

Queen Anne's County Six Pillars Personal Inventory: 2005

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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). The Six Pillars Personal Inventory was first distributed in Queen Anne's County in January-February 2003 and returned by 1,346 youth and adults. The inventory was again distributed in the spring of 2005 and returned by 2,631 youth and adults. Students comprised about half of the respondents in 2003 and two-thirds of the respondents in 2005. Highlights of the findings include:

1. Honoring another's property was practiced by more than three-fourths of respondents in both years. Acceptance and tolerance of racial, ethnic, religious and ability differences was the second most practiced quality;
2. Telling the truth, self-control, self-discipline, and volunteering in the community were the least practiced qualities, practiced by fewer than one-third of the respondents in both 2003 and 2005, although self-control increased between the two surveys;
3. Overall the qualities represented by the pillar of respectfulness were most frequently practiced in both years, and those represented by citizenship the least practiced;
4. Practice in five pillars of character did not change significantly between 2003 and 2005, and the practice of the sixth pillar, trustworthiness, declined over the two years, but only among adults;
5. Trustworthiness remained steady among youth between 2003 and 2005. This narrowed the difference between youth and adults, although youth in both years practiced trustworthiness less frequently than did adults;
6. Females report more frequent practice of character qualities than males in all six areas in both years;
7. Marriage and full-time employment are associated with higher frequencies of practicing character qualities;
8. Character Counts! participants reported more frequent practice of all six pillars of character than nonparticipants in 2005, up from three of the pillars in 2003.

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.

When Bonham Research received the data for analysis, it noticed that the demographic characteristics of respondents in the two years differed substantially from each other. Half (55.2%) of the 2005 respondents were youth 10-15 years of age compared to one-fourth (28.6%) of the 2003 respondents. Since age is expected to relate to character development, this large age difference could mask any change over the two years. This analysis used two different approaches to adjust for differences in respondent characteristics in the two years. The first approach involved calculating a weight for each 2005 respondent based on her or his age group that would make the 2005 weighted age distribution the same as the 2003 age distribution, and make the weighted 2005 number of respondents the same as in 2003 for purposes of calculating statistical significance. The second approach used multiple regression rather than weights to control for differences in respondent characteristics. Details of this second approach are included in the **Appendix**.

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

Figure 1. Percent of Respondents by Demographic Characteristics

Findings

Demographic Characteristics

The 2005 Six Pillars Personal Inventory included about twice as many youth and adults as the 2003 inventory did. (See **Figure 1**, preceding page.) Over half (59.2%) of the 2005 respondents were youth 10-15 years of age, twice the percentage responding to the 2003 inventory. As a result, the 2005 respondents included a much smaller proportion of older youth and adults than the earlier inventory. The 2005 age distribution was therefore weighted to be the same as the 2003 age distribution.

About two-thirds of the respondents in both years were female. Weighting the 2005 response to adjust for the large number of 10-15 year old youth makes the 2003 and 2005 distributions by gender more similar.

Most of the respondents in both years reported that they were of Caucasian descent. About one in ten said they were African American, about the same as the 8.8% recorded in the 2000 census. The racial and ethnic compositions of respondents who reported their race and ethnicity were similar in the two years and was not affected much by weighting the 2005 responses.

The zip code distribution of respondents was somewhat similar in both years, with about half of the respondents living in Centreville and Stevensville. The 2005 distribution was affected by the weighting very little.

Over half (58.9%) of the people responding to the 2005 inventory had participated in the Character Counts! program. (See **Figure 2**.) In contrast, over half (53.8%) of the people responding to the 2003 inventory had neither volunteered nor participated in Character Counts! The difference between the two years diminished some when the 2005 responses were weighted, but significantly

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

Figure 2. Percent of Respondents by Socioeconomic Characteristics

more respondents in 2005 than in 2003 had participated in the Character Counts! program.

Only a few respondents identified themselves as nonresident workers--2.0% in 2003 and 3.3% in 2005. About one-fourth were residents of Queen Anne's County who were neither students nor parents of students. Half of the respondents in both years were students and about one-fifth were parents. A few were grandparents of students.¹

Over half of the respondents in both years were single. Most of the rest were married. Marriage is highly related to age: 3% of 16-21 year olds reported themselves as married, 56% of those 22-29 and 83% of those 30-39 years of age. The weighted 2005 percent distribution was about the same as in 2003.

Two-thirds of the respondents in 2005 said they were not employed or gave no response. Age greatly affected employment, with 4% of youth 16-21 employed full time, 44% of people 22-29, and increasing to 73% of people 50-59 years of age. Three-fifths of youth 16-21 were employed part-time, compared with about one-fifth of younger youth and older adults. With weights, one-third said they were unemployed or gave no response, and about half were employed, divided about equally between full-time and part-time employment.

More respondents in 2003 reported themselves as middle income than as either low or high income. This would have been the same in 2005 without the over representation of youth 10-15 years of age that is adjusted by the weights. In 2005, 49% of respondents 10-15 years of age reported no or low income, 15% reported middle income, and 33% did not record an answer, suggesting confusion as to whose income this question referred. Only 2% of adults failed to record an answer, with about three-fourths indicating they had middle level incomes. Income will not be used in subsequent analysis since it had such different meanings to different people.

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. Therefore, the most informative distinction is between those who always practiced the quality and those that did not always practice the quality. Honoring another's property was the quality most practiced in both years, with 75.8% of the 2005 respondents and 81.6% of the 2003 respondents saying they honored others' property and never stole. (See **Figure 3**.) Most of the difference between the two years can be explained by the different age compositions of respondents. The second most practiced quality reported in both years was acceptance and tolerance of differences--racial, ethnic, religious and disability. At the opposite end, telling the truth was the least practiced quality in 2005, with only 23.5% of respondents saying they always told the truth, even if it cost them. In 2003, 32.8% of the respondents said they always told the truth, although much of the differences between the two years can be explained by different age distributions. In 2003, the

¹This tabulation of the respondent's role in Queen Anne's County identifies the most important role for analysis purposes, rather than all reported roles as in the original 2003 tabulations. See the Appendix for details.

Survey Statement (Number of respondents)	2003 (1,346)	2005 (2,631)	2005wt* (1,346)
Trustworthiness			
1. Telling the truth even when it may cost me	32.8	23.5	30.4
2. Being sincere – not being tricky or sneaky	43.6	32.8	42.9
3. Volunteering information others need or want to know	37.2	34.6	40.3
4. Honoring another’s property (not stealing)	81.6	75.8	80.2
Respect			
5. Treating others the way I would like to be treated	52.5	43.6	51.3
6. Respecting the privacy of others (including kids)	57.4	54.9	54.7
7. Allowing others to make decisions about their own lives	54.0	59.7	56.7
8. Being polite; not yelling, insulting or embarrassing others	34.6	35.0	38.7
9. Acceptance and tolerance of racial, ethnic, religious differences	66.3	66.4	67.5
Responsibility			
10. Doing my professional duty, what I should do	53.2	44.7	51.8
11. Being accountable for what I do and don’t do	61.4	52.1	60.1
12. Doing my best in all I do	49.3	48.9	50.9
13. Practicing self-control of my temper, desire and passions	27.7	32.3	30.3
14. Practicing self-discipline by doing what I should even when difficult	29.3	31.1	31.1
Fairness			
15. Listening with an open mind	42.5	42.6	44.5
16. Treating people fairly to the best of my ability	57.7	50.9	57.7
17. Being even-handed when my behavior affects others	38.9	38.9	42.9
18. Being careful in making judgements and decisions affecting others	41.6	40.6	42.6
19. Being fair and open-minded in making decisions that affect others	45.1	46.9	49.0
Caring			
20. Showing family and friends that I care	63.0	63.7	64.4
21. Showing colleagues and parents that I care	57.0	56.5	57.3
22. Showing young people in the community that I care	54.6	45.5	47.7
23. Being kind and considerate	54.5	48.4	52.4
24. Understanding co-workers and parents	41.3	42.1	44.1
25. Understanding administrators and supervisors	36.5	39.0	39.6
26. Understanding lower-paid workers or volunteers	48.9	47.5	50.9
27. Being generous with my time	38.4	39.9	40.6
28. Being generous with my money	32.1	33.7	33.6
Citizenship			
29. Closely following organization rules and policies	46.7	46.2	50.4
30. Playing by the rules (no cheating or taking short cuts)	50.8	49.2	54.5
31. Respecting authority	59.9	56.7	60.2
32. Obeying the law	63.8	63.1	63.8
33. Paying my taxes (whatever is lawfully owed)	76.1	48.6	62.7
34. Performing civic duties (voting, jury duty)	56.6	37.4	49.7
35. Doing volunteer community work	29.1	27.6	29.3
36. Conserving our resources and protecting the environment	37.7	38.6	37.5
* Weighted to 2003 ages	Bold Statistically different p< .05		

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

least practiced quality was self-control of temper, desires and passions. In both years, volunteering in the community was the second least practiced quality.

The 2005 weighted percent who said they always practiced the quality did not differ statistically from the 2003 percent for 29 of the 36 qualities. The 2005 weighted percents were sufficiently higher than in 2003 on four of the qualities, and sufficiently lower on three of the qualities, to meet the typical standard of statistical significance. (Percents shown in **bold**.) However, the 2005 percent could be higher on two qualities and lower on two qualities just by chance. This suggests little or no change in character qualities between 2003 and 2005.

Change in Responses

People most frequently practiced the pillar of respectfulness in both years. The average score was 3.40 in 2005 and 3.44 in 2003.

(See **Figure 4**.) They were least likely to practice the qualities of citizenship with scores of 3.08 in 2005 and 3.23 in 2003. The differences between the two years in age distribution of respondents could account for most of the differences in the report of practices.

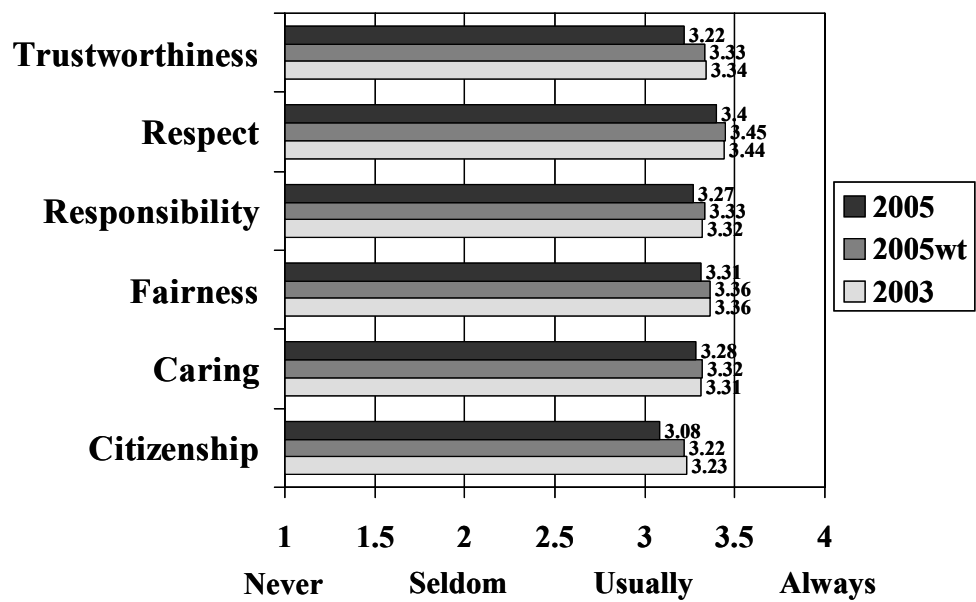


Figure 4. Average Scores on the Six Pillars: 2003 and 2005

Multiple regression permits differences to be tested for statistical significance while holding other characteristics constant. Each of the six pillars' score was regressed on the year of the survey and the social and demographic characteristics of the respondents. Trustworthiness significantly declined by 0.11 points between 2003 and 2005, controlling for all characteristics of the respondents. (See **Figure 5**.) In 2003, participants in the Character Counts! program reported about the same level of trustworthiness as did nonparticipants (difference of 0.01 points). Significant change occurred for program participants, so that program participants in 2005 reported practicing trustworthiness 0.07 points more frequently than did nonparticipants (-.01 + 0.08). Students in 2003 reported slightly higher levels (0.04) of trustworthiness than did parents, grandparents, other county residents and nonresident workers. The frequency of students practicing trustworthiness qualities significantly decreased over the following two years relative to other types of respondents, so that they were 0.12 points less likely than non-students

to practice trustworthiness qualities (0.04 - 0.16). Whether or not they were students, youth 10-15 and youth 16-21 reported significantly lower levels of trustworthiness in 2003 than did adults (-.30 and -.32 respectively). Their reported levels of trustworthiness increased significantly over the next two years, halving the gap between them and adults. Females report 0.21 points higher levels of trustworthiness than males in both 2003 and 2005. Married people reported higher levels of trustworthiness than single people in both years. African-American respondents reported less practice of trustworthiness qualities than did people of other racial and ethnic backgrounds. People employed full-time in 2003 reported only slightly higher levels (0.05 points) of trustworthiness than unemployed people. Their reporting significantly increased by 0.11 points by 2005. Working part-time, however, had no effect on frequency of practicing trustworthiness qualities. Neither did being a parent nor a program volunteer affect the frequency of practicing trustworthiness in either 2003 or 2005 (not shown in the table since they did not affect any of the six pillars). Together, these characteristics of respondents explained 19% of the variation in reporting of trustworthiness ($R^2 = 0.19$).

Figure 5. Change in Multiple Regression of Six Pillar Scores on Respondent Characteristics

Characteristics	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
Two-year change	-.11*	.01	-.03	.03	-.01	-.06
Participant	-.01	.02	.03	.07*	.08**	.08*
Participant change	.08*	.07*	.12**	.04	.05	.07
Student	.04	.01	.02	.02	.00	.00
Student change	-.16**	-.08	-.08	-.07	-.04	.00
10-15 years	-.30**	.04	-.04	.02	-.04	-.27**
10-15 years change	.17*	-.03	-.00	-.08	-.00	-.06
16-21 years	-.32**	.04	-.07	-.00	-.13	-.26**
16-21 years change	.17*	-.04	-.01	-.05	.03	-.04
Female	.21**	.18**	.16**	.24**	.23**	.22**
Married	.12**	.07*	.11**	.06	.07	.20**
African-American	-.13**	-.08**	-.02	-.06	-.05	-.17**
Employed Full-time	.05	.07	.17**	.10*	.11*	.11*
Full-time change	.11*	.04	.01	.04	.03	.08
Employed Part-time	.00	.01	.03	-.03	.05*	.07**
R^2	0.19	0.06	0.08	0.08	0.08	0.19

* $p < .05$ ** $p < .01$ Never significantly different were parents or program volunteers.

Characteristics of respondents also explained 19% of their reported levels of citizenship, but no significant change occurred in citizenship between 2003 and 2005 among any group. Only 8% or less of the individual variation in the other four pillars can be explained by respondent characteristics. However, significantly higher levels of respect and responsibility were reported by program participants than by nonparticipants in 2005 when participation had seem to make no difference in 2003.

In general, respondent characteristics had similar relationships to the practice of each of the six pillars. Character Counts! participants reported more frequent practice of all six pillars of character than nonparticipants in 2005 while they were higher on only three pillars in 2003. Females report more frequent practice of character qualities than males in all six areas in both years. Marriage and full-time employment generally increased the frequency of practicing character qualities.

Discussion

Youth and adults living in Queen Anne's County did not significantly increase the frequency with which they practiced positive character qualities between 2003 and 2005 as a result of the Character Counts! program. In fact, their practice of trustworthiness may have decreased over these two years. However, creating change in a total community often takes years, and it may be more reasonable to expect change in those directly affected by the program. Program participants practiced three of the pillars of quality more frequently than nonparticipants in both 2003 and 2005, and by 2005 also practiced the other three pillars of quality more frequently than did nonparticipants. The Character Counts! program focused substantial effort on elementary and middle school students. Youth were much less likely than adults in 2003 to practice the qualities of trustworthiness and citizenship, but that difference was cut in half by 2005 and may be attributed to the program.

Appendix

Differences in 2003 and 2005 Analysis

This analysis used the coding on the inventory form for numeric calculations (1 = never and 4 = always) rather than converting the codes to 0-3 as the 2003 calculations of means apparently did. 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. Scale reliability analysis produced Cronbach Alphas for 2003 and 2005 as follows: 0.75 and 0.72 for trustworthiness, 0.76 and 0.77 for respect, 0.84 and 0.83 for responsibility, 0.87 and 0.88 for fairness, 0.92 and 0.92 for caring, and 0.87 and 0.85 for citizenship.

This analysis identified the role of respondents in Queen Anne's County differently than was originally tabulated for the 2003 report. 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.

The inventory form gave no instructions to separated or divorced people on how to record their status, so they may be included in any or all of the other categories.

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. Change over the two years was captured by an overall variable and interactions terms for year and respondent characteristics.

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>
<u>TRUSTWORTHINESS</u>	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"/>
<u>RESPECT</u>	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!