

# The impact of ethical leadership on an individual's cognitive moral development.

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## Declaration

*I declare that this article is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.*

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7<sup>th</sup> November 2018

A handwritten signature in black ink, appearing to read 'Duncan MacGregor', with a stylized flourish at the end.

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## 1 Motivation of Journal Choice

The Journal of Business Ethics prides itself on publishing works from a wide range of ethical issues relating to the business environment. Critically, the works it publishes should bring something new or unique to the field. Importantly, as these articles target a wide audience, the language of the publication should be simplistic and easy to be understood by all readers.

The paper being put forward meets these mandates, in that it covers a wide range of ethical topics; ethical leadership, social learning theory and cognitive moral development. It then shows how all three of these are interlinked in the future development of an individual's ethical viewpoint. This has a direct business impact on the development of an individual's ethical viewpoint together with the ramifications thereof. In addition, the writing style of the paper is not full of specialist jargon having been written by a non-specialist in the field.

Due to the broad nature of the paper below, and the business focus of the paper, the Journal of Business Ethics is the perfect repository, and avenue, for this paper to target.

The Journal of Business Ethics is a tier 3 ranked journal according to the ABS 2018 ranking. The paper that has been completed complies with the formatting and author guidelines as given by the Journal of Business Ethics. Finally, the author sequence of this paper is as follows: Duncan Graeme MacGregor and Dr. Gavin Price.

## 2 Literature Review

### Introduction

The concept of ethics in the workplace has continued relevance within both the mainstream media and academic review. Examples of ethical failings include inter alia the role of banks in the Great Recession (Bishop, 2013) the unfolding KPMG saga (Hattingh, 2017) and Facebooks policies (Noor, 2018). These examples of large scale ethical failings continue to have relevance in business and theoretical discussions. Ethical failings need not be massive once-off scandals, but can be made up of small continuous events performed by individuals within an organisation, such as misrepresenting work hours, abusing internet policies or stealing, which silently erode a company's profitability and sustainability (Mayer, Kuenzi & Greenbaum, 2010).

Bishop (2013) suggests that in all cases of ethical failings, journalists and industry commentators berate the fact that there were obvious ethical issues which needed to be addressed prior to the failings. This is then followed with suggestions that corporates must stop paying lip service to their code of ethics and ensure that it becomes part of their ethos. Bishop (2013) suggests that proper codes of ethics and ethical practices could be used as a proactive force in preventing ethical failures. In many of these large business failings it is the actions of individuals which result in the overall ethical failing of the corporation. This suggests that while the corporation and by extension its management, may have a code of ethics, this is not necessarily impacting the behaviour of the employees within the organisation.

Ethical leadership is proposed by academia as a means to impart the ethics of an organisation, or leadership structure, throughout the hierarchy of the business (Mayer, Kuenzi, Greenbaum, Bardes & Salvador, 2009). Multiple authors find that active ethical leadership should be used as a tool to promote ongoing positive ethical behaviour in organisations and individuals (Dukerich, Nichols, Elm & Vollrath, 1990; Brown & Treviño, 2006; Mayer et al, 2009). Most business ethics authors will argue that, in theory, implementing ethical leadership will result in the alignment of ethics in an organisation, consequentially preventing ethical failures (Brown, Treviño & Harrison, 2005; Bishop, 2013).

As part of this complete adoption and alignment of ethical leadership, through modelling the behaviour of management, an employee should adopt the values of the leader. This then assumes that an individual's ethical viewpoint can be changed in the workplace. However, Ritter (2006) states that according to Kohlberg's Theoretical Model on Cognitive Moral Development (CMD) "character development has already occurred by the time an individual reaches college age" (p. 154). Kohlberg's model does acknowledge the potential capacity for continued moral development into adulthood based on various factors, including continued learning, length of employment and training in ethics (Treviño, 1986). However the research into this happening is mixed, with O'Fallon and Butterfield (2005) as well as Craft (2013) showing that studies into the ability for continued moral learning past adolescence is mixed.

By comparing an individual's perception of ethical leadership to their CMD score this research aims to link the theory of ethical leadership to the theory of cognitive moral development. Where the theory of ethical leadership promotes an ethical value system in the growth of subordinates, cognitive moral development allows for continued adult development, and consequent progression into higher levels of moral reasoning, through education. It is thus theorized that individuals who perceive their leaders as ethical, would

either have a higher associated CMD score, having already adopted their leaders ethics, or be actively transitioning to a higher stage within the CMD classification.

## Theoretical Framework and Hypothesis

For the purposes of this paper, the terms morals and ethics, shall be used interchangeably.

### Ethical Leadership

Brown et al (2005) defined ethical leadership “as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (p. 120). Employees consider positive individual personality traits, behaviours and individual decision making in their managers to be indications of ethical leadership i.e. trustworthiness, honesty, fairness, integrity (Treviño, Hartman & Brown, 2000; Brown & Treviño, 2006). This idea of an ethical person is only one aspect of ethical leadership. Ethical leadership does not only encompass the moral standpoint of an individual at a personal level but also that of the organisational managerial level where managers use policies to create strong ethical codes for the entire organisation to follow i.e. the moral manager. “To be perceived as an ethical leader, it is not enough to just be an ethical person. An executive ethical leader must also find ways to focus the organisation’s attention on ethics and values and to infuse the organisation with principles that will guide the actions of all employees” (Treviño et al, 2000: 128).

Consequently the organisation, through its managers visibly acting as role models (Demirtas & Akdogan, 2015), must strive to follow these codes in achieving company goals such as profits. For employees to learn and follow the ethical stance of an organisation they need to be able to see these policies and codes in practice and be incentivised to follow them and, in time, adopt them as their own. “Employees in an organisation led by an executive ethical leader will imitate the behaviour of their leader and therefore the employees will be more ethical themselves” (Treviño et al, 2000: 136). Thereby, over time, creating an ethical culture or climate within the organisation (Brown & Treviño, 2006).

Broadly speaking ethical leadership is underpinned by the theoretical foundation of social learning theory (Brown et al, 2005; Brown & Treviño, 2006). In 1986 Bandura redefined his approach to social learning theory to be more specific i.e. social cognitive theory – an individual’s intrinsic motivation to self-regulate their learned behaviour through observation and imitation of credible role models (Bandura, 1977; Grusec, 1992; Zhu, 2008). It is this approach through vicarious learning (Bandura, 1977; Bandura, 1989; Brown & Treviño,

2006) that will be used in this paper to ascertain whether employees can change their own ethical viewpoint through the observation and imitation of their managers. Zhu, Treviño, Chao and Wang (2015) describe social cognitive theory as followers learning what behaviour is appropriate within a social construct, an organisation, by emulating the values and behaviours of role models i.e. managers (Brown & Treviño, 2006). Bandura (1986 as cited in Brown & Treviño, 2006) showed that power and status are significant contributors to an individual's desire to emulate. Thus those in leadership or management roles, have an ability to influence the behaviours of their subordinates through their own behaviour and role modelling in tune to the organisations ethical codes (Brown et al, 2005). Ethical leadership is in part, about utilising this impact of social learning theory, to impart positive ethical values in the organisation.

#### Normative Conduct

The demonstration of normative conduct contained within the definition of ethical leadership alludes to the fact that ethical norms differ per cohesive group of individuals. The “most valuable knowledge is imparted socially” and encourages self-regulated learning (Bandura, 1989: 12) Therefore social factors such as culture and custom play an influential role in social cognitive learning. Differences in culture add complexity to an organisation which is trying to teach their employees ethically appropriate behaviour, where the organisation may not be cognisant of the cultural diversity in the workplace (Wright, 1995). This is a critical aspect of ethical leadership, as there can be conflict in terms of acceptable normative behaviour. As Wood and Bandura (1989) showed, if the employees do not perceive the leaders as credible or legitimate, or even their behaviours as being pro-social, then they will not emulate such leaders. It may then be theoretically possible for a highly ethical leader to be poorly perceived by their employees and thus their ethical values rejected.

Hofstede's ground breaking study in the 1980's showed that there are various factors which can be used to define cultural norms within society (Hofstede, 1980; Ibarra, 1996). These norms can conflict with each other, where for example certain cultures rely on group decisions and decisions which benefit the group as a whole, Collectivism. On the other hand in other cultures individuals take precedence, Individualism. Hofstede's study was to show how certain management styles will fail in certain cultural settings. The same can be said for ethical norms, where ethical norms will differ per society (Christie, Kwon, Stoeberl & Baumhart, 2003; Paul & Mukhopadhyay, 2006).

As the ethical norms per society differ it is not possible to create a set of universally applicable ethical standards (Bishop, 2013). The purpose of ethical leadership is therefore



not to create a set of universally applicable ethics, but rather to foster more ethically appropriate behaviours in the workplace.

Treviño (1986: 611) suggests that the organisational culture within which the employee works plays an important role in the moral development of that employee. "Organisational culture influences thoughts and feelings and guides behaviour". It is through the exposure to the ethical stance of the organisational culture that an employee becomes susceptible to the possibility to learn through social group observation in the workplace and have the motivation to then alter their own ethical viewpoint.

#### Outcome and Purposes of Ethical Leadership

Ethical leadership can act as a solution to changing the social ethical norms within an organization, for the better. Brown and Treviño (2006) summarised the proposed outcomes of ethical leadership where the primary outcome of ethical leadership is the emulation of the leader's ethical standards and processes. This idea was already explored by a previous study by Dukerich et al, (1990) showing that leaders can influence the moral reasoning of subordinates. This proposition was researched and shown to be valid by Mayer et al (2009). Mayer et al's research also showed that ethical leadership results in pro-social behaviour in employees and prevents employee counterproductive behaviour.

Ultimately though, none of the research found shows whether or not ethical leadership can change the subordinate's ethical viewpoint. This is supported by Mayer, Kuenzi and Greenbaum (2010) which found that ethical leadership can result in adherence to the organisations code of ethics without affecting the individual's ethical viewpoint. The phrasing of "adherence to" is crucial as it shows that the subordinates are following the prescripts of the organisation, but not necessarily treating them as part of their own values. As highlighted by Bishop (2013) it is critical that the ethos of the organisation be a part of the individual's personal value system, or future ethical failings are going to continue to occur.

#### Basis of an Individual's Ethical Viewpoint

Research has shown that ethical leadership can result in superficial adherence to the ethical policies of an organisation (Mayer et al, 2010). As stated, adherence does not necessarily mean that the individuals absorb the values or believe in them wholeheartedly.

An individual's ethical viewpoint is the underlying mechanism by which all individuals make decisions. There are multiple models on the role of ethics in decision making such as the interactionist model of ethical decision making as proposed by Treviño (1986) or the issue contingent model as proposed by Jones (1991). Various factors act as moderators on the decision outcome, such as the field of dependence and locus of control in Treviño's model

(1986) and magnitude of consequence and social consensus in Jones' model (1991). While the moderators of the two models may differ, both models are dependent on the individual's ethical viewpoint, where one's ethical viewpoint is defined by Kohlberg's model of CMD.

CMD is a model designed by Kohlberg in the 1960's influenced by Jean Piaget's 1932 study of moral development in children. Kohlberg believes that an individual's moral development is aligned to their cognitive development i.e. their understanding of morality is heightened as their cognitive development matures. Kohlberg's model shows that as an individual ages and mentally develops from childhood to adulthood they become capable of higher moral reasoning and capability (Treviño, 1986). This development in moral reasoning is due to the social interactions children and adolescents are exposed to. Initially this exposure revolves around obedience and punishment as dictated by the parents. As one ages, they are not only influenced by their direct family but the influence broadens to include their own growing individual interests and their larger social environment. Once this level is achieved the individual learns to move beyond punishment and begins to have interpersonal relationships. Finally the individual is able to fully understand and internalise their moral behaviour and eventually engage in pro-social behaviour to maintain social order. This progression from strict obedience to pro-social behaviour is strongly linked to social learning theory (Treviño, 1986; Mayer et al, 2010). Kohlberg tied this development of moral cognitive function to changes in ethical viewpoints, where as one develops from Level 1 through to Level 3, they progress through stages of ethical cognitive ability, from egoism to utilitarianism to deontological and finally to universal ethical viewpoints (**Error! Reference source not found.**).

*Table 1: Six stages of moral development according to Kohlberg as adapted by Treviño (1986)*

<i>Six Stages of Moral Development According to Kohlberg</i>	
Stage	What is considered to be right
<u>LEVEL ONE - PRECONVENTIONAL</u>	
Stage One - Obedience and punishment orientation	Sticking to rules to avoid physical punishment. Obedience for its own sake.
Stage Two - Instrumental purpose and exchange	Following rules only when it is in one's immediate interest. Right is an equal exchange, a fair deal.
<u>LEVEL TWO - CONVENTIONAL</u>	
Stage Three - Interpersonal accord, conformity, mutual expectations	Stereotypical "good" behavior. Living up to what is expected by people close to you.
Stage Four - Social accord and system maintenance	Fulfilling duties and obligations to which you have agreed. Upholding laws except in extreme cases where they conflict with fixed social duties. Contributing to the society, group.
<u>LEVEL THREE - PRINCIPLED</u>	
Stage Five - Social contract and individual rights	Being aware that people hold a variety of values; that rules are relative to the group. Upholding rules because they are the social contract. Upholding nonrelative values and rights regardless of majority opinion.
Stage Six - Universal ethical principles	Following self-chosen ethical principles. When laws violate these principles, act in accord with principles.

For example, if an individual is an egoist (Stage 2) then their individual ethical viewpoint will always be for their own self-interest. In the event that the individual encounters an ethical dilemma, they will make a decision which suits their own self-interest. This decision could be in the individual's best interests, but not in the best interests of the organisation. Therein lies the theoretical grey area within which ethical failings occur within many organisations.

This shows that for ethical leadership to be truly effective in being proactive in preventing ethical failings in organisations, it is essential that ethical leadership be able to change an individual's ethical viewpoint to align to that of the organisation. This would ensure that in the event of the individual encountering an ethical dilemma, they would instinctively resolve in it in the same manner as the organisation since their ethical viewpoint is intrinsically aligned to that of the organisation.

#### Ethical Viewpoints and Stages of CMD

Kohlberg's theory, and subsequent authors (Treviño, 1986; Frecknall-Hughes, Moizer, Doyle & Summers, 2017) have affirmed that the various stages within the model align to various ethical viewpoints. Namely, Stage 2 aligns to egoism, Stage 3 aligns to utilitarianism, Stage 4 to ethics of duties and Stage 5 to higher levels of deontological outlooks such as ethics of rights and justice. It is important to understand the differences in these viewpoints in order to understand how an individual will act when confronted with an ethical dilemma.

Crane and Matten (2016) defines these four aspects of ethicality as follows:

Stage 2 of Kohlberg's model aligns to egoism, which is defined as an individual who looks out for their self-interest above others (Crane & Matten, 2016). This in no way means that an individual will not aid others, or organisations will not engage in corporate social responsibility initiatives, but rather they will only do so if they see the outcome of the activity benefiting themselves.

Stage 3 aligns to utilitarianism, which is defined as the "greatest happiness principle" (Crane & Matten, 2016: p. 85). Actions are undertaken by individuals which result in the greatest benefit to all. The issue in utilitarianism lies in the ability of the individual making the decision to properly perceive what is best for the society at large, especially as the individual's thought process is mired in contextual biases.

Stage 4 aligns to ethics of duties. This is based on Immanuel Kant's philosophies, which saw all ethical decision being subject to a set of moral rules by which all of society is governed (Crane & Matten, 2016). These include consistency, human dignity and universality. A moral rule is only the right moral rule if it were to be applied by everyone, i.e., it is consistent. Human dignity is about treating others as in a reciprocatory manner. While universality states that humans are rational actors, therefore they must all have the same, universal, moral values. If any moral decision does not meet all three of these aspects, then it is immoral. This type of ethical processing is applicable in small disparate groups, where the limit of moral decisions never cross cultural divides. When group's different people intersect though, the boundaries of universality become problematic.

Stage 5 and Stage 6 of Kohlberg's model relies on more complex forms of deontological ethical theories (Crane & Matten, 2016). Where human rights become paramount along with laws and justice, at the same time social groups are cognisant of the differences between cultures and ethical viewpoints, but can achieve commonality and progress to a common good.

This research in no way suggests that any ethical viewpoint is morally superior to the others, but merely will represent ethical development in line with Kohlberg's model, i.e., as an individual matures and develops cognitive function they move through the stages of the model and develop more complex levels of ethical principles. Where the aim of ethical leadership is to develop an individual's CMD to higher stages within Kohlberg's model. For example, in the event of a person only having developed to Stage 2 of Kohlberg's model, self-interest. The purpose of ethical leadership would be to continue the adult learning and development of CMD to move the individual into Stage 3 and Stage 4, via them emulating their leaders.

Thus this paper will evaluate an individual's ethical viewpoint by assessing their CMD as per Kohlberg's model, where the assertion is that through ethical leadership continued development of CMD is possible.

**Proposition 1** – There is a positive correlation between perceptions of ethical leadership and higher levels of CMD.

#### Fixedness of CMD

Kohlberg's research suggests that upon reaching adulthood most people occur within Stage 3 and Stage 4 (Level 2) of his model (Treviño, 1986), i.e. the difference between utilitarianism and deontological ethicality. Kohlberg and other authors are predominantly of the view that for the most part an individual's moral cognitive function is fixed at college age (Treviño, 1986; Wright, 1995; Ritter, 2006). It is however acknowledge that continued moral development can occur in an individual's adult life if there is a focus on education i.e. where continued lifelong learning, length of employment and training in ethics could, in theory, contribute to changes in one's ethical viewpoint. Ritter (2006) further demonstrates that there are multiple studies which have shown that ethics can be taught in adulthood with the enough exposure to ethical decision-making.

This potential advancement in an individual's moral cognitive development envelops Bandura's social cognitive theory where an adult employee, through the observation and imitation of credible managers, could ultimately change and redefine their own personal ethical viewpoint. Change in an individual's ethical viewpoint (employee) will arise when they observe another individual (manager), situated on a different stage of moral development to their own, making different decisions. This group interaction offered in the workplace is considered an effective education medium for ethical leadership as individuals learn from each other and from their managers (Wright, 1995). Someone "who is exposed to views based on moral reasoning one level higher than his or her own will experience cognitive disequilibrium, will question the adequacy of his/her own level, and will consider the merits of the other" (Treviño, 1986: 607). Being exposed to a different ethical viewpoints in the workplace provides an individual the opportunity to question their own beliefs and thereby make a shift in thinking which may ultimately result in a change in the individual's ethical viewpoint.

The merits of this theory has been shown to be valid by Thoma and Rest (1999) where some respondents to the defining issues test (DIT-2) showed little discrimination in responses between ethical dilemmas, i.e., they were fixed in their viewpoint. While other respondents

vacillated in their ethical decisions, showing that they were transitioning to different stages of Kohlberg's model, or that they were between stages of the model.

This is the basis of the second proposition.

**Proposition 2** – Higher perceptions of ethical leadership will correlate to individuals who are transitioning in their ethical viewpoint.

#### Antecedents to Ethical Decision Making

A synthesis of ethical decision making research carried out by O'Fallon and Butterfield (2005) and followed up by Craft (2013) reviewed all research into antecedents and modifiers to an individual's ethical decision making. Their synthesis into the aspects of ethical decision making revealed that overall gender plays no role in ethical decision making, but when there is a difference it is generally found that females are more ethical than males. O'Fallon and Butterfield (2005) found that education and work experience had a positive to neutral impact on an individual's ethics. The nature of the education, ethical in nature or not, had no impact on the individual's development of ethical reasoning. Craft's (2013) synthesis supported the positive association between ethical reasoning and education and or work exposure. Craft (2013) found that regardless of the type of education, and or industry of employment, there were contributions to ethical development.

With regards to age, O-Fallon and Butterfield (2005) found that research done prior to their study suggested a positive correlation in age and ethical decision making. But both O'Fallon and Butterfield (2005) and Craft (2013) found that in the research conducted in their respective periods of review, the impact of age on ethical decision making was mixed. Where under certain contexts older people were rated as better making 'better' ethical choices, and in other contexts younger people were better, being more susceptible to influence within organisations. Ultimately the impact of age on ethical decision making is not fully understood and not liable to be a positive or negative impactor.

O'Fallon and Butterfield (2005) and Craft (2013) both found that the impact of culture / religion / nationality is consistently found to be a significant impactor on ethical decision making. However, cultures as a whole vary significantly and thus it is not possible to present a hypothesis around the effect that culture will have on ethical decision making. The only statement that can be made is that culture / religion / nationality differences in populations could result in differences between demographical populations.

Craft (2013) also reviewed research conducted into organisational commitment and other organisational factors, such as rewards, ethical culture, code of ethics, etc. This review

showed that individuals committed to organisations showed less likelihood to commit to unethical behaviour. Other organisational factors showed that the culture of an organisation, the institutionalisation of codes of practice, the ethical culture of an organisation and the real rewards relating to ethical behaviour all had an impact on the ethical decision making of the individual. Namely, if the organisation has a pro-ethical culture, where rewards are earned through ethical behaviour, and there is a code of practice in place supporting ethical decisions, then there will be a positive impact on ethical decision making.

Both O'Fallon and Butterfield (2005) and Craft (2013) found that CMD had a direct positive influence on ethical decision making. In O'Fallon and Butterfields (2005) review 15 of the 23 studies found a positive relationship, one study found a negative relationship, but only in the context of ethical judgement, and the remainder produced mixed results, where three of the studies still found that CMD had a strong influence on ethical judgement of decision making. Fewer studies into CMD were conducted during Craft's review, but even these supported the positive correlation between CMD and ethical decision making, critically stating that "individual cognitive moral development and situation variables were significantly related to ethical behaviour" (Craft, 2013: 248). In addition a study by Schminke, Ambrose and Neubaum (2005) showed that CMD is also an antecedent on effective ethical leadership, in that a leader with a higher level of CMD had higher levels of moral reasoning and consistency in ethical decisions. Research has thus shown that there is a link from the CMD of the leader to their execution of ethical leadership, it is now necessary to test the link from the ethical leadership to the CMD of the subordinate.

While there are multiple antecedents which impact an individual's ethical decision making, and which could impact an individual in an organisation making an unethical decision in the workplace, age, gender, level of education and length of employment, workplace culture and critically CMD were all shown to be positive impactors on positive ethical decision making. Thus this research looks into whether or not ethical leadership can improve an individual's CMD and consequentially have an impact on that individual's ethical decision making which ultimately will reduce negative ethical decisions.

#### DIT-2 and CMD

The DIT-2 survey, as published by Rest, Narvaez, Thoma and Bebeau (1999), shall be utilized in this paper to ascertain the individuals CMD levels. It is however necessary to correlate the schema scoring of the DIT-2 to the CMD levels as described in Kohlberg's model. It is also necessary to understand the current norms and outcomes of studies which have been carried out using the DIT-2, as this will form the bench mark for this research.

The DIT-2 measures an individual's development along Kohlberg's model. The scoring of these results, the N score, have been shown to cluster around three schema's (Rest, Thoma & Edwards, 1997); personal interest, maintaining norms and post conventional schemas. The personal interest schema relates to stage 2 and 3 of Kohlberg's model, whereby the rationale of ethical decision making relates to the best benefit for the individual or a direct barter exchange. Maintaining norms relates to stage 4, whereby the individual seeks to maintain the legal system of the environment. The final schema of post conventional relates to stage 5 and 6, whereby the individual applies ethical decision making by which would benefit society as a whole.

In addition to identifying the nature of the individual's moral development, the DIT-2 also indicates whether or not the individual is in transition to a different schema. Thoma and Rest (1999) found that across the multiple vignettes being reviewed in a single survey, respondents could answer across schema, this indicating that they were not fixed in their ethical viewpoint. The combination of the transition / consolidation of the individual and their base schema gives the DIT-2 seven schema.

- Type 1, predominant personal interests schema and consolidated.
- Type 2, predominant personal interests schema and transitional.
- Type 3, predominant in maintaining norms schema, and transitional, secondary schema is personal interests.
- Type 4, predominant in maintaining norms schema, and consolidated.
- Type 5, predominant in maintaining norms schema, and transitional, post conventional schema is secondary.
- Type 6, predominant post conventional, and transitional.
- Type 7, predominant post conventional and consolidated.

The use of DIT-2, and its predecessor the DIT, over the past decades has amassed a wealth of knowledge around the expected norms, and limitations of the test. One of the key aspects of the DIT-2 is the language of the respondents. If English is not their first language it has been found that the responses given suggest that the individuals have a lower CMD than respondents whose first language is English (Bebeau, 2002; Dong, 2015). This shows that the English language proficiency of a respondent needs to be very high in order to adequately understand and appropriately answer the DIT-2, otherwise the respondent is unfairly biased low.

Bebeau, Maeda and Tichy-Reese (2003) and Dong (2015) showed that as an individual gains higher levels of education there is an associated increase in their N score and schema / stage level. Thus confirming Kohlbergs theoretical assertion of continued adult learning



being an antecedent to continued CMD advancement (Treviño, 1986). Differences between gender was slight at lower levels of education, but that as educational levels increased, female respondents showed significantly higher levels of CMD when compared to their male counterparts. Bebeau et al (2003) and Dong (2015) also reviewed the political leaning of respondents (liberal, neither or conservative) and established differences in their responses. Where conservatives over time and based on education advancement became more consolidated into the maintaining norms schema, stage 4 of Kohlbergs model. While liberals reached the post conventional schema, stage 5 and 6 of Kohlbergs model, over time and based on education advancement. For the purposes of this paper an individual's political leaning is assumed to be a proxy of culture, therefore these studies reaffirm that culture also plays a role in an individual's CMD.

Overall, the antecedents to CMD are mixed and the impact that these antecedents have on an individual's CMD is contextual. This paper, while being cognisant of the impact of the various antecedents on the individuals CMD, will rather focus on the impact that ethical leaders could be having their subordinates CMD.

### 3 Research Methodology

#### Choice of methodology

##### Philosophy

The study was interpretivist in nature as it evaluated the impact that social actors in leadership positions had on subordinate social actors within the workplace. It relied on Kohlberg's CMD model to establish the individual's stage of moral development and correlate this to the same individual's perception of their leader's ethics.

It is critical to be aware of the complexities involved in humans who come together and create unique social phenomenon. These complexities are a part of the reason why mixed outcomes in the nature of continued learning and CMD, as found by Fallon and Butterfield (2005) and Craft (2013), were found. As documented by Fallon and Butterfield (2005) and Craft (2013) there are numerous antecedents impacting an individual's CMD. This study relied solely on the information contained within the two survey instruments selected, and limited itself to the purpose of the study in answering proposition 1 and 2.

### Approach

This study utilized well documented and modelled theories revolving around the development of an individual's CMD and the impact of ethical leadership throughout the organisation. Individual's within organisations completed both the ethical leadership survey (ELS) as constructed by Brown and Treviño (2002) and the defining issues test (DIT-2) developed by Rest, Narvaez, Thoma and Bebeau (1999) and exclusively available through the Center for the Study of Ethical Development. The purpose of these survey instruments was to use deductive investigations (Saunders & Lewis, 2012) to analyse and establish whether a strong ethical leadership can be correlated to changes in one's CMD.

### Methodological choices

This research utilized existing quantitative research instruments to measure an individual's CMD, and in addition measure their perception of ethical leadership. The various aspects of ethical leadership and one's CMD are well covered in the literature. Ultimately this research did not seek to create new theory, or explore new aspects of theory qualitatively, it relied solely on the existing body of work which already describes the theories underpinning ethical leadership and an individuals' CMD. Instead this research sought to address a gap in the research, where ethical leadership is contingent on social learning behaviour and social learning behaviour is also a significant antecedent in the development of an individual's morals as per Kohlberg's model (Treviño, 1986). It thus stands to reason that ethical leadership can aid in the development of CMD. Research to date has not been done to show whether or not there is a positive correlation between ethical leadership and CMD.

This research relied on two established research instruments, the DIT-2 and the ELS. The analysis performed on these was purely quantitative in nature, establishing statistical relationships between the responses given. Thus the study was a quantitative mono-method study.

### Purpose of research design

This was in part a descriptive study as two established surveys, in the form of two questionnaires, were used in order to collect and describe data. However, as the results of the two surveys were studied together and interpreted in order to establish whether there is a correlation between CMD and ethical leadership, this study was also explorative.

In total this was a descripto-explanatory study.

### Strategy

A single distinct research instrument was created and submitted to respondents. This research instruments included three sections, a demographic section, the ELS section and the DIT-2 section. These three sections contained structured and predetermined questions/questionnaires which respondents completed. This shows that the strategy employed was that of a survey. As such a large population should have been gathered for the data analysis (Saunders & Lewis, 2012).

### Time horizon

Ideally this study should have been performed through a longitudinal study. Where an employee's baseline CMD was measured pre-employment and then during employment, this then correlated to the ethical leadership survey. Due to time constraints and access to information constraints, completing the study in this manner was not possible.

Instead of performing the longitudinal study, a cross-sectional study was performed. This was performed on the basis of Kohlberg's assertion that an individual's CMD is fixed at level 3 at college age. The study then assumed that any advancement beyond level 3 was a function of adult learning of ethics, where this was then proposed to be facilitated by ethical leadership.

### Techniques and procedures

The literature reports that some of the antecedents to an individual's CMD is their age, length of employment and further education (Treviño, 1986; Fallon & Butterfield, 2005; Craft, 2013). Thus in addition to the established research instruments which were used, ELS and DIT-2, it was necessary to ask demographic questions relating to the identified antecedents in order to ensure that these factors could be taken into account during the analysis.

It is theorized, based on literature, that ethical leadership will change ones CMD level. As part of this research the reality of this conversion was established via a correlation of the ethical leadership to the level of the CMD, where it is proposed that under strong ethical leadership an individual's CMD will be raised above a given populations baseline CMD.

The DIT-2 instrument has been utilized in over 100 published research papers and this data is all catalogued and analysed by the Center for the Study of Ethical Development. As part of their research they have established the average CMD outcomes of United States citizens

whose primary language is English (Dong, 2015). This information will be used as the baseline by which a measure of improvement in CMD, relative to ethical leadership input, will be established (as mitigated by the demographic antecedents).

In addition the DIT-2 research instrument also returns whether or not an individual is in the process of transitioning between levels. This scoring of their transitional / consolidated state will also be correlate to ethical leadership. Where it is theorized that most individuals in transition will correlate to higher scores of ethical leadership.

All analysis were carried out quantitatively utilising correlations and regression analysis.

## Research methodology and design

### Population

Previous studies on ethical leadership and ethics in the workplace have been criticised for being too narrow in their sample and thus generating a false view of the ethics of the proposed population (Lehnert, Park & Singh, 2015).

Cognisant of this it was proposed to not pre-select a single industry, organisational size, or to narrow the search to only public / private organisations. In order to gain access to large organisations with deep hierarchies, and thus large amounts of subordinate / leader roles, which would best give data for the purposes of this study, this research targeted the primary sector.

The defined population was the primary sector within South Africa, where employees throughout the organisation are asked to respond to the questionnaires, ranging from executive level to general employees, namely 5.3 million individuals (BMI, 2018).

### Unit of analysis

This research is concerned with the perceptions of individuals, while these individuals may be grouped into categories (management, uneducated, etc) they are on their own individuals. The perception of their own CMD and the perception of the ethical leadership.

Thus this research will look into the perceptions of these individuals. It is these perceptions which shall be defined as the unit of analysis (Trochim, Donnelly & Arora, 2015).

### Sampling method and size

The sample size was calculated using the steps laid out by Barlett, Kotrlik and Higgins (2001), namely an alpha level of .05, an acceptable margin of error of 5% and the estimate of the standard deviation in the population of 1.25 (based on the Likert scale to be used of 5). The prescribed sample size, based on the values above, and the population of interest, is at least 96 responses.

In addition to the required sample size of 96, it is also necessary to take into account the response rate of participants in the study.

Mellahi and Harris (2016) suggest a response rate from a minimum of 35% to 50% in order to remove potential bias in the non-respondents and to ensure a top-tier journal level of study. Taking a response rate of 25% as the presumed low response rate, it will be necessary to send the survey out to 384 individuals in total in order to achieve the desired sample of 96 individuals.

The initial sample of the study included large primary sector companies who had agreed to participate in the study, these organizations were selected via convenience, their proximity to the author. Due to various unforeseen corporate activities (retrenchments, mergers and acquisitions, etc) all but one of these companies withdrew from the study. The remaining company, York International was used for pilot study which was carried out, and this pilot then informed the strategy on the remaining sampling method.

Post the completion of the pilot study simple convenience sampling was carried out, where the survey was communicated across social media platforms (Facebook and LinkedIn) and directly to colleagues of the author.

### Measurement instrument

The two measurement instruments used for this research were the ELS as constructed by Brown and Treviño (2002) and the DIT-2 developed by Rest et al (1999). Both survey instruments have been well tested and utilized in multiple published ethical surveys.

The ELS instrument is based on Brown and Treviño's (2002) identification of a lack of an instrument which measures the ethical dimension of ethical leadership. As this research is exclusively about the impact of ethical leadership on the development of subordinates CMD, this instrument is deemed appropriate above other ethical leadership questionnaires. The ELS consists of 10 questions measured on a Likert scale ranging from strongly agree to

strongly disagree (7 points). Cronbach's  $\alpha$  was 0.91 with a 95% confidence interval of 0.84 – 0.95.

The DIT-2 survey is an updated version of the 1979 published DIT survey by Rest (1979). Both surveys are based on Kohlberg's model which defines the way in which an individual matures and changes their moral outlook as they evolve cognitive ability, evolving from self-interested (egoist), caring (utilitarianism) and principle (deontological) based behaviours. This level being expressed as the Nscore, where a lower Nscore denotes a lower CMD and a higher Nscore denotes a higher CMD. The Nscore, and other variables, are then translated into a single integer type coding which reflects the individuals current CMD schema state.

The DIT-2 questionnaire relies on a set of vignettes which describe an ethical dilemma with a pre-defined outcome. Respondents then establish their perception of the ethicality of the dilemma and its outcome, based on 12 items. Their perception of ethicality is measured using a 5 point Likert scale, ranging from great to no. The respondent is then asked to rank the 12 questions into the top 5 most important items. These 12 items grouped into the levels as described by Kohlberg.

The DIT-2 survey instrument is managed exclusively by the Center for the Study of Ethical Development at the University of Alabama. They administer both the DIT and DIT-2 variations of the DIT survey. The DIT-2 instrument is an updated, streamlined survey which removes some of the issues contained within the DIT instrument (Rest et al, 1999). Due to its improvements from the DIT, the DIT-2 will be used in this study.

Both measurement instruments have multiple questions to cover a single ethical viewpoint / climate, thus reliability is ensured through the ability to cross check answers or respondents across grouped questions. It is recognized that validity of the outcomes of the study may be limited due to the broad scope of the population. At this same time this is a benefit as it may be possible to define differences between sub-sets of the population in the event of a sufficient sample being generated. Validity of the DIT-2 has been confirmed through multiple studies conducted by the Center for the Study of Ethical Development (Bebeau & Thoma, 2003).

As part of their research they have established the average CMD outcomes of United States citizens whose primary language is English (Bebeau, 2002; Dong, 2015). This information will be used as the baseline by which a measure of improvement in CMD, relative to ethical leadership input, will be established (as mitigated by the demographic antecedents).

In addition the DIT-2 research instrument also returns whether or not an individual is in the process of transitioning between levels. This scoring of their transitional / consolidated state

will also be correlate to ethical leadership. Where it is theorized that most individuals in transition will correlate to higher scores of ethical leadership. The total output of interest from the DIT-2 is the Nscore, Schema type, coding of transitional / consolidated.

The ELS is a short survey to complete but DIT-2 takes between 45-50minutes to complete. This is a significant time period for a survey to be completed. Being cognisant of this the response rate of the survey was set low (25%), this thus pushing up the required number of surveys to be sent out ensuring that the required sample size of 96 is met.

#### Data gathering process

An initial pilot testing was conducted of the measurement instruments and the layout of the questionnaire. Of critical importance is ensuring that the language used in the questionnaire is understood by all parties.

York International, having 170 employees, was preselected as the organization through which to conduct the pilot. The survey instruments will be sent to them to complete. Inclusive in this review will be a response option to comment on the survey itself, its difficulty in answering and understanding.

The pilot revealed that the anticipated response rate of 25% was much too ambitious, with instead a response rate of only 2% being achieved. The comments received from the respondents were positive, so it was decided to leave the survey unchanged, but to immediately begin disseminating the survey to as many people as possible to ensure that the target of 96 responses was met.

Both the pilot and eventual total data gathering process were done via electronic means (SurveyMonkey). The completed DIT-2 online forms were processed by the Center for the Study of Ethical Development while the ELS forms was processed by the author. The two datasets were then combined and reviewed statistically.

#### Analysis approach

Prior to the answering of any of the propositions, it is necessary to establish the consistency of responses to ensure that respondents understood the questions or answered truthfully, especially as a Likert scale is being utilized, where those questions that were deemed invalid can be removed from the data analysis. As part of the analysis of the data, the Center for the Study of Ethical Development, performs some validation of the responses. These validations include checking the ranking consistencies across vignettes, the completion rate of

meaningless items (convoluted pretentious statements which are meaningless but for a respondent looking for the right answer they seem correct) and the non-differentiation of ranks. In addition to the validation incomplete surveys were also removed prior to analysis.

Post the removal of all incomplete and irrelevant surveys a final validation of the survey instruments was carried out by calculating the Cronbach Alpha for each survey instrument per individual question per underlying construct (Gliem & Gliem, 2003). Where the acceptability of the validity of a survey is as per the guidelines set out by Georgy and Mallery (2003). Cronbach's  $\alpha$  for the first story was 0.7 with a 95% confidence interval of 0.49 – 0.85. Cronbach's  $\alpha$  for the second story was 0.63 with a 95% confidence interval of 0.36 – 0.81. Cronbach's  $\alpha$  for the third story was 0.76 with a 95% confidence interval of 0.59 – 0.87. Cronbach's  $\alpha$  for the fourth story was 0.53 with a 95% confidence interval of 0.21 – 0.76. Cronbach's  $\alpha$  for the fifth story was 0.73 with a 95% confidence interval of 0.54 – 0.86.

Finally the data was systematically analysed as per the proposed propositions via an exploratory factor analysis (Cudeck, 2000). This exploratory factor analysis reviewed both the regression and correlation relationships between identified variables to establish their relationships and presumed dependencies. Due to the low response rate non-parametric statistical testing techniques had to be employed in order to establish the correlation and statistical differences between the means. Correlations were performed via the Spearman's Rho test, and the difference of two means was carried out with the Mann-Whitney test.

### Limitations

This study did not explore which behaviours, or ethical viewpoints, are appropriate for a workplace environment, instead it assumes that higher levels of CMD are favourable. As stated by multiple authors (Brown et al., 2005; Mayer et al, 2010; Bishop, 2013), ethical conduct is normative per society, there is no universal ethical code. The outcomes of this paper while trying to show whether ethical leadership can lead to higher levels of CMD, in no way suggest that these higher levels will lead to better ethical behaviour by organisations. Instead, as suggested by Stages 5 and 6 of Kohlberg's model, this paper proposes that these higher levels of CMD make the individuals more receptive to different ethical outlooks, and also more cognisant of their role within society and as such will behave in a more ethically positive manner. This is a limitation as this study will not show if higher levels of CMD result in fewer ethical digressions in an organisation. This would be an area for future research.



An individual's pre-employment CMD will also not be known, instead this study will assume a baseline as per the research conducted by Dong (2015). At the same time this will only take into account primary antecedents to adult learning, continued learning (level of education), length of employment and training in ethics (Treviño, 1986). The other antecedents to both CMD and ethical decision making will not be considered or measured as part of this study. It is not assumed that the antecedents chosen work in isolation, but it is out of the scope of this study to measure the additional antecedents. The impact of the exclusion of these antecedents from the investigation will be elaborated on in the complete literature review of this research.

While both measurement instruments have been well tested and are approved of within ethical research, there is a concern within the South African context of a language barrier. Of critical importance in both the DIT-2 and ELS is the ability of the respondents to understand the language and intent of the questions. As documented by Bebeau (2002) there is improved performance native English speakers compared to non-native English speakers, thus purely to do with language comprehension.

The author is concerned that due to the overall lack of literacy within South Africa (Van Staden & Bosker, 2014) the meaning of the ethical dilemma will not be understood. However, the process involved in translating a survey instrument is exhaustive and beyond the scope of this research (Beaton, Bombardier, Guillemin, & Ferraz, 2000). Thus the potential limitation in the ability of the respondents to understand will have to be accepted. At the same time, the repetition of questions in different formats to ensure reliability of the survey instrument should remove those respondents who struggled with the language.

In addition to the language barrier the author is aware that there is a potential risk in applying the research to multiple industries and the variance in ethics, culture and organisation design across industries could potentially distort the outcomes of the research. Thus part of the demographic questions will be the industry of employment, this can then be used to sort data and check for biases in specific industries.

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## 5 Appendices

### Questionnaire

#### Demographic Questionnaire

<b>Demographic Questions</b>	
Industry	Age
Length of Formal Employment	Length of Employment in Current Company
Highest Level of Formal Education	Gender
Position in the Company (seniority)	Race
Years under your current Supervisor	Industry of Work
Have you received formal tertiary ethical training	
Have you received formal workplace ethical training	

#### Ethical Leadership Survey Questionnaire

The following questions were answered on a 7 point Likert scale from Strongly Disagree, Mostly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Mostly Agree, Strongly Agree.

1. My manager conducts his/her personal life in an ethical manner
2. My manager defines success not just by results but also the way that they are obtained
3. My manager listens to what employees have to say
4. My manager disciplines employees who violate ethical standards
5. My manager makes fair and balanced decisions
6. My manager can be trusted
7. My manager discusses business ethics or values with employees
8. My manager sets an example of how to do things the right way in terms of ethics
9. My manager has the best interests of employees in mind
10. My manager when making decisions, asks "What is the right thing to do?"

Defining Issues Test – 2 Questionnaire

**Defining Issues Test-2**

**1. Defining Issues Test-2**

This questionnaire is concerned with how you define the issues in a social problem. Five short stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions/issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

PLEASE TRY TO FINISH THE QUESTIONNAIRE IN ONE SITTING.

## Defining Issues Test-2

### 2. EXAMPLE of the task

Imagine you are about to vote for a candidate for the Presidency of South Africa. Before you vote, you are asked to rate the importance of five issues you could consider in deciding who to vote for. Rate the importance of each item (issue) by checking the appropriate box.

**\*1. Rate the following issues in terms of importance.**

	Great	Much	Some	Little	No
1. Financially are you personally better off now than you were four years ago?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does one candidate have a superior moral character?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Which candidate stands the tallest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Which candidate would make the best world leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Which candidate has the best ideas for our country's internal problems, like crime and health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note. Some items may seem irrelevant or not make sense (as in item #3). In that case, rate the item as 'NO'.

After you rate all of the items you will be asked to RANK the top four items in terms of importance. Note that it makes sense that the items you RATE as most important should be RANKED as well. So if you only rated Item 1 as having great importance you should rank it as most important.

**\*2. Consider the 5 issues above and rank which issues are the most important.**

	1	2	3	4	5
Most important item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second most important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third most important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth most important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Again, remember to consider all of the items before you rank the four most important items and be sure that you only rank items that you found important.

Note also that before you begin to rate and rank items you will be asked to state your preference for what action to take in story.

Thank you and you may begin the questionnaire!



## Defining Issues Test-2

### 3. Story 1

#### 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.

**\*1. What should Mustaq Singh do? Do you favor the action of taking food?**

- Should take the food     
  Can't decide     
  Should not take the food

**\*2. Rate the following issues in terms of importance.**

	Great	Much	Some	Little	No
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"/>

**\*3. 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	<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	<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	<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"/>

## Defining Issues Test-2

### 4. Story 2

#### 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.

#### \*1. Do you favor the action of reporting the story?

- Should report the story
  Can't decide
  Should not report the story

#### \*2. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
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"/>

#### \*3. 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	<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	<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	<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"/>

## Defining Issues Test-2

### 5. Story 3

#### 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.

#### \*1. Do you favor calling off the next Open Meeting

- Should call off the next open meeting   
  Can't decide   
  Should have the next open meeting

#### \*2. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
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 from making long speeches?	<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?	<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?	<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"/>

#### \*3. 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	<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	<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	<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"/>

## Defining Issues Test-2

### 6. Story 4

#### 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?

**\*1. Do you favor the action of giving more medicine?**

- Should give Mrs. Bennett an increased dosage to make her die.
  Can't decide
  Should not give her an increased dosage

**\*2. Rate the following issues in terms of importance.**

	Great	Much	Some	Little	No
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 hallucinogenic 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"/>

**\*3. 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	<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	<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	<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"/>

## Defining Issues Test-2

### 7. Story 5

#### 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?

**\*1. Do you favor the action of demonstrating in this way?**

- Should continue demonstrating in these ways
  Can't decide
  Should not continue demonstrating in these ways

**\*2. Rate the following issues in terms of importance.**

	Great	Much	Some	Little	No
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"/>

**\*3. 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	<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	<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	<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"/>