

ADFA CADET OPINION RESEARCH  
November - December 1991

# TEACHING ETHICS

*to Officer Cadets at the Australian Defence Force Academy*

prepared by  
LtCol A R Howes (Retd)  
for

XIV JSCOPE

at

National Defence University  
Fort McNair  
Washington, DC, USA

30-31 January 1992

*being part of research towards my*

MASTER OF DEFENCE STUDIES (Sub-Thesis)  
AUSTRALIAN DEFENCE FORCE ACADEMY (ADFA)  
UNIVERSITY COLLEGE  
UNIVERSITY OF NEW SOUTH WALES  
AUSTRALIA.

*Alan Howes*  
29 January 1992.

(ii)

SHOWING PARTICIPATION  
BY 228 THIRD YEAR MEMBERS OF THE  
CORPS OF OFFICER CADETS,  
AUSTRALIAN DEFENCE FORCE ACADEMY (ADFA),  
IN A  
SURVEY OF  
ETHICS INSTRUCTION AT ADFA,  
27 NOVEMBER/3 DECEMBER 1991,  
DURING 'CHAPLAINS RETREATS'.

PARTICIPANTS

FEMALES

NAVY	21
ARMY	16
AIR FORCE	<u>12</u>
TOTAL	<u>49</u>

MALES

NAVY	41
ARMY	70
AIR FORCE	<u>62</u>
TOTAL	<u>173</u>

NOT SPECIFIED                      6 (ie, gender and service not indicated)

TOTAL SURVEYED (49 + 173 + 6) = 228

*SURVEY CONDUCTED BY ADFA CHAPLAINS,  
IN 3 GROUPS  
COMPRISING ATTENDEES AT THE THREE 'CHAPLAIN RETREATS'  
FOR THIRD YEAR CADETS IN NOV/DEC 1991.*

THERE WERE TWO HANDOUTS, EACH WITH A QUESTIONNAIRE ATTACHED. THESE ARE REFERED TO AS:

HANDOUT ONE and QUESTIONNAIRE ONE -

This addressed the cadets' ability and preparedness to recall a work related ethical dilemma or issue, in the past three years, at the Defence Academy in Australia.

HANDOUT TWO and QUESTIONNAIRE TWO -

This addressed the cadets' attitudes, knowledge and perception regarding ethics, in relation to other officer characteristics.

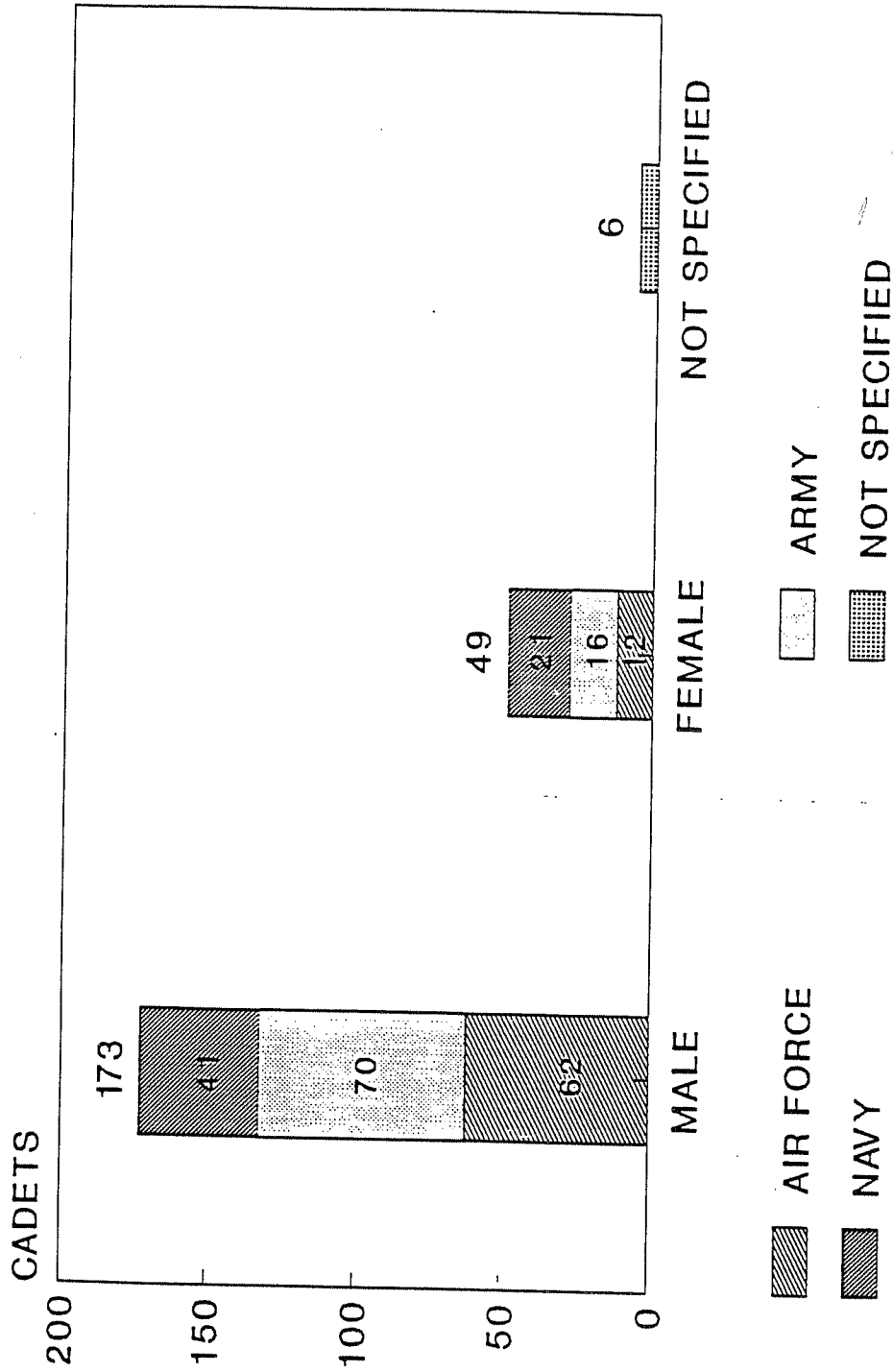
## ADFA CADET OPINION RESEARCH 1991 METHODOLOGY

- Survey of 228 third (final) year members of the Corps of Officer Cadets, Australian Defence Force Academy
- Administered in three groups at Chaplains Retreats (27 November - 3 December 1991)

• Handout/One - Experience of Ethical Dilemmas  
Questionnaire

- Handout/Two - Officer Characteristics  
Questionnaire
- Key requirements as perceived by Officer Cadets
  - Present instructional emphasis
  - Present knowledge
  - Future emphasis

# ADFA CADET OPINION RESEARCH 1991 SAMPLE PROFILE



Base: ADFA Third Year Cadets N=228

THIRD YEAR CADETS  
SURVEY  
OF  
ETHICS INSTRUCTION  
WITHIN THE CORPS OF OFFICER CADETS (COOC)  
AUSTRALIAN DEFENCE FORCE ACADEMY (ADFA)  
CONDUCTED NOV/DEC 91

HANDOUT ONE

My name is Alan Howes. I would like you to complete the attached survey to assist me with part of the research for my Master of Defence Studies sub-thesis here. The Director of Military Education and Training has agreed that the Defence Academy chaplains may administer this survey during the four retreats (each of three-days duration) during the period late November to early December 1991.

I am a recently retired Australian Regular Army lieutenant-colonel. The topic of my 15 000 word sub-thesis is:

'The teaching of ethics,  
by military staff to officer cadets,  
at the Australian Defence Force Academy.'

The questions attached relate to this topic. I would appreciate it if you answered the questions individually and honestly.

Certainly I hope some, if not most of you, will subsequently want to share your reactions to the survey questions (shades of the ideals portrayed in the film 'Dead Poets Society', but without such tragic consequences!). It may be the chaplains, or you spontaneously as individuals and/or as small groups or as the group of third year COOC, who may want to bring certain matters concerning teaching generally at the Defence Academy to my attention. This is of particular interest where you have opinions relating to your chosen military career - the profession of arms - and the teaching concerning ethics you have received to date in your life, particularly over the last three years.

'Teaching' here refers to both content and method (what combination, sequence and type of training and education), and includes day-to-day life as lived and practised at the Defence Academy and during single service training. You may wish to expand that viewpoint, modify it, or change it significantly.

/PTO

The attached survey is based on a current Ethics Research Project authorised on 28 November 1990 by Major-General G S Clements, Chief Personnel Development at National Defence Headquarters, Ottawa, Canada. In the first paragraph of his covering instruction he says:

"The subject of ethics has grown in importance, not only in the military but in the civil sector as well. As professional military officers, the subject has daily implications. Therefore it is a subject on which we should all have spent considerable thought, and for which we should have developed our own opinions and standards."

A review of the literature concerning the teaching of ethics in Australia shows that most professions have documented the types of ethical dilemma or ethical issues faced by professionals within their ranks. This is only true for the profession of arms in a very general sense. I seek to locate distinctly Australian examples of the range of ethical dilemma and ethical issues we face, in some detail. The information you provide will also assist in guiding the approach I take in examining options concerning the structure of ethics teaching at the Defence Academy, such as whether it should be located within the Leadership stream or the Character Development stream, or perhaps continue to be shared between both?

The Macquarie Dictionary has the following definitions for 'ethics':

- '1. a system of moral principles, by which human actions and proposals may be judged good or bad or right or wrong.
2. the rules of conduct recognised in respect of a particular class of human actions: *medical ethics*. [note: *military ethics* (or *defence ethics*) is also a particular class of human actions]
3. moral principles, as of an individual.'

'dilemma':

- '1. a situation requiring a choice between equally undesirable alternatives; an embarrassing or perplexing situation. 2. *logic*. a form of argument in which two or more alternatives (the horns of the dilemma) are presented, each of which is indicated to have consequences (usu. unfavourable) for the one who must choose.'

and 'issue': '7. a point the decision of which determines a matter: *the real issue*.'

I'm grateful for this opportunity to communicate with you. I trust we 'get across' - one day you might seek similar assistance. You may even wish to conduct a survey among your own subordinates or peers after graduation; or have to determine whether a survey of those for whom you are responsible should be permitted - and what questions are permissible to be asked.

My thanks to each of you in advance for your consideration of the survey. Should you wish to discuss any aspect of this survey, please contact me on 06-247 7496 (w&h) or write to me at 7 Truscott Street CAMPBELL ACT 2601.

21 November 1991



1. Please circle the correct response:

- a. Gender:            Male            Female
- b. Service:        Navy            Army            Air Force

2. Please tick (✓) one of the following:

.... I am unable to recall a work related ethical dilemma or issue.

OR ... I am able to recall a work related ethical dilemma or issue, but do not wish to participate in this research.

OR .... I am able to recall a work related ethical dilemma or issue, and my answers to the research questions commence below.

Note: amend the word 'dilemma' hereafter to the word 'issue', where you think 'issue' is more appropriate.

Questions for cadets who agree to participate in the survey. Should space below each question be insufficient please use the other side of the page.

3. Describe an ethical dilemma which you have experienced or are experiencing which is related to your work as a military cadet. Please provide sufficient detail so that the situation can be fully understood, however avoid specifics which would allow anyone to identify you or other cadets. Your example need not be a life or death situation; many ethical dilemma arise from mundane circumstances.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

4. a. What is it about this situation that makes it an ethical dilemma?

.....  
.....  
.....  
.....  
.....

b. How do you normally determine whether an issue is an ethical issue?

.....  
.....  
.....  
.....

5. a. How did you resolve the issue described above, or if it is still in progress, how do you think you will resolve it?  
 .....  
 .....  
 .....

b. What decision did you reach if any, and/or what action did you take if any?  
 .....  
 .....  
 .....

6. a. What factors did you take into consideration in arriving at your solution to this dilemma?  
 .....  
 .....  
 .....

b. Were some factors more important than others? Rate each of your factors on a seven point scale with 7 being most important and 1 being least important. Help me to understand your reasoning about this.

FACTORS (List below)	RATING						
	Least impt			Most impt			
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

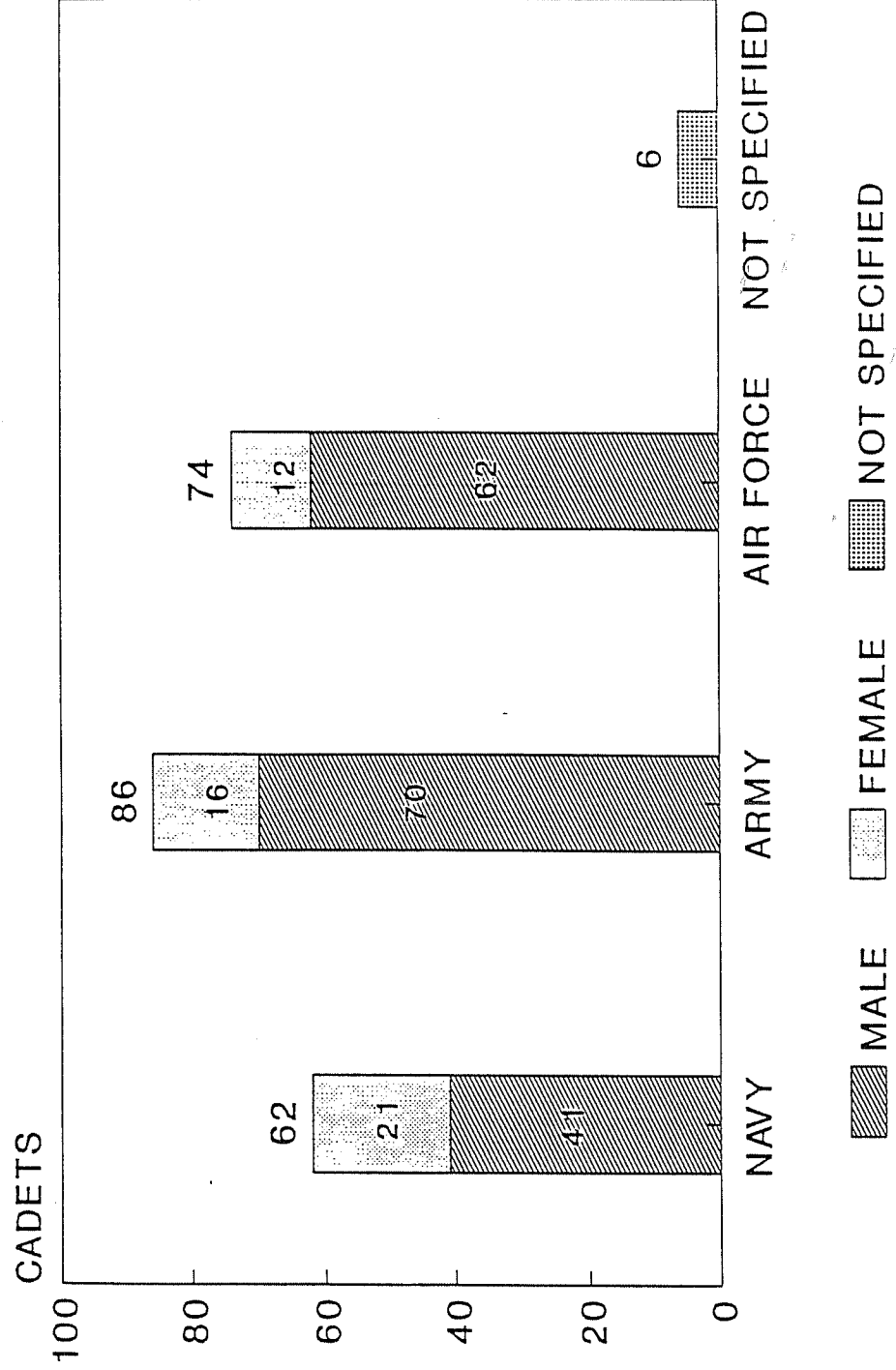
Comment:.....  
 .....  
 .....

7. a. Have you ever received educational instruction or training in ethics? (circle)      Yes      No

b. If yes, please describe below.  
 .....  
 .....  
 .....

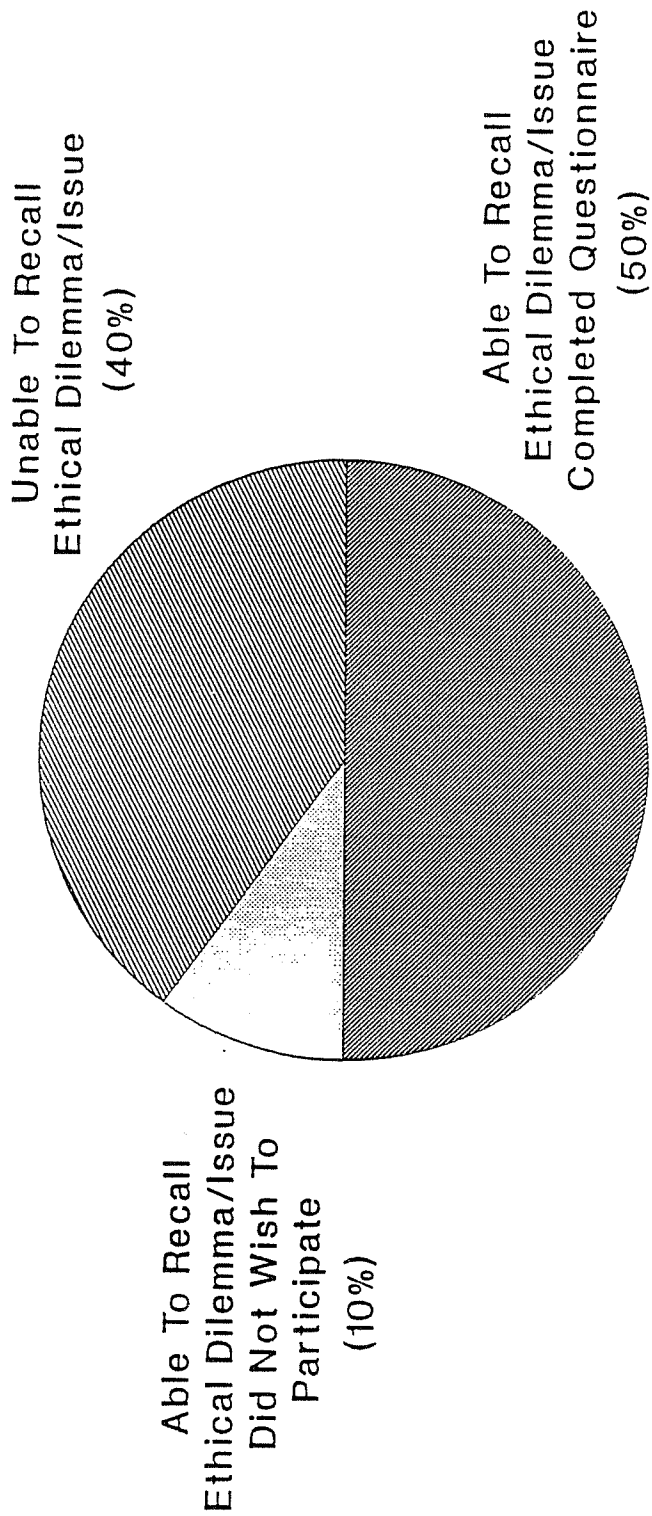


# ADFA CADET OPINION RESEARCH 1991 SAMPLE PROFILE



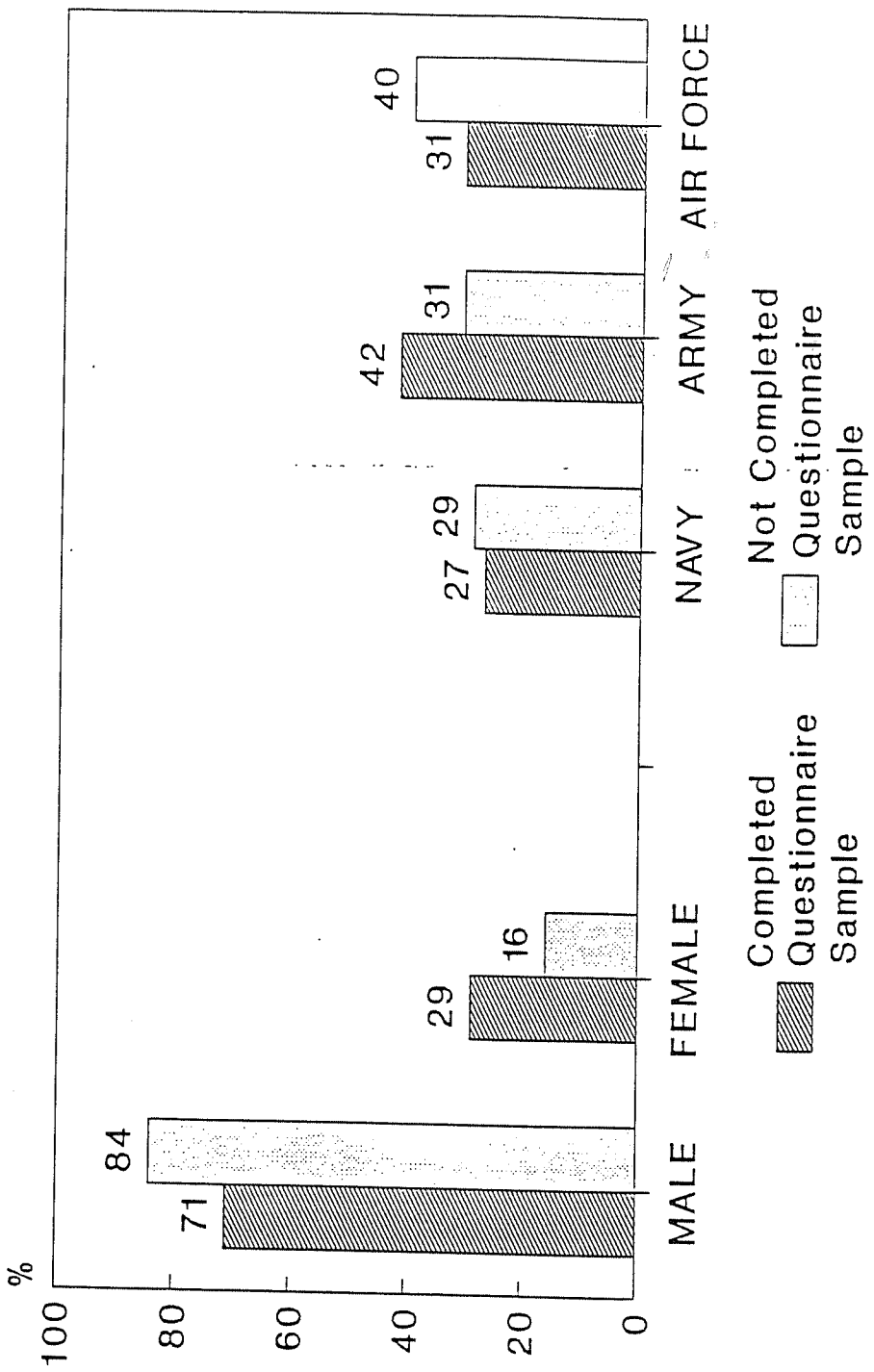
Base: ADFA Third Year Cadets N=228

# ADFA CADET OPINION RESEARCH 1991 PARTICIPATION ANALYSIS



Base: ADFA Third Year Cadets N=228

# ADFA CADET OPINION RESEARCH 1991 PARTICIPATION ANALYSIS BY GENDER AND SERVICE



Base: ADFA Third Year Cadets N=228

## ADFA CADET OPINION RESEARCH 1991 EXPERIENCE OF ETHICAL DILEMMAS

	TOTAL	MALE	FEMALE
Fraternisation Difficulties	28	20	8
Sexual Harrassment (predominantly of females)	23	12	11
Enforcement of Rules	7	5	2
Issues of Trust/Lying/Dobbing	5	2	3
Theft and Stealing	5	5	0
Pregnancy and Abortion	5	2	3
Hypocrisy	5	5	0
Adverse Reporting of Juniors	4	4	0
Absence Without Leave	3	2	1
Local Leave	3	2	1

### OTHER ETHICAL DILEMMAS:

- Malingering
- Homosexuality
- Alcohol/Drugs
- Plagiarism
- False Returns
- Peer Pressure
- Killing
- Being a Christian
- Non-attendance at lectur
- Coping With Bereavement

Base: ADFA Third Year Cadets N=114

(p.2-1)

SURVEY OF ETHICS INSTRUCTION  
WITHIN THE CORPS OF OFFICER CADETS, AUSTRALIAN DEFENCE FORCE ACADEMY

(CONDUCTED NOV/DEC 91)

HANDOUT TWO

My name is Alan Howes; thank you for completing the earlier survey - HANDOUT ONE. I would like you to complete the attached survey, HANDOUT TWO, to further assist me with part of the research for my Master of Defence Studies sub-thesis here. The Director of Military Education and Training has agreed that the Defence Academy chaplains may administer this survey during the Character Development sessions, late November to early December 1991. You'll recall I'm a recently retired Australian Regular Army lieutenant-colonel. May I remind you the topic of my 15 000 word sub-thesis is:

'The teaching of ethics, by military staff to officer cadets,  
at the Australian Defence Force Academy.'

'Teaching' here refers to both content and method (what combination, sequence and type of training and education): on that basis, teaching includes day-to-day life as lived and practised at the Defence Academy and during single service training, over a three year period in your case. Once again if you wish, expand on that viewpoint, modify it, or change it significantly. Should you wish to do so please write down, on desirably no more than one A4 page, your views on the teaching process as you perceive it, and as you would wish it could be; try to justify your views and assertions wherever possible.

The questions attached relate to this topic. As for HANDOUT ONE, please answer the questions individually and honestly. Certainly I hope some, if not most of you, may subsequently wish to share your reactions to the survey questions. The attached survey is primarily based on three literature sources:

- **Australia, USA and Canada** (see overleaf for some recent examples of a growing emphasis on ethics and values in liberal democracies and their naval, land and air defence forces): note that all derive from a British model of military professionalism.

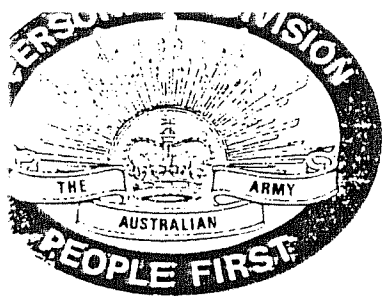
I'm grateful for this second opportunity to communicate: to 'get across'. One day, as I said in HANDOUT ONE, you might seek similar assistance in a future survey! My thanks, also again, to each of you in advance for your consideration of this second survey. Should you wish to discuss any aspect of these surveys, please ring me on 06-247 7496 (w&h) or write to:

7 Truscott Street CAMPBELL ACT 2601.

/PTO

24 November 1991.





# STRATEGIC

(Page 2-2)

AUSTRALIAN ARMY

# PLAN

## 1991-92

### Army Planning Fundamentals

Notwithstanding the pace of change, there are a number of continuous fundamental requirements which apply at Army level and have relevance for Personnel Division. These cover the areas of:

- People
- Force Structure
- Doctrine
- Training
- Resources

#### PEOPLE

- Army must continue to put people first.
- Army requires intelligent, tough, resourceful soldiers with high levels of self discipline and must demand high levels of medical fitness and physical endurance to build upon the present sound base.
- Army's leaders at all levels must possess the highest ethical and professional standards and be committed to the pursuit of excellence and the well-being of their subordinates.
- All personnel, both military and civilian, should be provided with competitive opportunities to develop fully their potential in challenging and rewarding employment.

#### DIVISIONAL GOALS, OBJECTIVES AND PERFORMANCE INDICATORS

##### FORCE STRUCTURE LIABILITY AND OPERATIONAL READINESS

##### MANNING AND UNIT STRENGTH

###### Goal 1:

**Man the Army force structure**

Objective 1.4: Contribute to the development in Army leaders a commitment to the highest ethical and professional standards, the pursuit of excellence and the well-being of subordinates by June 92.

PI 1.4.1: Draft a Code of Ethics for comment by September 91.



Copy held

Alan James

30 Jan 92

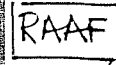
# AIR FORCE

1991



## Our Values

Over the years our Air Force has built a tradition of achievement and excellence. Our achievements have been built on basic values that influence all our actions in fulfilling our mission. The most important of these values are:

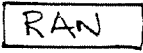


COMPETENCE

DEDICATION

TEAMWORK

RESPECT FOR PEOPLE



From CNS:

Navy Quality Management represents an opportunity for Navy to improve the quality of our performance and realise the benefits for ourselves in contributing to national insurance.

In implementing NQM, I am seeking to:

- eliminate waste,
- increase job satisfaction for all of us,
- provide managers and supervisors with more autonomy, and
- improve our standards of performance by more effective use of resources.



I encourage all personnel within the Navy Program to embrace the challenge of adopting this new method of thinking about processes. There may be other ways of managing more methodically and effectively but I believe that we have selected the most appropriate method for our needs. It is not a case of 'doing more with less' it is an opportunity to do more with what we have. If we do not do so our opportunities for the future will be limited and the satisfaction we derive from what we do will be less.

Navy Quality Management is about progress and progress we will.

*Ian MacDougall*

Vice Admiral Ian MacDougall AO RAN

The way we develop and practice these values can be seen and demonstrated in many ways:

Amongst ourselves by:

- Recognising achievement and encouraging enterprise
- Ensuring adequate career prospects and equal opportunity
- Education and training to maintain our professional excellence
- Recruiting the best people into our Service
- Allowing scope for the full use of individuals' talents

To the other Services by:

- Maintaining high standards of operational excellence
- Ensuring close cooperation in providing timely air support and other services
- Approaching tasks in a professional manner with integrity and honesty

To the Australian Public by:

- Instilling confidence through our professionalism and competence
- Ensuring the best use of taxpayers' money

THIRD YEAR CADETS SURVEY OF ETHICS INSTRUCTION  
 AUSTRALIAN DEFENCE FORCE ACADEMY (CONDUCTED NOV/DEC 91)  
 HANDOUT TWO - QUESTIONNAIRE

You would be familiar with the concept that the word 'stewardship' represents being entrusted with the management of another's property. How then does the concept of 'officership' relate to the profession of arms? In your chosen profession you will continue to learn to lead, to excel and to manage people first and foremost, together with property!

Membership of the profession of arms may be seen as having a number of grades. Soon, within days, you will graduate from the Defence Academy. This is no entry into a primary or secondary industry. You who are RAAF graduate into officership, and for others you are a major stage nearer officership, in a service industry that epitomises service. In the Defence Force of your country you face and accept the commitment to risk your life, and the lives placed in your command, for your country, your fellow-citizens and their way of life.

**Note:** This questionnaire is in confidence; do not write your name on it. Please circle the correct response in your case. Gender: FEMALE MALE      Service: NAVY ARMY AIR FORCE

**Question 1:**

***What officer characteristics do you think you should possess by now as a senior officer cadet?*** Please answer in about 25 words.

.....  
 .....  
 .....

**Question 2:**

Examine the following list of officer characteristics. **How much weight was given to each one in your training, military and academic education, and life here in the past three years?**

(rank from 1 [given most emphasis] through to 7 [given least emphasis])

<u>OFFICER CHARACTERISTICS</u>	<u>Relative Rank Order of each</u>
● Proficiency (the acquisition of skills)	..... <input type="checkbox"/>
● Performance (successful completion of tasks)	..... <input type="checkbox"/>
● Leadership	..... <input type="checkbox"/>
● Ethics (relating moral values to military professionalism and character development)	..... <input type="checkbox"/>
● Management (making best use of time and resources)	..... <input type="checkbox"/>
● Mentoring (providing a role model for subordinates and peers)	..... <input type="checkbox"/>
● Motivation	..... <input type="checkbox"/>

**Question 3:**

***You are tasked to lecture your peers on the topic 'The Profession of Arms'. Which books, by which authors, would you consult?***

.....  
 .....



**Question 4:**

Now please rank your assessment of your present knowledge of each of the following officer characteristics.

(rank progressively from 1 [meaning you have a good understanding of this] through to 7 [meaning you have a poor understanding of this])

**OFFICER CHARACTERISTICS**

**Relative Rank Order of each**

- Proficiency (the acquisition of skills) .....
- Performance (successful completion of tasks) .....
- Leadership .....
- Ethics (relating moral values to military professionalism and character development) .....
- Management (making best use of time and resources) .....
- Mentoring (providing a role model for subordinates and peers) .....
- Motivation .....

**Question 5:**

Looking back over the past three years, which of the following officer characteristics should, in your view, have received more attention?

For each characteristic five boxes are provided. Indicate <sup>with a tick</sup>  whether you believe more, the same, or less attention should be given to each characteristic.

**OFFICER CHARACTERISTICS**

	Give a lot more attention	Give a little more attention	About right	Give a little less attention	Give a lot less attention
• Proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 6:**

Have you any further remarks, or amplification you wish to make, on any of questions 1 to 5? Use overleaf if necessary.

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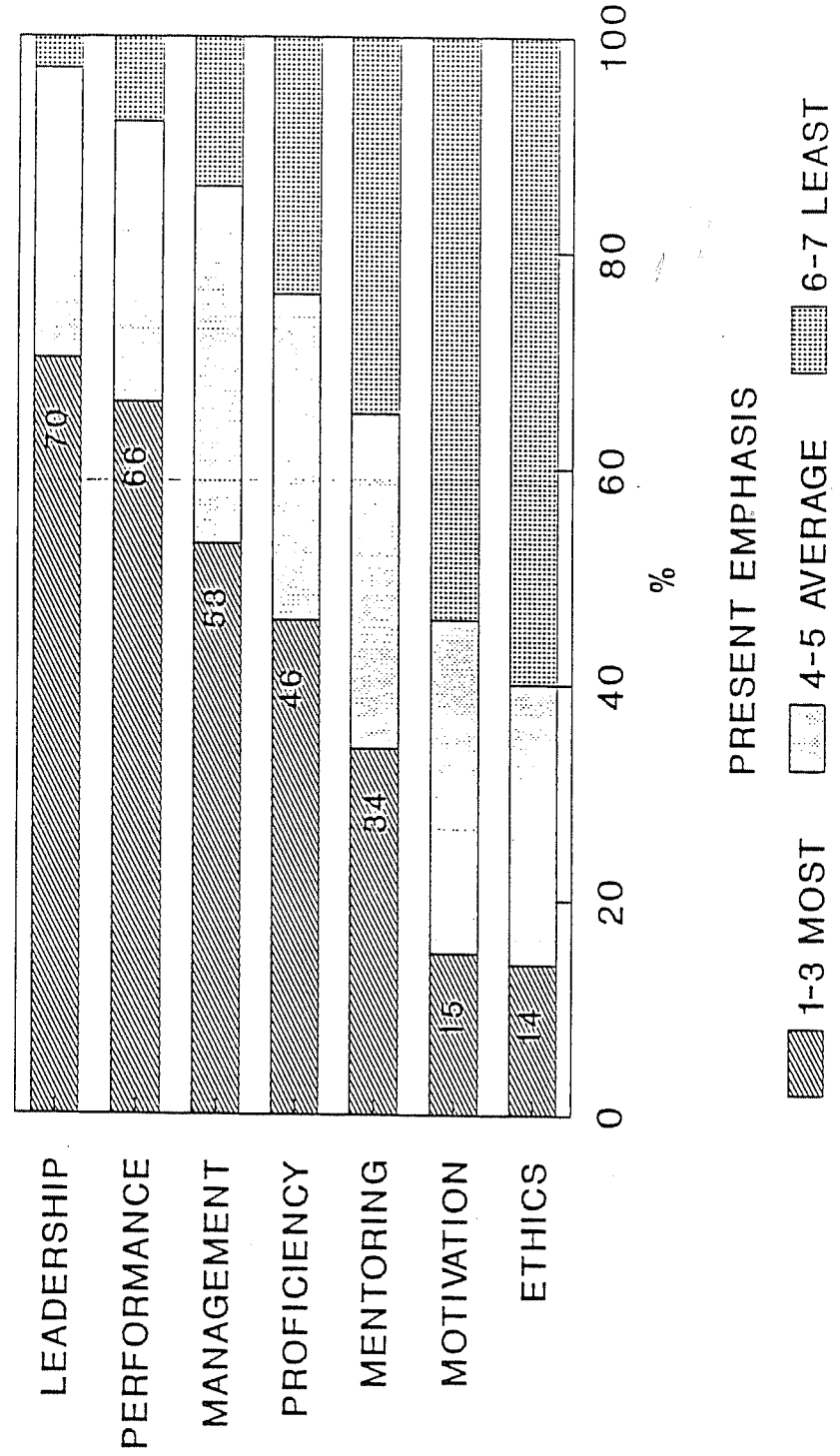
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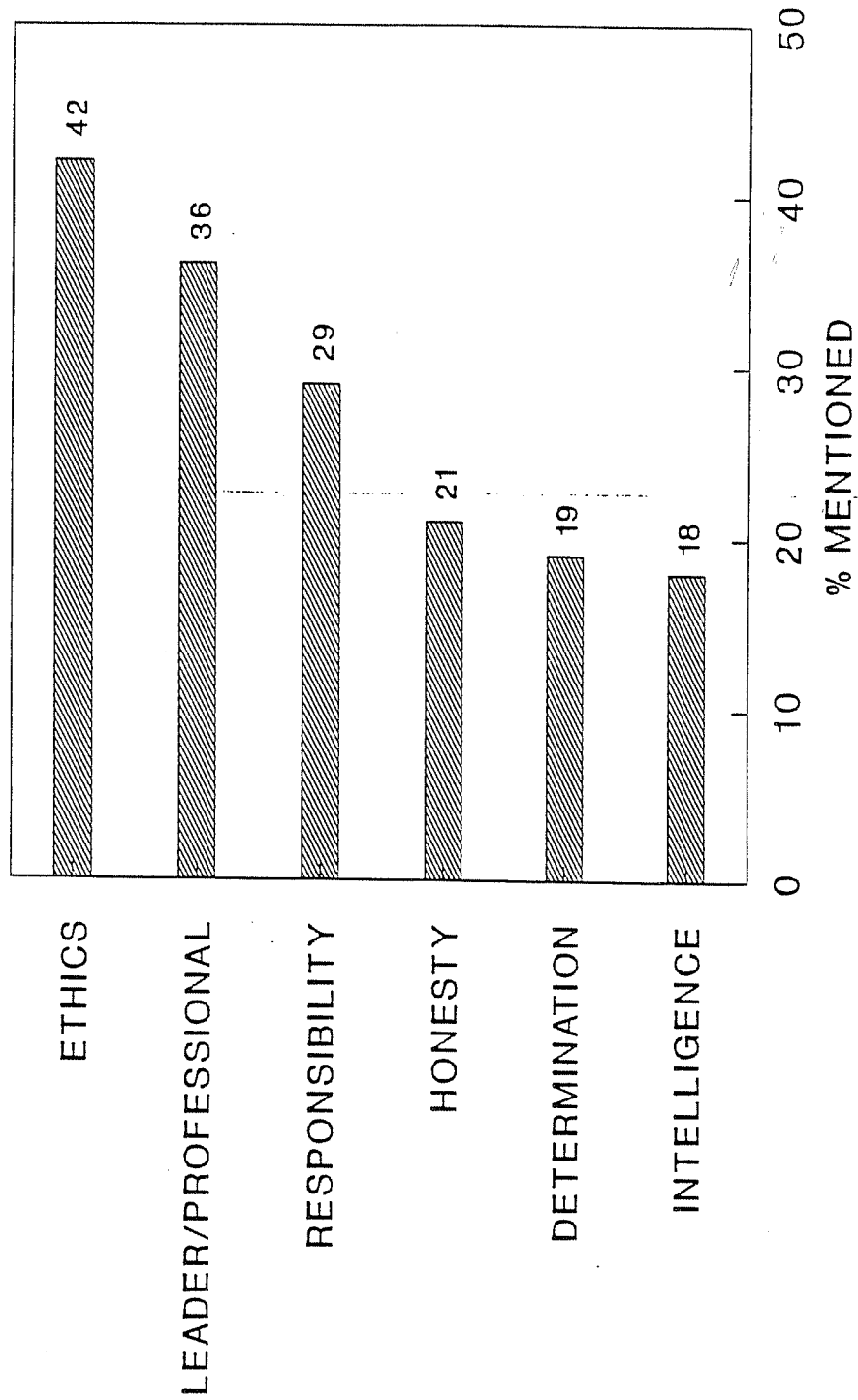
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# ADFA CADET OPINION RESEARCH 1991 INSTRUCTIONAL EMPHASIS ON OFFICER CHARACTERISTICS (Handout Two Questionnaire)



Base: ADFA Third Year Cadets N=145

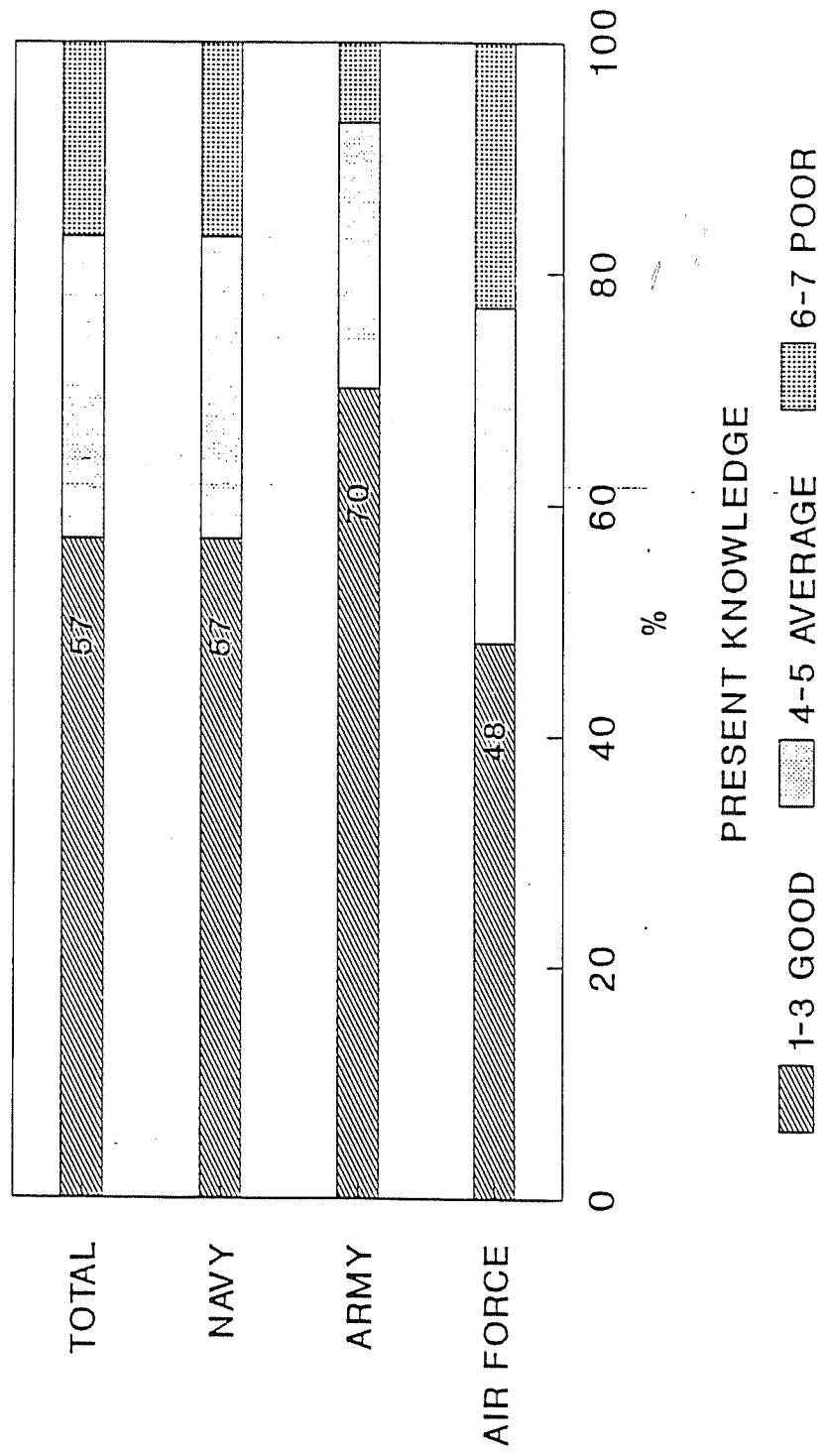
# ADFA CADET OPINION RESEARCH 1991 KEY REQUIREMENTS AS PERCEIVED BY OFFICER CADETS (Question 1 on Handout Two Questionnaire)



Base: ADFA Third Year Cadets N=145

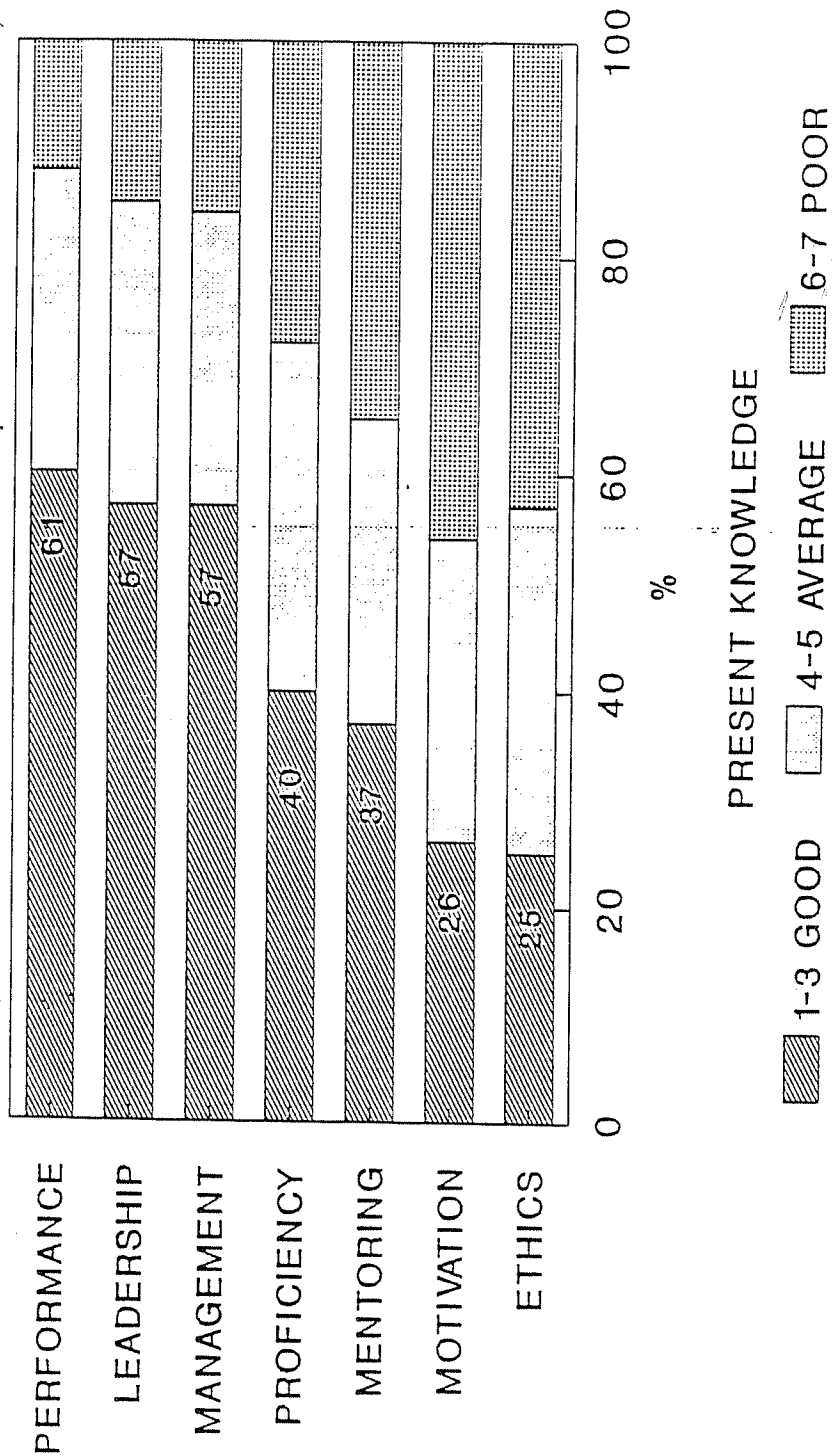
# ADFA CADET OPINION RESEARCH 1991 PRESENT KNOWLEDGE OF "MANAGEMENT" BY SERVICE

<sup>'A'</sup> Subsets to Question 4  
on Handout Two  
(Questionnaire)



Base: ADFA Third Year Cadets N=145

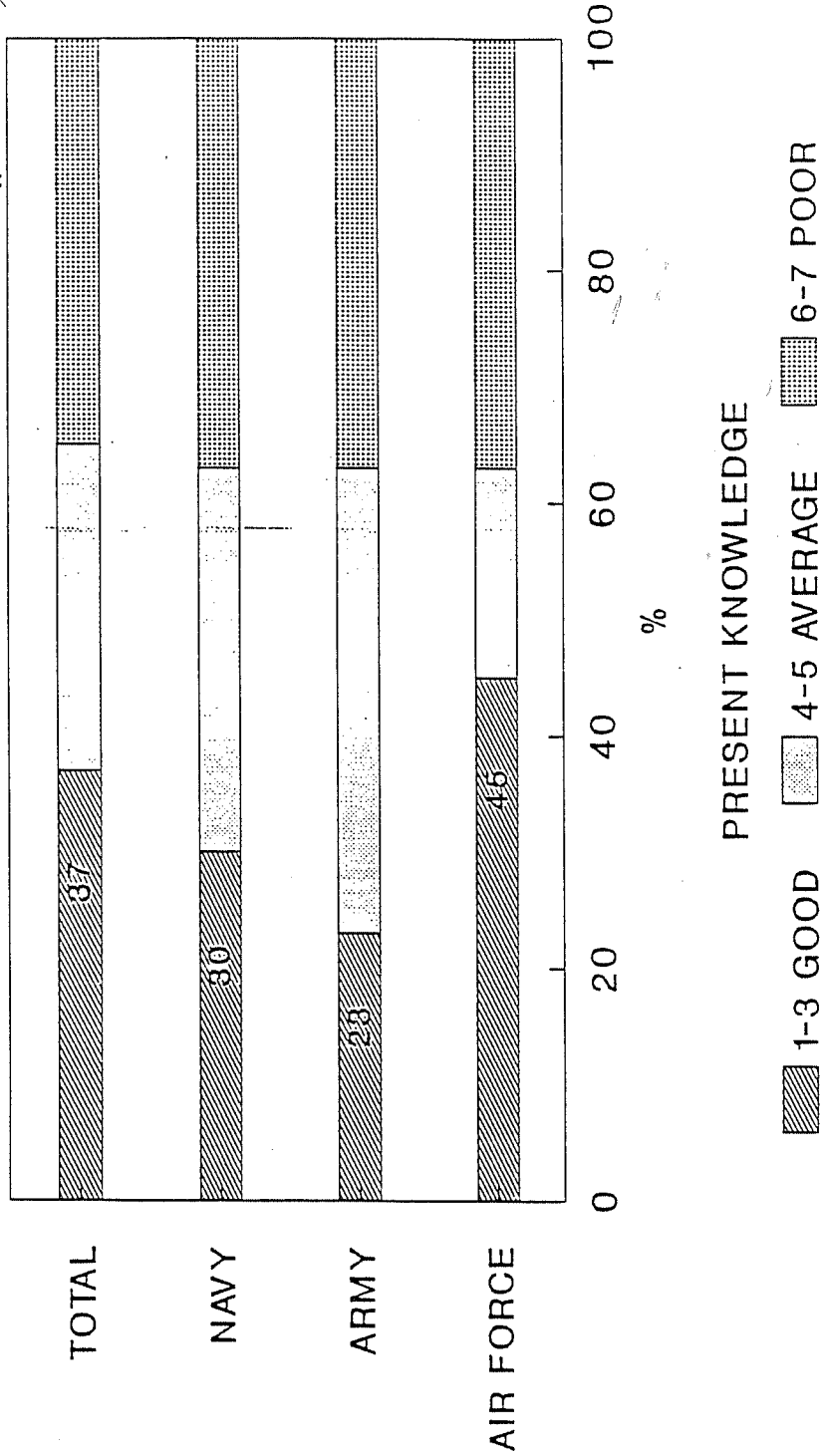
# ADFA CADET OPINION RESEARCH 1991 PRESENT KNOWLEDGE OF OFFICER CHARACTERISTICS (Question 4 on Handout Two Questionnaire)



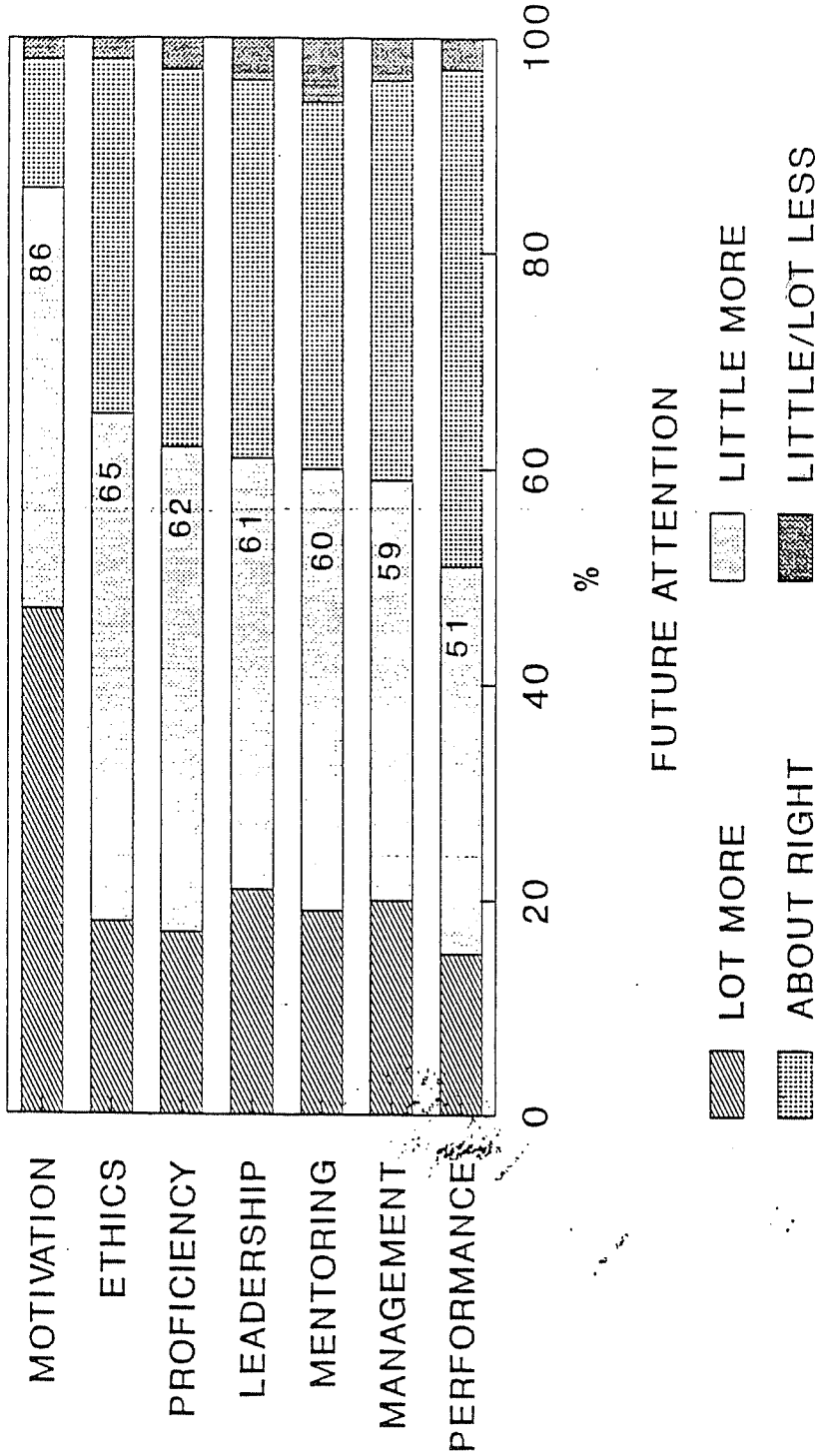
Base: ADFA Third Year Cadets N=145

# ADFA CADET OPINION RESEARCH 1991 PRESENT KNOWLEDGE OF "MENTORING" BY SERVICE

(Subset 'B' to  
Question 4 on  
Handout Two  
Questionnaire)



# ADFA CADET OPINION RESEARCH 1991 FUTURE ATTENTION TO OFFICER CHARACTERISTICS (Question 5 on Handout Two & questionnaire)



Base: ADFA Third Year Cadets N=145