-02	.030	.080	-2.1561E-02	.1624
		3.00 White	-8.4526E-02	.025	.004	-.1620	-7.0916E-03
		4.00 Other	-9.3676E-03	.041	.996	-.1383	.1196
3.00 White	1.00 Black	.1550	.023	.000	8.442E-02	.2255	

2.00	Hispanic	8.453E-02	.025	.004	7.092E-03	.1620
4.00	Other	7.516E-02	.037	.173	-3.9450E-02	.1898

	4.00	Other	1.00	Black	7.979E-02	.040	.192	-4.5110E-02	.2047
			2.00	Hispanic	9.368E-03	.041	.996	-.1196	.1383
			3.00	White	-7.5158E-02	.037	.173	-.1898	3.945E-02
A08D I-8d: World at peace	1.00	Black	2.00	Hispanic	-3.5616E-02	.039	.797	-.1569	8.567E-02
			3.00	White	-.3654	.030	.000	-.4583	-.2724
			4.00	Other	-.1794	.053	.004	-.3443	-1.4559E-02
	2.00	Hispanic	1.00	Black	3.562E-02	.039	.797	-8.5673E-02	.1569
			3.00	White	-.3298	.033	.000	-.4319	-.2276
			4.00	Other	-.1438	.055	.042	-.3141	2.643E-02
	3.00	White	1.00	Black	.3654	.030	.000	.2724	.4583
			2.00	Hispanic	.3298	.033	.000	.2276	.4319
			4.00	Other	.1860	.049	.001	3.458E-02	.3373
	4.00	Other	1.00	Black	.1794	.053	.004	1.456E-02	.3443
			2.00	Hispanic	.1438	.055	.042	-2.6432E-02	.3141
			3.00	White	-.1860	.049	.001	-.3373	-3.4580E-02
A08E I-8e: World of beauty	1.00	Black	2.00	Hispanic	-5.1568E-03	.039	.999	-.1251	.1148
			3.00	White	-9.7017E-02	.030	.006	-.1890	-5.0755E-03
			4.00	Other	-2.8499E-02	.052	.948	-.1915	.1345
	2.00	Hispanic	1.00	Black	5.157E-03	.039	.999	-.1148	.1251
			3.00	White	-9.1861E-02	.032	.024	-.1929	9.166E-03
			4.00	Other	-2.3342E-02	.054	.973	-.1917	.1450
	3.00	White	1.00	Black	9.702E-02	.030	.006	5.076E-03	.1890
			2.00	Hispanic	9.186E-02	.032	.024	-9.1662E-03	.1929
			4.00	Other	6.852E-02	.048	.483	-8.1137E-02	.2182
	4.00	Other	1.00	Black	2.850E-02	.052	.948	-.1345	.1915
			2.00	Hispanic	2.334E-02	.054	.973	-.1450	.1917
			3.00	White	-6.8518E-02	.048	.483	-.2182	8.114E-02
A08F I-8f: Equality	1.00	Black	2.00	Hispanic	-8.4470E-02	.033	.055	-.1882	1.930E-02
			3.00	White	-.3940	.026	.000	-.4736	-.3144
			4.00	Other	-.1707	.045	.001	-.3117	-2.9749E-02
	2.00	Hispanic	1.00	Black	8.447E-02	.033	.055	-1.9305E-02	.1882
			3.00	White	-.3095	.028	.000	-.3969	-.2221
			4.00	Other	-8.6265E-02	.047	.252	-.2318	5.925E-02
	3.00	White	1.00	Black	.3940	.026	.000	.3144	.4736
			2.00	Hispanic	.3095	.028	.000	.2221	.3969
			4.00	Other	.2232	.042	.000	9.385E-02	.3526
	4.00	Other	1.00	Black	.1707	.045	.001	2.975E-02	.3117
			2.00	Hispanic	8.627E-02	.047	.252	-5.9251E-02	.2318

		3.00	White	-.2232	.042	.000	-.3526	-9.3848E-02	
A08G I-8g: Family security	1.00	Black	2.00	Hispanic	4.965E-02	.027	.241	-3.3011E-02	.1323
		3.00	White	-.1063	.020	.000	-.1697	-4.2854E-02	
		4.00	Other	-6.3499E-02	.036	.293	-.1758	4.881E-02	
	2.00	Hispanic	1.00	Black	-4.9655E-02	.027	.241	-.1323	3.301E-02
		3.00	White	-.1559	.022	.000	-.2255	-8.6361E-02	
		4.00	Other	-.1132	.037	.013	-.2290	2.736E-03	
	3.00	White	1.00	Black	.1063	.020	.000	4.285E-02	.1697
		2.00	Hispanic	.1559	.022	.000	8.636E-02	.2255	
		4.00	Other	4.279E-02	.033	.568	-6.0266E-02	.1459	
	4.00	Other	1.00	Black	6.350E-02	.036	.293	-4.8807E-02	.1758
		2.00	Hispanic	.1132	.037	.013	-2.7357E-03	.2290	
		3.00	White	-4.2793E-02	.033	.568	-.1459	6.027E-02	
A08H I-8h: Freedom	1.00	Black	2.00	Hispanic	1.015E-02	.021	.965	-5.6600E-02	7.689E-02
		3.00	White	3.130E-02	.016	.226	-1.9844E-02	8.244E-02	
		4.00	Other	-5.8393E-02	.029	.186	-.1490	3.224E-02	
	2.00	Hispanic	1.00	Black	-1.0147E-02	.021	.965	-7.6895E-02	5.660E-02
		3.00	White	2.115E-02	.018	.645	-3.5064E-02	7.737E-02	
		4.00	Other	-6.8540E-02	.030	.103	-.1621	2.505E-02	
	3.00	White	1.00	Black	-3.1299E-02	.016	.226	-8.2443E-02	1.984E-02
		2.00	Hispanic	-2.1152E-02	.018	.645	-7.7367E-02	3.506E-02	
		4.00	Other	-8.9692E-02	.027	.004	-.1729	-6.5081E-03	
	4.00	Other	1.00	Black	5.839E-02	.029	.186	-3.2241E-02	.1490
		2.00	Hispanic	6.854E-02	.030	.103	-2.5050E-02	.1621	
		3.00	White	8.969E-02	.027	.004	6.508E-03	.1729	
A08I I-8i: Happiness	1.00	Black	2.00	Hispanic	-1.5712E-02	.024	.917	-9.1344E-02	5.992E-02
		3.00	White	-2.3431E-02	.019	.590	-8.1400E-02	3.454E-02	
		4.00	Other	-2.7944E-02	.033	.832	-.1307	7.477E-02	
	2.00	Hispanic	1.00	Black	1.571E-02	.024	.917	-5.9921E-02	9.134E-02
		3.00	White	-7.7188E-03	.020	.982	-7.1404E-02	5.597E-02	
		4.00	Other	-1.2232E-02	.034	.984	-.1183	9.381E-02	
	3.00	White	1.00	Black	2.343E-02	.019	.590	-3.4539E-02	8.140E-02
		2.00	Hispanic	7.719E-03	.020	.982	-5.5966E-02	7.140E-02	
		4.00	Other	-4.5136E-03	.030	.999	-9.8779E-02	8.975E-02	
	4.00	Other	1.00	Black	2.794E-02	.033	.832	-7.4771E-02	.1307
		2.00	Hispanic	1.223E-02	.034	.984	-9.3814E-02	.1183	
		3.00	White	4.514E-03	.030	.999	-8.9752E-02	9.878E-02	
A08J I-8j: Inner harmony	1.00	Black	2.00	Hispanic	6.555E-04	.034	1.000	-.1042	.1055

	3.00	White	-.1182	.026	.000	-.1987	-3.7773E-02		
	4.00	Other	-3.1160E-02	.046	.904	-.1737	.1113		
2.00	Hispanic	1.00	Black	-6.5551E-04	.034	1.000	-.1055	.1042	
	3.00	White	-.1189	.028	.000	-.2071	-3.0697E-02		
	4.00	Other	-3.1816E-02	.047	.907	-.1788	.1152		
3.00	White	1.00	Black	.1182	.026	.000	3.777E-02	.1987	
	2.00	Hispanic	.1189	.028	.000	3.070E-02	.2071		
	4.00	Other	8.707E-02	.042	.162	-4.3688E-02	.2178		
4.00	Other	1.00	Black	3.116E-02	.046	.904	-.1113	.1737	
	2.00	Hispanic	3.182E-02	.047	.907	-.1152	.1788		
	3.00	White	-8.7066E-02	.042	.162	-.2178	4.369E-02		
A08K I-8k: Mature love	1.00	Black	2.00	Hispanic	-3.0380E-03	.031	1.000	-9.9632E-02	9.356E-02
	3.00	White	2.398E-02	.024	.745	-5.0071E-02	9.803E-02		
	4.00	Other	5.101E-02	.042	.621	-8.0325E-02	.1823		
2.00	Hispanic	1.00	Black	3.038E-03	.031	1.000	-9.3556E-02	9.963E-02	
	3.00	White	2.702E-02	.026	.729	-5.4319E-02	.1084		
	4.00	Other	5.404E-02	.044	.601	-8.1529E-02	.1896		
3.00	White	1.00	Black	-2.3979E-02	.024	.745	-9.8030E-02	5.007E-02	
	2.00	Hispanic	-2.7017E-02	.026	.729	-.1084	5.432E-02		
	4.00	Other	2.703E-02	.039	.898	-9.3527E-02	.1476		
4.00	Other	1.00	Black	-5.1005E-02	.042	.621	-.1823	8.032E-02	
	2.00	Hispanic	-5.4043E-02	.044	.601	-.1896	8.153E-02		
	3.00	White	-2.7026E-02	.039	.898	-.1476	9.353E-02		
A08L I-8l: National security	1.00	Black	2.00	Hispanic	4.906E-02	.033	.444	-5.3551E-02	.1517
	3.00	White	3.836E-02	.025	.428	-4.0415E-02	.1171		
	4.00	Other	-2.9199E-02	.045	.915	-.1688	.1104		
2.00	Hispanic	1.00	Black	-4.9060E-02	.033	.444	-.1517	5.355E-02	
	3.00	White	-1.0705E-02	.028	.980	-9.7055E-02	7.565E-02		
	4.00	Other	-7.8260E-02	.046	.328	-.2223	6.580E-02		
3.00	White	1.00	Black	-3.8356E-02	.025	.428	-.1171	4.041E-02	
	2.00	Hispanic	1.070E-02	.028	.980	-7.5646E-02	9.706E-02		
	4.00	Other	-6.7555E-02	.041	.356	-.1957	6.062E-02		
4.00	Other	1.00	Black	2.920E-02	.045	.915	-.1104	.1688	
	2.00	Hispanic	7.826E-02	.046	.328	-6.5797E-02	.2223		
	3.00	White	6.756E-02	.041	.356	-6.0617E-02	.1957		
A08M I-8m: Pleasure	1.00	Black	2.00	Hispanic	-.1285	.034	.001	-.2330	-2.3989E-02
	3.00	White	-2.7065E-02	.026	.719	-.1072	5.305E-02		
	4.00	Other	-7.6814E-02	.046	.334	-.2192	6.556E-02		

	2.00	Hispanic	1.00	Black	.1285	.034	.001	2.399E-02	.2330
			3.00	White	.1014	.028	.002	1.346E-02	.1894
			4.00	Other	5.167E-02	.047	.693	-9.5258E-02	.1986
	3.00	White	1.00	Black	2.707E-02	.026	.719	-5.3053E-02	.1072
			2.00	Hispanic	-.1014	.028	.002	-.1894	-1.3456E-02
			4.00	Other	-4.9749E-02	.042	.636	-.1805	8.097E-02
	4.00	Other	1.00	Black	7.681E-02	.046	.334	-6.5557E-02	.2192
			2.00	Hispanic	-5.1671E-02	.047	.693	-.1986	9.526E-02
			3.00	White	4.975E-02	.042	.636	-8.0971E-02	.1805
A08N I-8n: Salvation	1.00	Black	2.00	Hispanic	-.1231	.039	.009	-.2446	-1.6878E-03
			3.00	White	-.3146	.030	.000	-.4078	-.2215
			4.00	Other	-.2043	.053	.001	-.3700	-3.8664E-02
	2.00	Hispanic	1.00	Black	.1231	.039	.009	1.688E-03	.2446
			3.00	White	-.1915	.033	.000	-.2937	-8.9244E-02
			4.00	Other	-8.1176E-02	.055	.450	-.2521	8.974E-02
	3.00	White	1.00	Black	.3146	.030	.000	.2215	.4078
			2.00	Hispanic	.1915	.033	.000	8.924E-02	.2937
			4.00	Other	.1103	.049	.108	-4.1816E-02	.2624
	4.00	Other	1.00	Black	.2043	.053	.001	3.866E-02	.3700
			2.00	Hispanic	8.118E-02	.055	.450	-8.9744E-02	.2521
			3.00	White	-.1103	.049	.108	-.2624	4.182E-02
A08O I-8o: Self-respect	1.00	Black	2.00	Hispanic	-2.9889E-02	.026	.646	-.1094	4.966E-02
			3.00	White	-.1090	.020	.000	-.1700	-4.7942E-02
			4.00	Other	-.1247	.035	.002	-.2329	-1.6424E-02
	2.00	Hispanic	1.00	Black	2.989E-02	.026	.646	-4.9665E-02	.1094
			3.00	White	-7.9104E-02	.022	.001	-.1461	-1.2136E-02
			4.00	Other	-9.4771E-02	.036	.041	-.2065	1.691E-02
	3.00	White	1.00	Black	.1090	.020	.000	4.794E-02	.1700
			2.00	Hispanic	7.910E-02	.022	.001	1.214E-02	.1461
			4.00	Other	-1.5667E-02	.032	.961	-.1150	8.368E-02
	4.00	Other	1.00	Black	.1247	.035	.002	1.642E-02	.2329
			2.00	Hispanic	9.477E-02	.036	.041	-1.6909E-02	.2065
			3.00	White	1.567E-02	.032	.961	-8.3685E-02	.1150
A08P I-8p: Social recognition	1.00	Black	2.00	Hispanic	2.010E-02	.044	.969	-.1178	.1580
			3.00	White	-.2351	.034	.000	-.3410	-.1291
			4.00	Other	-9.6683E-02	.060	.376	-.2843	9.094E-02
	2.00	Hispanic	1.00	Black	-2.0097E-02	.044	.969	-.1580	.1178
			3.00	White	-.2551	.037	.000	-.3710	-.1393

		4.00 Other	-.1168	.062	.237	-.3102	7.663E-02

	3.00 White	1.00 Black	.2351	.034	.000	.1291	.3410
		2.00 Hispanic	.2551	.037	.000	.1393	.3710
		4.00 Other	.1384	.055	.059	-3.3734E-02	.3105

	4.00 Other	1.00 Black	9.668E-02	.060	.376	-9.0943E-02	.2843
		2.00 Hispanic	.1168	.062	.237	-7.6633E-02	.3102
		3.00 White	-.1384	.055	.059	-.3105	3.373E-02

A08Q I-8q: True friendship	1.00 Black	2.00 Hispanic	9.872E-02	.029	.004	7.612E-03	.1898
		3.00 White	.1657	.022	.000	9.576E-02	.2357
		4.00 Other	.1528	.040	.001	2.872E-02	.2768

	2.00 Hispanic	1.00 Black	-9.8718E-02	.029	.004	-.1898	-7.6119E-03
		3.00 White	6.700E-02	.025	.033	-9.6194E-03	.1436
		4.00 Other	5.405E-02	.041	.553	-7.3878E-02	.1820

	3.00 White	1.00 Black	-.1657	.022	.000	-.2357	-9.5764E-02
		2.00 Hispanic	-6.7000E-02	.025	.033	-.1436	9.619E-03
		4.00 Other	-1.2954E-02	.037	.985	-.1268	.1009

	4.00 Other	1.00 Black	-.1528	.040	.001	-.2768	-2.8717E-02
		2.00 Hispanic	-5.4047E-02	.041	.553	-.1820	7.388E-02
		3.00 White	1.295E-02	.037	.985	-.1009	.1268

A08R I-8r: Wisdom	1.00 Black	2.00 Hispanic	-7.5710E-02	.027	.029	-.1608	9.359E-03
		3.00 White	-9.5781E-02	.021	.000	-.1610	-3.0551E-02
		4.00 Other	7.958E-03	.037	.997	-.1076	.1235

	2.00 Hispanic	1.00 Black	7.571E-02	.027	.029	-9.3587E-03	.1608
		3.00 White	-2.0071E-02	.023	.819	-9.1646E-02	5.150E-02
		4.00 Other	8.367E-02	.038	.127	-3.5539E-02	.2029

	3.00 White	1.00 Black	9.578E-02	.021	.000	3.055E-02	.1610
		2.00 Hispanic	2.007E-02	.023	.819	-5.1504E-02	9.165E-02
		4.00 Other	.1037	.034	.012	-2.2267E-03	.2097

	4.00 Other	1.00 Black	-7.9582E-03	.037	.997	-.1235	.1076
		2.00 Hispanic	-8.3668E-02	.038	.127	-.2029	3.554E-02
		3.00 White	-.1037	.034	.012	-.2097	2.227E-03

Descriptives: Military-Related Values

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
A09A I-9a: Loyalty to US Army	1.00 Black	1665	2.3982	1.6070	3.938E-02	2.3210	2.4754	1.00	7.00
	2.00 Hispanic	1315	2.0471	1.3641	3.762E-02	1.9734	2.1209	1.00	7.00
	3.00 White	4950	2.0453	1.4010	1.991E-02	2.0062	2.0843	1.00	7.00
	4.00 Other	525	2.2990	1.5470	6.752E-02	2.1664	2.4317	1.00	7.00
	Total	8455	2.1308	1.4547	1.582E-02	2.0998	2.1618	1.00	7.00
A09B I-9b: Loyalty to unit or organization	1.00 Black	1666	1.9928	1.3432	3.291E-02	1.9283	2.0573	1.00	7.00
	2.00 Hispanic	1316	1.7941	1.1374	3.135E-02	1.7326	1.8556	1.00	7.00
	3.00 White	4945	1.8277	1.2112	1.722E-02	1.7939	1.8615	1.00	7.00
	4.00 Other	525	1.9962	1.3250	5.783E-02	1.8826	2.1098	1.00	7.00
	Total	8452	1.8655	1.2368	1.345E-02	1.8391	1.8918	1.00	7.00
A09C I-9c: Taking responsibility	1.00 Black	1669	1.5800	1.0493	2.568E-02	1.5296	1.6304	1.00	7.00
	2.00 Hispanic	1311	1.4836	.8109	2.240E-02	1.4397	1.5275	1.00	7.00
	3.00 White	4943	1.5365	.9242	1.315E-02	1.5107	1.5623	1.00	7.00
	4.00 Other	523	1.5583	.9253	4.046E-02	1.4788	1.6378	1.00	7.00
	Total	8446	1.5382	.9344	1.017E-02	1.5183	1.5582	1.00	7.00
A09D I-9d: Put good of many ahead own welfare	1.00 Black	1663	2.7246	1.7510	4.294E-02	2.6404	2.8088	1.00	7.00
	2.00 Hispanic	1310	2.2542	1.4673	4.054E-02	2.1747	2.3337	1.00	7.00
	3.00 White	4944	2.1446	1.4390	2.047E-02	2.1045	2.1847	1.00	7.00
	4.00 Other	523	2.1893	1.3591	5.943E-02	2.0725	2.3060	1.00	7.00
	Total	8440	2.2787	1.5216	1.656E-02	2.2462	2.3111	1.00	7.00
A09E I-9e: Dedication to serving the US	1.00 Black	1661	3.1276	1.9971	4.900E-02	3.0315	3.2237	1.00	7.00
	2.00 Hispanic	1315	2.4989	1.7493	4.824E-02	2.4042	2.5935	1.00	7.00
	3.00 White	4941	2.2572	1.6102	2.291E-02	2.2123	2.3021	1.00	7.00
	4.00 Other	522	2.5307	1.6717	7.317E-02	2.3869	2.6744	1.00	7.00
	Total	8439	2.4831	1.7503	1.905E-02	2.4458	2.5205	1.00	7.00
A09F I-9f: Commitment to working as a team	1.00 Black	1655	1.8894	1.2448	3.060E-02	1.8294	1.9494	1.00	7.00
	2.00 Hispanic	1309	1.7960	1.1321	3.129E-02	1.7346	1.8574	1.00	7.00
	3.00 White	4937	1.8888	1.1954	1.701E-02	1.8554	1.9222	1.00	7.00
	4.00 Other	522	1.8793	1.2152	5.319E-02	1.7748	1.9838	1.00	7.00
	Total	8423	1.8739	1.1972	1.305E-02	1.8483	1.8995	1.00	7.00
A09G I-9g: Dedication to learn & doing well	1.00 Black	1668	1.5246	1.0385	2.543E-02	1.4747	1.5745	1.00	7.00
	2.00 Hispanic	1313	1.4798	.8720	2.407E-02	1.4326	1.5270	1.00	7.00
	3.00 White	4943	1.5956	.9615	1.368E-02	1.5688	1.6224	1.00	7.00
	4.00 Other	523	1.5602	.9273	4.055E-02	1.4806	1.6399	1.00	7.00
	Total	8447	1.5425	.9593	1.100E-02	1.5287	1.5744	1.00	7.00

Total	8447	1.5614	.9628	1.048E-02	1.5408	1.5819	1.00	7.00
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A09H I-9h:	1.00	Black	1666	1.5648	1.0675	2.615E-02	1.5135	1.6161	1.00	7.00
Drive to										
succeed & advance	2.00	Hispanic	1315	1.5779	.9567	2.638E-02	1.5262	1.6297	1.00	7.00
	3.00	White	4942	1.6386	1.0042	1.428E-02	1.6106	1.6666	1.00	7.00
	4.00	Other	521	1.6334	1.0048	4.402E-02	1.5469	1.7199	1.00	7.00
	Total		8444	1.6143	1.0102	1.099E-02	1.5927	1.6358	1.00	7.00
A09I I-9i: Being honest, open, and truthful	1.00	Black	1664	1.6154	1.1412	2.798E-02	1.5605	1.6703	1.00	7.00
	2.00	Hispanic	1312	1.5671	.9749	2.692E-02	1.5143	1.6199	1.00	7.00
	3.00	White	4940	1.5729	.9718	1.383E-02	1.5458	1.6000	1.00	7.00
	4.00	Other	523	1.6061	1.0329	4.516E-02	1.5174	1.6948	1.00	7.00
	Total		8439	1.5824	1.0117	1.101E-02	1.5608	1.6040	1.00	7.00
A09J I-9j: Disciplined & courageous in battle	1.00	Black	1663	1.9940	1.5029	3.685E-02	1.9217	2.0663	1.00	7.00
	2.00	Hispanic	1311	1.7384	1.2142	3.353E-02	1.6726	1.8042	1.00	7.00
	3.00	White	4940	1.8053	1.2555	1.786E-02	1.7702	1.8403	1.00	7.00
	4.00	Other	523	1.8375	1.3356	5.840E-02	1.7227	1.9522	1.00	7.00
	Total		8437	1.8341	1.3092	1.425E-02	1.8061	1.8620	1.00	7.00
A09K I-9k: Standing up for what you believe	1.00	Black	1666	1.5078	1.0616	2.601E-02	1.4568	1.5588	1.00	7.00
	2.00	Hispanic	1315	1.4715	.8555	2.359E-02	1.4252	1.5178	1.00	7.00
	3.00	White	4942	1.4437	.8709	1.239E-02	1.4195	1.4680	1.00	7.00
	4.00	Other	523	1.5277	.9829	4.298E-02	1.4433	1.6122	1.00	7.00
	Total		8446	1.4659	.9168	9.975E-03	1.4463	1.4855	1.00	7.00
A09L I-9l: Working tactfully/mil. courtesy	1.00	Black	1662	2.0301	1.2746	3.127E-02	1.9688	2.0914	1.00	7.00
	2.00	Hispanic	1313	1.9360	1.1325	3.125E-02	1.8747	1.9973	1.00	7.00
	3.00	White	4935	2.0334	1.2520	1.782E-02	1.9985	2.0684	1.00	7.00
	4.00	Other	518	2.0849	1.3486	5.925E-02	1.9685	2.2013	1.00	7.00
	Total		8428	2.0208	1.2453	1.356E-02	1.9942	2.0474	1.00	7.00
A09M I-9m: Excellent military bearing	1.00	Black	1660	2.0542	1.3619	3.343E-02	1.9887	2.1198	1.00	7.00
	2.00	Hispanic	1315	1.9346	1.2289	3.389E-02	1.8681	2.0011	1.00	7.00
	3.00	White	4938	2.0919	1.3431	1.911E-02	2.0545	2.1294	1.00	7.00
	4.00	Other	523	2.1453	1.3511	5.908E-02	2.0292	2.2614	1.00	7.00
	Total		8436	2.0633	1.3313	1.449E-02	2.0349	2.0917	1.00	7.00
A09N I-9n: Equal opp regardless of gender	1.00	Black	1663	1.5310	1.1134	2.730E-02	1.4774	1.5845	1.00	7.00
	2.00	Hispanic	1311	1.6575	1.0931	3.019E-02	1.5983	1.7167	1.00	7.00
	3.00	White	4942	1.9346	1.3923	1.981E-02	1.8958	1.9735	1.00	7.00
	4.00	Other	520	1.8231	1.3655	5.988E-02	1.7054	1.9407	1.00	7.00
	Total		8436	1.8051	1.3069	1.423E-02	1.7772	1.8330	1.00	7.00
A09O I-9o: High moral standards	1.00	Black	1666	1.8139	1.2401	3.038E-02	1.7543	1.8735	1.00	7.00
	2.00	Hispanic	1311	1.7529	1.1290	3.118E-02	1.6917	1.8140	1.00	7.00

3.00 White 4939 1.9105 1.2703 1.808E-02 1.8751 1.9459 1.00 7.00

	4.00	Other	523	1.9082	1.2546	5.486E-02	1.8005	2.0160	1.00	7.00
	Total		8439	1.8668	1.2437	1.354E-02	1.8403	1.8933	1.00	7.00
A09P I-9p: Physical fitness & stamina	1.00	Black	1669	1.6788	1.1604	2.840E-02	1.6231	1.7346	1.00	7.00
	2.00	Hispanic	1311	1.6278	.9754	2.694E-02	1.5749	1.6806	1.00	7.00
	3.00	White	4937	1.7029	1.0609	1.510E-02	1.6733	1.7325	1.00	7.00
	4.00	Other	523	1.6979	1.1110	4.858E-02	1.6025	1.7933	1.00	7.00
	Total		8440	1.6861	1.0720	1.167E-02	1.6633	1.7090	1.00	7.00

ANOVA: Military-Related Values

		Sum of Squares	df	Mean Square	F	Sig.
A09A I-9a: Loyalty to US Army	Between Groups	179.340	3	59.780	28.526	.000
	Within Groups	17709.984	8451	2.096		
	Total	17889.324	8454			
A09B I-9b: Loyalty to unit or organization	Between Groups	49.742	3	16.581	10.877	.000
	Within Groups	12878.304	8448	1.524		
	Total	12928.046	8451			
A09C I-9c: Taking responsibility	Between Groups	7.048	3	2.349	2.693	.045
	Within Groups	7366.099	8442	.873		
	Total	7373.148	8445			
A09D I-9d: Put good of many ahead own welfare	Between Groups	424.488	3	141.496	62.449	.000
	Within Groups	19114.073	8436	2.266		
	Total	19538.561	8439			
A09E I-9e: Dedication to serving the US	Between Groups	943.590	3	314.530	106.524	.000
	Within Groups	24905.753	8435	2.953		
	Total	25849.344	8438			
A09F I-9f: Commitment to working as a team	Between Groups	9.448	3	3.149	2.198	.086
	Within Groups	12062.651	8419	1.433		
	Total	12072.099	8422			
A09G I-9g: Dedication to learn & doing well	Between Groups	16.779	3	5.593	6.044	.000
	Within Groups	7813.144	8443	.925		
	Total	7829.923	8446			
A09H I-9h: Drive to succeed & advance	Between Groups	8.926	3	2.975	2.917	.033
	Within Groups	8607.792	8440	1.020		
	Total	8616.718	8443			
A09I I-9i: Being honest, open, and truthful	Between Groups	2.861	3	.954	.932	.424
	Within Groups	8633.569	8435	1.024		
	Total	8636.430	8438			
A09J I-9j: Disciplined & courageous in battle	Between Groups	58.641	3	19.547	11.446	.000
	Within Groups	14401.049	8433	1.708		
	Total	14459.690	8436			
A09K I-9k: Standing up for what you believe	Between Groups	7.391	3	2.464	2.933	.032
	Within Groups	7090.289	8442	.840		
	Total	7097.679	8445			
A09L I-9l: Working tactfully/mil. courtesy	Between Groups	12.499	3	4.166	2.688	.045
	Within Groups	13054.868	8424	1.550		
	Total	13067.366	8427			

A09M I-9m:	Between Groups	29.486	3	9.829	5.554	.001
Excellent military bearing	Within Groups	14920.711	8432	1.770		
	Total	14950.198	8435			
A09N I-9n:	Between Groups	236.628	3	78.876	46.933	.000
Equal opp regardless of gender	Within Groups	14170.991	8432	1.681		
	Total	14407.619	8435			
A09O I-9o:	Between Groups	32.010	3	10.670	6.912	.000
High moral standards	Within Groups	13020.283	8435	1.544		
	Total	13052.293	8438			
A09P I-9p:	Between Groups	6.008	3	2.003	1.743	.156
Physical fitness & stamina	Within Groups	9691.570	8436	1.149		
	Total	9697.578	8439			

Post Hoc Tests: Military-Related Values

Multiple Comparisons
Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity	(J) RACEETHN Race/Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
A09A I-9a: Loyalty to US Army	1.00 Black	2.00 Hispanic	.3510	.053	.000	.1848	.5173
		3.00 White	.3529	.041	.000	.2253	.4806
		4.00 Other	9.915E-02	.072	.519	-.1264	.3247
	2.00 Hispanic	1.00 Black	-.3510	.053	.000	-.5173	-.1848
		3.00 White	1.896E-03	.045	1.000	-.1379	.1417
		4.00 Other	-.2519	.075	.004	-.4846	-1.9231E-02
	3.00 White	1.00 Black	-.3529	.041	.000	-.4806	-.2253
		2.00 Hispanic	-1.8958E-03	.045	1.000	-.1417	.1379
		4.00 Other	-.2538	.066	.001	-.4607	-4.6933E-02
	4.00 Other	1.00 Black	-9.9151E-02	.072	.519	-.3247	.1264
		2.00 Hispanic	.2519	.075	.004	1.923E-02	.4846
		3.00 White	.2538	.066	.001	4.693E-02	.4607
A09B I-9b: Loyalty to unit or organization	1.00 Black	2.00 Hispanic	.1987	.046	.000	5.696E-02	.3405
		3.00 White	.1651	.035	.000	5.620E-02	.2740
		4.00 Other	-3.3934E-03	.062	1.000	-.1958	.1890
	2.00 Hispanic	1.00 Black	-.1987	.046	.000	-.3405	-5.6963E-02
		3.00 White	-3.3632E-02	.038	.816	-.1529	8.560E-02
		4.00 Other	-.2021	.064	.008	-.4005	-3.6969E-03
	3.00 White	1.00 Black	-.1651	.035	.000	-.2740	-5.6204E-02
		2.00 Hispanic	3.363E-02	.038	.816	-8.5596E-02	.1529
		4.00 Other	-.1685	.057	.016	-.3449	7.955E-03
	4.00 Other	1.00 Black	3.393E-03	.062	1.000	-.1890	.1958
		2.00 Hispanic	.2021	.064	.008	3.697E-03	.4005
		3.00 White	.1685	.057	.016	-7.9548E-03	.3449
A09C I-9c: Taking responsibility	1.00 Black	2.00 Hispanic	9.639E-02	.034	.027	-1.0935E-02	.2037
		3.00 White	4.347E-02	.026	.354	-3.8858E-02	.1258
		4.00 Other	2.167E-02	.047	.967	-.1241	.1674
	2.00 Hispanic	1.00 Black	-9.6388E-02	.034	.027	-.2037	1.093E-02
		3.00 White	-5.2916E-02	.029	.262	-.1433	3.743E-02
		4.00 Other	-7.4717E-02	.048	.410	-.2251	7.569E-02
	3.00 White	1.00 Black	-4.3472E-02	.026	.354	-.1258	3.886E-02
		2.00 Hispanic	5.292E-02	.029	.262	-3.7427E-02	.1433
		4.00 Other	-2.1801E-02	.043	.957	-.1555	.1119

	4.00	Other	1.00	Black	-2.1671E-02	.047	.967	-.1674	.1241
			2.00	Hispanic	7.472E-02	.048	.410	-7.5687E-02	.2251
			3.00	White	2.180E-02	.043	.957	-.1119	.1555
A09D I-9d: Put good of many ahead own welfare	1.00	Black	2.00	Hispanic	.4704	.056	.000	.2973	.6435
			3.00	White	.5800	.043	.000	.4471	.7128
			4.00	Other	.5353	.075	.000	.3004	.7702
	2.00	Hispanic	1.00	Black	-.4704	.056	.000	-.6435	-.2973
			3.00	White	.1096	.047	.089	-3.6043E-02	.2552
			4.00	Other	6.491E-02	.078	.838	-.1775	.3073
	3.00	White	1.00	Black	-.5800	.043	.000	-.7128	-.4471
			2.00	Hispanic	-.1096	.047	.089	-.2552	3.604E-02
			4.00	Other	-4.4673E-02	.069	.917	-.2602	.1708
	4.00	Other	1.00	Black	-.5353	.075	.000	-.7702	-.3004
			2.00	Hispanic	-6.4906E-02	.078	.838	-.3073	.1775
			3.00	White	4.467E-02	.069	.917	-.1708	.2602
A09E I-9e: Dedication to serving the US	1.00	Black	2.00	Hispanic	.6288	.063	.000	.4313	.8262
			3.00	White	.8704	.049	.000	.7187	1.0221
			4.00	Other	.5970	.086	.000	.3286	.8654
	2.00	Hispanic	1.00	Black	-.6288	.063	.000	-.8262	-.4313
			3.00	White	.2416	.053	.000	7.563E-02	.4076
			4.00	Other	-3.1792E-02	.089	.984	-.3085	.2450
	3.00	White	1.00	Black	-.8704	.049	.000	-1.0221	-.7187
			2.00	Hispanic	-.2416	.053	.000	-.4076	-7.5627E-02
			4.00	Other	-.2734	.079	.003	-.5196	-2.7212E-02
	4.00	Other	1.00	Black	-.5970	.086	.000	-.8654	-.3286
			2.00	Hispanic	3.179E-02	.089	.984	-.2450	.3085
			3.00	White	.2734	.079	.003	2.721E-02	.5196
A09F I-9f: Commitment to working as a team	1.00	Black	2.00	Hispanic	9.340E-02	.044	.150	-4.4442E-02	.2312
			3.00	White	6.271E-04	.034	1.000	-.1052	.1065
			4.00	Other	1.012E-02	.060	.998	-.1770	.1972
	2.00	Hispanic	1.00	Black	-9.3398E-02	.044	.150	-.2312	4.444E-02
			3.00	White	-9.2771E-02	.037	.061	-.2086	2.308E-02
			4.00	Other	-8.3283E-02	.062	.535	-.2762	.1096
	3.00	White	1.00	Black	-6.2712E-04	.034	1.000	-.1065	.1052
			2.00	Hispanic	9.277E-02	.037	.061	-2.3081E-02	.2086
			4.00	Other	9.489E-03	.055	.998	-.1620	.1810
	4.00	Other	1.00	Black	-1.0116E-02	.060	.998	-.1972	.1770
			2.00	Hispanic	8.328E-02	.062	.535	-.1096	.2762

		3.00	White	-9.4885E-03	.055	.998	-.1810	.1620		

A09G I-9g: Dedication to learn & doing well	1.00	Black	2.00	Hispanic	4.476E-02	.035	.588	-6.5729E-02	.1553	
			3.00	White	-7.1009E-02	.027	.045	-.1558	1.380E-02	
			4.00	Other	-3.5649E-02	.048	.881	-.1857	.1144	
	2.00	Hispanic	1.00	Black	-4.4763E-02	.035	.588	-.1553	6.573E-02	
				3.00	White	-.1158	.030	.001	-.2088	-2.2790E-02
				4.00	Other	-8.0412E-02	.050	.369	-.2353	7.445E-02
	3.00	White	1.00	Black	7.101E-02	.027	.045	-1.3795E-02	.1558	
				2.00	Hispanic	.1158	.030	.001	2.279E-02	.2088
				4.00	Other	3.536E-02	.044	.855	-.1024	.1731
	4.00	Other	1.00	Black	3.565E-02	.048	.881	-.1144	.1857	
				2.00	Hispanic	8.041E-02	.050	.369	-7.4445E-02	.2353
				3.00	White	-3.5360E-02	.044	.855	-.1731	.1024

A09H I-9h: Drive to succeed & advance	1.00	Black	2.00	Hispanic	-1.3121E-02	.037	.985	-.1291	.1029	
				3.00	White	-7.3782E-02	.029	.049	-.1629	1.529E-02
				4.00	Other	-6.8571E-02	.051	.529	-.2264	8.925E-02
	2.00	Hispanic	1.00	Black	1.312E-02	.037	.985	-.1029	.1291	
				3.00	White	-6.0661E-02	.031	.213	-.1582	3.690E-02
				4.00	Other	-5.5451E-02	.052	.714	-.2182	.1073
	3.00	White	1.00	Black	7.378E-02	.029	.049	-1.5289E-02	.1629	
				2.00	Hispanic	6.066E-02	.031	.213	-3.6896E-02	.1582
				4.00	Other	5.211E-03	.047	.999	-.1396	.1500
	4.00	Other	1.00	Black	6.857E-02	.051	.529	-8.9247E-02	.2264	
				2.00	Hispanic	5.545E-02	.052	.714	-.1073	.2182
				3.00	White	-5.2105E-03	.047	.999	-.1500	.1396

A09I I-9i: Being honest, open, and truthful	1.00	Black	2.00	Hispanic	4.831E-02	.037	.567	-6.7978E-02	.1646	
				3.00	White	4.251E-02	.029	.448	-4.6765E-02	.1318
				4.00	Other	9.266E-03	.051	.998	-.1486	.1672
	2.00	Hispanic	1.00	Black	-4.8311E-02	.037	.567	-.1646	6.798E-02	
				3.00	White	-5.8013E-03	.031	.998	-.1036	9.202E-02
				4.00	Other	-3.9045E-02	.052	.878	-.2019	.1238
	3.00	White	1.00	Black	-4.2510E-02	.029	.448	-.1318	4.677E-02	
				2.00	Hispanic	5.801E-03	.031	.998	-9.2023E-02	.1036
				4.00	Other	-3.3244E-02	.047	.891	-.1781	.1116
	4.00	Other	1.00	Black	-9.2661E-03	.051	.998	-.1672	.1486	
				2.00	Hispanic	3.905E-02	.052	.878	-.1238	.2019
				3.00	White	3.324E-02	.047	.891	-.1116	.1781

A09J I-9j:	1.00 Black	2.00 Hispanic	.2556	.048	.000	.1054	.4059
Disciplined & courageous in battle		3.00 White	.1887	.037	.000	7.338E-02	.3041
		4.00 Other	.1565	.066	.079	-4.7451E-02	.3605
	2.00 Hispanic	1.00 Black	-.2556	.048	.000	-.4059	-.1054
		3.00 White	-6.6895E-02	.041	.352	-.1933	5.950E-02
		4.00 Other	-9.9108E-02	.068	.458	-.3095	.1113
	3.00 White	1.00 Black	-.1887	.037	.000	-.3041	-7.3383E-02
		2.00 Hispanic	6.690E-02	.041	.352	-5.9500E-02	.1933
		4.00 Other	-3.2213E-02	.060	.950	-.2193	.1549
	4.00 Other	1.00 Black	-.1565	.066	.079	-.3605	4.745E-02
		2.00 Hispanic	9.911E-02	.068	.458	-.1113	.3095
		3.00 White	3.221E-02	.060	.950	-.1549	.2193
	A09K I-9k: Standing up for what you believe	1.00 Black	2.00 Hispanic	3.632E-02	.034	.705	-6.8926E-02
		3.00 White	6.406E-02	.026	.065	-1.6774E-02	.1449
		4.00 Other	-1.9922E-02	.046	.973	-.1629	.1231
	2.00 Hispanic	1.00 Black	-3.6320E-02	.034	.705	-.1416	6.893E-02
		3.00 White	2.774E-02	.028	.764	-6.0795E-02	.1163
		4.00 Other	-5.6242E-02	.047	.635	-.2037	9.126E-02
	3.00 White	1.00 Black	-6.4056E-02	.026	.065	-.1449	1.677E-02
		2.00 Hispanic	-2.7735E-02	.028	.764	-.1163	6.080E-02
		4.00 Other	-8.3977E-02	.042	.191	-.2152	4.722E-02
	4.00 Other	1.00 Black	1.992E-02	.046	.973	-.1231	.1629
		2.00 Hispanic	5.624E-02	.047	.635	-9.1255E-02	.2037
		3.00 White	8.398E-02	.042	.191	-4.7218E-02	.2152
A09L I-9l: Working tactfully/mil. courtesy	1.00 Black	2.00 Hispanic	9.406E-02	.046	.171	-4.9040E-02	.2372
		3.00 White	-3.3504E-03	.035	1.000	-.1133	.1066
		4.00 Other	-5.4858E-02	.063	.817	-.2499	.1402
	2.00 Hispanic	1.00 Black	-9.4060E-02	.046	.171	-.2372	4.904E-02
		3.00 White	-9.7410E-02	.039	.057	-.2178	2.294E-02
		4.00 Other	-.1489	.065	.097	-.3500	5.217E-02
	3.00 White	1.00 Black	3.350E-03	.035	1.000	-.1066	.1133
		2.00 Hispanic	9.741E-02	.039	.057	-2.2937E-02	.2178
		4.00 Other	-5.1507E-02	.057	.807	-.2305	.1275
	4.00 Other	1.00 Black	5.486E-02	.063	.817	-.1402	.2499
		2.00 Hispanic	.1489	.065	.097	-5.2172E-02	.3500
		3.00 White	5.151E-02	.057	.807	-.1275	.2305
A09M I-9m: Excellent	1.00 Black	2.00 Hispanic	.1196	.049	.071	-3.3271E-02	.2725

military
bearing

3.00 White -3.7723E-02 .038 .750 -.1552 7.977E-02

		4.00	Other	-9.1099E-02	.067	.521	-.2988	.1166	
	2.00	Hispanic	1.00	Black	-.1196	.049	.071	-.2725	3.327E-02
			3.00	White	-.1573	.041	.001	-.2859	-2.8825E-02
			4.00	Other	-.2107	.069	.012	-.4248	3.379E-03
	3.00	White	1.00	Black	3.772E-02	.038	.750	-7.9772E-02	.1552
			2.00	Hispanic	.1573	.041	.001	2.883E-02	.2859
			4.00	Other	-5.3375E-02	.061	.819	-.2438	.1371
	4.00	Other	1.00	Black	9.110E-02	.067	.521	-.1166	.2988
			2.00	Hispanic	.2107	.069	.012	-3.3789E-03	.4248
			3.00	White	5.338E-02	.061	.819	-.1371	.2438
A09N I-9n: Equal opp regardless of gender	1.00	Black	2.00	Hispanic	-.1265	.048	.041	-.2756	2.252E-02
			3.00	White	-.4037	.037	.000	-.5181	-.2893
			4.00	Other	-.2921	.065	.000	-.4949	-8.9327E-02
	2.00	Hispanic	1.00	Black	.1265	.048	.041	-2.2519E-02	.2756
			3.00	White	-.2771	.040	.000	-.4025	-.1517
			4.00	Other	-.1656	.067	.066	-.3747	4.360E-02
	3.00	White	1.00	Black	.4037	.037	.000	.2893	.5181
			2.00	Hispanic	.2771	.040	.000	.1517	.4025
			4.00	Other	.1116	.060	.242	-7.4504E-02	.2976
	4.00	Other	1.00	Black	.2921	.065	.000	8.933E-02	.4949
			2.00	Hispanic	.1656	.067	.066	-4.3602E-02	.3747
			3.00	White	-.1116	.060	.242	-.2976	7.450E-02
A09O I-9o: High moral standards	1.00	Black	2.00	Hispanic	6.107E-02	.046	.543	-8.1737E-02	.2039
			3.00	White	-9.6583E-02	.035	.031	-.2062	1.301E-02
			4.00	Other	-9.4296E-02	.062	.429	-.2882	9.958E-02
	2.00	Hispanic	1.00	Black	-6.1065E-02	.046	.543	-.2039	8.174E-02
			3.00	White	-.1576	.039	.000	-.2778	-3.7476E-02
			4.00	Other	-.1554	.064	.074	-.3554	4.468E-02
	3.00	White	1.00	Black	9.658E-02	.035	.031	-1.3005E-02	.2062
			2.00	Hispanic	.1576	.039	.000	3.748E-02	.2778
			4.00	Other	2.286E-03	.057	1.000	-.1756	.1802
	4.00	Other	1.00	Black	9.430E-02	.062	.429	-9.9577E-02	.2882
			2.00	Hispanic	.1554	.064	.074	-4.4685E-02	.3554
			3.00	White	-2.2864E-03	.057	1.000	-.1802	.1756
A09P I-9p: Physical fitness & stamina	1.00	Black	2.00	Hispanic	5.108E-02	.040	.568	-7.2062E-02	.1742
			3.00	White	-2.4006E-02	.030	.859	-.1185	7.048E-02
			4.00	Other	-1.9047E-02	.054	.985	-.1863	.1482
	2.00	Hispanic	1.00	Black	-5.1085E-02	.040	.568	-.1742	7.206E-02

	3.00	White	-7.5091E-02	.033	.109	-.1788	2.859E-02	
	4.00	Other	-7.0132E-02	.055	.585	-.2427	.1024	
3.00	White	1.00	Black	2.401E-02	.030	.859	-7.0477E-02	.1185
		2.00	Hispanic	7.509E-02	.033	.109	-2.8586E-02	.1788
		4.00	Other	4.959E-03	.049	1.000	-.1485	.1584
4.00	Other	1.00	Black	1.905E-02	.054	.985	-.1482	.1863
		2.00	Hispanic	7.013E-02	.055	.585	-.1024	.2427
		3.00	White	-4.9592E-03	.049	1.000	-.1584	.1485

Descriptives: Occupational Values

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum		
					Lower Bound	Upper Bound				
A01B I-1b: Steady job-no chance for lay off	1.00	Black	1652	1.9237	1.1753	2.892E-02	1.8670	1.9804	1.00	5.00
	2.00	Hispanic	1299	2.0108	1.1349	3.149E-02	1.9490	2.0726	1.00	5.00
	3.00	White	4935	2.1214	1.1728	1.669E-02	2.0886	2.1541	1.00	5.00
	4.00	Other	522	2.1188	1.1745	5.140E-02	2.0178	2.2198	1.00	5.00
Total	8408		2.0653	1.1701	1.276E-02	2.0403	2.0903		1.00	5.00
A01D I-1d: Job offers good pay	1.00	Black	1642	1.6255	.9219	2.275E-02	1.5808	1.6701	1.00	5.00
	2.00	Hispanic	1297	1.7440	.9074	2.519E-02	1.6946	1.7935	1.00	5.00
	3.00	White	4929	1.9272	1.0019	1.427E-02	1.8992	1.9551	1.00	5.00
	4.00	Other	523	1.8337	1.0564	4.619E-02	1.7429	1.9244	1.00	5.00
Total	8391		1.8340	.9835	1.074E-02	1.8129	1.8550		1.00	5.00
A01E I-1e: Job offers good fringe benefits	1.00	Black	1647	1.6321	.9447	2.328E-02	1.5864	1.6777	1.00	5.00
	2.00	Hispanic	1299	1.7744	.9342	2.592E-02	1.7236	1.8253	1.00	5.00
	3.00	White	4930	1.8937	.9834	1.401E-02	1.8663	1.9212	1.00	5.00
	4.00	Other	518	1.7896	.9596	4.216E-02	1.7067	1.8724	1.00	5.00
Total	8394		1.8175	.9722	1.061E-02	1.7967	1.8383		1.00	5.00
A02B I-2b: Enlistment-job security	1.00	Black	1648	1.9581	1.0898	2.685E-02	1.9055	2.0108	1.00	5.00
	2.00	Hispanic	1298	2.0616	1.1097	3.080E-02	2.0012	2.1221	1.00	5.00
	3.00	White	4924	2.3528	1.2020	1.713E-02	2.3192	2.3863	1.00	5.00
	4.00	Other	525	2.2210	1.1445	4.995E-02	2.1228	2.3191	1.00	5.00
Total	8395		2.2220	1.1748	1.282E-02	2.1969	2.2472		1.00	5.00
A02C I-2c: Enlistment-promotion opps	1.00	Black	1642	1.9762	1.0896	2.689E-02	1.9235	2.0290	1.00	5.00
	2.00	Hispanic	1291	2.0790	1.0477	2.916E-02	2.0218	2.1362	1.00	5.00
	3.00	White	4915	2.2692	1.0874	1.551E-02	2.2388	2.2996	1.00	5.00
	4.00	Other	520	2.1904	1.0949	4.801E-02	2.0961	2.2847	1.00	5.00
Total	8368		2.1775	1.0887	1.190E-02	2.1541	2.2008		1.00	5.00
A02D I-2d: Enlistment-retirement benefits	1.00	Black	1611	1.9441	1.1676	2.909E-02	1.8871	2.0012	1.00	5.00
	2.00	Hispanic	1271	2.0598	1.1696	3.281E-02	1.9954	2.1242	1.00	5.00
	3.00	White	4845	2.2619	1.2063	1.733E-02	2.2279	2.2959	1.00	5.00
	4.00	Other	513	2.1150	1.2153	5.366E-02	2.0096	2.2204	1.00	5.00
Total	8240		2.1595	1.2006	1.323E-02	2.1335	2.1854		1.00	5.00
A02F I-2f: Enlistment-better job opps	1.00	Black	1654	2.3065	1.2541	3.084E-02	2.2460	2.3670	1.00	5.00
	2.00	Hispanic	1306	2.3583	1.2467	3.450E-02	2.2907	2.4260	1.00	5.00
	3.00	White	4912	2.6370	1.3377	1.909E-02	2.5996	2.6744	1.00	5.00
	4.00	Other	524	2.4924	1.2845	5.612E-02	2.3821	2.6026	1.00	5.00

Total 8396 2.5195 1.3122 1.432E-02 2.4915 2.5476 1.00 5.00

A02G I-2g:	1.00	Black	1658	1.8239	1.0602	2.604E-02	1.7728	1.8750	1.00	5.00
Enlistment-secu	2.00	Hispanic	1299	1.9030	1.1046	3.065E-02	1.8429	1.9631	1.00	5.00
re job	3.00	White	4931	2.1416	1.1471	1.634E-02	2.1095	2.1736	1.00	5.00
w/benefits	4.00	Other	525	2.0190	1.1753	5.129E-02	1.9183	2.1198	1.00	5.00
	Total		8413	2.0345	1.1336	1.236E-02	2.0102	2.0587	1.00	5.00

ANOVA: Occupational Values

		Sum of Squares	df	Mean Square	F	Sig.
A01B I-1b: Steady job-no chance for lay off	Between Groups	53.983	3	17.994	13.199	.000
	Within Groups	11457.170	8404	1.363		
	Total	11511.153	8407			
A01D I-1d: Job offers good pay	Between Groups	124.694	3	41.565	43.624	.000
	Within Groups	7991.052	8387	.953		
	Total	8115.746	8390			
A01E I-1e: Job offers good fringe benefits	Between Groups	88.085	3	29.362	31.404	.000
	Within Groups	7844.308	8390	.935		
	Total	7932.393	8393			
A02B I-2b: Enlistment-job security	Between Groups	232.321	3	77.440	57.242	.000
	Within Groups	11351.802	8391	1.353		
	Total	11584.123	8394			
A02C I-2c: Enlistment-prom otion opps	Between Groups	120.422	3	40.141	34.269	.000
	Within Groups	9797.047	8364	1.171		
	Total	9917.469	8367			
A02D I-2d: Enlistment-reti rement benefits	Between Groups	139.195	3	46.398	32.558	.000
	Within Groups	11737.266	8236	1.425		
	Total	11876.462	8239			
A02F I-2f: Enlistment-bett er job opps	Between Groups	177.152	3	59.051	34.706	.000
	Within Groups	14278.644	8392	1.701		
	Total	14455.797	8395			
A02G I-2g: Enlistment-secu re job w/benefits	Between Groups	152.646	3	50.882	40.148	.000
	Within Groups	10657.358	8409	1.267		
	Total	10810.004	8412			

Post Hoc Tests: Occupational Values

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity	(J) RACEETHN Race/Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
A01B I-1b: Steady job-no chance for lay off	1.00 Black	2.00 Hispanic	-8.7049E-02	.043	.184	-.2218	4.775E-02
		3.00 White	-.1976	.033	.000	-.3010	-9.4324E-02
		4.00 Other	-.1950	.059	.005	-.3776	-1.2529E-02
	2.00 Hispanic	1.00 Black	8.705E-02	.043	.184	-4.7750E-02	.2218
		3.00 White	-.1106	.036	.013	-.2240	2.756E-03
		4.00 Other	-.1080	.061	.281	-.2964	8.038E-02
	3.00 White	1.00 Black	.1976	.033	.000	9.432E-02	.3010
		2.00 Hispanic	.1106	.036	.013	-2.7560E-03	.2240
		4.00 Other	2.604E-03	.054	1.000	-.1647	.1699
	4.00 Other	1.00 Black	.1950	.059	.005	1.253E-02	.3776
		2.00 Hispanic	.1080	.061	.281	-8.0380E-02	.2964
		3.00 White	-2.6040E-03	.054	1.000	-.1699	.1647
A01D I-1d: Job offers good pay	1.00 Black	2.00 Hispanic	-.1186	.036	.006	-.2315	-5.6775E-03
		3.00 White	-.3017	.028	.000	-.3883	-.2151
		4.00 Other	-.2082	.049	.000	-.3608	-5.5612E-02
	2.00 Hispanic	1.00 Black	.1186	.036	.006	5.677E-03	.2315
		3.00 White	-.1831	.030	.000	-.2780	-8.8306E-02
		4.00 Other	-8.9627E-02	.051	.287	-.2470	6.778E-02
	3.00 White	1.00 Black	.3017	.028	.000	.2151	.3883
		2.00 Hispanic	.1831	.030	.000	8.831E-02	.2780
		4.00 Other	9.351E-02	.045	.159	-4.6239E-02	.2333
	4.00 Other	1.00 Black	.2082	.049	.000	5.561E-02	.3608
		2.00 Hispanic	8.963E-02	.051	.287	-6.7781E-02	.2470
		3.00 White	-9.3514E-02	.045	.159	-.2333	4.624E-02
A01E I-1e: Job offers good fringe benefits	1.00 Black	2.00 Hispanic	-.1424	.036	.000	-.2541	-3.0678E-02
		3.00 White	-.2617	.028	.000	-.3473	-.1760
		4.00 Other	-.1575	.049	.007	-.3092	-5.8718E-03
	2.00 Hispanic	1.00 Black	.1424	.036	.000	3.068E-02	.2541
		3.00 White	-.1193	.030	.000	-.2132	-2.5386E-02
		4.00 Other	-1.5133E-02	.050	.991	-.1716	.1413
	3.00 White	1.00 Black	.2617	.028	.000	.1760	.3473

2.00	Hispanic	.1193	.030	.000	2.539E-02	.2132
4.00	Other	.1041	.045	.091	-3.4904E-02	.2432

	4.00	Other	1.00	Black	.1575	.049	.007	5.872E-03	.3092
			2.00	Hispanic	1.513E-02	.050	.991	-.1413	.1716
			3.00	White	-.1041	.045	.091	-.2432	3.490E-02
A02B I-2b: Enlistment-job security	1.00	Black	2.00	Hispanic	-.1035	.043	.077	-.2379	3.088E-02
			3.00	White	-.3946	.033	.000	-.4977	-.2916
			4.00	Other	-.2628	.058	.000	-.4443	-8.1348E-02
	2.00	Hispanic	1.00	Black	.1035	.043	.077	-3.0880E-02	.2379
			3.00	White	-.2911	.036	.000	-.4041	-.1781
			4.00	Other	-.1593	.060	.040	-.3466	2.797E-02
	3.00	White	1.00	Black	.3946	.033	.000	.2916	.4977
			2.00	Hispanic	.2911	.036	.000	.1781	.4041
			4.00	Other	.1318	.053	.065	-3.4440E-02	.2981
	4.00	Other	1.00	Black	.2628	.058	.000	8.135E-02	.4443
			2.00	Hispanic	.1593	.060	.040	-2.7972E-02	.3466
			3.00	White	-.1318	.053	.065	-.2981	3.444E-02
A02C I-2c: Enlistment-prom otion opps	1.00	Black	2.00	Hispanic	-.1028	.040	.052	-.2281	2.257E-02
			3.00	White	-.2929	.031	.000	-.3890	-.1969
			4.00	Other	-.2141	.054	.000	-.3837	-4.4587E-02
	2.00	Hispanic	1.00	Black	.1028	.040	.052	-2.2572E-02	.2281
			3.00	White	-.1902	.034	.000	-.2955	-8.4793E-02
			4.00	Other	-.1114	.056	.195	-.2864	6.363E-02
	3.00	White	1.00	Black	.2929	.031	.000	.1969	.3890
			2.00	Hispanic	.1902	.034	.000	8.479E-02	.2955
			4.00	Other	7.879E-02	.050	.391	-7.6588E-02	.2342
	4.00	Other	1.00	Black	.2141	.054	.000	4.459E-02	.3837
			2.00	Hispanic	.1114	.056	.195	-6.3629E-02	.2864
			3.00	White	-7.8791E-02	.050	.391	-.2342	7.659E-02
A02D I-2d: Enlistment-reti rement benefits	1.00	Black	2.00	Hispanic	-.1157	.045	.048	-.2551	2.377E-02
			3.00	White	-.3178	.034	.000	-.4247	-.2109
			4.00	Other	-.1709	.061	.025	-.3593	1.754E-02
	2.00	Hispanic	1.00	Black	.1157	.045	.048	-2.3772E-02	.2551
			3.00	White	-.2021	.038	.000	-.3193	-8.4998E-02
			4.00	Other	-5.5214E-02	.062	.813	-.2496	.1392
	3.00	White	1.00	Black	.3178	.034	.000	.2109	.4247
			2.00	Hispanic	.2021	.038	.000	8.500E-02	.3193
			4.00	Other	.1469	.055	.040	-2.5649E-02	.3195
	4.00	Other	1.00	Black	.1709	.061	.025	-1.7538E-02	.3593

2.00 Hispanic 5.521E-02 .062 .813 -.1392 .2496

		3.00	White	-.1469	.055	.040	-.3195	2.565E-02	
A02F I-2f: Enlistment-better job opps	1.00	Black	2.00	Hispanic	-5.1816E-02	.048	.706	-.2021	9.851E-02
		3.00	White	-.3305	.037	.000	-.4459	-.2150	
		4.00	Other	-.1858	.065	.023	-.3894	1.774E-02	
	2.00	Hispanic	1.00	Black	5.182E-02	.048	.706	-9.8509E-02	.2021
		3.00	White	-.2787	.041	.000	-.4051	-.1522	
		4.00	Other	-.1340	.067	.193	-.3440	7.598E-02	
	3.00	White	1.00	Black	.3305	.037	.000	.2150	.4459
		2.00	Hispanic	.2787	.041	.000	.1522	.4051	
		4.00	Other	.1446	.060	.075	-4.1980E-02	.3313	
	4.00	Other	1.00	Black	.1858	.065	.023	-1.7737E-02	.3894
		2.00	Hispanic	.1340	.067	.193	-7.5977E-02	.3440	
		3.00	White	-.1446	.060	.075	-.3313	4.198E-02	
A02G I-2g: Enlistment-secure job w/benefits	1.00	Black	2.00	Hispanic	-7.9118E-02	.042	.229	-.2090	5.075E-02
		3.00	White	-.3177	.032	.000	-.4172	-.2182	
		4.00	Other	-.1952	.056	.003	-.3707	-1.9645E-02	
	2.00	Hispanic	1.00	Black	7.912E-02	.042	.229	-5.0748E-02	.2090
		3.00	White	-.2386	.035	.000	-.3479	-.1292	
		4.00	Other	-.1160	.058	.190	-.2973	6.521E-02	
	3.00	White	1.00	Black	.3177	.032	.000	.2182	.4172
		2.00	Hispanic	.2386	.035	.000	.1292	.3479	
		4.00	Other	.1225	.052	.083	-3.8395E-02	.2834	
	4.00	Other	1.00	Black	.1952	.056	.003	1.965E-02	.3707
		2.00	Hispanic	.1160	.058	.190	-6.5212E-02	.2973	
		3.00	White	-.1225	.052	.083	-.2834	3.839E-02	

Descriptives: Institutional Values

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
A01A I-1a: Job gives chance to serve country	1.00 Black	1652	2.8323	1.2013	2.956E-02	2.7744	2.8903	1.00	5.00
	2.00 Hispanic	1303	2.4467	1.1182	3.098E-02	2.3859	2.5074	1.00	5.00
	3.00 White	4939	2.4469	1.0906	1.552E-02	2.4164	2.4773	1.00	5.00
	4.00 Other	522	2.6073	1.1496	5.031E-02	2.5084	2.7061	1.00	5.00
	Total	8416	2.5324	1.1313	1.233E-02	2.5083	2.5566	1.00	5.00
A01C I-1c: Job which makes world better place	1.00 Black	1652	2.4903	1.1810	2.906E-02	2.4333	2.5473	1.00	5.00
	2.00 Hispanic	1296	2.3302	1.1653	3.237E-02	2.2667	2.3938	1.00	5.00
	3.00 White	4925	2.5062	1.1362	1.619E-02	2.4745	2.5379	1.00	5.00
	4.00 Other	524	2.4256	1.2353	5.396E-02	2.3196	2.5316	1.00	5.00
	Total	8397	2.4709	1.1576	1.263E-02	2.4461	2.4956	1.00	5.00
A02A I-2a: Enlistment-serve my country	1.00 Black	1647	3.1069	1.2188	3.003E-02	3.0480	3.1658	1.00	5.00
	2.00 Hispanic	1301	2.6895	1.1801	3.272E-02	2.6253	2.7537	1.00	5.00
	3.00 White	4929	2.5918	1.1725	1.670E-02	2.5591	2.6245	1.00	5.00
	4.00 Other	523	2.7725	1.2239	5.352E-02	2.6673	2.8776	1.00	5.00
	Total	8400	2.7192	1.2024	1.312E-02	2.6935	2.7449	1.00	5.00
A02E I-2e: Enlistment-tradition of service	1.00 Black	1645	3.8675	1.4084	3.473E-02	3.7994	3.9356	1.00	5.00
	2.00 Hispanic	1291	3.7878	1.4196	3.951E-02	3.7102	3.8653	1.00	5.00
	3.00 White	4911	3.6703	1.4198	2.026E-02	3.6306	3.7100	1.00	5.00
	4.00 Other	522	3.6092	1.4532	6.361E-02	3.4842	3.7342	1.00	5.00
	Total	8369	3.7234	1.4219	1.554E-02	3.6929	3.7539	1.00	5.00

ANOVA: Institutional Values

		Sum of Squares	df	Mean Square	F	Sig.
A01A I-1a: Job gives chance to serve country	Between Groups	197.257	3	65.752	52.319	.000
	Within Groups	10571.888	8412	1.257		
	Total	10769.144	8415			
A01C I-1c: Job which makes world better place	Between Groups	33.473	3	11.158	8.349	.000
	Within Groups	11216.658	8393	1.336		
	Total	11250.131	8396			
A02A I-2a: Enlistment-serv e my country	Between Groups	330.144	3	110.048	78.220	.000
	Within Groups	11812.371	8396	1.407		
	Total	12142.514	8399			
A02E I-2e: Enlistment-trad ition of service	Between Groups	60.134	3	20.045	9.946	.000
	Within Groups	16858.500	8365	2.015		
	Total	16918.634	8368			

Post Hoc Tests: Institutional Values

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) RACEETHN Race/Ethnicity	(J) RACEETHN Race/Ethnicity	Mean Difference (I-J)	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
A01A I-1a: Job gives chance to serve country	1.00 Black	2.00 Hispanic	.3857	.042	.000	.2563	.5150
		3.00 White	.3855	.032	.000	.2863	.4847
		4.00 Other	.2250	.056	.000	4.981E-02	.4003
	2.00 Hispanic	1.00 Black	-.3857	.042	.000	-.5150	-.2563
		3.00 White	-1.9004E-04	.035	1.000	-.1089	.1085
		4.00 Other	-.1606	.058	.029	-.3414	2.017E-02
	3.00 White	1.00 Black	-.3855	.032	.000	-.4847	-.2863
		2.00 Hispanic	1.900E-04	.035	1.000	-.1085	.1089
		4.00 Other	-.1604	.052	.010	-.3211	2.006E-04
	4.00 Other	1.00 Black	-.2250	.056	.000	-.4003	-4.9806E-02
		2.00 Hispanic	.1606	.058	.029	-2.0168E-02	.3414
		3.00 White	.1604	.052	.010	-2.0057E-04	.3211
A01C I-1c: Job which makes world better place	1.00 Black	2.00 Hispanic	.1601	.043	.001	2.652E-02	.2936
		3.00 White	-1.5878E-02	.033	.963	-.1182	8.645E-02
		4.00 Other	6.474E-02	.058	.679	-.1157	.2452
	2.00 Hispanic	1.00 Black	-.1601	.043	.001	-.2936	-2.6518E-02
		3.00 White	-.1759	.036	.000	-.2883	-6.3586E-02
		4.00 Other	-9.5326E-02	.060	.383	-.2816	9.099E-02
	3.00 White	1.00 Black	1.588E-02	.033	.963	-8.6450E-02	.1182
		2.00 Hispanic	.1759	.036	.000	6.359E-02	.2883
		4.00 Other	8.062E-02	.053	.427	-8.4758E-02	.2460
	4.00 Other	1.00 Black	-6.4742E-02	.058	.679	-.2452	.1157
		2.00 Hispanic	9.533E-02	.060	.383	-9.0993E-02	.2816
		3.00 White	-8.0620E-02	.053	.427	-.2460	8.476E-02
A02A I-2a: Enlistment-serve my country	1.00 Black	2.00 Hispanic	.4174	.044	.000	.2804	.5544
		3.00 White	.5151	.034	.000	.4100	.6202
		4.00 Other	.3344	.060	.000	.1490	.5197
	2.00 Hispanic	1.00 Black	-.4174	.044	.000	-.5544	-.2804
		3.00 White	9.767E-02	.037	.041	-1.7433E-02	.2128
		4.00 Other	-8.2997E-02	.061	.530	-.2742	.1082
	3.00 White	1.00 Black	-.5151	.034	.000	-.6202	-.4100

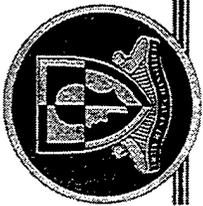
2.00	Hispanic	-9.7666E-02	.037	.041	-.2128	1.743E-02
4.00	Other	-.1807	.055	.005	-.3505	-1.0840E-02

	4.00	Other	1.00	Black	-.3344	.060	.000	-.5197	-.1490
			2.00	Hispanic	8.300E-02	.061	.530	-.1082	.2742
			3.00	White	.1807	.055	.005	1.084E-02	.3505
A02E I-2e: Enlistment-trad ition of service	1.00	Black	2.00	Hispanic	7.972E-02	.053	.431	-8.4617E-02	.2440
			3.00	White	.1971	.040	.000	7.124E-02	.3231
			4.00	Other	.2583	.071	.002	3.626E-02	.4803
	2.00	Hispanic	1.00	Black	-7.9716E-02	.053	.431	-.2440	8.462E-02
			3.00	White	.1174	.044	.041	-2.0803E-02	.2557
			4.00	Other	.1786	.074	.072	-5.0675E-02	.4078
	3.00	White	1.00	Black	-.1971	.040	.000	-.3231	-7.1240E-02
			2.00	Hispanic	-.1174	.044	.041	-.2557	2.080E-02
			4.00	Other	6.114E-02	.065	.786	-.1423	.2646
	4.00	Other	1.00	Black	-.2583	.071	.002	-.4803	-3.6256E-02
			2.00	Hispanic	-.1786	.074	.072	-.4078	5.067E-02
			3.00	White	-6.1137E-02	.065	.786	-.2646	.1423

AN ASSESSMENT OF THE VALUES OF NEW RECRUITS

APPENDIX D:

Army New Recruit Survey Briefing



1998 New Recruit Values

Survey

Measuring the Values of Recent
Inductees

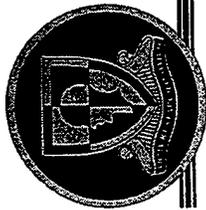
Briefing for

LTG David H. Ohle

Deputy Chief of Staff for Personnel

June 7, 1999

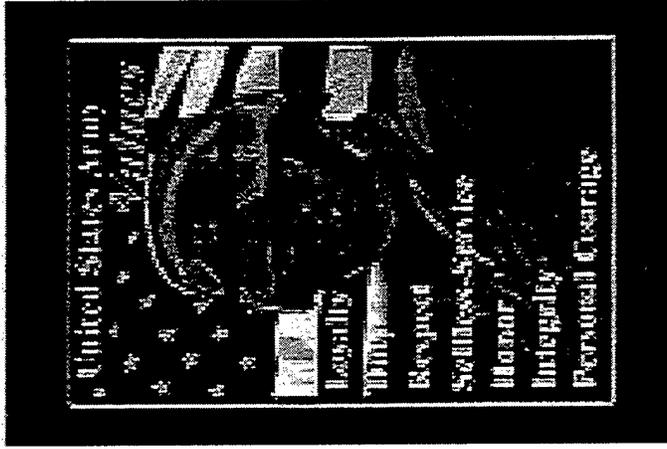
Dr. Paul Gade, Chief
Dr. Ronald B. Tiggie
Research Psychologist
703-617-8293



1998 Army Survey of New Recruits -

Overview

- Purpose
- Measures and Method
- Values Profile of Today's Recruits
- Future Directions





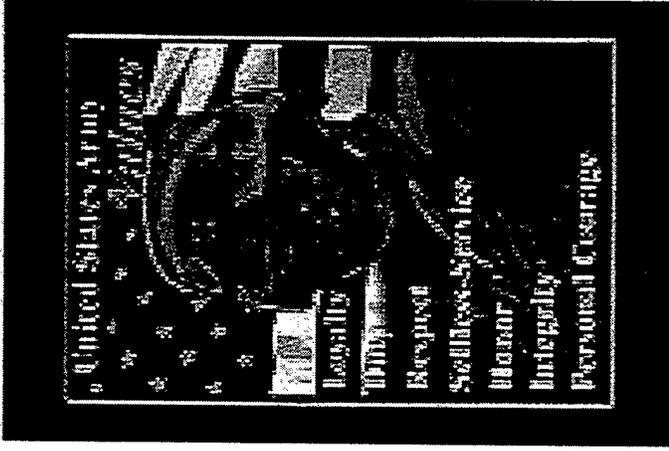
Purpose

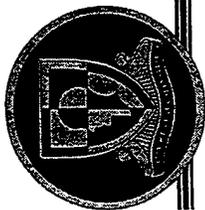
BACKGROUND

- CSA tasked ARI through the DCSPER to field a survey on new recruit values
- Army Strategic Management Plan DCSPER Issue 11

OBJECTIVES

- Establish an initial data base of new recruit values
- Develop procedures to periodically assess values of new recruits and provide a hand-off plan to a TRADOC agency

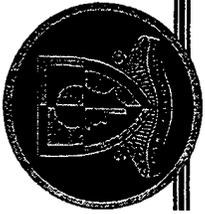




1998 New Recruit Values Survey

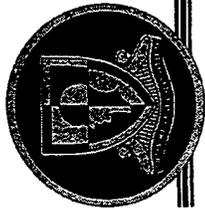
- Instrument based on both military and civilian measures of attitudes and simulated behaviors.

Section/Item	Description	Reason for Including	Number of Items
I-1 and I-2	Moskos' Institutional versus Occupational Orientation	Measures view of military service as calling or job	12
I-3	USAREC New Recruit Survey Top Three Reasons for Enlisting	Measures motivation for enlisting in the military	3
I-4	Minnesota Work Values Questionnaire Items	Measures importance of six primary characteristics of work environment	15
I-5	Seven Core Values as Related to Work	Attempt to measure importance of seven core values in work environment	8
I-6 and I-7	Contemporary measures of organizational and work values	Instrument specifically formulated to address concerns of current youth cohort	19
I-8	Rokeach Values Survey Items	Most widely-used instrument for measuring values	18
I-9	1986 Survey of Army Personnel and 1996 Sample Survey of Army Personnel Belief Items	Used in past research with Soldiers to measure importance of Army values	16
II	Background/Demographic Items	Included to provide picture of sample and measure of factors that may have an impact on values (e.g., education, religiosity)	18
III	Experimental measures that present ethical dilemmas and various potential responses	Attempt to use vignettes to assess values	15



1998 New Recruit Values Survey -- Data Collection

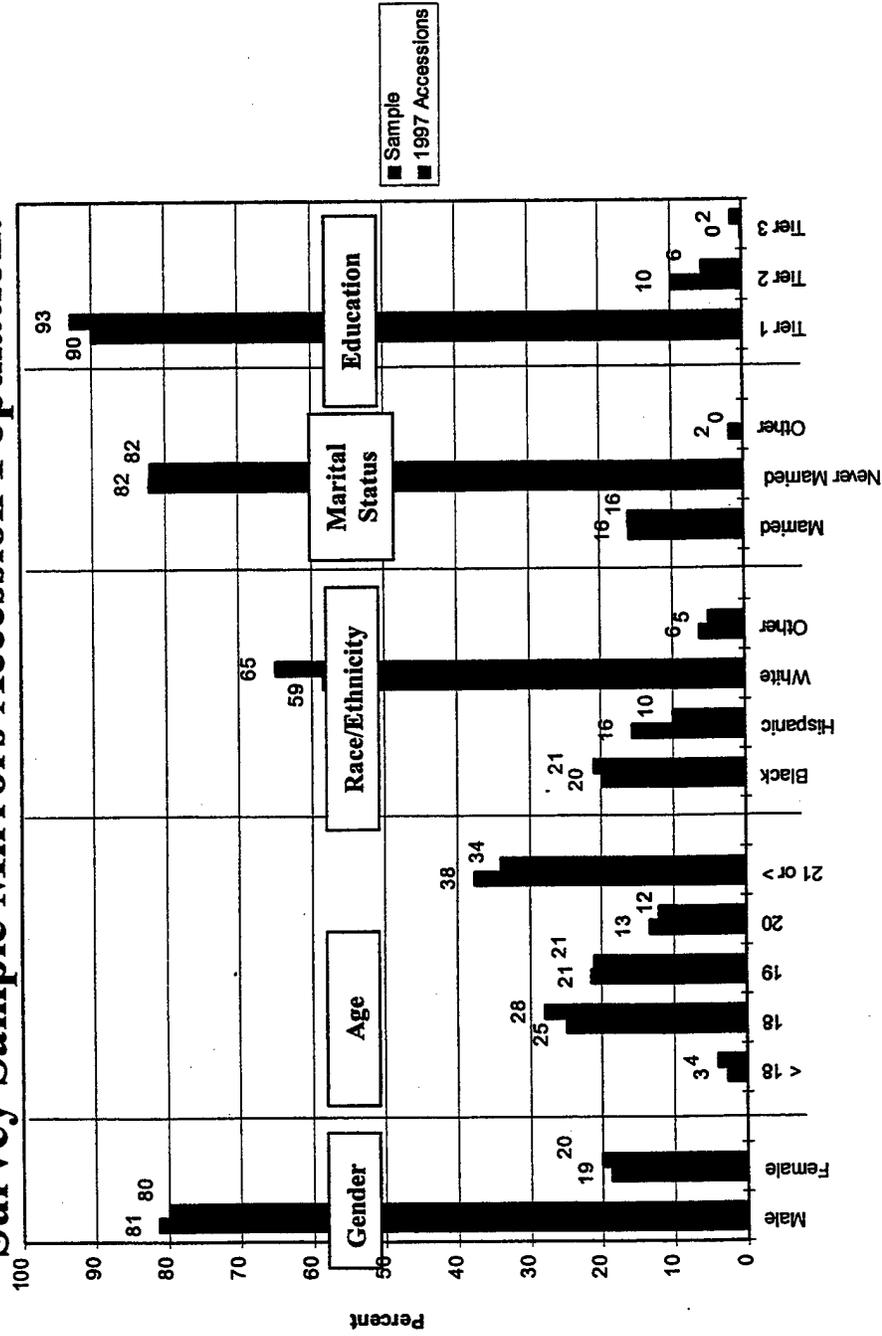
- Data collection 4 October through 29 November
- One hour per administration
- Six sites--total of 8,919 survey respondents
 - Fort Leonard Wood (2,330)
 - Fort Benning (1,847)
 - Fort McClellan (611)
 - Fort Jackson (1,562)
 - Fort Knox (1,550)
 - Fort Sill (1,019)
- 8,842 Useable cases
- TRADOC provided excellent support during the data collection effort



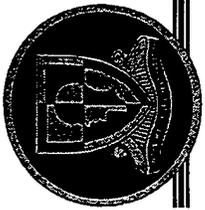
1998 New Recruit Values Survey -- Results

Comparison of Survey Sample and 1997 NPS Army Accessions¹ on Selected Demographics

Survey Sample Mirrors Accession Population.



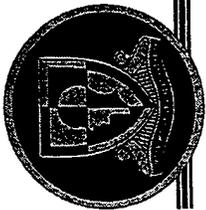
¹Source: Population Representation in the Military Services, FY 1997, OASD, RMP.



1998 New Recruit Values Survey

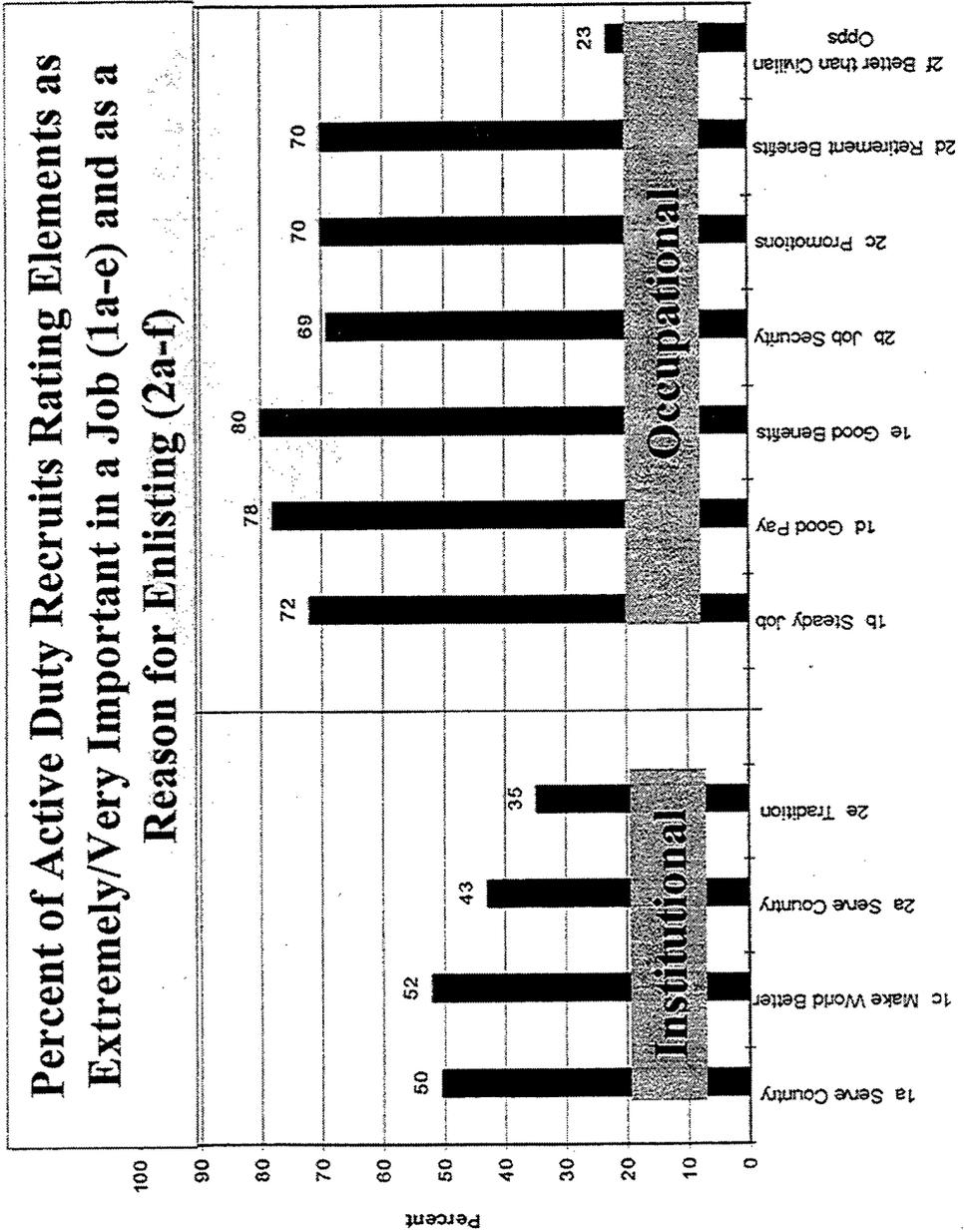
Outline of Findings

- a. Institutional vs. Occupational Orientation
- b. Reasons for Enlisting
- c. Minnesota Work Values
- d. Contemporary Work Values
- e. Social Values
- f. Rokeach Values Survey
- g. SSMP Personal Beliefs about Army Core Values
- h. SSMP Belief Items Comparison
- i. Ethical Dilemmas
- j. Group Differences: Ethnic, gender, and other demographics



Institutional vs. Occupational Orientation

New Recruits are more occupational oriented than institutional oriented

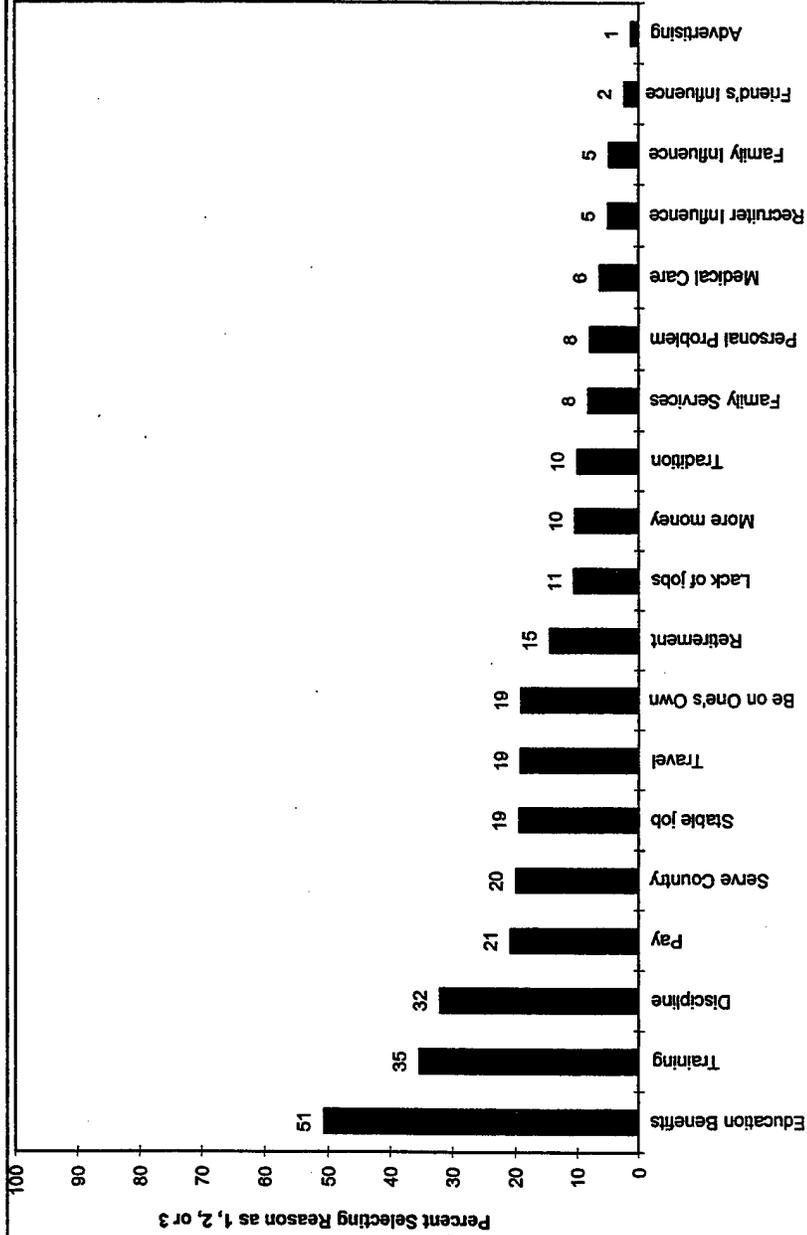




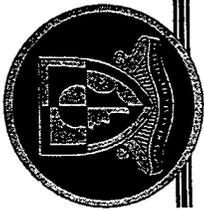
Reasons for Enlisting

Personal improvement (through education, training, discipline) are primary motivations for enlistment.

Percent of Active Duty New Recruits Identifying Each Response as Their First, Second, or Third Most Important Reason for Enlisting in the Army



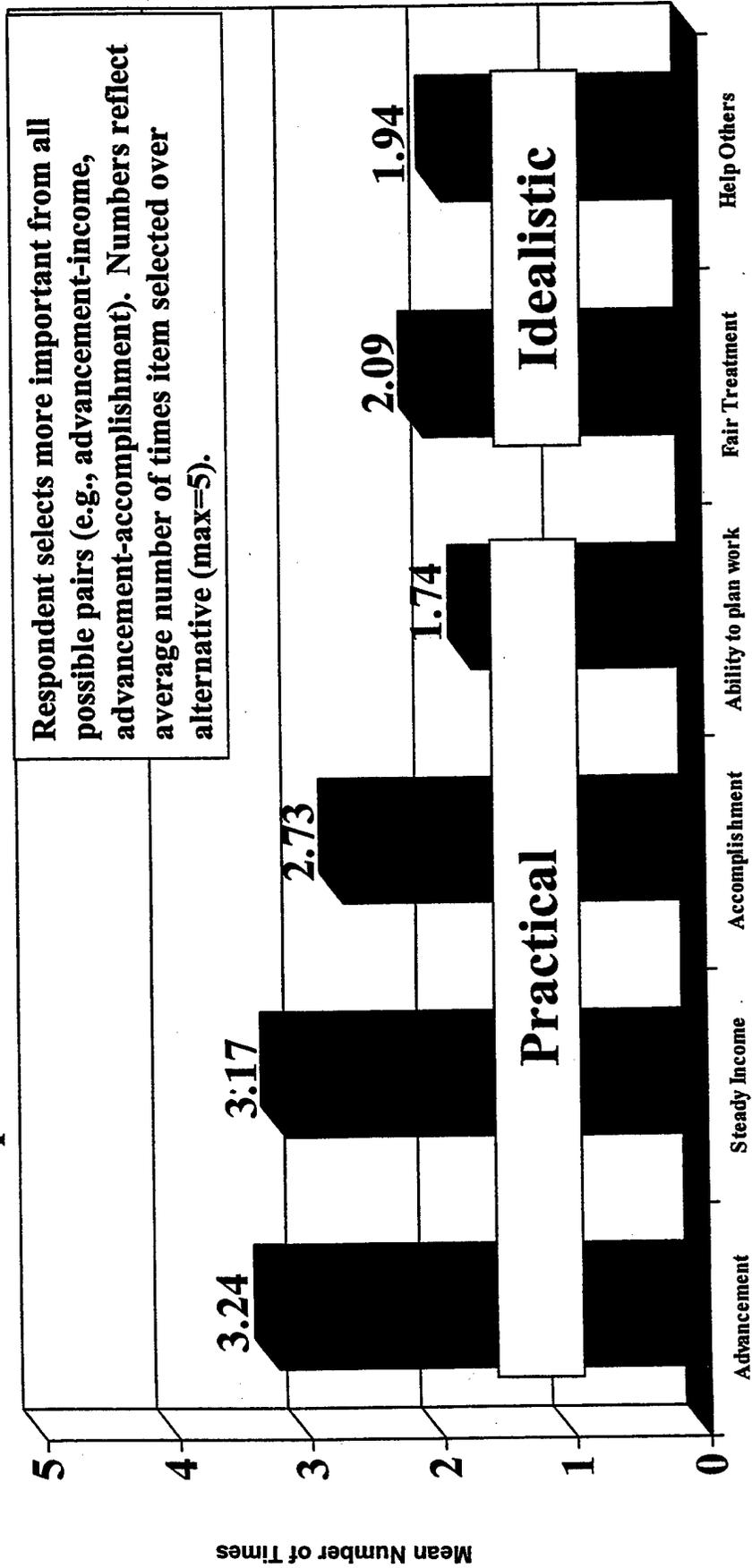
Reason for Enlisting



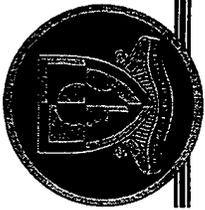
Minnesota Work Values

“Practical” values (advancement, income) more important than “idealistic” (fair treatment, helping others).

Relative Importance of Work Values Among All New Recruits

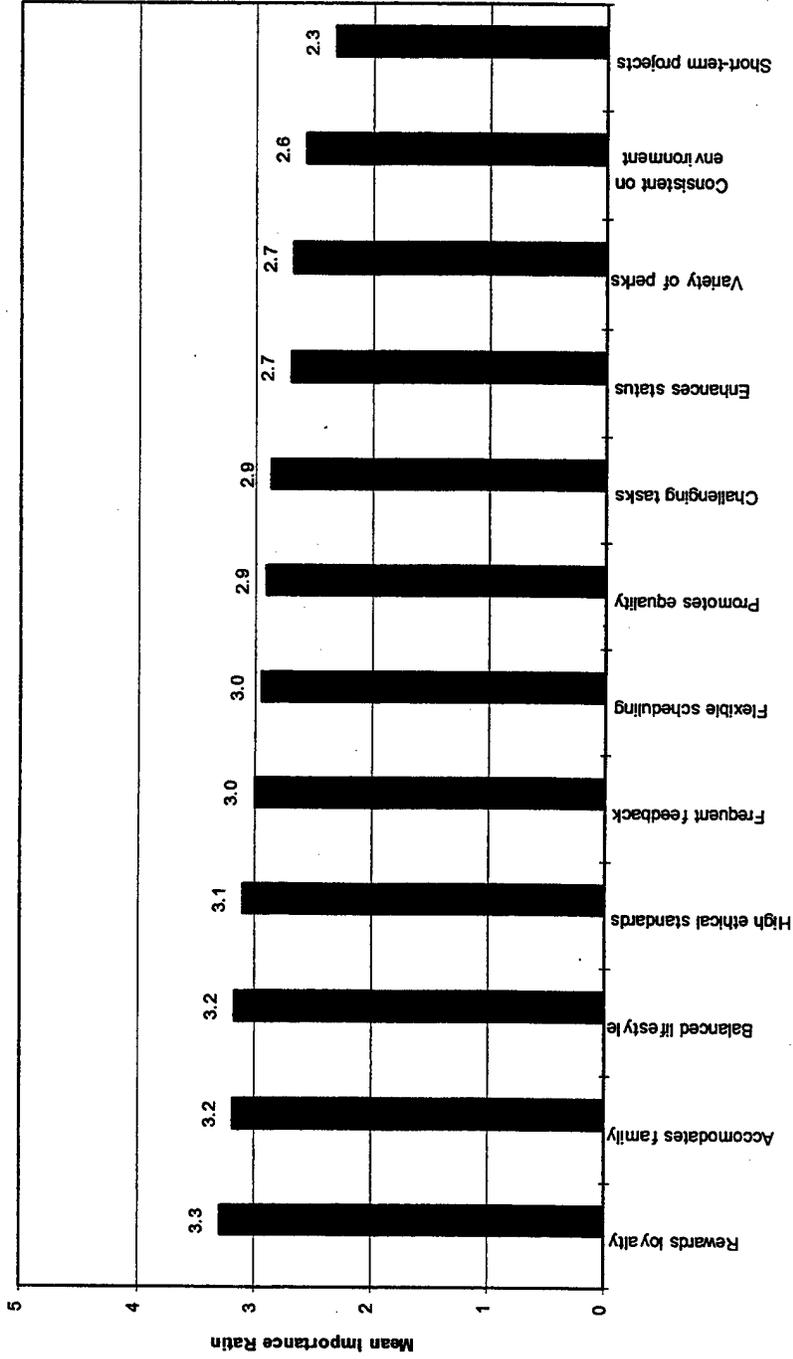


In choosing a job, is it more important that the job provide you...

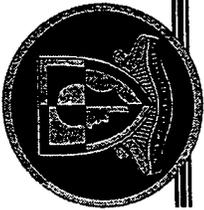


Contemporary Work Values

Work values receive moderate endorsement from new recruits.

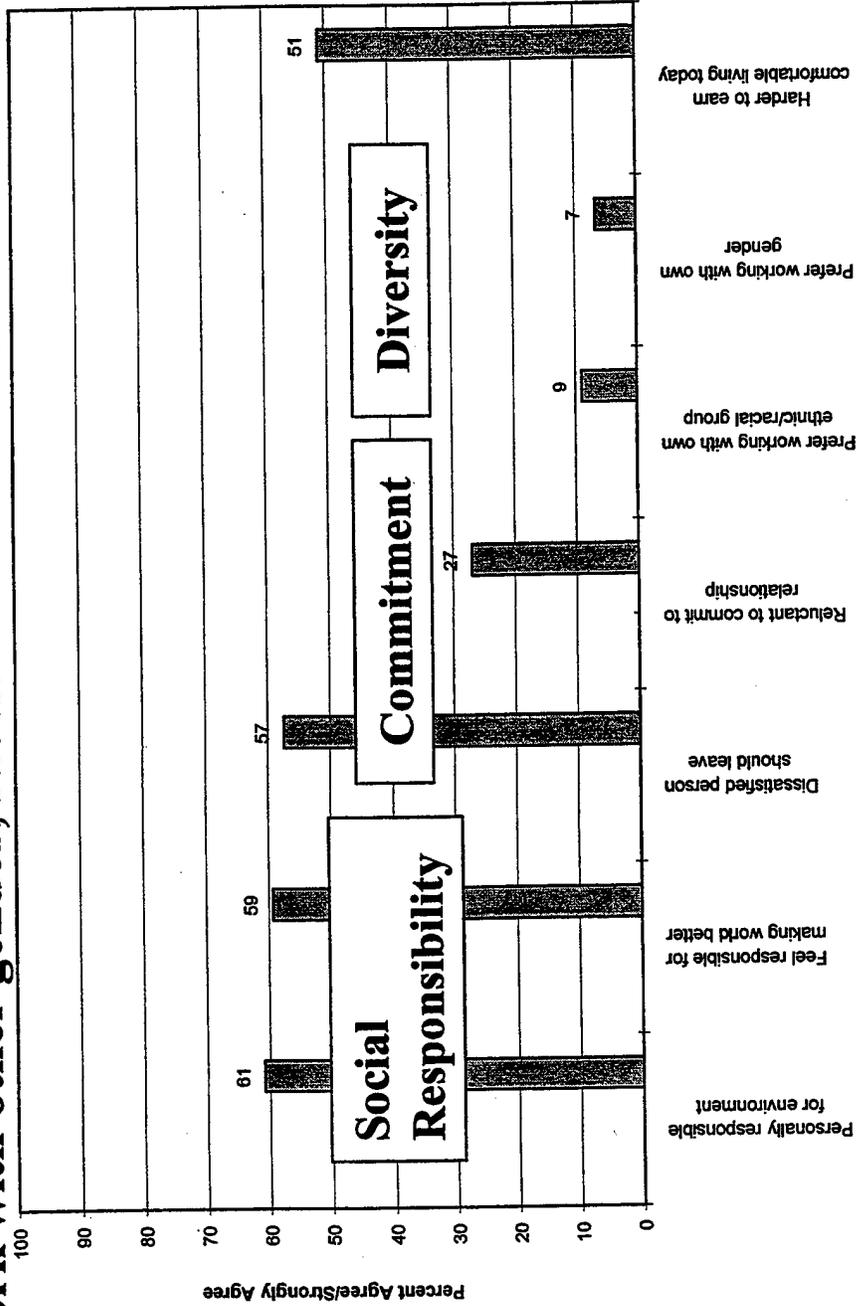


How important is it to you that you work for an organization that offers/has/provides/promotes:

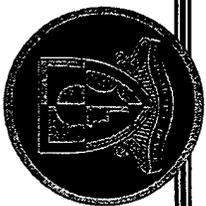


Social Values

Most new recruits feel "socially responsible." Nearly all indicate willingness to work with other gender, races.

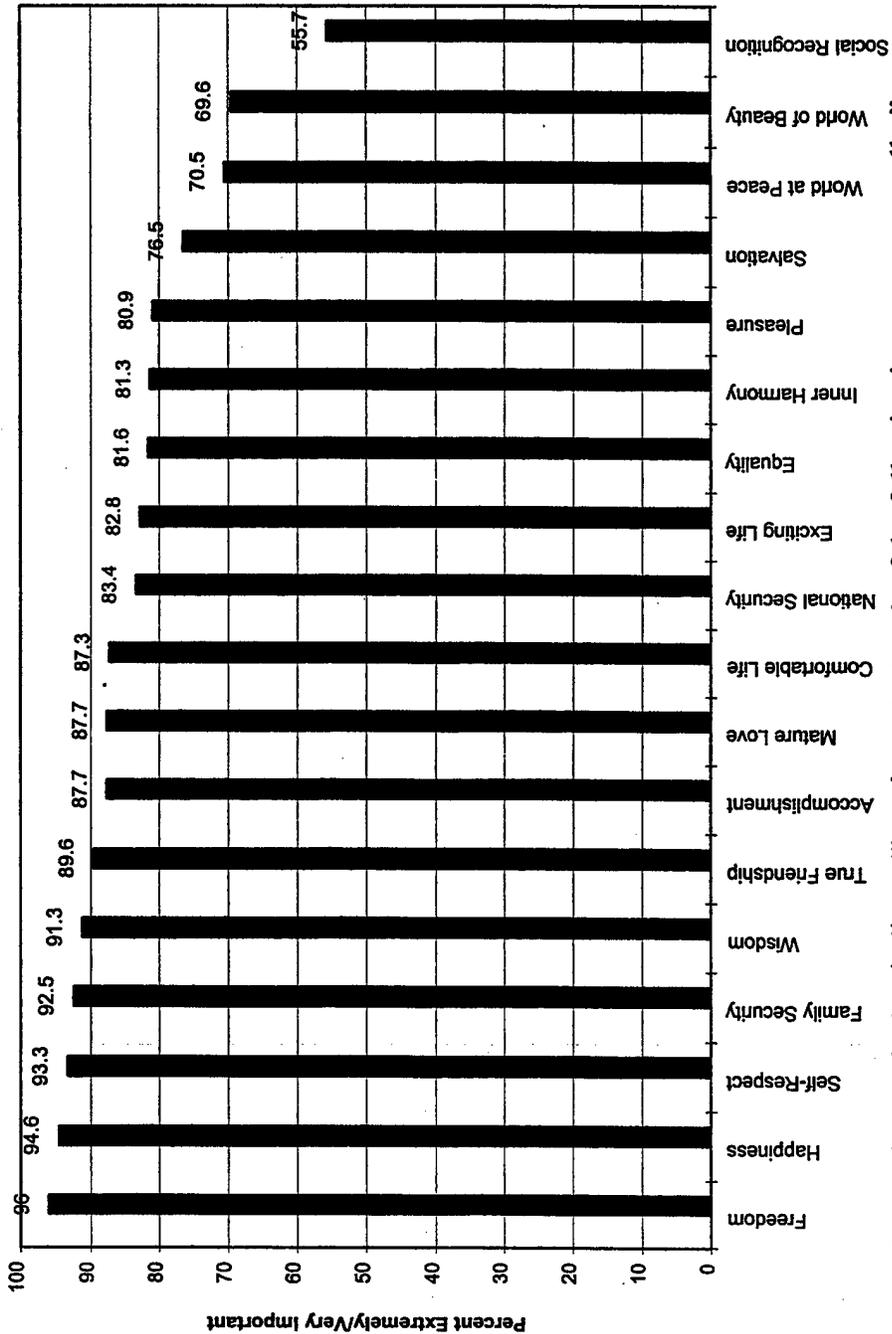


Respondents asked to indicate level of agreement with statements.

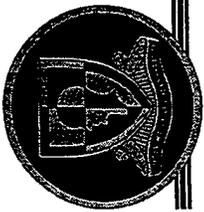


Rokeach Values Items

New recruits strongly endorse traditional values.

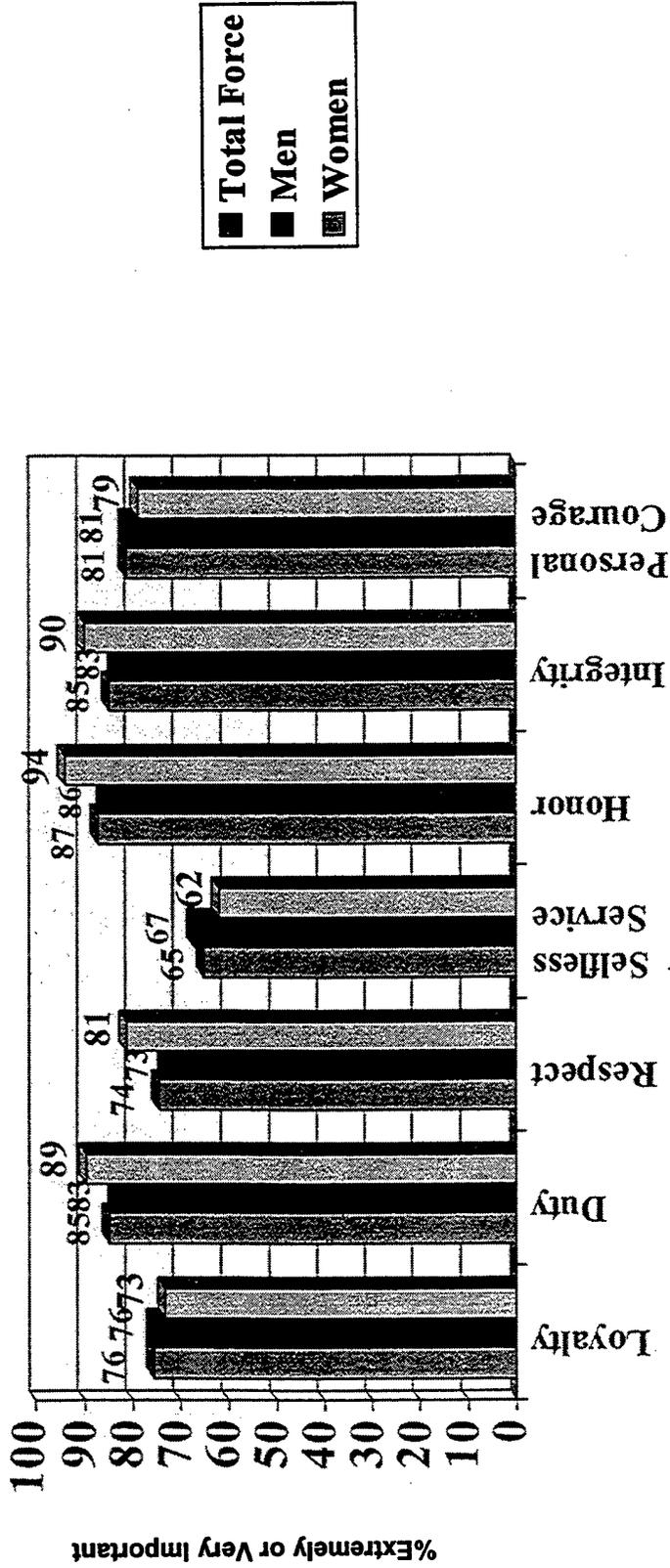


Respondents asked to indicate "how important each of the following is to you personally."

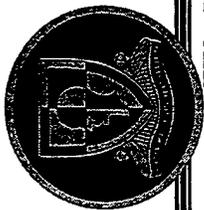


SSMP Army Core Values Scale

All values are important for new recruits; some are more important than others. Women are slightly higher on four values.



How important is each of the following to you personally?



SSMP Beliefs Items Comparison -

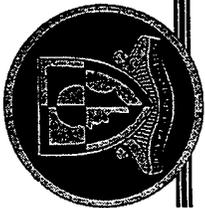
Higher percentages of new recruits rate values as extremely/ very important than previous, older, more experienced junior enlisted soldiers.*

Items from 1986 Survey of Army Personnel (Values Survey) and 1996 Sample Survey of Army Personnel (SSMP)

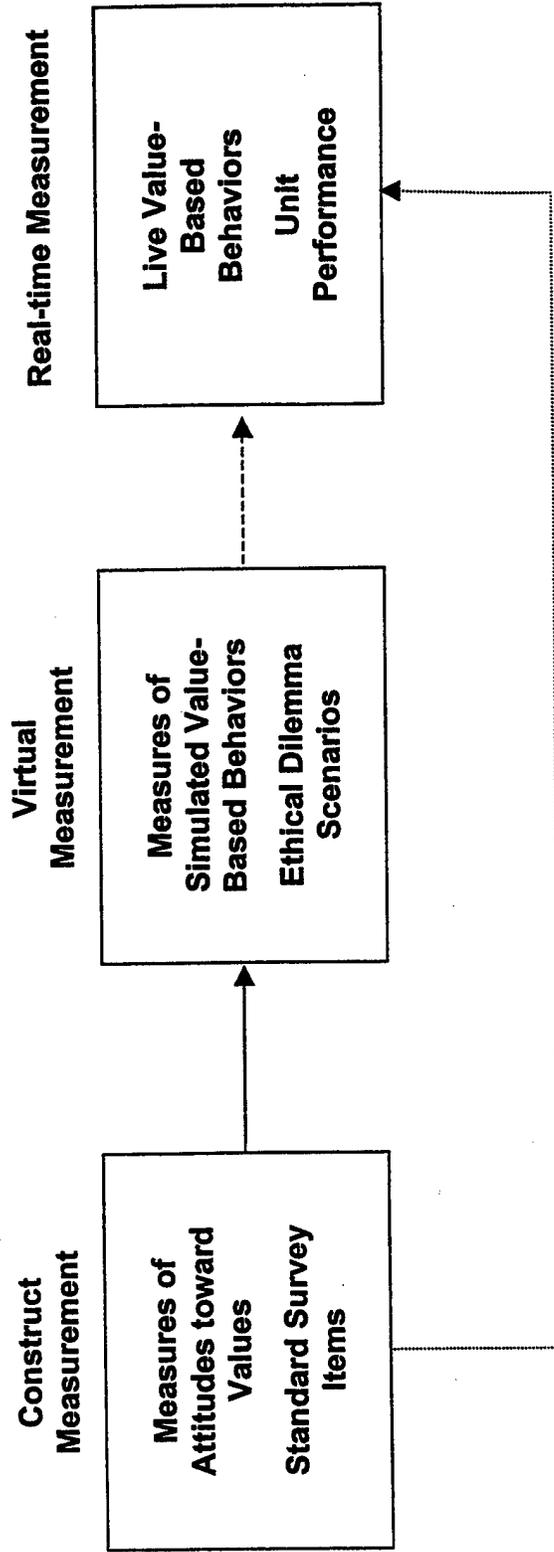
Value	1986**	1996**	1998
*Standing up for beliefs	92	88	90
Taking responsibility	88	86	89
Dedication to learning job	83	79	88
Being honest	85	84	87
Drive to succeed	82	75	87
Physical Fitness	73	70	84
Discipline in battle	79	76	81
Moral standards	72	70	80
Loyalty to unit	63	48	80
Commitment to team	73	70	79
Military courtesy	70	71	75
Military bearing	65	67	74
*Loyalty to the Army	77	53	71
Putting others before self	55	52	67
*Serving country	72	57	63

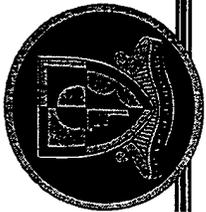
*Note: exceptions; standing up for beliefs, serving country, loyalty to Army

**Note: 1986 and 1996 data from ranks PV2-SPC.



Values Assessment Strategy





Virtual Behaviors Sample Ethical Dilemma Scenario

III-2. While walking through the mall, you notice a group of teenagers loudly making fun of a handicapped man nearby. Though he pretends not to hear what they are saying, he is clearly uncomfortable and hurt by their remarks about his handicap. Everyone else seems to be trying to ignore the situation hoping that the teenagers will eventually stop or move on.

How likely is it that you would....

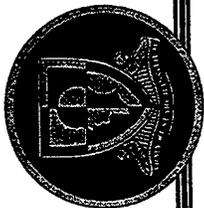
Approach the teenagers and ask them to stop harassing the handicapped man.

Ignore it like everyone else and hope the teenagers find another target.

Join the teenagers in making fun of the man and his handicap.

Try to find a security guard or other mall personnel to handle the situation.

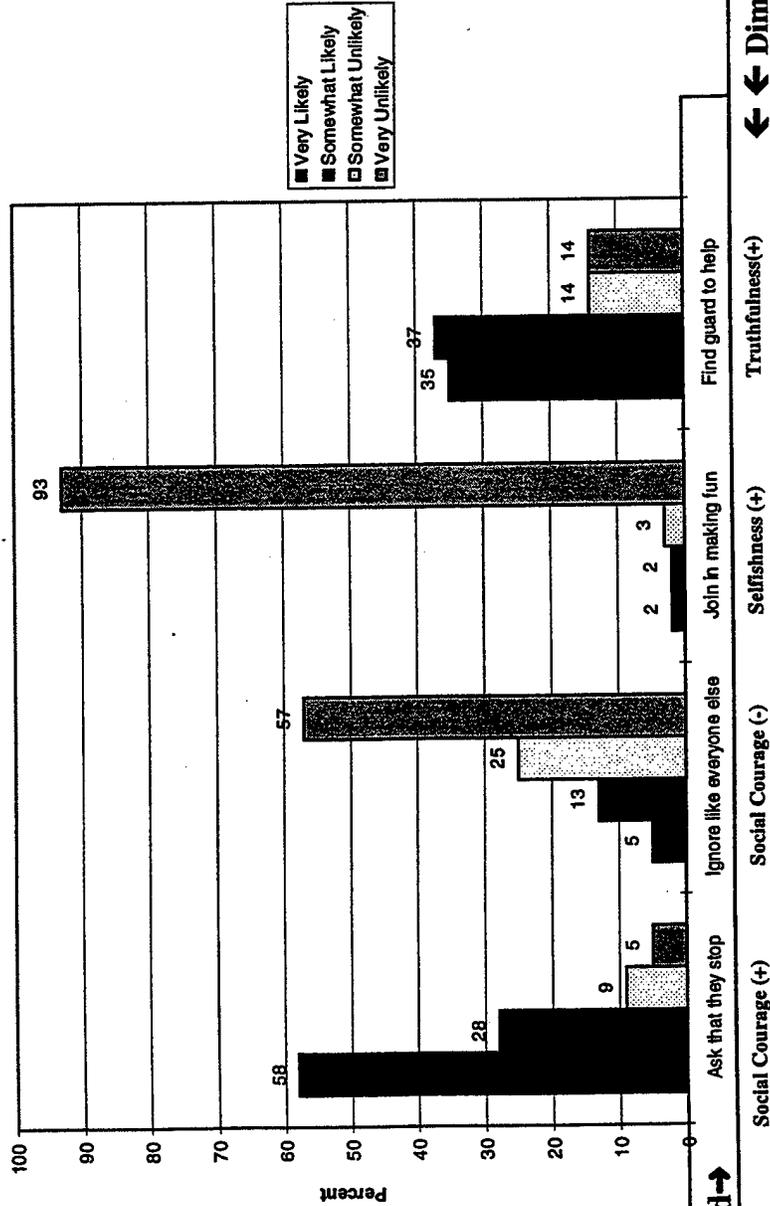
	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
Approach the teenagers and ask them to stop harassing the handicapped man.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ignore it like everyone else and hope the teenagers find another target.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join the teenagers in making fun of the man and his handicap.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to find a security guard or other mall personnel to handle the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Virtual Behaviors Sample Scenarios

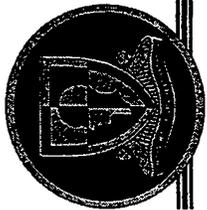
Scenario 2: Kids harassing handicapped man in the mall

Likelihood of Responses When Harassed Man
is Being Harassed in the Mall



How likely is it you would →

← ← Dimension/Factor



Virtual Behaviors Ethical Dilemmas- Scenarios

• Analysis of vignettes revealed four different dimensions (factors) of virtual behaviors.

— Selfishness

— Truthfulness

— Helpfulness

— Social Courage

• The Army core values tended to correlate equally across the four factors in the expected way.

• Vignette profiles can be used to monitor changes in values overtime.

	Selfishness	Truthfulness	Helpfulness	Social Courage
Loyalty	-.28	.28	.30	.18
Duty	-.34	.21	.32	.24
Respect	-.29	.28	.32	.19
Service	-.31	.29	.34	.20
Honor	-.35	.24	.31	.21
Integrity	-.37	.27	.35	.24
Pers. Courage	-.25	.19	.26	.19

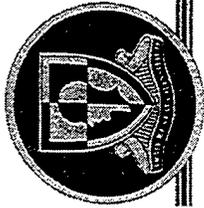
All correlations are significant at the .001 level



Demographic Group Differences

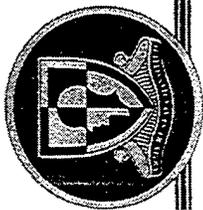
- Women exhibited slightly* higher prosocial ratings than men on: preference to work with same sex/race, civilian-related and military-related values, occupational values, and all four of the vignette components (selfishness, truthfulness, helpfulness, and social courageousness). They were lower on institutional values.
- As educational level increases, importance of occupational values (e.g., steady job, income) decreases
- Respondents with more than a high school diploma were lower on selfishness, and higher on helpfulness and truthfulness than high school graduates
- Individuals from smaller home towns are more likely to rate institutional values as important
- The more active the individual is in religious activities
 - the more likely they are to endorse values (civilian, military, and institutional)

*Significantly different $p < .001$. Due to the large sample size, very small differences (1-2%) can be statistically significant, while not necessarily having practical significance. The majority of respondents - regardless of demographic subgroup - endorsed these values in a very positive way.



Summary of the Profile of the Values of New Recruits

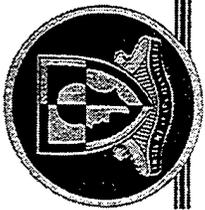
- Occupational influences (steady job, income) are more important in evaluating jobs than institutional (tradition, making the world a better place).
- Educational benefits, training, and self-discipline continue to be the primary motivations for enlisting.
- Strong endorsement of traditional values such as respect, honesty, honor, freedom, and happiness.
- “Practical” work values (advancement, steady income) more strongly endorsed than “idealistic” (fair treatment, help others).
- Openness to working with members of opposite gender and differing racial/ethnic groups.
- Comparisons with civilians (Rokeach Values Scale) and previous Soldier Cohorts (SSMP) reveal differences that may reflect age/experiences



Recommended Future Survey of New Recruits

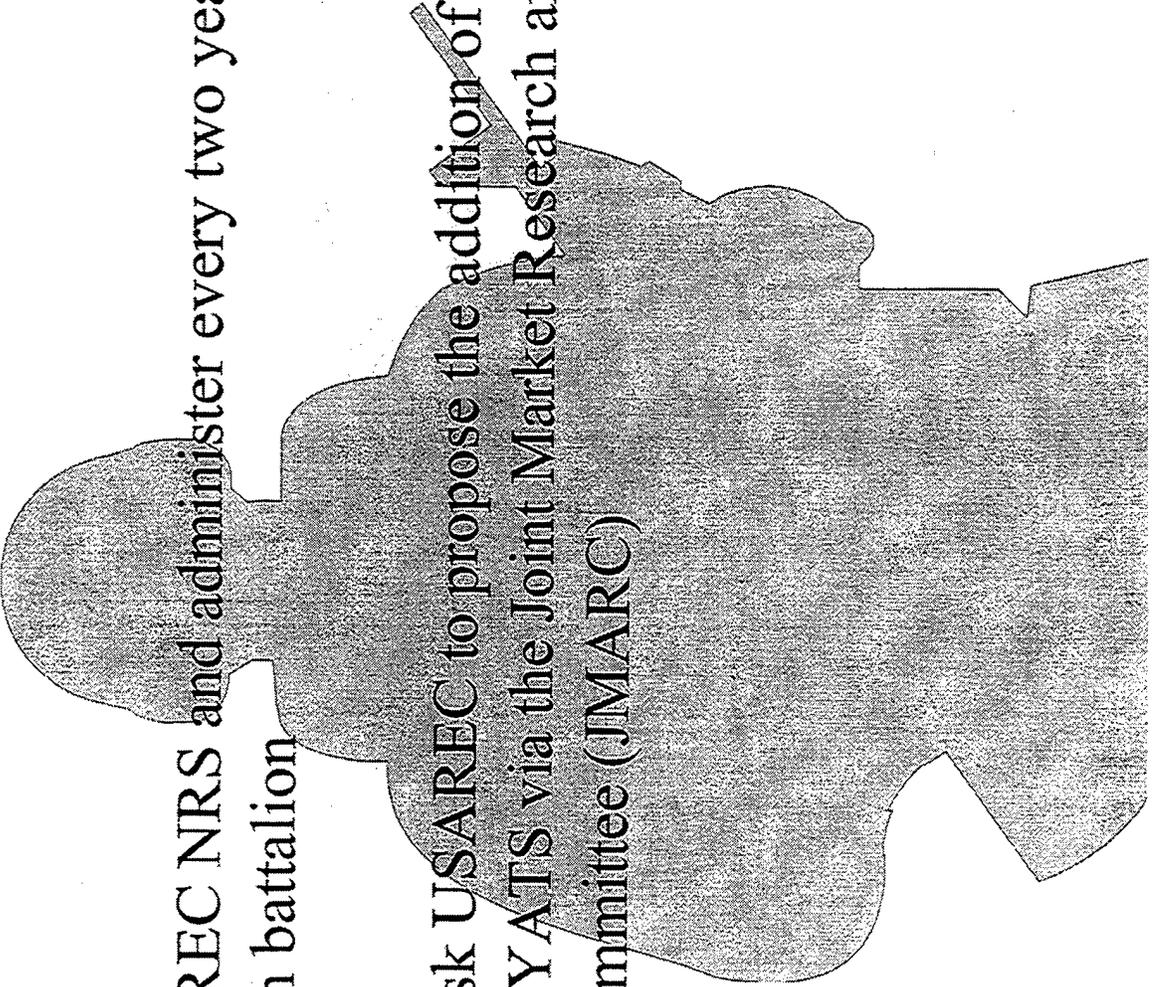
- Goal is 30 minute survey measuring appropriate values

Section/Item	Description	Recommendations	Number of Items
I-1 and I-2	Moskos' Institutional versus Occupational Orientation	KEEP. Measures view of military service as Calling or job	12
I-3	USAREC New Recruit Survey	DROPPED. Duplicated in I-1 and I-2	
I-4	Top Three Reasons for Enlisting		
I-5	Minnesota Work Values Questionnaire Items	DROPPED	
I-6 and I-7	Seven Core Values as Related to Work	DROPPED. New Item. Duplicated in I-9. Seen as one Prosocial factor	7
I-8	Contemporary measures of organizational and work values	Drop I-6. KEEP I-7. Provides measures on Youth cohort work values	
I-9	Rokeach Values Survey Items	DROPPED. Duplicates I-9 values	
II	1986 Survey of Army Personnel and 1996 Sample Survey of Army Personnel Beliefs/Items	KEEP. Used in past research with Soldiers to measure importance of Army values	16
III	Background/Demographic Items	KEEP. Included to provide picture of sample and measure of factors that may have an impact on values (e.g., education, religiosity)	18
	Measures that present ethical dilemmas and various potential responses	Keep 8 of 15 Vignettes. Provides measures of potential behaviors	8



Recommendations (continued)

- Put in USAREC NRS and administer every two years at the reception battalion
- DCSPER task USAREC to propose the addition of values items to the YATS via the Joint Market Research and Analysis Committee (JMARC)



AN ASSESSMENT OF THE VALUES OF NEW RECRUITS

APPENDIX E:

Army Survey: What's Important to You

Proposed Values Survey for Both New Recruits and Cross-Sectional First Term Study

1. PURPOSE

This survey is being conducted to assess the viewpoints and opinions of new recruits entering the Army. The results will be analyzed on a group basis only. No attempt will be made to link respondents and their answers. There are no right or wrong answers, so please respond as honestly as possible. The results will be used for research purposes only. Thank you for your participation.

2. PRIVACY ACT STATEMENT:

PURPOSE: This questionnaire was designed by the U.S. Army Research Institute to obtain information on the attitudes and opinions of new recruits.

USES: All information collected in this questionnaire is confidential. It will be used for research designed to inform program and policy decision-making.

PRIVACY: Under no circumstances will any information that identifies individuals be released to anyone. No one outside the research team will have access to individual data. Your answers will be combined with answers from many others.

PARTICIPATION: Your participation in this survey is voluntary, and you will not be penalized should you decide not to respond. You may skip any questions to which you object, but please answer questions honestly. Your answers are very important because they represent many other individuals like yourself.

AUTHORITY: Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected. The Department of the Army may collect the information requested in this survey under the authority of 10 United States Code, Section 2358.

PART I.

What's important to you?

I-1. In thinking about the kind of job you would like to have, how important are each of the following? A job that:

a. Gives me a chance to serve my country well	Not at All Slightly Moderately Very Extremely IMPORTANT	5 4 3 2 1
b. Is steady; no chance of being laid off		5 4 3 2 1
c. Gives me a chance to make the world a better place		5 4 3 2 1
d. Offers good pay		5 4 3 2 1
e. Offers good fringe benefits		5 4 3 2 1

I-2. Indicate how important the following were in your decision to enlist in the Army:

a. Wanted to serve my country	Not at All Slightly Moderately Very Extremely IMPORTANT	5 4 3 2 1
b. Job security		5 4 3 2 1
c. Opportunities for promotion		5 4 3 2 1
d. Good retirement benefits		5 4 3 2 1
e. To continue a family tradition of military service		5 4 3 2 1
f. Job opportunities looked better than in civilian life		5 4 3 2 1

I-3. How much do you agree or disagree with each of the following statements?

a. If a person is dissatisfied with his/her job, he/she should leave.	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree	○ ○ ○ ○ ○
b. I prefer working with members of my own sex.		○ ○ ○ ○ ○
c. It is harder to earn a comfortable living today than it was for my parents.		○ ○ ○ ○ ○
d. I am reluctant to commit to a long-term personal relationship.		○ ○ ○ ○ ○
e. I feel it is a personal responsibility to preserve the environment.		○ ○ ○ ○ ○
f. I prefer working with people from the same racial and ethnic background as me.		○ ○ ○ ○ ○
g. I feel it is a personal responsibility to make the world a better place		○ ○ ○ ○ ○

I-4. How important is each of the following to you personally?

a. Loyalty to the United States Army	Not at All Moderately Extremely IMPORTANT	7 6 5 4 3 2 1
b. Loyalty to your unit or organization		7 6 5 4 3 2 1
c. Taking responsibility for your actions and decisions		7 6 5 4 3 2 1
d. Putting what is good for your fellow soldiers, unit, and the nation before your own welfare		7 6 5 4 3 2 1
e. Dedication to serving the United States, even to risking your own life in its defense		7 6 5 4 3 2 1
f. Commitment to working as a member of a team		7 6 5 4 3 2 1
g. Dedication to learning your job and doing it well		7 6 5 4 3 2 1
h. Personal drive to succeed in your work and advance		7 6 5 4 3 2 1
i. Being honest, open, and truthful		7 6 5 4 3 2 1
j. Being disciplined and courageous in battle		7 6 5 4 3 2 1
k. Standing up for what you firmly believe is right		7 6 5 4 3 2 1
l. Working with others tactfully and with military courtesy		7 6 5 4 3 2 1
m. Exhibiting excellent military bearing and appearance		7 6 5 4 3 2 1
n. Equal opportunity regardless of gender.		7 6 5 4 3 2 1
o. High moral standards both on-duty and off-duty		7 6 5 4 3 2 1
p. Building and maintaining physical fitness and stamina		7 6 5 4 3 2 1

Please go to  the next page

PART II.

Background

II-1. Have you participated in Values Training since entering the Army?

- Yes
- No

II-2. Are you...

- Male
- Female

II-3. How old are you?

- Less than 18 years old
- 18 years old
- 19 years old
- 20 years old
- 21 to 25 years old
- 26 years old or older

II-4. Are you of Hispanic origin?

- No
- Yes, Mexican/Mexican American/Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, Other Hispanic

II-5. What race do you consider yourself to be? (Mark only one.)

- American Indian, Eskimo, or Aleut
- Asian or Pacific Islander
- Black
- White

II-6. What is your marital status?

- Married for the first time
- Remarried, was divorced or widowed
- Legally separated or filing for divorce
- Divorced
- Single and never married
- Widowed

II-7. How many dependent children do you have?

- None
- One
- Two
- Three or more

II-8. What is the highest level of education you have completed?

- Some high school, but no diploma or certificate
- GED/High school equivalency
- High school diploma
- Some college but no degree
- Associate's (2-year) degree
- Bachelor's degree (e.g., B.A., B.S., or equivalent)
- Graduate degree (Master's, Doctorate)
- Technical License or Certificate

II-9. Which of the following best describes your current career intentions in the military?

- Definitely stay until retirement
- Probably stay until retirement
- Definitely stay beyond my present obligation, but not necessarily until retirement
- Probably stay beyond my present obligation, but not necessarily until retirement
- Probably leave upon completion of my present obligation
- Definitely leave upon completion of my present obligation

II-10. Duty Status

- Regular
- Reserve
- Guard

II-11. Where did you grow up mostly?

- On a farm
- In a small town (under 5,000 people) or the country-but not a farm
- In a small city or town (5,000 to 50,000)
- In a medium-sized city (50,000 to 100,000)
- In a suburb of a medium-sized city
- In a large city (100,000-500,000)
- In a suburb of a large city
- In a very large city (over 500,000)
- In a suburb of a very large city

II-12. How often do you attend religious services?

- Never
- Rarely
- Once or twice per month
- About once a week or more

PART III. SITUATIONS

Read each of the following short stories. After each one there are four possible courses of action. For each of the four actions, please indicate the likelihood that you would take the action suggested. When responding to these stories, keep in mind that there could be two or more courses of action that you think you would be just as likely to take.

III-1. Your best friend is accused of cheating on a final exam and must appear at a hearing of the Student Ethics Board. You know that she actually did cheat because you witnessed her copying answers down from a "cheat sheet" she prepared before class.

How likely is it that you would..

Very Likely
Somewhat Likely
Somewhat Unlikely
Very Unlikely

- a. Refuse to attend the hearing and/or refuse to testify against your best friend..... (1) (2) (3) (4)
- b. Try to "bluff" your friend into believing that you will testify if she doesn't tell the truth..... (1) (2) (3) (4)
- c. Attend the hearing and see what others say and then follow their lead (e.g., if someone else admits to seeing your friend cheat you do the same; if someone claims not to have seen your friend cheat then you also say you saw nothing)..... (1) (2) (3) (4)
- d. Attend the hearing and tell the truth regardless of what anyone else does or says..... (1) (2) (3) (4)

III-2. While walking through the mall, you notice a group of teenagers loudly making fun of a handicapped man nearby. Though he pretends not to hear what they are saying, he is clearly uncomfortable and hurt by their remarks about his handicap. Everyone else seems to be trying to ignore the situation hoping the teenagers will eventually stop or move on.

How likely is it that you would..

Very Likely
Somewhat Likely
Somewhat Unlikely
Very Unlikely

- a. Approach the teenagers and ask them to stop harassing the handicapped man..... (1) (2) (3) (4)
- b. Ignore it like everyone else and hope the teenagers find another target..... (1) (2) (3) (4)
- c. Join the teenagers in making fun of the man and his handicap..... (1) (2) (3) (4)
- d. Try to find a security guard or other mall personnel to handle the situation (1) (2) (3) (4)

III-3. Last night you saw your immediate supervisor at a party. You were surprised to see him there because he was supposed to be at work. The next day he comes to you and asks you to vouch that he was really sick and that's why he didn't make it into work. Based on past experience, you know he'll probably be fired if the truth comes out. You're next in line for his job which pays quite a bit more than you currently earn.

How likely is that you would.....

Very Likely
Somewhat Likely
Somewhat Unlikely
Very Unlikely

- a. Back up your supervisor on his story of being unexpectedly ill.... (1) (2) (3) (4)
- b. Call your supervisor's boss and tell him the real reason he was not at work last night..... (1) (2) (3) (4)
- c. Tell your supervisor that you will only vouch for him if he schedules you for your preferred hours from now on..... (1) (2) (3) (4)
- d. Tell your supervisor that you won't lie for him but also assure him that you won't turn him in..... (1) (2) (3) (4)

III-4. You're a member of a youth group that plays big brother/sister to local kids. There is a trip to the zoo coming up this weekend and all the kids are excited about going. One of the adult volunteers, however, has unexpectedly pulled out. If the group can't find a replacement for her the trip will have cancelled or the number of kids going will have to be reduced because there are just not enough chaperones. You have been approached about taking her place, but already have some big social plans of your own for the weekend.

How likely is it that you would....

Very Likely Somewhat Likely
Somewhat Unlikely Very Unlikely

- a. Explain that you already have important plans of your own and just can't do it..... ① ② ③ ④
- b. Tell them that there has been a death in your family and you have to attend the funeral so you can't help out on the zoo..... ① ② ③ ④
- c. See if you can change your weekend plans so you can help out on the zoo trip..... ① ② ③ ④
- d. Put your plans on hold and go along on the zoo trip..... ① ② ③ ④

III-5. A couple of days ago, you agreed to work on an important team project at work. You don't find the project very exciting and you don't enjoy working with some of the other team members. Nevertheless, you agreed to do it to help them out of a serious bind. Today, you got an offer to join a project just getting started from your best friend at the company. The work requirements of this new project, however, would require you to have to drop the other project.

How likely is it that you would...

Very Likely Somewhat Likely
Somewhat Unlikely Very Unlikely

- a. Join the project just getting started and quit the one you had already agreed to work on..... ① ② ③ ④
- b. Stay with the project you had already committed yourself to..... ① ② ③ ④
- c. Try to do both projects..... ① ② ③ ④
- d. Find someone to take your place on the first project, so that you can take part in the project being started by your best friend..... ① ② ③ ④

III-6. Last night you forgot to lock the front door to the store where you work; a serious mistake. Though you are at fault for this, the store manager is convinced that one of your co-workers is to blame. She has no hard evidence of this other than the fact that this particular co-worker has a history of being somewhat unreliable. Unless you come forward and admit your mistake, your co-worker will probably be demoted and maybe even let go.

How likely is it that you would....

Very Likely Somewhat Likely
Somewhat Unlikely Very Unlikely

- a. Do nothing and let your co-worker take the fall for your mistake..... ① ② ③ ④
- b. Do whatever is needed to make sure that your co-worker is blamed and not you..... ① ② ③ ④
- c. Come forward and admit to your boss that it was you who left the door unlocked..... ① ② ③ ④
- d. Don't admit the truth, but do everything possible to persuade your boss to take it easy on your co-worker..... ① ② ③ ④

III-7. A classmate comes to you one day asking for help on a presentation that he needs to make for one of his classes. You're surprised that he approaches you about it, because he has always gone to great lengths to embarrass you or in other ways make your classes with him miserable. He seems really desperate, though, and could probably use your assistance.

How likely is that you would..

Very Likely Somewhat Likely
Somewhat Unlikely Very Unlikely

- a. Agree to help your classmate out on his presentation..... ① ② ③ ④
- b. Agree to help your classmate only if he promises to not bother you in the future..... ① ② ③ ④
- c. Turn your classmate down..... ① ② ③ ④
- d. Politely invent an excuse as to why you can't help him out, but recommend a few people who might..... ① ② ③ ④

III-8. A few days before the algebra midterm your best friend tells you he "found" a copy of the test that will be given. He's willing to share it with you for free in return for your help in selling it to other kids in the class. He needs your help because the time is so tight.

How likely is that you would..

Very Likely
Somewhat Likely
Somewhat Unlikely
Very Unlikely

- | | | | | |
|--|---|---|---|---|
| a. Tell him you don't want to be a part of selling it, but you'll buy a copy..... | 1 | 2 | 3 | 4 |
| b. Tell him you want nothing to do with the whole thing..... | 1 | 2 | 3 | 4 |
| c. Agree to help him sell the test and accept the free copy..... | 1 | 2 | 3 | 4 |
| d. Leave an anonymous note for the algebra teacher informing her that the test has been compromised..... | 1 | 2 | 3 | 4 |