

# Queen Anne's County Six Pillars Personal Inventory: 2007

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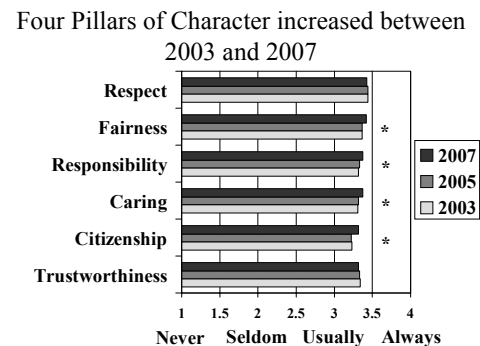
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## Executive Summary

The Six Pillars Personal Inventory is a measurement tool used by Character Counts! to identify the need for, and response to, education about the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Character Counts! is a nonprofit, nonpartisan, nonsectarian coalition of schools, communities and nonprofit organizations founded by the Josephson Institute of Ethics ([www.charactercounts.org](http://www.charactercounts.org)). The Six Pillars Personal Inventory was completed by 1,346 Queen Anne's County youth and adults in January-February 2003, by 2,631 Queen Anne's County youth and adults in the spring of 2005, and by 1,331 Queen Anne's County youth and adults in January 2007. Students comprised about half of the respondents in 2003 and 2007, and two-thirds of the respondents in 2005. Finding highlights:

1. The respondents in all three inventories had about the same characteristics when the 2005 inventory was adjusted to the age distribution of the other two;
2. People practiced the quality of respectfulness most frequently, and this did not change over the three inventories;
3. The practice of Fairness, Responsibility, Caring and Citizenship increased significantly over the three inventories, with the largest increase between 2005 and 2007 (see chart);
4. All subgroups in the population had increases in the four pillars of character;
5. Hispanic respondents reported greater increases than non-Hispanic respondents, eliminating the difference observed in 2003;
6. Students who participated in the Character Counts program practiced the qualities at the same level as adults, while student who had not participated practiced them much less frequently.
7. Females practice the qualities more frequently than males, and people employed full-time practice them more than those not employed; the differences did not change with time;
8. The inventory measures 36 qualities, most people reported in 2003 that they 'usually' or 'always' practice them, and the frequency of practice increased in 14 of them by 2007;
9. Over three-fourths in each of the inventories said they always honored another's property, while less than one-third in each inventory said they always practiced self-control over their temper, desires and passions.



The widespread increase in reported character cannot be explained by differences in who responded each year. They suggest that changes have occurred in Queen Anne's County in the way the Character Counts program was designed to produce.

## Introduction

The Queen Anne’s County Community Partnership for Children distributed the Six Pillars Personal Inventory in January and February 2003 to middle and high school students throughout the Queen Anne’s County school system, sent it home to parents, and distributed it in other settings. (See **Appendix** for the inventory.) The Six Pillar Personal Inventory was not written for children less than ten years of age, so it was not distributed to elementary school children even though the Character Counts! program included them. It was returned by 1,346 youth and adults. The Community Partnership for Children again distributed the inventory in the spring of 2005 and 2,631 youth and adults returned it. Most recently, the Community Partnership for Children and Families distributed the inventory in January 2007 and 1,331 youth and adults returned it.

Many more youth completed the inventory in 2005 than in either 2003 and 2007, resulting in both a larger overall number of responses and a substantially different age distribution among them. Over half (55.2%) of the 2005 respondents were youth 10-15 years of age compared to one-fourth in 2003 and 2007 (28.6% and 27.9% respectively). (See **Figure 1**.) Since age is expected to relate to character development, this large age difference could mask changes over time. Therefore, the 2005 data are weighted to reflect the same number and age distribution of respondents as in 2003. The data for 2003 and 2007 are not weighted.

<b>Characteristic</b> (# of respondents)	<b>2003</b> (1,346)	<b>2005</b> (2,631)	<b>2005*</b> (1,346)	<b>2007</b> (1,331)
<b>Age</b>				
10-15 years	28.6	59.2	28.8	27.9
16-21 years	26.1	15.8	26.2	27.7
22-29 years	2.8	3.0	2.8	5.0
30-39 years	21.0	9.9	21.2	19.3
40-49 years	15.1	7.0	15.2	14.4
50 years and over	5.6	3.0	5.8	5.0
Unknown	0.8	2.1	n.a.	0.8
<b>Gender</b>				
Female	65.8	60.7	68.3	68.4
Male	33.3	38.4	31.0	30.5
Unknown	0.9	1.0	0.7	1.1
<b>Race/Ethnicity</b>				
African American	8.2	10.0	9.3	8.1
Asian	0.8	1.2	1.4	1.8
Caucasian	82.5	79.2	81.9	83.6
Hispanic/Latino	0.7	0.9	0.9	1.1
Multi-ethnic	3.1	2.4	2.1	2.6
Other	0.3	2.2	1.7	1.7
Unknown	4.4	4.2	2.8	1.1
<b>Zip code</b>				
Barclay	0.7	0.5	0.5	1.6
Centreville	20.1	24.0	22.7	28.5
Chester	11.2	7.6	7.7	5.0
Chestertown	5.7	7.7	8.3	9.4
Church Hill	2.2	3.7	4.3	4.3
Grasonville	9.1	6.7	5.7	4.9
Millington	2.7	3.2	3.7	4.4
Queen Anne	1.2	1.7	1.7	2.0
Queenstown	6.2	7.1	6.9	8.6
Stevensville	29.4	24.9	25.1	19.1
Sudlersville	3.3	3.7	3.9	4.7
Other QA Co.	0.4	2.6	2.6	3.4
Outside QA Co.	4.4	2.2	3.0	1.6
No Response	3.3	4.5	3.5	2.8
* Weighted to 2003 age distribution				

**Figure 1.** Percent of Respondents by Demographic Characteristics

The weighted data show very similar characteristics of the respondents in all three years. One-fourth of the respondents were 10-15 years of age, one-fourth were 16-21 years of age, one-fourth were 22-39 years of age, and one-fourth were 40 years and over. Two thirds of the respondents were female. Four out of five were Caucasian. About one in ten said they were African American, about the same as the 8.8% recorded in the 2000 census for the county. About one-fourth lived in the Centreville zip code area and one-fourth lived in the Stevensville zip code area. However, the percent of respondents from the Centreville zip progressively increased over the three inventories while the percent from the Stevensville zip progressively decreased. Few respondents lived in each of the other Queen Anne's zip codes in any of the three years, so it is not likely that changes in these small percentages would have any effect on the findings.

## Findings

### Demographic Characteristics

The respondents to the Six Pillars Personal Inventory had about the same social and economic characteristics in all three years, when the 2005 responses were weighted to the 2003 age distribution. (See preceding page.)

Around half of the respondents had participated in the program, but their percentage increased from 36.7% in 2003 to 51.3% in 2007. An additional 8-9% of the respondents had volunteered in the program. (See **Figure 2.**) About half of the (weighted) respondents in the prior inventories were students (47.6% and 50.0%), and this had increased to 61.6% in 2007. The remainders in all three inventories were primarily divided between parents and other residents of the county. A few did identify themselves as grandparents, or as nonresident workers in the county.

About three-fifths of the respondents

<b>Characteristic</b>	<b>2003</b>	<b>2005</b>	<b>2005*</b>	<b>2007</b>
<i>(# of respondents)</i>	<i>(1,346)</i>	<i>(2,631)</i>	<i>(1,346)</i>	<i>(1,331)</i>
Total	100.0	100.0	100.0	100.0
<b>Character Counts! Involvement</b>				
Participant	36.7	58.9	48.6	51.3
Volunteer	9.4	7.5	8.9	8.4
No response	53.9	33.6	42.5	40.3
<b>Role in Queen Anne's County</b>				
Worker	2.0	2.0	3.3	1.9
Resident	26.8	13.5	21.0	18.4
Student	47.6	69.3	50.0	60.2
Parent	19.5	11.8	22.7	16.3
Grandparent	2.2	1.2	1.9	1.5
No response	1.8	2.2	1.1	1.7
<b>Marital Status</b>				
Single	59.2	70.0	54.4	61.6
Married	35.9	18.5	36.3	35.4
Widowed	1.2	1.1	1.6	1.6
No Response	3.7	10.4	7.8	1.4
<b>Employment</b>				
Homemaker	7.4	4.9	8.8	8.9
Part-time	30.5	21.9	27.5	29.3
Full-time	26.3	13.9	26.1	27.9
Retired	1.8	1.0	1.1	1.4
Not employed	31.5	44.3	27.7	30.3
No response	2.5	14.1	8.8	2.3
<b>Income</b>				
No/Low income	40.6	39.8	31.6	41.5
Middle income	44.2	28.5	42.2	43.3
Upper Income	6.4	5.3	7.9	10.2
No response	8.8	26.4	18.4	5.0

\* Weighted to 2003 ages

**Figure 2.** Percent of Respondents by Socioeconomic Characteristics

reported being single, which would be expected when half of the respondents were 21 years of age or younger. Most of the rest were married. The higher non-response percent in 2005 probably reflects students not sure how to answer the question.

About three-fifths of the respondents in all three years reported that they were working, about evenly divided between full-time and part-time workers. Most of the remaining two-fifths reported not being employed, primarily because they were students and frequently too young to be employed.

About two-fifths of the respondents in all three years considered themselves to have no or low income. About two-fifths considered themselves to have middle incomes. Less than one in ten considered themselves to have high incomes, and the remainder did not report an income level.

## Six Pillar Responses

Most people reported that they “always” or “usually” practiced each of the 36 qualities in the Six Pillars Inventory. Few said that they “seldom” or “never” practiced the quality. Honoring another’s property was the quality most practiced in all three years: 81.6% in 2003, 80.2% in 2005, and 77.1% in 2007 always practiced the quality. (See **Figure 3**.) The second most practiced quality reported in reported in 2003 and 2005 was acceptance and tolerance of differences--racial, ethnic, religious and disability. In 2007, paying taxes was the second most practiced quality. At the opposite end, only 27.7% of respondents in 2003 and 30.9% of respondents in 2007 said they always practiced self-control of their temper, desires and passions. In 2005, the least practiced quality was doing volunteer community work (29.3%).

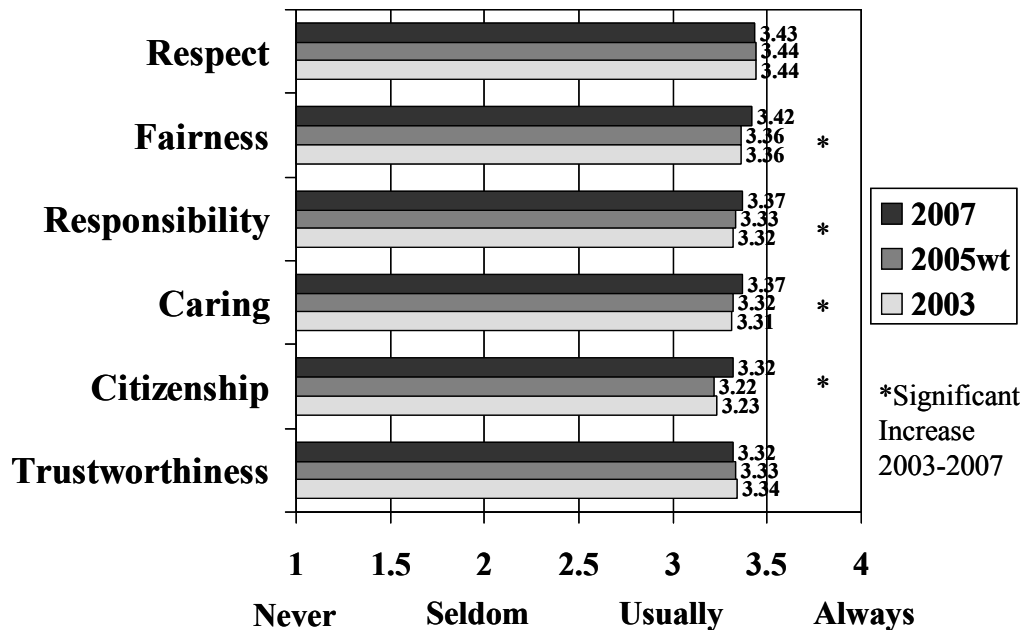
Small differences from year to year can be due to a different sample of people responding each year. This analysis used correlations of the full range of answers to determine if differences were large enough that they could not be explained by chance. For the correlation, frequency of behavior was coded from 1 (never) to 4 (always), and year from 0 (2003) to 4 (2007). This analysis used a standard 95% confidence interval, with a probability of error of 5%. With 36 qualities measure, one quality would be expected to have a significant negative correlation and one quality a significant positive correlation just due to different samples of people. One quality did show a significant negative correlation, respecting the privacy of others, but this could occur by chance and does not necessarily mean a trend exists toward lower respect for others’ privacy. (The quality is identified by *italics* in the figure.) On the other hand, fourteen qualities showed significant increases over the three inventories when only one would be expected by chance. (The qualities are identified by **bold** in the figure.) This is strong evidence for a real increase in character that counts in Queen Anne’s county between 2003 and 2007. Performing civic duties, such as voting and jury duty, showed the strongest increase over the six years ( $r = .098$ ). Doing volunteer community work showed the next strongest increase ( $r = .061$ ).

<b>Survey Statement</b> <i>(Number of respondents, * indicates weighted data)</i>	<b>2003</b> <i>(1,346)</i>	<b>2005*</b> <i>(1,346)</i>	<b>2007</b> <i>(1,331)</i>
<b>Trustworthiness</b>			
1. Telling the truth even when it may cost me	31.9	30.4	31.7
2. Being sincere – not being tricky or sneaky	42.6	43.0	42.3
3. Volunteering information others need or want to know	36.2	40.3	35.4
4. Honoring another’s property (not stealing)	80.2	80.3	77.1
<b>Respect</b>			
5. Treating others the way I would like to be treated	51.7	51.3	53.4
6. <i>Respecting the privacy of others (including kids)</i>	<i>56.4</i>	<i>54.7</i>	<i>53.1</i>
7. Allowing others to make decisions about their own lives	52.9	56.6	53.6
8. Being polite; not yelling, insulting or embarrassing others	33.7	38.7	36.7
9. Acceptance and tolerance of racial, ethnic, religious differences	64.3	67.5	65.0
<b>Responsibility</b>			
<b>10. Doing my professional duty, what I should do</b>	<b>51.1</b>	<b>51.8</b>	<b>55.1</b>
11. Being accountable for what I do and don’t do	60.0	60.1	61.4
<b>12. Doing my best in all I do</b>	<b>47.9</b>	<b>50.9</b>	<b>51.1</b>
13. Practicing self-control of my temper, desire and passions	27.0	30.3	30.9
14. Practicing self-discipline by doing what I should even when difficult	28.5	31.1	33.2
<b>Fairness</b>			
15. Listening with an open mind	41.7	44.5	45.3
16. Treating people fairly to the best of my ability	56.1	57.7	60.7
<b>17. Being even-handed when my behavior affects others</b>	<b>37.1</b>	<b>42.8</b>	<b>47.4</b>
<b>18. Being careful in making judgements and decisions affecting others</b>	<b>40.2</b>	<b>42.6</b>	<b>46.0</b>
<b>19. Being fair and open-minded in making decisions that affect others</b>	<b>43.9</b>	<b>49.0</b>	<b>52.1</b>
<b>Caring</b>			
20. Showing family and friends that I care	61.4	64.4	64.1
21. Showing colleagues and parents that I care	55.6	57.2	56.7
<b>22. Showing young people in the community that I care</b>	<b>41.6</b>	<b>47.6</b>	<b>47.7</b>
23. Being kind and considerate	53.3	52.4	55.1
<b>24. Understanding co-workers and parents</b>	<b>40.1</b>	<b>44.1</b>	<b>45.6</b>
<b>25. Understanding administrators and supervisors</b>	<b>35.3</b>	<b>39.6</b>	<b>43.3</b>
<b>26. Understanding lower-paid workers or volunteers</b>	<b>46.9</b>	<b>50.9</b>	<b>51.3</b>
<b>27. Being generous with my time</b>	<b>37.0</b>	<b>40.6</b>	<b>41.4</b>
28. Being generous with my money	31.2	33.6	34.9
<b>Citizenship</b>			
<b>29. Closely following organization rules and policies</b>	<b>45.1</b>	<b>50.4</b>	<b>50.8</b>
30. Playing by the rules (no cheating or taking short cuts)	49.5	54.5	53.1
31. Respecting authority	58.2	60.1	60.4
32. Obeying the law	61.5	63.8	61.6
<b>33. Paying my taxes (whatever is lawfully owed)</b>	<b>66.0</b>	<b>62.7</b>	<b>69.2</b>
<b>34. Performing civic duties (voting, jury duty)</b>	<b>47.5</b>	<b>49.6</b>	<b>55.5</b>
<b>35. Doing volunteer community work</b>	<b>27.3</b>	<b>29.3</b>	<b>32.4</b>
36. Conserving our resources and protecting the environment	35.7	37.5	39.7
<i>Italics</i> Statistically significant decrease; <b>Bold</b> Statistically significant increase; p< .05			

**Figure 3.** Percent of Respondents Always Practicing Each Quality, by Year

## Change in Responses

The individual items are more important as indicators of six basic pillars of character, rather than they are by themselves. They can be combined into scales to provide a better overview of change. People most frequently practiced the pillar of Respectfulness in all three years, and this pillar showed no change over this period, with an average score of 3.43-3.44. (See **Figure 4**.) Four of the six character qualities, however, had shown significant increases over the six years, as measured by the three inventories. Fairness increased from 3.36 to 3.42 ( $t(2658)=2.885$ ,  $p=.004$ ). Responsibility increased from 3.32 to 3.37 ( $t(2666)=2.058$ ,  $p=.040$ ). Caring increased from 3.31 to 3.37 ( $t(2662)=2.676$ ,  $p=.008$ ). The pillar of Citizenship increased the most between 2003 and 2007 from 3.23 to 3.32 ( $t(2651)=3.820$ ,  $p<.001$ ). This meant that Citizenship, which had been the least practiced quality in 2003, had tied by 2007 with Trustworthiness, which had not increased. All of the significant changes occurred between 2005 and 2007, as none of the changes between 2003 and 2005 were statistically significant.



**Figure 4.** Average Scores on the Six Pillars of Character, by Year of Inventory

The significant increase in Fairness, Responsibility, Caring and Citizenship over the six years was not due to differences in the characteristics of the people who responded to the inventory. Multiple regression showed that the significant increases remained after type of respondent, character counts participation, age, gender, race, marital status, employment and income had been controlled.

Students who had not participated in the Character Counts program had scores on the four pillars we significant increases between 2003 and 2007 that were 0.12 to 0.17 points lower than others in Queen Anne’s County. (See **Table 1**.) However, their scores increased at the same rate as did

the score for non-students on the pillars of Fairness, Responsibility and Caring. Only for Citizenship did non-participating students not keep up with the rest of the county. Students who had participated in the Character Counts program had character scores about the same as adults and that increased as rapidly as adults on all four of the pillars with overall increase.

The Hispanic respondents showed the greatest increase in the time period. On the four pillars of character that increased overall, Hispanic scores increased an average of 0.11 to 0.18 points per year faster than non-Hispanic scores since the first inventory in 2003. This means that their scores were 0.44 to 0.80 higher in 2007 than they were in 2003. However, Hispanic respondents had significantly lower scores than non-Hispanic respondents on the four pillars in 2003 (-0.56 to -0.74), and their increases eliminated the differences between them and non-Hispanic respondents by 2007. The small number of respondents who reported races other than Asian, African-American, and Caucasian had lower scores in 2003 on the four pillars than those who reported one of the main racial groups. Their scores increased at the same rate as the rest of the population, so the gap between them and others did not change. African-Americans reported the same level of Fairness, Responsibility and Caring in 2003 as Caucasians, but their scores did not increase as fast as those of Caucasians in Caring. African-Americans reported lower Citizenship in 2003 than did Caucasians and a lower rate of increase.

<b>Table 1. Significant Change in Six Pillar Scores by Respondent Characteristics</b> (stepwise multiple regression coefficient)				
Characteristics	Fairness	Responsibility	Caring	Citizenship
Student	-.12	-.17	-.16	-.16
Student change				-.05
Student CC participation	.11	.11	.12	.13
Parent change	.02	.02	.02	
Female	.23	.15	.27	.25
Married				.30
Married change				-.17
African-American				-.11
African-American change			-.03	-.03
Hispanic	-.56	-.56	-.74	-.73
Hispanic change	.14	.11	.18	.18
Other race	-.22	-.21	-.18	-.30
Multiple race				-.24
Multiple race change			-.06	
Employed full-time	.12	.19	.11	.10
Employed part-time		.05		
Employed part-time change			.02	
Not employed				-.11
R <sup>2</sup>	0.08	0.10	0.10	0.21

Female respondents reported higher scores on all four characteristics in 2003 than did male respondents, but the scores of both genders increased the same over the four years. Respondents

who had been married had higher scores on Citizenship in 2003 than those who had never been married, but this difference was eliminated by 2007 because the Citizenship scores of married people increased less over the years than did the Citizenship scores of never married respondents.

Respondents employed full-time reported practicing the four pillars of character more frequently than those with similar other characteristics but not employed full time. Their scores were 0.10 to 0.19 points higher than those not employed full-time. Respondents employed part-time reported 0.04 points higher on Responsibility than respondents who were homemakers, retired, not employed or did not respond to the employment question. Those who were not employed reported 0.11 lower points on Citizenship than others, primarily those who were employed part-time, and 0.21 points lower than those employed full-time (0.10 + 0.11). Scores on Fairness, Responsibility and Citizenship increased the same amount between 2003 and 2007 for respondents in all employment statuses, so the differences remained unchanged. Respondents employed part-time had an average annual increase in their Caring scores that was 0.05 greater than the annual increase in the scores of people in other employment statuses.

## Discussion

Youth and adults living in Queen Anne's County report that they practice the six pillars of character about one-third of the way between 'usually' and 'always.' They are more likely to practice the pillar of Respect than the pillar of Citizenship, but the reporting of Respect did not change between 2003 and 2007 while that of Citizenship increased significantly. The practice of Fairness, Responsibility and Caring also increased significantly between 2003 and 2007. The increases did not occur uniformly over the four years, but all occurred between 2005 and 2007.

About half of the respondents on the Six Pillar Inventory were middle school and high school students in 2003 and 2007, and the other half were adults. The 2005 inventory included substantially more students, but this could be readily corrected statistically by having a student's response in 2005 count less than a student's response in the other two years. There were so few other differences among the people responding to the three inventories that these could not explain any of the increase in character. While females and employed people reported practicing the qualities more frequently, the increase in practice occurred among all subgroups of respondents. The exception was among Hispanic respondents, who had much lower scores than non-Hispanics in 2003, but increased much faster to eliminate the difference by 2007.

The inventory contains 36 qualities to measure the six pillars, and respondents practiced one-third of them more frequently in 2007 than in 2003. This widespread increase could not have occurred by chance and suggested that Character Counts program in Queen Anne's County is having an effect. The Character Counts program appears to have a substantial affect on the students. Students who have not participated in the program practice the six pillars of character substantially less than do parents, adult residents and non-resident workers in the county. Students participating in the program report the same level of character practice as the adults.

## Appendix

### Differences in 2003 and 2005 Analysis

This analysis used the coding on the inventory form for numeric calculations (1 = never and 4 = always). Scale scores for each of the six pillars were computed for each respondent as the average response to the individual qualities within the pillar. If more than one-third of the items had no answer recorded, the scale score was declared missing. The scales have good reliability as measured by Cronbach's Alpha, with the Alpha being highest (.92 to .93) for the scale with the most indicator questions and lowest (.72 to .75) for the scale with the fewest indicator questions. (See **Figure 5**.)

<i>Character</i>	2003	2005	2007
Respect	.76	.77	.81
Fairness	.87	.88	.89
Responsibility	.84	.83	.85
Caring	.92	.92	.93
Citizenship	.87	.85	.89
Trustworthiness	.75	.72	.74

**Figure 5.** Coefficient of Scale Reliability (Cronbach's Alpha)

The role of respondents in Queen Anne's County was coded differently in 2003 and 2005, and not measured in 2007. The inventory form allowed people to check more than one category, and the original 2003 report reported people in multiple categories. This is logical if everyone checked every category that applied to them, but obviously only some did. In 2005, 41.1% of the respondents checked that they were residents of Queen Anne's County, but 93.3% reported Queen Anne's County zip codes. Therefore, the coding in this analysis gave priority to one of the multiple responses in the order shown in **Figure 1**, with worker having the lowest priority and grandparent the highest priority: 6.9% of respondents checked 'worker' and 'resident' and were tabulated as resident; 27.6% checked 'resident' and either 'student' or 'parent' and were tabulated as the latter; 0.7% indicated they were both 'student' and 'parent' and were tabulated as parent; and 0.7% indicated being both 'parent' and 'grandparent' and were tabulated as grandparent. The inventory also allowed people to report both participating in and volunteering in the Character Counts! program. The 0.3% of the respondents who reported both were tabulated as volunteers.

### Multiple Regression

The multiple regression coefficient (B) indicates how much higher (or lower, if negative) the average score is for people one-unit higher on the characteristic scale, holding constant all the other characteristics entered into the regression equation. Since the concept of higher or lower does not apply to most characteristics, they were recoded into as many dichotomous variables as appropriate to be interpreted as having the characteristic or not. The inventory form gave no instructions to separated or divorced people on how to record their status, so this analysis assigned everyone who did not check 'never married' to the category of 'married.' The 2003 inventory was taken as the baseline (year = 0) with the other inventories two and four years later. This results in the regression coefficient showing an average annual change.

# Six Pillars Personal Inventory

**Part I: Check  the box in front of the response that best describes you: (Please check all that apply)**

- A. *I am a Queen Anne's County Character Counts!:*  Participant,  Volunteer.
- B. *I am a Queen Anne's County:*  Resident,  Worker,  Student,  Parent,  Grandparent.
- C. *Gender:*  Female,  Male.
- D. *Marital Status:*  Single,  Married,  Widowed.
- E. *Age Range:*  10-15,  16-21,  22-29,  30-39,  40-49,  50-59,  60-69,  70 +.
- F. *Ethnicity:*  African-American,  Asian,  Caucasian,  Hispanic/Latino,  Multi-ethnic,  Other ethnic background - please write in here: \_\_\_\_\_.
- G. *Income Level:*  No/Low-Income,  Middle Income,  Upper Income.
- H. *Employment:*  Part-time,  Full-time,  Homemaker,  Retired,  Not Employed.
- I. *Please write in your home address Zip Code here:* \_\_\_\_\_.

**Part 2: Please rate yourself in the following areas. Read each statement carefully. Using the rating scale below, check the box that best describes how often you practice each quality.**

**Rating Scale**

4. I always practice this quality. No improvement needed.

3. I usually practice this quality.

2. I seldom practice this quality.

1. I never practice this quality.

	<u>Always</u>	<u>Usually</u>	<u>Seldom</u>	<u>Never</u>
<b><u>TRUSTWORTHINESS</u></b>	4	3	2	1
1. Telling the truth even when it may cost me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Being sincere – not being tricky or sneaky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Volunteering information others need or want to know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Honoring another's property (not stealing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>RESPECT</u></b>	4	3	2	1
5. Treating others the way I would like to be treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Respecting the privacy of others (including kids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Allowing others to make decisions about their own lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Being polite; not yelling, insulting or embarrassing others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Practicing acceptance and tolerance of racial, ethnic, religious differences and disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please continue onto the next page...*

Always Usually Seldom Never

**RESPONSIBILITY**

	4	3	2	1
10. Doing my professional duty, what I should do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Being accountable for what I do and don't do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Doing my best in all I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Practicing self-control of my temper, desire and passions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Practicing self-discipline by doing what I should even when it is difficult or unpleasant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FAIRNESS**

	4	3	2	1
15. Listening with an open mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Treating people fairly to the best of my ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Being even-handed when my behavior affects others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Being careful and thorough in making judgments and decisions about or affecting others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Being fair and open-minded when making decisions that affect others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CARING**

	4	3	2	1
20. Showing family and friends that I care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Showing colleagues and parents that I care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Showing young people in the community that I care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Being kind and considerate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Understanding co-workers and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Understanding administrators and supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Understanding lower-paid workers or volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Being generous with my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Being generous with my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CITIZENSHIP**

	4	3	2	1
29. Closely following organization rules & policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Playing by the rules (no cheating or taking short cuts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Respecting authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Obeying the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Paying my taxes (whatever is lawfully owed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Performing civic duties (voting, jury duty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Doing volunteer community work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Conserving our resources and protecting the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***THANK YOU!***



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