

Advocates

This brief survey is part of a broader study of professional ethics training for new advocates. It is conducted by the Centre for Ethics and Law at UCL Faculty of Laws for the Advocacy Training Council, funded by the Legal Education Foundation and has the support of the Inns, the Solicitors' Association of Higher Courts Advocates (SAHCA) and CILEX. The survey is short (15-20 minutes).

If you are willing to fill in the survey, your data is recorded anonymously and held securely at UCL. Practising lawyers have found similar surveys conducted by the researchers interesting and useful.

Participation is entirely voluntary and is confidential. There will be an opportunity for feedback on some of the results if you agree to participate in a further research interview.

Many thanks for your participation,

Richard Moorhead, *Professor of Professional Ethics and Law, UCL Faculty of Laws*

Q1: Please specify your gender

Male Female

Q2: Which do you currently work as

Barrister Solicitor Legal Executive

Q3: Which area of work do you mainly practise (if you have a mixed practice please select as many as applicable, but if you mainly specialise in one or more areas please pick the main one/s)

- | | |
|---|---|
| <input type="checkbox"/> Family | <input type="checkbox"/> Civil Litigation |
| <input type="checkbox"/> Criminal (private practice prosecution and/or defence) | <input type="checkbox"/> CPS (In-house) |
| <input type="checkbox"/> In-house Private Sector | <input type="checkbox"/> In-house Public Sector (not CPS) |
| <input type="checkbox"/> Other (specify) | |

If you have chosen "other", please specify:

Q4: How many years have you been practising as a qualified lawyer (post-pupillage, post-training contract or post-qualification as a Chartered Legal Executive)

Q5: Please indicate your number of years of experience of legal practice prior to qualification (including periods of on the job training such as training contracts and pupillages).

0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11+
 N/A

These next questions are designed to understand what you most value. We will also be exploring whether these personal values influence ethical decision making. For those electing to participate in a further research interview, we can provide you with feedback on this part of the survey, so you can see how what you value compares to other lawyers. You will have an opportunity to decide on this at the end of the survey.

Note: if you have answered/chosen item [1] in question 1, skip the following question

Q6: Here we briefly describe some people. Please read each description and think about how much each person is or is not like you. Select the description to the right that shows how much the person in the description is like you.

	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
1. Thinking up new ideas and being creative is important to her. She likes to do things in her own original way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It is important to her to be rich. She wants to have a lot of money and expensive things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. She thinks it is important that every person in the world be treated equally. She believes everyone should have equal opportunities in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. It is very important to her to show her abilities. She wants people to admire what she does.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. It is important to her to live in secure surroundings. She avoids anything that might endanger her safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. She thinks it is important to do lots of different things in life. She always looks for new things to try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. She believes that people should do what they're told. She thinks people should follow rules at all times, even when no-one is watching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. It is important to her to listen to people who are different from her. Even when she disagrees with them, she still wants to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. She thinks it is important not to ask for more than what you have. She believes that people should be satisfied with what they have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. She seeks every chance she can to have fun. It is important to her to do things that give her pleasure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
11. It is important to her to make her own decisions about what she does. She likes to be free to plan and to choose her activities for herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. It is very important to her to help the people around her. She wants to care for their well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Being very successful is important to her. She likes to impress other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. It is very important to her that her country be safe. She thinks the state must be on watch against threats from within and without.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. She likes to take risks. She is always looking for adventures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It is important to her always to behave properly. She wants to avoid doing anything people would say is wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. It is important to her to be in charge and tell others what to do. She wants people to do what she says.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. It is important to her to be loyal to her friends. She wants to devote herself to people close to her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. She strongly believes that people should care for nature. Looking after the environment is important to her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Religious belief is important to her. She tries hard to do what her religion requires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
21. It is important to her that things be organised and clean. She really does not like things to be a mess.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. She thinks it is important to be interested in things. She likes to be curious and to try to understand all sorts of things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. She believes all the world's people should live in harmony. Promoting peace among all groups in the world is important to her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. She thinks it is important to be ambitious. She wants to show how capable she is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. She thinks it is best to do things in traditional ways. It is important to her to keep up the customs she has learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Enjoying life's pleasures is important to her. She likes to 'spoil' herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. It is important to her to respond to the needs of others. She tries to support those she knows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. She believes she should always show respect to her parents and to older people. It is important to her to be obedient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. She wants everyone to be treated justly, even people she doesn't know. It is important to her to protect the weak in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. She likes surprises. It is important to her to have an exciting life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
31. She tries hard to avoid getting sick. Staying healthy is very important to her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Getting ahead in life is important to her. She strives to do better than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Forgiving people who have hurt her is important to her. She tries to see what is good in them and not to hold a grudge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. It is important to her to be independent. She likes to rely on herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Having a stable government is important to her. She is concerned that the social order be protected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. It is important to her to be polite to other people all the time. She tries never to disturb or irritate others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. She really wants to enjoy life. Having a good time is very important to her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. It is important to her to be humble and modest. She tries not to draw attention to herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. She always wants to be the one who makes the decisions. She likes to be the leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. It is important to her to adapt to nature and to fit into it. She believes that people should not change nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These next questions are designed to understand what you most value. We will also be exploring whether these personal values influence ethical decision making. For those electing to participate in a further research interview, we can provide you with feedback on this part of the survey, so you can see how what you value compares to other lawyers. You will have an opportunity to decide on this at the end of the survey.

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q7: Here we briefly describe some people. Please read each description and think about how much each person is or is not like you. Select the description to the right that shows how much the person in the description is like you.

	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
1. Thinking up new ideas and being creative is important to him. He likes to do things in his own original way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It is important to him to be rich. He wants to have a lot of money and expensive things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He thinks it is important that every person in the world be treated equally. He believes everyone should have equal opportunities in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. It is very important to him to show his abilities. He wants people to admire what he does.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. It is important to him to live in secure surroundings. He avoids anything that might endanger his safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. He thinks it is important to do lots of different things in life. He always looks for new things to try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. He believes that people should do what they're told. He thinks people should follow rules at all times, even when no-one is watching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. He thinks it is important not to ask for more than what you have. He believes that people should be satisfied with what they have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. He seeks every chance he can to have fun. It is important to him to do things that give him pleasure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
11. It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. It is very important to him to help the people around him. He wants to care for their well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Being very successful is important to him. He likes to impress other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. It is very important to him that his country be safe. He thinks the state must be on watch against threats from within and without.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. He likes to take risks. He is always looking for adventures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. It is important to him to be in charge and tell others what to do. He wants people to do what he says.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. It is important to him to be loyal to his friends. He wants to devote himself to people close to him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. He strongly believes that people should care for nature. Looking after the environment is important to him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>20. Religious belief is important to him. He tries hard to do what his religion requires.</p>	○	○	○	○	○	○
	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
<p>21. It is important to him that things be organised and clean. He really does not like things to be a mess.</p>	○	○	○	○	○	○
<p>22. He thinks it is important to be interested in things. He likes to be curious and to try to understand all sorts of things.</p>	○	○	○	○	○	○
<p>23. He believes all the world's people should live in harmony. Promoting peace among all groups in the world is important to him.</p>	○	○	○	○	○	○
<p>24. He thinks it is important to be ambitious. He wants to show how capable he is.</p>	○	○	○	○	○	○
<p>25. He thinks it is best to do things in traditional ways. It is important to him to keep up the customs he has learned.</p>	○	○	○	○	○	○

26. Enjoying life's pleasures is important to him. He likes to 'spoil' himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. It is important to him to respond to the needs of others. He tries to support those he knows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. He believes he should always show respect to his parents and to older people. It is important to him to be obedient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. He wants everyone to be treated justly, even people he doesn't know. It is important to him to protect the weak in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. He likes surprises. It is important to him to have an exciting life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOMEWHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
31. He tries hard to avoid getting sick. Staying healthy is very important to him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Getting ahead in life is important to him. He strives to do better than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Forgiving people who have hurt him is important to him. He tries to see what is good in them and not to hold a grudge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. It is important to him to be independent. He likes to rely on himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Having a stable government is important to him. He is concerned that the social order be protected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. It is important to him to be polite to other people all the time. He tries never to disturb or irritate others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. He really wants to enjoy life. Having a good time is very important to him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. It is important to him to be humble and modest. He tries not to draw attention to himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. He always wants to be the one who makes the decisions. He likes to be the leader.

40. It is important to him to adapt to nature and to fit into it. He believes that people should not change nature.

We now want to ask you to consider some ethical dilemmas. This is not a test. There are no right answers to these questions. Here we are interested in what you think you would do, **not** what you think you ought to do. Please select the option that best fits with your answer.

Q8: You are asked to advise a large investment bank on a transaction that it wants to use to lower its leverage by engaging in off balance sheet accounting. There is room for doubt as to whether the transaction is legitimate under accounting rules, but your view is that it is probably not.

One of the tests under the accounting rules is whether the transaction is a true sale. They ask you to give an Opinion saying the transaction is a true sale. You expect that will help them make the case that the accounting treatment is lawful, even if it is probably not. That Opinion will be competent and correct: you are sure the transaction is a true sale. You are not asked to advise on the accounting rules.

The Opinion may lead to accounting breaches associated with off balance sheet accounting, but you do not know that it will. Would you give the Opinion?

Yes No

Q9: A defendant is tried for possessing stolen property, a TV set found in the rear seat of his car. The defendant's lawyer knows that the boot of the car would not open because of a broken lock and this is the explanation for the TV being on the back seat. The lawyer cross-examines the police officer who found the car with the TV in it.

If it helps them get their client acquitted, is the defendant's lawyer right to ask the police officer in cross-examination, "Isn't it odd that someone in possession of a stolen TV would put it on the back seat of the car in full view?"

Yes No

Note: if you have answered/chosen item [1] in question 1, skip the following question

Q10: You are an advocate in court being lead by a more senior barrister from your chambers or a more senior solicitor from your firm on a two day case. Each of you is prepared to deal with different parts of the case. After lunch on day one your colleague returns late and smelling strongly of alcohol. She appears confused. When you attempt to speak to her she brushes you off and when you attempt to challenge her as to whether she has been drinking she is rude and aggressive and goes straight in to court to recommence the hearing. The afternoon of the trial, with which your more senior colleague is

dealing, goes very badly. At the end of the day the court adjourns and your colleague rushes off before you can speak with her further, what do you do?

- Wait to raise the matter with her the next morning in the hope that you can get more sense out of her
- Raise the matter with the client immediately after the hearing and recommend he sack your colleague
- Call the BSB, SRA or IPS immediately to report her for serious misconduct
- Allow the matter to proceed and hope that no harm results

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q11: You are an advocate in court being lead by a more senior barrister from your chambers or a more senior solicitor from your firm on a two day case. Each of you is prepared to deal with different parts of the case. After lunch on day one your colleague returns late and smelling strongly of alcohol. He appears confused. When you attempt to speak to him he brushes you off and when you attempt to challenge him as to whether he has been drinking he is rude and aggressive and goes straight in to court to recommence the hearing. The afternoon of the trial, with which your more senior colleague is dealing, goes very badly. At the end of the day the court adjourns and your colleague rushes off before you can speak with him further, what do you do?

- Wait to raise the matter with him the next morning in the hope that you can get more sense out of him
- Raise the matter with the client immediately after the hearing and recommend he sack your colleague
- Call the BSB, SRA or IPS immediately to report him for serious misconduct
- Allow the matter to proceed and hope that no harm results

We now want to ask you some questions about ethical training and the support you have received in your career so far.

Q12: When was the last formal ethical training you received

- Within the last year
- Within the last two years
- Within the last three years
- More than three years ago

Q13: Please provide the name of the course

Q14: Was the course provided by

- An Inn
- A local law society or other professional group
- An LPC or BPTC provider
- A Circuit
- Kaplan
- Another commercial provider

Q15: What would you say are the key elements of you being able to practise ethically

	VERY IMPORTANT	IMPORTANT	NEITHER IMPORTANT NOR UNIMPORTANT	UNIMPORTANT	VERY UNIMPORTANT
Understanding fundamental principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the detailed rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to anticipate and prevent/mitigate ethical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing skills for dealing with ethical problems (such as asserting oneself)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a sense of common professional values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16: What would you say are the principal influences on your professional conduct

	VERY IMPORTANT	IMPORTANT	NEITHER IMPORTANT NOR UNIMPORTANT	UNIMPORTANT	VERY UNIMPORTANT
Your own values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The law and the rules of court	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The views and behaviour of your peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A more senior colleague/line manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A head of chambers, senior partner/director or equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The judiciary generally or when you appear before them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your professional code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17: How useful would you say the following were to your ability to practise ethically over your career so far

	VERY USEFUL	USEFUL	SOMEWHAT USEFUL	NOT THAT USEFUL	NOT AT ALL USEFUL	RECEIVED NONE
Training and education on ethics from your degree or GDL (if you received any)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and education on ethics from your vocational training (BPTC, LPC or CILEX equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and education from subsequent professional training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions with peers in your organisation/firm/chambers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions with more senior colleagues in your organisation/firm/chambers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discussions with a head of chambers, senior partner/director or equivalent in your firm/chambers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions with peers outside your own organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions with more senior lawyers outside your organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions with a professional ethics helpline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18: How strongly do you agree or disagree with the following statements

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
We receive the right amount of ethics training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics training is not targeted at the right kinds of problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics training begins too late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics is taught in the right way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics training is not focused on the rules enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ethics training is pitched at a level that is too simple	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics training should focus more on the skills needed to avoid difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics training also needs to be targeted at more senior practitioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The ethics training we receive is sufficiently relevant to ethical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q19: Where do you think your profession should seek to improve ethical education and training

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
The law degree, GDL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The LPC, BPTC, CILEX Professional Diploma stage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During pupillage, training contract, CILEX Graduate member stage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the New Practitioner Programme (for Barristers), during Solicitors qualification for Higher Rights, during CILEX advocacy rights course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly over the life of a practitioner's career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20: Many thanks for your participation. Your responses will greatly assist our research and help the professions improve ethical training.

We need to interview a sample of advocates for the rest of our project. Are you are willing to be interviewed?

Yes No

Note: if you have answered/chosen item [2] in question 20, skip the following question

Q21: Would you like to receive feedback on your values profiles and how they compared to other lawyers in the survey?

Yes No

Note: if you have answered/chosen item [2] in question 20, skip the following question

Q22: Please leave your email and telephone contact details below.

We will email/call to arrange an interview which will be confidential and anonymous.

Q23: Please use this space to provide any comments on how you would like to see ethics training and support improve