

**The Relationship of Self-Concept Clarity, Social Intelligence, and Empathy to  
Intellectual Humility**

by

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Intellectual Humility, Self-Concept Clarity, Social Intelligence, Empathy

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## Abstract

The construct, humility has gained in popularity as a heralded leadership attribute and focus of study. Scholars have postulated that humility may possess subdomains. Intellectual humility (IH) is one of these subdomains. It is proposed that IH differs from humility in its specificity to a particular context. This study was designed to analyze the relationship between IH and self-concept clarity (SCC), social intelligence (SI), and empathy (EM). Using data collected from students attending a public, northeast university, IH was found to have statistically significant relationships with SCC, SI, and EM. The findings suggest support for previous IH scholars' theorized IH components of self-concept accuracy and openness to others as potential exemplars of knowledge. More research is required to determine the strength and predictiveness of these relationships over time and in relationship to other constructs and performance criteria outcomes.

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## List of Abbreviations

ADP	Army Doctrine Publication
CAPS	Cumulative Academic Program Score
CCDP	Cadet Character Development Program
CMPS	Cadet Military Performance Score
CPPS	Cadet Physical Program Score
CQPA	Cadet Quality Point Average
EM	Empathy
IH	Intellectual Humility
IA	Intellectual Arrogance
IO	Intellectual Openness
NCT	New Cadet Training
OIR	Office of Institutional Research
PDR	Performance Development Report
SCA	Self-Concept Accuracy
SCC	Self-Concept Clarity
SSD	Self-Concept Differentiation
SI	Social Intelligence
USMA	United States Military Academy

## **Introduction**

*“A fool thinks himself to be wise, but a wise man knows himself to be a fool.” -Shakespeare*

The Army announced this past year that it officially incorporated the attribute of humility into the list of character attributes identified in the Army Doctrine Publication (ADP) 6-22 Army Leadership and the Profession, 2019. This publication describes the attributes and core leader competencies that are expected of all leaders across all levels within the U.S. Army. Informally, members of the profession of arms have heralded humility within the military as a hallmark of good leadership for decades. The Army’s incorporation of this attribute formally comes at an appropriate time in our nation as intolerance to diversity in people, ideas and science has taken root among vocal and influential collectives while, simultaneously, technology continues to rapidly breakdown geographical barriers, exposing the masses to diversity in values and ideas (Jarvinen & Paulus, 2017). This creates a period of time when fear is easily evoked but opportunities for change and development may be seized.

Leading can be challenging regardless of context but in a world where people seemingly are more inclined to talk than listen, leadership may be more difficult – especially for leaders who do not deliberately seek knowledge regardless of source or contradiction to personal beliefs. History is littered with leaders whose own successes become their downfalls as they become over-confident in their abilities and unwilling to listen or solicit feedback from others. Where leaders like Chrysler’s savior and burden, Lee Iacocca, or MicroStrategy Inc.’s former CEO, Michal Saylor, became disillusioned by their achievements, unwilling to receive feedback, and ultimately failed in what Jim Collins calls “Level 5” leadership (Vera & Rodriguez-Lopez, 2004). In his research to distinguish good from exceptional firms, Collins (2001) found “great”

organizations shared a secret ingredient, humble leaders. If this attribute is the secret sauce to leadership, we must be sure we know its elements, how to identify those who have it and develop those who do not. To do this, we must distinguish it from other attributes and identify its components.

Humility definitions encompass both what behaviors or traits humility represents and, almost as frequently, what humility does not represent. Within Army doctrine, humility is simply defined as the absence of arrogance (ADP 6-22, 2019). Merriam-Webster (Merriam-Webster.com dictionary, n.d.) defines it as the freedom from pride or arrogance. Roberts and Wood (2003) elucidate humility with a negative definition, describing its opposing characteristics in the form of 14 vices which include arrogance, vanity, conceit, hyper-autonomy, domination, and selfish ambition. Scholars who specialize in humility acknowledge that it may be related to modesty but it is not synonymous (Driver, 2001). The association of humility with modesty implies a likeliness to underestimate one's strengths, possess a low estimation of oneself, or lack confidence (Whitcomb et al., 2017; Kidd, 2015). Researchers propose humility is not an underestimation of strengths or lack of confidence but rather an accurate assessment of one's abilities and achievements (Tagney, 2009).

Scholars generally agree that humility involves an accurate self-assessment but there is less consensus on interpersonal behaviors believed to be components of humility versus correlates (Davis et al., 2016). Descriptions of humble individuals include those who are believed to have a down to earth perspective of self and others and without a need to self-enhance or dominate (Vera & Rodriguez-Lopez, 2004). They are often characterized as honest and possessing high integrity and can experience feedback and contributions of others without threat to ego. Scholars describe those with humility as able to keep perspective of one's place in



the world, possess openness to ideas, and a focus on others (Whitcomb, 2017). Based on recent studies, psychology scholars suggest that general humility may involve subdomains to include intellectual humility.

Intellectual humility (IH) is a virtue identified in both philosophical and psychological literature although it is still in its infancy compared to other constructs describing intellect such as wisdom (Samuelson et al., 2013). A primary difference between IH and humility is that intellectual humility is evidenced within specific contexts while humility is a more general trait construct. As Davis et al. (2016) highlight, there is much to learn and understand about the virtue of intellectual humility. This thesis will contribute to the field by establishing more clearly defined relationships between intellectual humility and self-concept clarity, social intelligence, and empathy through analysis of data gathered at one time point during a longitudinal study at the United States Military Academy at West Point, New York.

## **Literature Review**

### **Intellectual Humility**

Intellectual humility is a relatively new concept despite the centuries dedicated to study of its relatives, wisdom and humility. Like humility is seen as a subdomain of wisdom, intellectual humility is largely seen as a subdomain of humility (Davis et al. (2016). Intellectual humility is related to general humility in that both include self-awareness but where they differ is in the degree of specificity. Within IH literature, IH is characterized as the “disinclination to regard a belief as true just because it’s one’s own” (Gregg & Mahadevan, 2014); “a disposition to form proper beliefs about the epistemic statuses of one’s beliefs and possess an unusually low concern for one’s intellectual status” (Whitcomb et al., 2017); “a low dispositional concern for status and focus on concern for knowledge” (Samuelson et al., 2013); “having insight about the

limits of one's knowledge, marked by openness to ideas" (McElroy-Heltzel et al., 2014); awareness of one's own intellectual strengths and weaknesses and the ability to negotiate ideas in an interpersonally respectful manner (Hook et al., 2014); recognition of "limits of own knowledge" (Grossman, 2017). These definitions, among others, create a general consensus that IH involves an individual's awareness of their own intellectual fallibility (Porter & Schumann, 2018) or what others summarize as intellectual self-concept accuracy (SCA).

Researchers agree IH involves accurate self-assessment of intellectual capabilities. Researchers, however, are in less agreement on how accurate self-assessment relates to interpersonal perceptions and behaviors. When an individual recognizes that they do not have all the answers, some propose that the person will seek these answers from others. Porter and Schumann (2018) argue that without the willingness to appreciate other's intellectual strengths there is still the potential of developing an attitude of intellectual superiority. Zachry and colleagues (2017; Church, 2017) add that awareness of one's fallibilities does not explicitly infer ownership which could impact willingness to grow their own knowledge and be open to others.

Scholars who include openness within their conceptualizations of IH may infer this ownership while others do not. Whitcomb et al. (2017) defined owning one's intellectual limitations into four parts: (1) belief one has them (2) acknowledge them (3) care about and take them seriously, and (4) feel regret or dismay but not hostility about them. Other scholars do not address ownership directly but infer its presence through its likely influence of receptiveness or openness to other's ideas. McElroy et al. (2014) include openness to new ideas, arrogance regulation, and the ability to non-offensively convey ideas while hearing contrary ideas without taking offense. Meagher and colleagues (2015) address receptiveness to the ideas of others and Krumrei-Mancuso and Rouse (2016) identify the intellectually humble person's openness to not

only revising her viewpoint but also respect for other's viewpoints as two of four dimensions promoted for IH.

This openness to others and their ideas underscores an "other-focused" orientation which is an interpersonal characteristic associated with humble individuals (Hook et al., 2014).

Because an individual recognizes their intellectual fallibilities, humble individuals respect others and are less self-focused (Davis et al., 2011). Hook and colleagues' (2014) research supported evidence for the social hypothesis theory which states humility helps form, maintain, and repair social bonds. Davis et al.'s (2015) studies differentiated general humility from IH; identified two cognitive styles which promote higher IH; and incrementally predicted religious ethnocentrism.

McElroy and colleagues (2014) identified religious conviction as an area that might make IH more difficult to practice while other IH literature add political ideologies. Davis, et al. (2016) found that higher IH was related to lower religious ethnocentrism in a subgroup of Christians which linked to previous research that demonstrated religious ethnocentrism as a mediator between fundamentalism and discriminatory attitudes. This particular finding underscores the potential importance of intellectual humility and future possibilities of identifying and developing potential peacemakers who are able to bridge major ideological differences. To possess the focus on others required of a peacemaker, one must be confident in her understanding of self so that the beliefs do not threaten their role identity.

### **Self-Concept Clarity**

Self-concept accuracy (SCA) remains a core dimension throughout the humility literature found primarily in the fields of organizational behavior, positive psychology and religion. Vera and Rodriguez-Lopez (2004) use the term self-awareness to describe one's capability to evaluate their own successes and failures in work and life without exaggeration. Self-awareness

terminology is commonly found and associated in literature related to humility but not with research focused specifically on IH. Whitcomb et al. (2017), is among a handful of IH scholars, that specify self-concept accuracy is related to intellectual strengths, weaknesses and limitations. This specificity provides a narrower definition of self-concept than the term self-concept clarity (SCC). Self-concept clarity is characterized as the degree to which the contents of an individual's identity "are clearly defined, internally consistent, and temporally stable" (Campbell et al., 1996). Often used in conjunction with self-concept differentiation (SSD), SCC, to an extent, is seen as the inverse of SSD in relation to self-esteem, affect, and personality traits. Where SSD is described as self-concept fragmentation based on role, SCC is seen as a stable characteristic (Diehl & Hay, 2011).

Self-concept clarity and SCA share similarities but also differences. Self-concept clarity describes an individual's certainty about themselves – who they are. Those high in SCC are also high in self-esteem (Howell & Shamir, 2005). Those with low SCC are described similarly to those with identity diffusion (Erikson, 1980) and are more susceptible to the influence and ideologies of charismatic leaders (Howell & Shamir, 2005). Self-concept clarity does not itemize the portions of identity it encompasses but rather the general concept of identity as it relates to self-esteem, personality, attitude, and values. SCA, however, specifically focuses on an individual's belief about their intellectual capacity and limitations. Self-concept clarity does not address whether the individual's beliefs are accurate, merely the strength and stability of belief in who they think they are (Campbell et al., 1996). On the contrary, SCA implies congruence but no IH literature has empirically tested SCA nor the relationship between SCC and IH. Research has shown that people are not always accurate at self-assessment, and, in fact, those who are less

skilled rate their abilities at the same level as those who actually are really good (Chamorro-Premuzic, 2020). Humanistic psychologist, Carl Rogers, captures the concept of congruence

**Table 1**

*Differentiating Self-Concept Accuracy versus Self-Concept Clarity*

Self-Concept Accuracy (SCA)	Self-Concept Clarity (SCC)
- Concept of self as it relates to accurately understanding one’s intellectual strengths, weaknesses and limitations	- General concept of identity as it relates to self-esteem, values, attitudes and personality
- Implies congruence between individual perceptions and objective reality but no known empirical test to validate	- Does not address the individual's beliefs are accurate, merely the strength in who they think they are
- Outcomes. Open to others' ideas regardless of differences; mastery goal learning rather than performance goal; still much research to be done	- Outcomes. Confidence, engagement in occupation and with others; maladaptive for those who are low in SCC

between self-concept and reality and the basic human instinct to drive towards self-actualization. It is the accuracy of one’s self-concept and desire to grow that engenders appreciation or focus on others and teachability (Nielsen and Marrone, 2018). Within this vein, an individual with a high SCC is more likely able to pursue growth and focus on others than someone with a fragmented self-concept (SCD) which is associated with poor emotional adjustment and lower personal well-being (Diehl & Hay, 2011).

Self-concept clarity and SCA both have a temporal relationship. Its own definition suggests that SCC is relatively stable over time. Research on development demonstrates the term “stable” does not equate to immovable or inflexible but suggests potential change can occur over a period of time (Diehl et al., 2006; Lodi-Smith & Roberts, 2010). Research has found the relationship between SCC and age is curvilinear where the peak of clarity is achieved in middle age (Lodi-Smith & Roberts, 2010). It is unsurprising to see an age difference in SCC and that young adults and middle-aged individuals had greater SCC than those for adults over 60.

General research shows correlation between general age and wisdom and its subset of humility but there are fewer articles published on SCA related to intellectual humility and age.

The importance of an accurate view of one's strengths and weaknesses is a shared competency in intellectual humility (McElroy et al, 2014) and is important within some areas of leadership research. Within intellectual humility, one's self-awareness is directly related to insight of self-knowledge limitations, ability to maintain openness to new or contrary ideas and presentation of ideas void of arrogance (Davis, McElroy, Hook, & Hill). These behaviors are often associated with effective leadership and, specifically, authentic leadership. In addition to the centrality of self-awareness to authentic leaders, the concepts of self-acceptance and authentic actions both individually and in relationships are also theorized as key components of an authentic leader (Gardner et al., 2005). However, the authentic leader's behavior may manifest this self-awareness and acceptance for different reasons. The authentic leader (Avolio and Gardner, 2005) uses her understanding of self to strive for consistency in values and behaviors while the humble leader's self-assessment drives her motivation to learn (Yang, Zhang, and Chen, 2019). Whether in a leadership role or not, an individual who possesses strong SCC is confident in their esteem, values and attitudes and is able to engage with others without threat to their identity. Therefore, one high in SCC is more likely to engage with and be open to others. Because of this, the following hypotheses are proposed:

*Hypothesis 1a: Self-concept clarity will have a positive relationship with Intellectual Humility.*

*Hypothesis 1b: Self-concept clarity will have a negative relationship with Intellectual Arrogance.*

*Hypothesis 1c: Self-concept clarity will have a positive relationship with Intellectual Openness.*

## **Social intelligence**

Intelligence refers to the ability to think abstractly and over the course of the past century, scholars have proposed many types. In 1920, Edward Thorndike coined the term social intelligence as one of three facets of intelligence. Thorndike divided intelligence into the ability to understand and manage ideas, concrete objects, and people. It is the ability to understand and manage people for which he coined the term “social intelligence”. Thorndike (1937) summarized this facet in five short words, “ability to deal with people”. Howard Gardner, a developmental psychologist, furthered the idea of intelligence with his proposal of the theory of multiple intelligences. Included among the nine types he proposed are interpersonal and intra-personal intelligences or what he called “personal intelligences” (Smith, M., 2002). The former addresses one’s ability to effectively understand and interact with others and the latter the capacity to understand one’s own thoughts and feelings. Salovey and Mayer (1990) proposed their theory of emotional intelligence (EI) within a model of intelligence where those who possess EI have the ability to recognize and regulate emotions in both him/herself and in others. Each of these proposed intelligences tie directly to Peterson and Seligman’s (2004) social intelligence.

Peterson and Seligman (2004) identified social intelligence as one of 24 strengths intended to assess an individual’s character profile. Their definition strives to capture the overlap in the Thorndike’s, Gardner’s, and Salovey and Mayer’s constructs which Peterson and Seligman (2004) call “hot intelligences”. Peterson and Seligman describe these “hot intelligences” as those that process signals related to motives, feelings, and other elements tied to a person’s survival. For Seligman and Peterson, social intelligence involves the overlap of an individual’s ability to use accurate self-understanding and assessment, emotional information in reasoning, and to navigate relationships using trust, intimacy, and persuasion. The concept of social intelligence

used in this study possesses two basic components: what we sense about others, our social awareness, and what we do with that awareness, social facility (viacharacter.org).

The relationship of social intelligence to intellectual humility is unexplored but an inferred relationship ready for confirmation. Intellectual scholars agree on the basic premise that self-concept accuracy is critical in the proper self-assessment of an individual's intellect and the strengths and weaknesses of that intellect. However, IH scholars have neither defined the construct of intelligence nor empirically connected self-concept accuracy with intelligence. Meanwhile, as aforementioned, cognitive psychologists are not in complete agreement on the types of intelligence, however, enough research supports the idea that multiple intelligences exist and that social intelligence is arguably among them. Peterson and Seligman categorize the “hot intelligences” into their definition of social intelligence, citing their shared commonality for the “human world of inner experience and outer relationships” (Azanedo et al., 2020). With the combination of understanding and focus on inner experience and relationships with others, it is unsurprising that research has shown correlations between social intelligence and empathy (Gulliford, 2019), a construct centered on focus on and ability to relate to others. With social intelligence not only recognized under the larger umbrella of intelligence but also by its definition irrevocably connected between one's inner experience and outer experience in relationships with others, it is likely that social intelligence will have a positive relationship with IH, its subcomponents, and the construct of empathy. This leads to the following proposed hypotheses:

*Hypothesis 2a: Social intelligence will have a positive relationship with Intellectual Humility.*

*Hypothesis 2b: Social intelligence will have a negative relationship with Intellectual Arrogance.*

*Hypothesis 2c: Social intelligence will have a positive relationship with Intellectual Openness.*



*Hypothesis 2d: Social intelligence will be positively related with empathy.*

## **Empathy**

The core component centered on the appreciation of, focus on, and/ or service to others arguably ties to the underlying essence of humility, the concept of transcendence. With roots extending thousands of years through theology and philosophy, it is unsurprising that this concept which expresses moving beyond limits, spiritual or existential, is at the heart of service to others. The self-transcending nature of humility explains relational identity through the intertwined connection between the humble person and others (Wang et al., 2018). It is this social context where the expression of humility was originally conceptualized and reinforced through interactions with others (Owens et al., 2013). This ties specifically to IH in how a person views others. The humble person sees others as exemplars from whom to learn rather than compete (Wang, Owens, Li, Shi, 2018). The relationship becomes symbiotic as the humble individual's enhanced self-awareness inspires the other's own self-evaluation and disclosure. This shared disclosure leads to enhanced emotional awareness and sharing (Wang, Owens, Li, Shi, 2018). This focus on and understanding of others enables the humble individual's ability to genuinely relate to another's situation, the definition of empathy. It is the willingness and ability to relate to others which enables true empathy.

Based on the construct definitions of both IH and empathy, a relationship between the two seems likely. What is less certain is whether the relationship is causal, bidirectional, or simply correlational. Does an individual's focus on others, thought to be a hallmark of IH, lead to an individual's ability to relate to other's or is it the ability to relate to others that builds one's IH? Can these two constructs be reciprocal, creating a bidirectional relationship? Research to date has not examined the direct relationship between IH and empathy but has explored empathy

as a related mediator. Krumrei-Mancuso (2016) examined links between IH and prosocial behavior to examine the cognitive link between the recognition of self in relation to others and the initiation of perspective-taking, empathic concern, and gratitude. Their findings indicated that IH was predictive of prosocial behaviors: perspective-taking, gratitude, altruism, benevolence. Krumrei-Mancuso (2016) also found that perspective-taking empathy acted through empathetic concern to mediate links between IH and greater altruism, benevolence, and universalism. With self-concept accuracy and openness to other's experiences central to the concept of IH, those high in IH would understand their own shortcomings and strengths, decreasing the likelihood for ego and increasing the likelihood for deeper understanding of others and their experiences. Because of this, the following relationships between Empathy and IH are proposed:

*H3a: Empathy will have a positive relationship with Intellectual Humility.*

*H3b: Empathy will have a negative relationship with Intellectual Arrogance.*

*H3c: Empathy will have a positive relationship with Intellectual Openness.*

## **Method**

### **Project Arete**

In 2015, Tufts University teamed with the United States Military Academy (USMA) at West Point to execute Project Arete, a Templeton Religion Trust funded \$2 million grant for a five-year longitudinal, by cohort, mixed-method investigation to study how West Point develops character and leadership in its Cadets. The research team collected data from 2015 to 2020 during two basic time periods during the academic year. The first data collection each year occurred during New Cadet Training (NCT), a month-long indoctrination training program for incoming freshmen. The second occurred midway through spring semester as a part of USMA's Cadet Character Development Program (CCDP). Data used for this study is self-report collected

through Cadet survey and academy cached demographic and academic records managed by the Office of Institutional Research (OIR) at West Point. Data gathered through survey will eventually be integrated with administrative data that captures cadets' demographics, gender, military, academic, physical performance and peer and faculty provided performance development reports (PDR).

Data collection success varied by collection time-period and year as a result of the university's shifting priorities and requirements. Therefore, this study will use data collected from CCDP 2017 which provides the greatest sample size based on variables of interest and potential for matched samples at later collection points for future research. The CCDP 2017 data is combined with demographic and performance data from the Office of Institutional Research (OIR) at West Point linked from student personnel database.

### **Participants**

Participants in the CCDP 2017 survey data were 1,549 USMA cadets. Once data was cleaned for variables of interest, inattentive response (defined as failure to answer questions on all items related to a variable, i.e. a participant did not answer any question of the eight questions provided to measure SCC), and incomplete data provided by OIR, the final sample consisted of 955 students (75.8% men;  $M_{age} = 20.9$ ,  $SD_{age} = 1.4$ ) who participated in the self-report survey of character and leadership attributes in February and March 2017. Cadets from the graduating class of 2017 through 2020 participated in the survey (24% 2017; 21% 2018; 25.8% 2019; 29.2% 2020). Researchers (Callina et al., 2018) who gathered this data set reported data missing completely at random (MCAR) for two reasons. First, the server hosting the survey, Amazon server, experienced an outage and therefore was not randomly available for some of the cadets. Second, researchers conducted an analysis of cadet demographic characteristics and academic

performance of participants which found no systematic differences between cadets who participated and those who did not (Callina et al., 2018). The percentages of women and racial minorities in the Cadet sample reflect consistency with the overall demographics of the other service academies and the larger active-duty officer population (Parker, Cilluffo, & Stepler, 2017). The demographics obtained from OIR on the Cadet sample data were 23% women, 71% Caucasian; 8.9% Hispanic; 9.6% Black; 7.6% Asian; .7% American Indian, 2.1% Other; and 1.1% Not Identified. In Fiscal Year 2019 for active-duty Army, the total 478K Soldiers consisted of just over 78K officers with a makeup of 71% Caucasian, 11% Black, 8% Hispanic, 7% Asian, 3% Other, and 14% Women (<https://www.api.army.mil>, 2021). Race and ethnicity percentages are similar but gender is an exception. Women makeup 23% of the USMA population, same as our sample, while women make-up 14% of Army officers on active duty (westpoint.edu, 2021).

## **Procedure**

Cadets who took the survey during CCDP 2017 completed the Project Arete Character and Leadership Survey during an hour time period blocked every month for the Cadet Character Development Program, an educational program that focuses on moral, social, and civic character. Each class is Cadet facilitated and focuses on small group discussions on a variety of topics related to leadership and character. For this survey, Cadets watched a video with the USMA Superintendent who introduced the purpose of Project Arete and what the survey was about. The Cadet facilitator in each group then read a statement on the voluntary and confidential nature of the survey made accessible to each cadet via their personal email with their own unique link to the survey. Cadets were then afforded the remainder of the hour to complete the survey, non-

proctored. Although Cadets were not required to complete the survey, they were not permitted to leave the classroom until the end of the class hour.

The survey (**Appendix A**) consists of 251 items measuring a multitude of attitudes, behaviors, and emotions related to character. Because of the comprehensiveness of the survey, researchers utilized a planned missingness method to reduce participant burden while still affording the full item set across the sample (Little & Rhemtulla, 2013). To achieve this, there were three versions of the questionnaire (**Appendices B, C, D**) with each containing 75% of the total number of items. Despite the reduced items, participants were still able to receive a full character scale score based on remaining available items of the scale. The survey took approximately 30 minutes to complete. OIR attrition and performance data was linked to survey data through anonymous identification. Although the video from the Superintendent may provide the perception to Cadets that the survey was not voluntary, Cadets were responsible for playing the video which was provided as a method to endorse the benefits of the survey, how it could help the academy in the future, and remove requirement of faculty presence in the room for the survey administration which may have been perceived as more threatening. Researchers took multiple steps to ensure Cadets understood that participation in the survey was voluntary and confidential. USMA staff and faculty minimized any involvement in recruitment or survey administration. Tufts University researchers sent Cadet recruitment and survey administration details. (Callina et al., 2018).\

## **Measures**

For this study, the primary focus is on the scales and subscales which measured humility, self-concept clarity, social intelligence, and empathy. A more detailed description of those scales are included below with example questions from each scale.

### ***Intellectual Humility***

Intellectual humility was measured by one scale, consisting of two subscales. Researchers used an adapted version of a pre-existing “other-report” measure for the McElroy et al.’s (2014) Intellectual Humility Scale (HIS). The 16-item measure consists of two subscales, Intellectual Arrogance (“Acts like a know-it-all”) and Intellectual Openness (“Enjoys diverse perspectives”). All Arrogance items are reverse coded (9 items). Reliability analysis was conducted with Cronbach’s alpha = .862. Response scale ranged from 1= *Strongly Disagree* through 5 = *Strongly Agree*. Higher scores indicate “more” intellectual humility.

### ***Self-Concept Clarity***

Self-Concept Clarity measurement used Campbell et al.’s (1996) 12-item scale to measure the extent to which one’s beliefs are clear and confidently defined, consistent and stable. Respondents’ answers contained questions like: “My beliefs about myself often conflict with one another.”; “I spend a lot of time wondering about what kind of person I really am.”; “If I were asked to describe my personality, my description might end up being different from one day to another day.” Reliability analysis was conducted with Cronbach’s alpha = .891. Response scale ranged from 1=*Strongly Disagree* to 5=*Strongly Agree*, where higher scores indicate greater self-concept clarity.

### ***Social intelligence***

Social intelligence was measured utilizing Carol Dweck’s (1999) motivational mindset subscale of Theories of Intelligence. The subscale consists of six items, pertaining to fixedness or fluidity of personality and talent, such as: “You have a certain personality, and you really can’t do much to change it.”; “You have a certain amount of talent, and you really can’t do much to change it.”; You can learn things, but you can’t really change your basic level of talent.”

Reliability analysis was conducted with Cronbach's alpha = .830. The response scale for these items range from 1 = *Agree* to 6 = *Disagree*.

### ***Empathy***

The final measurement of interest, empathy, is measured using a 12 item subscale from the Interactivity Index (IRI; Davis, 1980. 1983) which measures social functioning, self-esteem, emotionality, and sensitivity to others. Respondents answered to questions like, "When I see someone being taken advantage of, I want to help them.", "When I am upset at someone, I try to understand how they feel.", "When people disagree about something, I look at everybody's side." Reliability analysis was conducted with Cronbach's alpha = .883. Response options range from 1 = *Not at all like me* to 5 = *Just like me*.

### ***Performance Outcomes***

Performance outcomes are not the central area of focus for this study but the measurements of Cumulative Academic Program Score (CAPS), Cumulative Physical Program Score (CPPS), Cumulative Military Program Scores (CMPS), and Cumulative Quality Point Average (CQPA) were used in a preliminary assessment of potential relationships to pursue for future research. The CAPS is calculated in the same manner as grade point averages on a 4.0 scale in other college and universities while the CPPS is a separate score that combines required physical education course grade point average along with physical fitness testing scores. The CMPS is similar to CPPS with a score that combines military focused course work GPA with military performance in leadership assignments held throughout the term. The CQPA combines the CAPS, CPPS, and CMPS for an overall Cadet score. All scores are calculated on a 4.0 scale.

## Analysis

Data screening process occurred in two phases. The first phase occurred with the original research team who implemented the planned missingness design which factored into scale computations. Callina et al. (2018) computed scale scores by taking the mean of available items that comprised a given scale, as long as majority of items on scale were completed. The second phase included data screening, univariate outlier and missingness analyses. This screen resulted in the listwise reduction of sample size from 1520 to 955 based on the absence of the Social Intelligence scale on Survey Version 3 and inattentive responding that included lack of response for an entire variable scale. Data was checked for both reliability and normality. Cronbach's alpha was determined for IH, SCC, social intelligence, and empathy which confirmed consistency in scale with an  $\alpha > .800$ . Most composite scores were negatively skewed between (-.259 and -.838) while IA was positively skewed (.487). All but one variable, SCC (-.135), showed positive kurtosis (.408 to 2.861;  $-3 > \text{kurtosis} < 3$ ). Intellectual Openness (2.861) showed greatest leptokurtic distribution but remained within acceptable range for normality, especially when combined with the large sample size.

The means, standard deviations, and two-tailed Pearson correlations were calculated for IH, its subscales of IA and IO, SCC, social intelligence and empathy. Multiple regression analyses were conducted regressing SCC, social intelligence, and empathy on IH, IA, and IO respectively, as well as regressing social intelligence, IH, and SCC on empathy. Additionally, two tailed Pearson correlations and linear regression were conducted with IH, IA, and IO and performance outcomes, CQPA, CAPS, CPPS, and CMPS. To match sample with OIR provided demographic data, the sample size was reduced from 955 to 677.



## Results

Basic descriptive statistic and correlation analyses were conducted. All four variables (IH, SCC, social intelligence, and empathy) and the two subscales (IA and IO) were measured on a five point scale. Of the four variables, SCC scored the lowest mean (3.328) while social intelligence scored the highest (3.805; Table 2). However, the subscales of IH, IA and IO, held the lowest and highest means respectively (2.363 and 3.926). Although the composite score for IO was the highest among the variables for kurtosis, it is still  $< 3.0$ . The intercorrelations indicate the variables are empirically distinct. The high correlations of IA and IO with IH align with their empirically tested role as subscales for the IH construct. Intellectual humility showed a significant relationship at the  $p < .001$  level with every variable except gender, ethnicity, physical and military performance. Of interest is the negative correlation between IH and CQPA and CAPS and the positive correlation between IA and CQPA and CAPS (Table 3).

**Table 2**

*Descriptive and Reliability Statistics*

Variable	N	Mean	SD	Variance	Skewness		Kurtosis		$\alpha$
					Statistic	Std. Error	Statistic	Std. Error	
Intellectual Humility	955	3.781	0.499	0.249	-0.410	0.790	1.010	0.158	0.862
Intellectual Arrogance	955	2.363	0.673	0.452	0.487	0.790	.408	0.158	
Intellectual Openness	955	3.926	0.567	0.322	-0.838	0.790	2.861	0.158	
Self-Concept Clarity	955	3.328	0.699	0.489	-0.529	0.790	-.135	0.158	0.891
Social Intelligence	955	3.805	0.685	0.469	-0.718	0.790	1.575	0.158	0.830
Empathy	955	3.735	0.687	0.472	-0.529	0.790	.986	0.158	0.883

*\* Intellectual Arrogance was reverse scored.*

**Table 3***Correlations Matrix*

	IH	IA	IO	SCC	SI	EM	CAPS	CPPS	CMPS	CQPA	Gender	Ethnicity
IH	1											
IA	-.843**	1										
IO	.751**	-.295**	1									
SCC	.157**	-.175**	.053	1								
SI	.321**	-.130**	.411**	.119**	1							
EM	.458**	-.261**	.517**	-.051	.369**	1						
CAPS	-.101**	.114**	-.042	.043	-.195**	-.078*	1					
CPPS	-.038	.058	-.010	.047	.007	-.059	.268**	1				
CMPS	-.048	.056	-.011	.006	.000	-.080**	.551**	.408**	1			
CQPA	-.102**	.117**	-.042	.043	-.192**	-.080**	.999**	.291**	.570**	1		
Gender	.043	-.044	.019	-.057	-0.03	.081*	-0.06	-.084*	-.176*	-.068	1	
Ethnicity	.018	-.010	.014	-.035	.062	.079*	-.096*	-.068	-.065	-.095*	-.004	1

\* Significant at the  $p < .05$  level; \*\* Significant at the  $p < .001$  level

**Intellectual Humility**

The first regression was designed to determine the effect of SCC, social intelligence, and empathy on IH (Table 4). Intellectual Humility was regressed on each of the aforementioned variables. The overall regression was statistically significant ( $R^2 = .261$ ,  $F [3, 951] = 112.003$ ,  $p < .001$ ). Self-concept clarity, social intelligence and empathy accounted for 26.1% of the variance in IH with all three variables having a statistically significant effect on IH. Empathy accounted for the largest percentage of explained variance followed by self-concept clarity and social intelligence. The unstandardized and standardized coefficients (b) for empathy were .298 and .410 respectively ( $t [951] = 13.611$ ,  $p < .001$ ). Self-concept clarity unstandardized and standardized regression coefficients (b) were .114 and .160 respectively, ( $t [951] = 5.659$ ,  $p < .001$ ) followed by the unstandardized and standardized regression coefficients (b) for social intelligence which were .110 and .150 respectively ( $t [951] = 4.953$ ,  $p < .001$ ). These findings supported Hypotheses 1a, 2a, and 3a.

**Table 4***Results IH Regression on SCC, Social Intelligence, and Empathy – Hypotheses 1a, 2a, and 3a*

	Unstandardized Coefficient		Standardized Coefficient	t	p	R2
	B	SE B	$\beta$			
						0.261
Self-Concept Clarity	0.114	0.020	0.160	5.659	0.000	
Social Intelligence	0.110	0.022	0.150	4.953	0.000	
Empathy	0.298	0.022	0.410	13.611	0.000	

p &lt; .001

**Intellectual Arrogance and Openness**

The second and third regressions looked at IA and IO, the subscales of IH, and their respective relationships with SCC, social intelligence, and empathy (Tables 5 and 6). Overall, the results support Hypotheses 1b, 3b, 2c, and 3c but failed to support Hypotheses 2b and 1c (Table 7). Like with IH, the overall regression for IA was statistically significant ( $R^2 = .104$ ,  $F [3, 951] = 36.718$ ,  $p < .001$ ). Self-concept clarity, social intelligence, and empathy accounted for 10.4% of the variance in IA, a reduction when compared with explained variance in IH. Self-concept clarity and empathy each had statistically significant effects on IA. Self-concept clarity and empathy unstandardized regression coefficients (b) were  $-.180$  ( $t [951] = -6.035$ ,  $p < .001$ ) and  $-.262$  ( $t [951] = -8.056$ ,  $p < .001$ ) respectively. Social intelligence did not have a statistically significant effect on IA but did on IO with its unstandardized regression coefficient (b)  $.205$  ( $t [951] = 8.555$ ,  $p < .001$ ). Empathy also had a statistically significant effect on IA with its unstandardized regression coefficient (b)  $.353$  ( $t [951] = 14.838$ ,  $p < .001$ ). Self-concept clarity did not have a statistically significant effect on IA these results along with the aforementioned can be found in Tables 5 and 6.

**Table 5***Results IA Regression on SCC, Social Intelligence, and Empathy – Hypotheses 1b, 2b, and 3b*

	Unstandardized Coefficient		Standardized Coefficient	t	p	R2
	B	SE B	$\beta$			
						0.104
Self-Concept Clarity	-0.180	0.030	-0.188	-6.035	0.000	
Social Intelligence	-0.008	0.033	-0.009	-0.258	0.797	
Empathy	-0.262	0.033	-0.268	-8.056	0.000	

p < .001

**Table 6***Results IO Regression on SCC, Social Intelligence, and Empathy – Hypotheses 1c, 2cb, and 3c*

	Unstandardized Coefficient		Standardized Coefficient	t	p	R2
	B	SE B	$\beta$			
						0.325
Self-Concept Clarity	0.037	0.022	0.045	1.687	0.092	
Social Intelligence	0.205	0.024	0.248	8.555	0.000	
Empathy	0.353	0.024	0.428	14.838	0.000	

p < .001

**Exploratory Analyses**

Empathy was regressed on social intelligence, SCC and IH not only to address Hypothesis 2d, which was supported, but also to further look at the relationship of variables with empathy (Table 7). The overall regression was statistically significant ( $R^2 = .285$ ,  $F [3, 951] = 126.214$ ,  $p < .001$ ). Social intelligence, SCC, and IH accounted for 28.5% of the variance in empathy with all three variables having a statistically significant effect on empathy. Intellectual humility accounted for the largest percentage of explained variance followed by social intelligence and SCC. The unstandardized and standardized coefficients (b) for IH were .547 and .397 respectively ( $t [951] = 13.611$ ,  $p < .001$ ). Social intelligence unstandardized and standardized regression coefficients (b) were .260 and .259 respectively, ( $t [951] = 8.918$ ,  $p <$

.001) followed by the unstandardized and standardized regression coefficients (b) for SCC which were -.141 and -.144 respectively ( $t [951] = -5.169, p < .001$ ).

**Table 7**

*Results Empathy Regression on SCC, Social Intelligence, and IH – Hypotheses (2d)*

	Unstandardized Coefficient		Standardized Coefficient		p	R2
	B	SE B	$\beta$	t		
						0.285
Self-Concept Clarity	0.547	0.040	0.397	13.611	0.000	
Social Intelligence	-0.141	0.027	-0.144	-5.169	0.000	
Intellectual Humility	0.260	0.029	0.259	8.918	0.000	

$p < .001$

The Pearson two-tailed correlates provided not only indications of relationships between SCC, social intelligence, and empathy with IH and its subscales but also with demographics and performance outcomes (Table 3). When CQPA is regressed on IH, SCC, social intelligence, and empathy, it shows an overall statistical significance, ( $R^2 = .211, F[4,673] = 7.828, p < .001$ ) and accounting for 4.4% of CQPA variance (Table 8). Neither IH ( $p = .139$ ) nor Empathy ( $p = .543$ ) held statistical significance with CQPA. When the same regression is conducted utilizing the individual subscales of IH, replacing IH, there are slightly different results, ( $R^2 = .239, F[5,672] = 8.162, p < .001$ ) and 5.7% of the CQPA variance explained. Empathy remains statistically insignificant,  $p = .922$  and IO is also insignificant, but IA is significant at  $p = .002$ . When a similar regression is done replacing CQPA with CAPS, the results are almost exactly the same, ( $R^2 = .241, F[5,672] = 8.312, p < .001$ ) and 5.8% of the CQPA variance explained. For the cumulative military performance score (CMPS), there was no statistically significant relationship when regressed on IH, SCC, social intelligence, and empathy despite empathy showing a small, statistically significant relationship with CMPS with the Pearson two tailed analysis.

**Table 8***Results CQPA Regression on IH, SCC, Social Intelligence, and Empathy*

	Unstandardized Coefficient		Standardized Coefficient	t	p	R2
	B	SE B	$\beta$			
						0.044
Intellectual Humility	-0.068	0.046	-0.065	-1.482	0.139	
Self-Concept Clarity	0.062	0.030	0.080	2.054	0.040	
Social Intelligence	-0.146	0.032	-0.190	-4.535	0.000	
Empathy	0.020	0.034	0.027	0.608	0.543	

p &lt; .001

**Discussion**

The simple regression analysis demonstrated IH held significant relationships with Empathy, Social Intelligence, and SCC all at the  $p < .01$  which supports Hypotheses 1a, 2a, and 3a. Empathy and Social Intelligence held the strongest relationship with IH, explaining 21% and 10.3% of the variance in IH respectively. When addressing their relationship with the subcomponents of IH, IA and IO, results were similar. Empathy explained 26.7% of the variance for IO and 6.8% of the variance for IA, and Social Intelligence explained 16.9% and 1.7% for IO and IA respectively, both at the  $p < .001$  level. Although the relationship between Social Intelligence and IH was significant at the  $p < .001$  level, explaining a small 2.5% of the variability, it did not have a significant relationship with IO but explained 3.1% of IA variability at the  $p < .001$  level. The study design although not strongly insightful does suggest some considerations for future research as it relates to IH and its subcomponents of IA and IO.

Self-concept clarity held the lowest significant relationship with IH of the three analyzed despite its theorized link to the most widely agreed upon component of IH, self-concept accuracy. The concept of SCA requires more exploration which may help explain its relationship with SCC. Self-Concept Accuracy as explained by IH scholars relates to an individual's ability

to accurately assess their strengths and weaknesses whereas SCC centers more on a person's belief, holistically, in who they are. Previous research has shown that SCC correlated positively with self-esteem and positive affect but negatively with private self-consciousness, negative affect, and neuroticism (Diehl & Hay, 2011). An individual may have strong SCC but it neither demonstrates accuracy nor knowledge in their personal strengths and weaknesses. For this reason and because self-awareness is a central concept to IH, further research should be conducted to determine an individual's SCA and its relationship to IH and SCC. Based on this and archival data capturing self, peer, and faculty periodic development review (PDR) reports, this is an area intended for further analysis within my upcoming dissertation.

Empathy and Social Intelligence both showed moderate to strong relationships with IH and the full extent of those relationships should be studied further. To begin, the significant, strong positive relationship between empathy and IH combined with significant but negative relationships between empathy and academic and military performance identify a potential area of concern for character development. How does this relate to the preliminary correlations found between Women, Blacks, and Hispanics who scored significantly higher in empathy than their Male, White, and Asian counterparts? Although the significance between empathy and performance is small, it generates questions on why high performers are less likely to identify themselves as empathic and how this relates to IH. More specifically, Intellectual Arrogance was significantly and negatively related to academic performance but, more specifically to IA which was significantly and negatively related to academic performance while IO was negatively correlated as well but not at any level of significance.

The relationship between IH and Empathy and Empathy to performance is similarly paralleled with Social Intelligence. Intellectual Humility shared a moderately strong, positive

relationship to Social Intelligence which, like Empathy, showed a small but significant and negative relationship with academic performance. Intellectual Humility also shared a small but significant and negative relationship with academic performance. Although both IH subscales, IA and IO, show a negative correlation with performance, IA is the only one to show a statistically significant but positive relationship with academic achievement. Addressing the individual relationships between IA, Empathy, and Social Intelligence suggests an additional area to explore. Are those who achieve less likely to be focused on, understanding of, or empathic for others? How does personal development and experiences influence an individual's ability for perspective taking? Could a longitudinal design identify growth in such a young sample?

The challenge of attributes like IH, SCC, Empathy, and Social Intelligence is that there is little research on development over an extended period of time. For IH, there is no research which addresses how IH is developed, sustained, or potentially degraded. Studies have shown that SCC does show a temporal, curvilinear relationship with age. Individuals less certain of who they are tend to be either young or elderly adults (Diehl & Hay, 2011). When applying this to the population for this study with a mean age of 20.9, the likelihood of certainty of self-concept is likely lower compared to adults in their 30s or 40s. Additionally, research suggests self-awareness as well as social reasoning also improve on a similar temporal trajectory (Demetriou & Bakracevic, 2007). Of the variables assessed, Empathy may have the largest volume of research devoted to its development across time but not in relation to IH. With moderate to strong relationships with IH and its subscales of IA and IO, focusing more in depth on the relationship between empathy and IH over time could help contribute knowledge to both IH and



Empathy literature. However, it is unlikely research with a sample limited to young adults will suffice in addressing potential temporal relationships.

### **Conclusion**

*“True wisdom is knowing what you don’t know.”- Confucius*

This thesis provides an initial study of IH and its relationships with other constructs and performance outcomes. Theorists support self-concept accuracy as a central component to the IH construct (Davis et al., 2016; Hook et al., 2014; Kidd, 2015) The ability to identify and take ownership of one’s strengths and weaknesses serves as the genesis to an individual’s openness and willingness to seek knowledge from others. Within this study, relationships were supported between IH and Self-Concept Clarity, Social Intelligence, and Empathy, demonstrating that knowledge of self and others are related. Their small but significant, negative relationship with academic performance should be further explored for potential implications in overall leader development. Is it too early to assess IH and its development within young adults? Can IH develop over time and to what effect? Is the positive relationship between IA and academic performance reflect the challenges we see on the national stage? Too many questions remain to be answered to conclude with anything but the certainty of value in the concept of intellectual humility and the worth of further exploration of its relationships and impact.

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## Appendix A

### Project Arete Character and Leadership Survey

#### Cadet Character Strengths

##### Relational Humility

The following statements ask about humility. There may be many definitions of humility, but we will define it here as 1) the ability to act modestly by not bragging or showing too much pride in your accomplishments; and 2) having an accurate view of yourself that is not overly positive or negative. Please keep this definition in mind as you respond to the following items:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am a humble person <b>hum02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My close friends would consider me to be humble. <b>hum04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even strangers would consider me to be humble. <b>hum05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

##### Intellectual Humility

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I often become angry when their ideas are not implemented. <b>ih01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value winning an argument over maintaining a relationship. <b>ih02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>I always have to have the last word in an argument. ih03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I get defensive if others do not agree with them. ih04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I become angry when their advice is not taken. ih05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have little patience for others' beliefs. ih06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I act like a know-it-all. ih07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I often point out others' mistakes. ih08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I make fun of people with different viewpoints. ih09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I seek out alternative viewpoints. ih10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I encourage others to share their viewpoints. ih11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I enjoy diverse perspectives. ih12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am open to competing ideas. ih13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am good at mediating controversial topics. ih14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am good at considering the limitations of their perspective. ih15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am open to others' ideas. ih16</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Honesty**

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>I tell the truth. hon01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I never cheat. hon02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am a very honest person. hon03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I sometimes take things that do not belong to me. hon04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I would feel OK about cheating on a test as long as I did not get caught. hon05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I have never stolen anything of consequence. hon06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Optimism

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>In uncertain times, I usually expect the best. lotr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If something can go wrong for me, it will. lotr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I'm always optimistic about my future. lotr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I hardly ever expect things to go my way. lotr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I rarely count on good things happening to me. lotr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall, I expect more good things to happen to me than bad. lotr06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Intentional Self-Regulation (SOC)**

How do you decide which things in life are important for you? How do you go about accomplishing what you want in life?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I consider exactly what is important for me. <b>isr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep trying as many different possibilities as are necessary to succeed at my goal. <b>isr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something does not work as well as before, I get advice from experts or read books. <b>isr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For important things, I pay attention to whether I need to devote more time or effort. <b>isr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about exactly how I can best realize my plans. <b>isr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make every effort to achieve a given goal. <b>isr06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have started something that is important to me, but has little chance at success, I make a particular effort. <b>isr07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I decide upon a goal, I stick to it. <b>isr08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things don't work the way they used to, I look for other ways to achieve them. <b>isr09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something doesn't work as well as usual, I look at how others do it. <b>isr10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I always pursue goals one after the other. <b>isr11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Grit

Please use the following response options to indicate how much the statements below are like you. There are no right or wrong answers. Answer honestly how much each statement applies to you.

	Not like me	A little like me	Somewhat like me	Mostly like me	Very much like me
1. I have overcome setbacks to conquer an important challenge. <b>grit1</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. New ideas and new projects sometimes distract me from old ones. <b>grit2</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My interests change from year to year. <b>grit3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Setbacks don't discourage me. <b>grit4</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have been obsessed with a certain project for a short time but later lost interest. <b>grit5</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am a hard worker. <b>grit6</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I often set a goal but later choose to pursue a different one. <b>grit7</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Not like me	A little like me	Somewhat like me	Mostly like me	Very much like me
8. I have difficulty maintaining my focus on projects that take more than a few months to complete. <b>grit8</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I finish whatever I begin. <b>grit9</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have achieved a goal that took years of work. <b>grit10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I become interested in new pursuits every few months. <b>grit11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am diligent. <b>grit12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Hardiness

Below are statements about life that people often feel differently about. Please show how much you think each one is true. Give your own honest opinions...There are no right or wrong answers.

	Not at all true	A Little True	Quite True	Completely True
1. Most of my life gets spent doing things that are worthwhile. <b>hard1</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Planning ahead can help avoid most future problems. <b>hard2</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all true	A Little True	Quite True	Completely True
3. I don't like to make changes to my regular activities. <b>hard3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel that my life is somewhat empty of meaning. <b>hard4</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Changes in routine are interesting to me. <b>hard5</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. By working hard you can nearly always achieve your goals. <b>hard6</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I really look forward to my work activities. <b>hard7</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. If I'm working on a difficult task, I know when to ask for help. <b>hard8</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I don't think there's much I can do to influence my own future. <b>hard9</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Trying your best at work is really worth it in the end. <b>hard10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. It bothers me when my daily routine gets interrupted. <b>hard11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Most days life, is really interesting and exciting for me. <b>hard12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all true	A Little True	Quite True	Completely True
<b>13. I enjoy the challenge when I have to do more than one thing at a time. <span style="color: red;">hard13</span></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>14. I like having a daily schedule that doesn't change very much. <span style="color: red;">hard14</span></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>15. When I make plans I'm certain I can make them work. <span style="color: red;">hard15</span></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Empathy

How well does each of these statements describe you?

	Not well	Slightly Well	Well	Fairly Well	Very Well
1. I don't feel sorry for other people when they are having problems. <b>emp01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. When I see someone being taken advantage of, I want to help them. <b>emp02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It bothers me when bad things happen to good people. <b>emp03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. It bothers me when bad things happen to any person. <b>emp04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I see someone being treated unfairly, I don't feel sorry for them. <b>emp05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel sorry for other people who don't have what I have. <b>emp06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When I see someone being picked on, I feel sorry for them. <b>emp07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. It makes me sad to see a personal who doesn't have friends. <b>emp08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not well	Slightly Well	Well	Fairly Well	Very Well
9. When I see another person who is hurt or upset, I feel so share my rry for them. <b>emp09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Generosity

How often do you perform these various tasks?

	Never				Very often	N/A
1. Share my belongings with people who need them. <b>gen01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Donate my time to people or organizations that need my help. <b>gen02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Loan money to people who need it. <b>gen03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Help make my community a better place for people to live. <b>gen04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Help out at my church, synagogue, or other place of worship. <b>gen05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Help a neighbor. <b>gen06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Help someone you do not know. <b>gen07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Gratitude

How much do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I have so much in life to be thankful for. <b>grat01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I had to list everything that I feel grateful for, it would be a very long list. <b>grat02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When I look at the world, I don't see much to be grateful for. <b>grat03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am grateful to a wide variety of people. <b>grat04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. As I get older, I find myself more able to appreciate people, events, and situations that have been a part of my life history. <b>grat05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Long amounts of time can go by before I feel grateful to something or someone. <b>grat06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Purpose

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I understand my life's meaning. <b>purp01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My life has a clear sense of purpose. <b>purp02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have a good sense of what makes my life meaningful. <b>purp03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have discovered a satisfying life purpose. <b>purp04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My life has no clear purpose. <b>purp05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Love

Please indicate the degree to which these statements apply to you.

	Very much unlike me	Unlike me	Neutral	Like me	Very much like me
I always feel the presence of love in my life. <b>love06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can express love to someone else. <b>love07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very much unlike me	Unlike me	Neutral	Like me	Very much like me
<b>I can accept love from others. love08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Perceived Social Support

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>My family really tries to help me pss03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I can count on my friends when things go wrong. pss07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>There is a special person in my life who cares about my feelings. pss10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I can count on my friends to care and celebrate with me when things go well for me. pss11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### CIP Leadership Scale

#### Subscales of Leader Identity, Nature of Goals Sought, Targets of Influence, and Nature of Appeals

Below are a series of statements. Rate each response as to how it most accurately defines you as a leader.

In thinking about who I am as a leader...



	1	2	3	4	5	6	7
	<i>MINOR</i> part of my identity			<i>PART</i> of my identity			<i>COMPLETE</i> <i>LY</i> defines my identity
I define myself as someone who sees the best in things. <b>cip01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who focuses on a brighter future. <b>cip02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who focuses on the positive. <b>cip03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who maintains a fundamental set of beliefs. <b>cip04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who stays true to my beliefs. <b>cip05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who protects key values. <b>cip06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who can fix issues that arise. <b>cip07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who provides solutions to problems. <b>cip08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I define myself as someone who solves problems. <b>cip09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate each statement for each item as to how it most accurately captures how you set goals. When I set goals...

	1	2	3	4	5	6	7
	How I would <i>LIKE</i> things to be			How I think the world <i>SHOULD</i> be			They way the world <i>MUST</i> be
I focus my goals on a brighter future <b>cip10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on creating a better tomorrow <b>cip11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on the promise of a better future <b>cip12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on a return to old values <b>cip13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on maintaining tradition <b>cip14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on the traditional way of doing things <b>cip15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on accomplishing the mission at hand <b>cip16</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on getting problems solved <b>cip17</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus my goals on getting things done <b>cip18</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**When trying to convince others to accomplish my goals...**

	1	2	3	4	5	6	7
	How I think things CAN get done			<i>IMPORTANT</i> to how things get done			The <i>ONLY</i> way I can get things done
I tailor my message to as many people as I can <b>cip19</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tailor my message to a wide array of individuals <b>cip20</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tailor my message to reach large groups <b>cip21</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tailor my message to only those that share my beliefs <b>cip22</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tailor my message to only those that also have the same values I do <b>cip23</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tailor my message to only individuals that believe the same things I do <b>cip24</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tailor my message to individuals with the important skillsets <b>cip25</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tailor my message to people who will get things done <b>cip26</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
	How I think things <i>CAN</i> get done			<i>IMPORTANT</i> to how things get done			The <i>ONLY</i> way I can get things done
I tailor my message to reach people who can solve tough problems <b>cip27</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate each response as to how it most accurately captures how you communicate your message to others. When trying to convince others to work towards goals I've set...

	1	2	3	4	5	6	7
	What I think followers <i>MAY</i> respond to			What I think motivates followers <i>AT TIMES</i>			What I know will <i>ALWAYS</i> motivate followers
I focus on creating a positive message of hope <b>cip28</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on offering a message and image of promise <b>cip29</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on a positive message of potential and what can be <b>cip30</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7
	What I think followers <i>MAY</i> respond to			What I think motivates followers <i>AT TIMES</i>			What I know will <i>ALWAYS</i> motivate followers
I focus on reminding others what can happen if we fail to stick to our values <b>cip31</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on making others aware of the harm that can come if we do not stay true to our beliefs <b>cip32</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on the negative repercussions of straying from our core values <b>cip33</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on promoting rational thinking to solve problems <b>cip34</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on encouraging calm consideration of relevant information <b>cip35</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus on promoting levelheaded decision-making <b>cip36</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Identity and Personal Values

### Army Values

	I can articulate or define what these values mean. <b>ava01-ava03</b>					These values are important for how I live my daily life. <b>avp01-avp03</b>					These values are consistent with my own values. <b>avc01-avc03</b>				
	Strongly Disagree					Strongly Agree		Strongly Disagree					Strongly Agree		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Army professionals are expected to live by certain ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Duty, Honor, Country” are important concepts for Army professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Army expects officers to be “leaders of character”.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Officer Identity

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Becoming an officer will help me satisfy deeply personal goals. <b>icc01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an officer will allow me to become the person I dream to be. <b>icc02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Becoming an officer will allow me to remain true to my values. <b>icc03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Self-Concept Clarity

How much do you agree or disagree with these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My beliefs about myself often conflict with one another. <b>scc01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On one day I might have one opinion of myself and on another day I might have a different opinion. <b>scc02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend a lot of time wondering about what kind of person I really am. <b>scc03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I feel that I am not really the person that I appear to be. <b>scc04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I think about the kind of person I have been in the past, I'm not sure what I was really like. <b>scc05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seldom experience conflict between the different aspects of my personality. <b>scc06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Sometimes I think I know other people better than I know myself. <b>scc07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My beliefs about myself seem to change very frequently. <b>scc08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were asked to describe my personality, my description might end up being different from one day to another day. <b>scc09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if I wanted to, I don't think I would tell someone what I'm really like. <b>scc10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I have a clear sense of who I am and what I am. <b>scc11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is often hard for me to make up my mind about things because I don't really know what I want. <b>scc12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Key Character Strengths

Below is a list of 24 personal strengths. Please indicate the degree to which each strength is important for your success at West Point.

	Not at all Important 1	2	3	4	Extremely Important 5
<b>Appreciation of Beauty and Excellence:</b> awe, wonder, elevation <b>via01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Bravery:</b> valor, speaking up for what's right <b>via02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Love:</b> valuing close relations with others <b>via03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Prudence:</b> careful, not taking undue risks <b>via04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teamwork:</b> social responsibility, loyalty <b>via05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Creativity:</b> originality, adaptivity <b>via06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Curiosity:</b> interest, novelty-seeking <b>via07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Fairness:</b> just, not letting feelings bias decisions about others <b>via08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Forgiveness:</b> mercy, accepting others' shortcomings <b>via09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Gratitude:</b> expressing thanks, feeling blessed <b>via10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Honesty:</b> authenticity, integrity <b>via11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all Important 1	2	3	4	Extremely Important 5
<b>Hope:</b> optimism, future-mindedness <b>via12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Humor:</b> playfulness, lightheartedness <b>via13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Industry:</b> perseverance, persistence <b>via14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Judgment:</b> critical thinking, open-mindedness <b>via15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Kindness:</b> generosity, care, compassion <b>via16</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Leadership:</b> encouraging a group to get things done <b>via17</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Love of learning:</b> mastering new skills and topics <b>via18</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Modesty:</b> humility <b>via19</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Perspective:</b> wisdom, providing wise council <b>via20</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Self-control:</b> self-regulation, discipline <b>via21</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Social intelligence:</b> being aware of the motive/feelings of self/others <b>via22</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Spirituality:</b> faith, purpose <b>via23</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Zest:</b> vitality, enthusiasm <b>via24</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Machiavellian Attitudes/Behaviors**

**Machiavellianism Scale – Four Subscales: Morality, Control, Status, Distrust of Others (Dahling, Whitaker, & Levy, 2008)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I believe that lying is necessary to maintain a competitive advantage over others. <b>mach01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The only good reason to talk to others is to get information that I can use to my benefit. <b>mach02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to be unethical if I believe it will help me succeed. <b>mach03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to sabotage the efforts of other people if they threaten my own goals. <b>mach04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would cheat if there was a low chance of getting caught. <b>mach05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to give the orders in interpersonal situations. <b>mach06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy having control over other people. <b>mach07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy being able to control the situation. <b>mach08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Status is a good sign of success in life. <b>mach09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accumulating wealth is an important goal for me. <b>mach10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I want to be rich and powerful someday. <b>mach11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People are only motivated by personal gain. <b>mach12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dislike committing to groups because I don't trust others. <b>mach13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members backstab each other all the time to get ahead. <b>mach14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I show any weakness at work, other people will take advantage of it. <b>mach15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people are always planning ways to take advantage of the situation at my expense. <b>mach16</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Buss-Perry Aggression Questionnaire (Short Form)

Use the scale below to indicate how well the following statements describe you.

	A -----1----- --	B -----2----- --	C -----3----- --	D -----4----- --	E -----5----- --	F -----6----- --
	Extremely Characteristic of Me			Extremely Uncharacteristic of Me		
1. I often find myself disagreeing with people. <b>bpag01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At times I feel I have gotten a raw deal out of life. <b>bpag02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3. I have threatened people I know. <b>bpag03</b>                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I wonder why sometimes I feel so bitter about things. <b>bpag04</b>             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I have trouble controlling my temper. <b>bpag05</b>                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My friends say that I'm somewhat argumentative. <b>bpag06</b>                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I flare up quickly but get over it quickly. <b>bpag07</b>                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Given enough provocation, I may hit another person. <b>bpag08</b>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I can't help getting into arguments when people disagree with me. <b>bpag09</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Other people always seem to get the breaks. <b>bpag10</b>                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. There are people who pushed me so far that we came to blows. <b>bpag11</b>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Sometimes I fly off the handle for no good reason. <b>bpag12</b>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
-



## Appendix B

### Survey Version 1

#### Planned Missingness-Version 1

#### Cadet Character Strengths

#### Relational Humility

The following statements ask about humility. There may be many definitions of humility, but we will define it here as 1) the ability to act modestly by not bragging or showing too much pride in your accomplishments; and 2) having an accurate view of yourself that is not overly positive or negative. Please keep this definition in mind as you respond to the following items:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am a humble person <b>hum02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My close friends would consider me to be humble. <b>hum04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Intellectual Humility

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I always have to have the last word in an argument. <b>ih03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get defensive if others do not agree with me. <b>ih04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have little patience for others' beliefs. <b>ih06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I act like a know-it-all. <b>ih07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage others to share their viewpoints. <b>ih11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am open to competing ideas. <b>ih13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at considering the limitations of my perspective. <b>ih15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Honesty

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I tell the truth. <b>hon01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never cheat. <b>hon02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes take things that do not belong to me. <b>hon04</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Optimism

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>In uncertain times, I usually expect the best. lotr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>If something can go wrong for me, it will. lotr02 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I hardly ever expect things to go my way. lotr04 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I rarely count on good things happening to me. lotr05 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Intentional Self-Regulation (SOC)**

How do you decide which things in life are important for you? How do you go about accomplishing what you want in life?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I consider exactly what is important for me. <b>isr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep trying as many different possibilities as are necessary to succeed at my goal. <b>isr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For important things, I pay attention to whether I need to devote more time or effort. <b>isr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about exactly how I can best realize my plans. <b>isr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have started something that is important to me, but has little chance at success, I make a particular effort. <b>isr07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I decide upon a goal, I stick to it. <b>isr08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something doesn't work as well as usual, I look at how others do it. <b>isr10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always pursue goals one after the other. <b>isr11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Grit-S**

Please use the following response options to indicate how much the statements below are like you. There are no right or wrong answers. Answer honestly how much each statement applies to you.

	Not like me	A little like me	Somewhat like me	Mostly like me	Very much like me
1. New ideas and new projects sometimes distract me from old ones. <b>grit2</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Setbacks don't discourage me. <b>grit4</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am a hard worker. <b>grit6</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I often set a goal but later choose to pursue a different one. <b>grit7</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I finish whatever I begin. <b>grit9</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am diligent. <b>grit12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Hardiness

Below are statements about life that people often feel differently about. Please show how much you think each one is true. Give your own honest opinions...There are no right or wrong answers.

	Not at all true	A Little True	Quite True	Completely True
16. Most of my life gets spent doing things that are worthwhile. <b>hard1</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Planning ahead can help avoid most future problems. <b>hard2</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I feel that my life is somewhat empty of meaning. <b>hard4 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Changes in routine are interesting to me. <b>hard5</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I really look forward to my work activities. <b>hard7</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. If I'm working on a difficult task, I know when to ask for help. <b>hard8</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Trying your best at work is really worth it in the end. <b>hard10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. It bothers me when my daily routine gets interrupted. <b>hard11 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I enjoy the challenge when I have to do more than one thing at a time. <b>hard13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I like having a daily schedule that doesn't change very much. <b>hard14 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Empathy

How well do each of these statements describe you?

	Not at all like me	A little like me	Kind of like me	A lot like me	Just like me
10. I try to understand other people by imagining how things would look from their point of view. <b>emp01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. When I see someone being taken advantage of, I want to help them. <b>emp02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. When people disagree about something, I look at everybody's side. <b>emp05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel sorry for other people who don't have what I have. <b>emp06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Gratitude

How much do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
7. I have so much in life to be thankful for. <b>grat01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am grateful to a wide variety of people. <b>grat04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Long amounts of time can go by before I feel grateful to something or someone. <b>grat06 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Purpose

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
6. I understand my life's meaning. <b>purp01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My life has a clear sense of purpose. <b>purp02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Trust and Support

### Cadet Peer Connection

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I trust fellow cadets. <b>cpc01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other cadets care about me. <b>cpc02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Perceived Organizational Support**

USMA faculty, staff, and administration...

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Care about my general satisfaction at the Academy. <b>pos02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Really care about my well-being. <b>pos03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care about my opinions. <b>pos05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are willing to extend themselves in order to help me perform to the best of my ability. <b>pos08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Perceived Social Support**

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Very Strongly Agree
My family really tries to help me <b>pss03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can count on my friends when things go wrong. <b>pss07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can count on my friends to care and celebrate with me when things go well for me. <b>pss11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Moral Leadership

### Perceptions of Leadership

At USMA, to what extent do you think **cadet leaders**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>demonstrate good examples of sound moral character?</b> <b>clpol01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>hold others accountable for their conduct?</b> <b>clpol 02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At USMA, to what extent do you think **TAC officers**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>demonstrate good examples of sound moral character?</b> <b>tacpol01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>promote and safeguard the welfare of subordinates?</b> <b>tacpol03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At USMA, to what extent do you think **staff and faculty**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>hold others accountable for their conduct? <span style="color: red;">sfpol02</span></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>promote and safeguard the welfare of subordinates? <span style="color: red;">sfpol03</span></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**CIP Leadership Scale: Subscales of Leader Identity, Nature of Goals Sought, Targets of Influence, and Nature of Appeals**

Below are a series of statements. Pick the response that most accurately captures how you define yourself as a leader. Use the range of responses below to assess your comfort level with each statement.

In thinking about who I am as a leader I define myself as someone who...

	1	2	3	4	5	6	7
	<i>MINOR</i> part of my identity			<i>PART</i> of my identity			<i>COMPLETE</i> <i>LY</i> defines my identity
...sees the best in things. <b>cip01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...focuses on the positive. <b>cip02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...stays true to my beliefs. <b>cip04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can fix issues that arise. <b>cip05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement for each item that most accurately captures how you set goals. Use the range of responses below to assess your comfort level with each statement.

When setting goals as a leader I focus my goals on...

	1	2	3	4	5	6	7
	How I would <i>LIKE</i> things to be			How I think the world <i>SHOULD</i> be			They way the world <i>MUST</i> be
...a brighter future <b>cip07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...creating a better tomorrow <b>cip08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...maintaining tradition <b>cip10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...accomplishing the mission at hand <b>cip11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement that most accurately captures who you try to convince to accomplish you goals as a leader. Use the range of responses below to assess your comfort level with each statement.

When trying to convince others to accomplish my goals as a leader I tailor my message to...

	1	2	3	4	5	6	7
	How I think things <i>CAN</i> get done			<i>IMPORTANT</i> to how things get done			The <i>ONLY</i> way I can get things done
...as many people as I can <b>cip13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a wide array of individuals <b>cip14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...only those that also have the same values I do <b>cip16</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...individuals with the important skillsets <b>cip17</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement that most accurately captures how you communicate your message to others. Use the range of responses below to assess your comfort level with each statement.

When trying to convince others to work towards goals I've set as a leader I focus on...

	1	2	3	4	5	6	7
	What I think followers <i>MAY</i> respond to			What I think motivates followers <i>AT TIMES</i>			What I know will <i>ALWAYS</i> motivate followers
...creating a positive message of hope <b>cip19</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...offering a message and image of promise <b>cip20</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the negative repercussions of straying from our core values <b>cip22</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...promoting rational thinking to solve problems <b>cip23</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Self-Concept Clarity

How much do you agree or disagree with these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I spend a lot of time wondering about what kind of person I really am. <b>scc03</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
When I think about the kind of person I have been in the past, I'm not sure what I was really like. <b>scc05</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My beliefs about myself seem to change very frequently. <b>scc08</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were asked to describe my personality, my description might end up being different from one day to another day. <b>scc09</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I have a clear sense of who I am and what I am. <b>scc11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is often hard for me to make up my mind about things because I don't really know what I want. <b>scc12</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Army Values

Below are some concepts about values that you often hear at West Point. Consider these concepts and then respond to each statement.

	I can articulate or define what these values mean. <b>ava01, ava02</b>					It is evident that these values are truly important to West Point. <b>avp01, avp03</b>					These values are consistent with my own values. <b>avc02, avc03</b>				
	Strongly Disagree					Strongly Agree		Strongly Disagree					Strongly Agree		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Professional Military Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duty, Honor, Country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leader of Character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Officer Identity

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Becoming an officer will help me satisfy deeply personal goals. <b>icc01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an officer will allow me to become the person I dream to be. <b>icc02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Risks to Professionalism

### Cynicism

Consider your feelings about the United States Military Academy. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have confidence the Academy will do what's right when interacting with cadets. <b>cyn01</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have misgivings whether USMA is forthright regarding its actions. <b>cyn04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sure USMA leadership can be counted on to put USMA's interests ahead of their own self-interests. <b>cyn06</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have complete faith in the Academy's good intentions. <b>cyn07</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that the Academy's public rhetoric reflects its actual intentions. <b>cyn09</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've questioned whether USMA officials are really interested in addressing the problems facing the Academy. <b>cyn11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Machiavellian Attitudes/Behaviors

**Machiavellianism Scale – Four Subscales: Morality, Control, Status, Distrust of Others (Dahling, Whitaker, & Levy, 2008)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>I believe that lying is necessary to maintain a competitive advantage over others. mach01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The only good reason to talk to others is to get information that I can use to my benefit. mach02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I like to give the orders in interpersonal situations. mach06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I enjoy having control over other people. mach07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Status is a good sign of success in life. mach09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Accumulating wealth is an important goal for me. mach10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>People are only motivated by personal gain. mach12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I dislike committing to groups because I don't trust others. mach13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Character Development Experiences at USMA

### Mentorship

**PROMPT:** The following questions ask about your development as a leader of character at USMA. We define "leader of character" as one who "seeks to discover the truth, decide what is right, and demonstrate the courage to act accordingly...always." Please tell us about the people who are most influential to your development as a leader of character.

Who would you identify as influential to your growth as a leader of character here at USMA? (Please write the person's position, not his/her name – for example, "my math professor" instead of "Prof. Smith".)

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Do you feel you have a mentor here at USMA? A mentor is someone who provides personal or professional guidance.

- No
- Yes

If yes...

What is this person's position at the Academy? \_\_\_\_\_

What values does your mentor best model as important in becoming a leader of character?

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**Influential Experiences/Programs**

Based on your experiences at USMA thus far, how influential have each of the programs been for your development as a leader of character?

	Not at all influential	A little influential	Somewhat influential	Very influential	Extremely influential
<b>MX400</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>CCDP</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cadet Basic Training</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cemetery Day</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SHARP and CASH/A Events</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Internalizing USMA Values (aka, Value Congruence or Person-Organization Fit)**

**Alignment of self and institutional values, Pozner et al (2010):**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>My personal values are generally compatible with the values of USMA. values01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I find that sometimes I have to compromise personal principles to conform to the expectations of USMA. values02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Values-in-Action Inventory (Subscales from VIA 120-item Version)**

**Bravery**

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I have taken frequent stands in the face of strong opposition. <b>viabra01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never hesitate to publicly express an unpopular opinion. <b>viabra02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I must stand up for what I believe even if there are negative results. <b>viabra03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always stand up for my beliefs. <b>viabra04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a brave person. <b>viabra05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Self-regulation**

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I have no trouble eating healthy foods. <b>viasr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when candy or cookies are under my nose, I never overeat. <b>viasr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a highly disciplined person. <b>viasr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never want things that are bad for me in the long run, even if they make me feel good in the short run. <b>viasr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I can always stay on a diet. <b>viasr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Social intelligence

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I know how to handle myself in different social situations. <b>viasi01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No matter what the situation, I am able to fit in. <b>viasi02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the ability to make other people feel interesting. <b>viasi03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at sensing what other people are feeling. <b>viasi04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always know what to say to make people feel good. <b>viasi05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Teamwork

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I work at my very best when I am a group member. <b>viatw01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Without exception, I support my teammates or fellow group members. <b>viatw02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
<b>Even if I disagree with them, I always respect the leaders of my group. viatw03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>It is important to me to respect decisions made by my group. viatw04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I gladly sacrifice my self-interest for the benefit of the group I am in. viatw05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Attitudes about Gender Stereotypes**

**Hostile/Benevolent Sexism (Ambivalent Sexism Inventory; Glick & Fiske, 1996)**

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Many women have a quality of purity that few men possess. <b>asi01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should be cherished and protected by men. <b>asi02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every man ought to have a women whom he adores. <b>asi04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men are incomplete without women. <b>asi05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once a woman gets a man to commit to her, she usually tries to put him on a tight leash. <b>asi07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When women lose to men in a fair competition, they typically complain about being discriminated against. <b>asi08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women, compared to men, tend to have a superior moral sensibility. <b>asi10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men should be willing to sacrifice their own well being in order to provide financially for the women in their lives. <b>asi11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Masculinity (Conformity to Masculine Norms Inventory; Mahalik et al., 2003)**

Thinking about your own actions, feelings, and beliefs, please indicate how much you personally agree or disagree with each statement. It is best if you respond with your first impression when answering.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
If I could, I would frequently change sexual partners. <b>cmni01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that violence is never justified. <b>cmni02</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winning is not my first priority. <b>cmni04</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy taking risks. <b>cmni05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would only have sex if I was in a committed relationship. <b>cmni07</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to win. <b>cmni08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence is almost never justified. <b>cmni10</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happiest when I'm risking danger. <b>cmni11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to share my feelings. <b>cmni13</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hate it when people ask me to talk about my feelings. <b>cmni14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix C

### Survey Version 2

#### Planned Missingness-Version 2

#### Cadet Character Strengths

#### Relational Humility

The following statements ask about humility. There may be many definitions of humility, but we will define it here as 1) the ability to act modestly by not bragging or showing too much pride in your accomplishments; and 2) having an accurate view of yourself that is not overly positive or negative. Please keep this definition in mind as you respond to the following items:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am a humble person <b>hum02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even strangers would consider me to be humble. <b>hum05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Intellectual Humility

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I always have to have the last word in an argument. <b>ih03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I become angry when my advice is not taken. <b>ih05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have little patience for others' beliefs. <b>ih06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek out alternative viewpoints. <b>ih10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage others to share their viewpoints. <b>ih11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at mediating controversial topics. <b>ih14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at considering the limitations of my perspective. <b>ih15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Honesty

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I tell the truth. <b>hon01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never cheat. <b>hon02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel OK about cheating on a test as long as I did not get caught. <b>hon05</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Optimism

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>In uncertain times, I usually expect the best. lotr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I'm always optimistic about my future. lotr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I hardly ever expect things to go my way. lotr04 reverse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall, I expect more good things to happen to me than bad. lotr06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Intentional Self-Regulation (SOC)

How do you decide which things in life are important for you? How do you go about accomplishing what you want in life?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I consider exactly what is important for me. <b>isr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something does not work as well as before, I get advice from experts or read books. <b>isr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For important things, I pay attention to whether I need to devote more time or effort. <b>isr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make every effort to achieve a given goal. <b>isr06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have started something that is important to me, but has little chance at success, I make a particular effort. <b>isr07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things don't work the way they used to, I look for other ways to achieve them. <b>isr09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something doesn't work as well as usual, I look at how others do it. <b>isr10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always pursue goals one after the other. <b>isr11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Grit-S

Please use the following response options to indicate how much the statements below are like you. There are no right or wrong answers. Answer honestly how much each statement applies to you.

	Not like me	A little like me	Somewhat like me	Mostly like me	Very much like me
7. New ideas and new projects sometimes distract me from old ones. <b>grit2</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have been obsessed with a certain project for a short time but later lost interest. <b>grit5</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am a hard worker. <b>grit6</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have difficulty maintaining my focus on projects that take more than a few months to complete. <b>grit8</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I finish whatever I begin. <b>grit9</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am diligent. <b>grit12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Hardiness

Below are statements about life that people often feel differently about. Please show how much you think each one is true. Give your own honest opinions...There are no right or wrong answers.

	Not at all true	A Little True	Quite True	Completely True
26. Most of my life gets spent doing things that are worthwhile. <b>hard1</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I don't like to make changes to my regular activities. <b>hard3</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I feel that my life is somewhat empty of meaning. <b>hard4</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. By working hard you can nearly always achieve your goals. <b>hard6</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I really look forward to my work activities. <b>hard7</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I don't think there's much I can do to influence my own future. <b>hard9</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Trying your best at work is really worth it in the end. <b>hard10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Most days life is really interesting and exciting for me. <b>hard12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I enjoy the challenge when I have to do more than one thing at a time. <b>hard13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Not at all true	A Little True	Quite True	Completely True
35. When I make plans I'm certain I can make them work. <b>hard15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Empathy

How well do each of these statements describe you?

	Not at all like me	A little like me	Kind of like me	A lot like me	Just like me
14. I try to understand other people by imagining how things would look from their point of view. <b>emp01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. When I am upset at someone, I try to understand how they feel. <b>emp03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. When people disagree about something, I look at everybody's side. <b>emp05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. When I see another person who is hurt or upset, I feel sorry for them. <b>emp09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Gratitude

How much do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
10. I have so much in life to be thankful for. <b>grat01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. As I get older, I find myself more able to appreciate people, events, and situations that have been a part of my life history. <b>grat05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Long amounts of time can go by before I feel grateful to something or someone. <b>grat06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Purpose

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8. I understand my life's meaning. <b>purp01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I have a good sense of what makes my life meaningful. <b>purp03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Trust and Support

#### Cadet Peer Connection

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>I trust fellow cadets. cpc01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other cadets are there when I need them. cpc03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Perceived Organizational Support**

USMA faculty, staff, and administration...

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Care about my general satisfaction at the Academy. <b>pos02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly consider my goals and values. <b>pos04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care about my opinions. <b>pos05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide help when I have a problem. <b>pos09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Perceived Social Support**

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Very Strongly Agree
My family really tries to help me <b>pss03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a special person in my life who cares about my feelings. <b>pss10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can count on my friends to care and celebrate with me when things go well for me. <b>pss11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Moral Leadership

### Perceptions of Leadership

At USMA, to what extent do you think **cadet leaders**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>demonstrate good examples of sound moral character?</b> <b>clpol01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>promote and safeguard the welfare of subordinates?</b> <b>clpol03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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At USMA, to what extent do you think **TAC officers**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>hold others accountable for their conduct?</b> <b>tacpol02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>promote and safeguard the welfare of subordinates?</b> <b>tacpol03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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At USMA, to what extent do you think **staff and faculty**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>demonstrate good examples of sound moral character?</b> <b>sfpol01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>hold others accountable for their conduct?</b> <b>sfpol02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**CIP Leadership Scale: Subscales of Leader Identity, Nature of Goals Sought, Targets of Influence, and Nature of Appeals**

Below are a series of statements. Pick the response that most accurately captures how you define yourself as a leader. Use the range of responses below to assess your comfort level with each statement.

**In thinking about who I am as a leader I define myself as someone who...**

	1	2	3	4	5	6	7
	<i>MINOR</i> part of my identity			<i>PART</i> of my identity			<i>COMPLETE</i> <i>LY</i> defines my identity
...sees the best in things. <b>cip01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...maintains a fundamental set of beliefs. <b>cip03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...stays true to my beliefs. <b>cip04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...solves problems. <b>cip06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Pick the statement for each item that most accurately captures how you set goals. Use the range of responses below to assess your comfort level with each statement.

When setting goals as a leader I focus my goals on...

	1			4			7
	How I would <i>LIKE</i> things to be	2	3	How I think the world <i>SHOULD</i> be	5	6	They way the world <i>MUST</i> be
...a brighter future <b>cip07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a return to old values <b>cip09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...maintaining tradition <b>cip10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...getting problems solved <b>cip12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement that most accurately captures who you try to convince to accomplish your goals as a leader. Use the range of responses below to assess your comfort level with each statement.

When trying to convince others to accomplish my goals as a leader I tailor my message to...

	1	2	3	4	5	6	7
	How I think things <i>CAN</i> get done			<i>IMPORTANT</i> to how things get done			The <i>ONLY</i> way I can get things done
...as many people as I can <b>cip13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...only those that share my beliefs <b>cip15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...only those that also have the same values I do <b>cip16</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...people who will get things done <b>cip18</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement that most accurately captures how you communicate your message to others. Use the range of responses below to assess your comfort level with each statement.

When trying to convince others to work towards goals I've set as a leader I focus on...

	1	2	3	4	5	6	7
	What I think followers <i>MAY</i> respond to			What I think motivates followers <i>AT TIMES</i>			What I know will <i>ALWAYS</i> motivate followers
...creating a positive message of hope <b>cip19</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...making others aware of the harm that can come if we do not stay true to our beliefs <b>cip21</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the negative repercussions of straying from our core values <b>cip22</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...promoting levelheaded decision-making <b>cip24</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Self-Concept Clarity

How much do you agree or disagree with these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I spend a lot of time wondering about what kind of person I really am. <b>scc03</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I think I know other people better than I know myself. <b>scc07</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My beliefs about myself seem to change very frequently. <b>scc08</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if I wanted to, I don't think I would tell someone what I'm really like. <b>scc10</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I have a clear sense of who I am and what I am. <b>scc11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is often hard for me to make up my mind about things because I don't really know what I want. <b>scc12</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Army Values

Below are some concepts about values that you often hear at West Point. Consider these concepts and then respond to each statement.

	I can articulate or define what these values mean. <b>ava01, ava03</b>					It is evident that these values are truly important to West Point. <b>avp02, avp03</b>					These values are consistent with my own values. <b>avc01, avc02</b>				
	Strongly Disagree					Strongly Agree		Strongly Disagree					Strongly Agree		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Professional Military Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duty, Honor, Country						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leader of Character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

## Officer Identity

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Becoming an officer will help me satisfy deeply personal goals. <b>icc01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an officer will allow me to remain true to my values. <b>icc03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Risks to Professionalism

### Cynicism

Consider your feelings about the United States Military Academy. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have confidence the Academy will do what's right when interacting with cadets. <b>cyn01</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I suspect the Academy is deliberately evasive in the things it says. <b>cyn05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sure USMA leadership can be counted on to put USMA's interests ahead of their own self-interests. <b>cyn06</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the Academy says it is going to do something, I know it will happen. <b>cyn08</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that the Academy's public rhetoric reflects its actual intentions. <b>cyn09</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've questioned whether USMA officials are really interested in addressing the problems facing the Academy. <b>cyn11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Machiavellian Attitudes/Behaviors

**Machiavellianism Scale – Four Subscales: Morality, Control, Status, Distrust of Others (Dahling, Whitaker, & Levy, 2008)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>I believe that lying is necessary to maintain a competitive advantage over others. mach01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am willing to sabotage the efforts of other people if they threaten my own goals. mach04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I like to give the orders in interpersonal situations. mach06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I enjoy being able to control the situation. mach08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Status is a good sign of success in life. mach09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I want to be rich and powerful someday. mach11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>People are only motivated by personal gain. mach12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Team members backstab each other all the time to get ahead. mach14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Character Development Experiences at USMA

### Mentorship

**PROMPT:** The following questions ask about your development as a leader of character at USMA. We define "leader of character" as one who "seeks to discover the truth, decide what is right, and demonstrate the courage to act accordingly...always." Please tell us about the people who are most influential to your development as a leader of character.

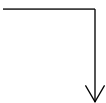
Who would you identify as influential to your growth as a leader of character here at USMA? (Please write the person's position, not his/her name – for example, "my math professor" instead of "Prof. Smith".)

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Do you feel you have a mentor here at USMA? A mentor is someone who provides personal or professional guidance.

- No
- Yes

If yes...



What is this person's position at the Academy? \_\_\_\_\_

What values does your mentor best model as important in becoming a leader of character?

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**Influential Experiences/Programs**

Based on your experiences at USMA thus far, how influential have each of the programs been for your development as a leader of character?

	Not at all influential	A little influential	Somewhat influential	Very influential	Extremely influential
<b>MX400</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>CCDP</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cadet Basic Training</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cemetery Day</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SHARP and CASH/A Events</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Internalizing USMA Values (aka, Value Congruence or Person-Organization Fit)**

**Alignment of self and institutional values, Pozner et al (2010):**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>My personal values are generally compatible with the values of USMA. values01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I believe my experiences and time at USMA have shaped my personal values. values03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Values-in-Action Inventory (Subscales from VIA 120-item Version)**

**Bravery**

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I have taken frequent stands in the face of strong opposition. <b>viabra01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never hesitate to publicly express an unpopular opinion. <b>viabra02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I must stand up for what I believe even if there are negative results. <b>viabra03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always stand up for my beliefs. <b>viabra04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a brave person. <b>viabra05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Honesty/integrity**

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I always keep my promises. <b>viahon01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe honesty is the basis for trust. <b>viahon02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My promises can be trusted. <b>viahon03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am true to my own values. <b>viahon04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
Others trust me to keep their secrets. <b>viahon05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Social intelligence

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I know how to handle myself in different social situations. <b>viasi01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No matter what the situation, I am able to fit in. <b>viasi02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the ability to make other people feel interesting. <b>viasi03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at sensing what other people are feeling. <b>viasi04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always know what to say to make people feel good. <b>viasi05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Leadership

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
As a leader, I treat everyone equally well regardless of his or her experience. <b>vialdr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
<b>One of my strengths is helping a group of people work well together even when they have their differences.</b> <b>vialdr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>To be an effective leader, I treat everyone the same.</b> <b>vialdr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My friends always tell me I am a strong but fair leader.</b> <b>vialdr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>As a leader, I try to make all group members happy.</b> <b>vialdr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Attitudes about Gender Stereotypes

### Hostile/Benevolent Sexism (Ambivalent Sexism Inventory; Glick & Fiske, 1996)

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Many women have a quality of purity that few men possess. <b>asi01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women seek to gain power by getting control over men. <b>asi03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every man ought to have a women whom he adores. <b>asi04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women exaggerate problems they have at work. <b>asi06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once a woman gets a man to commit to her, she usually tries to put him on a tight leash. <b>asi07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many women get a kick out of teasing men by seeming sexually available and then refusing male advances. <b>asi09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women, compared to men, tend to have a superior moral sensibility. <b>asi10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feminists are making unreasonable demands of men. <b>asi12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Masculinity (Conformity to Masculine Norms Inventory; Mahalik et al., 2003)

Thinking about your own actions, feelings, and beliefs, please indicate how much you personally agree or disagree with each statement. It is best if you respond with your first impression when answering.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
If I could, I would frequently change sexual partners. <b>cmni01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I do not like risky situations. <b>cmni03</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winning is not my first priority. <b>cmni04</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am disgusted by any kind of violence. <b>cmni06</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would only have sex if I was in a committed relationship. <b>cmni07</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to keep my feelings to myself. <b>cmni09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence is almost never justified. <b>cmni10</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be enjoyable to date more than one person at a time. <b>cmni12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to share my feelings. <b>cmni13</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't mind losing. <b>cmni15</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix D

### Survey Version 3

#### Cadet Character Strengths

##### Relational Humility

The following statements ask about humility. There may be many definitions of humility, but we will define it here as 1) the ability to act modestly by not bragging or showing too much pride in your accomplishments; and 2) having an accurate view of yourself that is not overly positive or negative. Please keep this definition in mind as you respond to the following items:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My close friends would consider me to be humble. <b>hum04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even strangers would consider me to be humble. <b>hum05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

##### Intellectual Humility

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I get defensive if others do not agree with me. <b>ih04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I become angry when my advice is not taken. <b>ih05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act like a know-it-all. <b>ih07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek out alternative viewpoints. <b>ih10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am open to competing ideas. <b>ih13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at mediating controversial topics. <b>ih14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at considering the limitations of my perspective. <b>ih15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Honesty

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I tell the truth. <b>hon01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes take things that do not belong to me. <b>hon04</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel OK about cheating on a test as long as I did not get caught. <b>hon05</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Optimism

How much do you agree or disagree with the following statements?



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
If something can go wrong for me, it will. <b>lotr02</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm always optimistic about my future. <b>lotr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely count on good things happening to me. <b>lotr05</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I expect more good things to happen to me than bad. <b>lotr06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Intentional Self-Regulation (SOC)

How do you decide which things in life are important for you? How do you go about accomplishing what you want in life?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I keep trying as many different possibilities as are necessary to succeed at my goal. <b>isr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something does not work as well as before, I get advice from experts or read books. <b>isr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about exactly how I can best realize my plans. <b>isr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make every effort to achieve a given goal. <b>isr06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I decide upon a goal, I stick to it. <b>isr08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things don't work the way they used to, I look for other ways to achieve them. <b>isr09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something doesn't work as well as usual, I look at how others do it. <b>isr10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always pursue goals one after the other. <b>isr11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Grit-S

Please use the following response options to indicate how much the statements below are like you. There are no right or wrong answers. Answer honestly how much each statement applies to you.

	Not like me	A little like me	Somewhat like me	Mostly like me	Very much like me
13. Setbacks don't discourage me. <b>grit4</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I have been obsessed with a certain project for a short time but later lost interest. <b>grit5</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I often set a goal but later choose to pursue a different one. <b>grit7</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I have difficulty maintaining my focus on projects that take more than a few months to complete. <b>grit8</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I finish whatever I begin. <b>grit9</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am diligent. <b>grit12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Hardiness

Below are statements about life that people often feel differently about. Please show how much you think each one is true. Give your own honest opinions...There are no right or wrong answers.

	Not at all true	A Little True	Quite True	Completely True
36. Planning ahead can help avoid most future problems. <b>hard2</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I don't like to make changes to my regular activities. <b>hard3</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Changes in routine are interesting to me. <b>hard5</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. By working hard you can nearly always achieve your goals. <b>hard6</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. If I'm working on a difficult task, I know when to ask for help. <b>hard8</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I don't think there's much I can do to influence my own future. <b>hard9</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. It bothers me when my daily routine gets interrupted. <b>hard11</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Most days life is really interesting and exciting for me. <b>hard12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I like having a daily schedule that doesn't change very much. <b>hard14</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all true	A Little True	Quite True	Completely True
45. When I make plans I'm certain I can make them work. <b>hard15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Empathy

How well do each of these statements describe you?

	Not at all like me	A little like me	Kind of like me	A lot like me	Just like me
18. When I see someone being taken advantage of, I want to help them. <b>emp02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. When I am upset at someone, I try to understand how they feel. <b>emp03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I feel sorry for other people who don't have what I have. <b>emp06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. When I see another person who is hurt or upset, I feel sorry for them. <b>emp09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gratitude

How much do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
13. I am grateful to a wide variety of people. <b>grat04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. As I get older, I find myself more able to appreciate people, events, and situations that have been a part of my life history. <b>grat05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Long amounts of time can go by before I feel grateful to something or someone. <b>grat06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Purpose

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
10. My life has a clear sense of purpose. <b>purp02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I have a good sense of what makes my life meaningful. <b>purp03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Trust and Support

#### Cadet Peer Connection

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>Other cadets care about me. cpc02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other cadets are there when I need them. cpc03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Perceived Organizational Support**

USMA faculty, staff, and administration...

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Really care about my well-being. <b>pos03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly consider my goals and values. <b>pos04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are willing to extend themselves in order to help me perform to the best of my ability. <b>pos08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide help when I have a problem. <b>pos09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Perceived Social Support**

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Very Strongly Agree
I can count on my friends when things go wrong. <b>pss07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a special person in my life who cares about my feelings. <b>pss10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can count on my friends to care and celebrate with me when things go well for me. <b>pss11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Moral Leadership

### Perceptions of Leadership

At USMA, to what extent do you think **cadet leaders**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>hold others accountable for their conduct? clpol 02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>promote and safeguard the welfare of subordinates? clpol03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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At USMA, to what extent do you think **TAC officers**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>demonstrate good examples of sound moral character? tacpol01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>hold others accountable for their conduct? tacpol02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At USMA, to what extent do you think **staff and faculty**...

	Not at All	Small Extent	Moderate Extent	Large Extent	Very Large Extent
<b>demonstrate good examples of sound moral character?</b> <b>sfp01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>promote and safeguard the welfare of subordinates?</b> <b>sfp03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**CIP Leadership Scale: Subscales of Leader Identity, Nature of Goals Sought, Targets of Influence, and Nature of Appeals**

Below are a series of statements. Pick the response that most accurately captures how you define yourself as a leader. Use the range of responses below to assess your comfort level with each statement.

In thinking about who I am as a leader I define myself as someone who...

	1	2	3	4	5	6	7
	<i>MINOR</i> part of my identity			<i>PART</i> of my identity			<i>COMPLETE</i> <i>LY</i> defines my identity
...focuses on the positive. <b>cip02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...maintains a fundamental set of beliefs. <b>cip03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can fix issues that arise. <b>cip05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...solves problems. <b>cip06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement for each item that most accurately captures how you set goals. Use the range of responses below to assess your comfort level with each statement.

When setting goals as a leader I focus my goals on...

	1	2	3	4	5	6	7
	How I would <i>LIKE</i> things to be			How I think the world <i>SHOULD</i> be			They way the world <i>MUST</i> be
...creating a better tomorrow <b>cip08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a return to old values <b>cip09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...accomplishing the mission at hand <b>cip11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...getting problems solved <b>cip12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement that most accurately captures who you try to convince to accomplish your goals as a leader. Use the range of responses below to assess your comfort level with each statement.

When trying to convince others to accomplish my goals as a leader I tailor my message to...

	1	2	3	4	5	6	7
	How I think things <i>CAN</i> get done			<i>IMPORTANT</i> to how things get done			The <i>ONLY</i> way I can get things done
...a wide array of individuals <b>cip14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...only those that share my beliefs <b>cip15</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...individuals with the important skillsets <b>cip17</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...people who will get things done <b>cip18</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pick the statement that most accurately captures how you communicate your message to others. Use the range of responses below to assess your comfort level with each statement.

When trying to convince others to work towards goals I've set as a leader I focus on...

	1	2	3	4	5	6	7
	What I think followers <i>MAY</i> respond to			What I think motivates followers <i>AT TIMES</i>			What I know will <i>ALWAYS</i> motivate followers
...offering a message and image of promise <b>cip20</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...making others aware of the harm that can come if we do not stay true to our beliefs <b>cip21</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...promoting rational thinking to solve problems <b>cip23</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...promoting levelheaded decision-making <b>cip24</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Self-Concept Clarity

How much do you agree or disagree with these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
When I think about the kind of person I have been in the past, I'm not sure what I was really like. <b>scc05</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I think I know other people better than I know myself. <b>scc07</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were asked to describe my personality, my description might end up being different from one day to another day. <b>scc09</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if I wanted to, I don't think I would tell someone what I'm really like. <b>scc10</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I have a clear sense of who I am and what I am. <b>scc11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is often hard for me to make up my mind about things because I don't really know what I want. <b>scc12</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Army Values

Below are some concepts about values that you often hear at West Point. Consider these concepts and then respond to each statement.

	I can articulate or define what these values mean. <b>ava02, ava03</b>					It is evident that these values are truly important to West Point. <b>avp01, avp02</b>					These values are consistent with my own values. <b>avc01, avc03</b>				
	Strongly Disagree					Strongly Agree		Strongly Disagree					Strongly Agree		
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Professional Military Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duty, Honor, Country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leader of Character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Officer Identity

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Becoming an officer will allow me to become the person I dream to be. <b>icc02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an officer will allow me to remain true to my values. <b>icc03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Risks to Professionalism

### Cynicism

Consider your feelings about the United States Military Academy. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have misgivings whether USMA is forthright regarding its actions. <b>cyn04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I suspect the Academy is deliberately evasive in the things it says. <b>cyn05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have complete faith in the Academy's good intentions. <b>cyn07</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the Academy says it is going to do something, I know it will happen. <b>cyn08</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that the Academy's public rhetoric reflects its actual intentions. <b>cyn09</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've questioned whether USMA officials are really interested in addressing the problems facing the Academy. <b>cyn11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Machiavellian Attitudes/Behaviors

**Machiavellianism Scale – Four Subscales: Morality, Control, Status, Distrust of Others (Dahling, Whitaker, & Levy, 2008)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The only good reason to talk to others is to get information that I can use to my benefit. <b>mach02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am willing to sabotage the efforts of other people if they threaten my own goals. <b>mach04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy having control over other people. <b>mach07</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy being able to control the situation. <b>mach08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accumulating wealth is an important goal for me. <b>mach10</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to be rich and powerful someday. <b>mach11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dislike committing to groups because I don't trust others. <b>mach13</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team members backstab each other all the time to get ahead. <b>mach14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Character Development Experiences at USMA

### Mentorship

**PROMPT:** The following questions ask about your development as a leader of character at USMA. We define "leader of character" as one who "seeks to discover the truth, decide what is right, and demonstrate the courage to act accordingly...always." Please tell us about the people who are most influential to your development as a leader of character.

Who would you identify as influential to your growth as a leader of character here at USMA? (Please write the person's position, not his/her name – for example, "my math professor" instead of "Prof. Smith".)

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Do you feel you have a mentor here at USMA? A mentor is someone who provides personal or professional guidance.

- No
- Yes

If yes...

What is this person's position at the Academy? \_\_\_\_\_

What values does your mentor best model as important in becoming a leader of character?

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**Influential Experiences/Programs**

Based on your experiences at USMA thus far, how influential have each of the programs been for your development as a leader of character?

	Not at all influential	A little influential	Somewhat influential	Very influential	Extremely influential
<b>MX400</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>CCDP</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cadet Basic Training</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Cemetery Day</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SHARP and CASH/A Events</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Internalizing USMA Values (aka, Value Congruence or Person-Organization Fit)**

**Alignment of self and institutional values, Pozner et al (2010):**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>I find that sometimes I have to compromise personal principles to conform to the expectations of USMA. values02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I believe my experiences and time at USMA have shaped my personal values. values03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Values-in-Action Inventory (Subscales from VIA 120-item Version)**

**Self-regulation**

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I have no trouble eating healthy foods. <b>viasr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when candy or cookies are under my nose, I never overeat. <b>viasr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a highly disciplined person. <b>viasr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never want things that are bad for me in the long run, even if they make me feel good in the short run. <b>viasr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can always stay on a diet. <b>viasr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Honesty/integrity**

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I always keep my promises. <b>viahon01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe honesty is the basis for trust. <b>viahon02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My promises can be trusted. <b>viahon03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am true to my own values. <b>viahon04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others trust me to keep their secrets. <b>viahon05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Teamwork

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
I work at my very best when I am a group member. <b>viatw01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Without exception, I support my teammates or fellow group members. <b>viatw02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if I disagree with them, I always respect the leaders of my group. <b>viatw03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to respect decisions made by my group. <b>viatw04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gladly sacrifice my self-interest for the benefit of the group I am in. <b>viatw05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Leadership

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
As a leader, I treat everyone equally well regardless of his or her experience. <b>vialdr01</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of my strengths is helping a group of people work well together even when they have their differences. <b>vialdr02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be an effective leader, I treat everyone the same. <b>vialdr03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much Unlike Me	Unlike Me	Neutral	Like Me	Very Much Like Me
<b>My friends always tell me I am a strong but fair leader.</b> <b>vialdr04</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>As a leader, I try to make all group members happy.</b> <b>vialdr05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Attitudes about Gender Stereotypes**

**Hostile/Benevolent Sexism (Ambivalent Sexism Inventory; Glick & Fiske, 1996)**

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Women should be cherished and protected by men. <b>asi02</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women seek to gain power by getting control over men. <b>asi03</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men are incomplete without women. <b>asi05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women exaggerate problems they have at work. <b>asi06</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When women lose to men in a fair competition, they typically complain about being discriminated against. <b>asi08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many women get a kick out of teasing men by seeming sexually available and then refusing male advances. <b>asi09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men should be willing to sacrifice their own well being in order to provide financially for the women in their lives. <b>asi11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feminists are making unreasonable demands of men. <b>asi12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Masculinity (Conformity to Masculine Norms Inventory; Mahalik et al., 2003)**

Thinking about your own actions, feelings, and beliefs, please indicate how much you personally agree or disagree with each statement. It is best if you respond with your first impression when answering.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I believe that violence is never justified. <b>cmni02</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I do not like risky situations. <b>cmni03</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy taking risks. <b>cmni05</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am disgusted by any kind of violence. <b>cmni06</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to win. <b>cmni08</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to keep my feelings to myself. <b>cmni09</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happiest when I'm risking danger. <b>cmni11</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be enjoyable to date more than one person at a time. <b>cmni12</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hate it when people ask me to talk about my feelings. <b>cmni14</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't mind losing. <b>cmni15</b> reverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>