

The University of Southern Mississippi  
**The Aquila Digital Community**

---

Dissertations

---

Fall 2019

## **Relationship Between Self-Development, Mentorship, and Senior Military Officer Moral Judgment**

Garry Thompson  
*University of Southern Mississippi*

Follow this and additional works at: <https://aquila.usm.edu/dissertations>



Part of the [Business and Corporate Communications Commons](#), [Business Law, Public Responsibility, and Ethics Commons](#), [Organizational Behavior and Theory Commons](#), [Organizational Communication Commons](#), [Organization Development Commons](#), [Other Social and Behavioral Sciences Commons](#), [Performance Management Commons](#), [Social Statistics Commons](#), and the [Training and Development Commons](#)

---

### **Recommended Citation**

Thompson, Garry, "Relationship Between Self-Development, Mentorship, and Senior Military Officer Moral Judgment" (2019). *Dissertations*. 1725.  
<https://aquila.usm.edu/dissertations/1725>

This Dissertation is brought to you for free and open access by The Aquila Digital Community. It has been accepted for inclusion in Dissertations by an authorized administrator of The Aquila Digital Community. For more information, please contact [aquilastaff@usm.edu](mailto:aquilastaff@usm.edu).

RELATIONSHIP BETWEEN SELF-DEVELOPMENT, MENTORSHIP,  
AND SENIOR MILITARY OFFICER MORAL JUDGMENT

by

Garry Lee Thompson

A Dissertation  
Submitted to the Graduate School,  
the College of Arts and Sciences  
and the School of Interdisciplinary Studies and Professional Development  
at The University of Southern Mississippi  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy

Approved by:

Dr. Cyndi H. Gaudet, Committee Chair  
Dr. Heather M. Annulis  
Dr. H. Quincy Brown  
Dr. Dale L. Lunsford

---

Dr. Cyndi H. Gaudet  
Committee Chair

---

Dr. Cyndi H. Gaudet  
Director of School

---

Dr. Karen S. Coats  
Dean of the Graduate School

December 2019

COPYRIGHT BY

Garry Lee Thompson

2019

*Published by the Graduate School*



THE UNIVERSITY OF  
**SOUTHERN**  
**MISSISSIPPI.**

## ABSTRACT

Despite a renewed emphasis on ethics programs across the Department of Defense (DOD) since 2007, the number of senior officer ethical failures increased by 13% from 2015 to 2017 (Copp, 2017). If the trend of ethical failures and misconduct continue, the military faces a further decline in public confidence (DoDOIG, 2017). The 2017 DOD Inspector General report noted the trend of senior leader ethical failures might foster negative public perceptions regarding military leader's overall dedication, sacrifice, ethics, and character (DoDOIG, 2017).

A review of military literature revealed the importance of mentorship and self-development in professional development; however, gaps between formal ethics education programs average between 8 to 10 years (Behn, 2016; *Air Force Model*, 2004; *Army leadership*, 2012; *Navy leader development*, 2017). During these lengthy gaps in formal training, self-development and mentorship as part of the service's overarching leadership development programs, serve as potential ethical development methods in which moral judgment development is a key component.

The current study is supported by Bandura's (1986) social learning theory, Knowles' (1984) adult learning theory, Rest's (1986) 4-component model of moral development, and Richard Swanson's human resource development theory (Swanson & Holton, 2009). The theoretical framework supports the study's measurement of self-development and mentorship on moral judgment as perceived by senior military officers at one of three military war colleges. Respondents ( $N = 63$ ) were administered demographic, self-development, and mentorship surveys. Additionally, respondents were

administered the Defining Issues Test Version Two (DIT-2) to determine moral judgment score (N2). Multiple linear regression was used to determine the relationship between the perceived influence of self-development, mentorship, and moral judgment among senior military officers ( $N = 63$ ). Results determined significant relationships between both self-development and moral judgment, and mentorship and moral judgment.

Senior military leadership can take advantage of these findings by promoting ethical self-development and mentorship across the force. Future considerations include replicating this study with a larger sample size through random sampling that includes senior military officer war college graduates to enrich validity and provide generalization to the larger military population.

*Keywords:* ethical misconduct, moral judgment, self-development, mentorship

## ACKNOWLEDGMENTS

This study would not have been possible without the support of many dedicated scholars and practitioners. I am forever grateful for the many people who helped me along in this journey. First, I would like to thank my dissertation chair, Dr. Cyndi Gaudet, for her guidance, incredible memory, friendship, mentorship, and green pen. Thank you for always being there from the first moment we met at the crawfish boil before I started the program to the completion of my PhD journey. I will forever be grateful for the encouragement you gave just when it was needed most. I have been around and studied leaders my entire professional life and can say without question you are one of the best I have encountered.

Second, I would like to thank the rest of my dissertation committee members. Dr. Heather Annulis, thank you for your amazing attention to detail. After 30-years in the Army I assumed I was an expert; however, you consistently proved me wrong. Your professionalism and dedication helped immensely in ensuring I had the best possible dissertation. I cannot thank you enough. To Dr. Quincy Brown, thank you for your valuable assistance with everything APA and your exceptional knowledge of ethics research. Thank you for your amazing patience and dedication to excellence. To Dr. Dale Lunsford, thank you for seeing me through my statistical journey which sometimes felt like a nightmare. Your way of making it sound easy and explaining statistics is truly a gift. Chapter IV would not have happened without you.

Finally, I would like to thank my fellow HCD colleagues for their support as well as the Air War College faculty. Additionally, I would like to thank Dr. Dave Sorenson,

Dr. Carrie Lee, Dr. Don Snider, Dr. Patti Phillips, Col “Rock” Bottomlee, Dr. Richard Ayers, Dr. Mac Owens, Dr. Marcella Barton, Dr. Robert Bowers, LTG (R) Robert Caslen and Dr. Clinton Longenecker for their unwavering support and dedication.

Disclaimer The opinions expressed herein reflect the personal views of the author and not those of the United States Army or the United States Department of Defense.

## DEDICATION

This long doctoral journey cannot be done alone. Without the love and caring of a wonderful family this journey would not have found its end. To my brother in Colorado who does his own “scholarly” work on the ski slopes and rivers each day, I give you my sincerest thanks for your constant encouragement and understanding. I love you, little brother. To my mother and father who instilled in me a never quit attitude, thank you from the bottom of my heart. Your understanding when I had to cut visits or phone calls short due to this work is a testament to the kind of parents you have always been. I love you both so very much. To my wonderful children, who sometimes wondered why I would go into a room clean shaven and come out with a full beard. Thank you for understanding the few times I missed sporting events due to this work. I love you both more than you will ever know and am so proud of you both. Finally, to my best friend and beautiful wife, whose love, smile, grace, patience, and encouragement often gave me the added initiative needed to compose an extra paragraph or research just one more hour. She also understood when it was time for me to step away and enjoy the finer things in life such as a glass of beer, toes in the sand, or a good movie. You are an inspiration to me. There is simply no way I could have accomplished this monumental task without you. I adore you and love you with all my heart.



TABLE OF CONTENTS

ABSTRACT ..... ii

ACKNOWLEDGMENTS ..... iv

DEDICATION ..... vi

LIST OF TABLES ..... xii

LIST OF ILLUSTRATIONS ..... xiv

LIST OF ABBREVIATIONS ..... xv

CHAPTER I – INTRODUCTION ..... 1

    Background ..... 3

        Self-Development ..... 4

        Mentorship ..... 5

        Military Ethics Training ..... 7

    Statement of the Problem ..... 8

    Purpose of the Study ..... 10

    Research Objectives ..... 10

    Conceptual Framework ..... 11

        Theoretical Foundations ..... 12

            Adult Learning Theory ..... 13

            Social Learning Theory ..... 13

4-Component Model of Moral Development .....	14
Human Resource Development Theory .....	14
Significance of the Study .....	15
Delimitations.....	16
Assumptions.....	17
Definition of Key Terms.....	17
Summary.....	20
<b>CHAPTER II – LITERATURE REVIEW .....</b>	<b>23</b>
History of Unethical Conduct in the Military .....	23
High Profile Examples of Unethical Conduct .....	24
Impacts of Unethical Conduct.....	25
Senior military officer unethical conduct across the military services .....	27
Inappropriate relationships.....	28
Corruption.....	30
Recent examples of senior leader unethical conduct .....	30
Ethics Training in the Military .....	31
Professional Military Education (PME).....	32
The U.S. Army .....	34
The U.S. Navy.....	39

The U.S. Air Force.....	43
Ethics Training in Other Professions .....	46
Moral Development Beyond Professional Military Education.....	48
Adult Learning Theory (Self-Development), Moral Judgment and the Military .....	49
Self-development and the military.....	50
Social Learning Theory (Mentorship), moral judgment and the military.....	53
First mentoring publications .....	55
First mentoring organizations .....	55
The Field of Law.....	58
The Field of Dentistry.....	59
The Field of Education.....	59
Rest’s 4-component model of moral behavior (Moral Judgment), and the military.	60
Summary.....	65
CHAPTER III – RESEARCH DESIGN AND METHODOLOGY .....	67
Research Objectives.....	67
Population and Sample .....	68
Research Design.....	69
Institutional Review Board Approval .....	70
Instrumentation .....	71

Dachner’s Self-Development Instrument .....	72
Kiley’s Mentorship Instrument .....	75
Rest’s Moral Judgment (DIT-2).....	77
Defining issues test 2 (DIT-2) validity and reliability .....	79
Data Collection Procedures.....	80
Internal validity .....	85
Data Analysis .....	86
Limitations .....	89
Summary .....	89
<b>CHAPTER IV – RESULTS.....</b>	<b>91</b>
Demographics .....	91
Self-Development Influence on Moral Judgment.....	93
Influence of Mentorship on Moral Judgment .....	95
Relationship Between Self-development and Mentorship Influence and Moral Judgment Development .....	97
Summary .....	107
<b>CHAPTER V – Findings, Conclusions, and Recommendations .....</b>	<b>109</b>
Finding 1 .....	110
Conclusion .....	110

Recommendation .....	111
Finding 2 .....	112
Conclusion .....	112
Recommendation .....	113
Recommendations for Future Research .....	115
Summary .....	115
APPENDIX A - Self-Development Survey Permission .....	118
APPENDIX B - Permission to Survey.....	119
APPENDIX C - University of Southern Mississippi IRB Approval .....	120
APPENDIX D - Permission from U.S. Air Force Research Compliance (IRB) .....	121
APPENDIX E - Permission from Dean, Air War College .....	125
APPENDIX F - Email Survey Introduction.....	126
APPENDIX G - Seminar Leader Script.....	127
APPENDIX H - Email Survey Reminder .....	128
APPENDIX I - Survey .....	129
APPENDIX J - Email Thank You Letter.....	142
APPENDIX K - Self-Development Survey Pilot .....	143
REFERENCES .....	149

LIST OF TABLES

Table 1. U.S. Air Mobility Command Individual Development Plan Resource Guide... 45

Table 2. Kohlberg's Stages of Moral Development..... 63

Table 3. Kolberg's Moral Development Stages and Definitions ..... 64

Table 4. DIT-2 Studies..... 78

Table 5. Survey Map..... 80

Table 6. Data Collection Plan for the Study ..... 83

Table 7. Data Analysis Plan for the Study..... 86

Table 8. Senior Military Officer Age..... 92

Table 9. Senior Military Officer Gender..... 92

Table 10. Senior Military Officer Education Level ..... 93

Table 11. Senior Military Officer Service Component..... 93

Table 12. Self-Development Influence on Moral Judgment..... 95

Table 13. Mentor Meeting Frequency ..... 97

Table 14. Mentorship Influence on Moral Judgment..... 97

Table 15. Test for Linearity ANOVA Table..... 100

Table 16. Test for Linearity After Removing Extreme Self-Development Values  
ANOVA Table ..... 101

Table 17. Test for Linearity After Removing Extreme Mentorship Values ANOVA  
Table ..... 101

Table 18. Test of Normality..... 103

Table 19. Self-Development Additive Composite Scores (IV) ..... 105

Table 20. Mentorship Additive Composite Scores (IV) ..... 105

Table 21. Model Summary ..... 106

Table 22. Multiple Linear Regression ..... 107

Table 23. Moral Judgment (DV), Self-Development (IV), Mentorship ACS (IV)  
Coefficients ..... 107

## LIST OF ILLUSTRATIONS

Figure 1. Conceptual Framework .....	12
Figure 2. The Army’s framework for character development. ....	37
Figure 3. Naval Officer Self-Development Path.....	40
Figure 4. Army training and leader development .....	52
Figure 5. Histogram – Dependent Variable. ....	102
Figure 6. Normal P-Plot of Regression.....	103
Figure 7. Scatterplot (Homoscedasticity). ....	104



## LIST OF ABBREVIATIONS

<i>AWC</i>	Air War College
<i>DIT</i>	Defining Issues Test
<i>DOD</i>	Department of Defense
<i>DoDOIG</i>	Department of Defense Office of Inspector General
<i>IG</i>	Inspector General
<i>JPME</i>	Joint Professional Military Education
<i>Ment ACS</i>	Mentorship Additive Composite Score
<i>PME</i>	Professional Military Education
<i>SD ACS</i>	Self-Development Additive Composite Score
<i>USM</i>	The University of Southern Mississippi

## CHAPTER I – INTRODUCTION

In 2013, the Department of Defense documented, for the first time, serious misconduct among senior leaders by rank, military service component, and infraction (Vanden Brook, 2017). By 2017, serious misconduct among generals, admirals, and senior civilian officials reached no less than 500 cases (Vanden Brook, 2017). In 2014, Secretary of Defense Chuck Hagel considered the issue of senior leader misconduct so important he established a special office headed by a two-star admiral to investigate ethical issues among senior leaders (Vanden Brook, 2017). Within two years, however, the office was disbanded without understanding the depth of the issue (Vanden Brook, 2017). Less than two years following the dismantlement of the special investigative office, the Fiscal Year 2017 Department of Defense Inspector General (DoDOIG) report recommended senior leader ethical misconduct as one of the top 10 management challenges for 2018 (DoDOIG, 2017).

Although 2017 Gallup polling recognized the military as the most respected institution in America, indications show respect for the military in decline (Gibbons, 2015; Newport, 2017). According to Gibbons (2015), the military, in 2015, faced disturbing questions from the United States Congress, news organizations, and think-tanks. Congress began asking questions regarding senior military commanders' ability to handle increased sexual harassment and sexual assault cases against senior leaders. News organizations and think-tanks suggested the military lost its moral compass and the leadership had become ethically numb (Wong & Gerras, 2015). Others publicly declared an ethical crisis in the Armed Forces (Gibbons, 2015). The Secretary of Defense and the

Chairman of the Joint Chiefs of Staff immediately reacted to the reports by issuing orders to all military services requiring ethics training in Professional Military Education and top prioritization from all senior leaders (Gibbons, 2017). Two years later in 2017, the new Secretary of Defense issued a memorandum to all military service members and employees titled, “Ethical Standards for All Hands” (Mattis, 2017). This memorandum instructed leaders to maintain ethical standards through coaching and leading by example (Mattis, 2017). Mattis’ words instructed all Department of Defense (DOD) employees to do the right thing even when no one is watching and added the importance of self-reflection in understanding appropriate ethical conduct (Mattis, 2017).

Unfortunately, the military profession is not alone in the struggle to curtail unethical behavior. Over the past several years, unethical conduct made national headlines, most notably in police forces and business. The Los Angeles Rampart Division police scandal, considered by many as the largest man-made disaster in the history of the city, resulted in over \$100 million in fines, 100 criminal cases overturned, officer prison convictions, and the loss of public trust in the police department (Reese, 2003). Of the many causes found in the aftermath of the scandal, a lack of strong ethical leadership ranked highest on the list (Reese, 2003). The subsequent investigation revealed strong leadership as a requirement for creating a culture of ethical behavior (Reese, 2003). American citizens today often choose the Bernie Madoff scandal of 2008 when asked to recall the worst business scandal in memory (Accounting Degree Review, 2018). The Ponzi scheme tricked investors out of nearly \$65 billion and resulted in lengthy prison sentences for Madoff and others (Accounting Degree Review, 2018).

Several other ethics scandals, ranging from the 1998 Waste Management misconduct to Uber's 2017 unethical leadership and sexual harassment charges, damaged the reputation of corporate America over the past 20 years (Accounting Degree Review, 2018; Shen, 2017). Moreover, the scandals are blamed for nationwide protests like Occupy Wall Street and the 2008 global recession (Accounting Degree Review, 2018).

This chapter begins with the societal evolution of appropriate ethical behavior. Theoretical foundations of mentoring and self-development, components integral to leadership development and ethics training, are discussed. Foundations forming ethical conduct in the United States are explored, along with the evolution of ethics training in the U.S. military. The second part of the chapter begins with addressing the problem and purpose of the study. Four research objectives and the primary research question provide the reader with the goals of the study, and a conceptual framework graphically depicts the study. The next sections outline the significance, delimitations, and assumptions of the study. The chapter concludes with definitions of key terms and a summary.

### Background

The study of leadership and ethics dates to Socrates, whom many describe as the father of Western ethics (Ancient Greek Ethics, 2008). Socrates believed individuals discover the good, or the right thing to do, as long as they know and understand the difference between right and wrong (Plato, 399 B.C./1871). Additionally, he asserted evil and bad actions are caused by ignorance and may only reverse course through knowledge, wisdom, and self-awareness (Plato, 399 B.C./1871). Since Socrates, the question regarding the way people ought to act and the definition of proper conduct have

persisted (Ancient Greek Ethics, 2008). Questions, or debates, evolved in such a way that different cultures, professions, and even militaries developed their own sets of moral and ethical codes and reasoning (Gilman, 2005). Development of the way different groups ought to act and definitions of appropriate ethical conduct within the groups often provide a roadmap or path to achieve excellence (Gilman, 2005).

Moral development concepts and theories are anchored in the writings of Lawrence Kohlberg (Stankey, 2018). Kohlberg (1958) believed moral development occurred sequentially through three levels. The first level, pre-conventional morality, is commonplace in young children and is based on punishment or consequences for bad behavior (Kohlberg, 1958). The second level, conventional morality, occurs when adolescents and adults “internalize the moral standards of valued adult role models” (Kohlberg, 1958, p. 12). Kohlberg’s third level, post-conventional morality, occurs when an adult’s moral reasoning is based on justice and individual rights (Kohlberg, 1958). According to Kohlberg (1958), the third level is the most challenging achievement since it requires individuals to think through ethical principles. Regarding Kohlberg’s second level, conventional morality, the literature provides many, often contradictory, definitions of role model (Thevenin, 2014). Additionally, the literature often uses the terms role model and mentor interchangeably (Thevenin, 2014).

### *Self-Development*

In addition to mentorship, the military services rely on self-development as a method to sustain leader and professional development (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Each military service considers moral and ethical development, which includes moral judgment, integral to their leader and professional

development models (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Much the same as mentorship, self-development definitions are similar across the military services, with the Army definition encapsulating the most salient points (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Therefore, for this study, the Army definition is used. The Army defines self-development as, “planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual’s knowledge base, self-awareness, and situational awareness” (*Self-development handbook*, 2008, p. 4).

Research is limited regarding self-development influence on moral judgment. However, a study of U.S. Military Academy cadets supports self-development influence on professional and moral development (Forsythe, Snook, Lewis, & Bartone, 2011).

A study conducted at the U.S. Military Academy, West Point, NY, concluded self-development throughout a cadet’s tenure fosters an internalized identity of professionalism and moral development (Forsythe et al., 2011). The study provides evidence that self-development through reflection and self-assessment contributes to professional expectations and supports self-development as a lifelong process (Forsythe et al., 2011). *The West Point Leader Development System Handbook* includes self-development as one of three domains integral to overall leader development (U.S. Army, 2017). Leader development programs in the Army, Navy, and Air Force connect self-development to building leaders of character, integrity, and sound moral judgment (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017).

### *Mentorship*

Military mentorship is rooted in Greek mythology (Kimball, 2015). Before leaving to fight the Trojan War, Odysseus tasked Mentor to tutor his son, Telemachus, in

the ways of becoming a man (Kimball, 2015). Military officers today are most acquainted with the story of Fox Conner who mentored George Marshall, George Patton, and Dwight Eisenhower early in their careers (Kimball, 2015). The story of Fox Conner's personal and professional mentoring relationship with some of the most prominent leaders of the 20th century early, in their careers, provides the basis and evidence for the importance of mentorship. Each military service offers handbooks, publications, and definitions regarding mentoring with only slight variations. All military service mentorship definitions agree that mentoring relationships are developmental and transpires between someone of greater experience to someone of lesser experience (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). The lack of a joint or unified Department of Defense (DOD) definition and similar definitions across military services result in the use of the Army definition of mentorship for this study: "the voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect" (Army Counseling Online, 2005, p. 4).

Research suggests that mentoring relationships nurture principles of professionalism, moral development, and moral judgment (Hamilton & Brabbit, 2006). Professions such as dentistry, law, and education administration utilize mentorship as a means to foster not only professionalism but moral judgment and character (Hamilton & Brabbit, 2006). A study of dentists determined much of their development occurs through mentorship (Rule & Bebeau, 2009). Similarly, attorneys rely on formal and informal mentoring to develop members ethically and professionally (Hamilton &

Brabbit, 2006). According to the American Bar Association (2018), all states except Alabama and Mississippi, offer a state bar lawyer mentoring program (*State Bar Lawyer Mentoring*, 2018). In the education profession, studies of graduate students in education administration programs improved moral judgment as a result of involvement in informal and formal mentoring programs (Kiley, 2017). Continued mentorship of individuals following job placement as a school principal provided the mentee with increased professionalism and moral development (Kiley, 2017).

### *Military Ethics Training*

Increases in ethical failures among senior military leaders over the past three years, coupled with the Department of Defense Inspector General (DoDOIG) recommendation regarding the issue as a top 10 challenge, compels an examination of the procedures military services take to address ethical failures (DoDOIG, 2017). While subtle differences in approaches to leadership development and ethics training are documented, all military services use Professional Military Education for formal ethics instruction (Behn, 2016). The gaps between the delivery of military officers' formal Professional Military Education often span several years (Behn, 2016). As an example of this gap, officers may spend ten years in operational assignments without Professional Military Education. During these in-between years, the military relies on unit level leader development programs for continued ethical development (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Additionally, the military includes self-development and mentorship as critical components of leader development programs; yet no direct linkage exists between self-development, mentorship, and moral development (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017).



Professional Military Education varies across all military services; however, formalized ethics training for each service occurs at approximately the same juncture in an officer's career (Behn, 2016). As an example, the war colleges provide a 10-month master's degree program for select officers at the 18 to 20-year mark of military service (Behn, 2016). The three war colleges (Air Force, Army, & Navy) instruct six to nine contact hours of formal ethics courses with each war college offering ethics electives (Behn, 2016). The war colleges apply an across the curriculum approach to ethics instruction (Behn, 2016). For the officers attending war colleges, the formal ethics instruction is often the first formal ethics training they receive since attending mid-career courses eight to ten years earlier (Behn, 2016).

In 2007, the Chairman of the Joint Chiefs of Staff mandated ethics programs to improve officer's moral development and judgment (Executive Services Directorate, 2007). Since 2007, formal ethics programs reside in the halls and classrooms of Professional Military Education institutions (Behn, 2016). During gaps in formal institutional ethics training, moral development and judgment are addressed through each military service's leader development program but only indirectly through self-development and mentorship (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017).

#### Statement of the Problem

In 2007, U.S. Secretary of Defense Gates approved a directive to the DOD titled, "Standards of Conduct" (Executive Services Directorate, 2007). The ideal environment in the DOD is best described by the policy within the directive, "Department of Defense personnel shall perform their official duties lawfully and comply with the highest ethical

standards” (Executive Services Directorate, 2007, para. 4.3). Additionally, the directive sets policy for all department agencies to maintain an ethics program (Executive Services Directorate, 2007).

Despite a renewed emphasis on ethics programs since 2007 across the DOD, the military’s senior officer ethical failures increased by 13% from 2015 to 2017 (Copp, 2017). If the trend of ethical failures and misconduct continue, the military faces a further decline in public confidence (DoDOIG, 2017). Professions which fail to maintain the confidence of their constituencies risk failure (Kohn, 2009). Regarding the U.S. military profession, a loss of confidence “jeopardizes not only the national defense but the long-term health of our military” (Kohn, 2009, para. 33). The 2017 DoDOIG report note the trend of senior leader ethical failures might foster negative public perceptions regarding military leader’s overall dedication, sacrifice, ethics, and character (DoDOIG, 2017). Furthermore, the U.S. Army Ethic White Paper states that failure to incorporate ethics into everyday business practices may negatively effect the conduct and development of our future force (U.S. Army Center for the Army Profession and Ethic, 2014). Following release of the 2017 report, the Inspector General placed senior leader ethical misconduct as one of the top 10 leader challenges for 2018 (DoDOIG, 2017).

In a time of persistent senior military officer ethical failure, military services rely on limited formal education programs to conduct ethics training for which moral judgment competence is a key component and outcome (Kohn, 2009; U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Gaps between senior military officer participation in formal education programs average between eight to ten years (Behn,

2016; U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). During these gaps, the integration of self-development and mentorship into military service's overarching leadership development programs serve as ethical development training (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Yet, senior military leaders lack research-based recommendations to determine how current leader development programs, reliant upon mentorship and self-development, relate to moral judgment. Failure to identify the influence of self-development and mentorship on the development of moral judgment increase the risk of ethical misconduct and have the potential to negatively impact public confidence and jeopardize national defense (Kohn, 2009).

#### Purpose of the Study

The purpose of this study is to determine the influence of self-development and mentorship on senior military officer moral judgment. This study will determine the influence of self-development on moral judgment based on perceptions of senior military officers. Additionally, the study determines the influence of mentorship on moral judgment based on perceptions of senior military officers. Finally, the study determines the relationship between the senior military officers' perceived influence of self-development and mentorship on moral judgment.

#### Research Objectives

The objectives of this study focus on self-development and mentorship influence on moral judgment as perceived by senior military officers. The primary research question asks, what is the relationship between senior military officer moral judgment

and the perceived influence of self-development and mentorship on moral judgment?

The research addresses the following research objectives (RO).

*RO1* - Describe the demographic characteristics of the senior military officers in the study (age, gender, education, military service component).

*RO2* - Describe the level of self-development focused on moral judgment as perceived by senior military officers.

*RO3* - Describe the level of mentorship focused on moral judgment as perceived by senior military officers.

*RO4* - Determine the perceived senior military officer influence of self-development and mentorship on moral judgment score.

#### Conceptual Framework

The conceptual framework portrays the purpose of the study, to determine the influence self-development and mentorship have on senior military officer moral judgment. James Rest's 4-Component model of moral development (1986) provides the core of the current study's framework. The conceptual framework further illustrates the theoretical foundations in support of the study. Knowles' (1984) adult learning theory (andragogy) supports the perceived self-development independent variables (*RO2*).

Similarly, Bandura's (1986) social learning theory supports the perceived mentorship independent variables. The senior military officers in the center of the framework represent the study's participants and demographics (*RO1*). Finally, the circle containing moral judgment (*RO4*) represents the potential relationships between senior

military officer moral judgment and perceived level of mentorship and self-development influence on their moral judgment.

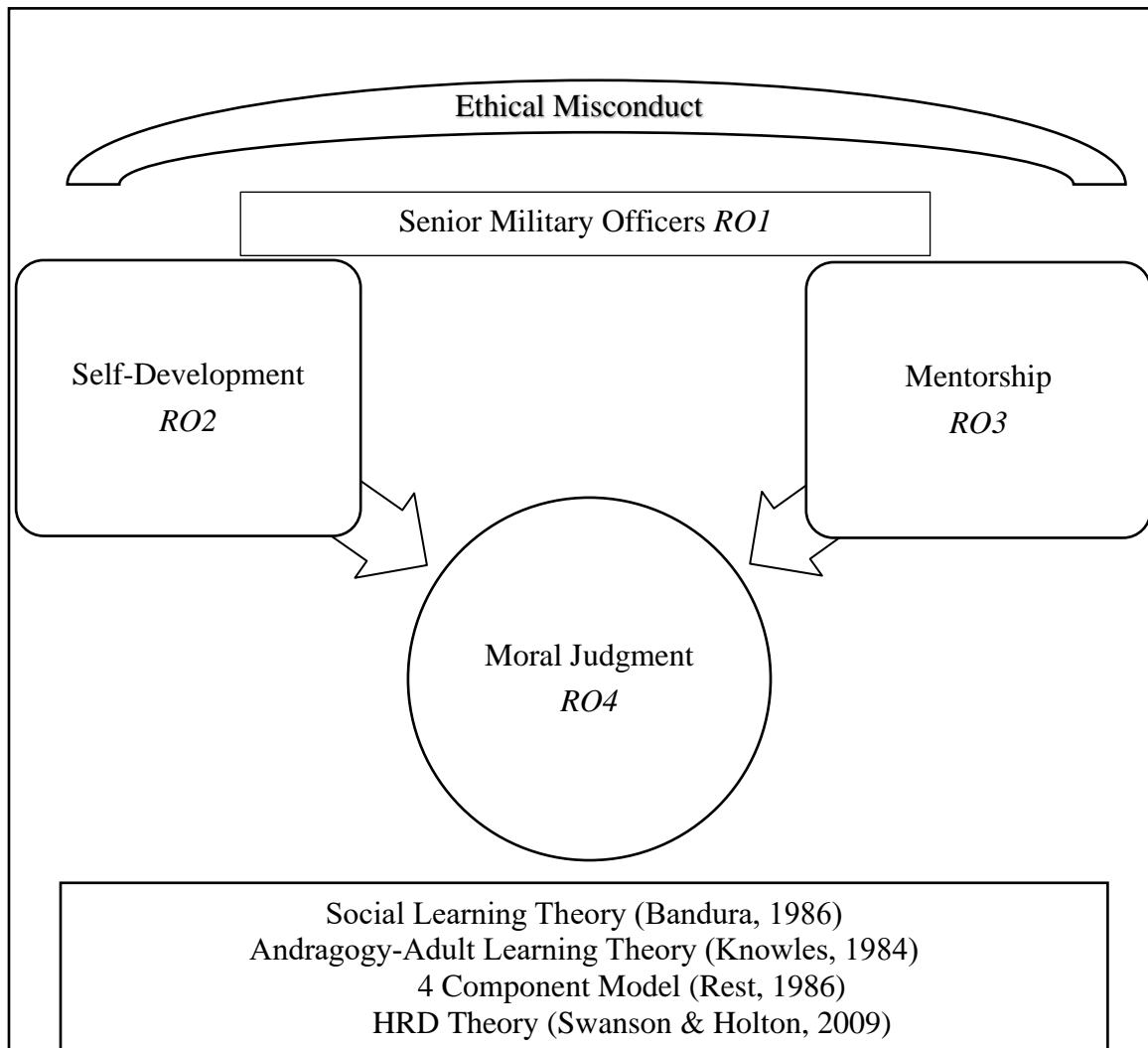


Figure 1. Conceptual Framework

### *Theoretical Foundations*

Theory explains the regularities of behavior (Lunenburg & Irby, 2008). The theoretical foundation for the current study is based on the primary research question; what is the relationship between senior military officer moral judgment and the perceived influence of self-development and mentorship on moral judgment? As such, the current

study's foundation finds support in Knowles' (1984) adult learning theory, Bandura's (1986) social learning theory, Rest's (1986) 4-component model of moral development, and Swanson and Holton's (2009) human resource development theory.

#### *Adult Learning Theory*

The primary research question in this study asks in part, what is the relationship between perceived self-development influence on moral judgment and senior military officer moral judgment development level. The theoretical background for self-development is Knowles' (1984) adult learning theory. Knowles' (1984) theory suggests that people become more self-directed in their learning as they get older and prefer to discover things for themselves. Considering this aspect of adult learning theory and the significance of improving moral judgment development throughout an officer's career, self-directed learning or self-development appears logical to improve moral judgment development.

#### *Social Learning Theory*

The second part of this study's primary research question asks, what is the relationship between perceived mentorship influence on moral judgment and senior officer moral judgment development level. The theoretical background for mentorship is Bandura's (1986) social learning theory. Bandura's (1986) theory suggests role modeling is integral to individual learning. Additionally, Bandura (1986) concludes individuals adopt the behavior and values of a role model (mentor). Considering this aspect of social learning theory and the significance of improving moral judgment development

throughout an officer's career, mentorship appears logical to improve moral judgment development.

#### *4-Component Model of Moral Development*

James Rest's (1986) ethical decision-making model comprises four stages or components; interpreting the situation, deciding what is morally right, choosing between moral values and other values, and implementing a plan of action. Rest and Narvaez (1994) propose four integrated capabilities for the model; moral sensitivity, moral judgment, moral motivation, and moral character (Rest & Narvaez, 1994). Rest's (1986) theory suggests knowledge and learning impacts a person's moral behavior. The U.S. military agrees that ethical instruction and training assists with moral reasoning, judgment, and maturity (Major, DeRemer, & Bolgiano, 2012). The current study focuses on moral judgment.

#### *Human Resource Development Theory*

From a human capital development perspective, Swanson and Holton's (2009) three-legged stool provides a basis for the importance of grounding human capital development research and practices on a solid ethical foundation. The three legs of the stool; psychological, systems, and economic theories rest on the foundation of proper ethical conduct (Swanson & Holton, 2009). Swanson and Holton's (2009) theory correlates to the everyday functions of the U.S. military and the importance of proper ethical conduct of military service members, including senior leaders, on or off duty. A faculty forum at the U.S. Air Force War College in April 2018 provided evidence of the

correlation with Swanson and Holton's (2009) theory and Rest's (1986) model (Snider, 2018).

During a faculty forum on April 3, 2018, at the U.S. Air Force War College, Don Snider, principal author of *The Army Ethic*, presented his thoughts on the military as a profession, proper ethical conduct, and the moral development of leaders (Snider, 2018). He noted one of the continuing ethical challenges in the military is the development of professionals of high moral character and the military, as a profession, strategically intersects ethics and Rest's model of moral development (Snider, 2018). He further explained personal transformation as a requirement of moral development. Snider contends a person's moral capacity can be developed. Snider's (2018) commentary on the military profession provides correlation to Swanson and Holton's (2009) definition of human resource development. Swanson and Holton's (2009) definition states, "human resource development is a process of developing and unleashing human expertise..." (p. 99). Additionally, Swanson and Holton's (2009) theoretical three-legged stool of human resource development rests upon a rug of ethics. Likewise, Snider's (2018) definition of the military profession includes the development of human expertise through expert knowledge. Snider (2018) concludes by emphasizing societal trust should be earned and maintained through the practical and ethical application of expertise. Snider's (2018) comments underscore the need for effective ethics programs in the DOD.

#### Significance of the Study

While numerous studies involve moral judgment, studies on moral judgment in the military remain limited. Results of this study can provide military leadership a



framework to assist with the top 10 DOD challenges regarding senior leader ethical misconduct (DoDOIG, 2017). The data and analysis from this study can offer a framework to inform senior military leaders and future development of ethics programs. The benefit of improved ethics programs can improve public perceptions regarding military leader's overall dedication, sacrifice, ethics, and character. Recommendations from this study may improve moral judgment development and assist in decreasing incidents of ethical misconduct among senior military officers. Consequently, senior leader ethical misconduct reduction can help increase public confidence and improve the long-term health of the military and the United States.

#### Delimitations

The purpose of this study is to determine the influence self-development and mentorship have on senior military officer moral judgment. Delimitations are characteristics the researcher identifies that defines boundaries and limits the scope of a study (Roberts, 2010). Three delimitations exist for this study. The first delimitation is the population under study. Study participants are limited to senior military officers at the rank of Lieutenant Colonel/Commander, in a promotable status to Colonel/Captain, or Colonel/Captain. Additionally, participants are limited to the top 25% officers in their respective peer groups and resident at the U.S. Air War College located at Maxwell Air Force Base, Montgomery, AL. The current study population scope is limited to ensure participants are those most likely to obtain Flag officer rank, the focus of ethical misconduct in the military. The second delimitation is the way participants are introduced to the study. Following an introductory email, participants were briefed in

person by their respective seminar leaders to provide emphasis on the importance of the study. The final delimitation of the study is participants were offered to conduct the survey on the same date and time in 17 separate groups or to complete at home on their personal or issued laptops within one week. The intent of these adjustments was to increase survey completion rates by allowing participants options and additional time to complete the study.

### Assumptions

This study assumes the population is typical of equivalent ranking officers at the U.S. Navy and U.S. Army War Colleges. This assumption underscores that all military service components represented undergo the same selection procedures for attendance (Behn, 2016). The Defining Issues Test Version Two (DIT-2) was used to assess participant moral judgment score. Based on a 2011 peer-reviewed study, strong reliability and validity of the online version of the DIT-2 are assumed. The study assumes participants will answer all questions openly and honestly.

### Definition of Key Terms

The definitions listed are relevant to the study. Only the most commonly used words provided in the list are shortened into abbreviations or acronyms. The U.S. Army, U.S. Navy, and U.S. Air Force provide varying definitions of leader development, mentorship, and self-development. However, the meanings associated with the terms are the same across all military services. For this study, the DOD or Joint Doctrine definitions are used when available. Otherwise, the Army definition is used. All military service definitions, if available, are shown in the definition of terms. Additionally, social

science literature provides many definitions, constructs, and models related to ethics.

Unless otherwise noted, the current study uses definitions based on James Rest's (1986)

4-component model of moral development and the U.S. military. Following are

definitions of key terms in the study:

1. *Flag Officers* – Senior officers in the Army, Air Force and Marine Corps at the rank of Brigadier General, Major General, Lieutenant General, and General are referred to as General Officers or Flag Officers. Senior officers in the Navy and Coast Guard at the rank of Rear Admiral, Vice Admiral, and Admiral are referred to as Flag Officers. The term Flag Officer may be used to describe any senior military officer in the pay grade of 07 (Rear Admiral or Brigadier General) (Kapp, 2016).

2. *Leader Development*

*Army* – “The United States Army defines leader development as, “the deliberate, continuous, sequential, and progressive process - founded in Army values - that grows Soldiers and Army Civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through the training and education opportunities in the institutional, operational, and self-development domains” (U.S. Army, 2017, p. 3).

*Navy* – The Department of the Navy defines leader development as a path comprised of two lanes; competence and character (U.S. Navy, 2017). The Navy

model provides four methods for developing competence and character; schools, on-the-job, self-guided study, and mentors (U.S. Navy, 2017).

*Air Force* – The United States Air Force model for leader development contains three levels; tactical, operational, and strategic (U.S. Air Force, 2015). Most significant for this study, the Air Force pillars of mentorship and self-development are under the strategic senior leader level (U.S. Air Force, 2015).

3. *Mentorship* – The Army defines mentorship as, “the voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect” (Army Counseling Online, 2005, p. 4).
4. *Moral Judgment* – “Moral judgment requires knowledge of concepts, codes of conduct, and ethical principles and helps to identify the guidelines that support a decision” (Rest, 1986, p. 7).
5. *Professional Military Education* – “PME is a progressive education system that prepares leaders for increased responsibilities and successful performance at the next higher level by developing the key knowledge, skills, and attributes they require to operate successfully at that level in any environment. PME is linked to promotions, future assignments, career management models, and applies to all officers” (U.S. Army, 2014, p. 253).
6. *Self-Development* – “The Army defines self-development as planned, goal-oriented learning that reinforces and expands the depth and breadth of an

individual's knowledge base, self-awareness, and situational awareness" (*Self-Development Handbook*, 2008, p. 4).

7. *Senior Military Officer* – Definitions of "senior military officer" in the U.S.

Armed Forces vary throughout the literature. For the purpose of this study, senior military officers are defined as Air Force, Army, and Marine Lieutenant Colonels/Colonels and Navy/Coast Guard Commanders/Captains.

### Summary

Accusations of senior U.S. military leader ethical misconduct increased 13% from 2015 to 2017 despite a renewed emphasis on ethics programs across the DOD since 2007 (Copp, 2017). If the trend of ethical failures and misconduct continues, the military faces a further decline in public confidence (DoDOIG, 2017). Additionally, a trend in increased ethical failures may foster negative public perceptions regarding military leader's overall dedication, sacrifice, ethics, and character (DoDOIG, 2017). Moreover, the U.S. Army Ethic White Paper states that failure to incorporate ethics into everyday business practices may negatively effect the conduct and development of our future force (*U.S. Army Center for the Army Profession and Ethic*, 2014). The DoDOIG (2017) findings, determined senior leader ethical misconduct as one of the top 10 management challenges for 2018.

This chapter discussed the foundations of ethics, the theoretical foundations of moral development, mentorship, self-development, and human capital development. The chapter also explained the foundations of proper ethical conduct in the United States, the evolution of ethics training in the U.S. military, and the current state of military ethics

training. The ethical training and development of military service members follow James Rest's (1986) theory that knowledge and learning affects a person's ethical behavior. Professional military education remains the center of military ethics programs since mandated by the Chairman of the Joint Chiefs of Staff in 2007 (Executive Services Directorate, 2007). Considering senior leader ethical misconduct ranked as one of the top 10 management challenges for 2018, a better understanding of current ethical program effectiveness among senior military officers may offer senior military leaders the ideas or recommendations needed to improve ethics programs across the military (DoDOIG, 2017). The military services discuss mentorship and self-development as components of leader development; however, the question remains if the components sufficiently add to an officer's moral judgment capability.

The remainder of the study is organized into Chapters II through V; literature review, methodology, results and analysis, and discussion and conclusion. Chapter II is a comprehensive, selective, and critical review of the literature. The themes of Chapter II revolve around an analytic discussion of moral development, methods of ethics instruction in the military, mentorship, and self-development. Chapter II articulates the theories and their links to the primary research question. Chapter III aligns the most appropriate quantitative statistical tests with the primary research question and objectives. The chapter documents and provides justification for each method used and outlines the strengths and weaknesses of each. Chapter IV threads the analysis back to the research objectives and answers the primary research question. Finally, the chapter provides a detailed summary of the results with possible explanations and interpretations. Chapter

V ties all previous chapters together by discussing the significance of the study, findings, shortcomings, new questions to consider, and recommendations for further research.

## CHAPTER II – LITERATURE REVIEW

This chapter is a review of the relevant literature that supports the conceptual framework and provides linkage to the study's problem, purpose, and research objectives. The chapter begins by reviewing the history of senior military officer misconduct and current trends that jeopardize trust with the American public (DoDOIG, 2017). The literature review traces the history of ethics training in the U.S. military and an overview of current ethics training and development in each military service. Each military service's leadership development programs are discussed with an emphasis on mentorship and self-development. The variables in the study are discussed by first introducing the theory associated with the variable followed by its relevance to the U.S. military. The chapter concludes with a summary of the literature review.

### History of Unethical Conduct in the Military

A culture existed among the most senior military leaders in the 1960s that failed to condemn certain behavior considered unethical or not in concert with societal norms (Shin, 2016). As an example, General Maxwell Taylor (1995) openly suggested that an officer's personal life was separate from professional ethics and competence:

It is quite true that, in this inquiry, our attention is focused exclusively on the ethical needs of the career officer corps. It seeks to delineate not the perfect man for all seasons, but the ideal professional officer prepared for a war environment. We cannot assume that culturally he is a Renaissance type; nor can we assume that his private life is above reproach. He may be loyal to his superiors and his profession but disloyal to his wife. He may be devoted to his troops but speak to



them in the profane language of a Patton. He may keep physically fit but have General Grant's weakness for strong drink. He may work hard for victory but never go to church to pray for it. However, if he has competent professional virtues he may still be an exemplary leader. (p. 141)

Statements such as this from the most senior military leaders resulted in a culture of behavior among officers that eroded the American public's trust and faith in the military (Robinson, De Lee, & Carrick, 2008). Highly publicized unethical conduct within all U.S. military services over the decades following General Taylor's remarks resulted in negative exposure with the American public, the media, Congress. As a result, military leadership conducted various studies and ethical training programs to minimize damage from unethical conduct within the ranks.

#### *High Profile Examples of Unethical Conduct*

The first example of erosion of trust with the American public occurred during the Vietnam War not long after General Taylor's remarks (Wead, 2014). During the Vietnam War in 1968, between 200 and 500 Vietnamese civilians were murdered by a platoon of American soldiers in the village of My Lai. Following the atrocity, 30 military officers were implicated in the massacre and subsequent cover-up. Soon after in 1971, the U.S. Army received a report indicating many of its soldiers believed senior leaders were morally bankrupt. The two events prompted the Army and other services to adopt more formalized ethics programs. Although the military refocused efforts on ethical training, every decade since provides high profile examples of military leader ethical misconduct (Goodman, 1996; Wead, 2014).

During the 1980s Marine Lieutenant Colonel Oliver North received three felony convictions for his role in the Iran-Contra scandal ("Oliver North, fortunate felon", 1989). The 1990s revealed the Tailhook scandal to America as over 100 Navy and Marine Corps aviators sexually assaulted nearly 100 women (Goodman, 1996). Soon after the invasion of Iraq in 2003, the U.S. Army faced a moral and ethical misconduct scandal that gained world-wide negative exposure when U.S. Army soldiers were implicated in prisoner abuse at Abu Ghraib (Gibbons, 2008). The incidences of ethical misconduct resulted in damage to the reputation of the military and trust of the American public (Winerip, 2013).

#### *Impacts of Unethical Conduct*

Beyond embarrassment, loss of careers, and prison convictions in these cases, other longer lasting and detrimental impacts to the military resulted. Additionally, ethical misconduct increasingly shifted to high-profile cases involving officers (Cooper, 2014; Gibbons, 2008; Winerip, 2013). The Tailhook scandal led to the resignation of the Secretary of the Navy, causing a lack of trust and confidence at the highest level (Winerip, 2013). Although the Navy enacted a zero-tolerance policy regarding sexual harassment and assault, the numbers of sexual assaults across the military increased from 19,000 in 2010 to 26,000 in 2013 (Winerip, 2013). The prisoner abuse at Abu Ghraib undercut the prestige of the senior military leadership, and further endangered service members for possible retaliation (Gibbons, 2008).

Finally, in 2014, the Air Force experienced a proficiency test cheating scandal involving over 100 officers responsible for launching United States land-based nuclear missiles (Cooper, 2014). The incident involved one of three continental United States

Air Force bases responsible for the launch of intercontinental ballistic missiles. The base in question is responsible for the control of 450 Minuteman missiles, all nuclear-tipped. The investigation resulted in the firing of nine senior officers and the resignation of the Air Force colonel in charge of the base. At one of the other two bases responsible for nuclear missiles, the Air Force fired the colonel in charge of a Group for leadership failures and loss of confidence. Separately, an Air Force major general in charge of nuclear weapons oversight was fired for inappropriate behavior involving excessive drinking in Moscow. As a result, then Secretary of Defense, Chuck Hagel, appointed a rear admiral to assess ethics and character issues across the military. In the final days of Secretary Hagel's tenure in 2014 he stated:

The vast majority of our senior leaders are men and women who have earned the special trust and confidence afforded them by the American people. However, when senior leaders forfeit this trust through unprofessional, unethical or morally questionable behavior, their actions have an enormously negative effect on the profession. (Diamond, 2015, para. 6)

The Rear Admiral appointed by Secretary Hagel led the Office of the Senior Advisor for Military Professionalism until 2016 when the office was shut down before understanding the depth of issues surrounding unethical conduct by senior military leaders (Vanden Brook, 2017). Although the office was discontinued, some of the findings called for increased leader and character development. Further, the findings included the implementation of programs to improve moral and ethical decision making. Unfortunately, continuing ethical misconduct caused the same negative impact on the

military services; however, attention to senior leader unethical conduct began to rise (DoDOIG, 2017; Vanden Brook, 2017).

*Senior military officer unethical conduct across the military services*

Unethical conduct by senior military officers resulted in the same negativity from the media, Congress, and the American public as previous highly publicized incidents (Congressional testimony, 2018; DoDOIG, 2017; Vanden Brook, 2017). From October 2013 to October 2017 the military documented roughly 500 cases of senior leader ethical misconduct averaging 100 per year over the span (Vanden Brook, 2017). In response, American news outlets conducted investigations revealing embarrassing accusations against Pentagon leaders. Media reporting compared military senior leader misconduct to similar issues in business and entertainment, most notably the sexual harassment and assault cases against Harvey Weinstein. In addition to media outlets, Congress took notice (Congressional testimony, 2018).

The fiscal year 2017 DoDOIG report labeled senior leader ethical misconduct as one of the top ten management challenges for 2018 (DoDOIG, 2017). From fiscal year 2015 to 2017, the report cited a 13% increase in ethical misconduct allegations against senior military leaders. However, military service Inspector General congressional testimonies in February 2018 indicated the number of substantiated the fiscal year 2016 allegations were lower than the number of substantiated cases in the fiscal year 2015, with many cases remaining incomplete (Congressional testimony, 2018). Service Inspector Generals reported increases in whistleblower cases and the negative impact due to the length of time required to adjudicate allegations. The increase in cases not only

negatively impacts trust with the media, Congress and the American public but senior military officers as well.

Testimony revealed examples of decreased morale and potential retention issues among senior leaders (Congressional testimony, 2018). In one example an unidentified Division Commander returned from a successful deployment in Afghanistan only to face an allegation of misconduct portrayed as one bound for un-substantiation. In this case, the major general could not receive an award for service in command due to the ongoing investigation. Additionally, the general's wife refused to receive an award at the change of command ceremony. While it is apparent that the military's efforts to curb senior leader unethical misconduct has improved, the testimony also reveals even one senior leader ethical misstep can erode the trust of the American people. The DoDOIG report (2017) highlighted several such cases and noted personal misconduct as the number one allegation.

Mr. Glenn Fine, DOD Principal Deputy Inspector General, provided a written report to Congress detailing the "significant number of substantiated allegations against senior officials" (U.S. House Armed Service Committee, 2018, p. 12). The report provided two separate examples of major generals engaging in inappropriate relationships with subordinates causing perceptions of partiality and adverse impact on the command.

*Inappropriate relationships*

An Air Force brigadier general engaged in an inappropriate sexual relationship with a subordinate married female officer that not only violated the Uniform Code of Military Justice for adultery but created a perception of favoritism in the command (U.S.

House Armed Service Committee, 2018). Another example cited involved an Army lieutenant general's visits to adult entertainment clubs while on official travel (U.S. House Armed Service Committee, 2018). The lieutenant general also engaged in inappropriate behavior with female subordinates that included unwanted touching and attempts to kiss the subordinate female soldiers (U.S. House Armed Service Committee, 2018). The officer, in this case, was also charged with public drunkenness (U.S. House Armed Service Committee, 2018). Another lieutenant general, this time representing the U.S. Air Force, engaged in an inappropriate relationship with a subordinate female colonel using sexually suggestive emails and invitations to meet privately (U.S. House Armed Service Committee, 2018). Fine cited another example of an Army major general engaging in an inappropriate sexual relationship. In this case, the general was guilty of an inappropriate sexual relationship with a subordinate civilian employee that involved a "swinger" lifestyle (U.S. House Armed Service Committee, 2018). Moreover, the unethical behavior exhibited by the major general began when the officer was a lieutenant colonel (U.S. House Armed Service Committee, 2018). In this example, the officer spent a minimum of 12 years from the rank of lieutenant colonel to major general participating in unethical behavior the entire time (Smith, 2018). The Inspector General testimony revealed more emphasis is needed regarding ethics training at the lieutenant colonel rank (C-SPAN, 2018). While these examples all involve inappropriate relationships, the DOD 2017 Inspector General report detailed other areas of concern.

### *Corruption*

The fiscal year 2017 DoDOIG report noted recent trends in public corruption investigations. One such corruption example highlighted in the report involved a defense contracting firm in Singapore (DoDOIG, 2017). The case, which made national and world news, resulted in the convictions of 14 DOD officials (DoDOIG, 2017). The Naval Investigative Service determined the firm's chief executive officer along with Navy senior officials conspired to commit bribery and defraud the U.S. Government (DoDOIG, 2017). Most disturbingly, according to the DoDOIG report (2017), senior ranking Naval officers overlooked excessive bills, provided preferential treatment to the company, and even provided classified US Navy ship schedules. In October 2017, two Navy admirals, one Marine colonel, and three Navy captains pleaded guilty to the charges (DoDOIG, 2017). The DoDOIG report (2017) noted that the guilty officers provided information and overlooked the excessive billing in exchange for prostitutes, free dinners, free to low-cost hotel stays, and travel. More recent events involve allegations of inappropriate behavior by two Marine brigadier generals and a Navy chaplain (Pawlyk, 2018; Seck, 2018).

### *Recent examples of senior leader unethical conduct*

The most recent senior military leader misconduct allegations are currently under investigation; however, three separate allegations followed similar patterns outlined in the 2017 DoDOIG report and occurred after the inspector general's congressional testimony. The first case involves allegations of inappropriate comments made by a Marine brigadier general (Seck, 2018). The incident occurred during an April 6, 2018

town hall discussion when the brigadier general, director of Marine and Family Programs, addressed a room of hundreds of Marines and civilians (Seck, 2018). The anonymous complaint made immediately following the meeting, alleges the brigadier general used crass language while addressing charges of sexual harassment against another Marine officer calling the charges fake news (Seck, 2018). The brigadier general was placed on administrative leave and removed from his position by the Commandant of the Marine Corps pending results of the investigation (Seck, 2018). This incident follows another allegation involving the Marine Corps Commandant's legislative assistant, a brigadier general. The brigadier general was suspended pending results of an investigation alleging his leadership created a hostile work environment (Seck, 2018). While both incidents may easily result in un-substantiated findings, evidence in a recent case involving a Navy chaplain (captain) appears more damning (Pawlyk, 2018).

The commander of Marine Forces Reserve fired a Navy chaplain on March 20, 2018, for loss of trust and confidence (Pawlyk, 2018). The Navy chaplain (captain) was fired for allegedly having sex outside a bar adjacent to picnic tables and in full public view (Pawlyk, 2018). Investigators are reviewing a video showing the Navy chaplain engaging in sex outside of the bar and are interviewing a witness to the act (Pawlyk, 2018). The negative consequences of unethical conduct in the military, especially among senior officers, necessitates a review of how each military service conducts ethics training.

### *Ethics Training in the Military*

The U.S. Army, Department of the Navy, and the Air Force all understand the need for ethics programs (DoDOIG, 2017). In each service, gaps of several years are



common between formal professional military education courses where officers receive the majority of ethics program instruction (Behn, 2016). Each military service provides leadership development programs which implicitly rely on mentorship and self-development to fill gaps in moral development training (U.S. Air Force, 2004; U.S. Army, 2012; U.S. Navy, 2017). Within the services, leader development programs all identify character, trust, moral development, and proper ethical conduct as necessary components to ensure confidence in the military profession by the American public (Allen & Braun, 2013). Considering the value of maintaining confidence in the military profession with American society, some consider ethics training insufficient (Thomas, n.d.). Professor Joseph J. Thomas, U.S. Naval Academy, suggests moral development of military leaders is time-consuming and difficult (Thomas, n.d.). Furthermore, he concludes in the face of the importance of maintaining trust with the American public and decades of high-profile ethical failures among military leaders, the DOD “has not achieved a satisfactory method for addressing the moral development of service men and women” (Thomas, n.d., p. 2). Nonetheless, the military services largely rely on Professional Military Education (PME) for ethics instruction causing gaps of several years between ethics instruction periods (Behn, 2016).

#### *Professional Military Education (PME)*

During gaps in ethics training, each service offers professional and leader development models that tacitly rely on self-development and mentorship, although some organizations may independently develop a periodic formal ethics program or class (Behn, 2016). However, the bulk of ethics instruction for military officers occurs during

formal PME tours of duty. PME across the services vary; however, each service offers formalized ethics training at roughly the same times in an officer's career. Most officers receive intermediate level education at the 8-10-year mark of service (Air University, 2018; U.S. Navy, 2017). The intermediate courses are usually 10-month courses which focus on the operational aspects of war and leadership also include blocks of instruction in ethics (Air University, 2018; U.S. Army Combined Arms Center, 2015; U.S. Navy, 2017). The three service war colleges (Air Force, Army and Navy) instruct six to nine contact hours devoted to ethics with each offering separate ethics electives (Behn, 2016). Additionally, the war colleges use an across the curriculum approach for ethics instruction. For the officers in attendance at the war colleges, the formal ethics instruction is often the first ethics training since attending their mid-career courses eight to ten years earlier. Similarly, mid-grade military officers often do not receive formal ethics training for the six to eight years before attendance at their respective intermediate level education courses. In the years between PME, six to eight for officers in intermediate education and eight to ten for officers in senior service (war college) education, self-development and mentorship are the only tools available for leadership development and ethics training (Behn, 2016).

Military ethics programs mandated by the Chairman of the Joint Chiefs of Staff in 2007, primarily center on PME (Executive Services Directorate, 2007). The Departments of the Army, Navy, and Air Force conduct leadership and professional development in tactical, operational, strategic, schools, on-the-job, self-guided study, institutional, operational, and self-development domains (U.S. Air Force, 2004; U.S. Army, 2017; U.S.

Navy, 2017). Self-development and mentorship are integrated in all the services as part of their respective leadership and professional development programs (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). While the Army and Navy specifically include self-development or self-guided study as leader development domains, the Air Force offers a resource guide for individual self-development (U.S. Air Force self-development guide, 2016).

*The U.S. Army*

The people entrust...the lives of their children to soldier in our ranks. They trust that the Army will not waste those precious resources...This *sacred trust* defines the bond between our Nation and its Soldiers. [Those] who display questionable characteristics, such as double standards, evidence of unfaithfulness, or even disregard for law...create an environment of mistrust. There can be no equivocation of trust; it either exists or it does not. (U.S. Army Center for the Army Profession and Ethic, 2014, p. 2)

The quote, from the former Commanding General of the U.S. Army Training and Doctrine Command, General Robert W. Cone, underscored the importance of maintaining the trust and confidence with the American public. The joint military doctrine indicating the need for moral decision making was used as the basis for *The Army Ethic* white paper which provides for ethics training in the Army and was published to provide direction to leaders regarding ethics training and development (U.S. Army Center for the Army Profession and Ethic, 2014). Additionally, the Army ethic white paper (2014) summarizes Army and Joint publications. The paper takes direction from

*The Art of Joint Command* which includes ethical leadership and judgment as necessary components for leaders when faced with difficult decisions (U.S. Army Center for the Army Profession and Ethic, 2014). The publications outlined in the paper stress the importance of ethics programs and guides leaders in program development (U.S. Army Center for the Army Profession and Ethic, 2014).

The Army continued to publish official documents in 2015 regarding professionalism and proper ethical behavior (U.S. Army, 2015). The Department of The Army pamphlet titled, *The Army Profession*, devotes 73 pages to characteristics, definitions, and expectations regarding professionalism, trust, ethics, and honorable service (U.S. Army, 2015). To underscore the importance of trust with the American people, the Army leaders devoted a chapter in the pamphlet on the topic. The opening paragraph of the chapter reads:

The Army Profession has been successful in sustaining the respect and trust of the American people. However, this trust is fragile and easily damaged if we do not understand who we are, who we serve, why we serve, and how we serve.

Essential to reinforcing trust is performing our duty every day in a manner that the American people judge to be ethical according to the beliefs and values enshrined in the Nation's founding documents. (U.S. Army, 2015, p. 3-2)

The document uses the words trust and relationship with the American people 76 times (U.S. Army, 2015). The relationship of trust with the American people depends on acceptable ethical behavior among Army leaders.

As early as 2010, the Army realized a loss of trust with the public would ultimately lead to the end of the Army as a profession (U.S. Army, 2010). Ethical misconduct is recognized by the Army as the main threat to a loss of trust with the American people, also known as the Army's client (Vermeesch, 2013). The gap between civilian leadership and the Army's senior leaders centered on a belief that the Army officer corps lost the ability to police itself. The trust gap is widened when general officers commit the same highly visible acts of unethical behavior and misconduct they are charged with policing. A lack of trust can negatively affect the future force and ultimately the national defense of the United States if character development systems are not employed to reduce the values gap between the Army and the American people (Vermeesch, 2013).

Army professionals are not expected to always exemplify the attributes of character without professional development programs that include self-development and mentorship (U.S. Army Center for the Army Profession and Ethic, 2017a). As an example, the Army character development white paper (2017) applies mentorship as a means to develop soldiers both morally and ethically throughout their careers. The framework (Figure 2) requires leaders to live by and uphold, the Army ethic while instilling the ethic into their subordinates through inspiration, teaching, coaching, counseling, mentorship and an individual expectation of self-development.



*Figure 2.* The Army’s framework for character development. This framework, as illustrated in U.S. Army Center for the Army Profession and Ethic, 2017b. This illustration is in the public domain.

The Army’s plan for character development identifies eight initiatives which include:

- Initiative 1 - Strategic leader influence on the Army culture of trust should be taught beginning at intermediate levels of PME/CES and reinforced at the senior levels of learning.
- Initiative 2 - Review and ensure that directives, policies, regulations, concepts, doctrine, and strategic communications addressing character are in accordance with Army Profession doctrine (ADRP 1). This includes synchronization of Army Profession and Army Leadership doctrine and redressing policy or practices that may undermine trust (e.g., programs or systems that create situational dilemmas wherein we may be “lying to ourselves”).
- Initiative 3 - Develop and promulgate strategic messaging for the Army as a trusted military profession and Soldiers and Army Civilians as trusted Army professionals, answering a calling to honorable service. Simultaneously, Army

recruiter preparation and certification address the responsibility to inspire and motivate individuals to join the Army as a calling to honorable service.

- Initiative 4 - Leaders should know why and how to establish and assess the professional climate within their organizations. Organizational leaders should be provided with resources to assess and redress conditions within the unit or organization that fail to meet professional standards.
- Initiative 5 - During Professional Military Education (PME), Civilian Education System (CES) and organizational training, ethical challenges are integrated within experimental activities and exercises to ensure their consideration in decision making, planning, rehearsals, execution, and in after-action reviews.
- Initiative 6 - Each certification event (e.g., performance evaluation, graduation, or completion of training, promotion, reenlistment, assumption of command, change of responsibility, etc.) should confirm that the certifying authority has verified and validated that the individual has demonstrated character, competence, and commitment to performance standards. Certification should be made a permanent entry on personnel records.
- Initiative 7 - Army leaders acknowledge and accept their responsibility to develop character in themselves and others. Leaders are taught why and how to inspire and motivate Soldiers and Army Civilians to embrace our shared identity and commit to self-development, lifelong learning, and the concept of *Soldier for Life*. Coaching, counseling, and mentoring include ethical considerations in decisions and actions.

- Initiative 8 - Develop and implement a character development assessment process to determine the degree to which The Army's Framework for Character Development is having the intended effect. Assessment addresses all levels of leadership: strategic (the Army Institution and culture of trust), organizational (professional climate), and direct (identity). The assessment will evaluate cohesive teamwork and mutual trust within the Army and trust with the American people. (U.S. Army Center for the Army Profession and Ethic, 2017b, p. 11-13)

The first initiative speaks of developing trust at the intermediate and senior levels while the remainder identifies professionalism and character building throughout a soldier's career. Initiative six mentions self-development and mentoring as a means to build character and reinforces this through the strengthening of individual development plans, leader development plans, and PME.

#### *The U.S. Navy*

The Navy Leader Development Framework (2017) refers to ethics training as character development (U.S. Navy, 2017). The Navy, through the support of The Naval War College, provides the expertise to ensure competence and character are integrated throughout an officer's career (U.S. Navy, 2017). Officers participate in entry-level character development through their respective officer basic courses and further the development in their intermediate level education when they are lieutenant commanders, and at the war college when they become senior commanders and captains (U.S. Navy, 2017).



Much like the other services, the Navy leverages self-development and mentorship in Institutional leader development and character development programs (U.S. Navy, 2017). The Navy encourages self-development through writing, reading books, college courses, and joining professional organizations. The Chief of Naval Operations provides a reading list intended to build character and assist officers in taking charge of their development (U.S. Navy, 2017). A Naval officer's path in self-guided learning is shown in Figure 3.

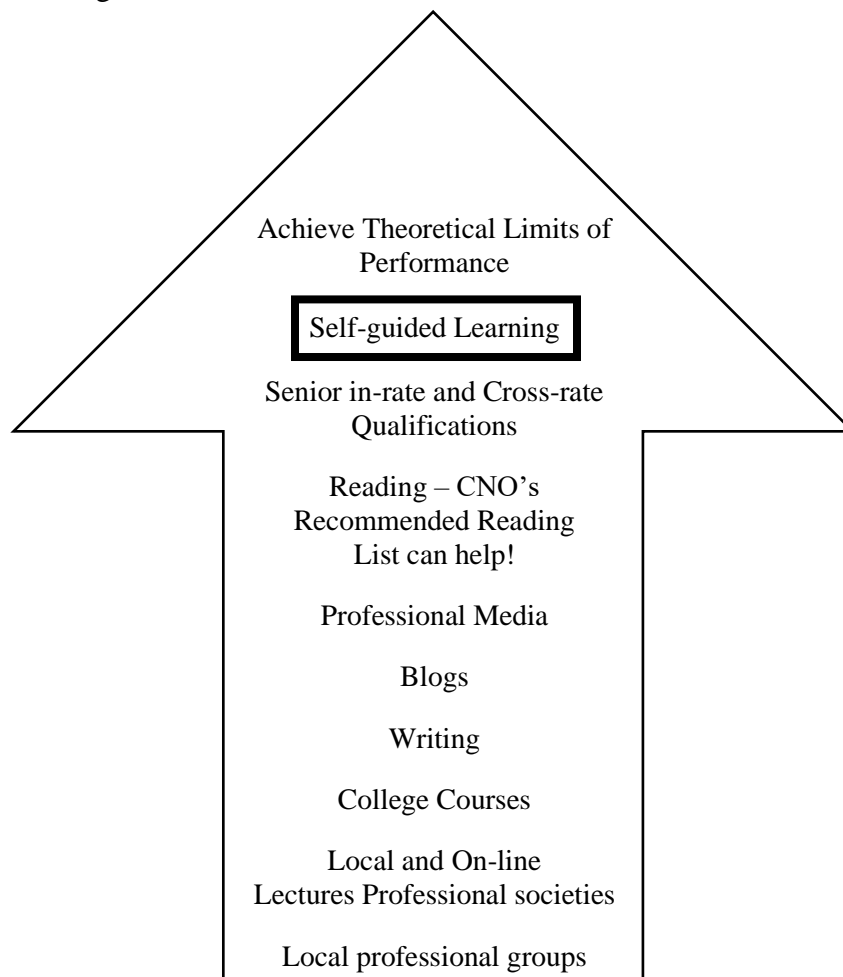


Figure 3. Naval Officer Self-Development Path (U.S. Navy, *The Navy leader development outcomes wheel book*”, 2018). This illustration is available in the public domain.

Mentorship is also a pillar of leadership development in a naval officer's career (U.S. Navy, 2017). The Navy expects officers to develop mentoring relationships to develop strengths, improve weaknesses, and become a better person (U.S. Navy, 2017). Mentorship in the military is necessary because it strengthens the values and beliefs of the organization and grounds mentees ethically and morally (McClellan, 2017). While the Navy does not have a formal mentoring program, mentoring is essential for an officer's growth and development as a leader (U.S. Navy, 2017). Navy officers are afforded additional opportunities in leader and character development through short, two to three-week courses that align with officers selected to command organizations (Naval Leadership and Ethics Center website, 2014). The Navy Prospective Commanding Officers Course provides naval officers instruction in command philosophy and vision, communication, leader development and self-awareness, command climate, ethical standards, and professionalism. The course objectives include adherence to Navy values, ethical behavior, ethical standards, and reflection. However, the ethical standards and professionalism portion is one of 14 objectives of the course and is not considered a core objective. Additionally, the course is only two weeks long (Naval Leadership and Ethics Center website, 2014). While the course offers an ethics component outlined in the objectives, the gaps between formalized ethics training is not addressed. The objectives of the ethical and professionalism portion of the course include (Naval Leadership and Ethics Center website, 2014):

1. Describe how adherence to the Navy Core Values and Navy Ethos reinforce ethical behavior and standards within the command
2. Demonstrate ability to translate key concepts to the command

3. Describe lessons learned from the Bathsheba Syndrome reading
4. Reflect on potential ethical dilemmas faced by Commanding Officers
5. Identify ways to overcome temptations and potential negative influences
6. Relate the Exemplary Conduct of Statute to maintaining high ethical standards
7. Identify the Triad's responsibility to maintain a satisfactory state of mental and physical (resilience) wellbeing of themselves and their personnel given operational stress factors

Similarly, the Navy Leader Development Outcomes Wheel Book (U.S. Navy, 2018) outlined the inspirational leader outcomes expected from Navy commanders and captains including those involving trust and morality. The Navy Wheel Book outcomes provide organizational goals for senior officers which include instilling trust, values, and morals; however, self-development and mentorship are not mentioned as means for achieving the goals (U.S. Navy, 2018, p. 3):

1. Is a gifted communicator who inspires a shared vision within the command, by providing purpose, direction, and motivation
2. Embraces the authority, responsibility, and accountability of command with enthusiasm, selfless devotion, and total commitment to mission readiness and accomplishment
3. Instills in his/her Sailors the warrior's spirit and will to win
4. Develops a positive command climate base on mutual trust, loyalty, and respect, resulting in unity of purpose and unparalleled esprit de corps

5. Exercises discernment and acts boldly yet prudently in making sound decisions with due consideration of attendant risks
6. Virtuous in habit, infusing Navy Core Values into the command culture, the moral arbiter for the command
7. Is a self-aware, innovative critical thinker, and skilled joint warfighter
8. Is effective in leading up tactfully, confidently, and with cooperative abilities

The U.S. Marine Corps falls under The Department of the Navy and is treated this way throughout the current study; however, the Marine Corps does issue leadership guidance regarding ethics and moral leadership. The U.S. Marine Corps Order No. 1500.61, Marine Leader Development, describes mentoring as an essential component in the development of Marines (U.S. Marines, 2017). The order represents the need for leaders of high moral character who live the core values of the Marine Corps both on and off duty (U.S. Marines, 2017).

#### *The U.S. Air Force*

The Air Force conducts ethics training throughout officer's career very much like the Army and Navy (Behn, 2016). Basic officer leadership courses are conducted for new second lieutenants across the various Continental U.S. Air Force bases, while intermediated level education for senior captains and majors and the war college for senior lieutenant colonels and colonels (U.S. Air Force, 2018). Ethics training is part of the curriculum; however, a class in ethics is not offered until officers attend the Air War College at approximately the 20th year of their career (U.S. Air Force, 2018). The Air War College ethics class is offered as an elective, delivered as dedicated ethics

instruction in the warfighting and leadership phases for other students, and across the curriculum for all students (Air University, 2018; Behn, 2016). The most current Air Force leader development model promotes self-development and mentorship; however, a new model is currently in the development stages (U.S. Air Force, 2004; Air University, 2018). However, one of the Air Force's major commands offers an Individual Development Plan Resource Guide that emphasizes ethics, values, and the importance of considering decisions with ethical implications (see Table 1) (*Air Force self-development guide*, 2016). The guide provides Airmen with study and reflection developmental activities that support Air Force values (*Air Force self-development guide*, 2016). The guide provides methods to achieve individual development in areas such as character, professionalism, and ethics; however, it does not mandate implementation and only represents one command within the Air Force (*Air Force self-development guide*, 2016).

Table 1.

*U.S. Air Mobility Command Individual Development Plan Resource Guide*

Foundational Airmanship	Capabilities
Moral courage	Exhibits a positive spirit despite physical and mental hardships. Makes morally sound choices even when those choices may be unpopular. Displays strong moral character.
Warrior Ethos	Maintains professional conduct and appearance. Maintains mission focus despite harsh environmental conditions and or stressful situations. Projects an outward respect for authority
Ethics and Values	Promotes Air Force core values through goals, actions, and behaviors. Develops trust and commitment through words and actions. Accountable for areas of responsibility, operations of unit, and personal actions.
Discipline	Controls one’s own behavior to Air Force values. Obeys and enforces orderly practices in operational duties.
Strength Indicators	Need Indicators
- Considers ethical implications of actions before making decisions.	- Does not take responsibility for actions when faced with an undesirable outcome.
- Demonstrates the will to succeed and perseveres through difficult and complicated situations.	- Displays reduced motivation when challenged physically or mentally
- Maintains a professional image at all times.	- Demonstrates disrespect of authority.
- Demonstrates a clear understanding of rules and practices set in place	- Does not follow established practices and protocols in the conduct of duties.

*Note.* Adapted from *Air Force self-development guide*, 2016, p. 4. Copyright 2016 by U.S. Air Force Headquarters, Air Mobility Command Enterprise Learning Office.

### *Ethics Training in Other Professions*

Much like military officers, Federal Bureau of Investigation (FBI) agents are educated individuals, members of a profession, and depend on the trust of the American public. The FBI understands the importance of mentorship and ethics training to avoid ethical missteps (Schafer, 2002). An article in a 2002 issue of the FBI Bulletin underscores this point by relating a real-world incident (Schafer, 2002). The incident involved a junior officer who believed his more senior partner was impaired when he detected the smell of alcohol on his breath. The junior officer mildly protested when the senior officer decided to drive while on patrol. To get along and not cause problems, the junior officer allowed the more senior officer to drive. Unfortunately, the legally impaired officer was involved in a tragic two-car accident resulting in the death of the person in the other vehicle. The junior officer then faced an inquiry regarding the accident and knew he would face questions about the senior officer and his state before driving. Schafer (2002) posited that the junior officer is now stuck in an ethics trap since he failed to make the correct decision earlier in the day.

Schafer (2002) continued by arguing that someone who regularly exhibits high ethical standards, would not find themselves in a similar predicament. The argument is not made in the sense that a more ethical person would turn in the senior officer or not allow him to drive in the first place. The real-world incident underscores the importance of high ethical standards and role modeling. In this case, Schafer (2002), argued the senior officer would be reluctant to drive if around someone who regularly exhibited high ethical standards. Unfortunately, and despite the FBI emphasis on high ethical standards, recent investigations by the Justice Department IG confirmed a cultural attitude allowing

leaks to the media and improper receipt of benefits from reporters (FBI-DOJ, 2018). Nonetheless, the story offers valuable insight that pertains to some of the ethical issues facing the military. He contends that leaders and mentors with high standards, who model proper ethical behavior, inspire others to act the same (Schafer, 2002). These assertions further bolster the use of mentorship in the military.

Schafer (2002) described aspirational ethics as the most optimal form of moral behavior for police officers. Aspirational ethics are those beliefs that differ between individuals and are based mainly on their values, social and cultural influences, and a general sense of right and wrong. Conversely, mandatory ethics are identified by code, rules, law, or policy (Schafer, 2002). While Schafer (2002) did not imply professional friction between the two forms of ethics, the military has relied more on the obligatory nature of ethics and have only recently begun to embrace the ideas of transformational leadership and aspirational ethics (U.S. Army, 2014).

Lord, Jennings, and Hannah (2011) proposed that leaders may use transactional leadership to set minimum standards, but at the same time set ethical standards beyond normal expectation through transformational leadership, social learning, and role modeling. Both moralities of obligation and morality of aspiration may coexist in the military (Lord, Hannah, & Jennings, 2011). As an example, U.S. Army Center for the Army Profession and Ethic (2014) is aspirational in the sense that it identifies virtues and values that all professionals should emulate (Meier, 2015). Through aspirational leadership, the Army considers mentorship an integral part of character development,



moral reasoning, and decision making (U.S. Army Center for the Army Profession and Ethic, 2017a).

*Moral Development Beyond Professional Military Education*

Dean Ludwig and Clinton Longenecker's (1993) article titled, *The Bathsheba Syndrome: The Ethical Failure of Successful Leaders*, attributes ethical failure to the biblical story of David and Bathsheba. The story of King David and Bathsheba provides the basis for the author's hypothesized that ethical failure is a result of too much success. (Ludwig & Longenecker, 1993). Ludwig and Longenecker (1993) contend that leaders often lose touch with reality or are not adequately prepared when they reach the high point of their career. The authors offer four recommendations for successful leaders: First, leaders must realize their own vulnerability and understand the Bathsheba syndrome could happen to them; Second, leaders must exercise a healthy work-life balance; Third, good leadership is applied at all levels and providing everyone with strategic direction and vision is a must; Fourth and finally, leaders must surround themselves with a strong ethical team of managers (Ludwig & Longenecker, 1993).

While the article does not mention military leaders, it is required reading at the Air War College (U.S. Air Force 2018). Ludwig and Longenecker's (1993) article did not propose the use of mentorship or self-development to engage the problem of unethical behavior among leaders. However, following a lecture by Dr. Longenecker at the Air War College on April 18, 2018, the researcher engaged the co-author for an hour-long conversation. During the meeting, the researcher explained the utility of using ethically based self-development and mentorship to help senior leaders when faced with moral dilemmas. Dr. Longenecker concurred with the researcher's proposal and

remarked his research and conclusions also support the use of self-development and mentorship. The next section provides the foundation theory of self-development and the relationship between self-development and moral judgment in the U.S. military.

*Adult Learning Theory (Self-Development), Moral Judgment and the Military*

Perception of self-development influence on moral judgment is one of the objectives for the current study. This study explores the use of participant perception of self-development influence on moral judgment and the way self-development is used during gaps in formal ethics training for military officers.

Malcolm Knowles' development of adult learning theory (andragogy), provides the basis for many to consider him the father of adult learning (Merriam & Caffarella, 1999). Knowles theorized as individuals grow and mature, learning becomes more self-directed (Knowles, 1984). Knowles' definition of self-directed learning (self-development) is considered the most common (Guglielmino, Long, & Hiemstra, 2004). Part of Knowles' definition stated self-directed learning is "a process in which individuals take the initiative, with or without the help of others..." (1984, p. 5).

Autonomous learning or self-development is considered a requirement in today's military (Mensch & Rahschulte, 2008). The Army, for example, consider lifelong learning and self-development integral to leadership development and commitment to the Army as a profession (U.S. Army, 2012). Mensch and Rahschulte (2008) connect the military's belief in lifelong learning to self-development. The concept of lifelong learning intuitively implies a need for self-development throughout a military service member's career (Mensch & Rahschulte, 2008). Knowles' (1984) theory of adult learning supports today's military requirement of autonomous learning and self-development and

the possible relationship to moral judgment (Merriam & Caffarella, 1999). Knowles' (1984) adult learning theory provides the basis for the current study's inclusion of self-development and the possible relationship between the influence of self-development and senior military officer moral judgment.

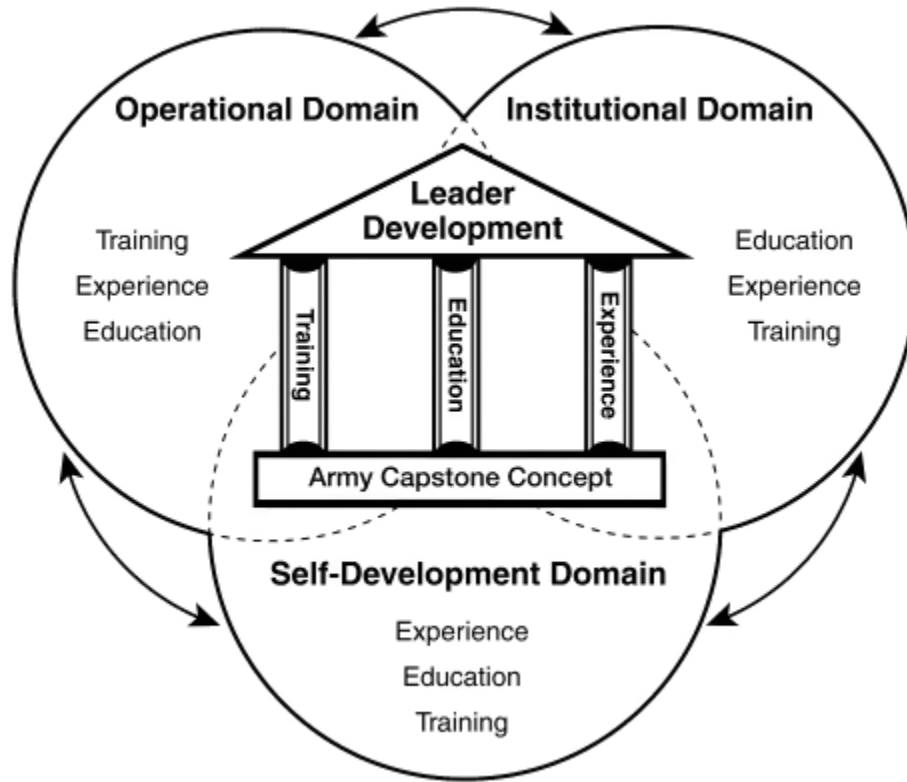
Self-development is considered a requirement in each military service's leader development programs (Mensch & Rahschulte, 2008). Each military service also considers lifelong learning as a requirement thus implying a need for self-development (Mensch & Rahschulte, 2008). The requirement for lifelong learning and self-development in the military is increased due to the complexity of the military operational environment and is considered "vital for the success of future military officers" (Mensch & Rahschulte, 2008, p. 3). Most significant to this study is Knowles' (1984) theory not only supports today's military requirement of autonomous learning and self-development but also the possible relationship to moral judgment (Merriam & Caffarella, 1999).

#### *Self-development and the military*

Each military service considers self-development integral to their leader and professional development models (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Additionally, each service includes moral development as part of their overarching leader development strategies (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Consequently, the military services should rely on an officer's self-development to help fill the ethical training gaps between PME attendance; however, reliance on self-development as a tool for moral development is only implicit. As an example, the Army Leader Development strategy considers self-development integral to

the strategy but mentions connections to moral development just once (U.S. Army, 2017, para. 4-58). This study's primary research question asks in part, what is the perceived self-development influence on moral judgment? Therefore, this study proposes the use of participant perception of self-development influence on moral judgment as the second of two independent variables.

The military services either discuss the importance of self-development in their leader development programs or have official publications devoted to self-development. The Army, for example, considers self-development as one of three principle domains in their leadership development strategy (Figure 4). Although each military service considers self-development valuable, the Army is the only military service that specifically defines self-development (Self-Development handbook, 2008; U.S. Air Force, 2004; U.S. Navy, 2017). Therefore, for this study, the Army definition is used. The Army defined self-development as, "planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness" (Self-Development handbook, 2008, p. 4).



*Figure 4. Army training and leader development (Army Regulation 350-1). U.S. Army. (2017). Retrieved from <http://armypubs.army.mil>*

Research is limited regarding self-development influence on moral judgment.

However, a study of U.S. Military Academy cadets supports self-development influence on professional and moral development (Forsythe et al., 2011). A longitudinal study of U.S. Military Academy cadets over four years determined professionalism and moral development become an internalized identity because of self-development. Also, the study found that self-development contributes to a cadet's professional expectations. Perhaps most importantly the study's findings support the importance of self-development as a lifelong process (Forsythe et al., 2011). The next section provides the foundation theory of mentorship and the relationship between mentorship and moral judgment in the U.S. military as well as use of mentorship in various professions.

*Social Learning Theory (Mentorship), moral judgment and the military*

Senior military leader perception of the perceived level of mentorship influence on moral judgment is one of the objectives of the current study. The gaps between formal ethics training for military officers constitutes the problem which this study intends to explore. Research suggests that “mentoring is a highly effective way to bridge the gaps in leadership development that exist between professional military education, training, and experience” (Moeller, 2013, p. 1). This study explores the use of participant perception of mentorship influence on moral judgment.

Social learning theory includes role modeling as a feature in individual learning and suggests a large part of learning occurs through the observation of professionals (Bandura, 1986). In fact, Bandura’s social learning theory was originally called “observational learning” or “modeling” (Ehrich et al., 2001, p. 1). Bandura (1986) suggests individuals are born with reflexes alone, and learning occurs only through observation of others in social situations. Since mentors’ act as role models to less experienced mentees, Bandura’s (1986) social learning theory provides the basis for the current study’s inclusion of mentorship and the possible relationship between the influence of mentorship and senior military officer moral judgment.

Bandura’s (1986) social learning theory claims role modeling is an integral part of learning. The term role model is used often in the U.S. military mentorship literature, including one military journal article including role model in the definition (Johnson & Anderson, 2010). Bandura’s theory, as a basis for mentoring, is one of the four most cited in business mentorship literature (Ehrich et al., 2001). Bandura (1986) suggests a

large part of learning occurs through the observation of professionals. The basis for Bandura's (1986) theory involved experiments with children and how they reacted to the people (models) around them. In Bandura's (1961) study of children, he found a person's reaction to a child's action, either through positive or negative reinforcement, resulted in changes in behavior. Perhaps most significant to this study is Bandura's (1986) conclusion that an individual adopts not only a role model's behavior but their values as well. Since mentors act as role models to less experienced mentees, Bandura's (1986) social learning theory provides the basis for the current study's inclusion of mentorship and the possible relationship to moral judgment in senior military officers.

The Spring 2010 edition of the *Naval War College Review* defined mentoring in the military as, "a developmental relationship in which a more experienced person serves as a guide, role model, teacher, and sponsor for a less experienced person..." (Johnson & Anderson, 2010, p. 1). In the U.S. Army (2012) and U.S. Navy (2017), mentoring relationships are informal but highly supported through leader development (U.S. Air Force, 2004). The U.S. Air Force (2004) supports mentorship through informal and formal programs.

The origin of mentorship dates to Homer and the *Odyssey* which records Odysseus's long trek home following the Trojan War (O'Donnell & Nagy, 2017). While Odysseus was away, the goddess Athena appeared to Odysseus's son, Telemachus, in the form of an old family friend named Mentor (O'Donnell & Nagy, 2017). Mentor provided Telemachus the support and guidance needed while Odysseus was away at war (O'Donnell & Nagy, 2017). According to O'Donnell and Nagy (2017), the role of Mentor

is as relevant today as it was in Homer's time. Athena explained to the gods her intent of putting *menos*, translated in Greek as heroic strength, into Telemachus. O'Donnell and Nagy (2017) defines *menos* as mental strength that cannot survive without strong morality. History is replete with many well-known examples of mentoring relationships reflective of both Homer and O'Donnell and Nagy's (2017) interpretations. The examples of Socrates and Plato, Sigmund Freud and Carl Jung, George Marshall and Dwight Eisenhower, and Warren Buffet and Bill Gates, exemplifies the diversity and success of mentoring relationships across a wide range of professions. While mentoring is rooted in the eighth and ninth centuries in Homer's the Odyssey, the term did not appear in the United States until the late eighteenth century (Irby & Boswell, 2016).

#### *First mentoring publications*

The first book on mentoring titled, *Mentoria: The Young Ladies Instructor*, by Ann Murray, appeared in the United States in 1778 (Irby & Boswell, 2016). Fifty years later the book inspired the periodical, *The Mentor and Youth's Instructive Companion*, which encouraged young men and women to ask questions of Mentoria (Irby & Boswell, 2016). In the latter part of the century mentorship publications continued assisting the youth of the United States but expanded to include the mentorship of teachers (Irby & Boswell, 2016).

#### *First mentoring organizations*

In the early 20th century, the first formal mentoring organization was established in the form of The Big Brothers Organization (Irby & Boswell, 2016). By the end of the century, mentoring programs were a part of schools, universities, businesses, hospitals,



law firms, and government. (Irby & Boswell, 2016). Considering the growth of mentorship programs in so many professions, it is prudent to believe the literature would reveal a standard definition of mentoring; however, this is not the case.

A review of the literature regarding mentoring results in hundreds of varying definitions. As an example, a 2017 article provided eight different definitions of mentoring and eight ideas on the qualities of being a mentor from various authors and organizations (Gibbons, 2017). Examples of definitions and thoughts on the qualities of mentors as cited in Gibbons (2017) article:

Mentoring is a long-term relationship that meets a development need, helps develop full potential, and benefits all partners, mentor, mentee and the organisation.

-Suzanne Faure

The purpose of mentoring is always to help the mentee to change something – to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. This movement from where they are, ('here'), to where they want to be ('there').

-Mike Turner

A mentor is an accomplished and experienced performer who takes a special, personal interest in helping to guide and develop a junior or more inexperienced person.

-Stephen Gibb

A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years. The desire to want to share these 'life experiences' is characteristic of a successful mentor.

-Arizona National Guard

Examination of the 16 mentoring definitions and mentor qualities finds four similarities. Professional and leadership development is used nearly half of the definitions and thoughts and wisdom, knowledge, and experience is mentioned in nearly all. Mentor qualities and mentoring definitions agree in eight instances that the mentoring relationship consists of a senior or more knowledgeable person as the mentor and the junior or less experienced as the mentee.

The mythological story of Odysseus' use of Mentor to teach his son provided the basis for what we commonly call mentorship in society and the military (Kimball, 2015). Military officers are required to read the stories of Major General Fox Conner who famously mentored George Marshall, George Patton, and Dwight Eisenhower early in their careers (Kimball, 2015). Major General Conner's positive impact on three of the most skillful American General Officers and leaders of the 20th century, provides current military officers the evidence for understanding the importance of mentorship.

The literature reveals the U.S. Army and Air Force define mentorship similarly; however, the Navy uses varying definitions across their different organizations. Following are the official Army and Air Force definitions followed by a similar definition used in a large Navy organization.

1. *Department of the Army*: “The voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect” (Army Counseling Online, 2005, p. 4).
2. *Department of the Air Force*: “Mentorship is a type of professional relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. This relationship helps achieve mission success and motivates Airmen to achieve their goals” (Air Force mentoring, 2017, p. 4).
3. *Department of the Navy*: “Mentoring is a means of forming professional relationships that foster free communication and provide an avenue for officers to share experiences and offer guidance. It enhances morale, good order and discipline and improves operational readiness and professionalism” (Navy Supply Corps, 2015, p. 1).

Like mentorship definitions offered throughout society, the military definitions have only slight variations. Research conducted by Kimball (2015) identified the primary components of mentoring as voluntary and mutual with the intent of development. While the military services definitions are similar, the Army definition encompasses all aspects of Kimball’s research. Therefore, for this study, the Army definition is used. Professional organizations in the American civilian sector acknowledge the need for mentorship.

### *The Field of Law*

Professions outside the military rely on mentoring programs to morally and ethically develop their members more explicitly. For example, the Georgia and Ohio State Bar Association’s mentoring programs require regular discussions in the areas of professionalism and ethics (Derocher, 2017). All states, apart from Mississippi and

Alabama, have mentoring programs which abide by the American Bar Association's guidance of establishing mentoring programs to foster professionalism and ethics (Hamilton & Brabbit, 2006). While the U.S. military acknowledges the importance of mentoring, none of the services explicitly instruct mentorship with an ethical component (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017).

### *The Field of Dentistry*

Perhaps less directive in moral development through mentorship is the American Dental Association. However, a study of dentists rated high for their professionalism and ethical standards, revealed mentorship was the reason for their moral development (Rule & Bebeau, 2009). In response to cheating scandals in dental schools and acknowledgment of the importance of trust with patients, the American Student Dental Association (2012) has incorporated mentorship of students with a moral development component (Ethics in Dentistry, 2012). The American College of Dentists acknowledges the need for continued moral development following dental school (American College of Dentists, 2018). Programs offered for dentists include programs for mentors and aspiring mentors which focus on ethics, ethical dilemma videos, and ethics articles (American College of Dentists, 2018).

### *The Field of Education*

A study conducted by Arredondo and Rucinski (1998) found improvement in moral judgment among administrative education students involved in a mentoring relationship. The same study found the presence of a mentoring relationship among principals fostered increased professionalism and moral development (Arredondo & Rucinski, 1998). Numerous studies involving education professionals in mentoring

relationships conclude moral judgment improves because of the relationship (Kiley, 2017). Based on the literature presented, it is apparent that mentoring improves moral judgment and development. A greater reliance on mentoring with an emphasis on moral development during gaps in military officer professional military education may lessen cases of unethical conduct among senior military leaders. A review of the literature thus far reveals theoretical foundation for self-development and mentorship as well as their use in the U.S. military. Since the current study seeks to understand the relationship between self-development, mentorship, and moral judgment, the next section provides similar background for moral judgment.

*Rest's 4-component model of moral behavior (Moral Judgment), and the military*

Poor moral judgment led to many of the unethical actions identified in this study; however, research indicates there is only a moderate correlation between moral judgment and moral action (Narvaez & Rest, 1995). Narvaez and Rest (1995) contend a greater predictor of moral action relies on the development of moral sensitivity, motivation, character, as well as judgment. However, the vast amount of moral development research revolves around moral judgment (Narvaez & Rest, 1995). Additionally, the literature suggests moral judgment development is the key to developing sound ethical principles (Robinson et al., 2008). Therefore, this study will seek to measure participant moral judgment.

Rest's (1986) moral decision-making model begins with interpreting the situation, followed by deciding what is morally right, then choosing between moral values and other values, and finally implementing a plan of action. Rest's (1986) theory suggests that a person integrates four capabilities when making moral judgments; sensitivity,

judgment, motivation, and character. Rest's (1986) theory suggests knowledge and learning effects a person's moral behavior. The U.S. military agrees that ethical instruction and training assists with moral reasoning, judgment, and maturity (Major, DeRemer, & Bolgiano, 2012).

Rest's 4-component model of moral behavior suggests professional moral behavior relies on four distinct phases (Rest & Narvaez, 1994). The first phase, deemed moral sensitivity, involves the ability of an individual to see issues from other individuals or groups but more explicitly understanding the legal and institutional perspectives (Bebeau, 2002). The second phase, moral reasoning, occurs when the individual identifies a moral issue and different courses of action (Rest, 1986). In this phase, an individual understands the different considerations with each course of action and identifies the one most morally justifiable based on moral norms and individual moral principles (Rest, 1986). The third phase; moral motivation, commitment, and professional identity, offers an individual the ability to recognize and understand competing values when faced with a moral dilemma (Rest, 1986). Rest and Narvaez (1994) offer examples of competing values regarding higher wealth or income, protection of the organization, or protection of the community. The fourth and last phase, moral character and implementation skills, involves an individual's ability to implement moral reasoning (Rest, 1986). Rest and Narvaez (1994) posit that creative problem solving through courage, toughness, persistence, and strength of conviction are critical components of moral character.

Rule and Bebeau (2009) adopted the three most important states of a person's professional identity, which includes Rest's (1994) 4-component or phase model. The first stage, the independent operator, identifies the individual as one who makes moral and ethical decisions primarily for reward and the avoidance of punishment (Rule & Bebeau, 2009). The second stage, the team-oriented idealist, identifies in individuals an institutional outlook where moral decisions are based on shared values. In this stage, individuals aspire to meet the highest expectations of the society. This aspect is reflective of the vital relationship between military professionals and American society. As military professionals enter this stage, officers begin to put their actions in the context of American societal expectations. Stage four, the self-defining professional, establishes moral identity based on the multiple competing values. The internal standards and values become so ingrained that moral dilemmas become more personal and easier to navigate (Rule & Bebeau, 2009).

A study of Rule and Bebeau's (2009) stages was conducted in 2011 at the U.S. Military Academy, West Point, NY (Forsythe et al., 2011). The study found that identity and moral development is a lifelong process promoted and fostered by intentional engagement and modeling (Forsythe et al., 2011). Hamilton and Brabbit (2006) point out that mentors may easily fulfill this engagement and modeling function. Moreover, evidence shows that mentorship fosters professionalism and the four components of moral action, which includes moral judgment (Hamilton & Brabbit, 2006).

Use of moral development theory and assessment is not something new in the military. A 2002 U.S. Army War College paper recommended adoption of Kohlberg's

(1958) moral development scale and Rest’s (1986) defining issues test to assess the moral judgment of Army officers (Table 2) (Patterson & Phipps, 2002). Although not adopted by the Army, the paper recommended Level 3, Stage 5 level of thinking in Kohlberg’s (1958) scale for mid-level officers (Patterson & Phipps, 2002). Thinking at this level would require officers to think in terms of a social contract and abide by modern societal norms. The failures of more senior officers to think in this manner led to many of the high-profile senior military leader ethical failures already mentioned. Ironically, the General and Flag officers today were mid-level officers at the time of this paper’s publication.

Table 2.

*Kohlberg's Stages of Moral Development*

Level	Stage	Description
1: Pre-conventional	1	Reward & Punishment
	2	Instrument
2: Conventional	3	Peer Group
	4	Social Expectation
3. Post-Conventional	5	Social Contract
	6	Universal Moral Principle

*Note.* Adapted from Kohlberg (1958). *The development of modes of moral thinking and choice in the years 10 to 16*, (1st ed.), p. 8. Chicago, IL: University of Chicago.

In moral development research, moral judgment is the component most studied (Narvaez & Rest, 1995). Narvaez and Rest (1995) identify two major research traditions regarding the factors involved in forming a moral judgment. The first tradition, a product



of social psychology, suggests that society social norms are the drivers behind an individual's moral judgment (Narvaez & Rest, 1995). These societal norms involve values such as social responsibility, equity, and giving, which run counter to remarks by General Taylor, yet support recommendations in the 2002 Army War College paper mentioned previously (Narvaez & Rest, 1995; Patterson & Phipps, 2002; Taylor, 1995). Jean Piaget and Lawrence Kohlberg's cognitive-development research provide the basis for the second tradition (Narvaez & Rest, 1995). This second tradition derived from Kohlberg's (1958) stages of moral development which evolved from Piaget's (1932) theory of moral judgment constructed from research with children (Narvaez & Rest, 1995). Kohlberg's (1958) stages are further defined in Table 3.

Table 3.

*Kolberg's Moral Development Stages and Definitions*

Level	Stage	Definition
Level 1: Pre-conventional	Stage 1	Obedience A person's behavior is determined through good or bad consequences
	Stage 2	Purpose A person's behavior is focused on rewards or satisfying personal needs
Level 2: Conventional	Stage 3	Peer Group A person's behavior is based on winning the approval of others in their peer group.
	Stage 4	Social Expectation/ Law A person's behavior goes beyond just other's approval and fear of punishment. The behavior is now based on the belief that law and order is good for society and worth preserving.
Level 3: Post-Conventional	Stage 5	Social Contract A person believes that sometimes laws and rules need improvement or alteration based on changing societal situations or to improve the human condition.

Table 3. (continued)

Level	Stage	Definition
	Universal	Kohlberg believed this was the highest form of a person's functioning. A person believes that everyone matters when making a decision. Kohlberg used Martin Luther King and Gandhi as examples.
	Stage 6 Moral Principle	

*Note.* Adapted from Kohlberg (1958). *The development of modes of moral thinking and choice in the years 10 to 16*, (1st ed.), p. 10. Chicago, IL: University of Chicago.

### Summary

This chapter discussed the relevant literature in support of the conceptual framework and provided linkages to this study's problem, purpose, and research objectives. The review of the relevant literature provided background on the history of unethical behavior in the U.S. military, consequences of highly publicized incidents of unethical behavior, and the increase in unethical conduct among senior military leaders (DoDOIG, 2017). The chapter further reviewed ethics training in each military service, leader development programs, and the way each military service incorporates self-development and mentorship. The military services all incorporate mentorship and self-development into their respective career paths, development programs, and publications; however, the inclusion of these two methods are often only implicitly applied (U.S. Army, 2012; U.S. Air Force, 2004; U.S. Navy, 2017). The chapter identified gaps between formal ethics training and outlined the way ethics instruction is conducted during PME. Finally, self-development, mentorship, and moral judgment were discussed through applicable theory, use in the military services, and other professions.

Chapter III provides details involving the appropriate statistical tests which align with the current study's research objectives. The chapter provides justification for using

each method along with strengths and weaknesses. Chapter IV offers explanation of the statistical analysis, provides an answer to the primary research question, and satisfies the research objectives. Chapter V focuses on the summary of the results and recommendations.

## CHAPTER III – RESEARCH DESIGN AND METHODOLOGY

This research addresses the influence of mentoring and self-development on the moral judgment levels of senior military officers. As senior military leader ethics violations continue to increase, public trust and confidence are in jeopardy (DoDOIG, 2017). This chapter focuses on the research design, population, instrumentation, and data collection procedures for the current study. The data analysis plan, limitations of the study, and a summary of the research design and methodology are detailed to support the objectives of the study. The chapter begins with a review of the study's purpose and research objectives, the basis of the research design, and methodology.

### Research Objectives

The objectives of this study focus on determining senior military officer perceptions of mentorship and self-development influence on moral judgment and the relationship of these influences on self-assessed levels of moral judgment development. The primary research question asks, what is the relationship between senior military officer moral judgment and the perceived influence of mentorship and self-development on moral judgment? The following research objectives (RO) were developed from the literature.

*RO1* - Describe the demographic characteristics of the senior military officers in the study (age, gender, education, military service component).

*RO2* - Describe the level of self-development focused on moral judgment as perceived by senior military officers.

*RO3* - Describe the level of mentorship focused on moral judgment as perceived by senior military officers.

*RO4* - Determine the perceived senior military officer influence of self-development and mentorship on moral judgment score.

### *Population and Sample*

The population under study are resident senior military officer students ( $N = 164$ ) at the U.S. Air War College (Air University, 2018). The literature provides differing definitions of senior military officers ranging in rank from Major/Lieutenant Commander to General/Admiral. For example, the Navy and Coast Guard definition of senior officer includes only those in the rank of Commander or Captain while the Army, Air Force, and Marines include officers in the rank of Major to Colonel (<https://www.federalpay.org/military/marine-corps/ranks>).

For this study, senior U.S. military officers are U.S. Army, Air Force, Navy, Coast Guard, Marines and Army/Air National Guard/Reserve officers at the rank of Lieutenant Colonel/Commander, Lieutenant Colonel/Commander in a promotable status, and Colonel/Captain in residence at the U.S. Air War College, Maxwell Air Force Base, Montgomery, AL. The senior military officers selected for the Air War College are considered the top 25% of officers in their respective peer groups and have, on average, between 18 and 22 years of service (Behn, 2016). The officers are selected to attend the War College through a competitive process that an Army Times 2015 article deemed, “one of the most competitive selection panels” (Tice, 2015, p. 1). Senior military officers attending the War College are considered in the top of their peer groups and possess the greatest potential to serve at higher levels of responsibility (Tice, 2015). Additionally,

war college senior military officers represent those with the most potential as future General Officers and Admirals (Tice, 2015). Following graduation, officers fill a variety of high-level positions within the DOD and their respective military services (PME policy, 2015).

The current study uses nonprobability, purposive, convenience sampling through the survey of all senior military officers at the Air War College (Trochim, 2006). Nonprobability sampling uses nonrandom sampling (Trochim, 2006). This study used nonrandom sampling since all senior military officers were offered the same opportunity to participate. Purposive sampling is used when the researcher has a specific predefined group, or target population, in mind (Trochim, 2006). Convenience sampling is used when the group studied is convenient and the researcher asks for volunteers (Phillips, Phillips, & Aaron, 2013). The current study administered a voluntary survey questionnaire and test to a predefined group of participants, senior military officers, represented at the U.S. Air War College.

There are 164 senior military officer students in residence for the 2018-2019 academic year at the U.S. Air War College (Air University, 2018). This study does not purport generalizability to all senior military officers in the DOD. The extent to which the results of this research could apply to similar senior military officers is at the discretion of the consumer of this research.

### *Research Design*

Trochim (2006) describes quantitative research as true experimental, quasi-experimental, or non-experimental. This quantitative study is a retrospective, non-experimental, correlational design (Belli, 2008). In retrospective research, data is based

on past experiences (Belli, 2008). In non-experimental research, variables are not manipulated, with non-random selection of participants (Belli, 2008). The purpose of a correlational study is to determine whether a linkage or relationship exists between variables (Trochim, 2006). This study is considered correlational because the purpose is to determine the relationship between various variables; senior military officer moral judgment, the perceived influence of mentorship, and self-development on moral judgment. The study used survey data collection and analysis to determine the perceived influence of two independent variables, self-development, and mentorship, on a participant's moral judgment development, the dependent variable. None of the variables were manipulated by the researcher.

To answer the study's primary research question, this study used three separate instruments to measure the relationship between the self-development and mentorship influence on moral judgment and senior military officer assessed moral judgment. This study determined senior military officer perceived influence of self-development and mentorship on moral judgment, followed by the senior military officer's actual moral judgment score. The three separate instruments were combined as one and accessed online following Institutional Review Board (IRB) approval.

#### *Institutional Review Board Approval*

The function of an Institutional Review Board (IRB) is to provide protection of human subjects in research. The University of Southern Mississippi (USM) (Appendix C) and the U.S. Air Force (Appendix B) provided IRB approval. Additionally, to conduct the study, the researcher gained approval from the Air War College Dean (Appendix E). The researcher provided data collection clarification in response to a

query from The University of Southern Mississippi IRB; however, it did not result in data collection modification. The researcher submitted the USM IRB approval information to the U.S. Air Force Research Oversight and Compliance Division for final approval. The Air Force required minor changes to the Informed Consent which the USM IRB approved. Final approval was obtained on February 8, 2019.

### *Instrumentation*

To address Research Objective One, the researcher modified the DIT-2 demographic questions to include only gender, age, education level, and military service component. The DIT-2 provides a demographic education level question allowing participants to choose the highest attained level from grades 1-6, 7-9, and 10-12 (University of Alabama Center for the Study of Ethical Development, 2018).

Respondents were asked to identify the highest attained educational level ranging from college credit with no degree, associate degree, bachelor's degree, master's degree, and PhD. Since a bachelor's degree is a pre-requisite for all members of this population, the researcher eliminated all choices except bachelor, master, and doctoral degree.

Through additional survey questions, the study determined senior military officer perceived influence of self-development and mentorship on moral judgment. Finally, the study determined the relationship between senior military officer assessed levels of self-development and mentorship influence and senior military leader moral judgment development. The researcher combined four instruments to collect data for this study: (a) Survey demographic questions (b) Dachner's adapted instrument to measure self-development influence on moral judgment, (c) Kiley's instrument to measure mentorship



influence on moral judgment, and (d) Rest's defining issues test two (DIT-2), a general method used to determine individual's moral judgment development.

#### *Dachner's Self-Development Instrument*

To address Research Objective 2, the study used an adapted four-question survey to determine participant perceived level of self-development influence on moral judgment. This study uses the United States Army definition of self-development described as, "planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness" (Self-Development Handbook, 2008, p. 4). This study adapts a valid and reliable survey questionnaire to measure the senior military officer's perceived level of self-development influence on moral judgment. The survey is adapted from Dachner's (2013) dissertation, which explored the impact of self-development on employee development. Use of Dachner's (2013) survey and the adaption was granted to the researcher (Appendix C). Dachner's (2013) research questionnaire was used to explore relationships between self-development and outcomes such as alternate ways to think and behave. Similarly, this study explores the relationship between self-development and moral judgment.

Dachner's (2013) survey consists of 32 questions involving self-development techniques. Dachner (2013) reported moderate stability evidenced by a test-retest coefficient of  $r = .624$  ( $p < .01$ ). Dachner (2013) found a significant correlation between self-guided development and the two survey instruments used in her study. Dachner (2013) proposed behaviors may change over time due to attitude, motivation, or increases in knowledge, thus providing a possible explanation for the moderately stable results in

test-retest reliability. However, Dachner (2013) suggested a shorter survey may increase test-retest reliability. Therefore, this study adapted Dachner's (2013) survey to include four questions from the original instrument: reflection, observation, reading, and discussion. The four questions are included in the current study because they address the most prevalent self-development methods across the military services (U.S. Air Force, 2004; U.S. Army, 2012; U.S. Navy, 2017). The researcher intended to discard surveys with more than one neglected answer since at least three of the four questions are required for adequate internal consistency (Cook, Hepworth, & Warr, 1981). However, this was not required since all survey respondents answered at least three of the four questions.

To test content validity, Dachner (2013) conducted a sample of 14 working professionals, faculty members, and students to determine that each of the 32 questions appropriately measured self-development. According to Hinkin (1998), retention of survey items depends upon an acceptable agreement index at or above 75%. Hinkin (1998) determined at least 75% of respondents must correctly classify an item relative to the definition prior to administration of the items. All 32 items on Dachner's survey, including the four questions to be used in the current study, met or exceeded the minimum 75% agreement index (Dachner, 2013). To confirm content validity of the four questions, the researcher conducted a pilot with 14 senior military officer faculty members at the Air War College (Appendix K).

The 14 faculty members who participated in the pilot were all senior military officers and graduates of one of three War Colleges (Army, Navy, Air Force). The

researcher emailed questionnaires to each senior military officer. Participants were asked whether they considered reflection, observation, reading, and discussion as self-development methods to improve moral judgment. The 14 participants were asked to answer yes or no for each method. The 14 participants answered yes to all four methods resulting in 100% agreement that each method improved moral judgment. The results exceeded Hinkin's (1998) acceptable agreement index of equal to or greater than 75% (Appendix K) allowing for retention of the four questions.

Survey items on the Dachner self-development survey are measured by a one-to-five bipolar response scale designed to provide integral variables for correlation analysis (Trochim, 2006), 1-*not at all*, 2-*small extent*, 3-*certain extent*, 4-*large extent*, 5-*great extent*. Respondents were asked, "To what extent do you do the following?"

1. Reflect on your moral development strengths and weaknesses?
2. Observe ethical behavior of others?
3. Read books on ethics/morality?
4. Discuss ethical issues with peers?

The researcher combined responses to the four self-development questions into a single additive composite score mirroring Dachner (2013), yielding an overall index composite score (mean) of self-development for each participant. Combining four or more questions into a single composite score creates the interval variables required to detect relationships among variables and answer the current study's primary research question (Boone & Boone, 2012). An additive composite score for a group of self-development behaviors that yields a single composite approach ranging from one-to-five

is appropriate for the study and is consistent with similar studies in the literature (Dachner, 2013).

*Kiley's Mentorship Instrument*

Research Objective 3 measured the perceived influence of mentorship on moral judgment. The U.S. Army definition of mentorship is used for this study: "the voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect." (Army Counseling Online, 2005, p. 4). The current study asks, what is the relationship between senior military officer moral judgment and the perceived influence of self-development and mentorship on moral judgment? The purpose of the mentoring survey is to measure individual's perceptions of their mentorship experience as a mentee and how those experiences impacted their moral judgment.

The mentorship survey chosen for the current study is adopted from Kiley's (2017) dissertation which explored the impact of mentoring on school principal's moral judgment. Use of Kiley's (2017) survey was granted to the researcher on August 30, 2018 (Appendix B). Kiley's (2017) research question was, "Do principals who participate in mentoring programs that include an ethics component exhibit greater moral reasoning in their decision making than principals who don't?" (p. 115). Kiley's (2017) research differs from the current study only in the sample population studied, school principals versus senior military officers. Consequently, the survey developed by Kiley (2017) adequately addresses the mentorship component of the current study to determine senior military officer's perceived level of mentorship influence on moral judgment.

Questions on Kiley's mentorship survey are measured by a one-to-five bipolar response scale designed to provide integral variables for correlation analysis (Trochim, 2006), 1-*almost always*, 2-*often*, 3-*sometimes*, 4-*seldom*, 5-*never*. Question number one provided participants an added choice, 6-*not applicable I do not have a mentor*. If participants chose response 6, Qualtrics skip logic automatically moved the participants' survey to the DIT-2. Question five is also measured by a one-to-five bipolar response scale; however, response choices are: 1-*once a year*, 2-*once a quarter*, 3-*once a month*, 4-*two to three times a month*, 5-*once a week*. The five questions on Kiley's mentorship instrument included in the current study are:

1. How often was your mentor available when you needed support?
2. How often were moral issues discussed during mentoring sessions?
3. How often did you reflect on moral decisions through writing or discussion during mentoring sessions?
4. How often did your mentor inquire why you made certain decisions?
5. On the average, how often did you meet with your mentor?

For the current study, five of the six questions in Kiley's instrument are used. The one question not used pertains to location of mentorship sessions (Kiley, 2017). Since the current study seeks senior officer perceptions of mentorship influence on moral judgment, the five most directly related to mentorship influence were chosen. Internal consistency was measured by Cronbach's alpha ( $\alpha = .91$ ; Kiley, 2017). Cronbach's alpha above ( $\alpha = .7$ ) is generally acceptable for reliability of the scale (Field, 2016). The researcher combined respondent scores into a single additive composite score (mean) like

Dachner's (2013) self-development survey's use in the current study. Additive composite scores for each question ranging from one-to-five create the interval variables necessary to detect relationships among variables and answer the current study's primary research question (Boone & Boone, 2012).

*Rest's Moral Judgment (DIT-2)*

The final research objective (RO4) for this study determined the perceived senior military officer influence of self-development and mentorship on moral judgment score. Rest, Narvaez, Thoma, & Bebeau (1999) commercial online assessment the defining issues test-two (DIT-2) was adopted to measure senior military officer's level of moral judgment development. James Rest (1986) developed the DIT-2 that evaluates an individual's moral judgment level, maintains: "moral judgment requires knowledge of concepts, codes of conduct, and ethical principles and helps to identify the guidelines that support a decision" (p. 7). The purpose of the DIT-2 is to determine a person's moral judgment development (University of Alabama Center for the Study of Ethical Development, 2018).

Since 2008, the DIT-2 has been used in "hundreds of studies across multiple domains" and is considered the standard for measuring moral judgment (University of Alabama Center for the Study of Ethical Development, 2018, p. 1). The DIT-2 has been used for moral judgment testing and research in fields such as medicine, learning, higher education, business, and human capital development (Rest, Narvaez, Bebeau, et al., 1999); University of Alabama Center for the Study of Ethical Development, 2018). The rationale for using the DIT-2 for this study extends to the application of the DIT-2 across

multiple domains and diverse populations, as well as established validity and reliability making it the best instrument for this study. Results from using the DIT-2 to determine relationships between moral judgment and the influence of mentorship and self-development are found in Table 4 (Cannon, 2008; Geddes, Salvatore, & Eva, 2008; King & Mayhew, 2002; Reiman, 2004).

Table 4.

*DIT-2 Studies*

Researcher	Description
Cannon (2008)	Cannon (2008) used the DIT-2 in a study which found moral judgment improvement in students who engaged in moral dilemma discussions and self-reflection through journaling.
Geddes, Salvatore, & Eva (2008)	Geddes, Salvatore, and Eva's (2008) study found a positive relationship between the moral judgment of occupational therapy and physical therapy students following a two-year training program emphasizing an ethics component on moral judgment.
King & Mayhew (2004)	In one experimental study, the DIT-2 demonstrated moral judgment improvement in a sample of undergraduate students based on their self-reflection, a component of self-development, and moral discussion, a component of mentorship (Mayhew, 2004).
Reiman (2004)	Reiman's (2004) four-year longitudinal study of undergraduate students demonstrated improvements in moral judgment based on moral dilemma discussion and sustained reflection.

The DIT-2 takes approximately 25-35 minutes to complete, consists of five moral dilemmas, with 12 questions related to each dilemma (University of Alabama Center for the Study of Ethical Development, 2018). The DIT-2 begins with the collection of

demographic data consisting of participant gender, age, education level, and political affiliation (Rest, Narvaez, Bebeau et al., 1999). Modification of the demographic data in the current study replaces political affiliation with military service component. The data collected from the DIT-2 was analyzed by The University of Alabama Center for the Study of Ethical Development (2018) yielding senior military officer moral judgment scores (N2) ranging from 0-95. The Center for the Study of Ethical Development scoring method is proprietary.

*Defining issues test 2 (DIT-2) validity and reliability*

Validity and reliability of Rest's initial moral judgment instrument, the DIT, was first established in 1974 (University of Alabama Center for the Study of Ethical Development, 2018). The DIT provides strong validity as measured by seven criteria published in over 400 studies (Rest, Narvaez, Bebeau et al., 1999). Data from the studies representing statistical significance and reliability are presented below (Rest, Narvaez, Bebeau et al., 1999, pp. 646-647).

1. Scores are significantly linked to many prosocial behaviors and to desired professional decision making as evidenced by 32 of 47 statistically significant measures reported in one study.
2. In reliability tests Cronbach's alpha is consistently in the upper .70s to low .80s with test-retest yielding similar results.

The DIT-2 incorporates contemporary moral dilemmas, lowers the moral dilemmas presented from six to five, and takes approximately 25 minutes less time than the DIT (Rest, Narvaez, Bebeau, et al., 1999). The moral judgment score for the DIT-2 is



viewed as a modified and more powerful version of the score used in the original DIT and shows power improvement over the original (Rest, Narvaez, Thoma, & Bebeau, 1999; Thoma & Dong, 2014). The DIT-2 is highly correlated with the original DIT ( $r = .79$ ), and the Cronbach's alpha of .90 indicates high internal consistency (Rest et al., 1999). The current study used the DIT-2 to measure moral judgment. Dachner's (2013) self-development survey, Kiley's (2017) mentorship survey, and the DIT-2 are linked to the study research objectives in the survey map (see Table 5).

Table 5.

*Survey Map*

Research Objective	Dachner and Kiley Survey Questions/DIT-2
<i>RO1</i> - Describe the demographic characteristics of the senior military officers in the study (age, gender, education, military service component).	Q: 1,2,3,4 (DIT-2) Demographics
<i>RO2</i> - Describe the level of self-development focused on moral judgment as perceived by senior military officers.	Q: 5,6,7,8 (Dachner Self-Development Survey)
<i>RO3</i> - Describe the level of mentorship focused on moral judgment as perceived by senior military officers.	Q: 9,10,11,12,13 (Kiley Mentorship Survey)
<i>RO4</i> - Determine the perceived senior military officer influence of self-development and mentorship on moral judgment score.	DIT-2 (Five moral dilemmas followed by 12 questions for each dilemma for a total of 60 questions)

*Data Collection Procedures*

The researcher surveyed 164 United States senior military officers in residence at the Air War College located at Maxwell Air Force Base, Montgomery, AL (Air

University, 2018). To increase response rates, Dillman (2000) recommends two reminders following the first contact detailing survey instructions. Survey researchers failing to follow-up with reminders find response rates decrease by 20-40 percentage points (Dillman, 2000). Additionally, Dillman (2000) advises including the benefits of the study, the purpose, use of findings, and assurance of anonymity or confidentiality. For the current study, the researcher sent an email to all prospective participants (Appendix F) which included Dillman's (2000) recommendations to increase participation:

1. the purpose of the study
2. description of the survey
3. date and time of the survey
4. location
5. benefits and professional importance of the study
6. use of study findings
7. assurance of confidentiality

The researcher met with the senior leader students in each seminar to explain the survey, provide the date and time for the survey, and provide the script to read to their seminars (Appendix G). The night before the study, the researcher sent an email survey reminder to all senior military officers which included survey logon procedures (Appendix H). On the day of the study, student seminar leaders read the script to their students and directed them to the email from the researcher. The script reading served as the second reminder satisfying Dillman's (2000) recommendation to increase

participation. The script reiterated the study's purpose, voluntary participation, and assurance of confidentiality (Appendix G). These methods are designed to make the survey as simple and convenient as possible for participants.

Confidentiality and voluntary participation were addressed in multiple forms including; initial email invitation, student seminar leader script, and Informed Consent. Student seminar leaders provided the logon link to participants unable to locate the email. The survey remained open for seven days after initial access to the survey. Upon completion of the survey, participant data was electronically transmitted to The University of Alabama Center for Ethical Development for survey validity and reliability checks and computation of DIT-2 results.

Of the 164 email invitations sent, 43 were returned as undeliverable messages. Seventeen seminar leaders were instructed to present the study information to their respective seminars. The researcher could not verify contact of the total population ( $N = 164$ ) due to potential issues such as student absence or failure to present the study information by seminar leaders. Additionally, the researcher was approached by one senior military officer who knew of the study but did not receive the information. However, reminder emails, attempts by the researcher to remedy undeliverable emails, seminar leader instructions, and the seven-day window to complete the survey all contributed to the reasonable assumption that the population ( $N = 164$ ) was contacted. The study initially yielded 81 survey responses; however, 18 respondents omitted enough information in the DIT-2 to make their assessment unreliable and invalid. In total, the study yielded 63 valid and reliable surveys as determined by The University of Alabama

Center for Ethical Development. The data collection plan for the study is found in Table 6.

Table 6.

*Data Collection Plan for the Study*

Researcher Data Collection Task	Time
IRB Approval	Week 0
Provide email introduction of the survey to all U.S. Air War College senior military officers	Week 1
Meet with student seminar leaders (provide script for them to read on the day of the survey)	Week 1
Send email reminder with survey weblink to all U.S. Air War College senior military officers	Week 2
Conduct Survey	Week 2
Send email reminder to all U.S. Air War College senior military officers	Week 3
Send data to The University of Alabama Center for Ethical Development	Week 3
Send thank you emails (Appendix J) to all participants including a restatement of the study's purpose, confidentiality, use of data, who will see the data, and a reminder when they can expect to see their results	Week 3

A participant response rate of 116 of the total population ( $N = 164$ ) represents a 95% confidence level and 5% margin of error. This confidence level and margin of error are considered the norm in social science research (Raosoft, 2018; Shadish, Cook, & Campbell, 2002). Three factors possibly negatively affected the low response rate in the current study. First, the study was conducted in the third quarter of the Air War College academic year. The plan for the current study considered the beginning of the academic year optimal to conduct the survey. This plan was determined based on recommendations from five Air War College faculty, all having served at least 10 years

in their positions. Based on years of experience, the five faculty members recommended conducting the survey early in the academic year to avoid survey burnout and competing student requirements. Due to unavoidable delays in the IRB process, the current study was not conducted until the third academic quarter. By the third quarter, senior student military officers had been asked to complete several optional research and mandatory academic surveys. Additionally, participants were involved in core courses, electives, and preparation for a two-week Regional Security Studies trip overseas. Both factors presented a less than optimal timeframe for conduct of the survey. Secondly, the survey length may have lessened the response rate. Participants understood the survey required 25-35 minutes to complete. Dillman (2000) recommends short surveys that avoid participants becoming bogged down thus increasing the likelihood of non-completion. The current study implemented measures to mitigate the lengthy time requirement. Participants were allotted time in their respective seminar rooms to complete the survey and were able to stop and restart the survey up until the closeout date. Although the current study implemented the measures, 15 participants failed to complete the full survey. Finally, incomplete or incorrect email addresses may have reduced the targeted population. A total of 43 undeliverable messages were received by the researcher following the initial message to prospective participants. Efforts were made by the researcher to overcome the email errors through consultation with The Air War College Information Technology Department. Additionally, senior military seminar leaders were asked to read a detailed script to their respective seminars on the day of execution.

Nonetheless, it is impossible for the researcher to verify all prospective participants ( $N = 164$ ) were contacted.

### *Internal validity*

Internal validity reflects the researcher's concern about validity of causal inference regarding study results (Shadish et al., 2002). One factor which may influence internal validity is design contamination. A concern in the current study is whether or not participants discussed the survey and DIT-2 with other participants considering the survey availability for seven days. While little could be done to prevent this from happening, the likelihood of this causing an actual threat to validity of the study is small. Seminars have minimum levels of interaction with each other; however, this does not preclude the possibility of participants discussing the survey within their respective seminars. Again, this likelihood is minimized since the design allowed participants to conduct the survey at home. Additionally, the survey questions and DIT-2 are individual assessments with no right or wrong answer (Rest, Narvaez, Bebeau et al., 1999).

Extraneous variables which may affect the outcome of this study are situational. Since participants were given the opportunity to complete the survey in 17 separate locations, extraneous variables such as lighting, comfort level, temperature, and survey instruction guidance could influence participant response. To control for extraneous variables, all seminar classrooms used in this study were similar in comfort level. The survey instruction guidance was standardized (Appendix G). Each seminar student leader was instructed by the researcher to read the standardized survey instruction guidance to their respective participants in each of the 17 seminar rooms. While all extraneous variables are impossible to control, standardization of the 17 seminar rooms and survey

instruction guidance minimizes effects of relevant extraneous variables. Results of this research are not generalized beyond the population used for this study; therefore, there is no threat to external validity.

*Data Analysis*

This section provides details, including tables, of the data analysis required for the current study. The data analysis for each research objective supports the study’s purpose. The data analysis plan (see Table 7) links research objectives to data collected, data category, and data analysis. Research Objective One provides the demographic representation of the population presented as frequency distribution. Research Objectives Two and Three use Dachner and Kiley’s surveys to develop additive composite scores presented as response frequencies. Research Objective Four collects participant moral judgment data (N2 scores) and utilizes multiple regression analysis with self-development and mentorship additive composite scores. The analysis from Research Objective Four is then presented in a multiple regression table.

Table 7.

*Data Analysis Plan for the Study*

Research Objective	Data Collected	Data Category	Data Analysis
RO1 – Describe the demographic characteristics of the senior military officers in the study	Age, gender, level of education, military service component	Nominal, Ordinal, and Interval	Descriptive Statistics (frequency distribution)
RO2 –Describe the level of self-development focused on moral judgment as perceived by senior military officers.	Dachner’s self-development survey additive composite scores	Ordinal	Descriptive Statistics (response frequency)

Table 7. (continued)

Research Objective	Data Collected	Data Category	Data Analysis
RO3 – Describe the level of mentorship focused on moral judgment as perceived by senior military officers.	Kiley’s mentorship survey additive composite scores	Ordinal	Descriptive Statistics (response frequency)
RO4 – Determine the perceived senior military officer influence of self-development and mentorship on moral judgment score.	(DV) DIT-2 (N2 Score)	Ratio	Multiple Regression
	(IV) Dachner’s self-development survey additive composite scores	Interval	
	(IV) Kiley’s mentorship survey additive composite scores	Interval	

*Research Objective 1. RO1 - Describe the Demographic Characteristics of the Senior Military Officers in the Study (age, gender, education, military service component).*

Data collected for *RO1* were used to describe demographic characteristics of age, gender, education level, all variables found to impact moral judgment in previous studies (University of Alabama Center for the Study of Ethical Development, 2018). Military service component data was also be collected. Descriptive statistics are used to portray data from senior military officers.

*Research Objective 2. RO2 - Describe the level of self-development focused on moral judgment as perceived by senior military officers.*

*RO2* described the level of self-development focused on moral judgment as perceived by senior military officers. The data was obtained through four self-development survey questions. Participants ( $N = 63$ ) provided responses to all four questions; therefore, deletion of data sets for incompleteness was not required. The self-



development survey responses were converted to an additive composite score (mean) for each participant.

*Research Objective 3. RO3 - Describe the level of mentorship focused on moral judgment as perceived by senior military officers.*

RO3 described the level of mentorship focused on moral judgment as perceived by senior military officers. The data was obtained through five mentorship survey questions. Participants ( $N = 63$ ) provided responses to all five questions; therefore, deletion of data sets for incompleteness was not required. The mentorship survey responses were converted to an additive composite score (mean) for each participant.

*Research Objective 4. RO4 - Determine the perceived senior military officer influence of self-development and mentorship on moral judgment score.*

RO4 determined the perceived senior military officer influence of self-development and mentorship on moral judgment score. Following completion of the DIT-2, participant raw results were electronically sent by the researcher to The University of Alabama's Center for the Study of Ethical Development for analysis and subsequently returned electronically to the researcher. The moral judgment development scores, referred to as the N2 index, ranges from 0-95 for each participant (Rest, Narvaez, Bebeau, et al., 1999). Raw demographic data, Dachner's self-development survey raw data, and Kiley's mentorship survey raw data were included with the electronic transfer. The researcher converted the summative multi-item self-development and mentorship survey responses into additive composite scores (means) for each participant. Costs were minimal with the DIT-2 survey.

Multiple regression was used to determine relationships between self-development and mentorship influence and moral judgment (N2 index). Multiple

regression is a statistical test used to determine if an outcome (dependent variable) is predicted by a linear combination of two or more predictor variables (independent variables) (Field, 2016). Following assumptions tests (homogeneity of variance and normal distribution), the F ratio and associated p-value were calculated to determine if a statistical significance exists  $p < .05$  (Field, 2016).

### *Limitations*

The greatest limitation in the current study was participant response. The limitation is attributable to the time required to perform the survey and DIT-2. The researcher used three techniques to moderate this limitation. First, prospective participants were provided the opportunity to participate in a face-to-face introduction to the study. Second, the surveys and DIT-2 were offered at a single place and time in each of the 17 seminar rooms which are familiar to participants. Participants were given an additional week to complete the survey on their personal or issued laptop computers. Finally, two email reminders were sent by the researcher to prospective participants in the current study.

### Summary

This non-experimental, retrospective, correlational, convenience study answered the study's four research objectives by determining the perceived levels of self-development and mentorship influence on moral judgment. The study answered the primary research question which asked, what is the relationship between senior military officer moral judgment and the perceived influence of self-development and mentorship on moral judgment? The researcher used nonprobability, purposive, sampling through the survey of participants at the Air War College. After obtaining IRB approvals from

The University of Southern Mississippi and the U.S. Air Force, the researcher administered a single survey via email and weblink. The weblink directed participants to a Qualtrics survey which incorporated the Informed Consent, four demographic questions, four self-development questions, five mentorship questions, and the DIT-2. Participant scores were converted to additive composite scores of self-development and mentorship. The Center for the Study of Ethical Development located at The University of Alabama provided respondent moral judgment scores for a fee paid by the researcher. Descriptive statistics and Regression analysis were conducted by the researcher to answer the research objectives. Chapter IV provides the analysis results while Chapter V presents findings, conclusions, and recommendations.

## CHAPTER IV – RESULTS

This quantitative research study investigated the relationship between senior military officers' perceived influence of self-development and mentorship on moral judgment. The current study used a retrospective, non-experimental, correlational design. The population considered for the study consisted of 164 U.S. senior military officers attending the U.S. Air War College. Senior military officers ( $N = 63$ ) participated in the current study. This chapter provides a review of data collected in the current study. Data for each research objective is analyzed and summarized below. The chapter concludes with a summary.

### *Demographics*

Research Objective One describes respondent demographics by age, gender, education level, and military service component. In accordance with The University of Southern Mississippi IRB and the U.S. Air Force Research Oversight and Compliance Division approval letters, no personally identifying information was asked or recorded. A total of 63 senior military officers responded to the demographic questions. The results enable a better understanding of the respondents' demographic characteristics.

Almost half of respondents ( $N = 30, 47.6\%$ ) were between 40-44 years of age. One out of three participants ( $N = 23, 36.5\%$ ) were between the ages of 45-49. The two age groups least frequently identified were 35-39 ( $N = 2, 3.2\%$ ) and 55-59 ( $N = 2, 3.2\%$ ). Table 8 displays ages of the respondents, the first demographic characteristic.

Table 8.

*Senior Military Officer Age*

Age Group	Frequency	Percentage
35-39	2	3.2
40-44	30	47.6
45-49	23	36.5
50-54	6	9.5
55-59	2	3.2
Total	63	100.0

Males comprised an overwhelming majority of respondents ( $N = 54$ , 85.7%), with females comprising only 14.3% ( $N = 9$ ). Table 9 depicts results for the gender of respondents.

Table 9.

*Senior Military Officer Gender*

Gender	Frequency	Percentage
Male	54	85.7
Female	9	14.3
Total	63	100.0

The vast majority ( $N = 52$ , 82.5%) of senior military officer respondents held master's degrees. Only nine (14.3%) of the senior military officer respondents reported their highest education level as bachelor's degree. Two (3.2%) senior military officer respondents have earned a PhD. Table 10 reports the highest level of education obtained by participants.

Table 10.

*Senior Military Officer Education Level*

Education Level	Frequency	Percentage
Bachelor's	9	14.3
Master's	52	82.5
Doctoral	2	3.2
Total	63	100.0

The most frequently reported ( $N = 27$ , 42.9%) military service component for senior military officer respondents was the Air Force. Ten (15.9%) of the senior officers responding to the survey represent the Army component. The Marine Corps officers comprised almost as many respondents as the Army with 14.3% ( $N = 9$ ). The Guard/Reserve ( $N = 3$ , 4.8%) and Coast Guard ( $N = 1$ , 1.6%) accounted for the remaining senior military officer respondents. Results of respondent military service component are presented in Table 11.

Table 11.

*Senior Military Officer Service Component*

Military Service Component	Frequency	Percentage
Air Force	27	42.9
Navy	13	20.6
Army	10	15.9
Marine	9	14.3
Guard/Reserve	3	4.8
Coast Guard	1	1.6
Total	63	100.0

*Self-Development Influence on Moral Judgment*

Research Objective Two determined the perceived influence of self-development on moral judgment. Participants responded to a four-question self-development survey adapted from Dachner (2013) and retested for content validity by the researcher.

Participants responded to four self-development questions regarding the frequency senior military officers observed ethical behavior, reflected on moral development, discussed ethical issues with peers, and read books on ethics and morality. Respondent choices were 1-*not at all*, 2-*small extent*, 3-*certain extent*, 4-*large extent*, or 5-*great extent*. Table 12 depicts respondent choices to each question by total number and percentage.

A majority ( $N = 60$ , 95.2%) of senior military officers in the current study answered a certain, large, or great extent of time spent observing the ethical behavior of others. For the 60 respondents in this majority, over half ( $N = 32$ , 50.7%) answered “4-*large extent*” with one of every five ( $N = 13$ , 20.6%) answering “5-*great extent*.” Nearly one quarter ( $N = 15$ , 23.8%) answered “3-*certain extent*.” The remaining participants ( $N = 3$ , 4.7%) answered “2-*small extent*.” No senior military officer answered “1-*not at all*.”

Over half ( $N = 36$ , 57.1%) of the senior military officer respondents spend a large or great extent of time reflecting on moral development strengths and weaknesses. Nearly one third ( $N = 19$ , 30.1%) spend a certain amount of time in reflection. Six senior military officers (9.5%) answered “2-*small extent*,” and only two (3.1%) answered, “1-*not at all*.”

In answering the extent of time spent discussing ethical issues with peers, 54 (85.7%) senior military officers responded with a certain, large, or great extent. The majority ( $N = 34$ , 53.9%) answered “3-*certain extent*” while over one quarter ( $N = 17$ , 26.9%) responded “4-*large extent*.” Two (4.7%) senior military officers answered “5-*great extent*” to this question. One of seven respondents ( $N = 9$ , 14.2%) discussed ethical

issues with peers a small extent of time. No senior military officer answered, “1-not at all.”

Senior military officers in the current study spend the least amount of time reading books on ethics and morality. Forty-nine (77.7%) senior military officers answered certain or small extent to the amount of time spent reading books on ethics/morality. Of the four self-development questions, senior military officers were least likely to read books on ethics/morality ( $N = 5$ , 7.9%). Only seven (11.1%) of senior military officers spend a large extent of time reading books on ethics/morality, and only two (3.1%) reported a great extent of time reading books.

Table 12.

*Self-Development Influence on Moral Judgment*

Self-Development	Not at all	Small extent	Certain extent	Large extent	Great extent	N
Observation	0/0%	3/4.7%	15/23.8%	32/50.7%	13/20.6%	63
Reflection	2/3.1%	6/9.5%	19/30.1%	31/49.2%	5/7.9%	63
Discussion	0/0%	9/14.2%	34/53.9%	17/26.9%	3/4.7%	63
Reading	5/7.9%	22/34.9%	27/42.8%	7/11.1%	2/3.1%	63

*Influence of Mentorship on Moral Judgment*

Research Objective Three determined the perceived influence of mentorship on moral judgment using Kiley’s (2017) mentorship survey. Participants were asked to respond to a series of questions regarding the availability of a mentor, the frequency of ethical issue discussions with a mentor, how often they spent time reflecting on moral decisions with a mentor, and the frequency of time spent. The first mentorship question, asked respondents, “On the average, how often did you meet with your mentor?”

Respondent choices were 1-*once a year*, 2-*once a quarter*, 3-*once a month*, 4-*two to three*



*times a month, 5-once a week, and 6-not applicable/I do not have a mentor.* For the remaining four questions, respondent choices were 1-*almost always*, 2-*often*, 3-*sometimes*, 4-*seldom*, and 5-*never*. Responses were reversed ordered and recomputed by the researcher (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1). Additionally, respondents who chose 6-*not applicable/I do not have a mentor* was recomputed by the researcher to 0, in accordance with “not applicable” responses (Laerd, 2015).

Table 13 presents the results of senior military officer perceptions regarding frequency of meetings with a mentor. Over one-quarter ( $N = 18$ , 28.5%) of the respondents, reported they did not have a mentor. Table 14 presents the results of respondent perceptions of mentorship availability, discussion, reflection, and decision making regarding moral issues. Nearly half ( $N = 27$ , 49.1%) of the participants who acknowledged having a mentor met once a quarter or less, while 17 (26.8%) met with their mentor once a month or more. Despite the infrequent meetings reported by senior military officers, over half of the respondents ( $N = 33$ , 52.2%) felt their mentor was often or always available. Ten (15.8%) respondents felt their mentor was only sometimes available and only two (3.1%) chose seldom or never.

A majority ( $N = 41$ , 64.9%) of senior military officers only discuss ethical issues with mentors sometimes, seldom, or never. A small number ( $N = 4$ , 6.3%), reported discussing ethical issues often while none reported almost always. Senior military officers spend even less time reflecting on moral decisions with their mentor with sometimes, seldom, or never selected by 68.0% of participants when asked this question. Only two (3.1%) senior military officers selected often or almost always when asked how

often they reflected on moral decisions with mentors. Close to half ( $N = 29, 44.2\%$ ) of the respondents answered seldom or never when asked how often their mentor inquired about certain ethical decisions. Nearly all the remaining participants ( $N = 11, 17.4\%$ ) answered sometimes to the same question, and only two ( $3.1\%$ ) answered often or almost always.

Table 13.

*Mentor Meeting Frequency*

Mentorship	N/A	Once a year	Once a quarter	Once a month	2-3 times a month	Once a week	N
Meetings	18/28.5%	17/26.9%	14/22.2%	13/20.6%	2/3.1%	2/3.1%	63

Table 14.

*Mentorship Influence on Moral Judgment*

Mentorship	N/A	Never	Seldom	Sometimes	Often	Almost always	N
Availability	18/28.5%	1/1.5%	1/1.5%	10/15.8%	9/14.2%	24/38.0%	63
Discussions	18/28.5%	2/3.1%	15/23.8%	24/38.0%	4/6.3%	0/0%	63
Reflection	18/28.5%	9/14.2%	17/26.9%	17/26.9%	1/1.5%	1/1.5%	63
Decisions	18/28.5%	7/11.1%	21/33.3%	11/17.4%	1/1.5%	1/1.5%	63

*Relationship Between Self-development and Mentorship Influence and Moral Judgment Development*

Research Objective Four determined the relationship between the perceived influence of self-development and mentorship on moral judgment using Dachner's (2015) self-development survey, Kiley's (2017) mentorship survey, and the Defining Issues Test version two. Multiple linear regression was used for analysis.

Examples in the literature describe alternative methods or rules of thumb for determining the number of respondents necessary to conduct a multiple regression analysis. Tabachnick and Fidell (1989), for example, suggest multiple regression analysis requires 20 times more respondents than independent variables. Using Tabachnick and Fidell's (1989) method, the current study requires 40 respondents. Schmidt (1971) recommended subject-to-independent variable ratios ranging from 15-to-1 to 25-to-1. Schmidt's (1971) rule of thumb requires 30 to 50 respondents for the current study. Harris (1985) suggests at minimum the number of respondents exceed the number of independent variables + 50. Using Harris' (1985) method, the current study requires 52 respondents. Van Voorhis and Morgan (2007) suggest the most recognized rule of thumb for respondents as  $> 50$  for a correlation or regression analysis with the number increasing based on the number of independent variables. They further recommend Green's (1991) comprehensive summary of different rules of thumb for determining regression sample size. Green (1991) recommends the formula  $N > 50 + 8m$  ( $m$  equals the number of independent variables). Based on Green's (1991) formula, the current study requires 66 respondents. Considering the wide range of rule of thumb respondent sizes, 30 to 66, the current study respondent number of 63 exceeds all but one. Therefore, the current study respondent number provides the appropriate statistical power necessary for multiple regression analysis.

Prior to conducting multiple linear regression, six assumptions were analyzed and tested using the variables (moral judgment scores, self-development, and mentorship) in this study. If these assumptions are not first met, the trustworthiness of the results may

be questioned. The potential for Type I or Type II errors or excessive bias may question the study's conclusions or assertions (Laerd, 2015).

The first assumption for multiple linear regression requires the dependent variable to be continuous (Laerd, 2015). The DV for the current study is the moral judgment score measured from 0 to 95, and is considered ratio or continuous, which satisfies the first assumption. The second assumption requires the independent variable(s) to be continuous (Laerd, 2015). The additive composite scores for the self-development and mentorship questions in the current study create the interval variables necessary to satisfy assumption two. The remaining assumptions; linear relationship between Y and X variables, normal distribution, homoscedasticity, and independence of errors require statistical tests and analysis. The researcher utilized Statistical Package for Social Sciences (SPSS) Version 2 to conduct assumptions tests and multiple linear regression.

The third assumption for multiple linear regression analysis requires a linear relationship between dependent and independent variables (Field, 2016). In the current study, it is assumed that participant moral judgment scores have a straight-line relationship with self-development and mentorship. The researcher conducted a one-way ANOVA in SPSS to test for linearity between moral judgment scores and the first IV (self-development; see Table 15). Linearity was not established,  $F(1.855) = 1.855$ ,  $p = .146$ . Therefore, a one-way ANOVA test for linearity between the moral judgment scores and the second IV (mentorship) was not conducted. To address the lack of linearity, moral judgment scores were converted to Z scores to determine if any extreme cases were present.

Table 15.

*Test for Linearity ANOVA Table*

Score	Group	Linearity	Sum of Squares	df	Mean Square	F	Sig.
Moral Judgment Score Self-Development Score	Between Groups	Combined Linearity	5172.874	16	323.305	1.855	.052
		Deviation from Linearity	381.527	1	381.527	2.189	.146
	Within Groups		4791.347	15	319.423	1.833	.059
				8017.620	46	174.296	
Total			13190.494	62			

It is common to use Z scores to determine statistical outliers or extreme values (Field, 2016). Conversion of the DV (moral judgment scores) to Z scores identified two cases with extreme values  $>1.96$ . The researcher conducted a one-way ANOVA in SPSS to test for linearity between the moral judgment scores and the first IV (self-development) after filtering the two extreme values ( $N = 61$ ; see Table 16). Linearity was established,  $F(654.622) = 4.195$ ,  $p = .046$ , indicating a linear relationship between moral judgment scores and self-development. Therefore, a one-way ANOVA was conducted to test for linearity between the moral judgment scores and the second IV (mentorship) while also filtering the two extreme values ( $N = 61$ ; see Table 17). Linearity was again established,  $F(950.343) = 6.112$ ,  $p = .017$ , indicating a linear relationship between moral judgment scores and mentorship. Assumption three, linearity, was established for the current study.

Table 16.

*Test for Linearity After Removing Extreme Self-Development Values ANOVA Table*

Score	Group	Linearity	Sum of Squares	df	Mean Square	F	Sig.
Moral Judgment Score	Between Groups	Combined Linearity	4316.550	15	287.770	1.844	.058
		Deviation from Linearity	654.662	1	654.662	4.195	.046
Self-Development Score	Within Groups		3661.888	14	261.563	1.676	.095
	Total		7022.065	45	156.046		
			11338.615	60			

Table 17.

*Test for Linearity After Removing Extreme Mentorship Values ANOVA Table*

Score	Group	Linearity	Sum of Squares	df	Mean Square	F	Sig.
Moral Judgment Score	Between Groups	Combined Linearity	3252.859	8	406.607	2.615	.017
		Deviation from Linearity	950.343	1	950.343	6.112	.017
Mentorship Score	Within Groups		2860.612	7	328.931	2.115	.058
	Total		9000.567	52	155.495		
			13190.494	60			

The fourth assumption of multiple linear regression tests for normality of residuals (Field, 2016). Confirming this assumption allows for valid inferences to be made from the regression analysis. The residuals in the current study are the differences between moral judgment scores and self-development and mentorship. If the residuals

are normally distributed, they will approximate a bell-shaped curve. The Histogram (Figure 5) is symmetrical and approximately bell-shaped thus confirming normal distribution. To confirm the visual inspection of the Histogram, a normal probability plot (Normal P-P Plot; Figure 6) was produced for the current study. Visual confirmation may occur when the P Plot dots are aligned with the diagonal line (Field, 2016). The dots on the Normal P-P Plot lie almost exactly along the diagonal line thus confirming residuals were normally distributed. In addition, a Shapiro-Wilk test of normal distribution was conducted for the current study to confirm the visual inspections of the Histogram and Normal P-P Plot (see Table 18). In the Shapiro-Wilk test, normal distribution is determined if the test is non-significant ( $p > .05$ ; Field, 2016). For the current study the Shapiro-Wilk test did not determine significance ( $p = .198$ ). Therefore, all three tests confirm normal distribution and satisfy assumption four for multiple regression analysis.

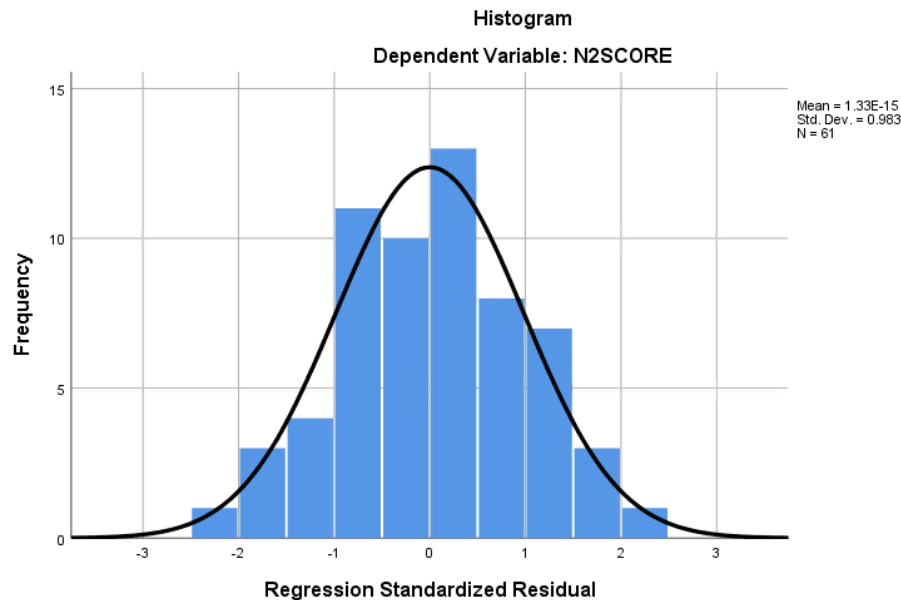


Figure 5. Histogram – Dependent Variable.

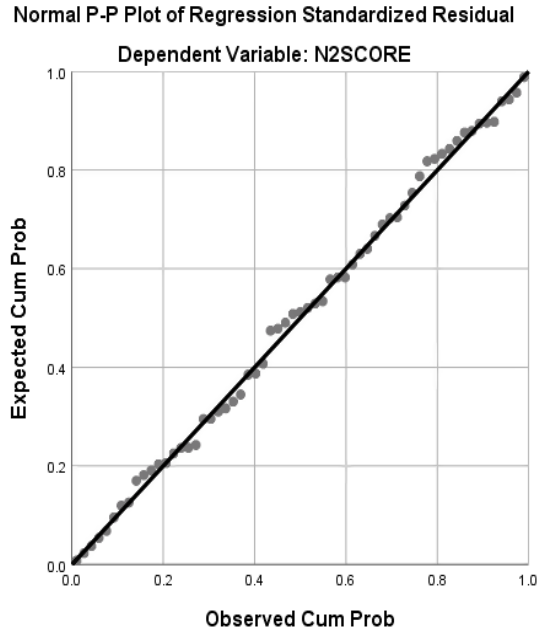


Figure 6. Normal P-Plot of Regression

Table 18.

*Test of Normality*

	Shapiro-Wilk		
	Statistic	df	Sig.
N2Score	.973	61	.198

The fifth assumption for multiple linear regression analysis is homoscedasticity (Field, 2016). This assumption indicates residuals, or variance of errors, remain constant for all independent variable values (Laerd, 2015). The scatter plot (Figure 7) is a check of the equal error variances. There was homoscedasticity, as assessed by visual inspection of a plot of standardized residuals versus standardized predicted values.



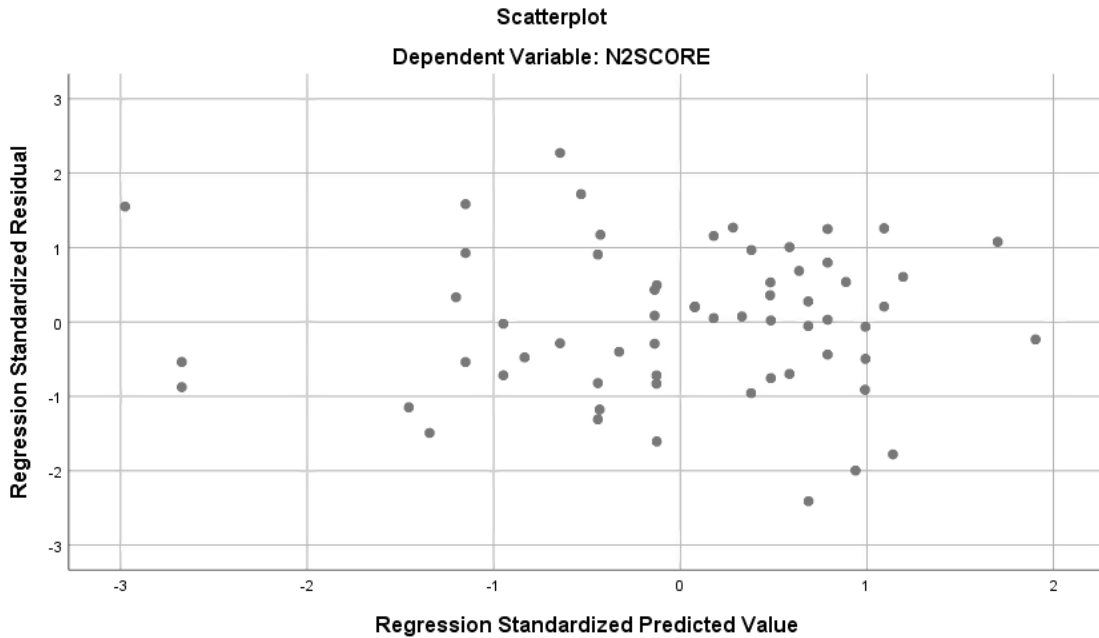


Figure 7. Scatterplot (Homoscedasticity).

To confirm visual inspection of Homoscedasticity in the Scatterplot, a test of homogeneity of variances was conducted utilizing the Levene Statistic (Field, 2016). If Levene's test is non-significant ( $p > .05$ ), then homogeneity of variance can be assumed. For the DV, (moral judgment scores), the variances were equal for the first IV (self-development),  $F(9, 45) = 1.148, p = .390$  (see Table 19). For the DV (moral judgment scores) the variances were equal for the second IV (mentorship),  $F(7, 52) = .771, p = .671$  (see Table 19). Since  $p$ -values for both self-development and mentorship were non-significant, homogeneity of variance or homoscedasticity can be assumed. Therefore, assumption five is satisfied for multiple linear regression analysis.

Table 19.

*Self-Development Additive Composite Scores (IV)*

Moral Judgment Score	Levene			
	Statistic	df1	df2	Sig.
Based on Mean	1.148	9	45	.351
Based on Median	.701	9	45	.704
Based on Median and with adjusted df	.701	9	33.473	.703
Based on trimmed mean	1.089	9	45	.390

Table 20.

*Mentorship Additive Composite Scores (IV)*

Moral Judgment Score	Levene			
	Statistic	df1	df2	Sig.
Based on Mean	.771	7	52	.614
Based on Median	.570	7	52	.777
Based on Median and with adjusted df	.570	7	29.430	.774
Based on trimmed mean	.701	7	52	.671

The final assumption for multiple linear regression is independence of variables (Field, 2016). The Durbin-Watson test was used in the current study to test the independence of variables (Laerd, 2015). The Durbin-Watson statistic indicates no correlation between residuals if the value is approximately 2. Values of the statistic can range from 0 to 4. There was independence of residuals, as assessed by a Durbin-Watson statistic of 2.147 (see Table 21). Therefore, the final assumption for multiple regression analysis was satisfied.

Table 21.

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.388 <sup>a</sup>	.151	.121	12.88627756	2.147

Note: a. Predictors: (Constant), Self-Development, Mentorship

b. Dependent Variable: Moral Judgment Score

With all assumptions satisfied, a multiple linear regression was calculated to predict moral judgment of senior military officers based on self-development and mentorship influence on moral judgment development. A significant regression equation was found ( $F(2, 58) = 5.141, p = .009$ , with an adjusted  $R^2$  of .121 (See Tables 21 and 22). Participants' moral judgment score is equal to  $15.486 + 5.407$  (self-development) +  $2.724$  (mentorship), where mentorship and self-development are additive composite scores of each participant and are interval variables (see Table 21). Self-Development Additive Composite Scores were significant predictors of participant moral judgment scores ( $p = .037$ ). Mentorship Additive Composite Scores were significant predictors of participant moral judgment scores ( $p = .015$ ) (see Table 23). As senior military officer self-development and mentorship additive composite scores increased a corresponding increase in participant moral judgment scores was found. Increases in additive composite scores for both self-development and mentorship correspond to greater emphasis on ethics and morality. As the emphasis on ethics and morality increases in self-development and mentorship senior military officer's moral judgment strengthens.

Table 22.

*Multiple Linear Regression*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1707.358	2	853.679	5.141	.009 <sup>b</sup>
	Residual	9631.257	58	166.056		
	Total	11338.615	60			

a. Dependent Variable: Moral Judgment Score

b. Predictors: (Constant), Self-Development, Mentorship

Table 23.

*Moral Judgment (DV), Self-Development (IV), Mentorship ACS (IV) Coefficients*

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	15.486	8.960		1.728	.089
	Self-Develop	5.407	2.532	.259	2.135	.037
	Mentorship	2.724	1.082	.305	2.518	.015

a. Dependent Variable: Moral Judgment Score

Summary

This non-experimental, retrospective, correlational, convenience study determined the relationship between self-development, mentorship, and moral judgment. Senior military officers ( $N = 164$ ) in residence at the Air War College, Maxwell Air Force Base, Montgomery, AL, volunteered to participate in an electronic survey (Appendix I). The researcher adapted the self-development survey and adopted the mentorship survey. The DIT-2 was utilized to determine moral judgment score (N2).

Results of this study find statistically significant relationships between self-development, mentorship, and moral judgment. Moral judgment scores (N2) were regressed on ethical self-development additive composite scores which indicated a

positive relationship. As ethical self-development increases, moral judgment scores increase among study participants. Additionally, moral judgment scores (N2) were regressed on mentorship additive composite scores which data analysis show a positive relationship. As ethical mentorship increases, moral judgment scores increase among senior military officers in the current study. Chapter V will discuss the results of the study presented in this chapter in the form of findings, conclusions, and recommendations.

## CHAPTER V – FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The four preceding chapters discussed the need for the U.S. military to identify the influence of self-development and mentorship on the development of moral judgment. Chapter V presents a summary along with the findings, conclusions, and recommendations.

During gaps between formalized ethics instruction in professional military education courses, the military services implicitly rely upon self-development and mentorship to fill the moral development void (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Despite high level DOD attention over the past six years, ethical misconduct persists among senior military officers (Copp, 2017). Notably, incidents involving senior military officer misconduct rose 13% from 2015 to 2017. The DoD Inspector General (2017) reported that persistent senior military officer ethical failure will ultimately undermine the trust and confidence of the American public and may cause reductions in recruitment, retention, congressional funding, and development of the future force (*US Army Center for the Army Profession and Ethic*, 2014). However, there remains an absence of research-based recommendations on how self-development and mentorship relate to moral judgment in military service leader development programs. Thus, failure to identify these relationships risk increased ethical misconduct which may ultimately endanger national defense (Kohn, 2009).

The purpose of this study was to determine if self-development and mentorship influence senior military officer moral judgment. This study determined a positive relationship exists between senior military officer perception of self-development and

mentorship on moral judgment. The study achieved this objective through four research objectives.

*RO1* - Describe the demographic characteristics of the senior military officers in the study (age, gender, education, military service component).

*RO2* - Describe the level of self-development focused on moral judgment as perceived by senior military officers.

*RO3* - Describe the level of mentorship focused on moral judgment as perceived by senior military officers.

*RO4* - Determine the perceived senior military officer influence of self-development and mentorship on moral judgment score.

#### *Finding 1*

Senior military officers in the current study demonstrated a relationship between their perceived influence of ethical self-development and moral judgment. As scores for ethical self-development increase, moral judgment scores increase.

#### *Conclusion*

While the literature is largely absent studies regarding self-development influence on moral judgment, a longitudinal study conducted at the U.S. Military Academy supports self-development influence on professional and moral development (Forsythe et al., 2011). The current study seems to support the longitudinal study conducted at the U.S. Military Academy. Generalization to the total population of senior military officers cannot be made; however, relationships between ethical self-development and moral judgment are significant among top-tier officers in residence at one of the three largest military war colleges. The study results regarding self-development influence on moral

judgment indicates senior military officers at The U.S. Air War College scored higher on moral judgment as ethical self-development increases in frequency. More specifically, when the ethical self-development actions of observation, reflection, discussion, and reading are high, moral judgment increased.

Of the four ethical self-development actions, senior military officers in the current study spend most of their ethical self-development time observing the ethical behavior of others and reflecting on their own moral development strengths and weaknesses. The study did not ask participants to differentiate between good and bad ethical behavior when observing others; therefore, it is assumed that senior military officers may learn from either behavior. Discussing ethical issues with peers and reading books on ethics are the least important self-development actions cited by the current study participants. Senior military officers could potentially strengthen moral judgment through an increased emphasis on ethical self-development.

#### *Recommendation*

Current leader development programs in the military do not explicitly connect self-development to moral or ethical development (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Joint Professional Military Education (JPME) planners could recognize the potential of ethical self-development throughout an officer's career. According to The University of Alabama Center for the Study of Ethical Development (2018) moral judgment scores do not predict moral decisions; however, the current study indicated a statistically significant relationship between ethical self-development and moral judgment. The positive correlation suggests senior military leadership could



consider making ethical self-development a priority in JPME. Perhaps most importantly, military leader development programs could place emphasis on ethical self-development during gaps in an officer's PME. This would allow senior military leaders the opportunity to recognize ethical self-development on all officer evaluation reports to promote moral development in the years between formal educational opportunities. Senior leaders could encourage the sustainment of observation and reflection in PME while providing tools necessary to facilitate discussion and reading during gaps. Programs such as officer professional development that emphasizes peer-to-peer discussion on ethical issues may encourage senior military officers to more fully embrace this action. Also, DOD-wide ethical reading lists which are encouraged by the senior most leaders in the military may offer officers greater access to such material. In doing all these things, it is possible senior leader ethical misconduct could decrease over time thus reducing risk to military force readiness and national security.

### *Finding 2*

Senior military officers in the current study demonstrated a relationship between their perceived influence of ethical mentorship and moral judgment. As scores for ethical mentorship increases, moral judgment scores increase. Nearly one-third of respondents reported not having a mentor.

### *Conclusion*

Research suggests mentorship fosters professionalism, moral development, and moral judgment (Hamilton & Brabbit, 2006). Intentional engagement and modeling provided through mentorship fosters identity and moral development (Forsythe et al., 2011). This seems supported by the findings in the current study. The study results

regarding mentorship influence on moral judgment indicate senior military officers at The U.S. Air War College scored higher on moral judgment as ethical mentorship increase in frequency. This finding supports the need for U.S military leadership to focus attention to ethical mentorship due to the value it adds to moral judgment development in the officer corps and potential for decreasing cases of ethical misconduct

The five mentorship topics covered in the current study were meeting frequency, discussion of moral issues, reflection on moral decisions, ethical decision making, and availability of a mentor. Most surprisingly, one of four senior military officers indicated they did not have a mentor, yet mentorship revealed a positive relationship with moral judgment. This underscores the impact of mentorship as it relates to moral judgment among senior military officers in the current study. Although meeting frequency was low, mentorship availability ranked highest among participant responses. This may indicate a willingness among more senior military officers to provide stable mentorship. Senior military officers in the current study only spend a moderate amount of time discussing moral issues, reflecting on moral decisions, and discussing why they made certain decisions with their mentors. Nonetheless, it is apparent senior military officers' benefit from an increased emphasis on ethical mentorship.

#### *Recommendation*

While the military services acknowledge mentorship is an important part of an officer's moral development, current leader development programs in the military do not explicitly connect mentorship to moral or ethical development (U.S. Air Force, 2004; U.S. Army, 2017; U.S. Navy, 2017). Joint Professional Military Education (JPME)

planners need to recognize the potential of ethical mentorship throughout an officer's career. Although moral judgment scores do not predict moral decisions, the current study indicates ethical mentorship is positively correlated with moral judgment (University of Alabama Center for the Study of Ethical Development, 2018). The positive correlation suggests senior military leadership consider making ethical mentorship a priority in JPME. Specifically, military leadership can encourage all officers to seek out mentors and become mentors themselves. Additionally, military leadership can provide instruction in JPME on ethical mentorship which specifically targets methods to discuss ethical decision making, moral issues, and reflection. Prospective mentors can also be encouraged to utilize all available tools (social media, email, video teleconference, etc.) to remain in contact with mentees. Finally, senior military leaders could provide mandatory recognition of a mentoring relationship on all officer evaluation reports to promote moral development in the years between formal educational opportunities.

The current study supports research indicating mentoring is an effective leader development tool and fills gaps between PME courses for military officers. Therefore, senior military leadership can emphasize ethical mentorship during gaps in PME courses for military officers. In doing so, it is possible senior leader ethical misconduct will decrease over time thus reducing risk to military force readiness and national security. Perhaps most importantly, leaders should continue research necessary to further reduce the risk to military preparedness and national security.

### Recommendations for Future Research

- Measure perceived self-development and mentorship influence on moral judgment at mid-level PME such as the Command and General Staff College.
- Replicate this study at the other military service war colleges, Army and Navy.
- Replicate this study using a mixed-methods approach to gain a better understanding of reasons why senior military officers meet frequently (once a week) with their mentor and why some do not claim to have a mentor.
- Replicate this study with a larger sample size through random sampling that includes senior military officer war college graduates to enrich validity and provide generalization to the larger military population.
- Expand future research to include mid-grade military officers and General/Flag officers.

### Summary

This chapter provided a summary of the study, interpretation of the results, findings, conclusions, and recommendations. The purpose of this study was to examine the perceived influence of self-development and mentorship on moral judgment among senior military officers in residence at the Air War College, Maxwell Air Force Base, Montgomery, Alabama. Data analysis show relationships exist between ethical self-development, mentorship, and moral judgment. Therefore, this study accomplished the purpose and answered all research objectives.

Considering the findings, military leaders can begin to understand the significance of the relationship between ethical self-development, mentorship and moral judgment. The current study adds to the body of knowledge in workforce development and performance improvement literature. Additionally, the study supports the impact of self-development and mentorship in the military as it relates to moral judgment. As military leaders enact purposeful programs which better enable ethical self-development and mentorship, the literature, theory, and this study indicates there will be a corresponding positive relationship with moral judgment.

Senior military leaders can enhance leadership development programs to include ethical mentorship training. For example, existing PME courses can absorb ethical mentorship training into their ethics programs. An initiative such as this can better enable current and prospective mentors in ethical mentorship skills. Ethical mentorship training may encourage mentors to develop their own self-development tools to share with their mentees such as articles or books dedicated to morality and ethics. Additionally, ethical self-development skill-sets can be encouraged and trained at the earliest opportunities in an officer's career.

An officer's evaluation report remains an important component of career advancement. Mandatory recognition of ethical self-development and mentorship on an officer evaluation report may, at a minimum, provide added emphasis on the importance of moral development among leaders. In addition, further research and studies will enable military leaders to capitalize on rather inexpensive methods to perhaps lessen the

senior military officer ethical missteps of the past several years. In doing so, our military and nation can only grow stronger.

APPENDIX A - Self-Development Survey Permission

Re: Assistance in contacting Dr. Alison Dachner

Dachner, Alison <adachner@jcu.edu>

Reply all

Thu 9/20, 9:36 AM

Garry Thompson

Inbox

You replied on 9/20/2018 10:25 AM.

Dachner\_ScaleDevelopmentProcedure\_MeasuresSGDDissertation.docx

29 KB

Show all 1 attachments (29 KB) Download

Save to OneDrive - The University of Southern Mississippi

Hi Garry,

Please excuse my delayed response.

Attached is a copy of the Self-Guided Development items I used in my dissertation as well as the Measures section and scale items for other study variables. I hope that this helps. I realize the time pressures associated with working on your dissertation and appreciate your patience.

Good luck! Ali

APPENDIX B - Permission to Survey

**Mentorship Survey**

Fw: Request  
Wendi Welby <wendij\_19@hotmail.com>

Reply all|  
Thu 8/30, 2:45 AM  
Garry Thompson  
Dissertation  
You replied on 8/30/2018 8:59 AM.  
Hi Garry,  
Dr. Anderson forwarded your email to me. Sure, please feel free to use the survey. Let me know if there is any other way I can help.

Good luck!  
Wendi Kiley



APPENDIX C - University of Southern Mississippi IRB Approval

PROTOCOL NUMBER: IRB-18-178

PROJECT TITLE: The Relationship between Self-Development, Mentorship, and Senior  
Military Officer Moral Judgment

SCHOOL/PROGRAM: School of ISPD

RESEARCHER(S): Garry Thompson

Cynthia Gaudet

IRB COMMITTEE ACTION: Approved

Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

PERIOD OF APPROVAL: January 14, 2019 to January 14, 2020

Donald Sacco, Ph.D.

Institutional Review Board Chairperson



DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS UNITED STATES AIR FORCE  
WASHINGTON DC

MEMORANDUM FOR UNIVERSITY OF SOUTHERN MISSISSIPPI

FROM: AFMSA/SGE-C

Research Oversight & Compliance Division  
7700 Arlington Blvd. Ste. 5151  
Falls Church, VA 22042-5151

SUBJECT: Human Research Protection Official (HRPO) Review of **FSG20180044H**

References: (a) Department of Defense Instruction 3216.02\_Air Force Instruction 40-402, 14 September 2014, *Protection of Human Subjects and Adherence to Ethical Standards in Air Force Supported Research*

(b) Department of Defense Instruction 3216.02, 8 November 2011, *Protection of Human Subjects and Adherence to Ethical Standards in DoD- Supported Research*

(c) 32 CFR 219, *Protection of Human Subjects*

1. In accordance with Reference (a), the HRPO has reviewed and approves the following minimal risk protocol: **FSG20180044H**, "The Relationship between Self-Development, Mentorship and Senior Military Officer Moral Judgement"
2. Please ensure this research is conducted in compliance with the References, including Reference (c), as it pertains to submission of continuing review reports, proper maintenance of records, and the application of written informed consent to all study participants, as required by the IRB.
3. Contact AFMSA/SGE-C at [usaf.pentagon.af-sg.mbrx.afmsa-sge-c@mail.mil](mailto:usaf.pentagon.af-sg.mbrx.afmsa-sge-c@mail.mil) to discuss any substantive change to this activity, such as the recruitment of any military populations, prior to implementation and to ensure it does not impact the determination herein or compliance with the above references.
4. In addition, please refer to the Terms of Air Force HRPO Concurrence (attached) regarding reporting requirements and responsibilities of the Principal Investigator

to the HRPO. Failure to comply could result in suspension of Air Force support for this research activity.

GLORIA J. ROSEBORO, GS-15, DAF, PMP  
Director, AF Research Oversight &  
Compliance Division

1 Attachment:

1. Terms of AF HRPO Approval

## **TERMS OF AIR FORCE HUMAN RESEARCH PROTECTION OFFICIAL (HRPO) APPROVAL**

1. By virtue of the Air Force (AF) support (see definition in DoDI 3216.02\_AFI 40-402) provided to the non-Department of Defense (DoD) institution performing the activity identified herein, this activity must comply with all applicable federal, DoD, and AF human research protection requirements. In addition to the requirements identified in conducting non-DoD institution's Federal wide Assurance, compliance with the following laws, regulations, and guidance is required:

- Title 32 Code of Federal Regulations Part 219 (32 CFR 219), Department of Defense Regulations, "Protection of Human Subjects"
- Title 45 Code of Federal Regulations Part 46, (45 CFR 46) Department of Health and Human Services Regulations, "Protection of Human Subjects," Subparts B, C, D, and E as made applicable by DoD Instruction (DoDI) 3216.02
- Title 21 Code of Federal Regulations 50, 56, 312, and 812, Food and Drug Administration (FDA) Regulations
- DoDI 3216.02, "Protection of Human Subjects and Adherence to Ethical Standards in DoD-supported Research"
- Title 10 United States Code Section 980 (10 USC 980), "Limitation on Use of Humans as Experimental Subjects"
- DoDI 3210.7, "Research Integrity and Misconduct"
- DoDI 6200.02, "Application of Food and Drug Administration (FDA) Rules to Department of Defense Force Health Protection Programs"
- DoDI 3216.02\_AFI 40-402, "Protection of Human Subjects and Adherence to Ethical Standards in Air Force Supported Research"

2. Below is a select list of requirements from the regulations and guidance listed above. The non-DoD institution should communicate with the supporting AF institution to ensure compliance.

- Ensure all DoD supported activities have DoD Human Research Protection Official (HRPO) review to ensure compliance prior to start
- Conduct initial and continuing research ethics education for personnel who are engaged in the research
- Ensure IRB consideration of scientific merit of new research and any substantive amendments thereto
- Ensure additional protections for military research subjects to minimize undue influence
- Explain to subjects any provisions for medical care for research-related injury

- Report continuing review documentation, unanticipated problems involving risks to subjects or others, serious or continuing non-compliance, adverse events, research-related injury, and suspensions or terminations of research
- Appoint a research monitor, when necessary
- Safeguard for research conducted with international populations
- Protect pregnant women, prisoners, and children
- Comply with DoD limitations on research where consent by legally authorized representatives is proposed
- Comply with DoD limitation on exceptions from informed consent (e.g., 10 USC 980, 45 CFR 46, and 21 CFR 50)
- Comply with limitations on dual compensation for U. S. military personnel
- Follow DoD requirements for additional review for DoD-sponsored survey research or survey research within DoD
- Address and report allegations of non-compliance with human research protections
- Address and report allegations of research misconduct
- Follow procedures for addressing financial and other conflicts of interest
- Prohibit research with prisoners of war (POW)
- Comply with requirements for investigations of Food and Drug Administration regulated products (drugs, devices, and biologics)
- Follow recordkeeping requirements
- Support oversight by the supporting DoD Component (which may include DoD Component review of the research, requests for documentation such as Institutional Review Board (IRB) membership rosters, and site visits)

3. Please contact the supporting AF institution (e.g., via the Program Manager responsible for oversight of the relevant activity) with any questions for the AF HRPO.

APPENDIX E - Permission from Dean, Air War College



DEPARTMENT OF THE AIR FORCE  
AIR UNIVERSITY (AETC)

1 NOV 2018

MEMORANDUM FOR Dr. Cyndi Gaudet, Director Center for Interdisciplinary Studies and Professional Development.

SUBJECT: Permission for COL Garry L. Thompson to conduct survey

1. I recommend Approval/<sup>CAH</sup>~~Disapproval~~ for this request.
2. Pending United States Air Force Institutional Review Board (IRB) approval, I grant COL Thompson permission to conduct a survey on United States military student officers at the Air War College as outlined in the IRB paperwork.
3. The point of contact is the undersigned at 334.493.7099 or email christopher.hemmer@us.af.mil.



CHRISTOPHER HEMMER  
Dean, Air War College

## APPENDIX F - Email Survey Introduction

---

Senior Leaders,

You will be given the opportunity to participate in a research study immediately following IP\_\_\_ on (insert date).

You've been chosen as an expert to participate in this study because you:

- are a senior military officer and leader
- will continue service in positions of greater responsibility

The research focuses on understanding the relationship between self-development, mentorship, and moral judgment development. Your participation in this study will provide senior military leaders with recommendations to improve moral development. Participants will be provided hard a copy summary of findings distributed through student seminar leaders.

Your participation is voluntary, and your responses will remain confidential. The study is approved by The University of Southern Mississippi Institutional Review Board and Air University and poses no risk to human subjects.

The study involves four questions regarding self-development influence on moral judgment development, four questions regarding mentorship influence on moral judgment development, four demographic questions, and an assessment which measures moral judgment development.

Survey	Participant Action	Duration
Part One	<ul style="list-style-type: none"> <li>• Consent to participate</li> <li>• Four Self-development questions</li> <li>• Five Mentorship questions</li> <li>• Four Demographic questions</li> </ul>	5 minutes or less
Part Two	<ul style="list-style-type: none"> <li>• Defining Issues Test Version Two</li> <li>• Five moral dilemmas followed by 12 questions for each dilemma</li> </ul>	25 minutes or less

On (insert date) you will be given the opportunity to participate by accessing a link which will be sent to you via email on (insert date).

Thank you for your time and consideration. If you have any questions regarding the study, please contact the researcher, Garry Thompson, at this email or phone (402) 972-6544.

Regards, Garry

Ph.D. Candidate,  
 The University of Southern Mississippi  
 Email: [garry.thompson@usm.edu](mailto:garry.thompson@usm.edu)

## APPENDIX G - Seminar Leader Script

TO BE READ VERBATIM FOLLOWING IP\_\_\_ ON (Insert Date)

For those who wish to participate my sincere THANKS for your consideration to participate in this short study. The research focuses on understanding the relationship between self-development, mentorship, and moral judgment development. The study involves four questions regarding self-development influence on moral judgment development, five questions regarding mentorship influence on moral judgment development, four demographic questions, and an assessment which measures moral judgment development.

Understanding the relationship between Self-development, Mentorship, and Moral Judgment Development can **benefit** ongoing efforts of Department of Defense leadership to improve senior leader moral judgment development. Individuals participating in the study will receive a summary of the study results. Data will be kept **confidential**; all records will be retained in a password-protected folder accessible only by the researcher.

### **Participation in this study is completely voluntary**

The survey link can be found in the email sent to everyone this morning and is posted on the board. Again, I sincerely thank you for considering participation in this very important study which can help further the professionalism of our military.



## APPENDIX H - Email Survey Reminder

Senior Leaders,

REMINDER: You will be given the opportunity to participate in a research study immediately following IP \_\_\_ on (insert date). The survey will close at \_\_\_ on \_\_\_\_

You may access the survey at (Qualtrics link)

Initial email containing more specific information about the study is attached.

Thank You for considering participating in a study which will benefit our military!

Regards,

Garry

Ph.D. Candidate,  
The University of Southern Mississippi  
Email: garry.thompson@usm.edu

## APPENDIX I - Survey

### Institutional Review Board STANDARD (ONLINE) INFORMED CONSENT

Project Approved Date: January 17, 2019 Project Title: **The Relationship Between Self-Development, Mentorship, and Senior Military Officer Moral Judgment**

Principal Investigator: **Garry L. Thompson**

Phone: **402-972-6544**

Email: **garry.thompson@usm.edu or garry.thompson.3@us.af.mil**

College: **Arts and Sciences, University of Southern Mississippi**

Department: **Interdisciplinary Studies and Professional Development**

### RESEARCH DESCRIPTION

1. Purpose: The purpose of this study is to determine the influence of self-development and mentorship on senior military officer moral judgment.  
SCN: 2018EXTThompson12202018
2. Description of Study: Research Design: Retrospective, non-experimental, correlational, survey
3. Population: U.S. Air War College senior military officers ( $N = 164$ ) located at Maxwell Air Force Base, Montgomery, AL.
4. Data collection: **Participant data will be collected through an online 73 question survey taking between 20 and 30 minutes to complete. The survey is can be saved as the participant progresses and will be open for one week.**
5. Benefits: Results of this study can provide military leadership a model to assist with the top 10 Department of Defense challenge regarding senior leader ethical misconduct. The data and analysis from this study can offer a framework to inform senior military leaders and future development of ethics programs. The benefit of improved ethics programs can improve public perceptions regarding military leader's overall dedication, sacrifice, ethics, and character. Recommendations from this study may improve moral judgment development and assist in decreasing incidents of ethical misconduct among senior military officers. Consequently, senior leader ethical misconduct

reduction can help increase public confidence and improve the long-term health of the military.

6. Risks: None.
7. Confidentiality: Participant responses are anonymous. Once individual surveys are completed, participant responses are cataloged individually and anonymously in the Qualtrics program.
8. Alternative Procedures: None required.
9. Participant's Assurance: This project has been reviewed by the Institutional Review Board, which ensures that research projects involving human subjects follow federal regulations.

Any questions or concerns about rights as a research participant should be directed to the Chair of the IRB at 601-266-5997. Participation in this project is completely voluntary, and participants may withdraw from this study at any time without penalty, prejudice, or loss of benefits.

Any questions about the research should be directed to the Principal Investigator using the contact information provided in Project Information Section above.

Q2 Check this box if you consent to this study. You cannot continue to the study without checking the consent box. If you do not wish to consent to this study, please close your browser window at this time.

- Yes, I consent. Continue to the study.

Q3 Age in years:

---

Q4 Gender:

- Male
- Female

Q5 Please mark your highest level of education completed

- Bachelor's Degree
- Master's Degree
- Doctoral Degree

Q6 Military service component

- Army
- Navy
- Air Force
- Marines
- Coast Guard
- Guard or Reserve
- Not Applicable

Q7 To what extent do you read books on ethics and/or morality?

- Not at all
- Small extent
- Certain extent
- Large extent
- Great extent

Q8 To what extent do you reflect on your moral development strengths and weaknesses?

- Not at all
- Small extent
- Certain extent
- Large extent
- Great extent

Q9 To what extent do you observe ethical behavior of others?

- Not at all
- Small extent
- Certain extent
- Large extent
- Great extent

Q10 To what extent do you discuss ethical issues with peers?

- Not at all
- Small extent
- Certain extent
- Large extent
- Great extent

Q11 On the average, how often did you meet with your mentor?

- Once a Year
- Once a Quarter
- Once a Month
- 2-3 Times a Month
- Once a Week
- Not Applicable/ I don't have a mentor

Q12 How often was your mentor available when you needed support?

- Almost Always
- Often
- Sometimes
- Seldom
- Never

Q13

How often were moral issues discussed during mentoring sessions?

- Almost Always
- Often
- Sometimes
- Seldom
- Never

Q14

How often did you reflect on moral decisions through writing or discussion during mentoring sessions?

- Almost Always
- Often
- Sometimes
- Seldom
- Never

Q15

How often did your mentor inquire why you made certain decisions?

- Almost Always
- Often
- Sometimes
- Seldom
- Never

Q16

For each of the following scenario-based questions, you will read one or two paragraphs and answer three questions.

a) What is your preferred action?

b) The second question will ask you to rate the importance of issues related to the scenario.

c) The final question will ask you to rank the top four most important considerations or questions.

Consider all of the issues before ranking the four most important items and be sure to rank only the items that you found important.

Thank you and you may begin the questionnaire!

### **Famine**

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate

and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

3. What should Mustaq Singh do? Do you favor the action of taking food?

- Should take the food (1)
- Can't decide (2)
- Should not take the food (3)

4. Rate the following issues in terms of importance.

	Great (1)	Much (2)	Some (3)	Little (4)	No (5)
1. Is Mustaq Singh courageous enough to risk getting caught for stealing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Isn't it only natural for a loving father to care so much for his family that he would steal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Shouldn't the community's laws be upheld?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Does the rich man have any legal right to store food when other people are starving?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. What values are going to be the basis for social cooperation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Is the epitome of eating reconcilable with the culpability of stealing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Does the rich man deserve to be robbed for being so greedy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Isn't private property an institution to enable the rich to exploit the poor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Would stealing bring about more total good for everybody concerned or wouldn't it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Are laws getting in the way of the most basic claim of any member of a society?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Consider the 12 issues above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Reporter

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shoplifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

6. Do you favor the action of reporting the story?

- Should report the story (1)
- Can't decide (2)
- Should not report the story (3)



7. Rate the following issues in terms of importance.

	Great (1)	Much (2)	Some (3)	Little (4)	No (5)
1. Doesn't the public have a right to know all the facts about all the candidates for office?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. What would best service society?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. If the story is true, how can it be wrong to report it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Does the right of "habeas corpus" apply in this case?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Would the election process be more fair with or without reporting the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Isn't it a reporter's duty to report all the news regardless of the circumstances?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**School Board**

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the School Board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their

opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also, he hoped that through open discussions, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

9. Do you favor calling off the next Open Meeting?

- Should call off the next open meeting (1)
- Can't decide (2)
- Should not call off the next open meeting (3)

10. Rate the following issues in terms of importance.

	Great (1)	Much (2)	Some (3)	Little (4)	No (5)
1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings? (	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Would the change in plans prevent scientific assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Are some people deliberately undermining the school board process by playing some sort of power game? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future? (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. What is the likelihood that a good decision could be made without open discussion from the community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Cancer

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

12 Do you favor the action of giving more medicine?

- Should give Mrs. Bennett an increased dosage to make her die (1)
- Can't decide (2)
- Should not give her an increased dosage (3)

13. Rate the following issues in terms of importance.

	Great (1)	Much (2)	Some (3)	Little (4)	No (5)
1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Wouldn't society be better off without so many laws about what doctors can and cannot do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is the painkiller medicine an active heliotropic drug?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does the state have the right to force continued existence of those who don't want to live?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is helping to end another's life ever a responsible act of cooperation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Should only God decide when a person's life should end?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Shouldn't society protect everyone against being killed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Demonstration

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

15. Do you favor the action of demonstrating in this way?
- Should continue demonstrating in these ways (1)
  - Can't decide (2)
  - Should not continue demonstrating in these ways (3)

16. Rate the following issues in terms of importance.

	Great (1)	Much (2)	Some (3)	Little (4)	No (5)
1. Do the students have any right to take over property that doesn't belong to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do the students realize that they might be arrested and fined, and even expelled from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Are the students serious about their cause or are they doing it just for fun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If the university president is soft on students this time, will it lead to more disorder?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Will the public blame all students for the actions of a few student demonstrators?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are the authorities to blame by giving in to the greed of the multinational oil companies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Why should a few people like Presidents and business leaders have more power than ordinary people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Does this student demonstration bring about more or less good in the long run to all people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Can the students justify their civil disobedience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Shouldn't the authorities be respected by students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Is taking over a building consistent with principles of justice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Isn't it everyone's duty to obey the law, whether one likes it or not?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX J - Email Thank You Letter

Senior Leaders,

THANK YOU for your valuable participation in this very important study for our military and profession!

Again, the research focuses on understanding the relationship between self-development, mentorship, and moral judgment development. Your participation in this study will provide senior military leaders with recommendations to improve moral development.

You will be provided a hard copy summary of the results through your seminar leaders at a time TBD.

I remind you that your data will remain confidential.

Respectfully,

Garry L. Thompson  
PhD Candidate  
The University of Southern Mississippi

APPENDIX K - Self-Development Survey Pilot

**From:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>  
**Sent:** Tuesday, January 15, 2019 4:04 PM  
**To:**  
**Subject:** Survey

\_\_\_\_\_, Thank you for assisting me in my pursuit of a PhD in Human Capital Development at The University of Southern Mississippi. The items listed below are adapted from a previously validated survey. Since it is an adaptation my study requires revalidation prior to distribution to students. Your assistance is completely voluntary.

Do you consider the listed self-development activities methods to improve moral judgment?

1. Reflect on your moral development strengths and weaknesses Yes or No
2. Observe ethical behavior of others Yes or No
3. Read books on ethics/morality Yes or No
4. Discuss ethical issues with peers Yes or No

Thanks again, Garry

Garry L. Thompson  
COL, AV  
Department of International Security  
Air War College  
Office: 334.953.8110 (DSN 493)  
Bldg 1401, Rm 1211F  
Cell: 402.972.6544

---

Participant 1

**Sent:** Wednesday, January 16, 2019 8:06 AM  
**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>  
**Subject:** RE: Survey

Garry,

Yes to all four.

---



Pilot participant 2

**From:**

**Sent:** Wednesday, January 16, 2019 10:15 AM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

Garry,

Yes to all. I bolded and underlined my answer.

v/r,

---

Participant 3

**From:**

**Sent:** Wednesday, January 16, 2019 10:19 AM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

Answers below. V/r,

1. Reflect on your moral development strengths and weaknesses Yes
  2. Observe ethical behavior of others Yes
  3. Read books on ethics/morality Yes
  4. Discuss ethical issues with peers Yes
- 

Participant 4

**From:**

**Sent:** Wednesday, January 16, 2019 7:58 AM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

1. Yes
2. Yes
3. Yes
4. Yes

Cheers,

---

Participant 5

**From:**

**Sent:** Wednesday, January 16, 2019 9:59 AM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

Garry,

1 – Yes

2 – Yes

3 – Yes

4 – Yes

Thanks,

---

Participant 6

**From:**

**Sent:** Wednesday, January 16, 2019 7:49 AM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** Survey Response

1. Yes

2. Yes

3. Yes

4. Yes

---

Participant 7

**From:**

**Sent:** Tuesday, January 15, 2019 5:01 PM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** FW: Survey

Garry

Confirm this is all you need,

Thanks  
And good luck!  
Vr

1. Reflect on your moral development strengths and weaknesses Yes
  2. Observe ethical behavior of others Yes
  3. Read books on ethics/morality Yes
  4. Discuss ethical issues with peers Yes
- 

Participant 8

**From:**  
**Sent:** Tuesday, January 15, 2019 4:35 PM  
**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>  
**Subject:** RE: Survey

Garry,  
I regularly do these things...yes x 4.

V/r

---

Participant 9

**From:**  
**Sent:** Friday, January 18, 2019 12:28 PM  
**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>  
**Subject:** RE: Survey

Yes, I agree each of these questions are methods to improve moral judgement.

---

Participant 10

**From:**  
**Sent:** Wednesday, January 16, 2019 7:04 AM  
**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>  
**Subject:** RE: Survey

Do you consider the listed self-development activities methods to improve moral judgment?

1. Reflect on your moral development strengths and weaknesses Yes or No  
.....Response: Yes
  2. Observe ethical behavior of others Yes or No.....Response: Yes
  3. Read books on ethics/morality Yes or No.....Response: Yes
  4. Discuss ethical issues with peers Yes or No.....Response: Yes
- 

Participant 11

**From:**

**Sent:** Tuesday, January 15, 2019 4:27 PM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

- 1 yes
  - 2 yes
  - 3 yes
  - 4 yes
- 

Participant 12

**From:**

**Sent:** Tuesday, January 15, 2019 4:12 PM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

Garry,

Do you consider the listed self-development activities methods to improve moral judgment?

1. Reflect on your moral development strengths and weaknesses YES
2. Observe ethical behavior of others YES
3. Read books on ethics/morality YES
4. Discuss ethical issues with peers YES

V/r,

---

Participant 13

**From:**

**Sent:** Wednesday, January 16, 2019 9:39 AM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

Garry

See below.

1. Reflect on your moral development strengths and weaknesses -- Yes
  2. Observe ethical behavior of others -- Yes
  3. Read books on ethics/morality -- Yes
  4. Discuss ethical issues with peers – Yes
- 

Participant 14

**From:**

**Sent:** Wednesday, January 16, 2019 8:19 AM

**To:** THOMPSON, GARRY L COL USA AETC AWC/DEI  
<garry.thompson.3@us.af.mil>

**Subject:** RE: Survey

- 1 - Yes
- 2 - Yes
- 3 - Yes
- 4 - Yes

## REFERENCES

- Accounting Degree Review (2018). *The 10 worst corporate accounting scandals of all time*. Retrieved from <http://www.accounting-degree.org/scandals/>
- Air University. (2018). Retrieved from <http://www.airuniversity.af.mil>
- Allen, C. D., & Braun, W. G. (2013, September-October). Trust: Implications for the Army profession. *Military Review*. Retrieved from <http://www.armyupress.army.mil/military-review/>
- American Bar Association. (2018). State bar lawyer mentoring program. *Mentoring Programs Listed by State*. Retrieved from [https://www.americanbar.org/groups/professional\\_responsibility/resources/professionalism/mentoring.html](https://www.americanbar.org/groups/professional_responsibility/resources/professionalism/mentoring.html)
- American College of Dentists. (2018). *Dental ethics*. Retrieved from <https://www.dentalethics.org/>
- American Student Dental Association (2012). *White paper on ethics & professionalism in dental education*. Retrieved from <https://www.asdanet.org/docs/advocate/asdawhitepaperethics2012.pdf?sfvrsn=4>
- Ancient Greek Ethics*. (2008). The basics of Philosophy. Retrieved from [https://www.philosophybasics.com/branch\\_ethics.html#Ancient](https://www.philosophybasics.com/branch_ethics.html#Ancient)
- Arredondo, D. E & Rucinski, T. T. (1998). Using structured interactions in conferences and journals to promote cognitive development among mentors and mentees. *Journal of Curriculum and Supervision*, 13(4), 300-327. Retrieved from <https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED412242>

- Army Counseling Online (2005). *The mentorship handbook*. Mentor Enterprises Incorporated .Available from <http://www.armycounselingonline.com>
- Bandura, A. (1986). *Social foundations of thought and action: A social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582. Retrieved from <http://www.aspresolver.com.proxy1.ncu.edu/aspresolver.asp?PEXP;2132186>
- Bebeau, M. J. (2002). The defining issues test and the four-component model: Contributions to professional education. *Journal of Moral Education*, 31(3), 271-295. <http://dx.doi.org/10.1080/0305724022000008115>
- Behn, B. A. (2016). *The stakes are high: Ethics education at US war colleges* (Maxwell Paper No. 73). Retrieved from [http://www.au.af.mil/au/awc/awcgate/awc/2016\\_behn](http://www.au.af.mil/au/awc/awcgate/awc/2016_behn)
- Belli, G. (2008). Nonexperimental quantitative research. In G. Belli (Ed.), *Nonexperimental quantitative research* (pp. 59-77). East Lansing, MI: Michigan State University.
- Boone, Jr., H. N., & Boone, D. A. (2012, April). Analyzing Likert data. *Journal of Extension*, 50(2). Retrieved from [www.joe.org](http://www.joe.org)
- Cannon, E. P. (2008). Promoting moral reasoning and multicultural competence during internship. *Journal of Moral Education*, 37(4), 503-518. <http://dx.doi.org/10.1080/03057240802399384>

- Cook, J. D., Hepworth, S. J., & Warr, P. B. (1981). *The experience of work*. San Diego, CA: Academic Press.
- Cook, M. L. (n.d.). *Moral reasoning as a strategic leader competency* [White paper]. Retrieved from [http://www.au.af.mil/au/awc/awcgate/army-usawc/moral\\_dev.pdf](http://www.au.af.mil/au/awc/awcgate/army-usawc/moral_dev.pdf)
- Cooper, H. (2014, March 27). Air Force fires 9 officers in scandal over cheating on proficiency tests. *The New York Times*. Retrieved from <https://www.nytimes.com/>
- Copp, T. (2017, November 22). IG: Personal misconduct by senior military leaders spiked 13 percent. *Military Times*. Retrieved from <https://www.militarytimes.com/>
- C-SPAN. (2018, February 8). *Defense Department leadership misconduct* [Video]. Retrieved from <https://www.c-span.org/video/?440823-1/defense-department-officials-testify-leadership-misconduct>
- Dachner, A. (2013). *Self-guided development: A proactive approach to employee development* [Doctoral dissertation]. Retrieved from <https://etd.ohiolink.edu/>
- Department of Defense Office of Inspector General (DoDOIG) (2018). *Top DoD management challenges-fiscal year 2018* [Annual report]. Retrieved from <http://www.dodig.mil/reports.html/Article/1377306/top-dod-management-challenges-fiscal-year-2018/>
- Derocher, R. J. (2017). Mentoring helps new and experienced lawyers make the connection. Retrieved from [https://www.americanbar.org/groups/bar\\_services/publications/bar\\_leader/2005\\_06/3006/mentoring/](https://www.americanbar.org/groups/bar_services/publications/bar_leader/2005_06/3006/mentoring/)



- Diamond, J. (2015, February 19). Study: "U.S. Army officers lie" routinely. *CNN Politics*. Retrieved from <https://www.cnn.com/2015/02/19/politics/army-ethics-lying-report/index.html>
- Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method*. New York, NY: John Wiley & Sons.
- Ehrich, L. C., Hansford, B., & Tennent, L. (2001, December). Closing the divide: Theory and practice in mentorship. Paper presented at the ANZAM, Auckland, New Zealand. Retrieved from <https://eprints.qut.edu.au>
- Executive Services Directorate (2007). *Standards of conduct* [Department of Defense directive]. Retrieved from <http://www.esd.whs.mil>
- Field, A. (2016). *Discovering statistics using IBM SPSS statistics* (4th ed.). Thousand Oaks, CA: Sage.
- Forsythe, G. B., Snook, S., Lewis, P., & Bartone, P. T. (2002). Making sense of officership: Developing professional identity for a 21<sup>st</sup> century army officer. In L. J. Matthews (Ed.), *The future of the Army profession* (pp. 357-378). New York, NY: McGraw-Hill.
- Geddes, L. E., Salvatori, P., & Eva, K. W. (2008). Does moral judgment improve in occupational therapy and physiotherapy students over the course of their pre-licensure training? *Learning in Health and Social Care*, 8(2), 92-102. <http://dx.doi.org/10.1111/j.1473-6861.2008.00205.x>
- Gibbons, A. (2017, August 24). 16 mentoring definitions. *Training Journal*. Retrieved from <https://www.trainingjournal.com/blog/16-mentoring-definitions>

- Gibbons, P. (2008). *Operation Iraqi Freedom: The Abu Ghraib prison scandal and its impact on the war on terror* [White paper]. Retrieved from <http://www.dtic.mil/dtic/tr/fulltext/u2/a494272.pdf>
- Gibbons, T. J. (2015). *A uniform code of military ethics* [White paper]. Retrieved from <http://www.cgscfoundation.org/wp-content/uploads/2015/04/Gibbons-UniformCodeofMilitaryEthics.pdf>
- Gilman, S. C. (2005). *Ethics codes and codes of conduct as tools for promoting an ethical and professional public service: Comparative successes and lessons* [White paper]. Retrieved from <https://www.oecd.org/mena/governance/35521418.pdf>
- Goodman, W. (1996, October 15). Tailhook scandal's long shadows. *The New York Times*. Retrieved from <https://www.nytimes.com/>
- Green, S. B. (1991). How many subjects does it take to do a regression analysis? *Multivariate Behavioral Research*, 26(3), 499-510.
- Guglielmino, L., Long, H., & Hiemstra, R. (2004). Self-direction in learning in the United States. *International Journal of Self-Directed Learning*, 1(1).
- Hamilton, N. W., & Brabbit, L. M. (2006). Fostering professionalism through mentoring. *Journal of Legal Education*, 57(1). Retrieved from <https://heinonline.org/HOL/LandingPage?handle=hein.journals/jled57&div=13&id=&page=Harris>
- Harris, R. J. (1985). *A primer of multivariate statistics* (2nd ed.). New York, NY: Academic Press.

- Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods, 1*, 104-121.  
<http://dx.doi.org/10.1177/109442819800100106>
- Irby, B. J., & Boswell, J. (2016, April 19). Historical print context of the term, “mentoring” . *Mentoring & Tutoring: Partnership in Learning, 24*(1), 1-7.  
<http://dx.doi.org/10.1080/13611267.2016.1170556>
- Johnson, W., & Anderson, G. (2010, Spring). Formal mentoring in the U.S. military: Research evidence, lingering questions, and recommendations. *Naval War College Review, 63*(2). Retrieved from <https://www.jstor.org/stable/26397105>
- Joint Chiefs of Staff. (2015). *Officer professional military education policy* (Chairman of the Joint Chiefs of Staff Instruction, CJSI 1800.01E). Retrieved from <https://archive.org/details/Officer-Professional-Military-Education-Policy-29-May-2015>
- Kapp, L. (2016). *General and Flag Officers in the U.S. Armed Forces: Background and considerations for Congress* [Congressional Research Service Report for Members and Committees of Congress]. Retrieved from <https://fas.org/sgp/crs/natsec/R44389.pdf>
- Kiley, W. J. (2017). *The impact of principal mentoring programs on the moral judgment of school principals* (Doctoral dissertation). Retrieved from <https://knowledge.library.iup.edu/cgi/viewcontent.cgi?article=2387&context=etd>
- Kimball, R. (2015). *The Army officer's guide to mentoring*. West Point, NY: Center for the Advancement of Leader Development and Organizational Learning.

- King, P. M., & Mayhew, M. J. (2002). Moral judgement development in higher education: Insights from the Defining Issues Test. *Journal of Moral Education*, 31(3), 247. <http://dx.doi.org/10.1080/0305724022000008106>
- Knowles, M. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco, CA: Josey-Bass.
- Kohlberg, J. (1958). *The development of modes of moral thinking and choice in the years 10 to 16*. Chicago, IL: University of Chicago.
- Kohn, R. H. (2009, Spring). Tarnished brass: Is the U.S. military profession in decline? *World Affairs*. Retrieved from <https://www.jstor.org/stable/20671412>
- Laerd Statistics (2015). Simple linear regression using SPSS Statistics. *Statistical tutorials and software guides*. Retrieved from <https://statistics.Laerd.com/>
- Lord, R. G., Hannah, S. T., & Jennings, P. L. (2011). A framework for understanding leadership and individual requisite complexity. *Organizational Psychology Review*, 1(2), 104-127. <http://dx.doi.org/10.1177/2041386610384757>
- Ludwig, D. C., & Longenecker, C. O. (1993). The Bathsheba syndrome: The ethical failure of successful leaders. *Journal of Business Ethics*, 12(4), 265-273. <http://dx.doi.org/10.1007/BF01666530>
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press.

- Major, A. E., DeRemer, L., & Bolgiano, D. E. (2012, December 12) Ethics can be taught. *Proceedings Magazine*, 138(12). Retrieved from <https://www.usni.org/magazines/proceedings/2012/december/ethics-can-be-taught>
- Mattis, J. & Department of Defense. (2017). *Ethical standards for all hands* [Memorandum]. Retrieved from [http://ogc.osd.mil/defense\\_ethics/resource\\_library/secdef\\_ethics\\_memo\\_aug2017.pdf](http://ogc.osd.mil/defense_ethics/resource_library/secdef_ethics_memo_aug2017.pdf)
- McClellan, J. (2017). The importance of military mentoring explained. *Military1*. Retrieved from <https://www.military1.com/military-career/article/1831024014-the-importance-of-military-mentoring-explained/>
- McLeod, S. (2013). Kohlberg's stages of moral development. *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/kohlberg.html>
- Meier, B. D. (2015). *The Army ethic—Inchoate but sufficient* (Master's thesis). Retrieved from <http://www.dtic.mil/dtic/tr/fulltext/u2/a624036.pdf>
- Mensch, K. G., & Rahschulte, T. (2008). Military leader development and autonomous learning: Responding to the growing complexity of warfare. *Human Resource Development Quarterly*, 19, 263-272. <http://dx.doi.org/10.1002/hrdq.1239>
- Merriam, S., & Caffarella, R. (1999). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: Josey-Bass.
- Moeller, C. L. (2013). *Developing leaders via reflective mentoring* (Master's thesis). Air University, Maxwell Air Force Base, AL. Retrieved from <http://www.dtic.mil/dtic/tr/fulltext/u2/1022997.pdf>

- Narvaez, D., & Rest, J. (1995). The four components of acting morally. In D. Narvaez & J. Rest (Eds.), *Moral development: An introduction* (pp. 385-400). Retrieved from <https://www3.nd.edu/~dnarvaez/documents/NARVAEZREST.pdf>
- Naval Leadership and Ethics Center website. (2014). Retrieved from <http://www.usnwc.edu/nlec>
- Newport, F. (2017). America's confidence in institutions edges up. *Gallup*. Retrieved from <http://news.gallup.com/poll/212840/americans-confidence-institutions-edges.aspx>
- O'Donnell, B., & Nagy, G. (2017, October 13). The odyssey's millennia-old model of mentorship. *The Atlantic*. Retrieved from <https://www.theatlantic.com/>
- "Oliver North, fortunate felon". (1989, July 6). *The New York Times*. Retrieved from <https://www.nytimes.com/>
- Patterson, M. S., & Phipps, J. E. (2002). *Ethics—Redirecting the Army's moral compass* (Master's thesis). Retrieved from <http://www.dtic.mil/dtic/tr/fulltext/u2/1020406.pdf>
- Pawlyk, O. (2018). Navy chaplain fired after having sex on video: Reports. *Military.com*. Retrieved from <https://www.military.com/daily-news/2018/04/05/navy-chaplain-fired-after-being-caught-having-sex-video-reports.html>
- Phillips, P., Phillips, J. J., & Aaron, B. (2013). *Survey basics*. Alexandria, VA: ASTD Press.
- Plato (1871). *Apology* (B. Jowett, Trans.). Retrieved from <http://www.sacred-texts.com/cla/plato/apology.htm> (Original work published 399 B.C.)

- Raosoft [Sample size calculator]. (2018). Published instrument. Retrieved from <http://www.raosoft.com/samplesize.html>
- Reese, R. (2003). The multiple causes of the LAPD Rampart scandal. *Journal of Interdisciplinary Studies*, 3(16).  
<https://www.cpp.edu/~rrreese/nonfla/RAMPART.HTML>
- Reiman, A. J. (2004). Longitudinal studies of teacher education candidates' moral reasoning and related promising interventions. *Journal of Character Education*, 2(2), 141-150. <https://www.questia.com/library/journal/1P3-975836551/longitudinal-studies-of-teacher-education-candidates>
- Report on various actions by the Federal Bureau of Investigation and Department of Justice in advance of the 2016 election.* (FBI DOJ 2018). Retrieved from <https://oig.justice.gov>
- Rest, J. (1986). *Moral development: Advances in research and theory*. New York, NY: Praeger.
- Rest, J., & Narvaez, D. (1994). *Moral development in the professions: Psychology and applied ethics*. Mahwah, NJ: Lawrence Erlbaum.
- Rest, J., Narvaez, D., Bebeau, M. J., & Thoma, S. J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Mahwah, NJ: Lawrence Erlbaum.
- Rest, J., Narvaez, D., Thoma, S., & Bebeau, M. J. (1999). DIT2: Devising and testing a revised instrument of moral judgment. *Journal of Educational Psychology*, 91(4), 644-659. Retrieved from <https://www3.nd.edu/~dnarvaez/documents/DIT2pub.pdf>

- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin.
- Robinson, P., De Lee, N., & Carrick, D. (Eds.). (2008, September 30). Ethics education in the military. *Ethics & International Affairs*, 22(3), 343-344.  
[http://dx.doi.org/10.1111/j.1747-7093.2008.00167\\_3.x](http://dx.doi.org/10.1111/j.1747-7093.2008.00167_3.x)
- Rule, J. T., & Bebeau, M. J. (2009). *Dentists who care: Inspiring stories of professional commitment*. Carol Stream, IL: Quintessence.
- Schmidt, F. L. (1971). The relative efficiency of regression in simple unit predictor weights in applied differential psychology. *Educational and Psychological Measurement*, 31, 699-714. <http://dx.doi.org/10.1177/001316447103100310>
- Seck, H. (2018, April 11). Marine commandant benches another general for “inappropriate comments.” *Military.com*. Retrieved from <https://www.military.com/daily-news/2018/04/11/marine-commandant-benches-another-general-inappropriate-comments.html>
- Self-Development handbook*. (2008). Retrieved from [http://www.au.af.mil/au/awc/awcgate/army/self\\_development\\_handbook](http://www.au.af.mil/au/awc/awcgate/army/self_development_handbook)
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experiential designs for generalized causal inference*. Belmont, CA: Wadsworth.
- Shen, L. (2017, December 31). The 10 biggest business scandals of 2017. *Fortune*. Retrieved from <http://fortune.com>



- Shin, L. K. (2016). *The Army ethic-educating and equipping the Army mid-level leaders in the CGSOC* (Master's thesis). U.S. Army Command and General Staff College, Fort Leavenworth, KS. Retrieved from <https://apps.dtic.mil/dtic/tr/fulltext/u2/1020406.pdf>
- Smith, S. (2018). Military commissioned officer promotions. *The Balance Careers*. Retrieved from <https://www.thebalancecareers.com/military-commissioned-officer-promotions-4055887>
- Snider, D. (2018). Military ethics. In G. Kamena, *Military ethics*. Symposium conducted at the Air Force War College, Maxwell Air Force Base, Montgomery, AL.
- Stankey, O. (2018). An overview of the 3 main moral development theories. *NWACUHO* (Northwest Association of College and University Housing Officers). Retrieved from <http://nwacuho.org/2018/01/overview-3-main-moral-development-theories/>
- Swanson, R. A., & Holton III, E. F. (2009). *Foundations of human resource development*. Williston, VT: Berrett-Koehler.
- Tabachnick, B.G., & Fidell, L.S. (1989). *Using multivariate statistics* (2nd. Ed.). Cambridge, MA: Harper & Row.
- Tan, M. (2017, February 9). Army demotes former defense secretary's 3-star aide after scathing IG investigation. *Army Times*. Retrieved from <https://www.armytimes.com/news/your-army/>
- Taylor, M. (1995). A do-it-yourself code for the military. In *U.S. Army War College Selected Readings. Professional Ethics for Senior Leaders*. Carlisle Barracks, PA: U.S. Army War College.

- Thevenin, M. K. (2014). *Mentors, role models, and differences in self-efficacy and motivation among construction management students* (Master's thesis). Colorado State University, Ft. Collins, CO. Retrieved from ProQuest.
- Thoma, S. J., & Dong, X. (2014). The defining issues test of moral judgment. *Behavioral Development Bulletin*, 19(3), 55-61. Retrieved from <http://psycnet.apa.org/fulltext/2014-55726-010.pdf>
- Thomas, J. J. (n.d.). *The four stages of moral development in military leaders* [White paper]. Retrieved from [https://www.usna.edu/Ethics/\\_files/documents/Four%20Stages%20of%20Moral%20Development%20Thomas.pdf](https://www.usna.edu/Ethics/_files/documents/Four%20Stages%20of%20Moral%20Development%20Thomas.pdf)
- Tice, J. (2015, May 29). War college board meets for Cols., Lt. Cols. meets in August. *Army Times*. Retrieved from [https://www.armytimes.com/Top DOD management challenges](https://www.armytimes.com/Top%20DOD%20management%20challenges) [Annual report]. (2017). Retrieved from <https://media.defense.gov>
- Trochim, W. M. (2006). Research methods knowledge base. *Web Center for Social Research Methods*. Retrieved from <http://www.socialresearchmethods.net/kb/index.php>
- University of Alabama Center for the Study of Ethical Development. (2018). Links to additional sources. Retrieved from <http://ethicaldevelopment.ua.edu/links.html>
- U.S. Air Force. (2004). Air Force Senior Leader Management Office. *Air Force leadership development model* [Policy]. Retrieved from <http://www.au.af.mil/au/awc/leadership/af/afldm.htm>

- U.S. Air Force (2016). U.S. Air Force Air Mobility Command. *Individual development plan resource guide*. Retrieved from Enterprise Learning Office:  
[https://www.airman.af.mil/Portals/17/002%20All%20Products/004%20Benchmarks/004\\_OrganizationsInputs/AMC/AMC\\_Individual\\_Development\\_Plan\\_Resource\\_Guide\\_v4.pdf?ver=2016-07-01-112805-277](https://www.airman.af.mil/Portals/17/002%20All%20Products/004%20Benchmarks/004_OrganizationsInputs/AMC/AMC_Individual_Development_Plan_Resource_Guide_v4.pdf?ver=2016-07-01-112805-277)
- U.S. Air Force (2018). U.S. Air Force Air Education and Training Command. *Continuum of learning*. Retrieved from <https://www.aetc.af.mil/Continuum-of-Learning/>
- U.S. Air Force LeMay Center for Doctrine Development and Education. (2015). *Levels of Air Force leadership*. Retrieved from [https://www.doctrine.af.mil/Portals/61/documents/Volume\\_2/V2-D10-Levels-Leadership.pdf](https://www.doctrine.af.mil/Portals/61/documents/Volume_2/V2-D10-Levels-Leadership.pdf)
- U.S. Army. (2010). *The profession of arms* [White paper]. Retrieved from <http://www.milsci.ucsb.edu/sites/secure.lsit.ucsb.edu.mil/d7/files/sitefiles/resources/The%20Profession%20of%20Arms.pdf>
- U.S. Army. (2012). *Army leadership* (ADP 6-22). Retrieved from [https://fas.org/irp/doddir/army/adp6\\_22.pdf](https://fas.org/irp/doddir/army/adp6_22.pdf)
- U.S. Army. (2014). *Army training and leader development* (Army Regulation 350-1). Retrieved from <http://www.apd.army.mil/>
- U.S. Army. (2015). *The Army profession* (ADRP 1). Retrieved from <https://capl.army.mil/adrp-1/>
- U.S. Army. (2017). *Army training and leader development* (Army Regulation 350-1). Retrieved from <http://armypubs.army.mil>

- U.S. Army Center for the Army Profession and Ethic. (2014). *The Army ethic* [White paper]. Retrieved from <https://www.army.mil/e2/c/downloads/356486.pdf>
- U.S. Army Center for the Army Profession and Ethic. (2017a). *Mentors as stewards of the profession: Facilitator guide*. Retrieved from <http://data.cape.army.mil/web/repository/video-case-studies/facilitator-guides/facilitator-guide-mentoring-stewardship.pdf>
- U.S. Army Center for the Army Profession and Ethic. (2017b). *The army's framework for character development* [White paper]. Retrieved from <http://data.cape.army.mil/web/repository/white-papers/armys-framework-for-character-development-white-paper.pdf>
- U.S. House Armed Service Committee. (2018, February 7). Senior leader misconduct: Prevention and accountability (Testimony of Glenn A. Fine) [YouTube video]. Retrieved from <https://armedservices.house.gov/legislation/hearings/senior-leader-misconduct-prevention-and-accountability>
- U.S. Marine Corps. (2017). *Marine leader development* (Marine Corps Order No. 1500.61). Retrieved from <http://www.marines.mil/Portals/59/Publications/MCO%201500.61%20CANX%20MCO%201500.58.pdf?ver=2017-07-28-142109-457>
- U.S. Naval War College. (2018). *The Navy prospective commanding officer's course* [Course introduction]. Retrieved from <https://usnwc.edu/naval-leadership-and-ethics-center/Courses/Prospective-Commanding-Officers-Course>

- U.S. Navy. (2017). *Navy leader development framework*. Retrieved from [http://www.navy.mil/cno/docs/NLDF\\_Final](http://www.navy.mil/cno/docs/NLDF_Final)
- U.S. Navy. (2018). *The Navy leader development outcomes wheel book* [Brochure]. Retrieved from <https://dnnlgwick.blob.core.windows.net/portals/16/GlobalContent/wheelbook.pdf?sr=b&si=DNNFileManagerPolicy&sig=cSi10NttGWFC9%2FN8SZcizDxj5yPPtYXyUlc7RiMHL7g%3D>
- U.S. Navy Supply Corps. (2015). *Navigating the mentor-protégé relationship*. Retrieved from <https://www.navsup.navy.mil/site/public/documents/supply-corps/mentoring.pdf>
- Van Voorhis, C.R., & Morgan, B.L. (2007). Understanding power and rules of thumb for determining sample sizes. *Tutorials in Quantitative Methods for Psychology*, 3(2), p. 43-50. <http://dx.doi.org/10.20982/tqmp.03.2.p043>
- Vanden Brook, T. (2017, October 24). Senior military officials sanctioned for more than 500 cases of serious misconduct. *USA Today*. Retrieved from <https://www.usatoday.com/>
- Vermeesch, J. A. (2013). Trust erosion and identity corrosion: Threats to the Army profession. Unpublished master's thesis. Army War College, Carlisle Barracks, PA. Retrieved from: <https://apps.dtic.mil/dtic/tr/fulltext/u2/a590278.pdf>
- Wead, S. (2014). *The evolution of military ethics in the United States Army* [White paper]. Retrieved from <http://www.cgscfoundation.org/wp-content/uploads/2014/04/Wead-EvolutionofMilitaryEthics.pdf>

Winerip, M. (2013, May 13). Revisiting the military's Tailhook scandal. *The New York Times*. Retrieved from <https://www.nytimes.com/>

Wong, L., & Gerras, S. J. (2015). *Lying to ourselves: Dishonesty in the army profession*. Carlisle Barracks, PA: U.S. Army War College Press.