

A COMPARISON OF DELPHI STUDIES TO DETERMINE THE
PRINCIPAL CHARACTER TRAITS DESCRIPTIVE OF A
POSITIVE AMERICAN WORK ETHIC

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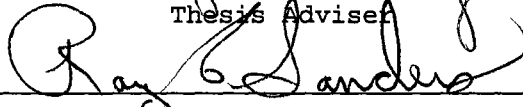
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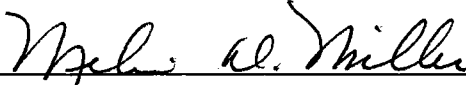
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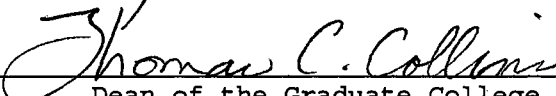


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CHAPTER I

INTRODUCTION

Recent events have brought ethics to the forefront as a topic of discussion throughout our nation (Richardson, 1994). Business book titles, textbooks, and journals are replete with articles on ethics. Many are talking and writing about the subject, but if asked what is meant by the word "ethics", the range of responses reveals a lack of consensus as to what values, character traits, or behaviors the respondents believe to be important.

Karp and Abramms (1992) view ethics as either a set of moral principles or a set of specific behaviors. They agree that the main problem in dealing with ethics is that there is no universal definition, no clear objectives, and no agreement upon appropriate behaviors.

Baker (1992) suggests that people must be concerned about ethics because they live in a world where new technology has given rise to new ethical questions. Conflict often arises over how to remain profitable and at the same time principled. Professionals struggle with value decisions, while society demands an ethic of social responsibility.

The media have filled the homes of America with news of so-called unethical behavior from every sector of society--from employee theft of time and materials, to corporate social and environmental irresponsibility, to political and religious leaders' unethical behavior. The literature on the subject of ethics is full of professional and lay responses to the issues suggesting the development

of codes of ethics, courses in ethics, and dialogue, all resulting in more discourse about ethical issues and a greater availability of ethics-related material (Baker, 1992).

Is it enough, however, to try to arrive at a definition of a positive American work ethic by just touting a list of traits that a worker should exhibit and leaving it at that? A careful review of the literature suggests that the answer to the question is "no." This approach is too simplistic. George Herbert Mead (1934) was one of the first to suggest in his work, Mind, Self, and Society (Chicago: University Press), that a worker's ethic was a combination of that person's values, behaviors, and character traits. Borrowing on his idea, Berger and Luckmann (1967) suggest what they refer to as a three-part model of socialization: First, one develops values and, second, one behaves in accordance with those values. Third, one's behaving consistently with one's values, over time, results in others believing that a certain trait has become an identifier of that person. One is said to possess a particular character quality normally identified in either negative or positive terms. In the common vernacular, this idea is often expressed as James Kennedy (1994) expressed it in Character and Destiny: A Nation in Search of Its Soul (Grand Rapids: Zondervan Publishing House). "Character traits are intimately related to our moral values and our deepest beliefs about who we are as people, but they are visible in the pattern of behavior a person exhibits" (p. 193).

While it may be difficult to determine a set of traits, values, and behaviors that can be applied in all cases, an understanding of how to behave at work can be ascertained by identifying specific character traits, values, and behaviors that are widely understood, functional,

and acceptable to the academician, the business owner, management, and the rank and file employee. Is there a relationship between a trait and a value and between a trait and a behavior? Should the three items be considered together? This is the task of this research project.

Problem Statement

Evidence exists in the literature that in recent years, a general decline has been observed in the American work ethic. This decline has contributed to decreased production in business and industry as well as a decrease in job satisfaction among workers. Leaders from business/industry and academia have attempted to curb this condition by creating values, ethics, and behavior modification training programs. Companies have developed codes of conduct and codes of ethics. With all this concern being evident, it is professionally irresponsible that workplace ethics training programs are developed in the absence of a validated, widely agreed upon corpus of traits, values, and behaviors.

Purpose of the Research

The purpose of this study was to identify the corpus of ethicists' opinions as to which specific workplace character traits, values, and behaviors clearly give definition to a positive American work ethic. Furthermore, the intention of this study was to validate the idea that as one seeks to define the positive American work ethic, the relationships between workplace values, character traits, and behaviors should be considered in order to lend strength and clarity to the resulting definition. Finally, this study sought to compare and contrast the two groups' lists of specific character traits.

Douthitt (1990) suggests that if character traits can be identified, if values can be clarified, if behaviors can be listed, then "character trait" specific course curricula can be developed and used in business and industry, in the home, and in some settings in the classroom.

Need for the Study

Karp and Abramms (1992) and Baker (1992) suggest that a need is found in business and industry training programs for lesson materials which specify specific character traits, values, and behaviors which might be useful in helping teachers and trainers develop definitions of the work ethic. The literature available which identifies specific character traits inherent within a positive American work ethic is limited. The list of 49 character traits produced by the Institute in Basic Youth Conflicts in 1976 (see Appendix C) was the most comprehensive list of specific character traits found in the literature. Douthitt (1990) states that if corporations are to move beyond the general vagueness of codes of ethics or management policies, research needs to follow another course of action. He suggests that specific training in character guidance should find its way into the curriculum of vocational training institutions.

Research Objectives

This study had the following objectives:

1. To identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific

character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic.

2. To assess descriptively the apparent differences between and commonalities among the lists of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive American work ethic.

3. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers.

4. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts.

Definitions

Positive American Work Ethic: For the purpose of this study a working definition of the positive American work ethic was developed from the commonalities of definitions given by The Public Agenda Foundation (1985); Cameron and Elusorr (1986); and Gardner (1960).

A work ethic is deemed to be a positive work ethic, as opposed to a neutral or negative work ethic, when mankind realizes meaning in work from three primary functions:

1. It is a necessary condition for human life--for food, protection, and self-preservation. It becomes particularly positive when mankind is motivated to work for a combination of self-interest and concern for families, loyalty to fellow workers and employers, and a desire to enrich the life of the community as a whole.

2. Recognition of the giving and recognition of the receiving aspects of work that are socially necessary as a part of the positive work ethic.

3. Each person's daily work ought to provide a major outlet toward creative self-expression.

When taken together, these functions give definition to the positive American work ethic.

Character Trait: A character trait is a distinguishing quality or characteristic, especially of personality. It is a mark or pattern of behavior or moral constitution. It can be a statement or adjective which describes the behavior or qualities of a person. To say that one displays a particular character trait provides a useful means of characterizing a person (e.g., "he is punctual") (Allport, 1937; Cattell, 1965).

Value Statements: Karp and Abramms (1992) define "values" using a sylloquism, "think of value as a lighthouse." Its message is, "As you go where you are going, keep me in view, or you risk becoming lost" (p. 38). Miller (1985) gives clarity to such a statement by positing, "Value statements are philosophical concerns that have to do with what people 'ought to do.'" For this study, value statements are understood to be commonly held workplace behavioral ideologies.

Behavior: The activity of an organism as it responds to stimuli (Engler, 1991, p. 488).

Expert Ethicist: In this study, the term means the following: An academician, recommended by a nationally recognized ethics organization, who has become recognized by the public as a theoretical scholar in the special branch of learning known as Ethics. From the perspective of

business and industry, an ethics expert is a person who, by the nature of practice, has become thoroughly acquainted with what specific workplace behaviors are acceptable or non-acceptable in a particular work setting. Because of this knowledge, this person has been placed in a supervisory position.

Business Ethics: "The interrelationships of behaviors, values, and social responsibility in business" (Richardson, 1993, p. 4).

Consensus: Linstone and Turoff (1975) suggest two approaches to understanding how the term "consensus" should be used as a tool toward gaining understanding about an issue.

1. Consensus is the means used to converge on a single model or position on some issue.

2. Consensus is the eliciting of many diverse points of view with the objective of fitting the pieces together into one whole and/or determining if the pieces make up one whole or several. The focus of this study will be the latter understanding of the term.

Descriptive Research: Ary, Jacobs, and Razavich (1990) explain that this type of research aims at describing "what exists" at the time of the study. It is most often directed toward obtaining information concerning the current status of phenomena. Unlike causal-comparative research, it is not generally directed toward hypothesis testing.

Qualitative vs. Quantitative Inquiry: Qualitative inquiry begins from a different methodological assumption than quantitative inquiry. In quantitative research, inquiry begins with a theory to be investigated. From the theory come hypotheses which are subjected to testing, which in turn lend support to law-like theories or statements of social and behavioral phenomena. The ultimate goal of qualitative

inquiry is to portray the complex pattern of what is being studied in sufficient depth and detail so that one who has not experienced it can understand it (Ary, Jacobs, & Razavich, 1990).

Delphi Technique: In situations where tasks have never been performed, or there are a variety of ways to conceptualize the job, a fair consensus must be reached. This technique of reaching consensus allows experts to focus their opinions on an unknown in hopes of reaching a discernable convergence of opinion, through the use of two to four survey rounds. The effect is to lend direction to difficult, complex questions for which there are no absolute answers (Zemke & Kramlinger, 1989).

Content Analysis: Krippendorff (1980) describes this type of analysis as the investigation of documents for the purpose of identifying topics or themes, such as evidence of bias or prejudice, or prevailing practices. The data gathered are generally expressed as frequency counts in various relevant categories.

Code of Ethics: An effort of an organization to formulate, disseminate, and inculcate a company's ethical principles through the enactment of written policy statements (The Conference Board, 1992).

Limitations of the Study

1. This study was limited to the opinions of two specific groups of persons: a) expert academic ethicists, and b) individuals in supervisory positions in business and industry. Because the group of expert academic ethicists was nominated by two specific ethics organizations (i.e., the Ethics Resource Center, Inc., and the Josephson Institute of Ethics, Inc.), there may be cause for some to suspect a

particular bias in the groups' combined opinions. Also, because the researcher used the advice of a select jury of four ethics experts in order to set the criteria for admission into the other group, some may question the degree of expertise within the group.

2. The focus of this study was to develop a list of character traits, values and behaviors which give definition to a positive American work ethic. Because the English language unabridged dictionary contains about 4,000 words that might be accepted as trait names (Morgan & King, 1956), this study was limited in its scope to the terms suggested by two groups of participants.

3. Because of shifting ideologies, this study does not pose to be timeless or valid across international borders. It may even need to be evaluated for validity across divergent cultures within the United States and its territories.

4. The application of this research may not apply equally across all disciplines, such as government, law and medicine, because of the limitation of the researcher's field of research.

5. The researcher's subjectivity in making interpretative decisions concerning which specific character traits, values, and behaviors were most representative of the total group opinion is unique to the researcher. This was necessary because of the large volume of response to the first round questionnaire (over 50 pages of information) which contained many duplicated terms, phrases, and statements.

6. There are no inferences made with regard to the data produced by this study beyond the participants themselves.

Assumption

According to the American Heritage Dictionary (1992), an assumption is something taken for granted or accepted as true without proof. This study was completed with the following assumption. The members of each Delphi group have the ability to describe verbally such nebulous terms as "values," "traits," and "behaviors."

Organization of the Study

This study is organized as follows: Chapter II contains a review of related literature. A brief history of ethical philosophy is presented in order to show the consistent change of dominant beliefs over time. Special attention will be given to the revival of interest in ethics during the past two decades. Chapter III is an outline of the procedures and methodology employed in this study. In Chapter IV, the results are presented. Chapter V includes the summary and conclusions with special emphasis given to suggested follow-up of this study.

CHAPTER II

LITERATURE REVIEW

Because human beings have worked since time began, the subject of how they work together has always been an issue of concern. This issue has resulted in a preponderance of recorded opinion. In an effort to deal fairly with these recorded opinions, proper organization of the resources is important. Thus the material has been organized into the following broad outline:

- A. The work ethic in an hellenistic world
- B. The church--Its influential view of the work ethic
 - 1. The church fathers' view
 - 2. The reformers' view
 - 3. America's religious view
- C. The modern secular work ethic in America
 - 1. The fork in the road
 - (a) Business ethics
 - (b) Labor's ethics
 - 2. Education's role in the American work ethic
 - (a) General education
 - (b) Vocational technical education
 - (c) In-house training programs
- D. Future Challenges

The Work Ethic in a Hellenistic World

The word "contempt" perhaps best describes the ancient Roman and Greek attitudes toward work. Although the Romans dominated the world politically during New Testament times, Greece dictated the culture, the language, and philosophy. Their name for work was "ponos," it has the same root as the Latin "poena," sorrow. For them, "ponos" was colored with that sense of a heavy burdensome task which is felt in the words "fatigue," "travail," or "burden." Work was simply a curse (Tilgher, 1930).

Homer's view was that the gods hated mankind and decided to be revengeful and condemn them to a life of labor. Aristotle's view was equally condemning in that he believed that effort through occupation, art, or science which led to the deterioration of the body was vulgar. What was important was the contemplation of virtue. Any labor, especially paid employment, was degrading. His views were so pervasive that at Thebes a law was passed which forbade any man to hold office until after retirement from business or labor (Scotchmer, 1980).

Roman thought seen in the ideas of Celsus (third century AD) echoes the Greek logic in his attack on Christianity, "Jesus and his followers were a rustic bunch of common laborers" (Scotchmer, 1980, p. 13). To the ancient Jews "work was life," and they had a saying: "He who does not teach his son a trade teaches him to steal." For the Jew, work was a gift from God. He was to find satisfaction in his toil. He was to accept his lot in life and be happy in his work (Barclay, 1971).

In these three cultures (Roman, Greek, and Jewish), views regarding work developed into two main streams of thought. For the Greeks and Romans, leisure was essential and the acquisition of virtue the highest

order. God was for them an infinite thinker, not an ultimate worker, as he was for the Jew (Henry, 1964). The ideas of Plato and Aristotle came to promote a two-story concept of work. They believed that the majority of men should do the heavy lifting so that the minority, like themselves, might engage in higher pursuits, such as art, philosophy, and politics. This same idea was well accepted in Rome where there were two worthy occupations, agriculture and big business, especially if these could lead to a comfortable retirement (Henry, 1964). As Colson and Eckerd (1991) suggested, "Christianity changed all of this" (p. 34).

The Church--Its Influential View of the Work Ethic

In the first three centuries following the death of Jesus Christ, the church promoted three views of work. First, a strong distinction came to exist between the laity and the clergy which resulted in the former being relegated to a lower rank. Second, there was a distinction between Christianity and the pagan world when it came to the dignity afforded to slaves and their manual labor. Third, the ascetic lifestyle became much preferred to the toil of worldly concerns (Henry, 1964). Of these three views only one, the second one, seems to stand alone as being purely Christian and untainted by Roman and Greek philosophy (Henry, 1964).

Because early clergymen were required to be highly educated and the Christian laity were basically like much of the non-Christian populous, uneducated, a natural rift began to develop which would not be bridged for several hundred years (Tilgher, 1930).

The Church Fathers' View of the Work Ethic

As early as the first century AD, Clement of Rome began to focus on the higher status of the clergy. Barnette (1965) writes:

The ministry is apostolic, but it consists of a plurality of bishops appointed by apostles and other eminent men, but 'with the consent of the whole church.' The laity, however, are given a subordinate place and 'bound by the laws that pertain to laymen' (p. 40).

This same low view of those who work with their hands is advocated by Ignatius. The laity are to be represented to God by the clergy because they (the clergy) are the pure ones: "Whoever is within the sanctuary is pure; but he who is outside of the sanctuary is not pure; that is, he who does anything without bishop and presbyter and deacon, is not pure in conscience" (Schaff, 1960, p. 125-126).

From Clement, to Tertullian, and finally to Cyprian (AD 200-258), this same thought pattern prevailed which elevated the clergy above the labor class. The formula came to be, "The bishop is in the church, and the church is in the bishop" (Barnette, 1965, p. 41). Schaff (1960) concludes this progression which glorified "thinking" and made labor "demeaning" thus, "the term 'clergy,' which first signified the lot by which the office was assigned, then the office itself, then the persons holding that office, was transferred from the Christians generally to the ministers exclusively.

One must not construe from this thinking that the church was only improving the work ethic for the clergy. It must be understood that the status of the laity was also being given consideration but in a different way. For the manual laborer spiritual freedom was offered by

the church, making physical freedom from work pale in significance (Tilgher, 1930).

Kaiser (1966) suggests that Origen, probably more than any of the early church fathers, gave dignity to the common man by esteeming work as a creative endeavor given by the creator. It was the slave and the manual worker who found hope and meaning in this new idea. Clement of Alexandria seized this idea and taught the Christians of his parish that be they sailors, soldiers, or farmers, they should recognize the presence of God as they went about their daily routine (Calhoun, 1957).

The brightness this new-found light shed upon the common man and his work ethic was to be short lived, for even the bearers of the hopeful ideas of an improved view of work were to turn in their tracks with the rise of the unusual Biblical perspective of asceticism and godly piety. Tertullian, Clement of Alexandria, and Origen all fell prey to the idea that the clergy were to excel the plain Christian not only by higher knowledge, but also in virtue and superiority in all bodily conditions. The old Platonic idea that "the body is the grave and the fetter of the soul" (Schaff 1960, p. 125-127) was to rise again. The end result was the birth of the monastics who would cloister themselves behind the four walls of the church and devote themselves solely to prayer and separation from worldly affairs. The common man would once again view themselves and their work through the eyes of the curse mentality (Tilgher, 1930).

In contrast, the greatest Church Father to have a positive influence in changing the laity's view of work was Augustine. He was the first to write an organized theology of work. He recommended that a life of work mixed with contemplation would bring satisfaction:

There was not indeed the affliction of labor, but the exhilaration of will, since those things which God had created profited by the help of human work. Joyous and fruitful was the contribution The work would be done freely by the will, not merely because bodily needs would require it. What indeed is greater . . . where can one commune more fully with nature herself than in the sowing of seeds, the planting of sprouts, the transplanting of little trees, the grafting of slips. In this work, it is as though one asked of each force of root and bud what it could do. Whence it is that it might grow, or not grow? What force was there in many because of the invisible and interior power, what value in the external diligence and effort, to cause the plant to grow? (One was) to see in all this that neither the one who plants is important, nor the one who waters, but the one who gives the increase: God. (For) that which is externally contributed is made by one whom God has created, and whom He governs and directs invisibly (Saint Augustine).

His theology also criticized the business profession in preferring manual work to riches obtained in other ways.

But it is another matter to occupy one's mind with the pursuit of riches without expending bodily labor, as do businessmen, administrators, or overseers, for in attending to their duty, they work with care, not with their hands, and hence they occupy their minds with the anxiety of possessing (Augustine).

The church fathers during the medieval period viewed work as being subject to a feudal system which was highly stratified. In order to

maintain the still dominant platonic separation of laity and clergy, the clergy simply disappeared behind the walls of monasteries in order to propagate ascetic Christianity. However, from behind those walls, one voice emerged, the voice of Thomas Aquinas. Kaiser (1966) reports that Aquinas gave considerable attention to "market value fairness." No mathematical formula is presented in his writing, but the suggestion that prices be fixed in line with the utility of an item is mentioned (Kaiser, 1966).

Even though this spark of concern for fairness comes through clearly in Thomas' writings, he was also influenced with the same ideas all those in the church had been influenced with--Greek dualism. The contemplative life was superior to labor. The mind was more important than the body (Kaiser, 1966).

The attitudes of both clergy and laity alike would remain stratified throughout the medieval times. Not much would change until in the 1500s when a young priest would set off an ideology-shaking reform movement that would change the work ethic forever.

The Reformer's View of the Work Ethic

Martin Luther (1483-1546) entered the religious scene with a strong sense of justice and the spirit to reform the church. His reform theology of the Middle Ages, particularly his theology of work, reflected a change in the church's attitude toward the daily activities of work.

Barnette (1965) writes:

Luther's view of vocation was a protest against the Medieval use of the term exclusively as the call to monastic life. He

sought to bridge the gulf between the "sacred" and the "secular" and to show how God could be glorified in the work-a-day world. He used the term Beruf (calling) of men's everyday stations and tasks and identified 'calling' in 1 Corinthians 7:20 as the station which one occupies in society.

For Luther, vocation is the means of implementing ethics by loving service to God and to one's neighbor in one's work. Hence, work is a means of expressing love to neighbor in meeting his economic needs. Calling is also related to citizenship because both express love to neighbor and service to the commonwealth. Indeed, in Luther's thought Beruf includes every aspect of life (p. 51).

Wealth, which had been a work ethic issue throughout the Middle Ages, was also of concern to Luther. He saw no particular virtue or evil in poverty, "God does not condemn the possession of wealth, but the evil use of it, that is, its use merely to satisfy one's selfish desire" (Plass, 1948, p. 278).

Pascarella (1984) suggests that Luther's revolutionary concept of a worldly "calling" would become in modern times the keystone of the Protestant work ethic. Prior to that, in the teachings of the Roman Church, the highest calling had been the monastic life of contemplation. Luther's view of "calling" was to action in the secular world as an expression of brotherly love. This justification of worldly activity gave the work ethic new life after the Reformation.

Some years earlier than Pascarella's observations, Max Weber (1958), a German sociologist and reported father of the Protestant work ethic both in Europe and America, addressed this issue. He wrote, "This

moral justification of worldly activity was one of the most important results of the Reformation" (p. 81).

John Calvin joined forces with Luther in an effort to bring significance to work. Pascarella (1984) says, "They presented it as a bridge between heaven and earth" (p. 29).

Calvin's views took man one step further by drawing him into worldly activities for spiritual purposes. He coined the phrase "maximum effort." For Calvin, this term meant that when a person produces more than he needs, the surplus should not be wasted on personal appetites; instead, it should be reinvested to improve one's work and provide even greater surpluses for the glory of God (Rifkin, 1979).

In these views, what was once a curse now was viewed as a blessing. Work was a sign that one was among God's elect. Finally, individuals were rising above the subsistence level. A working class was developing. Pascarella (1984) reports that to Luther, this was the result of divine will. Man was finding his assigned place in life; now he could become a producer and a consumer; he could be both ethically right and economically effective (Pascarella, 1984).

Before changing the subject to the American religious scene, it is fitting to close this discussion of the reformed view of work with John Wesley's mediating position toward work, which attempted to balance the pendulum swing between ancient and modern views. Pascarella (1984) presents Wesley's contribution.

Two centuries after the thinking of Luther and Calvin had begun working their effect on society, John Wesley (1703-1791) foresaw the likely negative outcome of such expressions of

faith. Religion, he said, will produce industry and frugality which will lead to riches; as riches increase, so will pride, anger, and desire. Religion thus brings on its own decay. It would be futile to try to prevent people from working and accumulating wealth, Wesley realized. His practical solution was to encourage them to do so and then share their wealth so they would grow in grace (p. 30).

America's Religious View of the Work Ethic

In America, riches did increase. Work and wealth became signs of respectability. As is common in religion, there was controversy over the meaning of work from America's very foundation. As predicted by Wesley above, riches did, in fact, draw people's attention to the secular life. So forceful was the drawing away that many lost sight of their treasures in heaven. Pascarella (1984) said it well: "Attempts to make the church of the saved visible in this world shifted people's concern from the hereafter to the here and now. Material success became an end in itself" (p. 30).

Later in this work, the influence of the Protestant work ethic will be discussed, but first, a brief mention is in order of the often misunderstood relationship which existed early on in American history between the ideals of our nation's founders and organized religion. As noted by Pascarella (1984), America's founders provided a philosophical base from which a work ethic could be born but not a religious one--especially not a specifically Christian one; they were profoundly influenced by enlightenment thinking which had only recently matured in the eighteenth and nineteenth centuries" (p. 33).

Given the mix of humanism and the new methods of scientific experimentation coming out of enlightened minds, nature was no longer mysterious and divine. Man's lot in all this new discovery was to become an individual able to master whatever task was set before him and to become a producer of wealth (Tilgher, 1930).

Often misunderstood, the "Declaration of Independence" is a humanitarian document, not a religious document. Thomas Jefferson, Benjamin Franklin, and George Washington were great statesmen, but theologically they were deists who believed in a God who was creator but left creation to work things out on its own without divine intervention (Thiessen, 1949).

America's "Declaration of Independence" contains only three references to a divine being:

1. 'equal station to which the Laws of Nature and of Nature's God entitle them;'
2. 'that they are endowed by their Creator;'
3. 'with a firm reliance on the protection of Divine Providence' (Pascarella, 1984, p. 32-33).

The American Constitution has only one reference to spiritual matters, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This one reference does not appear in the original document, rather in its First Amendment. Many have falsely reasoned that because any mention at all is made of God that our nation is therefore founded upon religious principles. If this is true, then given the principles' source (deism) the religious foundation is decidedly liberal (Pascarella 1984).

Even if the discussion above is true in principle, the behavior in the workplace remained under the control of the deeply religious roots of the church, both Catholic and Protestant. Bell (1976) points out that at the core of the work ethic was intense moral zeal toward the regulation of conduct for the sake of the individual and the community. The spiritual values of the church were central to people's lives and tied all the elements of life into a meaningful whole (Bell, 1976).

At the beginning of the nineteenth century, a dualism developed which caused a person to be divided between two temptations--to turn inwardly to one's own spiritual development or to forget so much about self as to turn all one's attention to others in society in an attempt to save society (Marty, 1970). It became increasingly impossible for the devout person to give allegiance to both desires.

This division of religious "burden" (the desire to give allegiance), over time, developed into two firmly supported groups. The first group became devotedly religious and turned in toward self; the other turned out toward society. All their activities and actions were filtered through the larger group's system of checks and balances. Normally the larger group, referred to here, would be a specific religious group or denomination. A member of this group would most often live out his life according to two codes of ethics:

- The expectations of self and the group
 - The expectations of an employer or, if they were in business for themselves, the expectations of their clients
- (Marty, 1970).

Sherman (1987) has much to say about this person, but his views will be discussed later when the current status of America's religious view of the work ethic is discussed.

Historically, the first group became caught in this exchange between two lifestyles, two behavior codes; thus, they internalized their beliefs (faith), and at work, they joined the masses, looking for ways to progress or get ahead. In modern times, this state of affairs has rendered the church speechless when it comes to developing a clear concise theology of work (Sherman, 1987).

The second group involved in this dualism became more concerned with the social order and man's social role. The followers worked for transformation of the world and the reformation of society. As a group, they came to be known as the historical or more liberally-minded Christian denominations. The notion of work as a spiritual calling fell by the wayside and the emphasis shifted to the idea that material success was a mark of divine blessing. Interestingly, both groups were now working for the same thing, "material progress," but with a clear distinction. The first group did not go about their work with a clear conscience because an important part of them was still at home unfulfilled. The other group gave full effort into ushering in the Industrial Revolution with a clear conscience (Sherman, 1987).

Pascarella (1984) suggested that this brand of capitalism succeeded in creating widespread prosperity which surpassed anything the world had ever seen. This success bred a fever of consumption, not production (Pascarella, 1984).

At this time, Weber's work, The Protestant Ethic and the Spirit of Capitalism, made its way from Europe to America. It was first translated into English by Talcott Parsons in 1930 (Furnham, 1990).

Weber was a social scientist whose scholarship showed a broad base of knowledge in religion, political economy, the law and most other social sciences (Furnham, 1990). His writings came just at a time when what was happening in America needed direction and definition. His ideas came to be known as the "Protestant work ethic." Also, those who reacted for and against Weberian theory will be included in this brief survey of literature.

For Weber, the central problem in developing a work ethic was in coming to grips with a set of values in which individuals could firmly believe and after which they could pattern their lives. Rose (1985) summarized Weberianism:

Economic vitality was believed to depend upon a shared culture which highlighted a value-pattern embracing: 1) individualistic striving for success; 2) willingness to postpone immediate pleasure in order to build up a store of virtue and money (deferred gratification); 3) acceptance of a moral obligation to perform work diligently however menial the task; 4) dutiful compliance with the just orders of an employer; and 5) the importance of work, in life as a whole, as a source of meaning and sense of personal worth (work-centeredness) (p. 12).

Oates (1971) presents a clear statement of how the values listed above can be understood in terms of the workplace:

A universal taboo is placed on idleness, and industriousness is considered a religious ideal; waste is a vice, and frugality a virtue; complacency and failure are outlawed, and ambition and success are taken as sure signs of God's favor; the universal sign of sin is poverty, and the crowning sign of God's favor is wealth (p. 84).

Furnham (1990) points out that the Protestant work ethic idea has provoked much controversy from every sector of society and especially among political scientists, economic historians, and Protestant theologians. These reactions are classified in three ways. For the sake of this review of literature on the subject, each view will be listed and one or two of its proponents will be mentioned:

Negative view: Gibbens (1972), Politics and Sociology in the Thought of Max Weber, presents the following criticisms:

1. Weber's understanding of Protestant theology and lay beliefs, particularly Calvinism, Lutheranism, and American Puritanism, was erroneous.
2. Similarly, he misunderstood Catholic doctrine, particularly as it differed from Protestantism concerning economic detail.
3. The data used by Weber to support his thesis were limited mainly to Anglo-Saxon material while other European (i.e., German, Dutch, and Swiss) data fail to support his hypothesis.
4. Weber's distinction between modern and earlier forms of capitalism was unwarranted because the "spirit of modern" capitalism was apparent in earlier periods.
5. The supposed causal correlation between Puritanism and modern capitalism is unfounded and, indeed, it may be argued that Puritan

ideology and practices were themselves merely epiphenomena of previously established economic changes.

A similar negative review of Weberianism is leveled by another famous critic, R. Tawney (1963), in his book Religion and the Rise of Capitalism.

Neutral View: Nelson (1973) attempts to put Weber's work in historical context. He criticizes Weber's critics for too narrow an interpretation and for not understanding Weber's purpose or seeing how specific errors in interpretation do not invalidate the whole thesis.

Positive View: In Cherrington's The Work Ethic: Working Values and Values That Work (1980), eight attributes of the Protestant work ethic are listed. They are as follows:

1. People have a normal and religious obligation to fill their lives with heavy physical toil. For some, this means that hard work, effort, and drudgery are to be valued for their own sake; physical pleasures and enjoyments are to be shunned; an ascetic existence of methodical rigor is the only acceptable way of life.
2. Men and women are expected to spend long hours at work, with little or no time for personal recreation and leisure.
3. A worker should have a dependable attendance record, with low absenteeism and tardiness.
4. Workers should be highly productive and produce a large quantity of goods or services.
5. Workers should take pride in their work and do their jobs well.
6. Employees should have feelings of commitment and loyalty to their profession, their company, and their work group.

7. Workers should be achievement-oriented and constantly strive for promotions and advancement. High-status jobs with prestige and the respect of others are important indicators of a good person.

8. People should acquire wealth through honest labor and retain it through thrift and wise investments. Frugality is desirable; extravagance and waste should be avoided.

Cherrington (1980) suggests that it is easy to be critical of the Protestant work ethic, but history has proven the significance of its influence. Is it even possible to meet someone in America who is over thirty years old who has not heard of this pervasive ethic? Whatever one says either positively or negatively about this social movement, it is certain that it was responsible for laying the foundation for America's industrialization with its justification of work and investment. As the social movement took root, it began to lose some of the tenets that gave it life, such as the notion that work is a spiritual calling (Cherrington, 1980).

With its ethic centered on economic gain, the prosperity promised by the Industrial Revolution often became an unreachable dream for many who were only able to rise to a lifestyle of subsistence. This reality spawned much discontentment for what was supposed to have been but never happened (Cherrington, 1980).

Out of this disappointment the American worker began to demand more economic compensation in exchange for having to work at jobs that degraded their dignity. All of a sudden workers realized that their labor was no longer done for God's glorification. Now the job took on utilitarian meaning (Cherrington, 1980).

Pascarella (1984) goes so far as to say that the literature bemoans the fact that the foundation for industrialization was eventually eroded by the Protestant work ethic.

Colson and Eckerd (1991) noted that American business and industry progressed beyond the Protestant work ethic but failed to replace its system of checks and balances. Further, they stated that without a positive work ethic to fill the void, America has resorted to an ethic dominated by self-actualization and consumption. The prevailing attitude of the past several decades has been "work as little as possible, spend all you earn, and demand your rewards now because there may not be any tomorrow" (Colson & Eckerd, 1991).

In the midst of all of this, the church has simply been silent. A biblical proverb shows the importance of a positive work ethic, or the results of no work ethic:

Go to the ant, O sluggard; consider her ways, and be wise.

Without having any chief, officer or ruler, she prepares her food in summer, and gathers her sustenance in harvest. How long will you lie there, O sluggard? When will you arise from your sleep? A little sleep, a little slumber, a little folding of the hands to rest, and poverty will come upon you like a vagabond, and want like an armed man (Proverbs 6:6-11, RSV).

The Modern Secular Work Ethic in America

At the outset of this research project, one reality became apparent, which at first seemed inconceivable. Most of the research of the last decade refers to one major research project for source data.

The project was commissioned by the Public Agenda Foundation and the Aspen Institute for Humanistic Studies entitled "Jobs in the 1980s and 1990s." The results of this project are compiled in the book The World at Work--An International Report on Jobs, Productivity, and Human Values (Yankelovich, Zetterberg, Strümpel, Shanks, Immerwahr, Noelle-Neumann, Sengoku, & Yuchtman-Yaar, 1985).

The project brought together a team of leading social scientists, in six of the advanced industrialized democracies, who worked together over a three-year period gathering data. The concern of this study was limited to the research conclusions particular to the United States of America and, more specifically, the work ethic in America.

Before turning the attention here to the report's evaluation of the modern work ethic in America, it is important first to give an overview of the report's analysis of the "core problem" in the world's workplace.

All the industrialized economies find themselves entering a period of economic vulnerability. In part, the vulnerability grows out of new, more stringent global competition, and in part it grows out of a fateful shift in cultural outlook and values. At the same time that the industrialized democracies are facing the most severe economic challenges, their citizens seem less willing than in the past to make the sacrifices that may be needed to meet these challenges. Governments, as a result, are less able to make hard choices in dealing with new realities. They confront new economic dangers armed with a much weaker political will in a world that has been transformed by social changes. This combination of harsher

competitive conditions with weaker political will defines the core problem (Yankelovich, et al., 1985, p. 3).

The findings of the study particular to the American work ethic, are interesting, but not without controversy.

From the perspective of the Public Agenda Report (1985), the work ethic in America is weakening. It is characterized by a great deal of discretion which is used by the jobholders as a chance to hold back from investing effort and commitment to their jobs; they are choosing to give less rather than more to their jobs. About 22% of the people in the American work force say they are performing to their full capacity. Nearly half (44%) admit that they do not put a great deal of effort into their jobs over and above what is required.

The study shows that this slacking effort may be making a significant impact on the American economy. The net productivity growth in the United States was dead last when compared with the other five participating countries. There is a direct correlation between what one could give and what is actually given with decreasing investment of time and effort by the American jobholders. The challenge, therefore, is to find means to harness the latent but untapped power of the American work ethic (Yankelovich, et al., 1985).

The Public Agenda Report, along with others, makes a clear distinction between attitudes that are exemplary of a strong work ethic and those that are exemplary of a weak work ethic. The following is noted.

Interviewees expressed their views about working and why they work. The results of those opinions are listed below followed by an evaluation

in the form of a definition of the work ethic ranging from weak to strong (positive).

A says: "Work is a business transaction. The more I get paid, the more I do; the less I get paid, the less I do."

B says: "I have an inner need to do the best I can, regardless of pay."

C says: "Working for a living is one of life's unpleasant necessities. I would not work if I didn't have to."

D says: "My job is interesting, but I wouldn't let it interfere with the rest of my life."

From these responses, the Public Agenda Report made these observations:

1. A weak work ethic (negative) is indicated by "work is a business transaction" (response A) or an unavoidable necessity (response C).

2. A moderate work ethic is exhibited by those who say, "I find my work interesting, but I don't let it interfere with the rest of my life" (response D).

3. A strong (positive) work ethic is evidenced by those who say, "I have an inner need to do the best I can regardless of pay." (response B) (Yankelovich, et al., 1985, p. 49-50).

Two popularized images of work, one positive and the other negative, also help identify the work ethic. Terkel (1975) presents a negative view of work in his book, Working. He interviews dozens of working people who view work from a pessimistic, fatalistic position in which they are victims of powerful organizational and economic forces beyond their control. For them, work is a jailer of the human spirit.

The positive work ethic is represented by Cameron and Elusorr (1986) in their book, Thank God It's Monday. They advocate that the positive work ethic is experienced when people are able to take charge of their situations by finding ways to reduce unpleasantness and stress. The authors develop the concept of "optimal work," through which the workers' (employees') personal skills and aptitudes are evaluated, often in order to generate dignity in and through their work.

A finding of the Public Agenda Report also emphasized the fact that managerial skills in the United States have not kept pace with the changes that have affected the workplace. Managers do not know how to cope with increased worker discretion expectations. The end result of this reality is that the action of the manager weakens rather than stimulates and reinforces the work ethic (Yankelovich, et al., 1985, p. 69-70).

The Fork in the Road

Efforts designed to assess and fix the American work ethic move along divergent philosophical roads. One is heavy in theory and the other is heavy in practice (Karp & Abramms, 1992).

Business Ethics

Many articles deal with the subject of workplace ethics from the specific perspective of business. The articles were predominately in agreement with the idea that business ethics need improvement in America. One statement in one article emphasized the need for improvement very succinctly: "Business ethics is an oxymoron" (Benson, 1991).

One of the most helpful resources produced by the business community is the Annual Editions Series, titled Business Ethics (1994).

In the 1993/1994 edition, Laczniak (1983) reports on three of the main reasons the business field has a difficult time teaching business ethics:

1. Many business educators pride themselves on their analytical approach; in contrast, addressing ethics is associated with a softer type of analysis which has a preachy mentality.
2. The foundation for meaningful remedies in the area of business ethics is perceived as subjective and unscientific. The subject is too elusive to be taught effectively.
3. The subject is labeled as "superfluous" because if taught it would have no lasting effect on the student (Laczniak, 1983, p. 23).

Colson and Eckerd (1991) believe the business community has discerned well the major challenges presented any social order which decides to deal with human behavior and change it effectively. First, analytical data is informative and needful, but it does not cause individuals to want to change their behavior. This is especially true if the one misbehaving perceives some type of personal gain from the unethical behavior. This is precisely the reason that those who are effective at causing persons to want to change their behavior are perceived as being "preachy." Preaching remains, in our society, a powerful tool, affecting the mind, will, and emotions. Second, the subject of ethics is subjective or elusive. The thinking community

(stakeholder) should come together and stay together long enough to decide what character traits are critical to the work ethic in America and how those traits can be tailored into behavior expectations for specific job descriptions. Third, the question is, "can ethics be taught?" Of course the answer is "yes," but the question becomes, "in what setting?" That subject is the next major topic to be considered in this review of literature.

Laczniak's (1983) article was the best information found at pulling together the issues at risk in the area of business ethics in America. His propositions are important, for they serve as the foundation to which many other writers in the field return again and again. The 14 propositions are all listed and discussed in his article, "Business Ethics: A Manager's Primer." Because this article serves as a good outline of the issues involved in business ethics, others in the literature will be referenced in context with this outline and appropriately cited.

1. Ethical conflicts and choices are inherent in business making (Laczniak, 1983).

Baumhart (1961) completed his study over 30 years ago. He reported that clearly 75% of business managers were concerned with the conflict of profit and ethical choices.

The organization known as The Conference Board, Inc., an international membership of business executives, has been in existence since 1916. The purpose of the organization has been to assist business in doing business better. In 1987, they conducted a major international study of ethics in business titled Corporate Ethics. They followed up on that 1987 study with a sequel in 1992 entitled Corporate Ethics

Practices. In this work, they report that between 1987 and 1992, nearly half (45%) of the survey respondents had enacted ethics statements to their employees (The Conference Board, 1987, 1992).

2. Proper ethical behavior exists on a plane above the law.

The law merely specifies the lowest common denominator of acceptable behavior (Laczniak, 1983).

Laczniak (1983) explains that this proposition embodies a concept that is vital in the realm of ethics; otherwise, ethics becomes an extraneous weight. Ethics provides guidance for managerial actions and supplements the requirements provided by law. This proposition fuels the rationale for the argument that ethical propriety and legality do not necessarily coincide. For instance, the law is reactive (after the fact). Ethics is more proactive in that it provides guidance prior to a situation's occurrence. In matters of law, a transgression must be proven beyond a reasonable doubt, but in ethical matters, an action is morally wrong independent of conclusive proof that it ever took place.

3. There is no single satisfactory standard of ethical action agreeable to everyone that a manager can use to make specific operation decisions (Laczniak, 1983).

Laczniak (1983) states that this proposition establishes that advocating a particular moral doctrine is not the point of examining the issue of ethics. Rather, the problem is that business and industry want to be able to point to specific character traits, values, and behaviors as being exemplary of a positive American work ethic. Their fear, however, is that the moment they do point to something specific, they will align themselves with some historical credo that has been proven inflexible, less than adequate, or simply too vague.

The question asked over and over again in the literature is, "Let's get specific, what values, what behaviors are we talking about including in our company code of ethics?" (Barnes, 1990; Dean, 1992; Karp and Abramms, 1992).

4. Managers should be familiar with a wide variety of ethical standards (Laczniak, 1983).

Several ethical maxims form the basis for the plethora of industry and business statements on ethics that have been written in the last decade. Laczniak (1983) lists five:

1. The utilitarian principle--Act in a way that results in the greatest good for the greatest number.
2. The professional ethic--Take only actions that would be viewed as proper by a disinterested panel of professional colleagues.
3. The golden rule--Act in the way you would expect others to act toward you.
4. Kant's categorical imperative--Act in such a way that the action under the circumstances could be a universal law or rule of behavior.
5. The TV test--A manager should always ask, "Would I feel comfortable explaining to a national TV audience why I took this action?"

A good exercise is to observe how business and industry policy developers have moved from maxims or value, to expected behaviors, in the development of their company codes of ethics. (Examples: AMC Code, 1993; BCSP Code, 1992; IABC Code, 1993).

5. The discussion of business cases or of situations having ethical implications can make managers more ethically sensitive (Laczniak, 1983).

One of the outcomes of the seminars sponsored across the United States by the Josephson Institute is that people who attend (70%) say that participation in discussion groups is helpful to them in the making of ethical decisions (Josephson, 1988, p. 27-33). Berenbeim (1992) reported the results of a 1991 survey in which the findings suggested that employees' ethical sensitivity was increased as they became a part of an ethics discussion group. The suggestion was that companies need to consider such activities on a regular basis (Berenbeim, 1992, p. 77-80).

6. There are diverse and sometimes conflicting determinants of ethical action. These stem primarily from the individual, from the organization, from professional norms, and from the values of society (Laczniak, 1983).

This proposition underscores the diversity of influences that help shape the business environment and thus shape ethical actions.

7. Individual values are the final standard, although not necessarily the determining reason for ethical behavior.
8. Consensus regarding what constitutes proper ethical behavior in a decision-making situation diminishes as the level of analysis proceeds from abstract to specific.
9. The moral tone of an organization is set by top management (Laczniak, 1983).

This position was widely supported throughout the literature. More specifically, recent articles by Andrews (1989), Ferrell and Fraedrich

(1990), Nielson (1989), Murphy (1988), Labich (1992), and Sims (1992) should be considered as noteworthy.

10. The lower the organization level of a manager, the greater the perceived pressure to act unethically.
11. Individual managers perceive themselves as more ethical than their colleagues.
12. Effective codes of ethics should contain meaningful and clear stated provisions along with enforced sanctions for non-compliance (Laczniak, 1983).

Since so much literature abounds on this subject, the method used here will be to present a broad descriptive statement about codes of ethics and then list a few articles that are representative of the literature.

Codes of ethics or some other formal statements of ethical concern (i.e., compliance codes, corporate credos, or management philosophy statements) are the minimum commitment to organizational social responsibility. Firms should be expected to make such minimal commitments (Laczniak, 1983).

Further, Laczniak (1983) states that codes of ethics represent a public commitment regarding the prohibition of practices and can often diffuse potential ethical problems. They should be specific and enforced.

Perhaps the most extensive literature on codes of ethics comes from The Conference Board, Inc., New York, New York. Their 1992 publication, Corporate Ethics Practices, is very helpful. Frankel (1989) also wrote a very informative article, "Professional codes: Why, how, and with what impact?" Murphy's (1988) article, Implementing Business Ethics,

contains General Electric's code of ethics, which is exemplary of many of the large corporations' codes of ethics.

What seems to be most important about a code of ethics is that it establishes a basis for working together that involves more than how productive someone is or where he works in the organizational hierarchy. Having a clearly stated code of ethics supports the concept of dignity as the central factor that drives human interaction in the workplace (Karp & Abramms, 1992).

13. Employees must have a nonpunitive, fail-safe mechanism for reporting ethical abuses in the organization (Laczniak, 1983).

Organizations dedicated to high ethical standards should provide mechanisms that will assure channels of communication and subsequent protection for whistle blowers (Driscoll, 1992).

14. Every organization should appoint a top level manager or director to be responsible for acting as an ethical advocate in the organization (Laczniak, 1983).

There is a full-scale movement, especially in large companies, to hire individuals whose responsibility is to elucidate the ethical implications of management's decision (Purcell, 1976).

In a 1987 survey, Touche Ross determined that 94% of 1,082 respondents from the American business community said that they were in trouble when it came to dealing effectively with ethical issues. Touche Ross concluded that much work lies ahead in the future for those companies that want to improve the workplace. They suspect, however, that the reward will be worth the effort (Touche Ross, 1987).

Labor's Ethics

The decision to divide the discussion of America's work ethic into two parts, one business, the other labor, was made because, as Karp and Abramms (1992) suggested, they each approach ethical issues in a different way:

1. The theorists theorize, as a result of research, about work ethics. That does not mean that none had supervisory experience.
2. The managers "know from experience" about the work ethic. That is not to say that some are not theorists or academicians.

The literature revealed that codes of ethics have been and are being developed that are specific to the user (Karp & Abramms, 1992). However, the prevailing number of "how to" articles is specific to the task of developing codes of ethics for professions.

Peterson (1992) refers to an article written by Jim Patterson, in Professional Safety, in which Peterson defines the requirements of a profession:

1. Must have an agreement on the functions of its members;
2. Must have a systematic way of certifying which members are competent in those functions;
3. Must have methods to help individuals achieve needed competency levels;
4. Must have shared beliefs and knowledge;
5. Must have a defined code of ethics (p. 1).

The literature offered many examples of both business and industry codes of ethics (e.g., ASIS-American Society for Information Science; American Society of CLU's; ACM-American Computing Member; McDonnell Douglas).

The driving force behind codes of ethics in business seems to be professionalism (Touche Ross, 1987). The driving force behind codes of ethics in industry seems to be worker satisfaction and productivity (Katzell & Yankelovich, 1975).

One major difference between business and industry over the question of ethics in the workplace, is the methods of delivering ethical training to workers. A common message heard in the business literature is, "Our company has a code of ethics, so what! Who reads it?" (Benson, 1991, p. 18). A common message heard in industry, especially small operations, is, "What do I have to know and do to get by?" (Pascarella, 1984, p. 37-40).

The Conference Board Report (1992) suggests that the only way to change our American ethic to a more positive ethic is to join forces in educational efforts.

Education's Role in the American Work Ethic

An important question was asked in the article, "Industry Ethics Edge Upward:" "Why aren't we teaching ethics in all grades--K through 12? Because very few people understand ethics and leadership" (Benson, 1991).

In an eight-nation values survey, conducted in June of 1991 by the Roper Center, Americans prioritized several suggested qualities that parents should encourage in their children in the following order, descending from the most valued to the least valued: a sense of responsibility, good manners and politeness, tolerance and respect for others, religious faith, independence, ability to communicate with others, conscientiousness at work, obedience, thrift, loyalty, and

imagination. This does not mean that educators are doing nothing to promote values in and through public educational efforts. The following are examples of a few who are doing something to educate toward a positive American work ethic:

1. The Baltimore County Task Force lists 24 values: compassion, courtesy, critical inquiry, due process, equality of opportunity, freedom of thought and action, honesty, human worth and dignity, integrity, justice, knowledge, loyalty, objectivity, order, patriotism, rational consent, reasoned argument, respect for others' rights, responsibility, responsible citizenship, rule of law, self-respect, tolerance, and truth. They emphasize, "Our values education must avoid indoctrination, whether political, theological, ideological, or philosophical. Toleration itself is highly valued in our society and should be stressed" (1984 and Beyond: A Reaffirmation of Values, p. 5).

2. Parents in District of Columbia public schools expressed the view that morals are the most important value to learn, with spiritual values second most important, at 49.1% and 41.2%, respectively. School principals, on the other hand, ranked self values as the most important (66.1%), as compared to only 21.2% for moral values and 1.0 to 5.1% for other types of values (Tuck, 1990, p. 1).

3. In a study by Joseph and Efron (1991), entitled Moral Choices/ Moral Conflicts: Self-Perceptions of Schoolteachers, only a minority of the teachers interviewed believed that teachers should teach values directly; nevertheless, all of them suggested values that, in their opinion, should be taught, in the following order, from most to least frequently suggested: "respect for others, tolerance, fairness; honesty; respect for oneself, self-esteem, self-confidence;

responsibility, hard work, sense of accomplishment, pride in work; cooperation, getting along with other people; respect for life, reverence for life; empathy, kindness; manners, being polite; loyalty; and persistence, never giving up" (Joseph & Efron, 1991, p. 1-3).

4. A program established at the Dumas school in Chicago focused on six values, including honesty, courage, truthfulness, loyalty, self-respect, and perseverance (Tyner, 1990).

5. The Community of Caring Program, out of The Joseph Kennedy Foundation in Washington, D.C., teaches five values, including caring, trust, respect for self and others, family, and responsibility (Tyner, 1990).

6. The Universal Declaration of Human Rights, adopted by the United Nations in 1948, declares that everyone has the right to: "life, liberty, and freedom from personal attack; freedom from slavery; recognition before the law and the presumption of innocence until proven guilty; freedom from torture; freedom of conscience and religion; freedom of expression; privacy, family, and correspondence; freedom to participate freely in community life; education; and a standard of living adequate for maintaining health and well-being" (Lickona, 1991, p. 38).

7. Syracuse University educator Gerald Grant lists the following needed shared values for today's pluralistic society: "decency, fairness, the minimal order required for dialogue, the willingness to listen to one another, the rejection of racism, honesty and respect for truth, recognition of merit and excellence, as well as those transcendent values that shore up the whole society--a sense of altruism

and service to others and respect for personal effort and hard work" (Lickona, 1990, p. 47).

8. Michael Josephson's (1990) list, in his article "The essentials of ethics education," includes "honesty, integrity, promise-keeping, fidelity, fairness, caring, respect for self and others, civic duty, pursuit of excellence, and personal responsibility (accountability)" (p. 51).

9. McCarthy's list, in "And whose values should we teach?" includes these "themes:" "Be responsible. Be here, be on time. Be friendly. Be polite. Be a risk taker. Be a goal setter. Be confident. Be a listener. Be a doer. Be a tough worker. Be prepared. Be healthy" (Josephson, 1990, p. 55).

10. "Strength of mind, individuality, independence, moral quality, . . . thoughtfulness, fidelity, kindness, diligence, honesty, fairness, self-discipline, respect for law, and taking one's guidance by accepted and tested standards of right and wrong rather than by, for example, one's personal preference" are espoused by William Bennett (1986) in his address to the Harvard Club of New York.

11. "Maryland's Values Education Commission's 'Character Objectives' [are]: 1. personal integrity and honesty rooted in respect for the truth, intellectual curiosity, and love of learning. 2. a sense of duty to self, family, school, and community. 3. self-esteem rooted in the recognition of one's potential. 4. respect for the rights of all persons regardless of their race, religion, sex, age, physical condition, or mental state. 5. a recognition of the right of others to hold and express differing views, combined with the capacity to make discriminating judgements among competing opinions. 6. a sense of

justice, rectitude, fair play and a commitment to them. 7. a disposition of understanding, sympathy, concern, and compassion for others. 8. a sense of discipline and pride in one's work; respect for the achievements of others. 9. respect for one's property and the property of others, including public property. 10. courage to express one's convictions" (1979).

Etzioni (1981) suggests that values education should be restored in the family and the schools, which in times past have been the traditional vehicles for nurturing positive work ethic values.

General Education

The literature does not report to any great extent what general education is doing to help create a positive American work ethic. The shelves are replete, however, with accusations as to what the system is not doing. The classic study to which most of the alarmists refer was completed by the National Commission on Excellence in Education, which published its findings in 1983 in A Nation at Risk. The conclusion of the commission was that the educational foundation of American society is being eroded by "mediocrity" which threatens society's future. They found that:

1. People are coming to the workplace ill-suited to perform the available jobs because they lack basic skills.
2. Employers report that many of their secretaries cannot read well enough to perform their jobs; clerical workers cannot work with fractions; and too few managers cannot write grammatically correct letters.

3. Many workers lack the skills to properly fill out job applications, but they have high school diplomas.

4. Communication skills are poor because grammar usage is ill-suited for work with the public.

Although the above are not ethical issues in themselves, Vitz (1986) ties these conditions to the censorship of prayer, moral education, and religious history in the American publicly supported educational system. This censorship also removed individual accountability, personal achievement, and the work ethic at the same time.

In the sixties, our school systems began to experiment with the abandonment of any curriculum that reflected moral values. It came to be known as the process of "values clarification." In the state of Virginia, a twelve-year curriculum is in place called, "Family Life Education," which teaches eighth-grade students that if they are confused by their attraction to students of the same sex, they should simply adjust their values to accommodate their desire (Fairfax County Public Schools, 1990).

Finn (1989) declared that our nation was spending \$4,800 per year, per student, which was \$1,500 more than in 1983 when A Nation at Risk was released. Still, there is failure to prepare students to be any more productive or ethical. Over the past 20 years, the concept in adult education of "lifelong learning" (Knowles 1970), has opened up the possibility that it may never be too late to learn new values.

Vocational/Technical Education's Role
in the Work Ethic

Vocational/technical education has always suffered from a negative image. Much of the finger-pointing is the result of the compartmentalizing of students which results as a part of the two competitive systems--the "liberal" arts education "and vocational education" (Feldman, 1986). However, another reason exists which was pointed out by Durning (1990):

Much of the negative image of vocational education and of certain occupations may be based upon the fact that people who write and speak and form the collective thought in America are those who are in occupations regarded as more elite. There is an African proverb, 'Until the lions have their historians, tales of hunting will always glorify the hunter' (p. 135).

Wirth (1992) echoes this observation when he uses a lead-in quotation by Kenneth Gray to his chapter, "Vocational education: An instrument for educational transformation?"

Controversy has always swirled around vocational education. Lauded by the unsophisticated, panned by the professional, and shunned by the upwardly mobile, occupational education has been the Lawrence Welk of public education--tolerated and occasionally patronized by the Establishment, but never really accepted (Wirth, 1992, p. 154).

However unfortunate this matter or fact may have been historically, Wirth (1992) sees the potential for a conceptual revival that would affect both general education and vocational education for the better. He bases such a claim on the hopeful changes which are coming about as a

result of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. The changes stem from the assumption that this legislation appears to reflect an awareness that, as a nation, our thinking has crossed over into an electronic communication era--a post-industrial era--that will not permit us to cling to such outdated thinking as exemplified above by Kenneth Gray.

All the particular changes and their focus which this legislation have caused and will cause are not the subject of this research directly. However, the shift which Wirth (1992) calls the "changing world view" is of particular interest here. He states that in Norway, he had the good fortune to meet Philip Herbst at the Norwegian Work Research Institute in Trondheim. It was Herbst who caused him to think about the fact that the behavior of man no longer conforms to the universal and immutable principles of classical science. Rather, in order to deal successfully with change such as we are experiencing in the work force in America, we must help our workers develop a new learning capacity that is values oriented.

If a world model more conducive to well-being is to emerge, the key problem lies in what goals to achieve. Values and ethics become the central concern. And the means must be congruent with the ends (Wirth, 1992, p. 189-190).

This type of thinking abandons the former mechanistic assumptions about nature and production for a more ecological view of the world. It moves toward a model of integrated efficiency that assumes we have to learn to produce efficiently while optimizing human values (Wirth, 1992).

In an article published by Ohio State Council on Vocational Education (1990) titled, "Developing the Work Ethic Through Vocational/Technical Education," Douthitt (1990) summarized the research conclusions:

1. There is general agreement on the attributes that make up the traditional work ethic. There is much less agreement that today's workers have a smaller share of it than earlier generations. Some authorities profess to see the evolution of a 'new' work ethic in keeping with the changed conditions of today's workplace.
2. The work ethic is acquired from infancy as a by-product of one's home environment. Children see their parents go to work; older children work alongside other family members. To a limited extent, the work ethic can be taught to children and youths from environments where no work ethic is modeled. It is successfully taught by example; attempts to teach it in the conventional classroom have been less successful. The majority opinion is that the schools have done a poor job of teaching the work ethic.
3. Vocational and technical education are in a favored position to teach the work ethic, and there is some evidence that vocational students possess more of the traditional work ethic than their non-vocational peers (p. 7).

Miller and Coady (1986) outline strategies and materials for use in teaching vocational ethics and helping students develop more individual responsibility through 1) overt instruction, which is instruction

centered around ethical reasoning skills and mediation skills; and 2) indirect instruction, which is the relationship between the authority figure (teacher) and those charged with carrying out tasks (students).

Finally, McCracken (1990) quotes Oates (1986):

The values we hold dear must find their way into our programs of research and into the vocational education curriculum.

In-House Training Programs

Finn (1990) has written a brief, but informative, article about "in-house training." He suggests that major and small companies alike have decided that work ethics can be taught and the company itself may be the best place for the training to happen. He believes that programs should be tailor-made to fit the value statements of the particular company. In order for the training program to be successful, it needs the full support of all of management.

Finn (1990) recommended four basic types of programs:

1. Communication programs--teaching a specific code of conduct.
 2. Compliance programs--the emphasis is on legal compliance.
 3. Corporate Values Programs--discussion groups where value statements are hammered out.
 4. Ethical Reasoning Program--normally case study approach
- (p. 168).

Another idea for "in-house" training is the use of a board game called "The Work Ethic" (The Conference Board, 1991, p. 27-29).

Since the educational system is not giving people rigorous enough preparation and since the economy is increasingly dependent on a higher

level of knowledge-work, business has little choice but to step up its education efforts through "in-house" training of character traits, values, and behaviors (Finn, 1990).

Future Challenges

All over America, more and more jobs are being done by machines; consequently, liberation from certain tasks has led to major and significant changes. These changes have come about suddenly, the results of a new information revolution. Indeed, the pace of change appears to be accelerating rather than declining. This constant change has made and will continue to make it very difficult to predict the future of the work ethic (Warnat, 1988).

Rodgers (1978) had this to say regarding the effects of the industrial revolution in America:

Harnessing a restless faith in change to an immense capacity for work, Northern entrepreneurs turned the land into a stupendous manufacturing workshop. For in the process, Northerners so radically transformed work that the old moral expectations would no longer hold. Born as much in faith as in self-interest, the industrial revolution in the end left in tatters the network of economics and values that had given it birth (Rodgers 1978, p. 12).

What should be different about the current technological reformation? Rodgers (1978) states that change has come and change will continue to come. Our objective should be to devise ways in which to work and live together so that dignity can be brought to both. Stein (1983), in his discussion of Quality of Work Life in Action (QWL),

stressed that what exists today is a work setting in which workers want their jobs improved constantly. The employer's task is to improve the job without also having to promote everyone. His suggestion is to find ways to help workers find dignity through their individual jobs (Stein, 1983).

Forecasting the future has been repeated many times by many forecasters. Those authors most closely associated with forecasting the future of jobs and the work ethic have been: Kerr and Rosow (1979); Yankelovich (1979); Hamley (1985); Davis and Gosling (1985); Bailey (1991); Zuboff (1988); Reich (1991); and Frantz and Miller (1990).

Warnat (1988) predicts that the work ethic will need to prepare for the following in the 21st century: 1) changing demographics, 2) advancing technology, 3) evolving global workplace, and 4) heightening education reform.

The work ethic will need to prepare to deal with issues involving:

- dropouts
- women
- minorities
- immigrants
- older workers
- critical thinking skills
- technical and occupational skills
- competency skills
- instruction of quality
- worker performance
- changing careers
- communication skills

- literacy/general and technical
- life-long education
- values clarification
- behaviors
- performance standards (Warnat, 1988)

Wirth (1992) suggests that as we enter the 1990's we see that America is at a critical junction: How will it organize itself for engagement in the electronic, global market? How will it define itself as a democracy under post-industrialism?

A critical component for success, both national and personal, is access to a thorough education permeated with symbolic-analytic skills and values (Wirth, 1992, p. 197).

Another idea that found precedence in the literature, and will later in this study be referred to as a "construct", was the idea that character traits, values, and behaviors should be considered together as one seeks to define the particular parts of a positive American work ethic. This idea is referred to as a three-part model of socialization by Berger and Luckmann (1934).

Other authors extend the analysis in the same form that has been suggested. These are: Gerth and Mills (1964); and Holzner (1968).

In the common vernacular, it is often expressed as Kennedy (1994) put it in Character and Destiny: A Nation in Search of Its Soul:

Character traits are intimately related to our moral values and our deepest beliefs about who we are as people, but they are visible in the pattern of behavior a person exhibits (p. 193).

Finally, an issue voiced by Green (1968) as a task with which our schools should become concerned in future years. That task is helping youth develop the theoretical distinction between job and work. He says:

At the moment there are relatively few occasions in the normal school environment when a child is led to explore seriously the question of what he is to do with his life (Green, 1968, p. 98).

His suggestion in this statement is that in schools, people have done a much better job of dealing with the question "What is your job?" than the equally important question "What is to be your work?" The fact is, the language and the behavior that surround the idea of jobs, pervade the schools much more strongly than the language and behavior connected with the idea of discovering a work. There should be a stronger balance (Green, 1968).

Summary

Chapter II was a review of the literature related to the work ethic in America. A brief history of the development from ancient views to modern views was presented. Since a large quantity of material exists on the subject, an attempt was made to sort the material into definable periods or subjects for review.

In modern times, research on the work ethic has primarily been accomplished using all types of surveying techniques. Several of the major survey results were presented.

The conclusion that a comprehensive list of specific character traits which comprise a positive American work ethic does not exist is

evident as a result of the present literature review. A need exists for such a study, demonstrated by the lack of consensus among professionals. Chapter III details the procedures used in the study. Chapter IV includes results, and Chapter V is a conclusion to the study with summary suggestions for action and further research suggestions.

CHAPTER III

METHODOLOGY

The purpose of this study was to identify the corpus of expert academic ethicists' opinions and the opinions of those representing business and industry as to which specific workplace character traits, values, and behaviors clearly give definition to a positive American work ethic. Furthermore, it was the intention of this study to compare the opinions of these two groups as to these specific character traits. Douthitt (1990) suggests that if character traits can be identified, if values can be clarified, if behaviors can be listed, then "character trait" specific course curricula can be developed and used effectively in business and industry, in the home, and in some settings in the classroom (e.g., vocational education).

Problem Statement

Evidence exists in the literature that in recent years, a general decline has been observed in the American work ethic. This decline has contributed to decreased production in business and industry as well as a decrease in job satisfaction among workers. Leaders from business/industry and academia have attempted to curb this condition by creating values, ethics, and behavior modification training programs. Companies have developed codes of conduct and codes of ethics. With all this concern being evident, it is professionally irresponsible that workplace

ethics training programs are developed in the absence of a validated, widely agreed upon corpus of traits, values, and behaviors.

Research Objectives

This study had the following objectives:

1. To identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic.
2. To assess descriptively the apparent differences between and commonalities among the lists of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive American work ethic.
3. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers.
4. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts.

The Participants

The choice of the panel of experts is an important step in the Delphi Technique. Dr. Joseph P. Martino (personal communication, March 23, 1994), a noted Delphi expert, offered the following advice:

With regard to the size of the panel of experts, it is important to keep in mind that Delphi is not a public opinion

poll. The object is to identify the range of opinions held by the target group, but not the proportions of the group who hold specific opinions. Thus in the ideal Delphi panel, each school of thought is represented once, to assure its inclusion in the results, rather than being represented proportionally, as would be the case with a public opinion poll. A series of experiments conducted by Dr. Normal Dalkey showed that if the panel size is 15 or more, randomly selected panels from the same group produced about the same results. Increasing group size did not increase the correlation of the results significantly. Hence another Delphi panel selected from the same target group would be unlikely to produce results which differ significantly from a properly chosen panel of 15.

In this study, the two panels of participants were composed of a total of 30 members, 15 in each group.

Martino (personal communication, March 23, 1994) also suggested that a jury of not more than four ethics experts be selected who could serve as consultants for the Delphi study. He suggested contacting them with details of the study so they might guide the process through its various steps. His suggestion was followed and those jury members are listed in Appendix A.

For the group of academicians, the researcher sought nominations of persons to become members based on one or more of the following stipulations:

1. Their knowledge of the American work ethic has been published.
2. They have lectured at national ethics forums.

3. They have served or are presently serving in a faculty position at a University where they teach courses in ethics.

4. Their knowledge of the American work ethic has been recommended by their peers in the field of ethics.

Two nationally recognized ethics organizations supplied nominations of panelists for this group:

1. The Ethics Resource Center, Inc., 1120 G. Street N.W., Washington, D.C., 20005.

2. The Josephson Institute of Ethics, Inc., 4640 Admiralty Way, Suite 1001, Marina Del Rey, California, 90292-6610.

These two organizations were chosen because they often appear in the literature as being key representatives in the academic dialog currently being waged on the subject of workplace ethics. Those individuals nominated were contacted by telephone and their participation requested.

The other group represented business and industry. The jury of four experts was consulted regarding the procedures for locating the possible members of this group and the criteria for each individual's inclusion into the group. The following jury of expert procedural advice was followed:

1. The researcher went to the local library and selected telephone directories from different cities across the United States.

2. Company names were selected and their addresses and telephone numbers were recorded into a list. Sixty companies representing business and industry were selected at random.

3. A telephone call was made during which the researcher's intentions were explained to the owner, chief operations officer, personnel director, or administrative assistant. This activity most

often resulted in the nomination of a person within his or her company or business who would meet the criteria established by the jury of experts. These criteria were:

- A. They must have had work experience in either business or industry for five years or more.
 - B. They must have had experience at supervising ten or more persons in the workplace.
 - C. The position of supervisor must have been obtained by merit rather than by inheritance.
4. Contact was made with the nominated person to explain the nature of the study. If the individual responded favorably, his or her participation was requested.

In all, 30 individuals made a commitment to complete all the rounds of the Delphi process. Fifteen were academic expert ethicists and 15 were representatives of business and industry.

Delbecq, VanderVen, and Gustafson (1975) stated that for members of the panel to participate consistently and effectively they had to: 1) feel personally involved in the problem addressed in the study, 2) have pertinent information to share, 3) be motivated to include the completion of the Delphi process in their time schedule, and 4) agree that the judgments of the panel will produce valuable information to which they would not otherwise have access.

It was important that the subsequent responses of the participants be kept confidential. The following procedures were followed to protect the confidentiality of the participants.

1. The individuals who consented to participate in the study were assigned a letter of the alphabet (A through O) of group one and group two.
2. All data were collected in a system that identified the response of each expert by assigned group number and letter.
3. The investigator did not have access to the code which identified the number with a specific panel member. That information was held in confidence by a third party until after the study was completed.

Procedures

The technique chosen to gain consensus of experts' opinions is called the Delphi Technique. The purpose is to achieve consensus in the group while avoiding the psychological distractions of groups (Delmer, 1983). Often the technique requires three to five rounds of questionnaires to reach consensus; however, Rasp (1973) found that three rounds are usually sufficient, as few changes take place in the outcome of the data beyond the third round.

In order to achieve the group consensus goal, the research methodology incorporated the following six-step procedure: 1) development of the First Round Questionnaire, 2) pilot testing of the First Round Questionnaire, 3) analysis and formulation of the First Round Questionnaire, 4) analysis and formulation of the Second Round Questionnaire based upon the information received from the First Round Questionnaire, 5) analysis and formulation of the Third Round Questionnaire based upon the information received from the Second Round Questionnaire, and 6) analysis of the Third Round Questionnaire

responses was submitted to descriptive statistical evaluation procedures (which will be discussed briefly later in this chapter). This six-step process is discussed in detail below.

Step 1: Development of the First

Round Questionnaire

This step began with the analysis of related research presented in Chapter II for the purpose of identifying specific terms considered by the ethics experts to be descriptive of a positive American work ethic. Based on the fact that lists of workplace character traits, values, or behaviors were limited in the literature, a questionnaire was developed which solicited open-ended responses from each panel member.

This questionnaire was then subjected to examination by a jury of four experts, comprised of a professor of ethics, a research scientist whose expertise is in the use of the Delphi research technique, a publisher of material related to the field of business ethics, and an ethics expert who conducts national seminars on the subject of ethics in the workplace (see Appendix A). Due to the geographical distance between the experts, most of the communications with them took place by mail and telephone.

Step 2: Pilot Testing

The input from the jury of experts was incorporated into the instruction statements of the First Round Questionnaire (see Appendix B). In a telephone conversation, Martino (personal communication, March 23, 1994) suggested that a pilot questionnaire be mailed to six randomly-selected professional ethics experts across America with a cover letter

from the researcher and a self-addressed, stamped envelope. Three of the experts were academic ethics experts and three were representatives from business and industry. This was done purposefully at this pilot test stage to insure that the instrument contained the perspectives of both practitioners and educators. Responses from the pilot test were analyzed for the purpose of revising the First Round Questionnaire.

Step 3: Formulation of the First
Round Questionnaire

The feedback from the pilot test analysis was limited to minor typographical changes, except for one frustration expressed by five of the six participants. Their frustration pivoted around the idea that if the questionnaire was sent to the larger panel of participants without any kind of prompters or exemplar, the data would come back too "messy" to be of any value. This idea posed a real danger of creating a bias if, as suggested, a list of character traits was included with the First Round Questionnaire. Counsel was sought with a noted Delphi expert, Dr. Joseph Martino (personal communication, March 23, 1994), who offered the following advice:

Look through the literature for a list of character traits.

If you find one include it on a separate page, along with the explanation of the study, with specific instructions that this list of adjectives has been used to describe character traits.

The list is not meant to be either conclusive or exhaustive.

You may use it if you wish. You may add to it or subtract from it or disregard it all together (Martino, personal communication, March 23, 1994).

The literature was searched and the most comprehensive list of character trait adjectives found was produced by the Institute in Basic Youth Conflicts (Gothard, 1976). Their list contained 49 character trait adjectives.

The jury of four ethics experts was consulted about this danger of bias and, without exception, they agreed that the list of 49 character traits would serve the study in a positive way rather than in a negative way when consideration was given to the possibility of the returned information being statistically messy data if examples were not used.

In keeping with the expert jury's recommendations, the first round questionnaire, cover letter, explanation of the study, list of 49 character traits, and a self-addressed, stamped envelope were mailed to the ethics experts (refer to Appendix C).

Step 4: Analysis and Formulation of the Second Round Questionnaire

In round one, the information sought was open-ended lists of words, phrases, and statements. The participants were asked to respond to three requests:

1. Please list all the character traits which you ascertain would be inherent in a positive American work ethic (e.g., "Integrity").

2. Please qualify each of the traits you have listed with an accompanying value statement (e.g., "Integrity is important in all we do").

3. From each value statement, please write one or more resultant behaviors in the workplace (e.g., "Integrity avoids playing favorites").

These three requests elicited approximately 50 pages of words, phrases or statements which were compiled into three separate lists: (1) a list of character traits, (2) a list of values, and (3) a list of workplace behaviors. It was necessary for the information to be interpreted and edited into brief statements or one-word identifiers in order to create a list format which would be included in the round two questionnaire.

Again, the jury of four experts was consulted as to their opinion about the form in which the compiled responses from round one should be sent to the participants in round two. When contacted by telephone, the consensus of the four experts was that, after editing the information into list form, the edited data should be returned in the second round for reduction, editing, or comment, by checking "accept" or "reject" of each item in each of the three lists (traits, values, behaviors). The information was formulated and sent, along with a cover letter and self-addressed, stamped envelope (Appendix E).

Step 5: Analysis and Formulation of
the Third Round Questionnaire

Martino (personal communication, March 23, 1994) advised that since the objective of this particular study was to determine a list of traits, values, and behaviors which the majority of participants on the panel agreed should be included in a definitive statement about the American work ethic, it would be appropriate to take the majority opinion (i.e., approximately 50%) from round two, and develop a third round Likert attitude scale.

The statistical power underlying the Likert scaling of an instrument lies in the ability to develop subscales by summing the responses to specific items. Summations to create subscales generate interval level data from Likert items, thereby developing continuous data.

Crocker and Algina (1986), in reference to the issue of whether data is ordinal level or interval, say the following:

Ultimately the issue of interval or ordinal level measurement is a pragmatic one. Basically the test user must ask, 'Can I use the information from scores on this test if they were interval data?' Consider the following set of scores for six examinees on an instructional placement test:

Student	Score
1	37
2	35
3	39
4	22
5	18
6	42

If the test user wants to divide the examinees into two groups for instruction on the basic test scores, it is fairly easy to see that students 1, 3, and 6 would be placed in one group and students 4 and 5 in another. The problem is where to place student 2. If the test user assigns this student to group 1 on the grounds that his or her score is closer to the scores of the other group members, the test user is essentially treating these scores as if they were derived from an interval

scale. If the test user places this child in group 2 on the grounds that the three top-ranked students should be in one group and the three low-ranked students in another, the test user is employing the data as if they were derived from an ordinal scale. Which course of action seems more justifiable? The answer to this question requires empirical solution. We concur with Lord and Novick (1968, p. 22). If it can be demonstrated that the scores provide more useful information for placement or prediction when they are treated as interval data, they should be used as such. On the other hand, if treating the scores as interval-level measurements actually does not improve, or even lessens, their usefulness, only the rank-order information obtained from this scale should be used. This seems to be the one position on which nearly everyone agrees (1986, pp. 62-63).

The majority of "accepted" traits, values, and behaviors were used to develop the third round Likert attitude scale, which consisted of the following attitude scale:

- 5 = Essential to a positive American work ethic;
- 4 = Important, but not essential to a positive American work ethic;
- 3 = Undecided about this word, phrase or statement, as being an identifier of a positive American work ethic;
- 2 = Questionable as an identifier of a character trait, value, or behavior of a positive American work ethic;
- 1 = Definitely not to be considered as an identifier of a character trait, value, or behavior of a positive American work ethic.

Ary, Jacobs, and Razavich (1990) support the use of a five-point Likert Scale where the positive and negative attitudes are equally weighted on either side of three, which serves as the neutral value.

Analysis of Data

To identify the opinions of the participants, the round one survey was scrutinized. This survey provided qualitative data that were the expert ethicists' opinions of which specific character traits, values, and behaviors define a positive American work ethic. These opinions were evaluated via content analysis. The responses to the open-ended questions on the round one survey were categorized for each group (academia/business and industry).

The analysis included descriptive assessments of differences and commonalities of the two groups, one academic, the other managers in business and industry, as to specific character traits which define a positive American work ethic.

The first objective was to identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic. This objective was analyzed by means of the round two cutoff of 50% or greater. Items receiving a lower score would not be included as part of the third-round instrument.

The second objective was to assess descriptively the apparent differences between and commonalities among the lists of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive

American work ethic. This objective was analyzed using descriptive evaluation to determine existing differences between business and industry representatives (group one) and representatives of academia (group two) on the list of character traits produced from round two analysis.

The third objective was to assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers. This objective was analyzed using Pearson's Product Moment Correlations to determine if there was a relationship between the trait and its value, and between the trait and its behavior.

The fourth objective was to assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts. This objective was also analyzed using Pearson's Product Moment Correlations to determine if there was a relationship of agreement between the trait and its values, and between the trait and its the behavior.

Descriptive statistics (i.e. frequency distribution tables) of the demographic data were calculated for both groups. The information detailed in those tables is not interpreted as an objective of this study but exists for supplemental information only.

Summary

This chapter was an outline of the six-step procedure involved in carrying out the objectives of this study. These steps were: 1) development of the first round questionnaire, 2) pilot testing, 3)

analysis and formulation of the first round questionnaire, 4) analysis and formulation of the second round questionnaire, 5) analysis and formulation of the third round questionnaire, and 6) analysis of the third round questionnaire responses. A brief description of the statistical analysis required to reach these objectives was included in this chapter.

CHAPTER IV

RESULTS

This study had the following objectives:

1. To identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic.
2. To assess descriptively the apparent differences between and commonalities among the lists of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive American work ethic.
3. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers.
4. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts

Round One Questionnaire Development

The development of the Delphi instruments began with a thorough analysis of related literature. It was determined through this analysis that there was a need for expert ethicists to come to an agreement as to

which specific character traits, values, and workplace behaviors should be included in a definition of a positive American work ethic.

Three open-ended requests were developed as the basis for the round one questionnaire (Appendix C):

1. Please list all the character traits which you ascertain would be inherent in a positive American work ethic (e.g., "Integrity").
2. Please qualify each of the traits you have listed with an accompanying value statement (e.g., "Integrity is important in all we do").
3. From each value statement, please write one or more resultant behaviors in the workplace (e.g., "Integrity avoids playing favorites").

The questionnaire also solicited demographic information specific to the uniqueness of the two Delphi groups. Academic ethicists were in the first group; participants from business and industry were in the second group (Appendix G).

This round one questionnaire was submitted to a jury of experts (Appendix A). They were asked to examine the questionnaire for content. The experts were satisfied with the three requests.

The round one questionnaire was pilot tested by mailing a copy with a cover letter and a self-addressed stamped envelope to six ethics experts (Appendix B). The pilot test panel was randomly selected. Three members came from a list of 30 academic experts and three were from a list of 60 ethics experts from business and industry. Martino (personal communication, March 23, 1994) had suggested in a telephone conversation that six individuals would be sufficient number with which to pilot test the round one questionnaire.

All six pilot tests were returned. Only one typographical error was corrected. There were no recommendations for change to the content of the instrument. The jury of experts advised that the round one questionnaire was ready to mail to the two groups of Delphi panel participants.

Round One Data Collection and Response Rate

The approved round one questionnaire with a cover letter, explanation of the study, list of 49 character traits, and a self-addressed, stamped envelope were mailed to two groups (15 in each group) of participants (Appendix C). The members of the two groups were nominated members who were selected through the process outlined in Chapter Three. The questionnaires were coded with letters and numbers for the purpose of tracking and analysis. (Confidentiality of the individual responses was promised and kept.) Within three weeks, 22 (73%) responses were received. A telephone call was made as a reminder to the respondents on the 23rd day after the first mailing. Within seven days, the remaining eight questionnaires had been received for a 100% return rate.

Demographic Summary

The round one questionnaire contained a demographic section. A summary of the demographic information about the respondents to this study resulted in Appendix G.

Round One Questionnaire Analysis

The three requests in round one elicited approximately 50 pages of words, phrases, or statements. The data were compiled into three separate master lists: one, a list of character traits, two, a list of values, and three, a list of workplace behaviors. It was necessary for the information to be interpreted and edited into brief statements or one word identifiers so as to create a list format which would be included in the round two questionnaire.

Because the volume of information was so great, the researcher consulted with the expert jury of four to determine the best way to edit the volume of material into a complete list of every character trait which was suggested by both groups yet limit the duplicated traits, values, and behaviors. It was decided by the jury of experts that the responsibility of choosing the value and workplace behavior would rest with the researcher since that person was familiar with the literature on the subject. The character traits did not involve making a choice because each and every trait was listed, but only once (Appendix D is a sample of this editing process).

The edited data resulted in a list of 77 character traits, 77 values, and 77 behaviors for group one, which was the group representing business and industry. The edited data for group two resulted in a list of 75 character traits, 75 values, and 75 behaviors.

Round Two Questionnaire Development

These two lists were reviewed by the jury of experts and it was concluded that the traits should be listed in alphabetical order along with their representative value and behavior, then each respective list

was sent to the group which submitted the information. They were told that these lists are the combined opinions of each member of their respective group and that they should "accept" or "reject" each trait, each value, and each behavior based on their opinion as to whether the item should be identified as being definitive of a positive American work ethic.

The round two questionnaire was mailed with a cover letter to all 30 persons which make up the two Delphi panels of participants (15 in each group).

Round Two Questionnaire Analysis

Within two weeks, all 15 members of group one (business and industry) had returned their round two questionnaires. Only six members of group two (academic experts) had responded. Two telephone calls were placed one week apart to each panel member of group two who had not responded. All 15 had responded by returning their questionnaire within ten days of the final telephone conversation for a 100% response rate.

The jury of experts was consulted and a decision was agreed upon to set 50% or greater "accepting" as the cutoff point beyond which a specific trait, value, or behavior would be included in the third round questionnaire.

The following frequency distribution tables (I-VI) present those traits, values, and behaviors which were "accepted" by 50% or more of the panelists from each group. It is important to understand that in round two, each trait, each value, and each behavior was treated separately rather than in a set of three (e.g., trait--confidentiality; value--gossiping is not valued; behavior--does not share personal

information) as they will be treated in the round three correlational analysis. In that analysis, correlations will be administered to see what relationship exists between a specific trait and its accompanying value, and what relationship exists between the same trait and its accompanying behavior. No attempt will be made to cross-correlate between traits, values, or behaviors across sets. The list of traits, values, and behaviors that did not reach 50% agreement are listed in Appendix H.

TABLE I
LIST OF TRAITS--GROUP ONE:
BUSINESS AND INDUSTRY

Item #	Trait	f	%	Item #	Trait	f	%
1	Accepts Criticism	14	93	40	Initiative	14	93
2	Adaptability	14	93	41	Integrity	15	100
3	Alertness	12	80	42	Intelligence	11	73
4	Ambition	11	73	43	Joyfulness	11	73
5	Approachable	10	66	44	Kindness	14	93
6	Assertive	9	60	45	Knowledgeable	12	80
7	Attentiveness	12	80	46	Love	8	53
8	Availability	12	80	47	Loyalty	15	100
9	Boldness	8	53	48	Moral Courage	14	93
10	Coachable	14	93	49	Neatness	14	93
11	Commitment	15	100	50	Obedience	10	66
12	Compassion	11	73	51	Open Minded	10	66
13	Concentration	14	93	52	Optimism	13	86
14	Conscientious	13	86	53	Orderliness	14	93
15	Consistent	15	100	54	Patience	15	100
16	Cooperative	15	100	55	Perseverance	15	100
17	Courageous	10	66	56	Personable	11	73

TABLE I (Continued)

Item #	Trait	f	%	Item #	Trait	f	%
18	Courteous	14	93	57	Persuasiveness	12	80
19	Creativity	15	100	58	Pleasant Personality	15	100
20	Decisiveness	13	86	59	Positive Attitude	15	100
21	Dedication	14	93	60	Pride	9	60
22	Deference	9	60	61	Punctuality	15	100
23	Dependability	15	100	62	Real	8	53
24	Determination	14	93	63	Resourceful	14	93
25	Diligence	14	93	64	Respectful	14	93
26	Discernment	8	53	65	Responsibility	14	93
27	Discretion	10	66	66	Reverence	9	60
28	Endurance	15	100	67	Self Control	15	100
29	Enthusiasm	15	100	68	Self-Motivated	13	86
30	Fairness	15	100	69	Sensitivity	12	80
31	Faith	8	53	70	Tenacity	10	66
32	Flexibility	13	86	71	Thoroughness	15	100
33	Forgiveness	13	86	72	Time Consciousness	9	60
34	Generosity	12	80	73	Tolerance	12	80
35	Godly	10	66	74	Truthfulness	15	100
36	Honest	15	100	75	Vision	10	66
37	Hospitality	13	86	76	Willing	8	53
38	Humility	11	73	77	Wisdom	15	100
39	Independence	10	66				

Note: f = frequency; % = percentage

Table II represents a list of the values which 50% or more of the members in group one (business and industry) believe to be descriptive of a positive American work ethic. In order to see which trait

corresponds with which value and with which behavior (the sets of three), refer to the second round questionnaire (Appendix E).

TABLE II
LIST OF VALUES--GROUP ONE:
BUSINESS AND INDUSTRY

Item #	Item	f	%
1	An employee being able to get along well with others; put differences aside and concentrate on work.	13	86
2	Adjust to different situations.	13	86
3	Capable of making errors, being imperfect and overcoming.	12	80
4	A personal interest and attitude of admiration; a strong brotherly concern with a common interest.	13	86
5	A conviction of belief, trust, and loyalty in people and God is a must today.	10	66
6	Shows respect and interest and concern.	13	86
7	Without a personal sense of pride in what we do, our job greatly suffers.	15	100
8	A problem solver.	14	93
9	To get work done requires participation and mental "yes" attitude.	14	93
10	Open to ideas, listener.	15	100
11	Inner order; one's clear guideline for living.	15	100
12	An adaptable worker will be flexible and respond positively to changes in job demands and work conditions.	12	80
13	Faces defeat or demoralization.	10	66
14	Trust is your biggest asset.	14	93
15	Creates a pleasant environment.	11	73
16	Able to make decisions on an issue.	10	66

TABLE II (Continued)

Item #	Item	f	%
17	Time is money.	14	93
18	In honor preferring one another.	11	73
19	Staying with difficult jobs or assignments.	14	93
20	We need politeness toward others.	9	60
21	Respect for the value of others' time.	14	93
22	We are not the center.	8	53
23	Has necessary education and work skills.	13	86
24	Faithful and dependable.	14	93
25	Produces the desired end results.	13	86
26	Puts work first.	13	86
27	Looks at situations from a positive viewpoint.	14	93
28	Willingness to help others.	15	100
29	An intelligent worker can figure out how to get the job done in the most efficient manner possible.	13	86
30	A worker is able to work/accomplish task with minimal supervision and has the capacity to make decisions on own.	15	100
31	Self control is a key factor of life.	15	100
32	Does tasks in same way each time.	11	73
33	Being responsible for one's own actions.	14	93
34	Tolerance of other peoples' feelings and values.	14	93
35	Positive approaches.	13	86
36	A conscientious worker will do his/her best work.	15	100
37	Sticking with projects to completion.	15	100
38	Determined to finish.	15	100
39	Pays attention to details and completes the job.	15	100

TABLE II (Continued)

Item #	Item	f	%
40	Considerate of others.	15	100
41	To dream new and better ideas.	9	60
42	Gets along well with others.	14	93
43	Able to sympathize with others or relate to.	10	66
44	Help one to listen and follow directions; ability to focus on an issue.	10	66
45	Works on own initiative.	15	100
46	Gets along with co-workers from diverse backgrounds.	15	100
47	Composure and forbearance.	13	86
48	Focus on one's purposes, self worth, job satisfaction.	9	60
49	Making good decisions with wisdom; seeing many options and choosing the best.	14	93
50	Everyone wants a fair shake.	13	86
51	Availability is important to progress and productivity.	14	93
52	Strength to "do the right thing."	15	100
53	Committed to job and organization.	15	100
54	Careful dispensing of information; appropriate disclosures.	11	73

Note: f = frequency; % = percentage

In Table II, above, the values which 50% or more of the individuals in group one (business and industry) believe are definitive of a positive American work ethic were listed. In Table III, below, the

behaviors which 50% or more of the group one members believe are definitive of a positive American work ethic are listed.

TABLE III
LIST OF BEHAVIORS--GROUP ONE:
BUSINESS AND INDUSTRY

Item #	Item	f	%
1	Not one to give up quickly.	12	80
2	Can be depended on to be where one is supposed to be at a certain time.	13	86
3	To always be better than the competition.	13	86
4	Better understanding of others' feelings or needs; unselfish, go the extra mile.	12	80
5	Provides for teamwork; adjusts to others needs.	13	86
6	Does not overstep their bounds.	11	73
7	Healthy work relationship between workers; not impetuous; eliminates non-productive behavior; facilitates getting things done.	13	86
8	Joyful person.	14	93
9	Concern, respect for people, maintenance of confidentiality.	14	93
10	Sees assigned task through to the end.	15	100
11	Carry through with a project completely.	15	100
12	Equal treatment to all people; flexible feelings toward others; improves morale; fair people are trusted.	14	93
13	Makes tough calls, even when contrary to personal interests.	13	86
14	Positive life.	8	53
15	Willingness to do as instructed; will follow through and not shirk the task.	15	100

TABLE III (Continued)

Item #	Item	f	%
16	Treats everyone with respect; won't elevate self at other's expense.	14	93
17	Forsakes personal goals for collective objective--finds a way to get it done--positive attitude increases production.	12	80
18	An attitude of kindness or tenderness; a deep concern for life, man, and God.	13	86
19	Works hard for advancements; doesn't complain about varied duties; sees it as growth.	11	73
20	Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest.	15	100
21	Compassionate; empathetic.	12	80
22	Will not wait to be told what to do; brings new ideas and thoughts to the job.	12	80
23	Faithfulness.	15	100
24	Being available for others makes work loads easier.	11	73
25	Help to create an even playing field by not over-emphasizing one's self.	9	60
26	Produces healthy attitude; self worth.	8	53
27	Results in completion of a job regardless of difficulties.	12	80
28	Innovative, creative, inventive, imaginative.	14	93
29	Does not despair; keeps morale high.	13	86
30	Listens to new ideas; new ways of doing a job.	14	93
31	Won't quit; sees things through.	15	100
32	Sensitive in light of how we value our role in the universe.	9	60
33	A total duty and allegiance to a cause; a strong belief and trust.	9	60
34	Listens to instructions and carries them out.	15	100

TABLE III (Continued)

Item #	Item	f	%
35	Can take direction well.	14	93
36	Can depend on what he/she says.	15	100
37	Increased cooperation; less strife; increased satisfaction.	10	66
38	Persistent; persevering.	14	93
39	Avoids mistakes, misunderstandings, and conflicts.	13	86
40	Endurance, stamina, tolerance.	13	86
41	Considerate of staff/outside's feelings.	12	80
42	Makes people feel at home; makes people feel needed and wanted.	10	66
43	Finished product is better because employee put himself/herself into it.	14	93
44	Addresses issues instead of looking for excuses.	14	93
45	Provides for teamwork; adjusts to others' needs.	10	66
46	Takes on more responsibility; needs less help in problem solving.	8	53
47	Worker makes the company a profit by getting the job done in a timely fashion.	14	93
48	Teamwork.	14	93
49	Educated; continuing education; good communication skills.	13	86
50	Correct decision making.	13	86
51	Happier fellow workers and in turn happy customers.	12	80
52	Can be counted on to do the assigned tasks; develops confidence, trust, and consistency.	13	86
53	Teamwork; improved morale.	14	93

Note: f = frequency; % = percentage

Tables I, II, and III, above, listed the character traits, values, and behaviors which 50% or more of the individuals in group one (business and industry) believe are definitive of a positive American work ethic. Tables IV, V, and VI below are the lists of character traits, values, and behaviors which the members of group two (academicians) believe are definitive of a positive American work ethic.

TABLE IV

LIST OF TRAITS--GROUP TWO:
ACADEMICIANS

Item #	Trait	f	%	Item #	Trait	f	%
1	Accountability	10	66	39	Leadership Skills	12	80
2	Attentiveness	10	66	40	Loyalty	13	86
3	Broad Perspective	9	60	41	Mature	11	73
4	Caring	8	53	42	Moderation	8	53
5	Character	8	53	43	Opposition	8	53
6	Civic Virtue and Citizenship	14	93	44	Orderliness	14	93
7	Communication	13	86	45	Participation	9	60
8	Compassionate	9	60	46	Patience	13	86
9	Confidentiality	13	86	47	Perseverance	13	86
10	Conscience	8	53	48	Persistence	12	80
11	Conscientiousness	11	73	49	Personal Responsibility	10	66
12	Consistency	13	86	50	Pride in Workmanship	14	93
13	Courage	11	73	51	Prudence	9	60
14	Creative	10	66	52	Punctuality	13	86
15	Decisive	11	73	53	Pursues Excellence	12	80
16	Dependability	13	86	54	Quality	9	60
17	Desire to Learn and Grow	13	86	55	Resourcefulness	12	80
18	Determination	13	86	56	Respect	11	73
				57	Respect for Others'		

TABLE IV (Continued)

Item #	Trait	f	%	Item #	Trait	f	%
19	Dignity	10	66		Views	13	86
20	Diligence	12	80	58	Respect for Self	13	86
21	Discretion	11	73	59	Respectful	13	86
22	Endurance	13	86	60	Responsibility	13	86
23	Enthusiasm	11	73	61	Risk-Taker	8	53
24	Fairness	13	86	62	Self-Control	14	93
25	Flexibility	12	80	63	Self-Perception	9	60
26	Followship/Can Take Orders	10	66	64	Self-Starter	11	73
27	Forgiveness	11	73	65	Sensitivity	11	73
28	Hard-working	12	80	66	Service	10	66
29	High Standards	13	86	67	Solidarity	10	66
30	High Achiever	9	60	68	Team Spirit	10	66
31	Honesty	14	93	69	Thoroughness	13	86
32	Hope	8	53	70	Thriftiness	8	53
33	Humility	8	53	71	Tolerant	8	53
34	Industrious/Diligent	10	66	72	Trust	11	73
35	Information-Seeking	11	73	73	Trustworthiness	12	80
36	Initiative	12	80	74	Truthful	14	93
37	Integrity	15	100	75	Wisdom	13	86
38	Justice and Fairness	13	86				

Note: f = frequency; % = percentage

In Table V, below, the values believed by the academicians in group two to be definitive of a positive American work ethic are listed. The character traits and behaviors with which they are associated may be seen by looking at questionnaire two in Appendix E.

TABLE V
LIST OF VALUES--GROUP TWO:
ACADEMICIANS

Item #	Item	f	%
1	Cleanliness and godliness.	10	66
2	Respect for self drives the individual to do good work.	11	73
3	Truthful, sincere, forthright, frank, candid.	10	66
4	To avoid despair in the people and products of the company.	9	60
5	"You can count on me" attitude.	13	86
6	To use care and craftsmanship.	14	93
7	To recognize one's limitations.	12	80
8	People should take responsibility for their own actions.	12	80
9	I want to increase my knowledge and skills to serve my customers better.	13	86
10	Treating others with kindness.	14	93
11	Being honest--even when inconvenient; being trustworthy.	15	100
12	To take reasonable risks for the good of the company.	11	73
13	Consistent people are easier to deal with.	13	86
14	Being able to follow.	10	66
15	Gossiping is not valued.	11	73
16	All stakeholders' rights should be considered.	13	86
17	To allow people to openly disagree.	11	73
18	Continued effort to learn and upgrade knowledge and skills; attitude of doing one's best.	12	80
19	To have integrity.	15	100
20	Stick-to-it-iveness.	14	93
21	Tapping into/expressing one's own special capabilities.	11	63

TABLE V (Continued)

Item #	Item	f	%
22	To allow people to involve their whole selves in their work.	10	66
23	A day's work for a day's pay.	13	86
24	The "Big Picture" should always be determined.	9	60
25	Accepts responsibility for decision; sets a good example for others.	10	66
26	Keep promises; abide by the spirit as well as the letter of the agreement.	13	86
27	Mature people see things long range; handle adversity.	11	73
28	Change with the tide.	12	80
29	Considering needs of self or others; not abusing self or others; cherishing self/others.	11	73
30	Honest, integrity, promise keeping, loyalty.	13	86
31	I have been placed in this job to serve my company, its employees, and its customers.	13	86
32	To work hard.	15	100
33	Compassion, consideration, giving, sharing, kindness, loving.	13	86
34	My best was good enough, but I can do a little better next time.	11	73
35	Is helpful when all is not as it should be.	11	73
36	The Golden Rule: caring for those less fortunate.	9	60
37	People need to know how they appear to others.	8	53
38	Know job; has maturity; good with advice and counsel; provides leadership and direction; well known; expert in field of business at hand.	12	80
39	Principled, honorable, upright, courageous, acts on convictions.	14	93
40	Procedural fairness, impartiality, consistency, equity, equality, due process.	14	93

TABLE V (Continued)

Item #	Item	f	%
41	Respecting customs/traditions of others; accepting validity of another's opinions; valuing cultural diversity.	13	86
42	Not being afraid to show feelings and share opinions.	12	80
43	Making conclusions in a timely manner and acting upon those conclusions.	12	80
44	My team at work is my second family.	10	66
45	Self-starters see a problem and get it solved.	10	66
46	Persistence is essential for good workmanship.	12	80
47	Privacy, dignity, courtesy, tolerance, acceptance.	8	53
48	I am responsible for both my attitude and quality of my work.	11	73
49	To see one's work directed to the common good.	13	86
50	To initiate the goal with the means available.	13	86
51	When making decision, effect on others is important.	12	80
52	The best predictor of future performance is past performance.	8	53
53	To be willing to apologize.	9	60
54	Thou shalt not be self-righteous.	9	60
55	People need to be able to live with themselves.	9	60
56	Pride in workmanship is essential in any task.	13	86
57	Law abiding, community service, protection of environment.	15	100
58	Reading, writing, communication, and computer skills are essential.	13	86
59	To treat others with respect.	13	86
60	Caring about/protecting interests of an affinity group (family, workplace, etc.).	10	66

TABLE V (Continued)

Item #	Item	f	%
61	Maintaining a balance between work and family.	14	93
62	High standards are the mark of a good worker.	11	73

Note: f = frequency; % = percentage

Listed above in Table V were the values which 50% or more of the members of group two (academicians) believe to be definitive of a positive American work ethic. Below, in Table VI, the behaviors which the academicians of group two believe to be definitive of a positive American work ethic are listed.

TABLE VI

LIST OF BEHAVIORS--GROUP TWO:
ACADEMICIANS

Item #	Item	f	%
1	Generates ideas; regularly tries new ways of doing things to reach objectives more effectively; provides honest feedback directly to others.	13	86
2	Don't leave out important information--be complete; be willing to share bad news, if necessary, not just good news.	13	86
3	Gets things organized; leads to example; assumes responsibility.	13	86
4	Avoid political infighting.	12	80
5	Avoid blowing up at others; give people a second shot.	10	66

TABLE VI (Continued)

#	Item	f	%
6	Sets example; makes quality decisions to do the right thing when it costs a lot.	12	80
7	Does not cheat, steal, lie, deceive, or act devious.	14	93
8	Ensures efficiency; avoids wasted time.	10	66
9	Avoid cynical remarks, especially about executive management.	8	53
10	Define issues through different stakeholders' perspectives.	13	86
11	Deliver what you say you will when you say it; acknowledging your part in good and bad decisions.	13	86
12	Enthusiasm; excellent relationships.	13	86
13	Pride in workmanship is seen in quality of product; results in attention to detail.	14	93
14	Before acting, think of impact on others.	14	93
15	Eliminates "we and they" relationships; enhances employee morale and productivity; partnership between management and employees.	12	80
16	Seeks self-improvement strategies; maintains a professional development plan.	13	86
17	Avoid wasting time.	13	86
18	Avoid sloppy work and take the time to do the job right the first time.	13	86
19	People check their self-perceptions with others' perceptions.	8	53
20	More accessible work (on target); shares wisdom and information.	10	66
21	Doing it right the first time; continuous improvement.	12	80
22	Respect for self; maintains high quality; doing the task thoroughly.	11	73
23	Pollution is restricted to a minimum; that the products and services produced promote virtue.	9	60

TABLE VI (Continued)

#	Item	f	%
24	We take a long-term view.	8	53
25	High standards drive the worker to excellence; results in fine work.	13	86
26	Considers how each specific action(s) may affect the organization; operationalize workplace values.	13	86
27	Don't expect to get something for nothing.	11	73
28	Always strives to learn something new--takes classes, participates in new experiences; evaluates what has been accomplished.	12	80
29	The job gets done properly.	12	80
30	Give more than is required; always thinking ahead.	11	73
31	Consistently helps build trust.	11	73
32	Gets along well with co-workers; seeks to see the team win vs. individualism.	12	80
33	Openness to others' views; ability to see other side.	10	66
34	Does not share personal information; always gets more than one source.	11	73
35	Doesn't jump to conclusions; demands to hear all sides of issue.	12	80
36	To confront questionable practices in organization (e.g. whistle blowing).	11	73
37	Accommodating to unusual circumstances.	12	80
38	Implement a team structure in the organization.	9	60
39	To admit mistakes to other employees.	8	53
40	Listen carefully; do not abuse drugs, alcohol, etc.; praise good work.	11	73
41	Avoid a group think mentality and be ready to go against the grain.	11	73
42	Seek greater understanding of basis for differences; look for the best; negotiate based on shared interests, not discrete positions.	10	66

TABLE VI (Continued)

#	Item	f	%
43	Meets deadlines; writes and speaks clearly to the point.	10	66
44	Good work attitude; excellence.	11	73
45	Keeps working at the tasks; keeps level of attention constant; avoid slacking off.	11	73
46	Knows there is always two sides of any issue; puts people first.	13	86
47	Provides bridges over gaps in communication or in practical aspects of work.	11	73
48	Avoid demeaning comments; to have jobs that are designed in a way that is meaningful.	12	80
49	Looks for ramifications; does not have "tunnel vision."	12	80
50	High achievement.	8	53
51	Does not get locked in; each situation is different.	9	60
52	To finish the whole project and not let it linger.	10	66
53	Predicting changes in the market and reaching appropriately.	13	86
54	Withhold judgment until time to develop a complete understanding; be flexible to allow for special needs.	12	80
55	To be consistent in treating everyone with the same standard.	13	86
56	Loyalty; getting through tough times; sacrifice to get things accomplished.	12	80
57	Continually questioning; listening to others.	9	60
58	Avoids appearance of impropriety; corrects or prevents inappropriate conduct of others.	12	80
59	Usually exercising self-control; shows maturity.	13	86

Note: f = frequency; % = percentage

The six tables above presented the data particular to the objective of identifying a list of character traits, values, and behaviors which the corpus of expert academic ethicists and business and industry representatives deemed important or essential in defining a positive American work ethic. The study will now proceed to an analysis of the data gathered in order to reach the first research objective.

Objective One

Objective one of the study was: to identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic.

Round Three Questionnaire Development

The development of the instrument began with changing each list of traits, values, and behaviors to comply with the results of the frequency distribution findings from round two. Each resulting list of traits, values, and behaviors for each group was then typed in a list. That list was cut into pieces, each piece containing only one trait, one value, and one behavior. Then all the pieces from group one were placed in one container and all the pieces from group two were placed in a separate container. The two containers were stirred in order to mix the contents.

The contents of container one were drawn out one by one and compiled into a list containing 191 randomly ordered items representing the total number of responses by group one (business and industry ethics experts) to questionnaire two (Appendix F).

The same procedure was used for group two (academic ethics experts) which resulted in a list of 203 randomly ordered items compiled from questionnaire two (Appendix F).

A five-point Likert scale was adapted for use in this instrument. Values were assigned to the Likert scale as follows:

5 = Essential to a positive American work ethic.

4 = Important, but not essential to a positive American work ethic;

3 = Undecided about this work, phrase, or statement as being an identifier of a positive American work ethic;

2 = Questionable as an identifier of a character trait, value, or behavior of a positive American work ethic;

1 = Definitely not to be considered as an identifier of a character trait, value, or behavior of a positive American work ethic;

The first analysis of round three data was frequency distributions using the SPSS computer program. The first objective of the third round data analysis was to identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic. The raw data from round three appears in Appendix K just as it was taken from the randomly ordered items in the round three questionnaire. For the sake of clarity, the following tables (VII, VIII, IX, X, XI, XII) order the data by trait, value, and behavior for each group and the number of individuals who made those decisions. (A list of traits, values, and behaviors which did not reach 50% agreement are listed in Appendix I.)

TABLE VII

LIST OF TRAITS RECEIVING 50% OR MORE AGREEMENT
AS ESSENTIAL OR IMPORTANT--GROUP ONE:
BUSINESS AND INDUSTRY

Item #	Item	f	%	Cum. %
1	Pleasant Personality	I- 8 E- 2	53 13	66
7	Availability	I- 5 E- 6	33 40	73
8	Tenacity	I- 5 E- 6	33 40	73
11	Willing	I- 4 E- 8	27 53	80
15	Truthfulness	I-blank E-13	87	87
18	Determination	I- 5 E- 9	33 60	93
20	Initiative	I- 4 E- 9	26 60	86
21	Thoroughness	I- 4 E- 9	27 60	87
24	Open mindedness	I- 5 E- 4	33 27	60
26	Positive attitude	I- 4 E-10	27 68	95
38	Self-motivated	I- 5 E- 9	33 60	93
39	Loyalty	I- 4 E- 9	27 60	87
42	Enthusiasm	I- 6 E- 8	40 53	93
48	Commitment	I- 4 E- 8	27 53	80
54	Self-control	I- 4 E-10	27 66	93

TABLE VII (Continued)

Item #	Item	f	%	Cum. %
59	Pride	I- 9 E- 2	60 13	73
63	Persuasiveness	I- 2 E- 6	13 40	53
64	Punctuality	I- 3 E-10	20 67	87
65	Positive attitudes; productivity	I- 4 E- 9	27 60	87
66	Neatness	I- 6 E- 4	40 27	67
77	Alertness	I- 6 E- 5	40 33	73
80	Wisdom	I- 4 E- 9	27 60	87
83	Assertive	I-10 E- 3	67 20	87
91	Forgiveness	I- 2 E- 6	13 40	53
92	Consistent	I- 2 E- 8	13 53	66
95	Flexible	I- 6 E- 7	40 47	87
96	Courteous	I- 7 E- 5	47 33	80
98	Cooperative	I- 5 E- 8	33 53	86
100	Tolerance	I- 5 E- 5	33 33	66
104	Orderliness	I- 6 E- 4	40 27	67
106	Discretion	I- 4 E- 6	27 40	67

TABLE VII (Continued)

Item #	Item	f	%	Cum. %
112	Vision	I- 8 E- 5	53 33	86
114	Coachable	I- 3 E- 8	20 53	73
115	Endurance	I- 5 E- 8	33 53	86
117	Hospitality	I- 7 E- 1	47 7	54
119	Integrity	I- 1 E-11	7 73	80
122	Approachable	I- 3 E- 7	20 47	67
124	Kindness	I- 5 E- 6	33 40	73
130	Productivity	I- 6 E- 7	40 47	87
131	Accepts criticism	I- 6 E- 6	40 40	80
133	Adaptability	I- 6 E- 7	40 47	87
135	Dependability	I- 5 E- 9	33 60	93
136	Knowledgeable	I- 8 E- 5	53 33	86
137	Perseverance	I- 5 E- 9	33 60	93
138	Honesty	I- 1 E-12	7 80	87
139	Time Consciousness	I- 7 E- 7	47 47	94
140	Resourceful	I- 6 E- 7	40 47	87

TABLE VII (Continued)

Item #	Item	f	%	Cum. %
146	Discernment	I- 5 E- 3	33 20	53
147	Dedication	I- 5 E- 8	33 53	86
150	Diligence	I- 6 E- 8	40 53	93
152	Obedience	I- 4 E- 6	27 40	67
156	Respectful	I- 4 E- 8	27 53	80
158	Personable	I- 8 E- 2	53 13	66
159	Attentiveness	I- 7 E- 6	47 40	87
163	Decisiveness	I- 5 E- 5	33 33	66
165	Faith	I- 3 E- 5	20 33	53
167	Concentration	I- 8 E- 6	53 40	93
170	Optimism	I- 8 E- 5	53 33	86
172	Fairness	I- 5 E- 8	33 53	86
173	Creativity	I- 8 E- 6	53 40	93
179	Moral courage	I- 6 E- 6	40 40	80
180	Generosity	I- 5 E- 4	33 27	60
181	Responsibility	I- 5 E- 7	33 47	80

TABLE VII (Continued)

Item #	Item	f	%	Cum. %
182	Sensitivity	I- 6 E- 5	40 33	73
185	Courageousness	I- 4 E- 5	27 33	60
186	Patience	I- 7 E- 6	47 40	87
188	Conscientiousness	I- 6 E- 8	40 53	93
191	Intelligence	I- 8 E- 2	53 13	66

Note: f = frequency; % = percentage; Cum. % = cumulative percentage;
I = Important; E = Essential

TABLE VIII

LIST OF VALUES RECEIVING 50% OR MORE AGREEMENT
AS ESSENTIAL OR IMPORTANT--GROUP ONE:
BUSINESS AND INDUSTRY

Item #	Item	f	%	Cum. %
3	An employee being able to get along well with others; put differences aside and concentrate on work.	I- 8 E- 3	53 33	86
4	Adjust to different situations	I- 8 E- 3	53 20	73
14	Capable of making errors, being imperfect and overcoming	I- 6 E- 3	40 20	60
25	A conviction of belief, trust, and loyalty in people and God is a must today	I- 5 E- 4	33 27	60
28	Shows respect and interest and concern	I- 6 E- 6	40 40	80

TABLE VIII (Continued)

Item #	Item	f	%	Cum. %
33	Without a personal sense of pride in what we do, our job greatly suffers	I- 6 E- 7	40 47	87
34	A problem solver	I- 9 E- 5	60 33	93
44	To get work done requires participation and mental "yes" attitude	I- 5 E- 5	33 33	66
47	Open to ideas, listener	I- 4 E- 8	27 53	80
50	Inner order; one's clear guideline for living	I- 4 E- 6	27 40	67
52	An adaptable worker will be flexible and respond positively to changes in job demands and work conditions	I- 7 E- 6	47 40	87
56	Faces defeat or demoralization	I- 5 E- 3	33 20	53
58	Trustworthiness is your biggest asset	I- 1 E-11	7 73	80
61	Creates a pleasant environment	I- 7 E- 3	47 20	67
62	Able to make decisions on an issue	I- 6 E- 7	40 47	87
67	Time is money	I- 3 E- 5	20 33	53
71	Staying with difficult jobs or assignments	I- 4 E-10	27 68	95
74	We need politeness toward others	I- 8 E- 3	53 20	73
79	Respect for the value of others' time	I- 9 E- 4	60 27	87
82	Has necessary education and work skills	I- 6 E- 7	40 47	87
84	Faithful and dependable	I- 3 E-10	20 67	87

TABLE VIII (Continued)

Item #	Item	f	%	Cum. %
86	Produces the desired end results	I- 6 E- 6	40 40	80
88	Looks at situations from a positive viewpoint	I- 7 E- 7	47 47	94
99	Willingness to help others	I- 6 E- 7	40 47	87
101	An intelligent worker can figure out how to get the job done in the most efficient manner possible	I- 8 E- 6	53 40	93
108	A worker is able to work/accomplish tasks with minimal supervision and has the capacity to make own decisions	I- 5 E- 9	33 60	93
110	Self control is a key factor of life	I- 3 E- 9	20 60	80
116	Being responsible for one's own actions	I- 1 E-11	7 73	80
120	Tolerance of other peoples' feelings and values	I- 8 E- 5	53 33	86
125	Positive approaches	I- 4 E- 7	27 47	74
126	A conscientious worker will do his/her best work	I- 5 E- 8	33 53	86
128	Sticking with projects to completion	I- 3 E-11	20 73	93
132	Determined to finish	I- 3 E- 9	20 60	80
142	Pays attention to details and completes the job	I- 6 E- 7	40 47	87
143	Considerate of others	I- 8 E- 5	53 33	86
149	Dreams new and better ideas	I- 9 E- 3	60 27	87

TABLE VIII (Continued)

Item #	Item	f	%	Cum. %
154	Gets along well with others	I- 7 E- 6	47 40	87
160	Able to sympathize with others or relate to	I- 7 E- 3	47 20	67
161	Helps one to listen and follow directions; ability to focus on an issue	I- 5 E- 5	33 33	66
162	Works on own initiative	I- 5 E- 9	33 60	93
164	Gets along with co-workers from diverse backgrounds	I- 4 E- 8	27 53	80
171	Composure and forbearance	I- 4 E- 5	27 33	60
175	Focus on one's purposes, self worth, job satisfaction	I- 9 E- 2	60 13	73
177	Making good decisions with wisdom; seeing many many options and choosing the best	I- 8 E- 4	53 27	80
183	Availability is important to progress and productivity	I- 4 E- 5	27 33	60
187	Strength to "do the right thing"	I- 4 E-10	27 67	94
189	Committed to job and organization	I- 6 E- 8	40 53	93
190	Careful dispensing of information; appropriate disclosures	I- 5 E- 7	33 47	80

Note: f = frequency; % = percentage; Cum. % = cumulative percentage
I = Important; E = Essential*

TABLE IX

LIST OF BEHAVIORS RECEIVING 50% OR MORE
 AGREEMENT AS ESSENTIAL OR IMPORTANT--
 GROUP ONE: BUSINESS AND INDUSTRY

Item #	Item	f	%	Cum. %
2	Not one to give up quickly	I- 7 E- 6	47 40	87
6	Can be depended on to be where one is supposed to be at a certain time	I- 4 E-10	27 68	95
10	Better understanding of others' feelings or needs; unselfish, go the extra mile	I- 7 E- 4	47 27	74
12	Provides for teamwork; adjusts to others' needs	I- 4 E- 7	27 48	75
13	Does not overstep their bounds	I- 9 E- 4	60 13	73
19	Joyful person	I-blank E- 8	53	53
22	Concern, respect for people, maintenance of confidentiality	I- 4 E- 8	27 53	80
23	Sees assigned task through to the end	I- 3 E-11	20 73	93
27	Carry through with a project completely	I- 1 E-13	7 88	95
32	Equal treatment to all people; flexible feelings toward others; improves morale; fair people are trusted	I- 5 E- 6	33 40	73
36	Makes tough calls, even when contrary to personal interests	I- 8 E- 4	53 27	80
40	Willingness to do as instructed; will follow through and not shirk the task	I- 1 E-12	7 80	87
41	Treats everyone with respect; won't elevate self at other's expense	I- 3 E- 9	20 60	80
45	Forsakes personal goals for collective objective--finds a way to get it done--positive attitude increases production	I- 6 E- 6	40 40	80

TABLE IX (Continued)

Item #	Item	f	%	Cum. %
46	An attitude of kindness or tenderness; a deep concern for life, man, and God	I- 4 E- 6	27 40	67
49	Works hard for advancements; doesn't complain about varied duties; sees it as growth	I- 4 E- 8	27 53	80
51	Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest	I- 2 E-11	13 73	86
53	Compassionate; empathetic	I- 7 E- 3	47 20	67
55	Will not wait to be told what to do; brings new ideas and thoughts to the job	I-10 E- 4	66 27	93
57	Faithfulness, devoted, commitment	I- 6 E- 6	40 40	80
60	Being available for others makes work loads easier	I- 3 E- 5	20 33	53
72	Results in completion of a job regardless of difficulties	I- 5 E- 9	33 60	93
73	Innovative, creative, inventive, imaginative	I- 6 E- 8	40 53	93
75	Does not despair; keeps morale high	I- 2 E- 7	13 47	60
76	Listens to new ideas; new ways of doing a job	I- 6 E- 6	40 40	80
78	Won't quit; sees things through	I- 3 E-11	20 73	93
94	A total duty and allegiance to a cause	I- 5 E- 4	33 27	60
97	Listens to instructions and carries them out	I- 3 E-10	20 67	87
102	Can take directions well	I- 4 E- 9	27 60	87
103	Can depend on what he/she says	I- 4 E-10	27 67	94

TABLE IX (Continued)

Item #	Item	f	%	Cum. %
109	Increased cooperation; less strife; increased satisfaction	I- 4 E- 5	27 33	60
113	Persistent; persevering	I- 5 E- 8	33 53	86
118	Avoids mistakes, misunderstandings, and conflicts	I- 7 E- 3	47 20	67
123	Endurance, stamina, tolerance	I- 4 E- 7	27 47	74
129	Considerate of staff/outside's feelings	I- 6 E- 4	40 27	67
134	Makes people feel at home; makes people feel needed and wanted	I- 4 E- 4	27 27	54
141	Finished product is better because employee put himself/herself into it	I- 6 E- 5	40 33	77
145	Addresses issues instead of looking for excuses	I- 9 E- 4	60 27	87
151	Provides for teamwork; adjusts to others' needs	I- 9 E- 2	60 13	73
153	Takes on more responsibility; needs less help in problem solving	I- 7 E- 5	47 33	80
157	Worker makes the company a profit by getting the job done in a timely fashion	I- 7 E- 6	47 40	80
168	Teamwork	I- 8 E- 5	53 33	86
169	Educated; continuing education; good communication skills	I- 5 E- 7	33 47	80
174	Correct decision making	I-10 E- 3	67 20	87
176	Happy fellow workers and in turn happy customers	I- 5 E- 3	33 20	53
192	Can be counted on to do the assigned tasks; develops confidence, trust, and consistency	I- 6 E- 8	40 53	93

TABLE IX (Continued)

Item #	Item	f	%	Cum. %
193	Teamwork; improved morale	I- 8 E- 5	53 33	86

Note: f = frequency; % = percentage; Cum. % = cumulative percentage;
I = Important; E = Essential

Tables VII, VIII, and IX, above, contained lists of the character traits, values, and behaviors which 50% or more of the group one representatives (business and industry) believe to be important or essential to a positive American work ethic. The tables also allow one to differentiate between the number of experts who assigned either the designation "important" or "essential" to each trait, value, and behavior. This detail may be important to some who would like to differentiate more discriminately a definition of a positive American work ethic. Tables X, XI, and XII, below, contain the same type of data as the three tables above, but are delineated for group two (academia).

TABLE X

LIST OF TRAITS RECEIVING 50% OR MORE AGREEMENT
AS ESSENTIAL OR IMPORTANT--
GROUP TWO: ACADEMICIANS

Item #	Item	f	%	Cum. %
1	Perseverance	I- 5 E- 8	33 53	86

TABLE X (Continued)

Item #	Item	f	%	Cum. %
4	Quality	I- 4 E- 7	27 47	74
7	Patience	I- 7 E- 3	47 20	67
16	Mature	I- 4 E- 4	27 27	57
20	Thoroughness	I- 9 E- 6	60 40	100
23	Pursues excellence	I- 8 E- 6	53 40	93
24	Respects others' views	I- 6 E- 5	40 33	73
26	Personal Responsibility	I- 3 E- 7	20 47	67
30	Wisdom	I- 5 E- 6	33 33	66
33	Trustworthiness	I-blank E-12	 80	80
36	Self-control	I- 1 E- 7	7 47	54
38	Justice and fairness	I- 4 E-10	20 67	87
39	Conscientiousness	I- 8 E- 5	53 33	86
46	Decisive	I- 8 E- 2	53 13	66
48	Respect	I- 5 E- 4	33 27	60
53	Conscience	I- 4 E- 5	27 33	60
55	Respectful	I- 7 E- 5	47 33	80

TABLE X (Continued)

Item #	Item	f	%	Cum. %
58	Honesty	I- 4 E-10	27 67	94
61	Fairness	I- 3 E- 9	20 60	80
69	Respect for self	I- 3 E- 5	20 33	53
71	Diligence	I- 8 E- 6	53 40	93
72	Industrious/Diligent	I- 8 E- 6	53 40	93
76	Loyalty	I- 6 E- 3	40 20	60
78	Endurance	I- 9 E- 2	60 13	73
81	Hard working	I- 4 E- 9	27 60	87
84	Flexibility	I-10 E- 2	67 13	80
89	Discretion	I- 5 E- 5	33 33	66
90	Integrity	I- 3 E-10	20 67	87
92	Accountability	I- 2 E-10	13 67	80
97	Consistency	I- 5 E- 6	33 40	73
99	Confidentiality	I- 4 E- 7	27 47	74
102	Character	I- 2 E- 7	13 47	60
103	Communication	I- 5 E- 5	33 33	66

TABLE X (Continued)

Item #	Item	f	%	Cum. %
111	Pride in workmanship	I- 6 E- 8	40 53	93
115	Courage	I- 6 E- 2	40 13	53
119	Initiative	I- 6 E- 8	40 53	93
121	Followship/Ability to take orders	I- 8 E- 3	53 20	73
127	Forgiveness	I- 3 E- 5	20 33	53
128	Truthful	I- 2 E-11	13 73	86
130	Persistence	I-10 E- 2	67 13	80
132	Self-starter	I-11 E- 3	73 20	93
137	Punctuality	I- 5 E- 7	33 47	80
140	High standards	I- 8 E- 5	53 33	86
144	Stick-to-it-iveness	I- 9 E- 3	60 20	80
150	Responsibility	I- 6 E- 6	40 40	80
156	Civic virtue and citizenship	I- 8 E- 2	53 13	66
160	Team spirit	I- 7 E- 3	47 20	67
172	Dependability	I- 2 E-12	13 80	93
176	Determination	I- 9 E- 6	60 40	100

TABLE X (Continued)

Item #	Item	f	%	Cum. %
179	Enthusiasm	I- 7 E- 4	47 27	74
182	Resourcefulness	I- 8 E- 6	53 40	93
192	Attentiveness	I- 8 E- 4	53 27	80
194	Compassionate	I- 5 E- 3	33 20	53
195	Trust	I- 5 E- 7	33 47	80
198	Tolerant	I- 4 E- 4	27 27	54
202	Creative	I-10 E- 2	67 13	80

Note: f = frequency; % = percentage; Cum. % = cumulative percentage;
I = Important; E = Essential; BL = Blank

TABLE XI

LIST OF VALUES RECEIVING 50% OR MORE AGREEMENT
AS ESSENTIAL OR IMPORTANT--
GROUP TWO: ACADEMICIANS

Item #	Item	f	%	Cum. %
11	Respect for self drives the individual to do good work	I- 5 E- 5	33 33	66
12	Truthful, sincere, forthright, frank, candid	I- 5 E- 6	33 40	73
17	"You can count on me" attitude	I- 5 E- 6	33 40	73

TABLE XI (Continued)

Item #	Item	f	%	Cum. %
19	To use care and craftsmanship	I-11 E- 3	73 20	93
31	People should take responsibility for their own actions	I- 5 E- 8	33 53	86
34	Desire to increase knowledge and skills in order to serve my customers better	I-10 E- 4	67 27	94
35	Treat others with kindness	I- 6 E- 5	40 33	73
40	Being honest--even when inconvenient; being trustworthy	I- 2 E-10	13 67	80
50	All stakeholders' rights should be considered	I- 5 E- 4	33 27	60
62	Continued effort to learn and upgrade knowledge and skills	I- 8 E- 4	53 27	80
64	Have integrity	I- 1 E-11	7 73	80
74	Stick-to-it-iveness	I- 9 E- 3	60 20	80
79	A day's work for a day's pay	I- 3 E- 5	20 33	53
85	Accepts responsibility for decision; sets a good example for others	I- 4 E- 8	27 53	80
95	Keep promises; abide by the spirit as well as the letter of an agreement	I- 3 E- 7	20 47	67
112	Honest, integrity, promise keeping, loyalty	I-11 E- 1	73 7	80
113	I have been placed in this job to serve my company, its employees, and its customers	I- 6 E- 2	40 13	53
114	To work hard	I- 6 E- 7	40 47	87
116	Compassion, consideration, giving, sharing, kindness, loving	I- 6 E- 3	40 20	60

TABLE XI (Continued)

Item #	Item	f	%	Cum. %
131	Knows his/her job	I- 9 E- 4	60 27	87
133	Principled, acts on convictions	I- 6 E- 5	40 33	73
138	Procedural fairness, due process, equality, impartiality, consistency	I- 1 E- 9	7 60	67
139	Respecting customs/traditions of others; valuing cultural diversity and other's opinions	I- 3 E- 6	20 40	60
142	Making conclusions in a timely manner	I- 8 E- 1	53 7	60
157	Self-starters see a problem and solve it	I-10 E- 4	67 27	94
159	Persistence is essential for good workmanship	I- 7 E- 2	47 13	60
162	I am responsible for both my attitude and the quality of my work	I- 6 E- 7	40 47	87
164	The ability to initiate the goal with the means available	I- 8 E- 2	53 13	66
168	Considers how decisions affect others	I- 6 E- 4	40 27	67
174	Willing to apologize	I- 4 E- 6	27 40	67
186	Pride in workmanship	I- 8 E- 7	53 47	100
187	Law abiding, community service, protection of environment	I- 7 E- 5	47 33	80
189	Reading, writing, communication, and computing skills are essential	I- 6 E- 2	40 13	53
190	Treat others with respect	I- 3 E- 9	20 60	80
200	Maintains a balance between work and family	I- 3 E- 8	20 53	73

TABLE XI (Continued)

Item #	Item	f	%	Cum. %
201	High standards are the mark of a good worker	I- 9 E- 4	60 27	87

Note: f = frequency; % = percentage; Cum. % = cumulative percentage;
I = Important; E = Essential; BL = Blank

TABLE XII

LIST OF BEHAVIORS RECEIVING 50% OR MORE
AGREEMENT AS ESSENTIAL OR IMPORTANT--
GROUP TWO: ACADEMICIANS

Item #	Item	f	%	Cum. %
3	Generates ideas; regularly tries new ways of doing things to reach objectives more effectively	I- 8 E- 4	53 27	80
8	Gets things organized; assumes responsibility	I-12 E- 2	80 13	93
18	One sets the example; makes quality decisions to do right thing when it costs a lot	I- 2 E- 6	13 40	53
21	Does not cheat, steal, lie, deceive, or act devious	I- 3 E- 9	20 60	80
25	Ensures efficiency; avoids wasted time	I- 9 E- 3	60 20	80
32	Define issues through different stakeholders' perspectives	I- 6 E- 2	40 13	53
41	Deliver what you say you will when you say you will	I- 5 E-10	33 67	100
43	Enthusiasm will enhance relationships	I- 9 E- 1	60 7	67
51	Pride in workmanship is essential in any task	I- 6 E- 8	40 53	93

TABLE XII (Continued)

Item #	Item	f	%	Cum. %
52	Before acting, think of impact on others	I- 6 E- 5	40 33	73
54	Partnership between management and employees	I- 5 E- 4	33 27	60
56	Seek self-improvement strategies	I-10 E- 1	67 7	74
57	Avoid wasting time	I-10 E- 2	67 13	80
63	Avoid sloppy work--do the job right the first time	I- 8 E- 6	53 40	93
70	Doing it right the first time; continuous improvement	I-11 E- 3	73 20	93
80	Respect for self--maintains high quality; doing doing the task thoroughly	I- 7 E- 6	47 40	87
87	High standards drive the worker to excellence	I- 7 E- 3	47 20	67
88	Consider how each specific action may affect the organization; operationalize workplace values	I- 7 E- 2	47 13	60
100	Always strives to learn something new	I- 8 E- 2	53 13	66
101	Does a job properly	I- 8 E- 5	53 33	66
108	Gets along well with co-workers; team player vs. individualist	I- 6 E- 4	40 27	67
124	Doesn't jump to conclusions; demands to hear all sides of issue	I- 6 E- 4	40 27	67
146	Listens carefully; praises good work	I- 7 E- 4	47 27	74
149	Openness to others' views	I- 5 E- 4	33 27	60
153	Meets deadlines	I- 5 E- 8	33 53	86

TABLE XII (Continued)

Item #	Item	f	%	Cum. %
155	Good work attitude	I- 5 E- 8	33 53	86
167	Avoid demeaning comments	I- 6 E- 3	40 20	60
171	High achievement	I- 7 E- 3	47 20	67
175	Finishes the whole project	I- 6 E- 7	47 47	87
181	Withholds judgment until time to develop a complete understanding	I- 5 E- 3	33 20	53
185	Be consistent in treating everyone with the same standards	I- 4 E- 6	27 40	67
188	Loyalty to get through tough times	I- 6 E- 3	40 20	60
199	Exercises self-control	I- 5 E- 6	33 40	73

Note: f = frequency; % = percentage; Cum. % = cumulative percentage;
I = Important; E = Essential; BL = Blank

The tables above (Tables VII-XII) have ordered the data from round three (traits, values, and behaviors) into lists of traits, values, and behaviors for each group. They also report the number of individuals who made the decisions to appoint an item either as important or essential as one seeks to define the positive American work ethic.

Objective Two

Objective two was: to assess descriptively the apparent differences between and commonalities among the lists of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive American work ethic. Before this objective could be subjected to analysis, a visual evaluation had to be made of those specific character traits which appeared in both groups. That observation resulted in a list of 34 specific traits. Table XIII contains a listing of those traits.

TABLE XIII

CHARACTER TRAITS APPEARING IN BOTH
GROUPS ONE AND TWO

Item #	Item	Item #	Item
1	Attentiveness	18	Humility
2	Compassionate	19	Initiative
3	Conscientious	20	Integrity
4	Consistency	21	Loyalty
5	Courageous	22	Orderliness
6	Creative	23	Patience
7	Decisive	24	Perseverance
8	Dependability	25	Punctuality
9	Determination	26	Resourcefulness
10	Diligence	27	Respectful
11	Discretion	28	Responsibility
12	Endurance	29	Self-Control
13	Enthusiasm	30	Sensitivity
14	Fairness	31	Thorough
15	Flexibility	32	Tolerant
16	Forgiveness	33	Truthful
17	Honesty	34	Wisdom

Once the visual evaluation was completed and a list was made of traits appearing in both groups, then the evaluation of data particular to research objective two began.

TABLE XIV

TRAITS COMMON TO BUSINESS/INDUSTRY AND
ACADEMICIANS IN ROUND THREE

Trait	Means	
	Business/Industry	Academics
Attentiveness	4.27	4.00
Compassion	3.60	3.60
Conscientious	4.60	4.20
Consistent	4.27	4.13
Courageousness	3.93	3.67
Creativity	4.47	3.93
Decisiveness	4.07	4.07
Dependability	4.67	4.60
Determination	4.60	4.40
Diligence	4.53	2.67
Discretion	4.13	4.13
Endurance	4.53	3.80
Enthusiasm	4.53	4.00
Fairness	4.53	4.40
Flexibility	4.40	3.87
Forgiveness	3.87	3.87
Honesty	4.80	4.60
Humility	3.27	3.13
Initiative	4.60	4.40
Integrity	4.67	4.47
Loyalty	4.60	3.67
Orderliness	4.00	3.47
Patience	4.40	3.93
Perseverance	4.67	4.40
Punctuality	4.50	4.27
Resourcefulness	4.43	4.33
Respectful	4.47	4.00
Responsibility	4.27	4.13
Self-Control	4.73	3.87
Sensitivity	4.07	3.27
Thoroughness	4.60	4.40
Tolerance	4.07	3.80
Truthfulness	4.80	4.53
Wisdom	4.60	3.87

Descriptive differences seemed to exist between the two groups on the following traits: creativity, endurance, enthusiasm, flexibility, loyalty, self-control, and sensitivity. Upon examination of the specific mean differences in Table XIV, the business and industry group rated each of the above traits more important than the academic group.

Overall agreement of importance between the two groups seemed apparent in the remaining 27 common traits. This lends strength to the idea that these traits should be included in any definitive statement about the positive American work ethic.

Objectives Three and Four

Objective three was to assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers. Objective four was to assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts.

These two objectives were explored by employing the Pearson Product Moment Correlation analysis to determine if, and to what degree, there were relationships between character traits and values, and between character traits and behaviors. The results of this analysis are recorded in Tables XV and XVI.

TABLE XV
 PEARSON CORRELATION COEFFICIENTS OF RELATIONSHIPS
 BETWEEN TRAITS AND VALUES; BETWEEN TRAITS AND
 BEHAVIORS FOR ROUND THREE--GROUP ONE:
 BUSINESS AND INDUSTRY

Trait	Value	Behavior
Attentiveness	.31	.31
Availability	.61	.55
Compassion	.27	-.36
Consistent	.58	.22
Courageousness	.21	.22
Courteous	.40	.34
Dedication	.38	.30
Discretion	.12	.03
Fairness	.45	.45
Faith	.21	.41
Hospitality	.05	.41
Independence	.54	.04
Integrity	.58	.58
Kindness	.24	.27
Knowledgeable	.72	.66
Loyalty	.74	.73
Moral Courage	.22	-.14
Obedience	.33	.55
Optimism	.66	.70
Patience	.26	.29
Perseverance	.44	.44
Positive Attitude	.45	.19
Pride	.34	.42
Punctuality	.53	.03
Resourceful	.14	.40
Responsibility	.63	.36
Sensitivity	-.09	-.08
Tenacity	.22	.27
Thoroughness	.23	.22
Time Consciousness	.06	.31
Tolerance	.29	.30
Truthfulness	.11	.05
Willing	.06	-.12

TABLE XVI

PEARSON CORRELATION COEFFICIENTS OF RELATIONSHIPS
 BETWEEN TRAITS AND VALUES; BETWEEN TRAITS AND
 BEHAVIORS FOR ROUND THREE--GROUP TWO:
 ACADEMICIANS

Trait	Value	Behavior
Character	.15	.21
Civic Virtue and Citizenship	.18	-.35
Communication	.35	.06
Courage	.26	.27
Decisive	.64	.18
Desire to Learn	.27	.07
Determination	.32	.08
Fairness	.82	.58
Followship/Can Take Orders	.57	.57
Hard-working	.63	.34
High Standards	.34	.12
Honesty	.77	.27
Industrious/Diligent	.17	.45
Integrity	.62	.09
Justice/Fairness	.58	.73
Mature	.42	.22
Perseverance	.66	.21
Personal Responsibility	.13	.48
Pride in Workmanship	.37	.37
Pursues Excellence	.22	.51
Quality	.36	.24
Respect	.30	.48
Respect for Self	.41	.72
Responsibility	.58	.58
Trust	.27	.27
Trustworthiness	.70	.68
Truthful	-.04	-.21

The results from Table XV (Group 1--business and industry representatives) seem to indicate strong relationships between traits and values/ traits and behaviors in the following areas: availability, consistent, courteous, dedication, fairness, faith, hospitality, integrity, knowledgeable, loyalty, obedience, optimism, positive

attitude, pride, and responsibility. To see the values and behaviors to which the traits are correlated, see Table XVII.

The results from Table XVI (Group 2--academicians) seem to indicate strong relationships existed between traits and values/traits and behaviors in the following areas: decisive, fairness, followship, hard-working, honesty, industrious, justice/fairness, mature, perseverance, respect, respect for self, responsibility, and trustworthiness.

Table XVII (on the following pages) represents the character traits from both groups with the accompanying values and behaviors which proved to be correlated positively to the specific trait of each set.

When the relationships from both groups are considered together, 40 seem to be strong, that is, the trait seems to have strong relationship to the value, or to the behavior, or to both. This degree of relationship lends strength to the idea that character traits, values, and behaviors should be considered together as one seeks to identify the elements which make up a definition of a positive American work ethic. This question was posed in Chapter One. Support was found in the literature for such a view, and the data here seem to support such a construct.

TABLE XVII

LIST OF 40 CORRELATED TRAITS/VALUES AND TRAITS/BEHAVIORS

Trait	Value		Behavior	
Availability	Availability is important to progress and productivity	*	Being available for others makes work loads easier	*
Consistent	Does tasks in same way each time	*	Provides for teamwork; adjusts to others' needs	
Courteous	We need politeness toward others	*	Happier fellow workers and in turn happy customers	
Decisive	Making conclusions in a timely manner and acting upon those conclusions	*	Meets deadlines; writes and speaks clearly; to the point	
Dedication	Committed to job and organization	*	Willingness to do as instructed; will follow through and not shirk the task	
Fairness	All stakeholder's rights should be considered	*	Define issues through different stakeholder's perspectives	*
Faith	A conviction of belief, trust, and loyalty in people and God is a must today		A total duty and allegiance to a cause; a strong belief and trust	*
Followship/Ability to Take Orders	Being able to follow	*	Followship is seen in ability to take orders; to work smoothly with others	*
Hard-working	My best was good enough, but I can do a little better next time	*	Doing it right the first time; continuous improvement	

TABLE XVII (Continued)

Trait	Value		Behavior	
Honesty	Truthful, sincere, forthright, frank, candid	*	Does not cheat, steal, lie, deceive, or act devious	
Industrious/ Diligent	To work hard		Avoid wasting time.	*
Integrity	Inner order; one's clear guideline for living	*	Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest	*
Justice and Fairness	Procedural fairness, impartiality, consistency, equity, equality, due process	*	Doesn't jump to conclusions; demands to hear all sides of issue	
Knowledgeable	Has necessary education and work skills	*	Educated; continuing education; good communication skills	*
Loyalty	Caring about/protecting interests of an affinity group (family, workplace, etc.)	*	Considers how each specific action(s) may affect the organization; operationalizes workplace values	*
Mature	Mature people see things long range; handle adversity	*	Loyalty; getting through tough times; sacrifice to get things accomplished	
Obedience	Self-control as a key factor of life		Can take direction well	*
Optimism	Remains positive in the face of setbacks and provides leadership to the workplace	*	Teamwork; improved morale	*

TABLE XVII (Continued)

Trait	Value		Behavior	
Perseverance	Stick-to-it-iveness	*	To finish the whole project and not let it linger	
Pride	Without a personal sense of pride in what we do our job quality suffers		Finished product is better because employee put his/her self into it	*
Positive Attitude	Looks at situations from a positive viewpoint	*	Does not despair; keeps morale high	
Respect	Antonym, privacy, dignity, courtesy, tolerance, acceptance		Treats people as an "end"--not a "means;" sees sexual harassment and diversity issues not as legal but as respect	*
Respect for Self	Respect for self drives the individual to do good work	*	Respect for self--maintains high quality; doing the task thoroughly	*
Responsibility	Being responsible for one's own actions	*	Addresses issues instead of looking for excuses	
Trustworthiness	Honest, integrity, promise-keeping, loyalty	*	Tells truth; candid; stands up for beliefs; does not deceive	*
Note: *denotes strong relationship				

Table XVII above represents the character traits from both groups with the accompanying values and behaviors which proved to be positively correlated to the specific trait of each set.

Summary

Chapter IV detailed the results of this study to establish a list of character traits, values, and behaviors which expert ethicists perceive to give definition to a positive American work ethic. The process included the explanation of the development, implementation, and analysis of two three-round Delphis. The analysis included frequency counts of "accepted" and "rejected" traits, values, and behaviors. Descriptive analysis was utilized to determine differences between the groups. Specifically, character traits were evaluated. Finally, specific traits and values, and specific traits and behaviors were correlated to determine the degree of relationship between these two groups.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify the corpus of ethicists' opinions as to which specific workplace character traits, values, and behaviors clearly give definition to a positive American work ethic. Furthermore, the intention of this study was to compare descriptively the opinions of two groups of participants as to these specific character traits, values, and behaviors.

The lack of comprehensive expert ethicists opinions of which specific character traits, values, and behaviors contribute to a definitive statement about the positive American work ethic was made evident from this study. The availability of such information, agreed upon by a cross-section of academic ethicists and business and industry managers could be of value to those with an interest in improving the American work ethic and for those interested in developing courses of study or training programs in work ethics.

The literature review revealed lists of character traits. However, these lists were not exhaustive, nor did they attempt to merge workplace character traits, values, and behaviors into a purposeful whole that could serve as an aid in defining the positive American work ethic.

The specific objectives of this study included the following:

1. To identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific

character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic.

2. To assess descriptively the apparent differences between and commonalities among the lists of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive American work ethic.

3. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers.

4. To assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts.

Summary of the Study

The study used descriptive statistical analysis. Because the objective was to reach consensus of current expert opinion, the Delphi method of inquiry was chosen as the data gathering technique. This particular Delphi was a three-round technique which solicited qualitative information in rounds one and two. These data were analyzed using content analysis and descriptive data statistical analysis of mean and standard deviation. Round three data were gathered using the Likert Attitude Scale, which allowed for the development of subscales by summing the responses to specific items. These summations were used to create subscales that generated interval level data from the Likert items, thereby developing continuous data.

The participants surveyed consisted of two groups of 15 in each group. One group was primarily made up of managers in business and industry. The second group was primarily made up of representatives from the academic community.

The literature review consisted of four major areas. These four areas were: a review of the work ethic in a Hellenistic society, the influence of the church on the work ethic, the modern secular work ethic in America, and future challenges facing the American work ethic.

An analysis of the data revealed several matters. One, there is no lack of opinion among the experts as to specific workplace traits, values, and behaviors which give definition to a positive American work ethic. Two, the American work ethic is a broad subject in that the returned data, when compiled, numbered over 50 pages. Three, there were both wide contrasts and broad agreement when the list of character traits representative of each group were compared. Four, correlations between traits, values, and behaviors showed that relationships of harmony exist between the specific elements of 95 sets (e.g. the value related to the trait and/or the behavior related to the trait). As a result, this harmony should be explored in the future as individuals plan to develop training guides bent on improving the American work ethic.

Summary of General Findings

Summaries of the findings from the research are as follows:

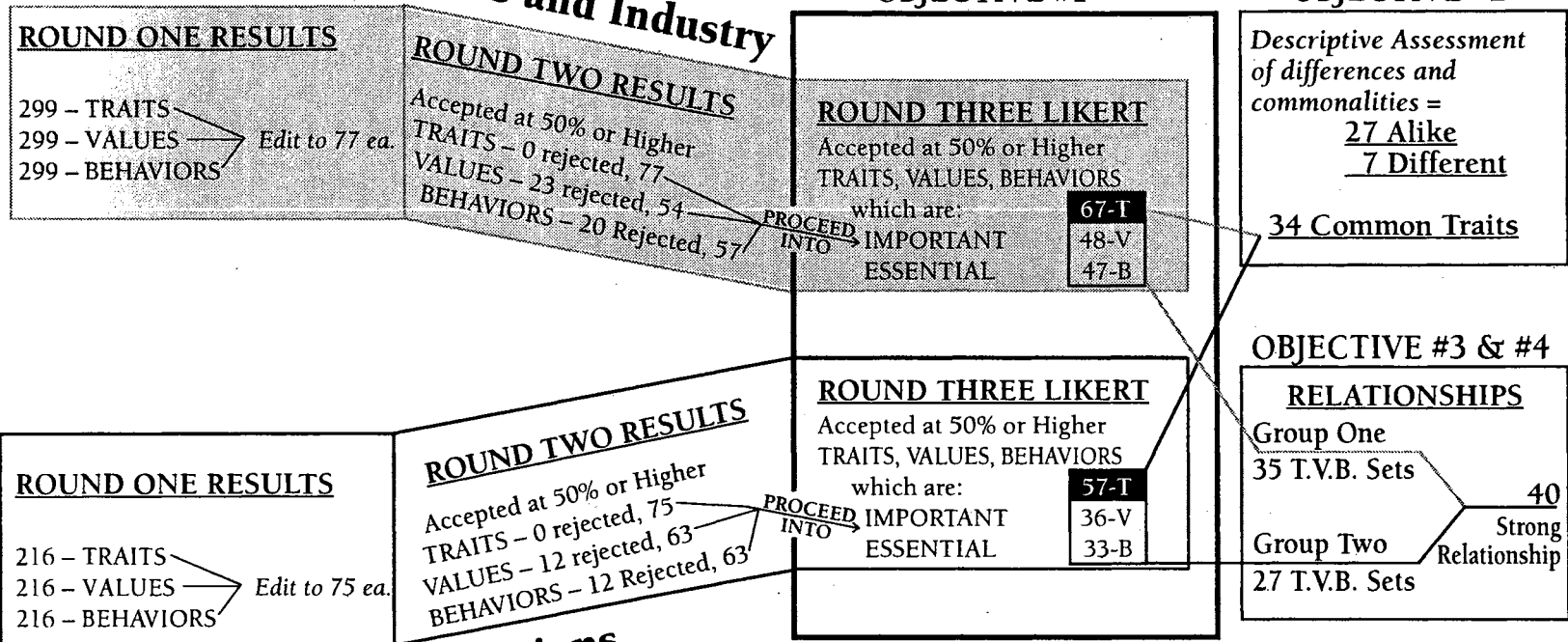
1. A list of workplace character traits, values, and behaviors deemed in some cases to be important and in other cases to be essential as one seeks to define a positive American work ethic has been offered

by participants who are representative of the business, industry, and academic communities (Tables VII, VIII, IX, X, XI, XII in Chapter IV).

2. Descriptive differences as to which specific character traits aid one in defining a positive American work ethic seem too exist between business and industry and the academic community. The panel members representing academia contributed a list containing 75 specific character traits. The panel members representing business and industry contributed a list containing 77 specific character traits. A descriptive comparison of these two lists identifies that 34 of the suggested traits were included in both groups. The temptation to compile a list of the 34 common traits and use that list exclusively as a measuring rod for defining a positive American work ethic should be avoided.

As a transition from the general findings of the study to a more specific detailing of the findings, the study schema on the following page should be helpful as an aid in following the transition from detail to detail. The discussion on the pages following the schema is the details of the schema.

GROUP ONE - Business and Industry



OBJECTIVES OF THE STUDY:

1. To identify the corpus of expert academic ethicists' and business and industry representatives opinions as to which specific character traits, values, and behaviors are deemed important or essential in defining a positive American Work Ethic.
2. To descriptively assess the apparent differences between, and commonalities among the list of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive American Work Ethic.
3. To descriptively assess the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers.
4. To descriptively assess the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts.

FIGURE 1: STUDY SCHEMA

Summary of Specific Findings

Round One

The round one questionnaire contained three requests designed to solicit qualitative, one to two word identifiers of character traits, as well as short sentence or phrase identifiers of values and behaviors.

The following instructions were given:

1. Please list all the character traits which you ascertain would be inherent in a positive American work ethic (e.g., "Integrity").

2. Please qualify each of the traits you have listed with an accompanying value statement (e.g., "Integrity is important in all we do").

3. From each value statement, please write one or more resultant behaviors in the workplace (e.g., "Integrity avoids playing favorites").

This questionnaire was mailed to 15 ethics experts representing business and industry (group one), and 15 ethics experts representing academia (group two). All participants returned their questionnaires.

The data from group one (business and industry) resulted in a list of 299 blanks filled with information titled "character traits," and because the participants were also instructed to qualify each trait with an accompanying value statement, 299 blanks were filled with information titled "values." The participants were also asked to include one or more resultant workplace behaviors. That request resulted in 299 blanks filled with information as well.

In comparison, the academicians' (group two) responses resulted in a list of 216 blanks filled with information titled "character traits."

Another 216 blanks were filled with information titled "values." An additional 216 blanks were filled with information titled "behaviors."

The empirical disparity between the groups regarding the number of blanks filled with data--299 (group one, business and industry) compared to 216 (group two, academia)--seemed only to be by chance rather than causable.

After editing the data (the editing process was explained in Chapter III and an example was included in Appendix D), there remained 77 character traits, 77 values, and 77 behaviors from group one (business and industry). There remained 75 character traits, 75 values, and 75 behaviors from group two (academia).

Round Two

The data from each group's round one responses became the content included in each group's round two questionnaire. Both groups' participants were instructed to "accept" or "reject" each line item trait, value, or behavior in relationship to their perception as to whether that particular item was definitive of a positive American work ethic.

Fifteen questionnaires were returned from group one and 15 from group two for a 100% response rate. These returned data were tallied as follows: Group one, by a 50% or greater majority, accepted all 77 traits which had appeared on their round two questionnaire. Group two, also by a 50% or greater majority, accepted all 77 traits that appeared on their round two questionnaire (see Tables I and IV of Chapter IV).

Traits--Groups One and Two. Of these 77 "accepted" traits by group one, 19 were selected by all 15 participants in this second round:

commitment, consistent, cooperative, creativity, dependability, endurance, enthusiasm, fairness, honest, loyalty, patience, perseverance, pleasant personality, positive attitude, punctuality, self-control, thoroughness, truthfulness, and wisdom.

Eight members of group one (business and industry) selected the traits of love, boldness, discernment, faith, real, and willing for a 53% acceptance rate. The remaining 50 traits scored somewhere between the high of 100 percent and low of 53%.

By comparison, of the 75 traits "accepted" by group two (academia), only one trait--integrity--was selected by all 15 of its participants to be included in round three. Ten traits were selected by only eight members (53%) of group two: caring, character, conscience, moderation, opposition, hope, humility, risk taker, thriftiness, and tolerant.

The extremes of high (100%) and low (53%) were represented by a total of 11 traits by the academicians (group two) and 25 traits for business and industry (group one).

Values--Groups One and Two. Of the 299 value statements compiled from the group one (business and industry) round one questionnaire, 77 remained after the editing process explained in Chapter III. These 77 values were included in the round two questionnaire, which all 15 participants returned. Fifty-four of the 77 values were "accepted" by the representatives of business and industry and are listed in Table II of Chapter IV. The 23 values which did not rise to majority selection (>50%) are listed in Appendix H.

Of the 216 value statements compiled from the group two (academia) round one questionnaire, 75 remained after the editing process explained in Chapter III. These 75 values were included in the round two

questionnaire, which all 15 participants returned. Sixty-three of the 75 values were "accepted" by the representatives of the academic community and are listed in Table V of Chapter IV. The 12 values which did not rise to majority selection ($\geq 50\%$) are listed in Appendix H.

In group one (business and industry), the following values were chosen by all 15 members: without a personal sense of pride in what we do, our job greatly suffers; open to ideas, listener; inner order, one's clear guideline for living; willingness to help others; a worker is able to work/accomplish task with minimal supervision and has the capacity to make decisions on his/her own; self-control is a key factor of life; a conscientious worker will do his/her best work; sticking with projects to completion; determined to finish; pays attention to details and completes the job; considerate of others; works on own initiative; gets along with co-workers from diverse backgrounds; strength to "do the right thing;" and committed to job and organization. In the same group, only one value--we are not the center (53%)--scored close to the cutoff value of 50% or more.

In group two, the following values were chosen by all 15 members: being honest--even when inconvenient, being trustworthy; to have integrity; to work hard; and law abiding, community service, protection of environment. In the same group, only two values scored close to the cutoff: people need to know how they appear to others; and privacy, dignity, courtesy, tolerance, acceptance.

The extremes of high (100%) and low (53%) were represented by a total of six values by the academicians (group two) and 15 values for business and industry (group one).

Behaviors--Groups One and Two. From group one (business and industry), 299 behavior statements were compiled from the round one questionnaire. After editing, 77 behaviors remained. These 77 behaviors were included in the round two questionnaire, which all 15 participants returned. Fifty-seven of the 77 behaviors were "accepted" by the representatives of business and industry and are listed in Table III of Chapter IV. The 20 behaviors that did not rise to majority selection (50% or more) are listed in Appendix H.

Of the 216 behavior statements compiled from the group two (academia) round one questionnaire, 75 remained after the editing process explained in Chapter III. The 75 behaviors were included in the round two questionnaire, which all 15 participants returned. Sixty-three of the 75 behaviors were "accepted" by the representatives of the academic community and are listed in Table VI of Chapter IV. The 12 behaviors which did not rise to majority selection ($\geq 50\%$) are listed in Appendix H.

In group one (business and industry), the following behaviors were chosen by all 15 members: sees assigned task through to the end; carries through with a project completely; willingness to do as instructed, will follow through and not shirk the task; single set of standards, avoids favoritism, words match actions, trustworthy, fair, honest; faithfulness; won't quit, sees things through; listens to instructions and carries them out; and can depend on what he/she says. Two behaviors were chosen by 53% of the participants: produces healthy attitudes, self-worth; and takes on more responsibility, needs less help in problem solving.

In group two (academia), none of the behaviors were chosen by all 15 members. Five behaviors were chosen by only eight of the group's participants (53%): avoid cynical remarks, especially about executive management; people check their self-perceptions with others' perceptions; we take a long-term view; to admit mistakes to other employees; and high achievement.

The extremes of high (100%) and low (53%) were represented by a total of five behaviors with the academicians (group two) and ten behaviors for business and industry (group one).

Round Three

The round three questionnaire consisted of a five-point Likert scale. Values were assigned to the Likert as follows:

5 = Essential to a positive American work ethic.

4 = Important, but not essential to a positive American work ethic;

3 = Undecided about this word, phrase or statement, as being an identifier of a positive American work ethic;

2 = Questionable as an identifier of a character trait, value, or behavior of a positive American work ethic;

1 = Definitely not to be considered as an identifier of a character trait, value, or behavior of a positive American work ethic;

Objective One. The first objective of the Likert test procedure was to complete the first research objective of this study: to identify the corpus of expert academic ethicists' and business and industry representatives' opinions as to which specific character traits, values, and behaviors are deemed important or essential in defining a positive American work ethic. The results of the Likert test procedure

successfully pulled together a large collection of opinions on a specific subject, namely a list of specific character traits, values, and behaviors deemed by a selected group of participants to be important or essential in defining a positive American work ethic. The complete list of specific traits, values, and behaviors deemed important or essential by 50% or more of the participants in groups one and two appear in Table VII and VIII of Chapter IV.

The results of the Likert procedure are enumerated as follows:

Group one (business and industry) listed 67 traits, 48 values, and 47 behaviors, for a total of 162 items. Group two (academia) listed 57 traits, 36 values, and 33 behaviors, for a total of 125 items.

Group one (business and industry) listed 162 traits, values, and behaviors which they deem important or essential in defining a positive American work ethic. Group two (academia) listed 125 items. The difference in total number of items was 37. Therefore, a definition of a positive American work ethic for those polled in business and industry (group one) would contain 37 more items than would a definition of those polled who are academicians (group two).

Objective Two. The second objective of this study was to assess descriptively the apparent differences between and commonalities among the lists of specific character traits compiled by the academic expert ethicists and those compiled by managers in business and industry as they define a positive American work ethic. This objective was only concerned with character traits because of the nature of the material that was returned in round one of this study. The character traits listed were, in almost all cases, one word identifiers. Values and behaviors, however, were in almost all cases, short phrases or

statements that were extremely difficult or impossible to match together across the two groups.

The use of the Likert attitude scale was chosen to measure objective two because, as a scale, it allows a set of numerical values to be assigned to the traits, values, and behaviors for the purpose of quantifying and measuring qualities. Thus, the usage of the Likert scale in this study allowed for the use of interval level data in that it allowed an attitude about the traits, values, and behaviors to be assessed according to the amount of the attitude, as well as established equal intervals between the units of measure. Equal differences in the numbers represent equal differences in an attribute being measured (Ary, Jacobs, and Razavich, 1990). This idea is also supported, as noted earlier in Chapter Two, by Crocker and Algina (1986) and by Lord and Novick (1968).

Upon examination of the 124 traits, 34 were viewed as common to both groups, whereas 90 traits did not seem to reveal any commonalities. Of these 34 traits, 27 did not seem to be that different when their mean scores were considered. Seven traits, however, seemed to be valued differently across the two groups: creativity, endurance, enthusiasm, flexibility, loyalty, self-control, and sensitivity.

Objective Three. The third objective of this study was to assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of business and industry managers.

After the Likert attitude scale results were tallied for group one (business and industry), 38 sets of traits, values, and behaviors remained in which none of the individual items had been rejected by a

50% or more majority. These intact sets were subjected to the Pearson Product Moment Correlation Coefficient procedure in order to test the relationships among the particular items in the set (Table XV in Chapter IV).

The results indicate significant relationships between the following traits and their accompanying values and behaviors (see Appendix J for a detail of each trait): availability, consistent, courteous, dedication, fairness, faith, humility, integrity, joyfulness, knowledge, love, loyalty, obedience, optimism, positive attitude, pride, and responsibility.

Objective Four. Objective four of the study was to assess descriptively the relationships between each character trait and its related value, and between each character trait and its related behavior within the group of academic ethics experts.

After the Likert attitude scale results were tallied for group two (academia), 27 sets of traits, values, and behaviors remained in which none of the individual items had been rejected by a 50% or more majority. These intact sets were subjected to the Pearson Product Moment Correlation Coefficient procedure in order to test the relationships among the particular items in a set (Table XVI).

The results indicate significant relationships between the following trait and accompanying value and between the trait and its behavior (see Appendix J for a detail of each trait): accountability, broad perspective, caring, confidentiality, conscientiousness, consistency, decisiveness, dignity, fairness, fellowship, forgiveness, hard-working, honesty, hope, humility, industrious, justice/fairness, loyalty, mature, participation, perseverance, prudence, respect, respect

for others' views, respect for self, responsibility, self-perception, sensitivity, service, solidarity, and trustworthiness.

As previously suggested, the significant relationships from both groups considered together--40 strong relationships within the 62 sets of traits, values, and behaviors--lend strong validation to the idea that character traits, values, and behaviors should be given consideration as a unit when one considers the elements which make up the definition of a positive American work ethic.

What has been attempted above has been an effort to present the findings which this study determined as its objectives from the outset. The findings presented here have their limitations in that enough data exist to allow for observations and evaluations that fall outside the objectives which were the focus of the researcher's efforts. In particular, one academic ethics expert declined to be a participant in this study based upon the opinion that seeking to define the American work ethic from a character trait perspective was not the proper approach. However, the observations made do lead to specific conclusions.

Conclusions

The purpose of this study was to identify the corpus of expert ethicists' opinions as to which specific workplace character traits, values, and behaviors give definition to a positive American work ethic. Furthermore, the intention of this study was to determine descriptively what apparent differences and commonalities exist in lists of character traits derived from the business and industry community and the academic community. Conclusions from this study are as follows:

1. It seems to be apparent from this study that, as a result of its collected data and its review of literature (Douthitt, 1990; Furnham, 1990; and Karp & Abramm, 1992), the current prevailing definitional distinctions of the American work ethic are deficient. Furthermore, the deficiency is a major handicap both to conceptual and empirical development in several areas, such as vocational and technical educational settings, business and industry code of conduct development, business and industry training endeavors, and higher education work ethic course content.

2. The review of literature often expressed the demise of the American work ethic. Clearly, evidence from this study caused the researcher to suspect that the work ethic in America is undergoing change. However, whether that change equals demise was unclear. Nevertheless, the conclusion can be reached that societal demands for an improved work ethic are causing an increased interest in the subject among stakeholders from many sectors of business/industry, education, religion, government, and the home.

3. A major difference of opinion exists between academicians and representatives of business and industry as to which specific character traits, values, and behaviors comprise a positive American work ethic.

4. When consideration is given to the fact that of the 34 character traits common to both groups, the participants representing business and industry noted 30 of the traits higher, four the same, and none lower than the academicians, the conclusion can be reached that, apparently, business and industry representatives approach the task of defining a positive American work ethic from a character trait construct more readily than do those individuals representing academia.

5. One finding that was evident in both the review of the literature and the data analyses of this study was the interesting observation that the lists of traits, values, and behaviors produced by the participants from business and industry contained 50% to 100% more items than did the lists produced by the participants from academia.

6. A conclusion which this researcher suspects is valid is that a basic philosophical difference exists between the academic ethicists and managers in business and industry concerning which traits, values, and behaviors define a positive American work ethic. Yankelovich (1985) explained this difference by stating:

The first wave of industrialization involved a clash between the values of sustenance and the values of material success. Today a new wave of technology-based reindustrialization would involve a clash between the values of material success and the values of expressive success. The dilemmas in the mind of the public concerning conservation, pollution, and nuclear energy are precursors of this conflict (p. 43).

An analysis of the lists of traits, values, and behaviors submitted by the academicians in this study will align them most closely with the "expressive success" construct, while the lists compiled by the representatives of business and industry will most closely align them with the "material success" construct.

Recommendations

The findings and conclusions of the study have implications both for current educational concerns about providing appropriate educational strategies to meet individual needs and for future research directions.

1. The review of the literature often expressed the demise of the American work ethic. The concern indicates that just cause exists for educational efforts at every level and in every sector of society for individuals to become pro-active toward developing training courses in ethics, values, and workplace behavior modification.

2. A finding of this study was the disparity evident between the academic theorists and the members of business and industry over what traits, values, and behaviors are definitive of a positive American work ethic. Dialog needs to increase in an effort to bring these two necessary contributors to an improved work ethic together so that the end result can be progress toward workers improving their work ethic.

3. The study needs to be repeated in different sectors of society to confirm its findings that: a) current lists of traits, values, and behaviors are not specific enough; b) character traits, values, and behaviors need to be considered together as curriculum developers write course content on this subject; and c) a need exists for increased dialog between academicians and the members of business and industry.

4. The study needs to be repeated but with the objective of gathering data from a much larger sample of the population following the rules of parametric statistics so that inferential statistical methods could be employed, thereby allowing for a broader based application of its findings.

5. One area of dialog needs to consider whether the idea of seeking to improve the American work ethic by defining specific character traits, values, and behaviors, is the correct approach to the objective. Although this approach was supported by the participants in this study and in the literature, there are opinions which seek another

route to achieving the same objective. Those opinions are deserving of consideration.

6. Given the fact that this research project sought the informed opinions of academic ethics experts and managers in business and industry, the survey instruments and the data gathered may increase the information available on the subject of the American work ethic. The recommendation is made that the instruments themselves be refined and improved for future use in similar studies.

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APPENDIXES

APPENDIX A

JURY OF EXPERTS

- 1) Joseph P. Martino, Ph.D.
Senior Research Scientist
Research Institute
The University of Dayton
Dayton, Ohio
- 2) Doug Sherman, Ph.D.
President
Career Impact Ministries
8201 Cantrell Road, Suite 240
Little Rock, Arkansas 72207
- 3) John Richardson, Ph.D.
Editor, Business Ethics
The Annual Edition Series
4521 El Camino Court
LaCanada, California 91011
- 4) Maurice Culver, Ph.D.
Professor of Ethics
Oral Roberts University
7777 S. Lewis
Tulsa, Oklahoma

APPENDIX B

PILOT--ROUND ONE QUESTIONNAIRE WITH COVER

LETTERS FOR GROUPS ONE AND TWO AND

EXPLANATION OF THE STUDY

T. CHRIS THOMPSON

6942 E. 16th Street
Tulsa, Oklahoma 74112
(918) 838-7797

January 25, 1994

Dear Dr. Graham:

I am conducting a survey of experts in the field of ethics in order to gather data toward a consensus of opinions regarding the principle character traits inherent in a positive American work ethic. The results of the survey will serve as the basis for my Doctoral Dissertation, portions of which will hopefully be published by the Ethics Resource Center in Washington D.C.

Your name was supplied to me by the Ethics Resource Center in Washington as an expert in this field of study. It is my hope that you will take a few minutes of your time within the next two to three days and respond to the three questions included in this phase of the survey. Your expert opinions are critical to the success of the study. I have supplied you with a stamped envelope which you may use or you may fax your response to me at 1-800-838-7797 anytime day or night.

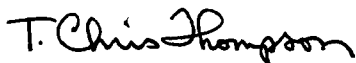
Your responses will remain completely confidential. Your name will never be placed on the answer sheet or the questionnaire. If you are interested in receiving a summary of the results, please indicate so by checking the box labeled "summary" at the bottom of the questionnaire.

This survey will also consist of one or two other phases. A brief explanation of the entire study is attached. I hope you will participate in the other phases.

If you have any questions about the study, please call. My telephone number is 1-800-838-7797.

Your cooperation is greatly appreciated.

Sincerely,



T. Chris Thompson

TCT/tct

Enclosures

DELPHI QUESTIONNAIRE

INSTRUCTIONS

STEP 1. Please list all the character traits which you ascertain would be inherent in a positive American work ethic. (e.g. *Integrity*), in the left most column of this page and the following pages and then proceed with step 2.

Definition of character traits

Allport defined a character trait as a determining tendency or predisposition to respond to the world in certain ways. Traits are consistent and enduring, they account for consistency in human behavior (ex optimistic or pessimistic) (Allport, 1937). Cattell refers to character traits as "surface traits" which can be understood to be clusters of overt behavior responses that appear to go together. The driving force behind these surface traits are "source traits", which have their origin in heredity, or in influences of the environment. He identifies sixteen such traits in his research (ex assertive, humble, strong conscience, lack of internal standards, relaxed, tense) (Cattell, 1966).

STEP 2. Next, in column 2, please qualify each of the traits you have listed with an accompanying value statement. (eg. "*Integrity is important in all we do.*")

STEP 3. Finally, from each value statement, please write one or more resultant behaviors in the workplace. (e.g. "*Integrity - avoids playing favorites.*")

<u>1. CHARACTER TRAITS</u>	<u>2. VALUE STATEMENT OR STATEMENTS</u>	<u>3. RESULTANT BEHAVIORS</u>
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PAGE 2 (CONTINUED)

<u>1. CHARACTER TRAITS</u>	<u>⇒ 2. VALUE STATEMENT OR STATEMENTS</u>	<u>⇒ 3. RESULTANT BEHAVIORS</u>

(CONTINUED ON NEXT PAGE)

PAGE 3 (CONTINUED)

1. CHARACTER TRAITS **2. VALUE STATEMENT OR STATEMENTS** **3. RESULTANT BEHAVIORS**

(CONTINUED ON NEXT PAGE)

PAGE 4 (CONTINUED)

DEMOGRAPHIC INFORMATION

1. Which of the following groups includes your age?

- Under 20 20-29 30 - 39 40-49 50-59 60-69 70 or over

2. What is your gender? Male Female

3. What is the highest educational degree you have obtained?

- High School Graduate Bachelors degree Masters degree Doctorate degree Vo/Tech

4. Nature of Business: _____

5. Your Position: _____

5a. Number of persons you supervise directly: _____

5b. Number of persons you supervise indirectly: _____

6. Does your company offer any special training to its employees in the area of work ethics?

- Yes No

7. Does your company have a formal "code of ethics" in force?

- Yes No

THANK YOU FOR YOUR HELP!

T. Chris Thompson
6942 E. 16th St.
Tulsa, OK 74112
1-(800)-838-7797

As a part of my Doctoral Dissertation, I am conducting a survey of experts in the field of ethics in order to determine the principal character traits inherent in a positive American work ethic. You were named as one of the nation's experts in the field by the Ethics Resource Center in Washington D.C. Your assistance in this brief survey would be very much appreciated -- As you know, a good response rate is critical to the success of this type of research.

The "Delphi Technique" will be used as the methodology for this study. As you may know, the Delphi Technique was originated during World War II as a method of gaining a consensus of opinion among a panel of experts. Delphi studies have proven to provide a very accurate and reliable gauge of expert opinion - assuming all those participating are interested in the task and take it seriously.

After these initial returned questionnaires are tabulated, the resulting list of character traits with associated values and behaviors will be sent to you and the entire panel of experts for reduction, expansion, or modification. Then, after the returns from the second round are compiled, a third mailing will be made to the panel in an attempt to reach a consensus among all those participating in the study.

Again, I very much appreciate you taking a few minutes to complete this brief survey in the next 2-3 days. All responses will remain strictly confidential and your name will never be placed on the questionnaire form or otherwise tied to the results. For your convenience, I have included a stamped, self addressed envelope, or you may fax your response to me at 1-800-838-7797. If you should have any questions, please feel free to call this same telephone number.

Thank you in advance for your very valuable assistance. If you are interested in receiving a summary of the results of this study, when completed, please check the box at the bottom of this letter and return the letter with your completed questionnaire form.

Sincerely,



T. Chris Thompson
Educational Doctorate Candidate
Oklahoma State University, May 1994

(FOR PARTICIPANT RESPONSE:) I am interested in receiving a summary of results when completed.

DELPHI QUESTIONNAIRE

INSTRUCTIONS

STEP 1. Please list all the character traits which you ascertain would be inherent in a positive American work ethic. (e.g. *Integrity*), in the left most column of this page and the following pages and then proceed with step 2.

Definition of character traits:

Allport defined a character trait as a determining tendency or predisposition to respond to the world in certain ways. Traits are consistent and enduring; they account for consistency in human behavior. (ex. optimistic or pessimistic) (Allport, 1937). Cattell refers to character traits as "surface traits" which can be understood to be clusters of overt behavior responses that appear to go together. The driving force behind these surface traits are "source traits", which have their origin in heredity, or in influences of the environment. He identifies sixteen such traits in his research (ex: assertive, humble, strong conscience, lack of internal standards, relaxed, tense)(Cattel, 1966).

STEP 2. Next, in column 2, please qualify each of the traits you have listed with an accompanying value statement. (eg. *"Integrity is important in all we do."*)

STEP 3. Finally, from each value statement, please write one or more resultant behaviors in the workplace. (e.g. *"Integrity - avoids playing favorites."*)

<u>1. CHARACTER TRAITS</u>	<u>⇒ 2. VALUE STATEMENT OR STATEMENTS</u>	<u>⇒ 3. RESULTANT BEHAVIORS</u>

(CONTINUED ON NEXT PAGE)

PAGE 2 (CONTINUED)

1. CHARACTER TRAITS

⇒ 2. VALUE STATEMENT OR STATEMENTS

⇒ 3. RESULTANT BEHAVIORS

(CONTINUED ON NEXT PAGE)

PAGE 3 (CONTINUED)

1. CHARACTER TRAITS

⇨ 2. VALUE STATEMENT OR STATEMENTS

⇨ 3. RESULTANT BEHAVIORS

(CONTINUED ON NEXT PAGE)

PAGE 4 (CONTINUED)

DEMOGRAPHIC INFORMATION

1. Which of the following groups includes your age?

- Under 20 20-29 30 - 39 40-49 50-59 60-69 70 or over

2. What is your gender? Male Female

3. What is the highest educational degree you have obtained?

- High School Graduate Bachelors degree Masters degree Doctorate degree

4. Please list the approximate number of publications you have authored.

Books ___ Papers ___ Refereed articles ___ Other ___

4a. Of the above, how many of these deal with ethics?

Books ___ Papers ___ Refereed articles ___ Other ___

4b. Please indicate one or two books, papers, or articles which you have authored - particularly relating to ethics.

1. _____ 2. _____

5. What is your current profession and position?

THANK YOU FOR YOUR HELP!

EXPLANATION OF THE STUDY

TITLE

A Delphi Study to Determine The Principal Character Traits Inherent In A Positive American Work Ethic.

RESEARCHER:

T. Chris Thompson, Ed. Doctorate Candidate, Summer 1994
Oklahoma State University, Stillwater, Oklahoma

SCHOOL OF STUDY:

Occupational and Adult Education

EMPHASIS:

The administration of vocational/technical education

TYPE OF STUDY:

The Delphi Technique

In situations where tasks have never been performed, or there are a variety of ways to conceptualize the job, a fair consensus must be reached. During the early days of World War II, the U.S. government asked the Rand Corporation to help devise a way of their knowing which U.S. cities would be attacked by enemy bombers. Because there was no precedent for the answer, a new forecasting solution had to be developed. What emerged was the Delphi technique, conceived by Rand specialists to allow experts to focus their opinions on an unknown in hopes of reaching a discernible convergence of opinion. The effect is to lend direction to difficult, complex questions for which there are no absolute answers.

A critical factor is that each participant be genuinely interested in solving the problem. A single panelist performing in a perfunctory manner can create distortions. A well done Delphi, however, can always be counted on to present a much more accurate and reliable opinion than can a single individual.

HOW IT WORKS

The Delphi normally consists of two-four survey rounds. What you are asked to do in the first round is to suggest a list of character traits which you conclude would be apparent in a description of a positive American work ethic. As

HOW IT WORKS, CONTINUED:

subcategories, you are also asked to list values which foster the character traits and resultant behaviors in the work place. Space will also be provided for open-ended suggestions, if you choose.

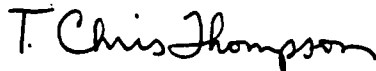
The information from the first round will be compiled and sent to the panel members in the second round with the objective of finding out if there is agreement or disagreement with the content. You will simply be asked to "agree" or "disagree" with each trait, value, and behavior.

As a result of the second round information, the lists of character traits, values, and behaviors, will either be reduced or expanded and returned in a third round Likert attitude scale, in which you will be asked to assign a value to each trait, value, and behavior.

The end result will be a list of character traits, values, and workplace behaviors which the experts feel should be inherent in a positive American work ethic.

All three rounds combined should require approximately 1 hour of your time. Thank you for your consideration of this project.

Sincerely,



T. Chris Thompson.

APPENDIX C

ROUND ONE QUESTIONNAIRE WITH COVER LETTERS
FOR GROUPS ONE AND TWO AND EXPLANATION OF
THE STUDY LIST OF THE CHARACTER TRAITS

T. Chris Thompson
 6942 E. 16th St.
 Tulsa, OK 74112
 1-(800)-838-7797

May 26, 1994

Mr. John Oldham, President
 Seal Companies Interprises Inc.
 1558 N. 107th E. Ave
 Tulsa, OK, 74116

Dear Mr. Oldham:

I am conducting a survey of business and industry managers, owners or operators in order to gather data toward a consensus of opinion regarding the principal character traits inherent in a positive American work ethic. The results of the survey will serve as the basis for my Doctoral Dissertation, portions of which will hopefully be published by the Ethics Resource Center in Washington D.C.

Your name was selected because of your position in management. Some individuals were selected because they work with hundreds of people and others because they work with only a few. Opinions from both perspectives are very important for this research project. It is my hope that you will take a few minutes of your time within the next two to three days and respond to the three questions included in this phase of the survey. I have supplied you with a stamped, self addressed envelope which you may use or you may fax your response to me at 1-800-838-7797 anytime day or night.

Your responses will remain completely confidential. **When you return your completed questionnaire, please return this letter, so we can compile a list for the next round.** Also, if you are interested in receiving a summary of the results, please indicate so by checking the box at the bottom of this letter.

This survey will consist of two other phases. A brief explanation of the entire study is attached. It will be important that you participate in all three phases.

If you have any questions about the study, please call.

Your cooperation is greatly appreciated.

Sincerely,

T. Chris Thompson

T. Chris Thompson
 Educational Doctorate Candidate
 Oklahoma State University, Summer, 1994

(FOR PARTICIPANT RESPONSE:)

- I am interested in participating.
 I am interested in receiving a summary of results when completed.

DELPHI QUESTIONNAIRE

INSTRUCTIONS

STEP 1. Please list all the character traits which you ascertain would be inherent in a positive American work ethic. (e.g. *Integrity*), in the left most column of this page and the following pages and then proceed with step 2.

Definition of character traits:

Allport defined a character trait as a determining tendency or predisposition to respond to the world in certain ways. Traits are consistent and enduring; they account for consistency in human behavior. (ex. optimistic or pessimistic) (Allport, 1937). Cattell refers to character traits as "surface traits" which can be understood to be clusters of overt behavior responses that appear to go together. The driving force behind these surface traits are "source traits", which have their origin in heredity, or in influences of the environment. He identifies sixteen such traits in his research (ex: assertive, humble, strong conscience, lack of internal standards, relaxed, tense)(Cattell, 1966).

STEP 2. Next, in column 2, please qualify each of the traits you have listed with an accompanying value statement. (eg. *"Integrity is important in all we do."*)

STEP 3. Finally, from each value statement, please write one or more resultant behaviors in the workplace. (e.g. *"Integrity - avoids playing favorites."*)

1. CHARACTER TRAITS

⇒ **2. VALUE STATEMENT OR STATEMENTS**

⇒ **3. RESULTANT BEHAVIORS**

(CONTINUED ON NEXT PAGE)

PAGE 2 (CONTINUED)

1. CHARACTER TRAITS

2. VALUE STATEMENT OR STATEMENTS

3. RESULTANT BEHAVIORS

(CONTINUED ON NEXT PAGE)

PAGE 3 (CONTINUED)

1. CHARACTER TRAITS

⇒ 2. VALUE STATEMENT OR STATEMENTS

⇒ 3. RESULTANT BEHAVIORS

(CONTINUED ON NEXT PAGE)

PAGE 4 (CONTINUED)

DEMOGRAPHIC INFORMATION

1. Which of the following groups includes your age?

- Under 20 20-29 30 - 39 40-49 50-59 60-69 70 or over

2. What is your gender?

- Male Female

3. What is the highest educational degree you have obtained?

- High School Graduate Bachelors degree Masters degree Doctorate degree Vo/Tech

4. Nature of Business:

5. Your Position:

5a. Number of persons you supervise directly:

5b. Number of persons you supervise indirectly:

6. Does your company offer any special training to its employees in the area of work ethics?

- Yes No

7. Does your company have a formal "code of ethics" in force?

- Yes No

THANK YOU FOR YOUR HELP!

T. Chris Thompson
 6942 E. 16th St.
 Tulsa, OK 74112
 1-(800)-838-7797

May 23, 1994

Center for Business Ethics
 Bentley College
 175 Forest St.
 Waltham, MA, 02154-4705

Dear :

As a part of my Doctoral Dissertation, I am conducting a survey of experts in the field of ethics in order to determine the principal character traits inherent in a positive American work ethic. You were named as one of the nation's experts in the field by the Ethics Resource Center in Washington D.C. Your assistance in this brief survey would be very much appreciated -- As you know, a good response rate is critical to the success of this type of research.

The "Delphi Technique" will be used as the methodology for this study. As you may know, the Delphi Technique was originated during World War II as a method of gaining a consensus of opinion among a panel of experts. Delphi studies have proven to provide a very accurate and reliable gauge of expert opinion - assuming all those participating are interested in the task and take it seriously.

After these initial returned questionnaires are tabulated, the resulting list of character traits with associated values and behaviors will be sent to you and the entire panel of experts for reduction, expansion, or modification. Then, after the returns from the second round are compiled, a third mailing will be made to the panel in an attempt to reach a consensus among all those participating in the study.

Again, I very much appreciate you taking a few minutes to complete this brief survey in the next 2-3 days. All responses will remain strictly confidential and your name will never be placed on the questionnaire form or otherwise tied to the results. For your convenience, I have included a stamped, self addressed envelope, or you may fax your response to me at 1-800-838-7797. If you should have any questions, please feel free to call this same telephone number.

Thank you in advance for your very valuable assistance. **When you return your completed questionnaire, please return this letter, so we can compile a list for the next round.** Also, if you are interested in receiving a summary of the results of this study, when completed, please check the box at the bottom of this letter.

Sincerely,

T. Chris Thompson
 Educational Doctorate Candidate
 Oklahoma State University, Summer, 1994

(FOR PARTICIPANT RESPONSE:)	<input type="checkbox"/> I am interested in participating
	<input type="checkbox"/> I am interested in receiving a summary of results when completed.

DELPHI QUESTIONNAIRE

INSTRUCTIONS

STEP 1. Please list all the character traits which you ascertain would be inherent in a positive American work ethic. (e.g. *Integrity*), in the left most column of this page and the following pages and then proceed with step 2.

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STEP 2. Next, in column 2, please qualify each of the traits you have listed with an accompanying value statement. (eg. *"Integrity is important in all we do."*)

STEP 3. Finally, from each value statement, please write one or more resultant behaviors in the workplace. (e.g. *"Integrity - avoids playing favorites."*)

1. <u>CHARACTER TRAITS</u>	⇒ 2. <u>VALUE STATEMENT OR STATEMENTS</u>	⇒ 3. <u>RESULTANT BEHAVIORS</u>

(CONTINUED ON NEXT PAGE)

PAGE 2 (CONTINUED)

1. CHARACTER TRAITS

⇒2. VALUE STATEMENT OR STATEMENTS

⇒3. RESULTANT BEHAVIORS

(CONTINUED ON NEXT PAGE)

PAGE 4 (CONTINUED)

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TITLE

A Delphi Study to Determine The Principal Character Traits Inherent In A Positive American Work Ethic.

RESEARCHER:

T. Chris Thompson, Ed. Doctorate Candidate, Summer 1994
Oklahoma State University, Stillwater, Oklahoma

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EMPHASIS:

The administration of vocational/technical education

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A critical factor is that each participant be genuinely interested in solving the problem. A single panelist performing in a perfunctory manner can create distortions. A well done Delphi, however, can always be counted on to present a much more accurate and reliable opinion than can a single individual.

HOW IT WORKS

The Delphi normally consists of two-four survey rounds. What you are asked to do in the first round is to suggest a list of character traits which you conclude would be apparent in a description of a positive American work ethic. As

HOW IT WORKS, CONTINUED:

subcategories, you are also asked to list values which foster the character traits and resultant behaviors in the work place. Space will also be provided for open-ended suggestions, if you choose.

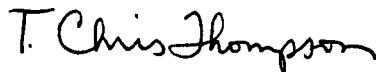
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The end result will be a list of character traits, values, and workplace behaviors which the experts feel should be inherent in a positive American work ethic.

All three rounds combined should require approximately 1 hour of your time. Thank you for your consideration of this project.

Sincerely,



T. Chris Thompson.

The following is a list of several adjectives that have been used to describe character traits. The list is not meant to be either conclusive or exhaustive. You may use it if you wish. You may add to it or subtract from it or disregard it all together.

1. Wisdom
2. Discernment
3. Discretion
4. Creativity
5. Enthusiasm
6. Resourcefulness
7. Thriftiness
8. Contentment
9. Punctuality
10. Tolerance
11. Cautiousness
12. Gratefulness
13. Attentiveness
14. Sensitivity
15. Fairness
16. Compassion
17. Gentleness
18. Deference
19. Meekness
20. Orderliness
21. Initiative
22. Responsibility
23. Humility
24. Decisiveness
25. Determination
26. Loyalty
27. Truthfulness
28. Obedience
29. Sincerity
30. Virtue
31. Boldness
32. Forgiveness
33. Persuasiveness
34. Alertness
35. Hospitality
36. Generosity
37. Joyfulness
38. Flexibility
39. Availability
40. Endurance
41. Self-control
42. Reverence
43. Diligence
44. Thoroughness
45. Dependability
46. Security
47. Patience
48. Faith
49. Love

APPENDIX D

SAMPLE OF ROUND ONE RETURNED DATA

GROUP 1: TRAIT

VALUES

BEHAVIOR

Dependability	A must in every job	Can be relied on it show up for work; can be relied on to complete tasks assigned
Dependability	Creates effectiveness for his managers	He becomes a role model for other employees
Dependability	Dependability must be present in workplace	Dependability means one can be counted on to do the assigned tasks
Dependability	Important in work hours and work output	Shows up on time; gets work out on time
Dependability	Dependability is a must when an employer hires someone	We can trust an employee to carry out tasks; not worry about them working on their own doing what is expected and right
Dependability	A worker is no good if he doesn't show up	Gives the boss a worker he can promote to positions of responsibility
Dependability	Each person on a team is important	A dependable person is always there performing their job
Dependability	Dependability is always being there for your customer's needs or services	A sale
Dependability	Important individual trait	Stimulates responsibilities
Dependability	One mistake could be your last	Erratic actions could kill, maim, destroy, hurt, repel, turn-off, disgust, etc.
Dependability	Is important to fellow workers as well as customer	A task will be done - or keeping ones work
Dependability	A cornerstone	Reduces pressure when one's life interact with others
Dependability	Cornerstone of a stronger work ethic	Develops confidence, trust and consistency

APPENDIX E

SECOND ROUND QUESTIONNAIRE FOR GROUPS ONE AND TWO
WITH COVER LETTERS AND EXPLANATION OF THE STUDY

T. Chris Thompson
1621 North Sheridan
Tulsa, Oklahoma 74115

February 1, 1995

Ms. Debra Vorphal, President
Reaching Hands
4157 S. Harvard
Tulsa, OK 74135

Dear Ms. Vorphal:

This second round of my Delphi study has been delayed longer than anticipated due to several personal factors. I trust that you will still participate in this round and the subsequent final round, which I hope to get to you in February. My plans are to graduate with the Doctorate in Education degree this May. Therefore, the turnaround time needs to be as brief as possible.

This round of the Delphi should be much easier to complete in that I am asking you to simply "ACCEPT" or "REJECT" a list of 77 character traits, values, and work place behaviors by checking the appropriate box.

As has been by responsibility as the researcher in the cases where there were multiple responses, listings of the same character traits, values, and behaviors, I have selected from the lists, the words most representative of the gist of the trait, value and behavior, and have included it in this second round list.

Each trait has been listed in alphabetical order for the sake of convenience. Some of the traits may be synonyms with other traits. If you believe this to be the case, note in the blank space of the box, "duplication of _____ trait". The excess space in each trait box is provided for your comments, clarifications, changes, or additions should you chose to do so. Changes will appear in the new list of the third round questionnaire.

Thank you for your quick response. I have included a self addressed stamped envelope in which to return the completed survey. My telephone number during business hours is (918) 838-7717.

Sincerely,



T. Chris Thompson

Delphi Study: To Determine The Principal Character Traits Inherent In A Positive American Work Ethic
 by Chris Thompson • Educational Doctorate Candidate • Oklahoma State University • May, 1995

Instructions: Check the correct box "ACCEPT" or "REJECT" for each character trait, each value, and each behavior. If you desire to add information, clarify, change, correct, or note duplications of traits, do so in the space inside the box in question.

Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Accepts Criticism	<input type="checkbox"/>	Helpful for growth - criticism comes with all training	<input type="checkbox"/>	Produces healthy attitude; self worth	<input type="checkbox"/>
<input type="checkbox"/>	Adaptability	<input type="checkbox"/>	An adaptable worker will be flexible and respond positively to changes in job demands and work conditions	<input type="checkbox"/>	Higher productivity	<input type="checkbox"/>
<input type="checkbox"/>	Alertness	<input type="checkbox"/>	Necessary for a safe work place and quality work	<input type="checkbox"/>	Avoids mistakes, misunderstandings and conflicts	<input type="checkbox"/>
<input type="checkbox"/>	Ambition	<input type="checkbox"/>	Highly important for advancement; can be a plodder without it	<input type="checkbox"/>	Works hard for advancements; doesn't complain about varied duties; sees it as growth opportunity	<input type="checkbox"/>
<input type="checkbox"/>	Approachable	<input type="checkbox"/>	Open to ideas, listener	<input type="checkbox"/>	More fully use human resources	<input type="checkbox"/>
<input type="checkbox"/>	Assertive	<input type="checkbox"/>	Helpful, but not absolutely essential; usually rises to top quicker	<input type="checkbox"/>	Takes on more responsibility; needs less help in problem solving	<input type="checkbox"/>
<input type="checkbox"/>	Attentiveness	<input type="checkbox"/>	Helps one to listen and follow directions, ability to focus on an issue	<input type="checkbox"/>	Increases knowledge; solves problems; open to feedback	<input type="checkbox"/>
<input type="checkbox"/>	Availability	<input type="checkbox"/>	Availability is important to progress and productivity	<input type="checkbox"/>	Being available for others makes work loads easier	<input type="checkbox"/>
<input type="checkbox"/>	Boldness	<input type="checkbox"/>	Promotes independence	<input type="checkbox"/>	Risk taking	<input type="checkbox"/>
<input type="checkbox"/>	Coachable	<input type="checkbox"/>	A must in order to develop ability to listen and learn	<input type="checkbox"/>	Listen to instructions and carries them out.	<input type="checkbox"/>
<input type="checkbox"/>	Commitment	<input type="checkbox"/>	focus on one's purpose, self worth, job satisfaction	<input type="checkbox"/>	Improved performance, quality of work	<input type="checkbox"/>
<input type="checkbox"/>	Compassion	<input type="checkbox"/>	Able to sympathize with others or relate to	<input type="checkbox"/>	Better understanding of others feelings or needs; unselfishness, go the extra mile	<input type="checkbox"/>
<input type="checkbox"/>	Concentration	<input type="checkbox"/>	Puts work first	<input type="checkbox"/>	Helps one keep their mind on work and avoids injury	<input type="checkbox"/>
<input type="checkbox"/>	Conscientious	<input type="checkbox"/>	A conscientious worker will do his/her best work	<input type="checkbox"/>	Fewer mistakes; excellent results	<input type="checkbox"/>
<input type="checkbox"/>	Consistent	<input type="checkbox"/>	Does tasks in same way each time	<input type="checkbox"/>	Provides for team work; adjusts to others needs	<input type="checkbox"/>

Delphi Study: To Determine The Principal Character Traits Inherent In A Positive American Work Ethic
 by Chris Thompson • Educational Doctorate Candidate • Oklahoma State University • May, 1995

Instructions: Check the correct box "ACCEPT" or "REJECT" for each character trait, each value, and each behavior. If you desire to add information, clarify, change, correct, or note duplications of traits, do so in the space inside the box in question.

Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Cooperative	<input type="checkbox"/>	Important for team effort	<input type="checkbox"/>	Provides for team work; adjusts to others needs	<input type="checkbox"/>
<input type="checkbox"/>	Courageousness	<input type="checkbox"/>	Faces defeat or demoralization	<input type="checkbox"/>	Sees assigned task through to the end	<input type="checkbox"/>
<input type="checkbox"/>	Courteous	<input type="checkbox"/>	We need politeness toward others	<input type="checkbox"/>	Happier fellow workers and in turn happy customers	<input type="checkbox"/>
<input type="checkbox"/>	Creativity	<input type="checkbox"/>	Expands approaches, and interest, prevents burnout	<input type="checkbox"/>	Positive attitudes; productivity	<input type="checkbox"/>
<input type="checkbox"/>	Decisiveness	<input type="checkbox"/>	Able to make decisions on an issue	<input type="checkbox"/>	Progress	<input type="checkbox"/>
<input type="checkbox"/>	Dedication	<input type="checkbox"/>	Committed to job and organization	<input type="checkbox"/>	Willingness to do as instructed; will follow through and not shirk the task	<input type="checkbox"/>
<input type="checkbox"/>	Deference	<input type="checkbox"/>	In honor preferring one another	<input type="checkbox"/>	Does not overstep their bounds	<input type="checkbox"/>
<input type="checkbox"/>	Dependability	<input type="checkbox"/>	Paramount to job performance and longevity	<input type="checkbox"/>	One can be counted on to do the assigned tasks; develops confidence, trust and consistency	<input type="checkbox"/>
<input type="checkbox"/>	Determination	<input type="checkbox"/>	Produces the desired end results	<input type="checkbox"/>	Willingness to see a project through	<input type="checkbox"/>
<input type="checkbox"/>	Diligence	<input type="checkbox"/>	Determined to finish	<input type="checkbox"/>	To stick to a job until it is finished	<input type="checkbox"/>
<input type="checkbox"/>	Discernment	<input type="checkbox"/>	Making good decisions with wisdom; seeing many options and choosing the best	<input type="checkbox"/>	Can help prepare one for what will happen in the future; can help solve problems that may look one way on the surface but may have a deeper or not easily distinguished root problem.	<input type="checkbox"/>
<input type="checkbox"/>	Discretion	<input type="checkbox"/>	Careful dispensing of information; appropriate disclosures	<input type="checkbox"/>	Concern, respect for people, maintenance of confidentiality	<input type="checkbox"/>
<input type="checkbox"/>	Endurance	<input type="checkbox"/>	Is necessary to reach desired goals	<input type="checkbox"/>	Results in completion of job regardless of difficulties	<input type="checkbox"/>
<input type="checkbox"/>	Enthusiasm	<input type="checkbox"/>	Breeds vision, happiness, encouragement	<input type="checkbox"/>	Increased cooperation; less strife; increased satisfaction	<input type="checkbox"/>

Delphi Study: To Determine The Principal Character Traits Inherent In A Positive American Work Ethic
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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Fairness	<input type="checkbox"/>	Everyone wants a fair shake	<input type="checkbox"/>	Equal treatment to all people; flexible feelings towards others; improves morale; fair people are trusted	<input type="checkbox"/>
<input type="checkbox"/>	Faith	<input type="checkbox"/>	A conviction of belief, trust, and loyalty in people and God is a must today	<input type="checkbox"/>	A total duty and allegiance to a cause; a strong belief and trust	<input type="checkbox"/>
<input type="checkbox"/>	Flexibility	<input type="checkbox"/>	Adjust to different situations	<input type="checkbox"/>	Results in worker adaptability	<input type="checkbox"/>
<input type="checkbox"/>	Forgiveness	<input type="checkbox"/>	Important for harmony in the workplace	<input type="checkbox"/>	An employee being able to get along with others; put differences aside and concentrate on work.	<input type="checkbox"/>
<input type="checkbox"/>	Generosity	<input type="checkbox"/>	Willingness to help others	<input type="checkbox"/>	Contributes to teamwork	<input type="checkbox"/>
<input type="checkbox"/>	Godly	<input type="checkbox"/>	One's character based on knowing value system	<input type="checkbox"/>	Happiness	<input type="checkbox"/>
<input type="checkbox"/>	Honesty	<input type="checkbox"/>	Basis on which order or/and stability is founded	<input type="checkbox"/>	Fellow workers or customers can rely on them	<input type="checkbox"/>
<input type="checkbox"/>	Hospitality	<input type="checkbox"/>	Shows respect and interest and concern	<input type="checkbox"/>	Makes people feel at home; makes people feel needed and wanted	<input type="checkbox"/>
<input type="checkbox"/>	Humility	<input type="checkbox"/>	We are not the center	<input type="checkbox"/>	We help to create an even playing field by not overemphasizing one's self	<input type="checkbox"/>
<input type="checkbox"/>	Independence	<input type="checkbox"/>	A worker is able to work/ accomplish tasks with minimal supervision and has the capacity to make decisions on own	<input type="checkbox"/>	Constant flow of work; minimal supervision; higher productivity	<input type="checkbox"/>
<input type="checkbox"/>	Initiative	<input type="checkbox"/>	A key element in leadership	<input type="checkbox"/>	Will not wait to be told what to do; brings new ideas and thoughts to the job	<input type="checkbox"/>
<input type="checkbox"/>	Integrity	<input type="checkbox"/>	Inner order; one's clear guideline for living	<input type="checkbox"/>	Single set of standards; avoids favoritism; words match actions; Trustworthy; fair; honest	<input type="checkbox"/>
<input type="checkbox"/>	Intelligence	<input type="checkbox"/>	An intelligent worker can figure out how to get the job done in the most efficient manner possible	<input type="checkbox"/>	Efficiency; fewer mistakes	<input type="checkbox"/>

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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Joyfulness	<input type="checkbox"/>	Positive approaches	<input type="checkbox"/>	Positive life	<input type="checkbox"/>
<input type="checkbox"/>	Kindness	<input type="checkbox"/>	Considerate of others	<input type="checkbox"/>	considerate of staff/outside's feelings	<input type="checkbox"/>
<input type="checkbox"/>	Knowledgeable	<input type="checkbox"/>	Has necessary education and work skills	<input type="checkbox"/>	Educated; continuing education; good communication skills	<input type="checkbox"/>
<input type="checkbox"/>	Love	<input type="checkbox"/>	A personal interest and attitude of admiration; a strong brotherly concern with a common interest	<input type="checkbox"/>	An attitude of kindness of tenderness; a deep concern for life, man and God	<input type="checkbox"/>
<input type="checkbox"/>	Loyalty	<input type="checkbox"/>	Faithful and dependable	<input type="checkbox"/>	Faithfulness, devoted, commitment	<input type="checkbox"/>
<input type="checkbox"/>	Moral Courage	<input type="checkbox"/>	Strength to "do the right thing"	<input type="checkbox"/>	Makes tough calls; even when contrary to personal interests	<input type="checkbox"/>
<input type="checkbox"/>	Neatness	<input type="checkbox"/>	Necessary for a good work environment	<input type="checkbox"/>	Cleanness is safety related; shows signs of quality work	<input type="checkbox"/>
<input type="checkbox"/>	Obedience	<input type="checkbox"/>	Self control and a key factor of life	<input type="checkbox"/>	Can take direction well	<input type="checkbox"/>
<input type="checkbox"/>	Open Mindedness	<input type="checkbox"/>	Mind not roadblocked	<input type="checkbox"/>	Listens to new ideas; new ways of doing a job	<input type="checkbox"/>
<input type="checkbox"/>	Optimism	<input type="checkbox"/>	Remains positive in the face of setbacks and provides leadership to the workplace	<input type="checkbox"/>	Teamwork; improved moral	<input type="checkbox"/>
<input type="checkbox"/>	Orderliness	<input type="checkbox"/>	Creates a pleasant environment	<input type="checkbox"/>	Work is accomplished more easily	<input type="checkbox"/>
<input type="checkbox"/>	Patience	<input type="checkbox"/>	Composure and forbearance	<input type="checkbox"/>	Endurance, stamina, tolerance	<input type="checkbox"/>
<input type="checkbox"/>	Perseverance	<input type="checkbox"/>	Staying with difficult jobs or assignments	<input type="checkbox"/>	Won't quit; sees things through	<input type="checkbox"/>
<input type="checkbox"/>	Personable	<input type="checkbox"/>	Gets along well with others	<input type="checkbox"/>	Improved morale	<input type="checkbox"/>
<input type="checkbox"/>	Persuasiveness	<input type="checkbox"/>	Required in a competitive environment	<input type="checkbox"/>	Not one to give up quickly	<input type="checkbox"/>
<input type="checkbox"/>	Pleasant Personality	<input type="checkbox"/>	Makes us happier in our jobs	<input type="checkbox"/>	Joyful person	<input type="checkbox"/>
<input type="checkbox"/>	Positive Attitude	<input type="checkbox"/>	looks at situations from a positive viewpoint	<input type="checkbox"/>	Does not despair; keeps morale high	<input type="checkbox"/>

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Instructions: Check the correct box "ACCEPT" or "REJECT" for each character trait, each value, and each behavior. If you desire to add information, clarify, change, correct, or note duplications of traits, do so in the space inside the box in question.

Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Pride	<input type="checkbox"/>	Without a personal sense of pride in what we do our job quality suffers	<input type="checkbox"/>	Finished product is better because employee put his/her self into it	<input type="checkbox"/>
<input type="checkbox"/>	Punctuality	<input type="checkbox"/>	Respect for the value of others time	<input type="checkbox"/>	Can be depended on to be where one is supposed to be at a certain time	<input type="checkbox"/>
<input type="checkbox"/>	Real	<input type="checkbox"/>	Capable of making errors, being imperfect and overcoming	<input type="checkbox"/>	More effective	<input type="checkbox"/>
<input type="checkbox"/>	Resourceful	<input type="checkbox"/>	A problem solver	<input type="checkbox"/>	Innovative, creative, inventive, imaginative	<input type="checkbox"/>
<input type="checkbox"/>	Respectful	<input type="checkbox"/>	Showing, giving and having respect for self and others is important - it's civilized	<input type="checkbox"/>	Treats everyone with respect - won't elevate self at others' expense	<input type="checkbox"/>
<input type="checkbox"/>	Responsibility	<input type="checkbox"/>	Being responsible for one's own actions	<input type="checkbox"/>	Addresses issues instead of looking for excuses	<input type="checkbox"/>
<input type="checkbox"/>	Reverence	<input type="checkbox"/>	Outside value	<input type="checkbox"/>	Sensitive in light of how we value our role in the universe	<input type="checkbox"/>
<input type="checkbox"/>	Self Control	<input type="checkbox"/>	Enables functioning under stress	<input type="checkbox"/>	Healthy work relationship between workers'; not impetuous; eliminates nonproductive behavior; facilitates getting things done	<input type="checkbox"/>
<input type="checkbox"/>	Self-Motivated	<input type="checkbox"/>	Works on own initiative	<input type="checkbox"/>	Productivity	<input type="checkbox"/>
<input type="checkbox"/>	Sensitivity	<input type="checkbox"/>	Tolerance of other peoples' feelings and values	<input type="checkbox"/>	Compassionate; empathetic	<input type="checkbox"/>
<input type="checkbox"/>	Tenacity	<input type="checkbox"/>	Sticking with projects to completion	<input type="checkbox"/>	Persistent; persevering	<input type="checkbox"/>
<input type="checkbox"/>	Thoroughness	<input type="checkbox"/>	Pays attention to details and completes the job	<input type="checkbox"/>	Carry through with a project completely	<input type="checkbox"/>
<input type="checkbox"/>	Time Consciousness	<input type="checkbox"/>	Time is money	<input type="checkbox"/>	Worker makes the company a profit by getting the job done in a timely fashion	<input type="checkbox"/>
<input type="checkbox"/>	Tolerance	<input type="checkbox"/>	Gets along with co-workers from diverse backgrounds	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>

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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Truthfulness	<input type="checkbox"/>	Trust is your biggest asset	<input type="checkbox"/>	Can depend on what he/she says	<input type="checkbox"/>
<input type="checkbox"/>	Vision	<input type="checkbox"/>	To dream new and better ideas	<input type="checkbox"/>	To always be better than the competition	<input type="checkbox"/>
<input type="checkbox"/>	Willing	<input type="checkbox"/>	To get work done requires participation and mental "yes" attitude	<input type="checkbox"/>	Forsakes personal goals for collective objective - find a way to get it done - positive attitude increases production	<input type="checkbox"/>
<input type="checkbox"/>	Wisdom	<input type="checkbox"/>	Important to progress	<input type="checkbox"/>	Correct decision making	<input type="checkbox"/>

T. Chris Thompson
1621 North Sheridan
Tulsa, Oklahoma 74115

February 1, 1995

Mr. Fred Tietz
Dreiford Group
6917 Arlington Rd.
Bethesda, MD 20814

Dear Mr. Tietz:

This second round of my Delphi study has been delayed longer than anticipated due to several personal factors. I trust that you will still participate in this round and the subsequent final round, which I hope to get to you in February. My plans are to graduate with the Doctorate in Education degree this May. Therefore, the turnaround time needs to be as brief as possible.

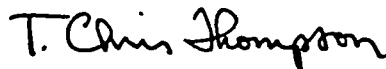
This round of the Delphi should be much easier to complete in that I am asking you to simply "ACCEPT" or "REJECT" a list of 75 character traits, values, and work place behaviors by checking the appropriate box.

As has been by responsibility as the researcher in the cases where there were multiple responses, listings of the same character traits, values, and behaviors, I have selected from the lists, the words most representative of the gist of the trait, value and behavior, and have included it in this second round list.

Each trait has been listed in alphabetical order for the sake of convenience. Some of the traits may be synonyms with other traits. If you believe this to be the case, note in the blank space of the box, "duplication of _____ trait". The excess space in each trait box is provided for your comments, clarifications, changes, or additions should you chose to do so. Changes will appear in the new list of the third round questionnaire.

Thank you for your quick response. I have included a self addressed stamped envelope in which to return the completed survey. My telephone number during business hours is (918) 838-7717.

Sincerely,



T. Chris Thompson

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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Accountability	<input type="checkbox"/>	Accept responsibility for decisions; sets a good example for others	<input type="checkbox"/>	Avoids appearance of impropriety; corrects or prevents inappropriate conduct of others	<input type="checkbox"/>
<input type="checkbox"/>	Attentiveness	<input type="checkbox"/>	Enhances commitment	<input type="checkbox"/>	Ensures efficiency; avoids misspent time	<input type="checkbox"/>
<input type="checkbox"/>	Broad Perspective	<input type="checkbox"/>	The "Big Picture" should always be determined	<input type="checkbox"/>	Looks for ramifications; does not have "tunnel vision"	<input type="checkbox"/>
<input type="checkbox"/>	Caring	<input type="checkbox"/>	Compassion, consideration, giving, sharing, kindness, loving	<input type="checkbox"/>	Knows there is always two sides of any issue; puts people first	<input type="checkbox"/>
<input type="checkbox"/>	Character	<input type="checkbox"/>	To have integrity	<input type="checkbox"/>	To be consistent in treating everyone with the same standard	<input type="checkbox"/>
<input type="checkbox"/>	Civic Virtue and Citizenship	<input type="checkbox"/>	Law abiding, community service, protection of environment	<input type="checkbox"/>	Sets example; makes quality decision to do right thing when it costs a lot	<input type="checkbox"/>
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Reading, writing, communication and computing skills are essential	<input type="checkbox"/>	More accessible work (<i>on target</i>); shares wisdom and information	<input type="checkbox"/>
<input type="checkbox"/>	Compassionate	<input type="checkbox"/>	The Golden Rule; caring for those less fortunate	<input type="checkbox"/>	Withhold judgment until time to develop a complete understanding; be flexible to allow for special needs	<input type="checkbox"/>
<input type="checkbox"/>	Confidentiality	<input type="checkbox"/>	Gossiping is not valued	<input type="checkbox"/>	Does not share personal information; always get more than one source	<input type="checkbox"/>
<input type="checkbox"/>	Conscience	<input type="checkbox"/>	People need to be able to live with themselves	<input type="checkbox"/>	People can tell their mother; people can look at themselves in the mirror	<input type="checkbox"/>
<input type="checkbox"/>	Conscientiousness	<input type="checkbox"/>	A day's work for a day's pay	<input type="checkbox"/>	Don't expect to get something for nothing	<input type="checkbox"/>
<input type="checkbox"/>	Consistency	<input type="checkbox"/>	Consistent people are easier to deal with	<input type="checkbox"/>	Consistency helps build trust	<input type="checkbox"/>
<input type="checkbox"/>	Courage	<input type="checkbox"/>	To take reasonable risks for the good of the company	<input type="checkbox"/>	To confront questionable practices in organization (e.g. whistle blowing)	<input type="checkbox"/>
<input type="checkbox"/>	Creative	<input type="checkbox"/>	Tapping into/expressing one's own special capabilities	<input type="checkbox"/>	Give more than is required; always thinking ahead	<input type="checkbox"/>

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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Decisive	<input type="checkbox"/>	Making conclusions in a timely manner and acting upon those conclusions	<input type="checkbox"/>	Meets deadlines; writes and speaks clearly; to the point	<input type="checkbox"/>
<input type="checkbox"/>	Dependability	<input type="checkbox"/>	"You can count on me" attitude	<input type="checkbox"/>	Builds trust between all stakeholders	<input type="checkbox"/>
<input type="checkbox"/>	Desire to Learn & Grow Professionally	<input type="checkbox"/>	I want to increase my knowledge and skill to serve my customers better	<input type="checkbox"/>	Seeks self improvement strategies; maintaining a professional development plan	<input type="checkbox"/>
<input type="checkbox"/>	Determination	<input type="checkbox"/>	The stick-to-itiveness essential to good workers	<input type="checkbox"/>	The job gets done properly	<input type="checkbox"/>
<input type="checkbox"/>	Dignity	<input type="checkbox"/>	To treat others with respect	<input type="checkbox"/>	Avoid demeaning comments; to have jobs that are designed in a way that is meaningful	<input type="checkbox"/>
<input type="checkbox"/>	Diligence	<input type="checkbox"/>	A sense of ownership	<input type="checkbox"/>	Builds in loyalty to the organization/reduced turnover	<input type="checkbox"/>
<input type="checkbox"/>	Discretion	<input type="checkbox"/>	Is better than indiscretion	<input type="checkbox"/>	Can save face; can enhance a company; can protect a person and/or company	<input type="checkbox"/>
<input type="checkbox"/>	Endurance	<input type="checkbox"/>	Is sometimes beneficial to both the worker and the workplace	<input type="checkbox"/>	Accommodating to unusual circumstances	<input type="checkbox"/>
<input type="checkbox"/>	Enthusiasm	<input type="checkbox"/>	Gives the worker one leg up	<input type="checkbox"/>	Lets you do things quicker, better, more cheerfully	<input type="checkbox"/>
<input type="checkbox"/>	Fairness	<input type="checkbox"/>	All stakeholder's rights should be considered	<input type="checkbox"/>	Define issues through different stakeholders' perspectives	<input type="checkbox"/>
<input type="checkbox"/>	Flexibility	<input type="checkbox"/>	"Change with the Tide"	<input type="checkbox"/>	Does not get locked in; each situation is different	<input type="checkbox"/>
<input type="checkbox"/>	Followship/Ability to Take Orders	<input type="checkbox"/>	Being able to follow	<input type="checkbox"/>	Followship is seen in ability to take orders; to work smoothly with others	<input type="checkbox"/>
<input type="checkbox"/>	Forgiveness	<input type="checkbox"/>	To be willing to apologize	<input type="checkbox"/>	Avoid political infighting	<input type="checkbox"/>
<input type="checkbox"/>	Hard-working	<input type="checkbox"/>	My best was good enough but I can do a little better next time	<input type="checkbox"/>	Doing it right the first time; continuous improvement	<input type="checkbox"/>
<input type="checkbox"/>	High Standards	<input type="checkbox"/>	High standards are the mark of a good worker	<input type="checkbox"/>	High standards drive the worker to excellence; results in fine work	<input type="checkbox"/>

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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	High-Achiever	<input type="checkbox"/>	The best predictor of future performance is past performance	<input type="checkbox"/>	High achievement	<input type="checkbox"/>
<input type="checkbox"/>	Honesty	<input type="checkbox"/>	Truthful, sincere, forthright, frank, candid	<input type="checkbox"/>	Does not cheat, steal, lie, deceive or act devious	<input type="checkbox"/>
<input type="checkbox"/>	Hope	<input type="checkbox"/>	To avoid despair in the people and product of the company	<input type="checkbox"/>	Avoid cynical remarks, especially about executive management	<input type="checkbox"/>
<input type="checkbox"/>	Humility	<input type="checkbox"/>	To recognize one's limitations	<input type="checkbox"/>	To admit mistakes to other employees	<input type="checkbox"/>
<input type="checkbox"/>	Industrious/Diligent	<input type="checkbox"/>	To work hard	<input type="checkbox"/>	Avoid wasting time	<input type="checkbox"/>
<input type="checkbox"/>	Information-Seeking	<input type="checkbox"/>	There is never enough information	<input type="checkbox"/>	Continually questioning; listening to others	<input type="checkbox"/>
<input type="checkbox"/>	Initiative	<input type="checkbox"/>	Cuts down on the necessity of supervision	<input type="checkbox"/>	People become self-starters	<input type="checkbox"/>
<input type="checkbox"/>	Integrity	<input type="checkbox"/>	Principled, honorable, upright, courageous, acts on convictions	<input type="checkbox"/>	Is not two faced or unscrupulous or adopts "an end justifies the means" attitude	<input type="checkbox"/>
<input type="checkbox"/>	Justice and Fairness	<input type="checkbox"/>	Procedural fairness, impartiality, consistency, equity, equality, due process	<input type="checkbox"/>	Doesn't jump to conclusions; demands to hear all sides of issue	<input type="checkbox"/>
<input type="checkbox"/>	Leadership Skills	<input type="checkbox"/>	Needed in every organization	<input type="checkbox"/>	Gets things organized; leads to example; assumes responsibility	<input type="checkbox"/>
<input type="checkbox"/>	Loyalty	<input type="checkbox"/>	Caring about/protecting interests of an affinity group (family, workplace, etc.)	<input type="checkbox"/>	Considers how each specific action(s) may affect the organization; operationalize workplace values	<input type="checkbox"/>
<input type="checkbox"/>	Mature	<input type="checkbox"/>	Mature people see things long range; handle adversity	<input type="checkbox"/>	Loyalty; getting through tough times; sacrifice to get things accomplished	<input type="checkbox"/>
<input type="checkbox"/>	Moderation	<input type="checkbox"/>	Maintaining a balance between work and family	<input type="checkbox"/>	Realizing that children only have one mother or father	<input type="checkbox"/>
<input type="checkbox"/>	Opposition	<input type="checkbox"/>	To allow people to openly disagree	<input type="checkbox"/>	Avoid a group think mentality and be ready to go against the grain	<input type="checkbox"/>
<input type="checkbox"/>	Orderliness	<input type="checkbox"/>	Next to cleanliness and godliness	<input type="checkbox"/>	Makes everyone more efficient	<input type="checkbox"/>

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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Participation	<input type="checkbox"/>	To allow people to involve their whole selves in their work	<input type="checkbox"/>	Implement a team structure in the organization	<input type="checkbox"/>
<input type="checkbox"/>	Patience	<input type="checkbox"/>	Treating others with kindness	<input type="checkbox"/>	Avoid blowing up at others; give people a second shot	<input type="checkbox"/>
<input type="checkbox"/>	Perseverance	<input type="checkbox"/>	Stick-to-it-ness	<input type="checkbox"/>	To finish the whole project and not let it linger	<input type="checkbox"/>
<input type="checkbox"/>	Persistence	<input type="checkbox"/>	Persistence is essential for good workmanship	<input type="checkbox"/>	Keeps the work at the task; keeps level of attention constant; avoids slacking off	<input type="checkbox"/>
<input type="checkbox"/>	Personal Responsibility	<input type="checkbox"/>	I am responsible for both my attitude and the quality of my work	<input type="checkbox"/>	Good work attitude; excellence	<input type="checkbox"/>
<input type="checkbox"/>	Pride in Workmanship	<input type="checkbox"/>	Pride in workmanship is essential in any task	<input type="checkbox"/>	Pride in workmanship is seen in quality of product; results in attention to detail	<input type="checkbox"/>
<input type="checkbox"/>	Prudence	<input type="checkbox"/>	To initiate the goal with the means available	<input type="checkbox"/>	Predicting changes in the market and reaching appropriately	<input type="checkbox"/>
<input type="checkbox"/>	Punctuality	<input type="checkbox"/>	Shows Commitment	<input type="checkbox"/>	Ensures efficiency; avoids wasted time	<input type="checkbox"/>
<input type="checkbox"/>	Pursues excellence	<input type="checkbox"/>	Continued effort to learn and upgrade knowledge and skills; attitude of doing one's best	<input type="checkbox"/>	Always strives to learn something new - takes classes, participates in new experiences; evaluates what has been accomplished	<input type="checkbox"/>
<input type="checkbox"/>	Quality	<input type="checkbox"/>	To use care and craftsmanship	<input type="checkbox"/>	Avoid sloppy work and take the time to do the job right the first time	<input type="checkbox"/>
<input type="checkbox"/>	Resourcefulness	<input type="checkbox"/>	Is helpful when all is not as it should be	<input type="checkbox"/>	Provides bridges over gaps in communication or in practical aspects of work	<input type="checkbox"/>
<input type="checkbox"/>	Respect	<input type="checkbox"/>	Antonym, privacy, dignity, courtesy, tolerance, acceptance	<input type="checkbox"/>	Treats people as an "end" - not a "means"; sees sexual harassment and diversity issues not as legal but as respect	<input type="checkbox"/>
<input type="checkbox"/>	Respect for Others' Views	<input type="checkbox"/>	Thou shalt not be self-righteous	<input type="checkbox"/>	Openness to others' views; ability to see other side	<input type="checkbox"/>
<input type="checkbox"/>	Respect for Self	<input type="checkbox"/>	Respect for self drives the individual to do good work	<input type="checkbox"/>	Respect for self - maintains high quality; doing the task thoroughly	<input type="checkbox"/>

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Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Respectful	<input type="checkbox"/>	Considering needs of self or others; not abusing self or others; cherishing self/others	<input type="checkbox"/>	Listen carefully; do not abuse drugs, alcohol, etc.; praise good work	<input type="checkbox"/>
<input type="checkbox"/>	Responsibility	<input type="checkbox"/>	People should take responsibility for their own actions	<input type="checkbox"/>	Deliver what you say you will when you say it; acknowledging your part in good and bad decisions.	<input type="checkbox"/>
<input type="checkbox"/>	Risk-Taker	<input type="checkbox"/>	Not being afraid to show feelings and share opinions	<input type="checkbox"/>	Generates ideas; regularly tries new ways of doing things to reach objectives more effectively; provides honest feedback directly to others	<input type="checkbox"/>
<input type="checkbox"/>	Self-Control	<input type="checkbox"/>	May be desirable	<input type="checkbox"/>	Usually exercising self-control shows maturity	<input type="checkbox"/>
<input type="checkbox"/>	Self-Perception	<input type="checkbox"/>	People need to know how they appear to others	<input type="checkbox"/>	People check their self-perception with others perception	<input type="checkbox"/>
<input type="checkbox"/>	Self-Starter	<input type="checkbox"/>	Self-starters see a problem and get it solved	<input type="checkbox"/>	Work gets done that is needed	<input type="checkbox"/>
<input type="checkbox"/>	Sensitivity	<input type="checkbox"/>	When making decision, effect on others is important	<input type="checkbox"/>	Before acting, think of impact on others	<input type="checkbox"/>
<input type="checkbox"/>	Service	<input type="checkbox"/>	I have been placed in this job to serve my company, its employees, and its customers	<input type="checkbox"/>	Enthusiasm; excellent relationships	<input type="checkbox"/>
<input type="checkbox"/>	Solidarity	<input type="checkbox"/>	To see one's work directed to the common good	<input type="checkbox"/>	Pollution is restricted to a minimum; that the products and services produced promote virtue	<input type="checkbox"/>
<input type="checkbox"/>	Team Spirit	<input type="checkbox"/>	My team at work is my second family	<input type="checkbox"/>	Gets along well with co-workers; seeks to see the team win vs. individualism	<input type="checkbox"/>
<input type="checkbox"/>	Thoroughness	<input type="checkbox"/>	Essential to quality of product or service	<input type="checkbox"/>	Enhances the ability to handle details; reduces unnecessary levels of supervision	<input type="checkbox"/>
<input type="checkbox"/>	Thriftiness	<input type="checkbox"/>	Makes us prepare for the future	<input type="checkbox"/>	We take a long term view	<input type="checkbox"/>
<input type="checkbox"/>	Tolerant	<input type="checkbox"/>	Respecting customs/traditions of others; accepting validity of another's opinions; valuing cultural diversity	<input type="checkbox"/>	Seek greater understanding of basis for differences; look for the best; negotiate based on shared interests, not discrete positions	<input type="checkbox"/>

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Instructions: Check the correct box "ACCEPT" or "REJECT" for each character trait, each value, and each behavior. If you desire to add information, clarify, change, correct, or note duplications of traits, do so in the space inside the box in question.

Accept	TRAIT	Reject	VALUE	Accept	BEHAVIOR	Reject
<input type="checkbox"/>	Trust	<input type="checkbox"/>	Keep promises; abide by the spirit as well as the letter of an agreement	<input type="checkbox"/>	Eliminates "we and they" relationships; enhances employee morals and productivity; partnership between management and employees	<input type="checkbox"/>
<input type="checkbox"/>	Trustworthiness	<input type="checkbox"/>	Honest, integrity, promise-keeping, loyalty	<input type="checkbox"/>	Tells truth; candid; stands up for beliefs; does not deceive	<input type="checkbox"/>
<input type="checkbox"/>	Truthful	<input type="checkbox"/>	Being honest - even when inconvenient; being trustworthy	<input type="checkbox"/>	Don't leave out important information - be complete; be willing to share bad news; if necessary, not just good news	<input type="checkbox"/>
<input type="checkbox"/>	Wisdom	<input type="checkbox"/>	Knows job; has maturity; good with advice and counsel; provides leadership and direction; well known, expert in field of business at hand	<input type="checkbox"/>	Employees will sense they are well led; will enhance morale and productivity	<input type="checkbox"/>

APPENDIX F

THIRD ROUND QUESTIONNAIRE FOR GROUPS

ONE AND TWO WITH COVER LETTERS

T. Chris Thompson
1621 North Sheridan
Tulsa, Oklahoma 74115

March 10, 1995

Ms. Janet K. Miller, Principal
Jenks Southeast Elementary
105 E. B. St.
Jenks, OK 74037

Dear Ms. Miller:

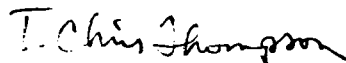
I want to express my sincere thanks to you for having been a part of my Delphi research project. I hope that from the analysis of the information you have provided I am able to form some conclusions that will be insightful as I seek to learn more about the *American Work Ethic*.

As soon as my analysis is completed, I will send you a summary report of my research conclusions. Should you be curious, I would also be pleased to send you an analysis of the data. Simply note somewhere on the questionnaire that you would like for me to do so.

My goal is to conclude this project in May. In order to accomplish this goal, please complete this round and return it to me in the priority mail envelope provided, as soon as possible. The rough draft dissertation is due on March 23rd.

Since the words, statements and phrases in this third round questionnaire are a compilation of the "Accepted" feedback from the entire panel, in round two, there may be duplications present; however, a value must be assigned to every item.

Sincerely,



T. Chris Thompson

Round Three - Group One

A Delphi Study to Determine the Principal Character Traits Descriptive of a Positive American Work Ethic.

by T. Chris Thompson

Educational Doctorate Candidate • Oklahoma State University

Instructions: Please circle the number which reflects most nearly your attitude of each of the following words, phrases, or statements regarding your perception of a positive American work ethic. The words, phrases, and statements have been presented for your consideration in random order.

VALUE	ATTITUDE
1	<i>Definitely not to be considered as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i>
2	<i>Questionable as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i>
3	<i>Undecided about this word, phrase or statement, as being an identifier of a positive American Work Ethic.</i>
4	<i>Important but not essential to a positive American Work Ethic.</i>
5	<i>Essential to a positive American Work Ethic.</i>

TRAIT, VALUE OR BEHAVIOR	CIRCLE				
1 Pleasant Personality	1	2	3	4	5
2 Not one to give up quickly	5	4	3	2	1
3 An employee being able to get along with others; put differences aside and concentrate on work	1	2	3	4	5
4 Adjust to different situations	5	4	3	2	1
5 Reverence	1	2	3	4	5
6 Can be depended on to be where one is supposed to be at a certain time	5	4	3	2	1
7 Availability	1	2	3	4	5
8 Tenacity	5	4	3	2	1
9 To always be better than the competition	1	2	3	4	5
10 Understanding of others, feelings or needs; unselfishness, go the extra mile	5	4	3	2	1
11 Willing	1	2	3	4	5
12 Team worker; adjusts to others needs	5	4	3	2	1
13 Does not overstep their bounds	1	2	3	4	5
14 Capable of making errors, being imperfect and overcoming	5	4	3	2	1
15 Truthfulness	1	2	3	4	5
16 A personal interest and attitude of admiration; a strong brotherly concern	5	4	3	2	1

Round Three - Group One

VALUE	ATTITUDE
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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	1	2	3	4	5
17 Impetuous; eliminates nonproductive behavior; facilitates getting things done	5	4	3	2	1
18 Determination	1	2	3	4	5
19 Joyful person	5	4	3	2	1
20 Initiative	1	2	3	4	5
21 Thoroughness	5	4	3	2	1
22 Concern, respect for people, maintains confidentiality	1	2	3	4	5
23 Sees assigned task through to the end	5	4	3	2	1
24 Open mindedness	1	2	3	4	5
25 A conviction of belief, trust, and loyalty in people and God	5	4	3	2	1
26 Positive attitude	1	2	3	4	5
27 Carry through with a project completely	5	4	3	2	1
28 Shows respect, interest and concern for others	1	2	3	4	5
29 Real	5	4	3	2	1
30 Love	1	2	3	4	5
31 Deference	5	4	3	2	1
32 Equal treatment to all people; flexible feelings towards others; improves morale; fair people are trusted	1	2	3	4	5
33 Without a personal sense of pride in what we do our job quality suffers	5	4	3	2	1
34 A problem solver	1	2	3	4	5
35 Compassion	5	4	3	2	1
36 Makes tough calls, even when contrary to personal interests	1	2	3	4	5
37 Positive life	5	4	3	2	1
38 Self-motivated	1	2	3	4	5
39 Loyalty	5	4	3	2	1
40 Willingness to do as instructed, will follow through and not shirk the task	1	2	3	4	5
41 Treats everyone with respect – won't elevate self at others expense	5	4	3	2	1
42 Enthusiasm	1	2	3	4	5

Round Three - Group One

- | VALUE | ATTITUDE |
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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
44 To get work done requires participation and mental "yes" attitude	5	4	3	2	1
45 Forsakes personal goals for collective objective – finds a way to get it done – positive attitude increases production	1	2	3	4	5
46 An attitude of kindness and tenderness; a deep concern for life, man and God	5	4	3	2	1
47 Open to ideas, listener	1	2	3	4	5
48 Commitment	5	4	3	2	1
49 Works hard for advancements; doesn't complain about varied duties; sees it as growth opportunity	1	2	3	4	5
50 Inner order; one's clear guideline for living	5	4	3	2	1
51 Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest	1	2	3	4	5
52 An adaptable worker will be flexible and respond positively to changes in job demands and work conditions	5	4	3	2	1
53 Compassionate; empathetic	1	2	3	4	5
54 Self control	5	4	3	2	1
55 Will not wait to be told what to do; brings new ideas and thoughts to the job	1	2	3	4	5
56 Faces defeat or demoralization	5	4	3	2	1
57 Faithfulness, devoted, commitment	1	2	3	4	5
58 Trustworthiness is your biggest asset	5	4	3	2	1
59 Pride	1	2	3	4	5
60 Being available for others makes work loads easier	5	4	3	2	1
61 Creates a pleasant environment	1	2	3	4	5
62 Able to make decisions on an issue	5	4	3	2	1
63 Persuasiveness	1	2	3	4	5
64 Punctuality	5	4	3	2	1
65 Positive attitudes: productivity	1	2	3	4	5
66 Neatness	5	4	3	2	1
67 Time is money	1	2	3	4	5

Round Three - Group One

- | VALUE | ATTITUDE |
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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
67 Time is money	5	4	3	2	1
68 Will help to create an even playing field by not overemphasizing ones' self	1	2	3	4	5
69 In honor preferring one another	5	4	3	2	1
70 Produces healthy attitude, in self and others	1	2	3	4	5
71 Staying with difficult jobs or assignments	5	4	3	2	1
72 Completion of job regardless of difficulties	1	2	3	4	5
73 Innovative, creative, inventive, imaginative	5	4	3	2	1
74 We need politeness toward others	1	2	3	4	5
75 Does not despair; keeps morale high	5	4	3	2	1
76 Listens to new ideas; new ways of doing a job	1	2	3	4	5
77 Alertness	5	4	3	2	1
78 Won't quit; sees things through	1	2	3	4	5
79 Respect for the value of others time	5	4	3	2	1
80 Wisdom	1	2	3	4	5
81 We are not the center	5	4	3	2	1
82 Has necessary education and work skills	1	2	3	4	5
83 Assertive	5	4	3	2	1
84 Faithful and dependable	1	2	3	4	5
85 Sensitivity to how we value our role in the universe	5	4	3	2	1
86 Produces the desired end results	1	2	3	4	5
87 Puts work first	5	4	3	2	1
88 Looks at situations from a positive viewpoint	1	2	3	4	5
89 Independence	5	4	3	2	1
90 Solves problems; open to feedback	1	2	3	4	5
91 Forgiveness	5	4	3	2	1
92 Consistent	1	2	3	4	5
93 Constant flow of work; minimal supervision; high productivity	5	4	3	2	1
94 Total duty and allegiance to a cause	1	2	3	4	5

Round Three - Group One

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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	5	4	3	2	1
95 Flexible	5	4	3	2	1
96 Courteous	1	2	3	4	5
97 Listens to instructions and carries them out	5	4	3	2	1
98 Cooperative	1	2	3	4	5
99 Willingness to help others	5	4	3	2	1
100 Tolerance	1	2	3	4	5
101 An intelligent worker can figure out how to get the job done in the most efficient manner possible	5	4	3	2	1
102 Can take directions well	1	2	3	4	5
103 Can depend on what he/she says	5	4	3	2	1
104 Orderliness	1	2	3	4	5
105 Progress	5	4	3	2	1
106 Discretion	1	2	3	4	5
107 Remains positive in the face of setbacks and provides leadership in the workplace	5	4	3	2	1
108 A worker is able to work/accomplish tasks with minimal supervision and has the capacity to make own decisions	1	2	3	4	5
109 Increased cooperation; less strife; increased satisfaction	5	4	3	2	1
110 Self control is a key factor of life	1	2	3	4	5
111 Does tasks in same way each time	5	4	3	2	1
112 Vision	1	2	3	4	5
113 Persistent; persevering	5	4	3	2	1
114 Coachable	1	2	3	4	5
115 Endurance	5	4	3	2	1
116 Being responsible for one's own actions	1	2	3	4	5
117 Hospitality	5	4	3	2	1
118 Avoids mistakes, misunderstandings and conflicts	1	2	3	4	5
119 Integrity	5	4	3	2	1
120 Tolerance of other people's feelings and values	1	2	3	4	5

Round Three - Group One

VALUE

ATTITUDE

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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
122 Approachable	5	4	3	2	1
123 Endurance, stamina, tolerance	1	2	3	4	5
124 Kindness	5	4	3	2	1
125 Positive approaches	1	2	3	4	5
126 A conscientious worker will do his/her best work	5	4	3	2	1
127 Joyfulness	1	2	3	4	5
128 Sticking with projects to completion	5	4	3	2	1
129 Considerate of staff/outside's feelings	1	2	3	4	5
130 Productivity	5	4	3	2	1
131 Accepts criticism	1	2	3	4	5
132 Determined to finish	5	4	3	2	1
133 Adaptability	1	2	3	4	5
134 Makes people feel at home; makes people feel needed and wanted	5	4	3	2	1
135 Dependability	1	2	3	4	5
136 Knowledgeable	5	4	3	2	1
137 Perseverance	1	2	3	4	5
138 Honesty	5	4	3	2	1
139 Time Consciousness	1	2	3	4	5
140 Resourceful	5	4	3	2	1
141 Finished product is better when employee puts his/her self into it	1	2	3	4	5
142 Pays attention to details and completes the job	5	4	3	2	1
143 Considerate of others	1	2	3	4	5
144 Risk taking	5	4	3	2	1
145 Addresses issues instead of looking for excuses	1	2	3	4	5
146 Discernment	5	4	3	2	1
147 Dedication	1	2	3	4	5
148 Boldness	5	4	3	2	1
149 Dreams new and better ideas	1	2	3	4	5

Round Three - Group One

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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	1	2	3	4	5
150 Diligence					
151 Provides for team work; adjusts to others needs	5	4	3	2	1
152 Obedience	1	2	3	4	5
153 Takes on more responsibility; needs less help in problem solving	5	4	3	2	1
154 Gets along will with others	1	2	3	4	5
155 Humility	5	4	3	2	1
156 Respectful	1	2	3	4	5
157 Worker makes the company a profit by getting the job done in a timely fashion	5	4	3	2	1
158 Personable	1	2	3	4	5
159 Attentiveness	5	4	3	2	1
160 Able to sympathize and relate to others	1	2	3	4	5
161 Helps one to listen and follow directions, ability to focus on an issue	5	4	3	2	1
162 Works on own initiative	1	2	3	4	5
163 Decisiveness	5	4	3	2	1
164 Gets along with co-workers from diverse backgrounds	1	2	3	4	5
165 Faith	5	4	3	2	1
166 Godly	1	2	3	4	5
167 Concentration	5	4	3	2	1
168 Teamwork	1	2	3	4	5
169 Educated; continuing education; good communication skills	5	4	3	2	1
170 Optimism	1	2	3	4	5
171 Composure and forbearance	5	4	3	2	1
172 Fairness	1	2	3	4	5
173 Creativity	5	4	3	2	1
174 Correct decision making	1	2	3	4	5
175 Focus on one's purpose, self worth, job satisfaction	5	4	3	2	1
176 Happy fellow workers and in turn happy customers	1	2	3	4	5

Round Three - Group One

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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	5	4	3	2	1
177 Making good decisions with wisdom; seeing many options and choosing the best	5	4	3	2	1
178 Everyone wants a fair shake	1	2	3	4	5
179 Moral courage	5	4	3	2	1
180 Generosity	1	2	3	4	5
181 Responsibility	5	4	3	2	1
182 Sensitivity	1	2	3	4	5
183 Availability is important to progress and productivity	5	4	3	2	1
184 Happiness	1	2	3	4	5
185 Courageousness	5	4	3	2	1
186 Patience	1	2	3	4	5
187 Strength to "do the right thing"	5	4	3	2	1
188 Conscientious	1	2	3	4	5
189 Committed to job and organization	5	4	3	2	1
190 Careful dispensing of information, appropriate disclosures	1	2	3	4	5
191 Intelligence	5	4	3	2	1
192 One can be counted on to do the assigned tasks, develops confidence, trust and consistency	1	2	3	4	5
193 Teamwork; improved morale	5	4	3	2	1

T. Chris Thompson
1621 North Sheridan
Tulsa, Oklahoma 74115

March 10, 1995

Mr. Fred Tietz
Drciford Group
6917 Arlington Rd.
Bethesda, MD 20814

Dear Mr. Tietz:

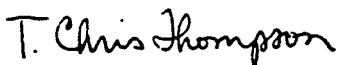
I want to express my sincere thanks to you for having been a part of my Delphi research project. I hope that from the analysis of the information you have provided I am able to form some conclusions that will be insightful as I seek to learn more about the *American Work Ethic*.

As soon as my analysis is completed, I will send you a summary report of my research conclusions. Should you be curious, I would also be pleased to send you an analysis of the data. Simply note somewhere on the questionnaire that you would like for me to do so.

My goal is to conclude this project in May. In order to accomplish this goal, please complete this round and return it to me in the priority mail envelope provided, as soon as possible. The rough draft dissertation is due on March 23rd.

Since the words, statements and phrases in this third round questionnaire are a compilation of the "Accepted" feedback from the entire panel, in round two, there may be duplications present; however, a value must be assigned to every item.

Sincerely,



T. Chris Thompson

Round Three - Group Two

A Delphi Study to Determine the Principal Character Trait Descriptive of a Positive American Work Ethic.

by *T. Chris Thompson*
Educational Doctorate Candidate • Oklahoma State University

Instructions: Please circle the number which reflects most nearly your attitude of each of the following words, phrases, or statements regarding your perception of a positive American work ethic. The words, phrases, and statements have been presented for your consideration in random order.

- | VALUE | ATTITUDE |
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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	1	2	3	4	5
1 Pervserance	1	2	3	4	5
2 Dignity	5	4	3	2	1
3 Generates ideas; regularly tries new ways of doing things to reach objectives more effectively	1	2	3	4	5
4 Quality	5	4	3	2	1
5 Doesn't leave out important information	1	2	3	4	5
6 Orderliness	5	4	3	2	1
7 Patience	1	2	3	4	5
8 Gets things organized; assumes responsibility	5	4	3	2	1
9 Avoids political infighting	1	2	3	4	5
10 Cleanliness is next to Godliness	5	4	3	2	1
11 Respect for self drives the individual to do good work	1	2	3	4	5
12 Truthful, sincere, forthright, frank, candid	5	4	3	2	1
13 Avoid blowing up at others; gives people a second shot	1	2	3	4	5
14 Avoid despair with regard to people and products	5	4	3	2	1
15 High-Achiever	1	2	3	4	5
16 Mature	5	4	3	2	1
17 "You can count on me" attitude	1	2	3	4	5
18 One sets the example; makes quality decision to do right thing when it costs a lot	5	4	3	2	1

Round Three - Group Two

- VALUE
- ATTITUDE
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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	1	2	3	4	5
19 To use care and craftsmanship	1	2	3	4	5
20 Thoroughness	5	4	3	2	1
21 Does not cheat, steal, lie, deceive or act devious	1	2	3	4	5
22 Hope	5	4	3	2	1
23 Pursues excellence	1	2	3	4	5
24 Respects others' views	5	4	3	2	1
25 Ensures efficiency; avoids wasted time	1	2	3	4	5
26 Personal responsibility	5	4	3	2	1
27 To recognize one's limitations	1	2	3	4	5
28 Avoid cynical remarks, especially about executive management	5	4	3	2	1
29 Sensitivity	1	2	3	4	5
30 Wisdom	5	4	3	2	1
31 People should take responsibility for their own actions	1	2	3	4	5
32 Define issues through different stakeholders' perspectives	5	4	3	2	1
33 Trustworthiness	1	2	3	4	5
34 Desire to increase knowledge and skills in order to serve my customer better	5	4	3	2	1
35 Treat others with kindness	1	2	3	4	5
36 Self-control	5	4	3	2	1
37 Thriftiness	1	2	3	4	5
38 Justice and fairness	5	4	3	2	1
39 Conscientiousness	1	2	3	4	5
40 Being honest – even when inconvenient; being trustworthy	5	4	3	2	1
41 Deliver what you say you will when you say you will	1	2	3	4	5
42 Take reasonable risk for the good of the company	5	4	3	2	1
43 Enthusiasm will enhance relationships	1	2	3	4	5
44 Self-perception	5	4	3	2	1
45 Consistent people are easier to deal with	1	2	3	4	5
46 Decisive	5	4	3	2	1
47 Being able to follow	1	2	3	4	5

Round Three - Group Two

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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
48 Respect	5	4	3	2	1
49 Gossiping is not valued	1	2	3	4	5
50 All stakeholder's rights should be considered	5	4	3	2	1
51 Pride in workmanship is essential in any task	1	2	3	4	5
52 Before acting, think of impact on others	5	4	3	2	1
53 Conscience	1	2	3	4	5
54 Partnership between management and employees	5	4	3	2	1
55 Respectful	1	2	3	4	5
56 Seek self improvement strategies	5	4	3	2	1
57 Avoid wasting time	1	2	3	4	5
58 Honesty	5	4	3	2	1
59 Allow people to openly disagree	1	2	3	4	5
60 Information seeking	5	4	3	2	1
61 Fairness	1	2	3	4	5
62 Continued effort to learn and upgrade knowledge and skills	5	4	3	2	1
63 Avoid sloppy work – do the job right the first time	1	2	3	4	5
64 Have integrity	5	4	3	2	1
65 Caring	1	2	3	4	5
66 Check one's self-perception against others perception of them	5	4	3	2	1
67 Shares wisdom and information	1	2	3	4	5
68 Tells truth; candid; stands up for beliefs, does not deceive	5	4	3	2	1
69 Respect for self	1	2	3	4	5
70 Doing it right the first time; continuous improvement	5	4	3	2	1
71 Diligence	1	2	3	4	5
72 Industrious/Diligent	5	4	3	2	1
73 Solidarity	1	2	3	4	5
74 Stick-to-it-ness	5	4	3	2	1
75 Expressing one's own special capabilities	1	2	3	4	5
76 Loyalty	5	4	3	2	1
77 Allow people to involve their whole selves in their work	1	2	3	4	5

Round Three - Group Two

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TRAIT, VALUE OR BEHAVIOR	CIRCLE				
78 Endurance	5	4	3	2	1
79 A day's work for a day's pay	1	2	3	4	5
80 Respect for self – maintains high quality; doing the task thoroughly	5	4	3	2	1
81 Hard working	1	2	3	4	5
82 The "Big picture" should always be determined	5	4	3	2	1
83 Pollution restricted to a minimum	1	2	3	4	5
84 Flexibility	5	4	3	2	1
85 Accepts responsibility for decision; sets a good example for others	1	2	3	4	5
86 Take a long term view	5	4	3	2	1
87 High standards drive the worker to excellence	1	2	3	4	5
88 Consider how each specific action may affect the organization; operationalize workplace values	5	4	3	2	1
89 Discretion	1	2	3	4	5
90 Integrity	5	4	3	2	1
91 Broad perspective	1	2	3	4	5
92 Accountability	5	4	3	2	1
93 Not two faced or unscrupulous; no "end justifies means" attitude	1	2	3	4	5
94 Humility	5	4	3	2	1
95 Keep promises; abide by the spirit as well as the letter of an agreement	1	2	3	4	5
96 Don't expect to get something for nothing	5	4	3	2	1
97 Consistency	1	2	3	4	5
98 Mature people see things long range; handle adversity	5	4	3	2	1
99 Confidentiality	1	2	3	4	5
100 Always strives to learn something new	5	4	3	2	1
101 Does a job properly	1	2	3	4	5
102 Character	5	4	3	2	1
103 Communication	1	2	3	4	5
104 Change with the tide	5	4	3	2	1
105 Give more than is required	1	2	3	4	5

Round Three - Group Two

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 - 4 *Important but not essential to a positive American Work Ethic.*
 - 5 *Essential to a positive American Work Ethic.*

TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	5	4	3	2	1
106 Consistency helps build trust	5	4	3	2	1
107 Risk-taker	1	2	3	4	5
108 Gets along well with co-workers; team player vs. individualist	5	4	3	2	1
109 Cherishing self and others	1	2	3	4	5
110 Opposition	5	4	3	2	1
111 Pride in workmanship	1	2	3	4	5
112 Honest, integrity, promise keeping, loyalty	5	4	3	2	1
113 I have been placed in this job to serve my company, its employees and its customers	1	2	3	4	5
114 To work hard	5	4	3	2	1
115 Courage	1	2	3	4	5
116 Compassion, consideration, giving, sharing, kindness, loving	5	4	3	2	1
117 Treats people as an "end" not a "means"; sees sexual harassment and diversity issues not as legal but as respect	1	2	3	4	5
118 Desire to learn and grow professionally	5	4	3	2	1
119 Initiative	1	2	3	4	5
120 Does not share personal information; always gets more than one source	5	4	3	2	1
121 Followship/Ability to take orders	1	2	3	4	5
122 My best was good enough but I can do a little better; next time	5	4	3	2	1
123 Is helpful even in less than good circumstances	1	2	3	4	5
124 Doesn't jump to conclusions, demands to hear all sides of the issue	5	4	3	2	1
125 The Golden Rule; caring for those less fortunate	1	2	3	4	5
126 People need to know how they appear to others	5	4	3	2	1
127 Forgiveness	1	2	3	4	5
128 Truthful	5	4	3	2	1
129 Whistle blowing	1	2	3	4	5
130 Persistence	5	4	3	2	1
131 Knows his/her job	1	2	3	4	5
132 Self-starter	5	4	3	2	1

Round Three - Group Two

VALUE	ATTITUDE
1	<i>Definitely not to be considered as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i>
2	<i>Questionable as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i>
3	<i>Undecided about this word, phrase or statement, as being an identifier of a positive American Work Ethic.</i>
4	<i>Important but not essential to a positive American Work Ethic.</i>
5	<i>Essential to a positive American Work Ethic.</i>

TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	1	2	3	4	5
133 Principled, acts on convictions	1	2	3	4	5
134 Accommodating to unusual circumstances	5	4	3	2	1
135 Implement a team structure in the organization	1	2	3	4	5
136 Willing to admit mistakes to other employees	5	4	3	2	1
137 Punctuality	1	2	3	4	5
138 Procedural fairness, due process, equality, impartiality, consistency	5	4	3	2	1
139 Respecting customs/traditions of others; valuing cultural diversity, and others opinions	1	2	3	4	5
140 High standards	5	4	3	2	1
141 Not afraid to show feelings and share opinions	1	2	3	4	5
142 Making conclusions in a timely manner	5	4	3	2	1
143 My team at work is my second family	1	2	3	4	5
144 Stick-to-itiveness is essential to the good worker	5	4	3	2	1
145 Prudence	1	2	3	4	5
146 Listens carefully, praises good work	5	4	3	2	1
147 Does not abuse drugs or alcohol	1	2	3	4	5
148 Moderation	5	4	3	2	1
149 Openness to others' views	1	2	3	4	5
150 Responsibility	5	4	3	2	1
151 Avoid a group thing mentality/ready to go against the grain	1	2	3	4	5
152 Seeks greater understanding of basis for differences	5	4	3	2	1
153 Meets deadlines	1	2	3	4	5
154 Writes and speaks clearly / to the point	5	4	3	2	1
155 Good work attitude	1	2	3	4	5
156 Civic virtue and citizenship	5	4	3	2	1
157 Self-starters see a problem and solve it	1	2	3	4	5
158 Keeps level of attention constant	5	4	3	2	1
159 Persistence is essential for good workmanship	1	2	3	4	5
160 Team spirit	5	4	3	2	1

Round Three - Group Two

VALUE	ATTITUDE
1	<i>Definitely not to be considered as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i>
2	<i>Questionable as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i>
3	<i>Undecided about this word, phrase or statement, as being an identifier of a positive American Work Ethic.</i>
4	<i>Important but not essential to a positive American Work Ethic.</i>
5	<i>Essential to a positive American Work Ethic.</i>

TRAIT, VALUE OR BEHAVIOR	CIRCLE				
	1	2	3	4	5
161 Antonym, privacy, dignity, courtesy, tolerance, acceptance	1	2	3	4	5
162 I am responsible for both my attitude and the quality of my work	5	4	3	2	1
163 A desire to see one's work directed toward the common good	1	2	3	4	5
164 The ability to initiate the goal with the means available	5	4	3	2	1
165 Knows there are always two sides of any issue	1	2	3	4	5
166 Provides bridges over gaps in communication or in practical aspects of work	5	4	3	2	1
167 Avoids demeaning comments	1	2	3	4	5
168 Considers how decisions affect others	5	4	3	2	1
169 The best predictor of future performance is past performance	1	2	3	4	5
170 Looks for ramifications, does not have "tunnel vision"	5	4	3	2	1
171 High achievement	1	2	3	4	5
172 Dependability	5	4	3	2	1
173 Does not get locked in, each situation is different	1	2	3	4	5
174 Willing to apologize	5	4	3	2	1
175 Finishes the whole project	1	2	3	4	5
176 Determination	5	4	3	2	1
177 Leadership skills	1	2	3	4	5
178 Ability to predict changes in the market	5	4	3	2	1
179 Enthusiasm	1	2	3	4	5
180 Thou shalt not be self-righteous	5	4	3	2	1
181 Withholds judgment until time to develop a complete understanding	1	2	3	4	5
182 Resourcefulness	5	4	3	2	1
183 Service	1	2	3	4	5
184 People need to be able to live with themselves	5	4	3	2	1
185 Be consistent in treating everyone with the same standards	1	2	3	4	5
186 Pride in workmanship	5	4	3	2	1
187 Law abiding, community service, protection of environment	1	2	3	4	5

Round Three - Group Two

- | VALUE | ATTITUDE |
|-------|---|
| 1 | <i>Definitely not to be considered as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i> |
| 2 | <i>Questionable as an identifier of a character trait, value, or behavior of a positive American Work Ethic.</i> |
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| 5 | <i>Essential to a positive American Work Ethic.</i> |

TRAIT, VALUE OR BEHAVIOR	CIRCLE				
188 Loyalty to get through tough times	5	4	3	2	1
189 Reading, writing, communication and computing skills are essential	1	2	3	4	5
190 Treat others with respect	5	4	3	2	1
191 Continually ask questions and lists to answers	1	2	3	4	5
192 Attentiveness	5	4	3	2	1
193 Avoid appearance of impropriety; corrects or prevents inappropriate conduct of others	1	2	3	4	5
194 Compassionate	5	4	3	2	1
195 Trust	1	2	3	4	5
196 Participation	5	4	3	2	1
197 Cares about and protects interest of an affinity group	1	2	3	4	5
198 Tolerant	5	4	3	2	1
199 Exercises self-control	1	2	3	4	5
200 Maintains a balance between work and family	5	4	3	2	1
201 High standards are the mark of a good worker	1	2	3	4	5
202 Creative	5	4	3	2	1
203 People should be able to live with their decisions and actions and not feel remorse	1	2	3	4	5

APPENDIX G

DEMOGRAPHIC DATA

GROUPS

Value Label	Value	f	%
business and industry	1	15	50.0
academicians	2	15	50.0
Total		30	100.0

GENDER

Value Label	Value	f	%
male	1	22	73.3
female	2	4	13.3
not given	.	4	13.3
Total		30	100.0

AGE

Value Label	Value	f	%
30-39	3	3	10.0
40-49	4	14	46.7
50-59	5	4	13.3
60-69	6	4	13.3
70 or over	7	1	3.3
not given	.	4	13.3
Total		30	100.0

EDUCATION

Value Label	Value	f	%
high school graduate	1	4	13.3
bachelors degree	2	7	23.3
masters degree	3	9	30.0
doctorate degree	4	6	20.0
not given	.	4	13.3
Total		30	100.0

BOOKS

Value Label	Value	f	%
	0	5	16.7
	1	2	6.7
	4	1	3.3
	5	2	6.7
	17	1	3.3
	.	19	63.3
	Total	30	100.0

ARTICLES

Value Label	Value	f	%
	0	4	13.3
	1	2	6.7
	2	1	3.3
	4	1	3.3
	8	1	3.3
	12	1	3.3
	60	1	3.3
	.	19	63.3
	Total	30	100.0

ETHICS BOOKS

Value Label	Value	f	%
	0	6	20.0
	1	2	6.7
	3	3	10.0
	.	19	63.3
	Total	30	100.0

ETHICS ARTICLES

Value Label	Value	f	%
	0	5	16.7
	1	1	3.3
	2	1	3.3
	3	1	3.3
	4	1	3.3
	8	1	3.3
	30	1	3.3
	.	19	63.3
Total		30	100.0

ETHICS PAPERS

Value Label	Value	f	%
	0	5	16.7
	1	1	3.3
	2	1	3.3
	5	1	3.3
	6	1	3.3
	25	1	3.3
	40	1	3.3
	.	19	63.3
Total		30	100.0

ETHICS OTHER

Value Label	Value	f	%
	0	9	30.0
	1	1	3.3
	10	1	3.3
	.	19	63.3
Total		30	100.0

OTHER PAPERS

Value Label	Value	f	%
	0	6	20.0
	2	2	6.7
	5	1	3.3
	50	1	3.3
	90	1	3.3
	.	19	63.3
	Total	30	100.0

TRAINING

Value Label	Value	f	%
yes	1	3	10.0
no	2	12	40.0
not given	.	15	50.0
	Total	30	100.0

OTHER

Value Label	Value	f	%
	0	9	30.0
	1	1	3.3
	30	1	3.3
	.	19	63.3
	Total	30	100.0

APPENDIX H

TRAITS, VALUES, AND BEHAVIORS WHICH WERE

ELIMINATED IN ROUND TWO ANALYSIS--

GROUPS ONE AND TWO

TRAITS, VALUES, AND BEHAVIORS WHICH WERE
ELIMINATED IN ROUND TWO ANALYSIS--
GROUP ONE

Item #	Designation	Item
1	Value	Helpful for growth-criticism comes with all training
2	Behavior	Higher productivity
3	Value	Necessary for a safe work place and quality work
4	Value	Highly important for advancement; can be a plodder without it
5	Behavior	More fully use human resources
6	Value	Helpful, but not absolutely essential
7	Value	Promotes independence
8	Behavior	Risk taking
9	Value	A must in order to develop ability to listen and learn
10	Behavior	Improved performance quality of work
11	Behavior	Helps one keep their mind on work and avoid injury
12	Behavior	Fewer mistakes; excellent results
13	Value	Important for team effort
14	Value	Expands approaches; prevents burnout
15	Behavior	Progress
16	Value	Paramount to job performance and longevity
17	Behavior	Willingness to see a project through
18	Behavior	To stick to a job until it is finished
19	Behavior	Can help one prepare for what may happen in the future
20	Value	Is necessary to reach desired goals

TRAITS, VALUES, AND BEHAVIORS WHICH WERE
ELIMINATED IN ROUND TWO ANALYSIS--
GROUP ONE (Continued)

Item #	Designation	Item
21	Value	Breeds vision, happiness, encouragement
22	Value	Important for harmony in the workplace
23	Behavior	Results in worker adaptability
24	Behavior	Contributes to teamwork
25	Value	One's character based on knowing value system
26	Behavior	Happiness
27	Value	Basis on which order or/and stability is founded
28	Behavior	Fellow workers or customers can rely on them
29	Value	A key element in leadership
30	Behavior	Efficiency; fewer mistakes
31	Value	Necessary for a good work environment
32	Behavior	Cleanliness is safety related
33	Value	Mind not roadblocked
34	Behavior	Work is accomplished more easily
35	Behavior	Improved morale
36	Value	Required in a competitive environment
37	Value	Makes us happier in our jobs
38	Behavior	More effective
39	Value	Showing, giving and having respect for self and others is important
40	Value	Outside value
41	Value	Enables functioning under stress
42	Behavior	Productivity
43	Value	Important to progress

TRAITS, VALUES, AND BEHAVIORS WHICH WERE
ELIMINATED IN ROUND TWO ANALYSIS--
GROUP TWO

Item #	Designation	Item
1	Value	Cuts down on the necessity of supervision
2	Value	Essential to quality of product or service
3	Behavior	Lets you do things quicker, better, more cheer-fully
4	Behavior	Realigning that children only have one mother or father
5	Value	May be desirable
6	Behavior	Builds trust between all stakeholders
7	Behavior	Enhances the ability to handle details, reduces unnecessary levels of supervision
8	Behavior	Ensures efficiency; avoids misspent time
9	Value	Gives the worker one leg up
10	Value	A sense of ownership
11	Value	Makes us prepare for the future
12	Behavior	Builds in loyalty to the organization; reduces turnover
13	Value	Is sometimes beneficial to both the worker and the workplace
14	Value	Enhances commitment
15	Value	Needed in every organization
16	Value	Is better than indiscretion
17	Behavior	Work gets done that is needed
18	Behavior	Followship is seen in ability to take orders; to work smoothly with others
19	Behavior	People become self-starters
20	Value	Shows commitment

TRAITS, VALUES, AND BEHAVIORS WHICH WERE
ELIMINATED IN ROUND TWO ANALYSIS--
GROUP TWO (Continued)

Item #	Designation	Item
21	Value	There is never enough information
22	Behavior	Can save face; can enhance a company
23	Behavior	Employees will sense they are well led; will enhance morale and productivity
24	Behavior	Makes everyone more efficient

APPENDIX I

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE-- GROUPS ONE AND TWO

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE - GROUP ONE

Item #	Designation and Item	f	%	Cum. %
5	T / Reverence	I- 2 E- 1	13 7	20
9	B / To always be better than the competition	I- 5 E- 2	33 13	46
16	V / A personal interest and attitude of admiration	I- 3 E- 2	20 13	33
17	B / Impetuous	I- 5 E- 2	33 13	46
29	T / Real	I- 4 E- 3	27 20	47
30	T / Love	I- 2 E- 2	13 13	26
31	T / Deference	I- 5 E- 2	33 13	46
35	T / Compassion	I- 5 E- 2	33 13	46
37	B / Positive life	I- 4 E- 3	27 20	47
68	B / Will help to create an even playing field by not overemphasizing one's self	I- 3 E- 4	20 27	47
69	V / In honor preferring one another	I- 2 E- 2	13 13	26
81	V / We are not the center	I- 5 E- 2	33 13	46
85	B / Sensitivity to how we value our role in the universe	I- 3 E- 2	20 13	33
87	V / Puts work first	I- 3 E- 3	20 20	40
105	T / Progress	I- 3 E- 3	20 20	40
127	T / Joyfulness	I- 6 E- 1	40 7	47

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE - GROUP ONE

Item #	Designation and Item	f	%	Cum. %
144	T / Risk taking	I- 5 E- 2	33 13	46
148	T / Boldness	I- 6 E- 1	40 7	47
155	T / Humility	I- 3 E- 1	20 7	27
166	T / Godly	I- 1 E- 5	7 33	40
184	T / Happiness	I- 4 E- 2	27 13	40

Key: T = Trait; V = Value; B = Behavior; I = Important; E = Essential

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE - GROUP TWO

Item #	Designation and Item	f	%	Cum. %
2	T / Dignity	I- 3 E- 1	20 7	27
6	T / Orderliness	I- 4 E- 2	27 13	40
9	B / Avoids political infighting	I- 3 E- 1	20 7	27
10	V / Cleanliness is next to Godliness	I- 4 E- 3	27 20	47
13	B / Avoids blowing up at others; gives people a second shot	I- 5 E- 1	33 7	40
14	V / Avoids despair with regard to people and products	I- 0 E- 1	 7	7
22	T / Hope	I- 3 E- 1	20 7	27
27	V / To recognize one's limitations	I- 3 E- 1	20 7	27
28	B / Avoids cynical remarks about management	I- 3 E- 1	20 7	27
29	T / Sensitivity	I- 3 E- 2	20 13	33
37	T / Thriftiness	I- 4 E- 0	27 	27
44	T / Self-perception	I- 0 E- 3	 20	20
45	V / Consistent people are easier to deal with	I- 3 E- 2	20 13	33
49	V / Gossiping is not valued	I- 5 E- 2	33 13	46
59	V / Allow people to openly disagree	I- 3 E- 2	20 13	33

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE - GROUP TWO

Item #	Designation and Item	f	%	Cum. %
60	T / Information seeking	I- 4 E- 1	27 7	34
66	V / Checking one's self-perception against another	I- 4 E- 0	27 0	27
67	B / Shares wisdom and information	I- 5 E- 2	33 13	46
73	T / Solidarity	I- 5 E- 0	33 0	33
75	V / Expressing one's own special capabilities	I- 5 E- 0	33 0	33
77	V / Allow people to involve their whole selves in their work	I- 4 E- 1	27 7	34
82	V / The "Big Picture" should always be determined	I- 5 E- 0	33 0	33
83	B / Pollution restricted to a minimum	I- 1 E- 1	7 7	14
86	B / Take a long term view	I- 5 E- 1	33 7	40
94	T / Humility	I- 4 E- 1	27 7	34
96	B / Don't expect to get something for nothing	I- 2 E- 3	13 20	33
104	V / Change with the tide	I- 3 E- 0	20 0	20
105	B / Give more than is required	I- 5 E- 2	33 13	46
106	B / Consistency helps build trust	I- 4 E- 3	27 20	47
107	T / Risk-taker	I- 5 E- 1	33 7	40

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE - GROUP TWO

Item #	Designation and Item	f	%	Cum. %
109	V / Cherishing self and others	I- 5 E- 2	33 13	46
110	T / Opposition	I- 0 E- 0		0
120	B / Does not share personal information; always gets more than one source	I- 6 E- 1	40 7	47
123	V / Is helpful even in less than good circumstances	I- 4 E- 2	27 13	40
125	V / The Golden Rule: caring for those less fortunate	I- 1 E- 4	7 27	34
126	V / People need to know how they appear to others	I- 4 E- 1	27 7	34
129	B / Whistle blowing	I- 0 E- 0		0
134	B / Accommodating to unusual circumstances	I- 7 E- 0	47	47
135	B / Implement a team structure in an organization	I- 3 E- 2	20 13	33
136	B / Willing to admit mistakes to other employees	I- 4 E- 3	27 20	47
141	V / Not afraid to show feelings and share opinions	I- 6 E- 0	40 0	40
143	V / My team at work is my second family	I- 3 E- 1	20 7	27
145	T / Prudence	I- 3 E- 2	20 13	33
148	T / Moderation	I- 2 E- 1	13 7	20
151	B / Avoids a group think mentality; ready to go against the grain	I- 4 E- 0	27	27

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE - GROUP TWO

Item #	Designation and Item	f	%	Cum. %
152	B / Seeks greater understanding of basis for differences	I- 4 E- 1	27 7	34
158	B / Keeps level of attention constant	I- 4 E- 0	27	27
163	V / A desire to see one's work directed toward the common good	I- 4 E- 3	27 20	47
165	B / Knows there are always two sides of any issue	I- 6 E- 1	40 7	47
166	B / Provides bridges over gaps in communication or in practical aspects of work	I- 4 E- 1	27 7	34
169	V / The best predictor of future performance is past performance	I- 5 E- 0	33	33
170	B / Looks for ramifications, does not have "tunnel vision"	I- 6 E- 0	40	40
177	T / Leadership skills	I- 2 E- 3	13 20	33
177	B / Ability to predict changes in the market	I- 3 E- 0	20	20
180	V / Thou shalt not be self-righteous	I- 2 E- 2	13 13	26
183	T / Service	I- 5 E- 2	33 13	46
184	V / People need to be able to live with themselves	I- 3 E- 0	20	20
191	B / Continually ask questions and listen to answers	I- 3 E- 2	20 13	33
193	B / Avoid appearance of impropriety	I- 3 E- 3	20 20	40
196	T / Participation	I- 3 E- 1	20 7	27

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH
DID NOT REACH 50 PERCENT AGREEMENT
IN ROUND THREE - GROUP TWO

Item #	Designation and Item	f	%	Cum. %
197	V / Cares about and protects interest of an affinity group	I- 1 E- 0	7	7

Key: T = Trait; V = Value; B = Behavior; I = Important; E = Essential

APPENDIX J

LISTS OF 91 CHARACTER TRAITS, 84 VALUES, 80
BEHAVIORS, AND 40 CORRELATED TRAITS/VALUES
AND TRAITS/BEHAVIORS RECEIVING 50% OR
MORE AGREEMENT--GROUPS ONE AND TWO

LIST OF 91 CHARACTER TRAITS--GROUPS ONE AND TWO

-
- | | |
|----------------------------------|-------------------------------|
| 1. Accepts Criticism | 52. Mature |
| 2. Accountability | 53. Moral Courage |
| 3. Adaptability | 54. Neatness |
| 4. Alertness | 55. Obedience |
| 5. Approachable | 56. Open Minded |
| 6. Assertive | 57. Optimism |
| 7. Attentiveness | 58. Orderliness |
| 8. Availability | 59. Patience |
| 9. Character | 60. Perseverance |
| 10. Civic Virtue and Citizenship | 61. Persistence |
| 11. Coachable | 62. Personable |
| 12. Commitment | 63. Personal Responsibility |
| 13. Communication | 64. Persuasiveness |
| 14. Compassionate | 65. Pleasant Personality |
| 15. Concentration | 66. Positive Attitude |
| 16. Confidentiality | 67. Pride |
| 17. Conscience | 68. Pride in Workmanship |
| 18. Conscientious | 69. Punctuality |
| 19. Consistent | 70. Pursues Excellence |
| 20. Cooperative | 71. Quality |
| 21. Courageous | 72. Resourceful |
| 22. Courteous | 73. Respect for Others' Views |
| 23. Creativity | 74. Respect for Self |
| 24. Decisive | 75. Respectful |
| 25. Dedication | 76. Responsibility |
| 26. Dependability | 77. Self-Control |
| 27. Determination | 78. Self-Motivated |
| 28. Diligence | 79. Self-Starter |
| 29. Discernment | 80. Sensitivity |
| 30. Discretion | 81. Team Spirit |
| 31. Endurance | 82. Tenacity |
| 32. Enthusiasm | 83. Thoroughness |
| 33. Fairness | 84. Time Consciousness |
| 34. Faith | 85. Tolerant |
| 35. Flexibility | 86. Trust |
| 36. Followship/Can Take Orders | 87. Trustworthiness |
| 37. Forgiveness | 88. Truthful |
| 38. Generosity | 89. Vision |
| 39. Hard-working | 90. Willing |
| 40. High Standards | 91. Wisdom |
| 41. Honest | |
| 42. Hospitality | |
| 43. Humility | |
| 44. Industrious/Diligent | |
| 45. Initiative | |
| 46. Integrity | |
| 47. Intelligence | |
| 48. Justice and Fairness | |
| 49. Kindness | |
| 50. Knowledgeable | |
| 51. Loyalty | |

LIST OF 84 VALUES--GROUPS ONE AND TWO

-
1. An employee being able to get along well with others; put differences aside and concentrate on work
 2. Adjust to different situations
 3. Capable of making errors, being imperfect and overcoming
 4. A conviction of belief, trust, and loyalty in people and God is a must today
 5. Shows respect and interest and concern
 6. Without a personal sense of pride in what we do, our job greatly suffers
 7. A problem solver
 8. To get work done requires participation and mental "yes" attitude
 9. Open to ideas, listener
 10. Inner order; one's clear guideline for living
 11. An adaptable worker will be flexible and respond positively to changes in job demands and work conditions
 12. Faces defeat or demoralization
 13. Trustworthiness is your biggest asset
 14. Creates a pleasant environment
 15. Able to make decisions on an issue
 16. Time is money
 17. Staying with difficult jobs or assignments
 18. We need politeness toward others
 19. Respect for the value of others' time
 20. Has necessary education and work skills
 21. Faithful and dependable
 22. Produces the desired end results
 23. Looks at situations from a positive viewpoint
 24. Willingness to help others

LIST OF 84 VALUES--GROUPS ONE AND TWO
(Continued)

25. An intelligent worker can figure out how to get the job done in the most efficient manner possible
26. A worker is able to work/accomplish tasks with minimal supervision and has the capacity to make own decisions
27. Self control is a key factor of life
28. Being responsible for one's own actions
29. Tolerance of other peoples' feelings and values
30. Positive approaches
31. A conscientious worker will do his/her best work
32. Sticking with projects to completion
33. Determined to finish
34. Pays attention to details and completes the job
35. Considerate of others
36. Dreams new and better ideas
37. Gets along well with others
38. Able to sympathize with others or relate to
39. Helps one to listen and follow directions; ability to focus on an issue
40. Works on own initiative
41. Gets along with co-workers from diverse backgrounds
42. Composure and forbearance
43. Focus on one's purposes, self worth, job satisfaction
44. Making good decisions with wisdom; seeing many options and choosing the best
45. Availability is important to progress and productivity
46. Strength to "do the right thing"
47. Committed to job and organization

LIST OF 84 VALUES--GROUPS ONE AND TWO
(Continued)

48. Careful dispensing of information; appropriate disclosures
49. Respect for self drives the individual to do good work
50. Truthful, sincere, forthright, frank, candid
51. "You can count on me" attitude
52. To use care and craftsmanship
53. People should take responsibility for their own actions
54. Desire to increase knowledge and skills in order to serve my customers better
55. Treat others with kindness
56. Being honest--even when inconvenient; being trustworthy
57. All stakeholders' rights should be considered
58. Continued effort to learn and upgrade knowledge and skills
59. Have integrity
60. Stick-to-it-iveness
61. A day's work for a day's pay
62. Accepts responsibility for decision; sets a good example for others
63. Keep promises; abide by the spirit as well as the letter of an agreement
64. Honest, integrity, promise keeping, loyalty
65. I have been placed in this job to serve my company, its employees, and its customers
66. To work hard
67. Compassion, consideration, giving, sharing, kindness, loving
68. Knows his/her job
69. Principled, acts on convictions
70. Procedural fairness, due process, equality, impartiality, consistency

LIST OF 84 VALUES--GROUPS ONE AND TWO
(Continued)

71. Respecting customs/traditions of others; valuing cultural diversity and other's opinions
72. Making conclusions in a timely manner
73. Self-starters see a problem and solve it
74. Persistence is essential for good workmanship
75. I am responsible for both my attitude and the quality of my work
76. The ability to initiate the goal with the means available
77. Considers how decisions affect others
78. Willing to apologize
79. Pride in workmanship
80. Law abiding, community service, protection of environment
81. Reading, writing, communication, and computing skills are essential
82. Treat others with respect
83. Maintains a balance between work and family
84. High standards are the mark of a good worker

LIST OF 80 BEHAVIORS--GROUPS ONE AND TWO

-
1. Not one to give up quickly
 2. Can be depended on to be where one is supposed to be at a certain time
 3. Better understanding of others' feelings or needs; unselfish, go the extra mile
 4. Provides for teamwork; adjusts to others' needs
 5. Does not overstep their bounds
 6. Joyful person
 7. Concern, respect for people, maintenance of confidentiality
 8. Sees assigned task through to the end
 9. Carry through with a project completely
 10. Equal treatment to all people; flexible feelings toward others; improves morale; fair people are trusted
 11. Makes tough calls, even when contrary to personal interests
 12. Willingness to do as instructed; will follow through and not shirk the task
 13. Treats everyone with respect; won't elevate self at other's expense
 14. Forsakes personal goals for collective objective--finds a way to get it done--positive attitude increases production
 15. An attitude of kindness or tenderness; a deep concern for life, man, and God
 16. Works hard for advancements; doesn't complain about varied duties; sees it as growth
 17. Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest
 18. Compassionate; empathetic
 19. Will not wait to be told what to do; brings new ideas and thoughts to the job
 20. Faithfulness, devoted, commitment
 21. Being available for others makes work loads easier

LIST OF 80 BEHAVIORS--GROUPS ONE AND TWO
(Continued)

22. Results in completion of a job regardless of difficulties
23. Innovative, creative, inventive, imaginative
24. Does not despair; keeps morale high
25. Listens to new ideas; new ways of doing a job
26. Won't quit; sees things through
27. A total duty and allegiance to a cause
28. Listens to instructions and carries them out
29. Can take directions well
30. Can depend on what he/she says
31. Increased cooperation; less strife; increased satisfaction
32. Persistent; persevering
33. Avoids mistakes, misunderstandings, and conflicts
34. Endurance, stamina, tolerance
35. Considerate of staff/outside's feelings
36. Makes people feel at home; makes people feel needed and wanted
37. Finished product is better because employee put himself/herself into it
38. Addresses issues instead of looking for excuses
39. Provides for teamwork; adjusts to others' needs
40. Takes on more responsibility; needs less help in problem solving
41. Worker makes the company a profit by getting the job done in a timely fashion
42. Teamwork
43. Educated; continuing education; good communication skills
44. Correct decision making
45. Happy fellow workers and in turn happy customers

LIST OF 80 BEHAVIORS--GROUPS ONE AND TWO
(Continued)

46. Can be counted on to do the assigned tasks; develops confidence, trust, and consistency
47. Teamwork; improved morale
48. Generates ideas; regularly tries new ways of doing things to reach objectives more effectively
49. Gets things organized; assumes responsibility
50. One sets the example; makes quality decisions to do right thing when it costs a lot
51. Does not cheat, steal, lie, deceive, or act devious
52. Ensures efficiency; avoids wasted time
53. Define issues through different stakeholders' perspectives
54. Deliver what you say you will when you say you will
55. Enthusiasm will enhance relationships
56. Pride in workmanship is essential in any task
57. Before acting, think of impact on others
58. Partnership between management and employees
59. Seek self-improvement strategies
60. Avoid wasting time
61. Avoid sloppy work--do the job right the first time
62. Doing it right the first time; continuous improvement
63. Respect for self--maintains high quality; doing the task thoroughly
64. High standards drive the worker to excellence
65. Consider how each specific action may affect the organization; operationalize workplace values
66. Always strives to learn something new
67. Does a job properly
68. Gets along well with co-workers; team player vs. individualist

LIST OF 80 BEHAVIORS--GROUPS ONE AND TWO
(Continued)

69. Doesn't jump to conclusions; demands to hear all sides of issue
70. Listens carefully; praises good work
71. Openness to others' views
72. Meets deadlines
73. Good work attitude
74. Avoid demeaning comments
75. High achievement
76. Finishes the whole project
77. Withholds judgment until time to develop a complete understanding
78. Be consistent in treating everyone with the same standards
79. Loyalty to get through tough times
80. Exercises self-control

LIST OF 40 CORRELATED TRAITS/VALUES AND TRAITS/BEHAVIORS

Trait	Value		Behavior	
Availability	Availability is important to progress and productivity	*	Being available for others makes work loads easier	*
Consistent	Does tasks in same way each time	*	Provides for teamwork; adjusts to others' needs	
Courteous	We need politeness toward others	*	Happier fellow workers and in turn happy customers	
Decisive	Making conclusions in a timely manner and acting upon those conclusions	*	Meets deadlines; writes and speaks clearly; to the point	
Dedication	Committed to job and organization	*	Willingness to do as instructed; will follow through and not shirk the task	
Fairness	All stakeholder's rights should be considered	*	Define issues through different stakeholder's perspectives	*
Faith	A conviction of belief, trust, and loyalty in people and God is a must today		A total duty and allegiance to a cause; a strong belief and trust	*
Followship/Ability to Take Orders	Being able to follow	*	Followship is seen in ability to take orders; to work smoothly with others	*
Hard-working	My best was good enough, but I can do a little better next time	*	Doing it right the first time; continuous improvement	
Honesty	Truthful, sincere, forthright, frank, candid	*	Does not cheat, steal, lie, deceive, or act devious	

LIST OF 40 CORRELATED TRAITS/VALUES AND TRAITS/BEHAVIORS (Continued)

Trait	Value		Behavior	
Industrious/ Diligent	To work hard		Avoid wasting time	*
Integrity	Inner order; one's clear guideline for living	*	Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest	*
Justice and Fairness	Procedural fairness, impartiality, consistency, equity, equality, due process	*	Doesn't jump to conclusions; demands to hear all sides of issue	
Knowledgeable	Has necessary education and work skills	*	Educated; continuing education; good communication skills	*
Loyalty	Caring about/protecting interests of an affinity group (family, workplace, etc.)	*	Considers how each specific action(s) may affect the organization; operationalizes workplace values	*
Mature	Mature people see things long range; handle adversity	*	Loyalty; getting through tough times; sacrifice to get things accomplished	
Obedience	Self-control as a key factor of life		Can take direction well	*
Optimism	Remains positive in the face of setbacks and provides leadership to the workplace	*	Teamwork; improved morale	*
Perseverance	Stick-to-it-iveness	*	To finish the whole project and not let it linger	

LIST OF 40 CORRELATED TRAITS/VALUES AND TRAITS/BEHAVIORS (Continued)

Trait	Value		Behavior	
Pride	Without a personal sense of pride in what we do our job quality suffers		Finished product is better because employee put his/her self into it	*
Positive Attitude	Looks at situations from a positive viewpoint	*	Does not despair; keeps morale high	
Respect	Antonym, privacy, dignity, courtesy, tolerance, acceptance		Treats people as an "end"--not a "means;" sees sexual harassment and diversity issues not as legal but as respect	*
Respect for Self	Respect for self drives the individual to do good work	*	Respect for self--maintains high quality; doing the task thoroughly	*
Responsibility	Being responsible for one's own actions	*	Addresses issues instead of looking for excuses	
Trustworthiness	Honest, integrity, promise-keeping, loyalty	*	Tells truth; candid; stands up for beliefs; does not deceive	*
Note: *denotes strong relationship				

APPENDIX K

RAW DATA FROM ROUND THREE: TRAITS, VALUES, AND
BEHAVIORS RECEIVING 50% OR MORE AGREEMENT--

GROUPS ONE AND TWO

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
NOT REACH 50% AGREEMENT IN ROUND THREE--

GROUPS ONE AND TWO

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY

Item #	Designation and Item	f	%	Cum. %
1	T / Pleasant Personality	I- 8 E- 2	53 13	66
2	B / Not one to give up quickly	I- 7 E- 6	47 40	87
3	V / An employee being able to get along well with others; put differences aside and concentrate on work.	I- 8 E- 3	53 33	86
4	V / Adjust to different situations	I- 8 E- 3	53 20	73
6	B / Can be depended on to be where one is supposed to be at a certain time	I- 4 E-10	27 68	95
7	T / Availability	I- 5 E- 6	33 40	73
8	T / Tenacity	I- 5 E- 6	33 40	73
10	B / Better understanding of others' feelings or needs; unselfish, go the extra mile	I- 7 E- 4	47 27	74
11	T / Willing	I- 4 E- 8	27 53	80
12	B / Provides for teamwork; adjusts to others' needs	I- 4 E- 7	27 48	75
13	B / Does not overstep their bounds	I- 9 E- 4	60 13	73
14	V / Capable of making errors, being imperfect and overcoming	I- 6 E- 3	40 20	60
15	T / Truthfulness	I-blank E-13	 87	87
18	T / Determination	I- 5 E- 9	33 60	93
19	B / Joyful person	I-blank E- 8	 53	53

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
20	T / Initiative	I- 4 E- 9	26 60	86
21	T / Thoroughness	I- 4 E- 9	27 60	87
22	B / Concern, respect for people, maintenance of confidentiality	I- 4 E- 8	27 53	80
23	B / Sees assigned task through to the end	I- 3 E-11	20 73	93
24	T / Open mindedness	I- 5 E- 4	33 27	60
25	V / A conviction of belief, trust, and loyalty in people and God is a must today	I- 5 E- 4	33 27	60
26	T / Positive attitude	I- 4 E-10	27 68	95
27	B / Carry through with a project completely	I- 1 E-13	7 88	95
28	V / Shows respect and interest and concern	I- 6 E- 6	40 40	80
32	B / Equal treatment to all people; flexible feelings toward others; improves morale; fair people are trusted	I- 5 E- 6	33 40	73
33	V / Without a personal sense of pride in what we do, our job greatly suffers	I- 6 E- 7	40 47	87
34	V / A problem solver	I- 9 E- 5	60 33	93
36	B / Makes tough calls, even when contrary to personal interests	I- 8 E- 4	53 27	80
38	T / Self-motivated	I- 5 E- 9	33 60	93
39	T / Loyalty	I- 4 E- 9	27 60	87

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
40	B / Willingness to do as instructed; will follow through and not shirk the task	I- 1 E-12	7 80	87
41	B / Treats everyone with respect; won't elevate self at other's expense	I- 3 E- 9	20 60	80
42	T / Enthusiasm	I- 6 E- 8	40 53	93
44	V / To get work done requires participation and mental "yes" attitude	I- 5 E- 5	33 33	66
45	B / Forsakes personal goals for collective objective--finds a way to get it done--positive attitude increases production	I- 6 E- 6	40 40	80
46	B / An attitude of kindness or tenderness; a deep concern for life, man, and God	I- 4 E- 6	27 40	67
47	V / Open to ideas, listener	I- 4 E- 8	27 53	80
48	T / Commitment	I- 4 E- 8	27 53	80
49	B / Works hard for advancements; doesn't complain about varied duties; sees it as growth	I- 4 E- 8	27 53	80
50	V / Inner order; one's clear guideline for living	I- 4 E- 6	27 40	67
51	B / Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest	I- 2 E-11	13 73	86
52	V / An adaptable worker will be flexible and respond positively to changes in job demands and work conditions	I- 7 E- 6	47 40	87
53	B / Compassionate; empathetic	I- 7 E- 3	47 20	67
54	T / Self-control	I- 4 E-10	27 66	93
55	B / Will not wait to be told what to do; brings new ideas and thoughts to the job	I-10 E- 4	66 27	93

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
56	V / Faces defeat or demoralization	I- 5 E- 3	33 20	53
57	B / Faithfulness, devoted, commitment	I- 6 E- 6	40 40	80
58	V / Trustworthiness is your biggest asset	I- 1 E-11	7 73	80
59	T / Pride	I- 9 E- 2	60 13	73
60	B / Being available for others makes work loads easier	I- 3 E- 5	20 33	53
61	V / Creates a pleasant environment	I- 7 E- 3	47 20	67
62	V / Able to make decisions on an issue	I- 6 E- 7	40 47	87
63	T / Persuasiveness	I- 2 E- 6	13 40	53
64	T / Punctuality	I- 3 E-10	20 67	87
65	T / Positive attitudes; productivity	I- 4 E- 9	27 60	87
66	T / Neatness	I- 6 E- 4	40 27	67
67	V / Time is money	I- 3 E- 5	20 33	53
71	V / Staying with difficult jobs or assignments	I- 4 E-10	27 68	95
72	B / Results in completion of a job regardless of difficulties	I- 5 E- 9	33 60	93
73	B / Innovative, creative, inventive, imaginative	I- 6 E- 8	40 53	93
74	V / We need politeness toward others	I- 8 E- 3	53 20	73

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
75	B / Does not despair; keeps morale high	I- 2 E- 7	13 47	60
76	B / Listens to new ideas; new ways of doing a job	I- 6 E- 6	40 40	80
77	T / Alertness	I- 6 E- 5	40 33	73
78	B / Won't quit; sees things through	I- 3 E-11	20 73	93
79	V / Respect for the value of others' time	I- 9 E- 4	60 27	87
80	T / Wisdom	I- 4 E- 9	27 60	87
82	V / Has necessary education and work skills	I- 6 E- 7	40 47	87
83	T / Assertive	I-10 E- 3	67 20	87
84	V / Faithful and dependable	I- 3 E-10	20 67	87
86	V / Produces the desired end results	I- 6 E- 6	40 40	80
88	V / Looks at situations from a positive viewpoint	I- 7 E- 7	47 47	94
91	T / Forgiveness	I- 2 E- 6	13 40	53
92	T / Consistent	I- 2 E- 8	13 53	66
94	B / A total duty and allegiance to a cause	I- 5 E- 4	33 27	60
95	T / Flexible	I- 6 E- 7	40 47	87
96	T / Courteous	I- 7 E- 5	47 33	80

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
97	B / Listens to instructions and carries them out	I- 3 E-10	20 67	87
98	T / Cooperative	I- 5 E- 8	33 53	86
99	V / Willingness to help others	I- 6 E- 7	40 47	87
100	T / Tolerance	I- 5 E- 5	33 33	66
101	V / An intelligent worker can figure out how to get the job done in the most efficient manner possible	I- 8 E- 6	53 40	93
102	B / Can take directions well	I- 4 E- 9	27 60	87
103	B / Can depend on what he/she says	I- 4 E-10	27 67	94
104	T / Orderliness	I- 6 E- 4	40 27	67
106	T / Discretion	I- 4 E- 6	27 40	67
108	V / A worker is able to work/accomplish tasks with minimal supervision and has the capacity to make own decisions	I- 5 E- 9	33 60	93
109	B / Increased cooperation; less strife; increased satisfaction	I- 4 E- 5	27 33	60
110	V / Self control is a key factor of life	I- 3 E- 9	20 60	80
112	T / Vision	I- 8 E- 5	53 33	86
113	B / Persistent; persevering	I- 5 E- 8	33 53	86
114	T / Coachable	I- 3 E- 8	20 53	73

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
115	T / Endurance	I- 5 E- 8	33 53	86
116	V / Being responsible for one's own actions	I- 1 E-11	7 73	80
117	T / Hospitality	I- 7 E- 1	47 7	54
118	B / Avoids mistakes, misunderstandings, and conflicts	I- 7 E- 3	47 20	67
119	T / Integrity	I- 1 E-11	7 73	80
120	V / Tolerance of other peoples' feelings and values	I- 8 E- 5	53 33	86
122	T / Approachable	I- 3 E- 7	20 47	67
123	B / Endurance, stamina, tolerance	I- 4 E- 7	27 47	74
124	T / Kindness	I- 5 E- 6	33 40	73
125	V / Positive approaches	I- 4 E- 7	27 47	74
126	V / A conscientious worker will do his/her best work	I- 5 E- 8	33 53	86
128	V / Sticking with projects to completion	I- 3 E-11	20 73	93
129	B / Considerate of staff/outside's feelings	I- 6 E- 4	40 27	67
130	T / Productivity	I- 6 E- 7	40 47	87
131	T / Accepts criticism	I- 6 E- 6	40 40	80
132	V / Determined to finish	I- 3 E- 9	20 60	80

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
133	T / Adaptability	I- 6 E- 7	40 47	87
134	B / Makes people feel at home; makes people feel needed and wanted	I- 4 E- 4	27 27	54
135	T / Dependability	I- 5 E- 9	33 60	93
136	T / Knowledgeable	I- 8 E- 5	53 33	86
137	T / Perseverance	I- 5 E- 9	33 60	93
138	T / Honesty	I- 1 E-12	7 80	87
139	T / Time Consciousness	I- 7 E- 7	47 47	94
140	T / Resourceful	I- 6 E- 7	40 47	87
141	B / Finished product is better because employee put himself/herself into it	I- 6 E- 5	40 33	77
142	V / Pays attention to details and completes the job	I- 6 E- 7	40 47	87
143	V / Considerate of others	I- 8 E- 5	53 33	86
145	B / Addresses issues instead of looking for excuses	I- 9 E- 4	60 27	87
146	T / Discernment	I- 5 E- 3	33 20	53
147	T / Dedication	I- 5 E- 8	33 53	86
149	V / Dreams new and better ideas	I- 9 E- 3	60 27	87
150	T / Diligence	I- 6 E- 8	40 53	93

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
151	B / Provides for teamwork; adjusts to others' needs	I- 9 E- 2	60 13	73
152	T / Obedience	I- 4 E- 6	27 40	67
153	B / Takes on more responsibility; needs less help in problem solving	I- 7 E- 5	47 33	80
154	V / Gets along well with others	I- 7 E- 6	47 40	87
156	T / Respectful	I- 4 E- 8	27 53	80
157	B / Worker makes the company a profit by getting the job done in a timely fashion	I- 7 E- 6	47 40	80
158	T / Personable	I- 8 E- 2	53 13	66
159	T / Attentiveness	I- 7 E- 6	47 40	87
160	V / Able to sympathize with others or relate to	I- 7 E- 3	47 20	67
161	V / Helps one to listen and follow directions; ability to focus on an issue	I- 5 E- 5	33 33	66
162	V / Works on own initiative	I- 5 E- 9	33 60	93
163	T / Decisiveness	I- 5 E- 5	33 33	66
164	V / Gets along with co-workers from diverse backgrounds	I- 4 E- 8	27 53	80
165	T / Faith	I- 3 E- 5	20 33	53
167	T / Concentration	I- 8 E- 6	53 40	93
168	B / Teamwork	I- 8 E- 5	53 33	86

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
169	B / Educated; continuing education; good communication skills	I- 5 E- 7	33 47	80
170	T / Optimism	I- 8 E- 5	53 33	86
171	V / Composure and forbearance	I- 4 E- 5	27 33	60
172	T / Fairness	I- 5 E- 8	33 53	86
173	T / Creativity	I- 8 E- 6	53 40	93
174	B / Correct decision making	I-10 E- 3	67 20	87
175	V / Focus on one's purposes, self worth, job satisfaction	I- 9 E- 2	60 13	73
176	B / Happy fellow workers and in turn happy customers	I- 5 E- 3	33 20	53
177	V / Making good decisions with wisdom; seeing many options and choosing the best	I- 8 E- 4	53 27	80
179	T / Moral courage	I- 6 E- 6	40 40	80
180	T / Generosity	I- 5 E- 4	33 27	60
181	T / Responsibility	I- 5 E- 7	33 47	80
182	T / Sensitivity	I- 6 E- 5	40 33	73
183	V / Availability is important to progress and productivity	I- 4 E- 5	27 33	60
185	T / Courageousness	I- 4 E- 5	27 33	60
186	T / Patience	I- 7 E- 6	47 40	87

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
187	V / Strength to "do the right thing"	I- 4 E-10	27 67	94
188	T / Conscientiousness	I- 6 E- 8	40 53	93
189	V / Committed to job and organization	I- 6 E- 8	40 53	93
190	V / Careful dispensing of information; appropriate disclosures	I- 5 E- 7	33 47	80
191	T / Intelligence	I- 8 E- 2	53 13	66
192	B / Can be counted on to do the assigned tasks; develops confidence, trust, and consistency	I- 6 E- 8	40 53	93
193	B / Teamwork; improved morale	I- 8 E- 5	53 33	86

Key: T = Trait; V = Value; B = Behavior; I = Important; E = Essential

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS

Item #	Designation and Item	f	%	Cum. %
1	T / Perverserance	I- 5 E- 8	33 53	86
3	B / Generates ideas; regularly tries new ways of doing things to reach objectives more effectively	I- 8 E- 4	53 27	80
4	T / Quality	I- 4 E- 7	27 47	74
7	T / Patience	I- 7 E- 3	47 20	67
8	B / Gets things organized; assumes responsibility	I-12 E- 2	80 13	93
11	V / Respect for self drives the individual to do good work	I- 5 E- 5	33 33	66
12	V / Truthful, sincere, forthright, frank, candid	I- 5 E- 6	33 40	73
16	T / Mature	I- 4 E- 4	27 27	57
17	V / "You can count on me" attitude	I- 5 E- 6	33 40	73
18	B / One sets the example; makes quality decisions to do right thing when it costs a lot	I- 2 E- 6	13 40	53
19	V / To use care and craftsmanship	I-11 E- 3	73 20	93
20	T / Thoroughness	I- 9 E- 6	60 40	100
21	B / Does not cheat, steal, lie, deceive, or act devious	I- 3 E- 9	20 60	80
23	T / Pursues excellence	I- 8 E- 6	53 40	93
24	T / Respects others' views	I- 6 E- 5	40 33	73

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
25	B / Ensures efficiency; avoids wasted time	I- 9 E- 3	60 20	80
26	T / Personal Responsibility	I- 3 E- 7	20 47	67
30	T / Wisdom	I- 5 E- 6	33 33	66
31	V / People should take responsibility for their own actions	I- 5 E- 8	33 53	86
32	B / Define issues through different stakehold- ers' perspectives	I- 6 E- 2	40 13	53
33	T / Trustworthiness	I-blank E-12	80	80
34	V / Desire to increase knowledge and skills in order to serve my customers better	I-10 E- 4	67 27	94
35	V / Treat others with kindness	I- 6 E- 5	40 33	73
36	T / Self-control	I- 1 E- 7	7 47	54
38	T / Justice and fairness	I- 4 E-10	20 67	87
39	T / Conscientiousness	I- 8 E- 5	53 33	86
40	V / Being honest--even when inconvenient; being trustworthy	I- 2 E-10	13 67	80
41	B / Deliver what you say you will when you say you will	I- 5 E-10	33 67	100
43	B / Enthusiasm will enhance relationships	I- 9 E- 1	60 7	67
46	T / Decisive	I- 8 E- 2	53 13	66
48	T / Respect	I- 5 E- 4	33 27	60

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
50	V / All stakeholders' rights should be considered	I- 5 E- 4	33 27	60
51	B / Pride in workmanship is essential in any task	I- 6 E- 8	40 53	93
52	B / Before acting, think of impact on others	I- 6 E- 5	40 33	73
53	T / Conscience	I- 4 E- 5	27 33	60
54	B / Partnership between management and employees	I- 5 E- 4	33 27	60
55	T / Respectful	I- 7 E- 5	47 33	80
56	B / Seek self-improvement strategies	I-10 E- 1	67 7	74
57	B / Avoid wasting time	I-10 E- 2	67 13	80
58	T / Honesty	I- 4 E-10	27 67	94
61	T / Fairness	I- 3 E- 9	20 60	80
62	V / Continued effort to learn and upgrade knowledge and skills	I- 8 E- 4	53 27	80
63	B / Avoid sloppy work--do the job right the first time	I- 8 E- 6	53 40	93
64	V / Have integrity	I- 1 E-11	7 73	80
69	T / Respect for self	I- 3 E- 5	20 33	53
70	B / Doing it right the first time; continuous improvement	I-11 E- 3	73 20	93
71	T / Diligence	I- 8 E- 6	53 40	93

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
72	T / Industrious/Diligent	I- 8 E- 6	53 40	93
74	V / Stick-to-it-iveness	I- 9 E- 3	60 20	80
76	T / Loyalty	I- 6 E- 3	40 20	60
78	T / Endurance	I- 9 E- 2	60 13	73
79	V / A day's work for a day's pay	I- 3 E- 5	20 33	53
80	B / Respect for self--maintains high quality; doing the task thoroughly	I- 7 E- 6	47 40	87
81	T / Hard working	I- 4 E- 9	27 60	87
84	T / Flexibility	I-10 E- 2	67 13	80
85	V / Accepts responsibility for decision; sets a good example for others	I- 4 E- 8	27 53	80
87	B / High standards drive the worker to excellence	I- 7 E- 3	47 20	67
88	B / Consider how each specific action may affect the organization; operationalize workplace values	I- 7 E- 2	47 13	60
89	T / Discretion	I- 5 E- 5	33 33	66
90	T / Integrity	I- 3 E-10	20 67	87
92	T / Accountability	I- 2 E-10	13 67	80
95	V / Keep promises; abide by the spirit as well as the letter of an agreement	I- 3 E- 7	20 47	67

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
97	T / Consistency	I- 5 E- 6	33 40	73
99	T / Confidentiality	I- 4 E- 7	27 47	74
100	B / Always strives to learn something new	I- 8 E- 2	53 13	66
101	B / Does a job properly	I- 8 E- 5	53 33	66
102	T / Character	I- 2 E- 7	13 47	60
103	T / Communication	I- 5 E- 5	33 33	66
108	B / Gets along well with co-workers; team player vs. individualist	I- 6 E- 4	40 27	67
111	T / Pride in workmanship	I- 6 E- 8	40 53	93
112	V / Honest, integrity, promise keeping, loyalty	I-11 E- 1	73 7	80
113	V / I have been placed in this job to serve my company, its employees, and its customers	I- 6 E- 2	40 13	53
114	V / To work hard	I- 6 E- 7	40 47	87
115	T / Courage	I- 6 E- 2	40 13	53
116	V / Compassion, consideration, giving, sharing, kindness, loving	I- 6 E- 3	40 20	60
119	T / Initiative	I- 6 E- 8	40 53	93
121	T / Followship/Ability to take orders	I- 8 E- 3	53 20	73
124	B / Doesn't jump to conclusions; demands to hear all sides of issue	I- 6 E- 4	40 27	67

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
127	T / Forgiveness	I- 3 E- 5	20 33	53
128	T / Truthful	I- 2 E-11	13 73	86
130	T / Persistence	I-10 E- 2	67 13	80
131	V / Knows his/her job	I- 9 E- 4	60 27	87
132	T / Self-starter	I-11 E- 3	73 20	93
133	V / Principled, acts on convictions	I- 6 E- 5	40 33	73
137	T / Punctuality	I- 5 E- 7	33 47	80
138	V / Procedural fairness, due process, equality, impartiality, consistency	I- 1 E- 9	7 60	67
139	V / Respecting customs/traditions of others; valuing cultural diversity and other's opinions	I- 3 E- 6	20 40	60
140	T / High standards	I- 8 E- 5	53 33	86
142	V / Making conclusions in a timely manner	I- 8 E- 1	53 7	60
144	T / Stick-to-it-iveness	I- 9 E- 3	60 20	80
146	B / Listens carefully; praises good work	I- 7 E- 4	47 27	74
149	B / Openness to others' views	I- 5 E- 4	33 27	60
150	T / Responsibility	I- 6 E- 6	40 40	80

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
153	B / Meets deadlines	I- 5 E- 8	33 53	86
155	B / Good work attitude	I- 5 E- 8	33 53	86
156	T / Civic virtue and citizenship	I- 8 E- 2	53 13	66
157	V / Self-starters see a problem and solve it	I-10 E- 4	67 27	94
159	V / Persistence is essential for good workmanship	I- 7 E- 2	47 13	60
160	T / Team spirit	I- 7 E- 3	47 20	67
162	V / I am responsible for both my attitude and the quality of my work	I- 6 E- 7	40 47	87
164	V / The ability to initiate the goal with the means available	I- 8 E- 2	53 13	66
167	B / Avoid demeaning comments	I- 6 E- 3	40 20	60
168	V / Considers how decisions affect others	I- 6 E- 4	40 27	67
171	B / High achievement	I- 7 E- 3	47 20	67
172	T / Dependability	I- 2 E-12	13 80	93
174	V / Willing to apologize	I- 4 E- 6	27 40	67
175	B / Finishes the whole project	I- 6 E- 7	47 47	87
176	T / Determination	I- 9 E- 6	60 40	100
179	T / Enthusiasm	I- 7 E- 4	47 27	74

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
181	B / Withholds judgment until time to develop a complete understanding	I- 5 E- 3	33 20	53
182	T / Resourcefulness	I- 8 E- 6	53 40	93
185	B / Be consistent in treating everyone with the same standards	I- 4 E- 6	27 40	67
186	V / Pride in workmanship	I- 8 E- 7	53 47	100
187	V / Law abiding, community service, protection of environment	I- 7 E- 5	47 33	80
188	B / Loyalty to get through tough times	I- 6 E- 3	40 20	60
189	V / Reading, writing, communication, and computing skills are essential	I- 6 E- 2	40 13	53
190	V / Treat others with respect	I- 3 E- 9	20 60	80
192	T / Attentiveness	I- 8 E- 4	53 27	80
194	T / Compassionate	I- 5 E- 3	33 20	53
195	T / Trust	I- 5 E- 7	33 47	80
198	T / Tolerant	I- 4 E- 4	27 27	54
199	B / Exercises self-control	I- 5 E- 6	33 40	73
200	V / Maintains a balance between work and family	I- 3 E- 8	20 53	73
201	V / High standards are the mark of a good worker	I- 9 E- 4	60 27	87

LIST OF TRAITS, VALUES, AND BEHAVIORS WITH
50 PERCENT OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS (Continued)

Item #	Designation and Item	f	%	Cum. %
202	T / Creative	I-10 E- 2	67 13	80

Key: T = Trait; V = Value; B = Behavior; I = Important; E = Essential;
BL = Blank

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
NOT REACH 50 PERCENT AGREEMENT IN ROUND
THREE--GROUP ONE: BUSINESS
AND INDUSTRY

Item #	Designation and Item	f	%	Cum. %
5	T / Reverence	I- 2 E- 1	13 7	20
9	B / To always be better than the competition	I- 5 E- 2	33 13	46
16	V / A personal interest and attitude of admiration	I- 3 E- 2	20 13	33
17	B / Impetuous	I- 5 E- 2	33 13	46
29	T / Real	I- 4 E- 3	27 20	47
30	T / Love	I- 2 E- 2	13 13	26
31	T / Deference	I- 5 E- 2	33 13	46
35	T / Compassion	I- 5 E- 2	33 13	46
37	B / Positive life	I- 4 E- 3	27 20	47
68	B / Will help to create an even playing field by not overemphasizing one's self	I- 3 E- 4	20 27	47
69	V / In honor preferring one another	I- 2 E- 2	13 13	26
81	V / We are not the center	I- 5 E- 2	33 13	46
85	B / Sensitivity to how we value our role in the universe	I- 3 E- 2	20 13	33
87	V / Puts work first	I- 3 E- 3	20 20	40
105	T / Progress	I- 3 E- 3	20 20	40

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
NOT REACH 50 PERCENT AGREEMENT IN ROUND
THREE--GROUP ONE: BUSINESS
AND INDUSTRY (Continued)

Item #	Designation and Item	f	%	Cum. %
127	T / Joyfulness	I- 6 E- 1	40 7	47
144	T / Risk taking	I- 5 E- 2	33 13	46
148	T / Boldness	I- 6 E- 1	40 7	47
155	T / Humility	I- 3 E- 1	20 7	27
166	T / Godly	I- 1 E- 5	7 33	40
184	T / Happiness	I- 4 E- 2	27 13	40

Key: T = Trait; V = Value; B = Behavior; I = Important; E = Essential

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
NOT REACH 50 PERCENT AGREEMENT IN ROUND
THREE--GROUP TWO: ACADEMICIANS

Item #	Designation and Item	f	%	Cum. %
2	T / Dignity	I- 3 E- 1	20 7	27
6	T / Orderliness	I- 4 E- 2	27 13	40
9	B / Avoids political infighting	I- 3 E- 1	20 7	27
10	V / Cleanliness is next to Godliness	I- 4 E- 3	27 20	47
13	B / Avoids blowing up at others; gives people a second shot	I- 5 E- 1	33 7	40
14	V / Avoids despair with regard to people and products	I- 0 E- 1	 7	7
22	T / Hope	I- 3 E- 1	20 7	27
27	V / To recognize one's limitations	I- 3 E- 1	20 7	27
28	B / Avoids cynical remarks about management	I- 3 E- 1	20 7	27
29	T / Sensitivity	I- 3 E- 2	20 13	33
37	T / Thriftiness	I- 4 E- 0	27 	27
44	T / Self-perception	I- 0 E- 3	 20	20
45	V / Consistent people are easier to deal with	I- 3 E- 2	20 13	33
49	V / Gossiping is not valued	I- 5 E- 2	33 13	46
59	V / Allow people to openly disagree	I- 3 E- 2	20 13	33

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
NOT REACH 50 PERCENT AGREEMENT IN ROUND
THREE--GROUP TWO: ACADEMICIANS
(Continued)

Item #	Designation and Item	f	%	Cum. %
60	T / Information seeking	I- 4 E- 1	27 7	34
66	V / Checking one's self-perception against another	I- 4 E- 0	27 0	27
67	B / Shares wisdom and information	I- 5 E- 2	33 13	46
73	T / Solidarity	I- 5 E- 0	33	33
75	V / Expressing one's own special capabilities	I- 5 E- 0	33	33
77	V / Allow people to involve their whole selves in their work	I- 4 E- 1	27 7	34
82	V / The "Big Picture" should always be determined	I- 5 E- 0	33	33
83	B / Pollution restricted to a minimum	I- 1 E- 1	7 7	14
86	B / Take a long term view	I- 5 E- 1	33 7	40
94	T / Humility	I- 4 E- 1	27 7	34
96	B / Don't expect to get something for nothing	I- 2 E- 3	13 20	33
104	V / Change with the tide	I- 3 E- 0	20	20
105	B / Give more than is required	I- 5 E- 2	33 13	46
106	B / Consistency helps build trust	I- 4 E- 3	27 20	47
107	T / Risk-taker	I- 5 E- 1	33 7	40

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
NOT REACH 50 PERCENT AGREEMENT IN ROUND
THREE--GROUP TWO: ACADEMICIANS
(Continued)

Item #	Designation and Item	f	%	Cum. %
109	V / Cherishing self and others	I- 5 E- 2	33 13	46
110	T / Opposition	I- 0 E- 0		0
120	B / Does not share personal information; always gets more than one source	I- 6 E- 1	40 7	47
123	V / Is helpful even in less than good circumstances	I- 4 E- 2	27 13	40
125	V / The Golden Rule: caring for those less fortunate	I- 1 E- 4	7 27	34
126	V / People need to know how they appear to others	I- 4 E- 1	27 7	34
129	B / Whistle blowing	I- 0 E- 0		0
134	B / Accommodating to unusual circumstances	I- 7 E- 0	47	47
135	B / Implement a team structure in an organization	I- 3 E- 2	20 13	33
136	B / Willing to admit mistakes to other employees	I- 4 E- 3	27 20	47
141	V / Not afraid to show feelings and share opinions	I- 6 E- 0	40 0	40
143	V / My team at work is my second family	I- 3 E- 1	20 7	27
145	T / Prudence	I- 3 E- 2	20 13	33
148	T / Moderation	I- 2 E- 1	13 7	20
151	B / Avoids a group think mentality; ready to go against the grain	I- 4 E- 0	27	27

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
NOT REACH 50 PERCENT AGREEMENT IN ROUND
THREE--GROUP TWO: ACADEMICIANS
(Continued)

Item #	Designation and Item	f	%	Cum. %
152	B / Seeks greater understanding of basis for differences	I- 4 E- 1	27 7	34
158	B / Keeps level of attention constant	I- 4 E- 0	27	27
163	V / A desire to see one's work directed toward the common good	I- 4 E- 3	27 20	47
165	B / Knows there are always two sides of any issue	I- 6 E- 1	40 7	47
166	B / Provides bridges over gaps in communication or in practical aspects of work	I- 4 E- 1	27 7	34
169	V / The best predictor of future performance is past performance	I- 5 E- 0	33	33
170	B / Looks for ramifications, does not have "tunnel vision"	I- 6 E- 0	40	40
177	T / Leadership skills	I- 2 E- 3	13 20	33
177	B / Ability to predict changes in the market	I- 3 E- 0	20	20
180	V / Thou shalt not be self-righteous	I- 2 E- 2	13 13	26
183	T / Service	I- 5 E- 2	33 13	46
184	V / People need to be able to live with themselves	I- 3 E- 0	20	20
191	B / Continually ask questions and listen to answers	I- 3 E- 2	20 13	33
193	B / Avoid appearance of impropriety	I- 3 E- 3	20 20	40
196	T / Participation	I- 3 E- 1	20 7	27

LIST OF TRAITS, VALUES, AND BEHAVIORS WHICH DID
 NOT REACH 50 PERCENT AGREEMENT IN ROUND
 THREE--GROUP TWO: ACADEMICIANS
 (Continued)

Item #	Designation and Item	f	%	Cum. %
197	V / Cares about and protects interest of an affinity group	I- 1 E- 0	7	7

Key: T = Trait; V = Value; B = Behavior; I = Important; E = Essential

APPENDIX L

ADDITIONAL FINDINGS

LIST OF TRAITS DEEMED ESSENTIAL RECEIVING 50%
OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY

Trait	f	%
1. Coachable	8	53
2. Commitment	8	53
3. Conscientiousness	8	53
4. Consistent	8	53
5. Cooperative	8	53
6. Dedication	8	53
7. Dependability	9	60
8. Determination	9	60
9. Diligence	8	53
10. Endurance	8	53
11. Enthusiasm	8	53
12. Fairness	8	53
13. Honesty	12	80
14. Initiative	9	60
15. Integrity	11	73
16. Loyalty	9	60
17. Perseverance	9	60
18. Positive Attitude	10	68
19. Positive Attitudes; Productivity	9	60
20. Punctuality	10	68
21. Respectful	8	53
22. Self-Control	10	68
23. Self-Motivated	9	60
24. Thoroughness	9	60
25. Truthfulness	13	87
26. Willing	8	53
27. Wisdom	9	60

Note: f = frequency; % = percentage

LIST OF TRAITS DEEMED ESSENTIAL RECEIVING 50%
OR MORE AGREEMENT--GROUP TWO: ACADEMICIANS

Trait	f	%
1. Accountability	10	67
2. Dependability	12	80
3. Fairness	9	60
4. Hard Working	9	60
5. Honesty	10	67
6. Initiative	8	53
7. Integrity	10	67
8. Justice and Fairness	10	67
9. Perseverance	8	53
10. Pride in Workmanship	8	53
11. Trustworthiness	12	80
12. Truthful	11	73

Note: f = frequency; % = percentage

LIST OF IDENTICAL TRAITS DEEMED ESSENTIAL
RECEIVING 50% PERCENT OR MORE
AGREEMENT--GROUPS
ONE AND TWO

Trait	f	%
1. Dependability	12	80
2. Fairness	9	60
3. Honesty	10	67
4. Initiative	8	53
5. Integrity	10	67
6. Perseverance	8	53
7. Truthful	11	73

Note: f = frequency; % = percentage

LIST OF VALUES DEEMED ESSENTIAL RECEIVING 50%
OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY

Value	f	%
1. Open to ideas, listener	8	53
2. Trustworthiness is your biggest asset	11	73
3. Staying with difficult jobs or assignments	10	68
4. Faithful and dependable	10	67
5. A worker is able to work/accomplish tasks with minimal supervision and has the capacity to make own decisions	9	60
6. Self control is a key factor of life	9	60
7. Being responsible for one's own actions	11	73
8. A conscientious worker will do his/her best work	8	53
9. Sticking with projects to completion	11	73
10. Determined to finish	9	60
11. Works on own initiative	9	60
12. Gets along with co-workers from diverse backgrounds	8	53
13. Strength to "do the right thing"	10	67
14. Committed to job and organization	8	53

Note: f = frequency; % = percentage

LIST OF VALUES DEEMED ESSENTIAL RECEIVING 50%
OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS

Value	f	%
1. People should take responsibility for their own actions	8	53
2. Being honest--even when inconvenient; being trustworthy	10	67
3. Have integrity	11	73
4. Accepts responsibility for decision; sets a good example for others	8	53
5. Procedural fairness, due process, equality, impartiality, consistency	9	60
6. Treat others with respect	9	60
7. Maintains a balance between work and family	8	53

Note: f = frequency; % = percentage

LIST OF BEHAVIORS DEEMED ESSENTIAL RECEIVING 50%
OR MORE AGREEMENT--GROUP ONE:
BUSINESS AND INDUSTRY

Behavior	f	%
1. Can be depended on to be where one is supposed to be at a certain time	10	68
2. Joyful person	8	53
3. Concern, respect for people, maintenance of confidentiality	8	53
4. Sees assigned task through to the end	11	73
5. Carry through with a project completely	13	88
6. Willingness to do as instructed; will follow through and not shirk the task	12	80
7. Treats everyone with respect; won't elevate self at other's expense	9	60
8. Works hard for advancements; doesn't complain about varied duties; sees it as growth	8	53
9. Single set of standards; avoids favoritism; words match actions; trustworthy; fair; honest	11	73
10. Results in completion of a job regardless of difficulties	9	60
11. Innovative, creative, inventive, imaginative	8	53
12. Won't quit; sees things through	11	73
13. Listens to instructions and carries them out	10	67
14. Can take directions well	9	60
15. Can depend on what he/she says	10	67
16. Can be counted on to do the assigned tasks; develops confidence, trust, and consistency	8	53

Note: f = frequency; % = percentage

LIST OF BEHAVIORS DEEMED ESSENTIAL RECEIVING
50% OR MORE AGREEMENT--GROUP TWO:
ACADEMICIANS

Behavior	f	%
1. Does not cheat, steal, lie, deceive, or act devious	9	60
2. Deliver what you say you will when you say you will	10	67
3. Pride in workmanship is essential in any task	8	53
4. Meets deadlines	8	53
5. Good work attitude	8	53

Note: f = frequency; % = percentage

APPENDIX M

PERMISSION FOR HUMAN SUBJECTS RESEARCH

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 01-20-95

IRB#: ED-94-054A

Proposal Title: A DELPHI STUDY TO DETERMINE THE PRINCIPAL CHARACTER TRAITS INHERENT IN A POSITIVE AMERICAN WORK ETHIC

Principal Investigator(s): Gary Oakley, T. Chris Thompson

Reviewed and Processed as: Continuation

Approval Status Recommended by Reviewer(s): Approved

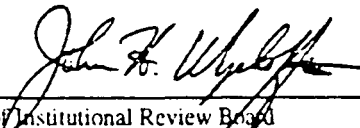
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

APPROVAL VALID THROUGH 02-09-96.

Signature:



Chair of Institutional Review Board

Date: January 23, 1995

VITA ²

T. Chris Thompson

Candidate for the Degree of

Doctor of Education

Thesis: A COMPARISON OF DELPHI STUDIES TO DETERMINE THE PRINCIPAL CHARACTER TRAITS DESCRIPTIVE OF A POSITIVE AMERICAN WORK ETHIC

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Purcell, Oklahoma, August 2, 1948, the son of Roy and Bertha Thompson.

Education: Graduated from Lexington High School, Lexington, Oklahoma, in May, 1965; received Bachelor of Arts degree from Oral Roberts University, Tulsa, Oklahoma, in 1972; received Master of Divinity degree from Oral Roberts University, Tulsa, Oklahoma, in 1986; Vocational Education: Spartan School of Aeronautics, 1971-1973, Flight Training, Private, Commercial, and Multi-engine ratings; completed the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in July, 1995.

Professional Experience: Director Christian Education 1970-1986; Adjunct Faculty Oral Roberts University, Tulsa, Oklahoma, 1972-1987. Associate Professor of Christian Education, Oral Roberts University, Tulsa, Oklahoma, 1988-1992; Senior Pastor, Rose Hill United Methodist Church, Tulsa, Oklahoma, 1987-1989; Senior Pastor, Sheridan Avenue United Methodist Church, Tulsa, Oklahoma, 1990 to present.

Professional Organizations: Ordained Elder, Oklahoma Conference United Methodist Church; Board Member Destination Discovery.