THE ETHICAL VIEWS BUSINESS LEADERS, UNIVERSITY FACULTY AND STUDENTS IN THE UNITED STATES

SELECT YEARS

1983 - 2003



FINAL DRAFT

BY

Ellen Sutor, Kathleen Casey and

Paul C. Thistlethwaite

Department of Marketing and Finance

Western Illinois University

Research Design Dynamics

Macomb, Il

DEVELOPED FOR THE AMERICAN NATIONAL BUSINESS HALL OF FAME BOARD

November 4, 2004

TABLE OF CONTENTS

			Contents	Page
SECTION 1:		EXECTUIVE SUMMARY		iv
SECTION 2:		INTRODUCTION AND METHODOLOGY		1
<u>SECTION 3:</u>		BACKGROUND CHARACTERISTICS OF ALL THREE GROUPS		7
SECTION 4:		FOCUS ON ALL 3 GROUPS FOR 2003 ONLY		13
SECTION 5:		FOCUS ON ONLY THE BUSINESS LEADERS FOR 2003		32
SECTION 6:		FOCUS ON ONLY THE FACULTY FOR 2003		44
SECTION 7:		FOCUS ON ONLY THE STUDENTS FOR 2003		55
SECTION 8:		FOCUS ON ALL THREE GROUPS FOR ALL YEARS		67
SECTION 9:		FOCUS ON BUSINESS LEADERS FOR THREE YEARS		93
SECTION 10:		FOCUS ON FACULTY FOR TWO YEARS		109
<u>SECTION 11:</u>		FOCUS ON STUDENTS FOR TWO YEARS		123
SECTION 12:		APPENDICES		137
	<u>APPENDIX A:</u>	FIRST PAGE OF THE EXCEL DATA FILE		138
	<u>APPENDIX B:</u>	1983 BUSINESS LEADER QUESTIONS		141
	<u>APPENDIX C:</u>	2003 BUSINESS LEADER QUESTIONNAIRE		148
	<u>APPENDIX D:</u>	2003 FACULTY QUESTIONNAIRE		151
	APPENDIX E:	2003 STUDENT QUESTIONNAIRE		157

List	of	T	a	bl	les
	,	r.		51.	

n

	1 abie	rage
TABLE 2A.	RESPONSE RATES FOR THE THREE BUSINESS LEADER STUDIES.	3
<u>TABLE 2B.</u>	RESPONSE RATES FOR THE TWO FACULTY STUDIES	3
<u>TABLE 2C.</u>	NUMBER OF STUDENTS FROM EACH UNIVERSITY	4
<u>TABLE 2D.</u>	RESPONSE RATES FOR THE TWO STUDENT STUDIES	4
<u>TABLE 2E.</u>	NUMBER OF QUESTIONS ASKED IN EACH SURVEY	5
<u>TABLE 3A.</u>	PERCENT IN EACH GROUP HAVING TAKEN AN ETHICS OR MORAL PHILOSOPHY COURSE	8
TABLE 3B.	DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDING BUSINESS LEADERS	9
TABLE 3C.	DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDING FACULTY	11
<u>TABLE 3D.</u>	DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDING STUDENTS	12
TABLE 4A.	PERCENT OF EACH OF THE THREE 2003 RESPONDING GROUPS AGREEING WITH EACH STATEMENT�� (1=SA; ♦ 5=SD)	15
<u>TABLE 4B.</u>	FOR ALL SEVEN YEARS, PERCENT OF EACH OF THE THREE GROUPS PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT ($1=SA$; \spadesuit 5=SD)	25
TABLE 5A.	PERCENT OF THE BUSINESS LEADERS IN 2003 AGREEING WITH EACH STATEMENT (1 = SA , 5=SD)	34
TABLE 5B.	PERCENT OF THE BUSINESS LEADERS IN 2003 PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT (1=SA; $m{\diamond}$ 5=SD)	39
<u>TABLE 6A.</u>	PERCENT OF THE FACULTY IN 2003 AGREEING WITH EACH STATEMENT $ \phi(1 = SA, 5 = SD) $	46
<u>TABLE 6B.</u>	PERCENT OF THE FACULTY IN 2003 PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT (1=SA; � 5=SD)	50
<u>TABLE 7A.</u>	PERCENT OF THE STUDENTS IN 2003 AGREEING WITH EACH STATEMENT∳(1=SA; ∲ 5=SD)	57
<u>TABLE 7B.</u>	PERCENT OF THE STUDENTS IN 2003 PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT (1=SA; � 5=SD)	62
TABLE 8A.	FOR ALL YEARS, PERCENT OF EACH OF THE RESPONDING GROUPS AGREEING WITH EACH STATEMENT �(1=SA; � 5=SD)	69
<u>TABLE 8B.</u>	FOR ALL SEVEN YEARS, PERCENT OF EACH OF THE THREE GROUPS PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT $\diamond \diamond \diamond$ (1=SA; \diamond 5=SD)	81
<u>TABLE 9A.</u>	FOR EACH OF THE THREE STUDIES, PERCENT OF THE BUSINESS LEADERS AGREEING WITH EACH STATEMENT $\phi \phi \phi \phi \phi$ (1=SA; ϕ 5=SD)	95
<u>TABLE 9B.</u>	FOR EACH OF THE THREE STUDIES, PERCENT OF THE BUSINESS LEADERS PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT $(1=SA; \spadesuit 5=SD)$	102
<u>TABLE 10A.</u>	FOR EACH OF THE TWO STUDIES, PERCENT OF THE FACULTY AGREEING WITH EACH STATEMENT $\phi \phi$ (1=SA; ϕ 5=SD)	111
<u>TABLE 10B.</u>	FOR EACH OF THESTWO STUDIES, PERCENT OF THE FACULTY PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT (1=SA; \bigstar 5=SD)	117
<u>TABLE 11A.</u>	FOR EACH OF THE TWO STUDIES, PERCENT OF THE STUDENTS AGREEING WITH EACH STATEMENT �� (1=SA; � 5=SD)	125
TABLE 11B.	FOR EACH OF THE TWO 🚸 STUDIES, PERCENT OF THE STUDENTS PROVIDING THEIR DEGREE OF AGREEMENT WITH EACH STATEMENT (1=SA; 🗇 5=SD)	131

SECTION 1:

EXECUTIVE SUMMARY

BUSINESS LEADERS, FACULTY AND STUDENTS CHICAL VIEWS:

SELECTED YEARS

Q1983 **Q** 2003

EXECUTIVE SUMMARY

This study of business professionals, university faculty and college students provides insights into their ethical beliefs. Not only can one compare the views of these three groups in late 2003, but the views can be compared to prior studies of the three groups. Consequently, a very large amount of information has been provided in this report for the reader. Trying to summarize the important findings will be left to the reader. People interested in this study will have different perspectives and different research needs. Please examine the information that you are interested in. Do write about it. Only one conference paper has been developed from the data thus far. The American National Business Hall of Fame board members have received a file copy of this report, the SPSS data file, and an excel file containing results from an additional 189 students from University of Louisiana at Monroe and 84 students from the University of Oregon. Other persons interested in the data may contact Richard Hattwick for the files at richardhattwick@bellsouth.net or (561) 676-8784

SECTION 2:

INTRODUCTION AND

METHODOLOGY

BUSINESS LEADERS, FACULTY AND STUDENTS ETHICAL VIEWS: SELECTED YEARS, 1983 TO 2003

INTRODUCTION

The Illinois Hall of Fame began an intensive study of ethics in 1983 with a mail survey of randomly selected business leaders of America slargest 10,000 corporations. Other studies of other business leaders, university faculty and students were conducted in 1988, 1989 and 1995. In order to obtain the views of these three groups in 2003, follow-up studies were commissioned by the Board of Directors of the American National Business Hall of Fame. Paul Thistlethwaite, president of Research Design Dynamics and Emeritus Professor of Marketing at WIU worked with two senior students in marketing, Ellen Sutor and Kathleen Casey to conduct the studies. Several objectives guided the research. In order to demonstrate these in this report, a strucu8tre was created that will facilitate the appropriate comparisons.

1. To obtain updated information on each of the three groups.

2. To compare the three groups opinions in 2003.

3. To compare the 2003 opinions with the earlier four studies.

4. To compare the 2003 business leaders opinions with those of 1988 and 1983.

5. To compare the 2003 faculty members opinions with those of 1989.

6. To compare the 2003 students opinions with those of 1995.

This report will be primarily a statistical report since so many different comparisons of groups are made. 🕎 Different persons can use the information to develop professional articles.

METHODOLGY

In order to obtain the views of business leaders, faculty and students, three different methodologies were employed. The business leaders and faculty were surveyed using the methodologies of the earlier studies. The students are employed in the earlier studies. The following two sections discuss the actual data collection procedures including response rates and the differences in the questionnaires.

Business Leaders

The Hall of Fame has conducted three studies of business leaders. All three surveyed random selections of organizations from the 10,000 largest in the U.S. A mail survey was employed in each of these. The appropriate respondent was the chief executive officer or the president. Others were given the survey to respond to though. The response rates for these studies are presented in Table 1.

TABLE 2A. RESPONSE RATES FOR THE THREE BUSINESS LEADER STUDIES.					
	1983 *	1988 🔷 **	2003		
Population of interest					
Number Sent out	700	864	1445		
Number of good responses	119	138	66		
Response Rate	17	16			
Source: 2003 Study of Ethics					

*Hattwick, Richard, Bong-Gon P. Shin and Larry C. Wall (1984). Subscription of a Survey of America Subscription Subscription of Behavioral Economics, pp. 157-185.

**Prasad, Jyoti, Yunus Kathawala, Matthew Monippallil and Richard Hattwick ��� (1993). � & Business and Academe: � A comparison of Perceptions on Business Ethics, � & The Journal of Socio-Economics, Volume 22, Number 1, pp. 69-83.

The response rate in 2003 was much lower than the other two groups. In the intervening 15 years, chief executives and presidents have been receiving many more surveys than in the past. This might account for the lower response rate. The lack of a follow-up postcard might have contributed to it also. Twice as many surveys were sent out this time as in the past so a follow-up postcard would not be necessary. This was not an accurate assumption. A follow-up postcard would probably have been more effective.

Faculty

In both 1989 and 2003, university faculty were contacted by sending a letter to the Dean of a college of business and asking him or her to complete the survey and also ask three other faculty to respond. All of the selected colleges in 2003 were members of the AACSB. A follow-up postcard was sent out three weeks after the initial survey was mailed. This was too apparently too long of a time period to elapse to be effective. A problem also did arise with this survey that may have contributed to a lower response rate. Some of the faculty received questions that inadvertently had been printed with the student demographic questions rather than the faculty demographic ones. All of the deans received the correct version.

TABLE 2B. RESPONSE RATES FOR THE TWO FACULTY STUDIES						
	1989*	2003				
Population of interest						
Number Sent out	637 x 4	634 X 4				
Number of good responses	445	269				
Response Rate 17% 11%						
Source: • • • • • • • • • • • • • • • • • • •						

*Monippallil, Matthew, Yunus Kathawala, Richard Hattwick, Larry Wall and Bong-Gon P. Shin, (1999). A Business Ethics in America: A View From the Classroom, The Journal of Behavioral Economics, Volume 19, Number 1, pp. 125-140.

Students

The students in the 1995 study were college of business students from Eastern Illinois University. In order to obtain a wider perspective of students ethical attitudes, faculty from the American National Hall of Fame were invited to participate in the collection of student data at their university. A few other selected faculty were also invited to participate. By January 10, 2004, a total of 1009 good questionnaires were returned for processing and analysis. An additional 84 were provided by Simona Stan at the University of Oregon. Jerry Wall at University of Louisiana at Monroe collected 189 surveys from his university. They were received in February and could not be included in the first version of this report. Redoing the many, many tables to include their data was beyond the scope of this study. They, however, will be part of the database that faculty can use to develop professional articles. The students attended college at a private university, several regional universities. The students are constructed and the number of students surveyed at each. Table 2.E gives information about the number of students in each of the two studies.

TABLE 2C.						
University	University Contact Number Retur					
Colorado State U.	John Olienyk � &	79	8%			
	O.C. Ferrell					
Eastern Illinois U.	Yunus Kathawala	186	18			
Illinois Wesleyan U.	Fred Hoyt	45	4			
Kennesaw State U.	Kamal Fatehi	198	20			
Loyola Marymount U.	Edmund Gray	156	16			
Southeast Mo State U.	Ken Heischmidt	57	6			
Southwest Mo State U.	Charlie Pettijohn	58	6			
U. of Akron	Mike d Amico	109	11			
U. of Illinois � Champaign	John Kindt	21	2			
Western Illinois U.	Joe Dobson	100	10			
			101%			
*U. of Louisiana at Monroe	Jerry Wall	189				
*U. of Oregon	Simona Stan	84				

Source: 2003 Study of Ethics

*Not included in this report.

TABLE 2D. NUMBER OF RESPONSES FOR THE TWO STUDENT Image: style="text-align: center;">Image: style="text-align: center;"/>Image: style="text-align: style="text-align: center;"/>Image: style="text-ali					
	1995 *	2003			
Population of interest	College of	Students taking classes in			
_	Business students	the College of Business.			
Number of good responses	191	1009			

* Prasad, Jyoti, Nancy Marlow and Richard Hattwick (1998).

Gender-BasedDifferences in Perception of a Just Society, 🕹 Journal of Business Ethics, Volume 17, pp. 219-

QUESTIONNAIRE

The research research process. They were mistaken. This part of the research became a very complicated part. The studies from 1983 to 1995 did not include the same questions for all studies nor was the wording of the same question exactly the same. Some of the differences were unintentional. For example, the wording of the questions in the report for the 1983 study had slightly different wording for some of the questions that had been on the questionnaire. All questions from the studies were entered into an Excel spreadsheet so that a visual examination of the questions could be made. Anyone interested in looking

at this spreadsheet should contact Paul. The first page of the spreadsheet is given as Appendix A. Consequently, in most instances, the most recent wording was used.

Also, in doing all of the investigation of the wording of the questions, an error was made in the current study. In the previous studies, a five-point Strongly Agree to Strongly Disagree scale had been utilized with No Opinion being the midpoint for most of the questions. In the 2003 survey, questions 30 to 38 were to have had the Influence set of answers. But the Strongly Agree to Strongly Disagree set of answers was mistakenly used instead. The possible answers should have been Extensive Influence, No Opinion, Little Influence and No Influence. Therefore, the extent of influence can be gained by interpreting a questions such as Peer Group pressure influences the ethical standards of business executives with the degree of agreement being the possible answers.

Table 2.F gives the number of questions asked of each group for each survey. The first survey in 1983 had 93 questions. All three of the 2003 questionnaires had approximately 50 questions, instead of more questions, to try to increase response rate.

TABLE 2E.���� NUMBER OF QUESTIONS ASKED IN EACH SURVEY				
		Number of Questions		
Year of the Study	Group Surveyed	Attitudinal	Demographic	
1983	Business Leaders	85	9	
1988	Business Leaders	48	5	
1989	Faculty	48	5	
1995	Students	51	4	
2003	Business Leaders	47	7	
2003	Faculty	47	5	
2003	Students	47	4	

Source: 2003 Study of Ethics

One of the major goals for the 2003 study was to keep the survey to no more than two pages, plus a cover letter. Also, the same attitudinal questions were to be asked of all three groups in 2003. Consequently, a review of the questions that had been asked ALL three groups from 1983 to 1995 revealed that only 29 had been asked of business leaders, faculty and students. These became the first 29 questions on the 2003 survey. Then, nine questions that had been asked of both the business leaders and the faculty were included. These were the infamous finfluence questions that need to be reinterpreted from the original wording of the questions. The last nine questions had been asked of both business leaders and students. For the 2003 questionnaires that had been asked of only one group. The demographic questions were changed for the three groups. Note that some of the faculty received a survey that had student demographics. For those instances, the information concerning having taken an ethics course and gender was still recorded for the faculty.

As indicated above, the seemingly relatively simple updating of the ethical views of three groups became complex since three different research designs had to be employed. Also, the original 84-attitudinal questions had to be analyzed for consistency in wording in subsequent surveys. Other ethical questions were added to the faculty survey. All subsequent surveys had no more than 48 attitudinal questions. Therefore deciding what to ask became a somewhat complex question. A The research team consulted with Dick Hattwick concerning which form of the question should be used. The questionnaires for the business professionals, faculty and students are provided in Appendices B to E.

METHOD OF ANALYSIS

Given the complexity of the research design and the relatively few questions that had been asked of all three groups in earlier studies, the analysis therefore became a little more complex. Complexity of the 47-attitudinal questions had been asked of all three groups in earlier studies. Therefore, the tables of analysis in this study had to accommodate the other 18 questions. The research team tried to make the tables of information as consistent and easy to use as possible. When a question was Not Asked of a particular group, then a NA was entered into the table. For the students in the 1995, some of the information asked on the survey was not presented in the journal article. Therefore, a NI for No Information (but asked) was included on the tables. For this current study, any nonresponse for the attitudinal questions was coded as a 3 for No Opinion.

Because there is so much information to be presented, the tables were segmented into logical sections. Also, within each section, where possible, a more summary like table with the question, the year, the group, the percent who agreed, the average response, the standard deviation and the number of respondents is presented. The second table, where possible, presents the percentage of respondents who gave each of the Agreement answers.

SECTION 3: BACKGROUND CHARACTERISTICS OF ALL THREE GROUPS

BACKGROUND CHARACTERISTICS OF THE BUSINESS LEADERS, FACULTY AND STUDENTS

INTRODUCTION

The background characteristics of each of the three groups for 2003 will be presented. A comparison to the earlier respective demographics will also be given. The question on ethics is presented before the demographics. The characteristics of the business leaders, faculty and students will then be discussed.

Although not a demographic question, the question concerning haven taken an ethics class, its information is presented in this section. A Table 3A reveals that business leaders were more likely to have taken the ethics course than the current college of business students. The students were the least likely to have had such a course.

TABLE 3A. Image: Constraint of the second seco						
Percent Saying Yes						
	Business Leaders	Faculty	Students			
Have you ever taken an ethics or moral philosophy course?	56%	51%	36%			
	(n=66)	(n=266)	(n=1003)			

Source:

DEMOGRAPHIC CHARACTERISTICS

BUSINESS LEADERS

As shown in Table 3B, in 2003 an overwhelming percentage of the respondents were male, 92%. Even though Best Lists of Arizona randomly selected the sample of large companies, none of the respondents companies employed more than 900 persons. The average was in the 700 range. The two states with the largest number of respondents were California and Illinois, 14% and 11%. Almost half of the respondents were CEO is in the service sector and had a management and marketing background.

The percentage of respondents in 1983 identifying themselves as CEO s was very close to the 2003 percentage. No information was reported in the 1988 article about business leaders.

		RACTERISTICS OF THE ESPONDING&USINESS LEADERS Year of the Study Very of the Study				
Demographic Characteristics	2003	1988	1983			
Gender 000000000000000000000000000000000000						
Male		92%				
Females		8%				
·	100% (n=63)			L.		
Approximate Number of Employees						
50	11%					
500	22%					
600	11%					
700	11%					
800	22%					
900	22%					
	99% � (n=9)					
State in which you work						
Alabama	2					
CA	14					
Colorado	2					
Connecticut	2					
Florida	3					
Georgia	3					
Illinois	11					
Indiana	6					
Iowa	2					

Kentucky	2	
Louisiana	3	
MA	2	
Maryland	2	
MI	6	
Minnesota	3	
MO	2	
Nebraska	2	
New Jersey	3	
New York	5	
NC	3	
Ohio	6	
PA	5	
SC	2	
South Dakota	2	
Tennessee	2	
Texas	6	
	101% (n=66)	
Job Title or Position		

Year of the Study						
Demographic Characteristics	2003	1988	1983			
CEO	47%		69%			
President	20%					
Vice President	20%		14%			
Other	14%		17%			
	101% (n=64)		100% (n=119)			
Largest General Area of Your Business						
Services	44%					
Manufacturing	30%					
Agriculture/Construction	8%					
Transportation	12%					
US/Global/North America	5%					
	99% (n=61)					
Functional Area in Which You Have Primarily W						
Management	33%					
Marketing	18%					
Finance	13%					
Operations	27%					
Other	8%					
	99% (n=58)					

Source: OOOOO 2003 Study of Ethics

FACULTY

In 2003, three fourths of the faculty respondents were male. The largest responding group was faculty. About half were from regional universities with masters programs. About 4 in 10 were in business administration or management. All of the respondents in 2003 were from AACSB accredited schools. Only 43% of the 1989 respondents were from AACSB schools. Note that there are many missing values in this data since not all faculty received a questionnaire with the correct demographic questions on it. In 1989, almost the same percentage of faculty responded as in 2003, 53% to 52%.

RESPONDING	FACULTY	
Year of the Study		
Demographic Characteristics	2003	1989
Gender		
Male	75%	
Female	25%	
	100% (n=264)	

Dean	39%	27%
Associate Dean	9%	
Faculty	52%	53%
Chairpersons	0%	20%
•	100% (n=151)	100% (n=445)
General Nature of their Univer	sities	
Regional U. Undergraduate	9%	
Only		
Regional U. with Masters	52%	
Doctoral Granting	40%	
	100% (n=90)	
	• · · · ·	
General Area of teaching	•	
General Area of teaching Accounting	11%	
	13%	
Accounting Business Administration Management	13% 30%	
Accounting Business Administration	13%	
Accounting Business Administration Management	13% 30%	
Accounting Business Administration Management Ethics and/or Law	13% 30% 6%	
Accounting Business Administration Management Ethics and/or Law Management Information	13% 30% 6% 6% 11% 4%	
Accounting Business Administration Management Ethics and/or Law Management Information Economics	13% 30% 6% 6% 11%	
Accounting Business Administration Management Ethics and/or Law Management Information Economics Other	13% 30% 6% 6% 11% 4%	
Accounting Business Administration Management Ethics and/or Law Management Information Economics Other Finance	13% 30% 6% 6% 11% 4% 7	

Source: OOOOOO 2003 Study of Ethics

STUDENTS

In 2003, over half of the students were male compared to 49% in 1995. There were a lower percentage of senior students in 2003 compared to 1995, 39% to 47%. The vast majority in both years was college of business majors.

APHIC CHARACTE	ERISTICS OF
NDING STUDENTS	
Study	
2003	1995
54%	49%
46%	51%
100% (n=1002)	100% (n=191)
3%	8%
48%	45%
39%	47%
100% (n=1009)	100% (n=191)
· · · ·	· · · /
98%	90%
2%	10%
100% (n=995)	100% (n=191)
()	
	NDING STUDENTS Study 2003 54% 46% 100% (n=1002) 3% 48% 39% 100% (n=1009) 98% 2%

Source: OOOOO 2003 Study of Ethics

SECTION 4: FOCUS ON ALL THREE GROUPS

FOR 2003 ONLY

SECTION 4:

FOCUS ON ALL THREE GROUPS

FOR 2003 ONLY

INTRODUCTION

In this section, the focus is on the information concerning all three groups: business leaders, faculty and students. Table 4A presents a summary version of the information for each of the 47 attitudinal questions. For each question for each group, the percent that agreed with each statement is given. In addition, the average response (low is positive) and the standard deviation for each question are provided. The number of responses completes the information for each question. Questions 30 to 38 are given at the end of the table since their answers should have reflected to what extent instead of a SA to SD perspective. See Table 4B for a clearer understanding of these questions.

Table 4B gives the percentage of respondents who either Strongly Agreed, Agreed, agreed, agreed or Strongly Disagreed or Strongly Disagreed for each question for each group. The discussion will focus on Table 4A. One can examine the differences in the actual responses in Table 4B depending upon his or her interest in the particular question and/or group.

ANALYSIS

Table 4A shows the percent of the three responding groups agreeing with each statement. Of the 47 questions on the 2003 questionnaire, 27 answers were positive from all of the respondents. Nine responses were negative from all of the respondents. Four out of the six times do not be other 11 questions. The respondents agreed 6 times, faculty and business people agreed 3 times, and business people and students agreed twice. Four out of the six times that faculty and students agreed their answers were positive. All three times that faculty agreed with business people their answers were negative. Overall, business people gave positive answers 66 percent of the time; faculty gave positive answers 68 percent of the time; and students gave positive answers 72 percent of the time.

	LE 4A.���� PERCENT OF EA DUPS AGREEING�WITH EACH S					G	
Q#	QUESTION	Year	Туре	% Agree	Mean	Std. Dev.	n=
1	The corporation has a responsibility to take the lead in solving major social problems such as pollution, discrimination, and	2003 2003	Business Leaders Faculty	76% 67%	2.1 2.4	1.0 1.2	66 269
	safety.	2003	Students	77%	2.2	0.9	1009
	The corporation has a responsibility to not become	2003	Business Leaders	11%	4.0	1.0	66
2	involved in solving social problems unless doing so becomes a cost of doing business or the opportunity	2003	Faculty	19%	3.8	1.1	269
	to earn a profit.	2003	Students	25%	3.4	1.0	1009
	The corporation has the responsibility to get involved in social responsibility projects	2003	Business Leaders	35%	3.1	0.9	66
3	because outside pressures make such an involvement a cost of doing business.	2003	Faculty Students	58% 60%	2.7 2.5	0.9	269 1009
		1		-			
4	The corporation has a responsibility to promote	2003	Business Leaders	99%	1.3	0.5	66
-	equal opportunity in hiring and promotion.	2003	Faculty	95%	1.5	0.7	269

		2003	Students	93%	1.5	0.8	1009
	The corporation has a responsibility		Business		1	1	
	to promote	2003	Leaders	71%	2.4	1.0	66
5	conservation of energy even if	2003	Faculty	68%	2.4	1.1	269
	doing so means a		Students	66%	2.3		
	reduction in profits.	2003	Students	0070	2.3	1.0	1009
	The corporation has a responsibility		Business			1	1
	to conserve	2003	Leaders	70%	2.4	1.0	66
6	natural resources, even if doing so means a reduction	2003	Faculty	73%	2.2	1.1	269
	in profits.	2003	Students	72%	2.2	0.9	1009
	The corporation has a responsibility		Business				
	to clean up or avoid causing air, noise, and water	2003	Leaders	92%	1.9	0.8	66
7	pollution even if	2003	Faculty	81%	2.0	1.0	269
	doing so means a reduction in						
	profits.	2003	Students	83%	1.9	0.8	1009
	The corporation has a responsibility		Business		I	1	
	to contribute	2003	Leaders	88%	1.7	0.9	66
8	money and management time to	2003	Faculty	80%	2.0	0.9	269
0	civic activities in communities where the firm has						
	plants or offices.	2003	Students	73%	2.2	0.9	1009
	phillip of offices.	2005		,		0.9	1005
	The corporation has a responsibility		Business				
9	to help minority	2003	Leaders	56%	2.6	1.1	66
	owned businesses.	2003	Faculty	42%	2.8	1.0	269
		2003	Students	30%	3.0	1.0	1009
			Business				
	The corporation has a responsibility	2003	Leaders	99%	1.2	0.4	66
10	to be truthful in advertising.	2003	Faculty	99%	1.2	0.5	269
	advertising.	2003	Students	94%	1.5	0.7	1009
	-				-		
	The typical business executive has		Business	100/	1.2		
11	two sets of ethical standards, one which he/she applies to business	2003	Leaders Faculty	12%	4.3	1.0	66
	activities and another which is	2003	, i i i i i i i i i i i i i i i i i i i	38%	3.2	1.2	269
	applied to his/her private life.	2003	Students	60%	2.6	1.2	1009
		<u> </u>	Business		I	1	<u> </u>
		2003	Leaders	11%	4.2	0.9	66
12	Ethical standards in business are lower than in government.						
	lower than in government.	2003	Faculty	15%	3.7	1.0	269
		2003	Students	20%	3.4	1.0	1009
			Business		I	1	
	Ethical standards in business are	2003	Leaders	28%	3.5	1.2	66
13	lower than in most religious	2003	Faculty	51%	2.9	1.2	269
	organizations.	2003	Students	55%	2.6	1.1	1009
	Ethical standards in business are		Business	1007			
14	lower than in the typical American	2003	Leaders	19%	3.8	1.1	66
	family.	2003	Faculty	36%	3.1	1.1	269
	1	2003	Students	46%	2.8	1.0	1009
	1		Business			1	
	The ethical standards used in	2003	Leaders	67%	2.5	0.9	66
15	business are as high as those	2003	Faculty	34%	3.2	1.0	269
	practiced with family and friends.	2003	Students	24%	3.3	1.0	1009

					-		
	Occasionally, business people make	2002	Business	59%	2.0		
16	decisions that are right for business	2003	Leaders	5770	2.8	1.1	66
	but which are inconsistent with their personal ethical principles.	2003	Faculty	85% 89%	2.1	0.7	269
	then personal curical principies.	2003	Students	89%	2.0	0.6	1009
		2003	Business Leaders	29%	3.3	1.0	66
17	Much advertising done by business is misleading to the consumer.	2003	Faculty	53%	2.8	1.1	269
		2003	Students	60%	2.5	1.0	1009
	1	1	Business		1	1	1
18	Effective advertising may have to	2003	Leaders	8%	4.1	0.8	66
10	be somewhat misleading.	2003	Faculty	7%	4.1	0.8	269
		2003	Students	36%	3.2	1.1	1009
						_	1
		2002	Business Leaders	91%	1.8	0.0	66
19	It is in the long run self-interest of	2003	Faculty	91%	1.8	0.8	66
	business to protect the customer.	2003		2	_	0.8	269
		2003	Students	76%	2.1	0.9	1009
	The average customer is less ethical		Business				
•	in dealing with business than the	2003	Leaders	31%	3.1	1.0	66
20		2003	Faculty	20%	3.3	0.9	269
		2003	Students	31%	3.1	1.0	1009
	•						
			Business		1	I	
	No employee should be required to engage in business practices that employee considers unethical.	2003	Leaders	87%	1.7	0.9	66
21		2003	Faculty	81%	1.9	1.0	269
	employee considers uneuncar.	2003	Students	84%	1.8	0.9	1009
			D :			-	1
	In accepting an employment offer each employee implicitly agrees to	2003	Business Leaders	53%	2.8	1.2	66
	abide by the ethical standards of the	2003	Faculty	43%	3.1	1.2	66 269
22	employer, even if the company standards differ from those of the						
	employee.	2003	Students	55%	2.7	1.1	1009
			Business				
	Wages and salaries should vary	2003	Leaders	88%	1.8	0.8	66
23	according to an employee s	2003	Faculty	91%	1.8	0.7	269
	productivity.	2003	Students	84%	1.9	0.8	1009
	-						
	Wages and salaries should vary		Business	4007	2.0		
24	according to both the employee s productivity and years of service	2003	Leaders	49%	2.9	1.1	66
	with the firm.	2003	Faculty	54%	2.7	1.1	269
		2003	Students	81%	2.1	0.9	1009
	Wages and salaries should vor		Business	201			
25	Wages and salaries should vary primarily with the employee's years	2003	Leaders	3%	4.2	0.7	66
	of service with the firm.	2003	Faculty	3%	4.1	0.7	269
		2003	Students	36%	3.1	1.1	1009
	Laboration and Cl		Business		I	1	1
	Labor unions serve a useful purpose		Leaders	29%	3.6	1.2	66
	by prodding a particular	2003	Leaders				
26	by prodding a particular management into fulfilling its	2003 2003	Faculty	54%	2.8	1.2	269

			Business	200/	2.4	Τ	
27	The corporation should seek to	2003	Leaders	29%	3.4	1.2	66
	maximize short run profits.	2003	Faculty	16%	3.9	1.1	269
		2003	Students	34%	3.1	1.0	1009
	The componentian should coale to com		Business	222/			
28	The corporation should seek to earn a satisfactory rate of return for	2003	Leaders	99%	1.5	0.5	66
	stockholders.	2003	Faculty	95%	1.8	0.6	269
		2003	Students	83%	2.1	0.7	1009
	The ethical standards in competition		Business				
29	are determined by the least ethical competitor. If one firm engages	2003	Leaders	0%	4.5	0.6	66
29	in unethical conduct, the others will	2003	Faculty	7%	4.0	0.8	269
	have to follow to survive.	2003	Students	20%	3.6	1.1	1009
			Business		I		
	All institutions in our society	2003	Leaders	34%	3.1	1.0	65
39	should seek to protect and promote						
	the interests of individuals.	2003	Faculty	43%	2.8	1.1	268
		2003	Students	63%	2.4	1.0	1009
	Individual freedom may have to be partly restricted in order for	2003	Business Leaders	56%	2.7	1.1	66
40	organizations to effectively	2003	Faculty	69%	2.6	1.1	269
		2003	Students	50%	2.8	1.1	1009
	1		-	-			
	Government should redistribute	2002	Business	220/	2.7		
41	income in order to assure a	2003	Leaders	23%	3.7	1.1	66
	minimum standard of living for all citizens.	2003	Faculty Students	35% 28%	3.3 3.4	1.3	269
	enizens.	2003	Students	2870	3.4	1.2	1009
	Government should provide		Business				
42	incentives for business to get	2003	Leaders	55%	2.8	1.1	66
72	involved in solving social	2003	Faculty	74%	2.4	1.1	269
	problems.	2003	Students	71%	2.3	0.9	1009
			Business				
43	Truth in lending regulations are	2003	Leaders	86%	2.0	0.8	66
43	needed to protect the customer.	2003	Faculty	88%	1.9	0.8	269
		2003	Students	75%	2.1	0.7	1009
		İ	Business		I	T	1
	Antitrust laws prohibiting price	2003	Leaders	85%	2.1	0.8	66
44	fixing benefit the customer.	2003	Faculty	82%	2.0	0.9	269
		2003	Students	67%	2.2	0.8	1009
		1	D :				1
	Lazy or incompetent employees	2003	Business Leaders	86%	1.9	0.9	66
45	should be fired.	2003	Faculty	87%	1.8	0.8	269
		2003	Students	82%	1.9	0.9	1009
	1	2000				5.7	1007
			Business				
			T 1	86%	1.8	1.0	66
16	A company should have formal policies to guarantee that every	2003	Leaders				
46	policies to guarantee that every employee has an equal opportunity	2003 2003	Faculty	91%	1.7	0.8	269
46	policies to guarantee that every				1.7 1.7	0.8 0.8	269 1009

	The corporation should seek to	2003	Leaders	93%	1.7	0.8	66
47	maximize long run profits.	2003	Faculty	92%	1.6	0.8	269
		2003	Students	88%	1.7	0.7	1009
			D '	-		-	
		2003	Business Leaders	55%	2.8	1.0	64
30	To what extent are ethical standards influenced by peer group pressures?	2003	Faculty	87%	2.0	0.8	252
	influenced by peer group pressures?		Students	75%	2.2		
		2003	Students	13%	2.2	0.9	1004
		l	Business		1	1	1
21	To what extent are ethical standards	2003	Leaders	66%	2.6	1.0	64
31	influenced by prevailing industry practice?	2003	Faculty	91%	1.9	0.6	252
	practice.	2003	Students	87%	2.0	0.7	1004
	-		-				
1	To what extent are ethical standards	2002	Business	010/	2.2	0.0	
32	influenced by perceived preference	2003 2003	Leaders Faculty	81% 89%	2.2 1.8	0.9	64
	of top executives?	2003	Students	86%	1.0	0.7 0.8	253 1004
		2003	Students	0070	1.7	0.8	1004
			Business				
33	To what extent are ethical standards influenced by family experiences?	2003	Leaders	83%	2.2	0.8	64
55		2003	Faculty	72%	2.3	1.0	254
		2003	Students	58%	2.6	1.0	1004
			Business	-		1	1
	To and the action of the state of the state	2003	Leaders	74%	2.4	0.9	64
34	To what extent are ethical standards influenced by church experiences?	2003	Faculty	59%	2.6	1.0	254
		2003	Students	43%	2.9	1.0	1004
		2005				1.0	1001
	To what extent are ethical standards		Business				
35	influenced by your educational	2003	Leaders	83%	2.2	0.7	64
	experiences?	2003	Faculty	73%	2.3	0.8	254
		2003	Students	78%	2.2	0.8	1004
			Business				
36	To what extent are ethical standards	2003	Leaders	90%	1.9	0.8	64
30	influenced by company's ethical code or policy?	2003	Faculty	75%	2.3	0.9	254
-		2003	Students	80%	2.1	0.8	1004
			р.:	-	1	1	1
	To what extent are ethical standards	2003	Business Leaders	85%	2.0	0.8	64
37	influenced by professional ethical	2003	Faculty	78%	2.0	0.8	254
	code?	2003	Students	84%	2.1	0.9	1004
	1	2005				0.0	1004
	To add the start of the shire last of the		Business				
38	To what extent are ethical standards influenced by society's moral	2003	Leaders	75%	2.3	0.9	64
50	climate?	2003	Faculty	80%	2.1	0.8	255
		2003	Students	71%	2.3	0.9	1004

	��FOR ALL SEVEN YEARS, PERCENT OF EACH OF THE THREE GREE OF AGREEMENT WITH EACH STATEMENT (1=SA;� 5=SD)		OVIDING						
Q#	QUESTION	Year	Туре	%SA	%A	%NO	%D	%SD	n=
		2003	Bus. Leaders	29	47	12	9	3	66
\$ 1	The corporation has a responsibility to take the lead in solving major social problems such as pollution, discrimination, and safety.	2003	Faculty	23	44	9	20	4	269
	problems such as ponution, discrimination, and safety.	2003	Students	23	54	11	11	1	1009

The corporation has a responsibility to not become involved in solving social problems unless doing so becomes a cost of doing business or the	2003	Bus. Leaders	3	8	8	57	30	
					7	52		66
opportunity to earn a profit.	2003	Faculty	3	16 22	,	52	23	269
opportantly to carrie profit.	2003	Students	3	22	20	45	10	1009
The corporation has the responsibility to get involved in social	2003	Bus, Leaders	2	33	21	42	2	66
							_	
			,				5	269
	2003	Students	/	55	25	15	1	1009
	2003	Bus. Leaders	76	23	0	2	0	66
	2003	Faculty	64	31	3	2	1	269
and promotion.	2003	Students	64	29	4	2	1	1009
The corporation has a responsibility to promote conservation of energy	2003	Bus. Leaders	15	56	8	18	3	66
	2003	Faculty					3	269
	2003	Students	20	46	19	14	1	1009
	2002			50	11	15	-	
The corporation has a responsibility to conserve natural resources, even if							-	66
doing so means a reduction in profits.							3	269
1	2003	Students	23	49	1/	11	1	1009
	2003	Bus Leaders	26	66	2	5	2	66
The corporation has a responsibility to clean up or avoid causing air, noise,							2	269
and water pollution even if doing so means a reduction in profits.		2			10	6	1	1009
	2005	Students	50				1	1005
	2003	Bus. Leaders	53	35	6	5	2	66
		Faculty		49	9	9	1	269
time to civic activities in communities where the firm has plants of offices.	2003	Students	19	54	17	8	1	1009
-								
	2003	Bus, Leaders	14	42	24	15	5	66
The corporation has a responsibility to help minority owned businesses.			9					269
	2003	Students	8	22	39	24	7	1009
	2003	Bus. Leaders	85	14	2	0	0	66
The corporation has a responsibility to be truthful in advertising.	2003	Faculty	82	17	1	0	0	269
	2003	Students	59	35	4	1	0	1009
		-						-
The typical business executive has two sets of ethical standards, one which	2003	Bus. Leaders	0	12	2	33	53	66
11	2003	Faculty	8	30	12	35	16	269
private life.	2003	Students	16	44	13	21	6	1009
	1	-	F			-		
			0				41	66
Ethical standards in business are lower than in government.								269
	2003	Students	3	17	28	44	9	1009
1	2002	Dev. Let 1	-	22	15	22	26	
Ethical standards in husiness are lower than in most religious pressingtions			-					66
Euncal standards in business are lower than in most religious organizations.								269
1	2005	Students	13	40	23	10	4	1009
	2003	Bus. Leaders	2	17	11	45	26	66
Ethical standards in business are lower than in the typical American family.	2003	Faculty	6	30	22	35	7	269
			8	38	28	24	,	
	2003	Students					,	1000
	2003	Students	0	50	20	27	3	1009
The ethical standards used in business are as high as those practiced with	2003	Bus. Leaders	6	61	9	24	0	66
	doing so means a reduction in profits. The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits. The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. The corporation has a responsibility to help minority owned businesses. The corporation has a responsibility to be truthful in advertising.	responsibility projects because outside pressures make such ◆ an 2003 involvement a cost of doing business. 2003 The corporation has a responsibility to promote equal opportunity in hiring and promotion. 2003 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits. 2003 The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. 2003 2003 2003 2003 The corporation has a responsibility to help minority owned businesses. 2003 2003 2003 2003 The corporation has a responsibility to be truthful in advertising. 2003 2003 2003 2003 The corporation has a responsibility to be truthful in advertising. 2003 2003 2003 2003 The corporation has a responsibility to be truthful in advertising. 2003 2003 2003 2003 2004 2003 <td>responsibility projects because outside pressures make such an involvement a cost of doing business. 2003 Faculty 2003 Students The corporation has a responsibility to promote equal opportunity in hiring and promotion. 2003 Bus. Leaders The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits. 2003 Bus. Leaders The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. 2003 Bus. Leaders 2003 Students 2003 Students The corporation has a responsibility to belp minority owned businesses. 2003 Bus. Leaders 2003 Students 2003 Students The corporation has a responsibility to belp minority owned businesses. 2003 Bus. Leaders 2003 Students 2003 Students The corporation has a responsibility to be truthful in advertising. 2003 Bus. Leaders<</td> <td>tesponsibility projects because outside pressures make such an 2003 Faculty 7 2003 Faculty 7 2003 Students 7 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 76 2003 Students 64 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 15 2003 Students 200 Bus. Leaders 11 2003 Students 200 The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders 11 2003 Students 23 The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits. 2003 Bus. Leaders 26 2003 Students 30 2003 Faculty 31 The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. 2003 Bus. Leaders 53 2003 Students</td> <td>tersponsibility projects because outside pressures make such an involvement a cost of doing business.2003 2003Faculty751 2003The corporation has a responsibility to promote equal opportunity in hiring even if doing so means a reduction in profits.2003 2003Hsa. Leaders7623 2303The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits.2003 2003Bus. Leaders1556 2003The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits.2003 2003Bus. Leaders1159 2003The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits.2003 2003Bus. Leaders1159 2003The corporation has a responsibility to clean up or avoid causing air, nois, and water pollution even if doing so means a reduction in profits.2003 2003Bus. Leaders2666 2003The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices.2003 2003Bus. Leaders1349 2003The corporation has a responsibility to help minority owned businesses.2003 2003Bus. Leaders1442 2003The corporation has a responsibility to help minority owned businesses.2003 2003Bus. Leaders1442 2003The corporation has a responsibility to help minority owned businesses.2003 2003Bus. Leaders1442 2003The corporation</br></td> <td>$\begin{array}{c} tegronishility projects because outside pressures make such (a) and produce a set of doing business. The corporation has a responsibility to promote equal opportunity in hiring 2003 Faculty (b)$</td> <td>reprosability projects become outside pressures make such Φ an involvement a cost of doing bounces. 2003 Faculty 7 5 1 15 25 13 2003 Students 7 7 5 23 25 13 2003 Faculty 6 20 2 2003 Faculty 6 4 31 3 2 2003 Students 6 4 29 4 2 2003 Students 6 4 29 4 2 2003 Students 6 4 29 4 2 2003 Faculty 2 3 45 11 18 2003 Faculty 2 3 45 11 18 2003 Students 20 46 19 14 The corporation has a responsibility to promote conservation of energy 2003 Faculty 2 3 45 11 18 2003 Students 20 46 19 14 The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders 11 5 56 8 11 18 2003 Students 20 46 19 14 The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders 11 59 11 15 2003 Faculty 26 47 7 16 2003 Faculty 35 46 5 12 2003 Students 23 49 17 11 The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. 2003 Students 19 54 17 8 2003 Students 19 54 17 8 2003 Students 20 46 5 122 2003 Students 20 46 5 122 2003 Students 20 46 5 122 2003 Students 19 54 17 8 2003 Faculty 31 49 9 9 9 2003 Students 20 53 10 6 53 10 6 54 17 8 2003 Students 19 54 17 8 2003 Faculty 8 30 12 2 2003 Students 19 54 17 1 10 9 2003 Students 10 54 14 2 2003 Students 10 54 14 12 2 2003 Students 10 54 14 12 2003 Students 10 54 11 2 2003 Students 10 54 11 2 2003 Students 10 64 14 12 2 2003 Students 10 64 14 12 2003 Students 15 40 21 15 23 2003 Students 15 40 21 15 23 2003 Students 15 40 21 1</td> <td>responsibility projects because outde pestures make such an involvement a cost of doing business. 2003 Faculty 7 51 15 23 1 The corporation has a responsibility to promote equal opportunity in him and promotion. 2003 Bus. Leaders 76 23 0 2 0 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 16 44 20 4 2 1 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 15 56 8 18 3 2 1 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 11 59 11 15 5 The corporation has a responsibility to clean up or avoid causing air noise. 2003 Bus. Leaders 11 59 11 15 5 The corporation has a responsibility to clean up or avoid causing air noise. 2003 Bus. Leaders 13 25 6 5 2 2 The corporation has a responsibility to clean up or avoid causing ai</td>	responsibility projects because outside pressures make such an involvement a cost of doing business. 2003 Faculty 2003 Students The corporation has a responsibility to promote equal opportunity in hiring and promotion. 2003 Bus. Leaders The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits. 2003 Bus. Leaders The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. 2003 Bus. Leaders 2003 Students 2003 Students The corporation has a responsibility to belp minority owned businesses. 2003 Bus. Leaders 2003 Students 2003 Students The corporation has a responsibility to belp minority owned businesses. 2003 Bus. Leaders 2003 Students 2003 Students The corporation has a responsibility to be truthful in advertising. 2003 Bus. Leaders<	tesponsibility projects because outside pressures make such an 2003 Faculty 7 2003 Faculty 7 2003 Students 7 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 76 2003 Students 64 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 15 2003 Students 200 Bus. Leaders 11 2003 Students 200 The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders 11 2003 Students 23 The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits. 2003 Bus. Leaders 26 2003 Students 30 2003 Faculty 31 The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. 2003 Bus. Leaders 53 2003 Students	tersponsibility projects because outside pressures make such an involvement a cost of doing business.2003 2003Faculty751 2003The corporation has a responsibility to promote equal opportunity in hiring 	$ \begin{array}{c} tegronishility projects because outside pressures make such (a) and produce a set of doing business. The corporation has a responsibility to promote equal opportunity in hiring 2003 Faculty (b) $	reprosability projects become outside pressures make such Φ an involvement a cost of doing bounces. 2003 Faculty 7 5 1 15 25 13 2003 Students 7 7 5 23 25 13 2003 Faculty 6 20 2 2003 Faculty 6 4 31 3 2 2003 Students 6 4 29 4 2 2003 Students 6 4 29 4 2 2003 Students 6 4 29 4 2 2003 Faculty 2 3 45 11 18 2003 Faculty 2 3 45 11 18 2003 Students 20 46 19 14 The corporation has a responsibility to promote conservation of energy 2003 Faculty 2 3 45 11 18 2003 Students 20 46 19 14 The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders 11 5 56 8 11 18 2003 Students 20 46 19 14 The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits. 2003 Bus. Leaders 11 59 11 15 2003 Faculty 26 47 7 16 2003 Faculty 35 46 5 12 2003 Students 23 49 17 11 The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices. 2003 Students 19 54 17 8 2003 Students 19 54 17 8 2003 Students 20 46 5 122 2003 Students 20 46 5 122 2003 Students 20 46 5 122 2003 Students 19 54 17 8 2003 Faculty 31 49 9 9 9 2003 Students 20 53 10 6 53 10 6 54 17 8 2003 Students 19 54 17 8 2003 Faculty 8 30 12 2 2003 Students 19 54 17 1 10 9 2003 Students 10 54 14 2 2003 Students 10 54 14 12 2 2003 Students 10 54 14 12 2003 Students 10 54 11 2 2003 Students 10 54 11 2 2003 Students 10 64 14 12 2 2003 Students 10 64 14 12 2003 Students 15 40 21 15 23 2003 Students 15 40 21 15 23 2003 Students 15 40 21 1	responsibility projects because outde pestures make such an involvement a cost of doing business. 2003 Faculty 7 51 15 23 1 The corporation has a responsibility to promote equal opportunity in him and promotion. 2003 Bus. Leaders 76 23 0 2 0 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 16 44 20 4 2 1 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 15 56 8 18 3 2 1 The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits. 2003 Bus. Leaders 11 59 11 15 5 The corporation has a responsibility to clean up or avoid causing air noise. 2003 Bus. Leaders 11 59 11 15 5 The corporation has a responsibility to clean up or avoid causing air noise. 2003 Bus. Leaders 13 25 6 5 2 2 The corporation has a responsibility to clean up or avoid causing ai

		2003	Students	5	19	24	46	7	1009
		2003	Bus. Leaders	6	53	6	29	6	66
16	Occasionally, business people make decisions that are right for business but	2003	Faculty	13	72	7	7	1	269
	which are inconsistent with their personal ethical principles.	2003	Students	17	72	7	4	0	1009
		I			-				-
_		2003	Bus. Leaders	3	26	15	53	3	66
17	Much advertising done by business is misleading to the consumer.	2003	Faculty	7	46	9	32	6	269
		2003	Students	10	50	17	22	1	1009
		2003	Bus. Leaders	0	8	8	56	29	66
18	Effective advertising may have to be somewhat misleading.	2003	Faculty	1	6	6	59	27	269
	Zheen te aa erashig mu'e te ee some that moreaamg.	2003	Students	4	32	14	42	9	1009
		2003	Bus. Leaders	35	56	3	6	0	66
19	It is in the long run self-interest of business to protect the customer.	2003	Faculty	50	42	5	3	0	269
		2003	Students	26	50	13	10	1	1009
					26	20			
0	The average customer is less ethical in dealing with business than the	2003	Bus. Leaders	5	26	30	33	6	66
20	business is in dealing with that customer.	2003	Faculty	3	17 26	34 29	43 37	3	269
		2003	Students	5	20	29	37	4	1009
		2003	Bus. Leaders	55	32	5	9	0	66
21	No employee should be required to engage in business practices that	2003	Faculty	42	39	6	13	0	269
	employee considers unethical.	2003	Students	41	43	8	7	1	1009
	In accepting an employment offer each employee implicitly agrees to abide	2003	Bus. Leaders	14	39	12	27	8	66
22	by the ethical standards of the employer, even if the company standards	2003	Faculty	9	34	9	37	11	269
	differ from those of the employee.	2003	Students	10	45	18	24	4	1009
		2002		24	50	(6	0	-
12		2003	Bus. Leaders	36	52	6	6	0	66
23	Wages and salaries should vary according to an employee s productivity.	2003	Faculty	39	52 54	6 9	3 6	1	269
		2003	Students	30	54	7	0	1	1009
		2003	Bus, Leaders	8	41	11	35	6	66
24	Wages and salaries should vary according to both the employee s	2003 2003	Bus. Leaders Faculty	8	41 46	11 16	35 25	6	66 269
4	Wages and salaries should vary according to both the employee sproductivity and years of service with the firm.		Bus. Leaders Faculty Students	-				ÿ	
.4		2003 2003	Faculty Students	8 25	46 56	16 9	25 9	5 1	269
	productivity and years of service with the firm.	2003 2003 2003	Faculty Students Bus. Leaders	8	46 56 3	16 9 6	25 9 61	5 1 30	269 1009 66
		2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty	8 25 0 1	46 56 3 2	16 9 6 8	25 9 61 62	5 1 30 27	269 1009 66 269
	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of	2003 2003 2003	Faculty Students Bus. Leaders	8 25	46 56 3	16 9 6	25 9 61	5 1 30	269 1009 66
	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm.	2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students	8 25 0 1 6	46 56 3 2 30	16 9 6 8 18	25 9 61 62 40	5 1 30 27 7	269 1009 66 269 1009
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management	2003 2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students Bus. Leaders	8 25 0 1	46 56 3 2 30 26	16 9 6 8 18 9	25 9 61 62 40 33	5 1 30 27 7 29	269 1009 66 269 1009 66
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm.	2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students	8 25 0 1 6 3	46 56 3 2 30	16 9 6 8 18	25 9 61 62 40	5 1 30 27 7	269 1009 66 269 1009
.5	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management	2003 2003 2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Faculty	8 25 0 1 6 3 7	46 56 3 2 30 26 47 42	16 9 6 8 18 9 17	25 9 61 62 40 33 19 16	5 1 30 27 7 29 10	269 1009 66 269 1009 66 66 269
25 26	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor.	2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Students Bus. Leaders Bus. Leaders Bus. Leaders Bus. Leaders Bus. Leaders	8 25 0 1 6 3 7 5 8	46 56 3 2 30 26 47 42 21	16 9 6 8 18 9 17 30 11	25 9 61 62 40 33 19 16 44	5 1 30 27 7 29 10 7 17	269 1009 66 269 1009 66 66 269
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management	2003 2003 2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Students	8 25 0 1 6 3 7 5 8 3	46 56 3 2 30 26 47 42 21 13	16 9 6 8 18 9 17 30 11 9	25 9 61 62 40 33 19 16 44 45	5 1 30 27 7 29 10 7 17 31	269 1009 66 269 1009 66 269 1009
25 26	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor.	2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Students Bus. Leaders Bus. Leaders Bus. Leaders Bus. Leaders Bus. Leaders	8 25 0 1 6 3 7 5 8	46 56 3 2 30 26 47 42 21	16 9 6 8 18 9 17 30 11	25 9 61 62 40 33 19 16 44	5 1 30 27 7 29 10 7 17	269 1009 66 269 1009 66 269 1009 66
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor.	2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003 2003	Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Students Bus. Leaders Faculty Students Students Students Students	8 25 0 1 6 3 7 5 8 3 3 3	46 56 3 2 30 26 47 42 21 13 31	16 9 6 8 18 9 17 30 11 9 28	25 9 61 62 40 33 19 16 44 45 33	5 1 30 27 7 29 10 7 17 31 5	269 1009 66 269 1009 66 269 1009 66 269 1009
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor. The corporation should seek to maximize short run profits. The corporation should seek to earn a satisfactory rate of return for	2003 2003	Faculty Students Bus. Leaders Faculty Students	8 25 0 1 6 3 7 5 8 3 3 5 8 3 52	46 56 3 2 30 26 47 42 21 13 31 47	16 9 6 8 18 9 17 30 11 9 28	25 9 61 62 40 33 19 16 44 45 33 0	5 1 30 27 7 29 10 7 17 31 5 0	269 1009 66 269 1009 66 269 1009 66 269 1009 66 269 1009
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor. The corporation should seek to maximize short run profits.	2003 2003	Faculty Students Bus. Leaders Faculty Students	8 25 0 1 6 3 7 5 8 3 3 3 52 30	46 56 3 2 30 26 47 42 21 13 31 47 65	16 9 6 8 18 9 17 30 11 9 28 2 2 2 2	25 9 61 62 40 33 19 16 44 45 33 0 2	5 1 30 27 7 29 10 7 17 31 5 0 0 0	269 1009 66 269 1009 66 269 1009 66 269 1009 66 269 1009
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor. The corporation should seek to maximize short run profits. The corporation should seek to earn a satisfactory rate of return for	2003 2003	Faculty Students Bus. Leaders Faculty Students	8 25 0 1 6 3 7 5 8 3 3 3 52 52	46 56 3 2 30 26 47 42 21 13 31 47	16 9 6 8 18 9 17 30 11 9 28	25 9 61 62 40 33 19 16 44 45 33 0	5 1 30 27 7 29 10 7 17 31 5 0	269 1009 66 269 1009 66 269 1009 66 269 1009 66 269 1009
25	productivity and years of service with the firm. Wages and salaries should vary primarily with the employee's years of service with the firm. Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor. The corporation should seek to maximize short run profits. The corporation should seek to earn a satisfactory rate of return for	2003 2003	Faculty Students Bus. Leaders Faculty Students	8 25 0 1 6 3 7 5 8 3 3 3 52 30	46 56 3 2 30 26 47 42 21 13 31 47 65	16 9 6 8 18 9 17 30 11 9 28 2 2 2 2	25 9 61 62 40 33 19 16 44 45 33 0 2	5 1 30 27 7 29 10 7 17 31 5 0 0 0	269 1009 66 269 1009 66 269 1009 66 269 1009 66 269 1009

	to follow to survive.	2003	Students	4	16	17	43	19	1009
	1	1				1			
•	All institutions in our society should seek to protect and promote the	2003	Bus. Leaders	2	32	25	37	5	65
39	interests of individuals.	2003	Faculty	12	31	27	27	3	268
		2003	Students	15	48	18	18	1	1009
		2003	Bus. Leaders	6	50	14	24	6	66
40	Individual freedom may have to be partly restricted in order for	2003	Faculty	7	62	10	13	9	269
	organizations to effectively function.	2003	Students	6	44	18	26	6	1009
	Government should redistribute income in order to assure a minimum	2003	Bus. Leaders	2	21	11	38	29	66
41	standard of living for all citizens.	2003	Faculty	7	28	14	30	21	269
		2003	Students	6	22	22	30	20	1009
		2003	Bus. Leaders	8	47	14	26	6	66
42	Government should provide incentives for business to get involved in	2003	Faculty	15	59	7	14	5	269
	solving social problems.	2003	Students	16	55	15	11	3	1009
		2005	Students	10	00	10		3	1009
		2003	Bus. Leaders	21	65	6	6	2	66
43	Truth in lending regulations is needed to protect the customer.	2003	Faculty	33	55	8	3	2	269
		2003	Students	17	58	22	3	0	1009
		2003	Bus. Leaders	20	65	8	6	2	66
44	Antitrust laws prohibiting price fixing benefit the customer.	2003	Faculty	26	56	12	3	3	269
		2003	Students	19	48	26	5	1	1009
		2002		22	53	5	9	0	
45	I any an incommentant annulations should be fired	2003	Bus. Leaders	33	48	8	5	0	66
+3	Lazy or incompetent employees should be fired.	2003	Faculty	39 39	48	8 12	5	1	269
		2003	Students	39	43	12	5	1	1009
	A company should have formal policies to guarantee that every employee	2003	Bus. Leaders	44	42	8	2	5	66
46	has an equal opportunity for promotion, pay increases, and other rewards	2003	Faculty	49	42	5	1	3	269
-	provided by the firm.	2003	Students	44	44	8	3	1	1009
		2003	Bus. Leaders	46	47	3	5	0	66
47	The corporation should seek to maximize long run profits.	2003	Faculty	51	41	5	3	1	269
		2003	Students	45	43	10	1	0	1009
		2003	Bus. Leaders	2	53	13	28	5	64
30	* Ethical standards are influenced by peer group pressures.	2003	Faculty	23	64	8	5	1	252
	Zunten Stantantas are innaeneed of poet group pressures.	2003	Students	13	62	14	10	2	1004
		1							•
		2003	Bus. Leaders	3	63	8	25	2	64
31	* Ethical standards are influenced by prevailing industry practice.	2003	Faculty	26	65	6	3	0	252
		2003	Students	20	67	9	4	0	1004
		2002	D I I	17	64	6	0	2	
32	* Ethical standards are influenced by perceived preference of top	2003	Bus. Leaders	17 33	56	6 8	9	3	64
22	executives.	2003 2003	Faculty Students	33 29	57	8	3	0	253 1004
		2003	Students	29	57	10	r	1	1004
		2003	Bus. Leaders	8	75	6	9	2	64
33	* Ethical standards are influenced by family experiences.	2003	Faculty	11	61	14	12	1	254
		2003	Students	11	47	20	21	1	1004
			·	•					
		2003	Bus. Leaders	8	66	10	14	2	64
34	* Ethical standards are influenced by church experiences.	2003	Faculty	8	51	21	17	3	254

		2003	Students	8	35	26	27	4	1004
		2003	Bus. Leaders	8	75	9	6	2	64
35	* Ethical standards are influenced by your educational experiences?.	2003	Faculty	8	65	14	12	1	254
		2003	Students	14	64	12	9	1	1004
		2003	Bus. Leaders	27	63	3	6	2	64
36	* Ethical standards are influenced by company's ethical code or policy.	2003	Faculty	11	64	13	10	2	254
		2003	Students	19	61	12	7	1	1004
		2003	Bus. Leaders	27	58	8	8	0	64
37	* Ethical standards are influenced by professional ethical code.	2003	Faculty	15	63	11	10	2	254
		2003	Students	19	65	9	6	1	1004
	·	•							-
		2003	Bus. Leaders	8	67	9	14	2	64
38	* Ethical standards are influenced by society's moral climate.	2003	Faculty	20	60	11	8	1	255
		2003	Students	14	57	16	12	2	1004

Source: OOOOOO 2003 Study of Ethics

* The actual question on the questionnaire was To what extent are ethical standards influenced by

SECTION 5

FOCUS ON ONLY THE BUSINESS

SECTION 5

FOCUS ON ONLY THE BUSINESS LEADERS

FOR 2003

INTRODUCTION

In this section, the focus is only on the business leaders for the 2003 study. Table 5A presents a summary version of the information for each of the 47 attitudinal questions. For each question, the percent that agreed with each statement is given. In addition, the average response (low is positive) and the standard deviation for each question are provided. The number of responses completes the information for each group for each question. Questions 30 to 38 are given at the end of the table since their answers should have reflected to what extent instead of a SA to SD perspective. See Table 5B for a clearer understanding of these questions. Table 5B gives the percentage of respondents who either Strongly Agreed, Agree, gave No Opinion, Disagreed or Strongly Disagreed for each question.

ANALYSIS

One can examine the differences in the actual responses in these two tables depending upon his or her interest in the particular question and/or group. A detailed analysis of the information in this section is beyond the scope of the project.

TAE WIT	BLE 5A.���� PERCENT (FH EACH STATEM			ADERS I	N 2003 A	AGREE	ING
Q#	QUESTION	Year	Туре	% Agree	Mean	Std. Dev.	n=

1	The corporation has a responsibility to take the lead						
1	in solving major social problems such as pollution, discrimination, and safety.	2003	Business Leaders	76%	2.1	1.0	66
2	The corporation has a responsibility to not become involved in solving social problems unless doing so becomes a cost of doing		Decision			110	
	business or the opportunity to earn a profit.	2003	Business Leaders	11%	4.0	1.0	66
3	The corporation has the responsibility to get involved in social responsibility projects because outside pressures make such an involvement a cost of doing business.	2003	Business Leaders	35%	3.1	0.9	66
4	The corporation has a responsibility to promote equal opportunity in hiring and promotion.	2003	Business Leaders	99%	1.3	0.5	66
5	The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits.	2003	Business Leaders	71%	2.4	1.0	66
6	The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits.	2003	Business Leaders	70%	2.4	1.0	66
7	The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits.	2003	Business Leaders	92%	1.9	0.8	66
8	The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices.	2003	Business Leaders	88%	1.7	0.9	66
9	The corporation has a responsibility to help minority owned businesses.	2003	Business Leaders	56%	2.6	1.1	66
10	The corporation has a responsibility to be truthful in advertising.	2003	Business Leaders	99%	1.2	0.4	66
11	The typical business executive has two sets of ethical standards, one which he/she applies to business activities and another which is applied to his/her private life.	2003	Business Leaders	12%	4.3	1.0	66
12	Ethical standards in business are lower than in government.	2003	Business Leaders	11%	4.2	0.9	66
13	Ethical standards in business are lower than in most religious organizations.	2003	Business Leaders	28%	3.5	1.2	66
14	Ethical standards in business are lower than in the typical American family.	2003	Business Leaders	19%	3.8	1.1	66

15	business are as high as those practiced with family and friends.	2003	Business Leaders	67%	2.5	0.9	66
	Occasionally, business people make decisions that are right for business but	2003	Leaders	0770	2.5	0.9	00
16	which are inconsistent with their personal ethical principles.	2003	Business Leaders	59%	2.8	1.1	66
17	Much advertising done by business is misleading to the	2005	Business			1.1	00
	consumer. Effective advertising may	2003	Leaders	29%	3.3	1.0	66
18	have to be somewhat misleading.	2003	Business Leaders	8%	4.1	0.8	66
19	It is in the long run self- interest of business to protect the customer.	2003	Business Leaders	91%	1.8	0.8	66
20	The average customer is less ethical in dealing with business than the business is in dealing with that customer.	2003	Business Leaders	31%	3.1	1.0	66
21	No employee should be required to engage in business practices that employee considers unethical.	2003	Business Leaders	87%	1.7	0.9	66
22	In accepting an employment offer each employee implicitly agrees to abide by the ethical standards of the employer, even if the company standards differ from those of the employee.	2003	Business Leaders	53%	2.8	1.2	66
23	Wages and salaries should vary according to an employee s productivity.	2003	Business Leaders	88%	1.8	0.8	66
24	Wages and salaries should vary according to both the employee s productivity and years of service with the firm.	2003	Business Leaders	49%	2.9	1.1	66
25	Wages and salaries should vary primarily with the employee's years of service with the firm.	2003	Business Leaders	3%	4.2	0.7	66
26	Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor.	2003	Business Leaders	29%	3.6	1.2	66
27	The corporation should seek to maximize short run profits.	2003	Business Leaders	29%	3.4	1.2	66
28	The corporation should seek to earn a satisfactory rate of return for stockholders.	2003	Business Leaders	99%	1.5	0.5	66
29	The ethical standards in competition are determined by the least ethical competitor. If one firm engages in unethical conduct, the others will have to follow to survive.	2003	Business Leaders	0%	4.5	0.6	66
39	All institutions in our society should seek to protect and						

l	promote the interests of	I	Business	I	I	I	1 1
	individuals.	2003	Leaders	34%	3.1	1.0	65
	Individual freedom may have	2005	Loudens	5.70	511	1.0	05
40	to be partly restricted in						
40	order for organizations to		Business				
	effectively function.	2003	Leaders	56%	2.7	1.1	66
	Government should						
	redistribute income in order						
41	to assure a minimum						
	standard of living for all		Business	220/			
	citizens.	2003	Leaders	23%	3.7	1.1	66
	Government should provide						
42	incentives for business to get		Business				
	involved in solving social problems.	2003	Leaders	55%	2.8	1.1	66
	Truth in lending regulations	2003	Leaders	5570	2.0	1.1	00
43	are needed to protect the		Business				
43	customer.	2003	Leaders	86%	2.0	0.8	66
	Antitrust laws prohibiting	2005	Lituatio	0070	2.0	0.0	00
44	price fixing benefit the		Business				
	customer.	2003	Leaders	85%	2.1	0.8	66
	Lazy or incompetent		Business				
45	employees should be fired.	2003	Leaders	86%	1.9	0.9	66
	A company should have					0.5	
	formal policies to guarantee						
	that every employee has an						
46	equal opportunity for						
	promotion, pay increases,						
	and other rewards provided		Business				
	by the firm.	2003	Leaders	86%	1.8	1.0	66
. –	The corporation should seek						
47	to maximize long run	2002	Business	020/	1.7	0.0	
	profits.	2003	Leaders	93%	1.7	0.8	66
30	To what extent are ethical standards influenced by peer		Business				
50	group pressures?	2003	Leaders	55%	2.8	1.0	64
	To what extent are ethical	2005	Leaders	5570	2.0	1.0	04
31	standards influenced by		Business				
	prevailing industry practice?	2003	Leaders	66%	2.6	1.0	64
	To what extent are ethical						
32	standards influenced by						
32	perceived preference of top		Business				
	executives?	2003	Leaders	81%	2.2	0.9	64
	To what extent are ethical						
33	standards influenced by		Business	020/			
	family experiences?	2003	Leaders	83%	2.2	0.8	64
24	To what extent are ethical		Dentant				
34	standards influenced by	2002	Business	74%	24	0.0	~
	church experiences? To what extent are ethical	2003	Leaders	/470	2.4	0.9	64
35			Business				
55	educational experiences?	2003	Leaders	83%	2.2	0.7	64
	To what extent are ethical	2005	Louders	0570		0.7	
	standards influenced by						
36	company's ethical code or		Business				
	policy?	2003	Leaders	90%	1.9	0.8	64
	To what extent are ethical			I		1	
		1	Business	1	I	1	
37	standards influenced by		Dusiness				
37	standards influenced by professional ethical code?	2003	Leaders	85%	2.0	0.8	64
	standards influenced by professional ethical code? To what extent are ethical	2003	Leaders	85%	2.0	0.8	64
37 38	standards influenced by professional ethical code?	2003		85% 75%	2.0	0.8	64

 TABLE 5B.0000 PERCENT OF THE BUSINESS LEADERS IN 2003 PROVIDING THEIR DEGREE

 OF AGREEMENT WITH EACH STATEMENT (1=SA; 05=SD)

#	QUESTION	Year	Туре	%SA	%A	%NO	%D	%SD	n=
1	The corporation has a responsibility to take the lead in solving major social problems such as pollution, discrimination, and safety.	2003	Bus. Leaders	29	47	12	9	3	66
2	The corporation has a responsibility to not become involved in solving social								
-	problems unless doing so becomes a cost of doing business or the opportunity to				_				
	earn a profit.	2003	Bus. Leaders	3	8	8	52	30	66
• 3	The corporation has the responsibility to get involved in social responsibility								
	projects because outside pressures make such (a) an involvement a cost of doing business.	2003	Due Leeden	2	33	21	42	2	
4	The corporation has a responsibility to promote equal opportunity in hiring and	2003	Bus. Leaders	2	33	21	42	2	66
	promotion.	2003	Bus. Leaders	76	23	0	2	0	66
20 5	The corporation has a responsibility to promote conservation of energy even if								
	doing so means a reduction in profits.	2003	Bus. Leaders	15	56	8	18	3	66
> () 6	The corporation has a responsibility to conserve natural resources, even if doing								
	so means a reduction in profits.	2003	Bus. Leaders	11	59	11	15	5	66
>\$ 7	The corporation has a responsibility to clean up or avoid causing air, noise, and	2002	Deve Les faire	26	66	2	5	2	
8	water pollution even if doing so means a reduction in profits. The corporation has a responsibility to contribute money and management time	2003	Bus. Leaders	26	00	2	5	2	2003
• •	to civic activities in communities where the firm has plants or offices.	2003	Bus. Leaders	53	35	6	5	2	66
9	The corporation has a responsibility to help minority owned businesses.	2003	Bus. Leaders	14	42	24	15	5	66
10	The corporation has a responsibility to help minority owned ousinesses.	2003	Bus. Leaders	85	14	2	0	0	66
10	The typical business executive has two sets of ethical standards, one which	2003	Dus. Leaueis	0.0	17	-		0	00
11	he/she applies to business activities and another which is applied to his/her							1	
	private life.	2003	Bus. Leaders	0	12	2	33	53	66
12	Ethical standards in business are lower than in government.	2003	Bus. Leaders	0	11	5	44	41	66
13	Ethical standards in business are lower than in most religious organizations.	2003	Bus. Leaders	5	23	15	32	26	66
14	Ethical standards in business are lower than in the typical American family.	2003	Bus. Leaders	2	17	11	45	26	66
15	The ethical standards used in business are as high as those practiced with family		Dubl Deutolo				1		
	and friends.	2003	Bus. Leaders	6	61	9	24	0	66
16	Occasionally, business people make decisions that are right for business but								
	which are inconsistent with their personal ethical principles.	2003	Bus. Leaders	6	53	6	29	6	66
17	Much advertising done by business is misleading to the consumer.	2003	Bus. Leaders	3	26	15	53	3	66
18	Effective advertising may have to be somewhat misleading.	2003	Bus. Leaders	0	8	8	56	29	66
19	It is in the long run self-interest of business to protect the customer.	2003	Bus. Leaders	35	56	3	6	0	66
20	The average customer is less ethical in dealing with business than the business is								
	in dealing with that customer.	2003	Bus. Leaders	5	26	30	33	6	66
21	No employee should be required to engage in business practices that employee	2003	Pug Londers	55	32	5	9	0	
22	considers unethical. In accepting an employment offer each employee implicitly agrees to abide by	2003	Bus. Leaders	55	52	-	- É		66
22	the ethical standards of the employer, even if the company standards differ from							1	
	those of the employee.	2003	Bus. Leaders	14	39	12	27	8	66
23	Wages and salaries should vary according to an employee s productivity.	2003	Bus. Leaders	36	52	6	6	0	66
24	Wages and salaries should vary according to both the employee s productivity					1	1		1
	and years of service with the firm.	2003	Bus. Leaders	8	41	11	35	6	66
25	Wages and salaries should vary primarily with the employee's years of service								
	with the firm.	2003	Bus. Leaders	0	3	6	61	30	66
26	Labor unions serve a useful purpose by prodding a particular management into	2002	Dec. Let 1	2	26	9	33	20	
27	fulfilling its responsibilities to labor.	2003	Bus. Leaders	3				29	66
27	The corporation should seek to maximize short run profits. The corporation should seek to earn a satisfactory rate of return for	2003	Bus. Leaders	8	21	11	44	17	66
28	The corporation should seek to earn a satisfactory rate of return for stockholders.	2003	Bus. Leaders	52	47	2	0	0	66
29	The ethical standards in competition are determined by the least ethical	2003	Dus. Leauers	52	.,				00
	competitor. If one firm engages in unethical conduct, the others will have to								
	follow to survive.	2003	Bus. Leaders	0	0	3	49	49	66
39	All institutions in our society should seek to protect and promote the interests of								
	individuals.	2003	Bus. Leaders	2	32	25	37	5	65
40	Individual freedom may have to be partly restricted in order for organizations to	2002	D I I	6	50	14	24	6	
41	effectively function. Government should redistribute income in order to assure a minimum standard	2003	Bus. Leaders	6	50	14	24	6	66
41	Government should redistribute income in order to assure a minimum standard of living for all citizens.	2003	Bus. Leaders	2	21	11	38	29	66
42	Government should provide incentives for business to get involved in solving	2003	Dus. Leaueis	<i>L</i>	<u>~</u> 1			27	00
12	social problems.	2003	Bus. Leaders	8	47	14	26	6	66
43	Truth in lending regulations is needed to protect the customer.	2003	Bus. Leaders	21	65	6	6	2	66
	Antitrust laws prohibiting price fixing benefit the customer.	2003	Bus. Leaders	20	65	8	6	2	66
44		2003	DUS, LEAGERS	1 241	1.0.2	• 0	• •	Z.	00

45	Lazy or incompetent employees should be fired.	2003	Bus. Leaders	33	53	5	9	0	66
46	A company should have formal policies to guarantee that every employee has an								
	equal opportunity for promotion, pay increases, and other rewards provided by				12	0	2	_	
	the firm.	2003	Bus. Leaders	44	42	0	Z	5	66
47	The corporation should seek to maximize long run profits.	2003	Bus. Leaders	46	47	3	5	0	66
30	* Ethical standards are influenced by peer group pressures?	2003	Bus. Leaders	2	53	13	28	5	64
31	* Ethical standards are influenced by prevailing industry practice.	2003	Bus. Leaders	3	63	8	25	2	64
32	* Ethical standards are influenced by perceived preference of top executives?	2003	Bus. Leaders	17	64	6	9	3	64
33	* Ethical standards are influenced by family experiences?	2003	Bus. Leaders	8	75	6	9	2	64
34	* Ethical standards are influenced by church experiences?	2003	Bus. Leaders	8	66	10	14	2	64
35	* Ethical standards are influenced by your educational experiences?	2003	Bus. Leaders	8	75	9	6	2	64
36	* Ethical standards are influenced by company's ethical code or policy?	2003	Bus. Leaders	27	63	3	6	2	64
37	* Ethical standards are influenced by professional ethical code?	2003	Bus. Leaders	27	58	8	8	0	64
38	* Ethical standards are influenced by society's moral climate?	2003	Bus. Leaders	8	67	9	14	2	64

* The actual question on the questionnaire was ϕ * To what extent are ethical standards influenced by $\phi\phi$

SECTION 6: FOCUS ON ONLY THE FACULTY

FOR 2003

SECTION 6:

FOCUS ON ONLY THE FACULTY FOR 2003

INTRODUCTION

In this section, the focus is only on the faculty for the 2003 study. Table 6A presents a summary version of the information for each of the 47 attitudinal questions. For each question, the percent that agreed with each statement is given. In addition, the average response (low is positive) and the standard deviation for each question are provided. The number of responses completes the information for each group for each question. Questions 30 to 38 are given at the end of the table since their answers should have reflected to what extent instead of a SA to SD perspective. See Table 6B for a clearer understanding of these questions. Table 6B gives the percentage of respondents who either Strongly Agreed, Agree, gave No Opinion, Disagreed or Strongly Disagreed for each question.

ANALYSIS

One can examine the differences in the actual responses in these two tables depending upon his or her interest in the particular question and/or group. A detailed analysis of the information in this section is beyond the scope of the project.

TAE	BLE 6A.���� PERCENT OF THE EACH STATEMENT(1 =			AGREEI	NG WIT	Н	
Q#	QUESTION	Year	Туре	% Agree	Mean	Std. Dev.	n=

1	The corporation has a responsibility to take the lead in solving major social problems such as pollution,						
	discrimination, and safety.	2003	Faculty	67%	2.4	1.2	269
2	The corporation has a responsibility to not become involved in solving social problems unless doing so becomes a						
	cost of doing business or the opportunity to earn a profit.	2003	Faculty	19%	3.8	1.1	269
	The corporation has the responsibility	2000					207
3	to get involved in social responsibility projects because outside pressures make such an involvement a cost of						
	doing business.	2003	Faculty	58%	2.7	1.0	269
4	The corporation has a responsibility to promote equal opportunity in hiring and promotion.	2003	Faculty	95%	1.5	0.7	269
5	The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits.	2003	Faculty	68%	2.4	1.1	269
6	The corporation has a responsibility to conserve natural resources, even if		Faculty	73%	2.2		
	doing so means a reduction in profits. The corporation has a responsibility to	2003	Faculty	13/0	2.2	1.1	269
7	clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits.	2003	Faculty	81%	2.0	1.0	269
8	The corporation has a responsibility to contribute money and management time to civic activities in communities						
	where the firm has plants or offices.	2003	Faculty	80%	2.0	0.9	269
9	The corporation has a responsibility to help minority owned businesses.	2003	Faculty	42%	2.8	1.0	269
10	The corporation has a responsibility to be truthful in advertising.	2003	Faculty	99%	1.2	0.5	269
11	The typical business executive has two sets of ethical standards, one which he/she applies to business activities and another which is applied to his/her			2007			
12	private life. Ethical standards in business are lower than in government.	2003	Faculty Faculty	38% 15%	3.2 3.7	1.2	269
13	Ethical standards in business are lower than in most religious organizations.	2003	Faculty	51%	2.9	1.0	269
14	Ethical standards in business are lower than in the typical American family.	2003	Faculty	36%	3.1	1.2	269 269
15	The ethical standards used in business are as high as those practiced with family and friends.	2003	Faculty	34%	3.2	1.0	269
16	Occasionally, business people make decisions that are right for business but which are inconsistent with their						
17	personal ethical principles. Much advertising done by business is misleading to the consumer.	2003	Faculty Faculty	85% 53%	2.1 2.8	0.7	269
18	Effective advertising may have to be somewhat misleading.	2003	Faculty	7%	4.1	1.1 0.8	269
19	It is in the long run self-interest of business to protect the customer.	2003	Faculty	92%	1.6	0.8	269
20	The average customer is less ethical in dealing with business than the business is in dealing with that customer.	2003	Faculty	20%	3.3	0.8	269
21	No employee should be required to engage in business practices that						

	employee considers unethical.	2003	Faculty	81%	1.9	1.0	269
	In accepting an employment offer each employee implicitly agrees to abide by						
22	the ethical standards of the employer,						
	even if the company standards differ	2002	Faculty	43%	3.1	1.2	
	from those of the employee. Wages and salaries should vary	2003	Faculty	4370	3.1	1.2	269
23	according to an employee s						
25	productivity.	2003	Faculty	91%	1.8	0.7	269
	Wages and salaries should vary						
24	according to both the employee s						
27	productivity and years of service with		F 1.	5.40/			
	the firm.	2003	Faculty	54%	2.7	1.1	269
25	Wages and salaries should vary primarily with the employee's years of						
23	service with the firm.	2003	Faculty	3%	4.1	0.7	269
	Labor unions serve a useful purpose by	2005	1 acuity	570		0.7	209
26	prodding a particular management into						
	fulfilling its responsibilities to labor.	2003	Faculty	54%	2.8	1.1	269
27	The corporation should seek to						
21	maximize short run profits.	2003	Faculty	16%	3.9	1.1	269
	The corporation should seek to earn a						
28	satisfactory rate of return for	2002	Foculte	95%	1.9	0.6	
	stockholders.	2003	Faculty	93%	1.8	0.6	269
	The ethical standards in competition are determined by the least ethical					1	
29	competitor. If one firm engages in						
	unethical conduct, the others will have						
	to follow to survive.	2003	Faculty	7%	4.0	0.8	269
	All institutions in our society should						
39	seek to protect and promote the					1	
	interests of individuals.	2003	Faculty	43%	2.8	1.1	268
	Individual freedom may have to be						
40	partly restricted in order for	2002	D. L	(00)	26		
	organizations to effectively function.	2003	Faculty	69%	2.6	1.1	269
41	Government should redistribute income in order to assure a minimum						
41	standard of living for all citizens.	2003	Faculty	35%	3.3	1.3	269
	Government should provide incentives	2000			<u> </u>	1.5	207
42	for business to get involved in solving					1	
	social problems.	2003	Faculty	74%	2.4	1.1	269
43	Truth in lending regulations are needed						
43	to protect the customer.	2003	Faculty	88%	1.9	0.8	269
44	Antitrust laws prohibiting price fixing						
44	benefit the customer.	2003	Faculty	82%	2.0	0.9	269
45	Lazy or incompetent employees should				ſ		1
45	be fired.	2003	Faculty	87%	1.8	0.8	269
	A company should have formal						1
	policies to guarantee that every						
46	employee has an equal opportunity for						
	promotion, pay increases, and other	2003	Faculty	91%	1.7	0.8	200
		2003	racuity	J1/0	1./	0.8	269
	rewards provided by the firm.						1
47	The corporation should seek to	2003	Faculty	92%	1.6	0.8	269
	The corporation should seek to maximize long run profits.	2003	Faculty	92%	1.6	0.8	269
	The corporation should seek to maximize long run profits. To what extent are ethical standards						
47 30	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures?	2003 2003	Faculty Faculty	92% 87%	1.6 2.0	0.8 0.8	269 252
30	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures? To what extent are ethical standards						
	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures?						
30	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures? To what extent are ethical standards influenced by prevailing industry	2003	Faculty	87%	2.0	0.8	252
30	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures? To what extent are ethical standards influenced by prevailing industry practice? To what extent are ethical standards influenced by perceived preference of	2003 2003	Faculty	87% 91%	2.0 1.9	0.8 0.6	252
30 31	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures? To what extent are ethical standards influenced by prevailing industry practice? To what extent are ethical standards influenced by perceived preference of top executives?	2003	Faculty	87%	2.0	0.8	252
30 31 32	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures? To what extent are ethical standards influenced by prevailing industry practice? To what extent are ethical standards influenced by perceived preference of top executives? To what extent are ethical standards	2003 2003	Faculty	87% 91% 89%	2.0 1.9 1.8	0.8 0.6	252
30 31	The corporation should seek to maximize long run profits. To what extent are ethical standards influenced by peer group pressures? To what extent are ethical standards influenced by prevailing industry practice? To what extent are ethical standards influenced by perceived preference of top executives?	2003 2003	Faculty	87% 91%	2.0 1.9	0.8 0.6	252

34	influenced by church experiences?	2003	Faculty	59%	2.6	1.0	254
35	To what extent are ethical standards influenced by your educational experiences?	2003	Faculty	73%	2.3	0.8	254
36	To what extent are ethical standards influenced by company's ethical code or policy?	2003	Faculty	75%	2.3	0.9	254
37	To what extent are ethical standards influenced by professional ethical code?	2003	Faculty	78%	2.2	0.9	254
38	To what extent are ethical standards influenced by society's moral climate?	2003	Faculty	80%	2.1	0.8	255

Q#	QUESTION	Year	Туре	%SA	%A	%NO	%D	%SD	n=
\$\$ 1	The corporation has a responsibility to take the lead in solving major social problems such as pollution, discrimination, and safety.	2003	Faculty	23	44	9	20	4	269
Q Q 2	The corporation has a responsibility to not become involved in solving social problems unless doing so becomes a cost of doing business or the opportunity to earn a profit.	2003	Faculty	3	16	7	52	23	269
3	The corporation has the responsibility to get involved in social responsibility projects because outside pressures make such an involvement a cost of doing business.	2003	Faculty	7	51	15	23	5	269
?? 4	The corporation has a responsibility to promote equal opportunity in hiring and promotion.	2003	Faculty	64	31	3	2	1	269
\$\$ 5	The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits.	2003	Faculty	23	45	11	18	3	269
\$\$ 6	The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits.	2003	Faculty	26	47	7	16	3	269
\$\$ 7	The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits.	2003	Faculty	35	46	5	12	2	2003
\$\$ 8	The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices.	2003	Faculty	31	49	9	9	1	269
\$\$ 9	The corporation has a responsibility to help minority owned businesses.	2003	Faculty	9	33	31	23	5	269
00 9	The corporation has a responsibility to help minority owned businesses.	2003	Faculty	9	33	31	23	5	269
0	The corporation has a responsibility to be truthful in advertising.	2003	Faculty	82	17	1	0	0	269
11	The typical business executive has two sets of ethical standards, one which he/she applies to business activities and another which is applied to his/her private life.	2003	Faculty	8	30	12	35	16	269
12	Ethical standards in business are lower than in government.	2003	Faculty	3	12	16	49	20	269
13	Ethical standards in business are lower than in most religious organizations.	2003	Faculty	10	41	12	29	8	269
14	Ethical standards in business are lower than in the typical American family.	2003	Faculty	6	30	22	35	7	269
15	The ethical standards used in business are as high as those practiced with family and friends.	2003	Faculty	4	30	16	45	4	269
16	Occasionally, business people make decisions that are right for business but which are inconsistent with their personal ethical principles.	2003	Faculty	13	72	7	7	1	269
17	Much advertising done by business is misleading to the consumer.	2003	Faculty	7	46	9	32	6	269
18	Effective advertising may have to be somewhat misleading.	2003	Faculty	1	6	6	59	27	269
19	It is in the long run self-interest of business to protect the customer.	2003	Faculty	50	42	5	3	0	269
20	The average customer is less ethical in dealing with business than the business is in dealing with that customer.	2003	Faculty	3	17	34	43	3	269
21	No employee should be required to engage in business practices that employee considers unethical.	2003	Faculty	42	39	6	13	0	269
22	In accepting an employment offer each employee implicitly agrees to abide by the ethical standards of the employer, even if the company standards differ from those of the employee.	2003	Faculty	9	34	9	37	11	269
23	Wages and salaries should vary according to an employee s productivity.	2003	Faculty	39	52	6	3	1	269
24	Wages and salaries should vary according to both the employee s productivity and years of service with the firm.	2003	Faculty	8	46	16	25	5	269
25	Wages and salaries should vary primarily with the employee's years of service with the firm.	2003	Faculty	1	2	8	62	27	269

26	Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor.	2003	Faculty	7	47	17	19	10	269
27	The corporation should seek to maximize short run profits.	2003	Faculty	3	13	9	45	31	269
28	The corporation should seek to earn a satisfactory rate of return for stockholders.	2003	Faculty	30	65	2	2	0	269
29	The ethical standards in competition are determined by the least ethical competitor. If one firm engages in unethical conduct, the others will have to follow to survive.	2003	Faculty	1	6	6	62	25	269
39	All institutions in our society should seek to protect and promote the interests of individuals.	2003	Faculty	12	31	27	27	3	268
40	Individual freedom may have to be partly restricted in order for organizations to effectively function.	2003	Faculty	7	62	10	13	9	269
41	Government should redistribute income in order to assure a minimum standard of living for all citizens.	2003	Faculty	7	28	14	30	21	269
42	Government should provide incentives for business to get involved in solving social problems.	2003	Faculty	15	59	7	14	5	269
43	Truth in lending regulations is needed to protect the customer.	2003	Faculty	33	55	8	3	2	269
44	Antitrust laws prohibiting price fixing benefit the customer.	2003	Faculty	26	56	12	3	3	269
45	Lazy or incompetent employees should be fired.	2003	Faculty	39	48	8	5	1	269
46	A company should have formal policies to guarantee that every employee has an equal opportunity for promotion, pay increases, and other rewards provided by the firm.	2003	Faculty	49	42	5	1	3	269
47	The corporation should seek to maximize long run profits.	2003	Faculty	51	41	5	3	1	269
30	* Ethical standards are influenced by peer group pressures?	2003	Faculty	23	64	8	5	1	252
31	* Ethical standards are influenced by prevailing industry practice.	2003	Faculty	26	65	6	3	0	252
32	* Ethical standards are influenced by perceived preference of top executives.	2003	Faculty	33	56	8	3	0	253
33	* Ethical standards are influenced by family experiences.	2003	Faculty	11	61	14	12	1	254
34	* Ethical standards are influenced by church experiences.	2003	Faculty	8	51	21	17	3	254
35	* Ethical standards are influenced by your educational experiences.	2003	Faculty	8	65	14	12	1	254
36	* Ethical standards are influenced by company's ethical code or policy.	2003	Faculty	11	64	13	10	2	254
37	* Ethical standards are influenced by professional ethical code.	2003	Faculty	15	63	11	10	2	254
38	* Ethical standards are influenced by society's moral climate.	2003	Faculty	20	60	11	8	1	255

Source:

* The actual question on the questionnaire was To what extent are ethical standards influenced by

SECTION 7:

FOCUS ON ONLY THE STUDENTS

GFOR 2003

SECTION 7:

FOCUS ON ONLY THE STUDENTS FOR 2003

INTRODUCTION

given. In addition, the average response (low is positive) and the standard deviation for each question are provided. The number of responses completes the information for each group for each question. Questions 30 to 38 are given at the end of the table since their answers should have reflected to what extent instead of a SA to SD perspective. See Table 7B for a clearer understanding of these questions. Table 7B gives the percentage of respondents who either Strongly Agreed, Agree, gave No Opinion, Disagreed or Strongly Disagreed for each question.

ANALYSIS

One can examine the differences in the actual responses in these two tables depending upon his or her interest in the particular question and/or group. A detailed analysis of the information in this section is beyond the scope of the project.

Q#	STATEMENT (1=SA; 5=SE			%		Std.	T	
	QUESTION	Year	Туре	Agree	Mean	Dev.	n=	
1	The corporation has a responsibility to							
	take the lead in solving major social							
	problems such as pollution,							
	discrimination, and safety.	2003	Students	77%	2.2	0.9	100	
2	The corporation has a responsibility to							
	not become involved in solving social							
	problems unless doing so becomes a cost							
	of doing business or the opportunity to							
	earn a profit.	2003	Students	25%	3.4	1.0	100	
3	The corporation has the responsibility to							
	get involved in social responsibility							
	projects because outside pressures make							
	such an involvement a cost of doing		G. 1 .	600/	2.5			
	business.	2003	Students	60%	2.5	0.9	100	
4	The corporation has a responsibility to							
	promote equal opportunity in hiring and	2002	Students	93%	1.5	0.0		
-	promotion.	2003	Students	95%	1.3	0.8	100	
5	The corporation has a responsibility to							
	promote conservation of energy even if	2002	Students	66%	2.3	1.0		
6	doing so means a reduction in profits. The corporation has a responsibility to	2003	Students	0070	2.3	1.0	100	
0	conserve natural resources, even if doing							
	so means a reduction in profits.	2003	Students	72%	2.2	0.9	100	
7	The corporation has a responsibility to	2003	Brudents	1270	2.2	0.9	100	
,	clean up or avoid causing air, noise, and							
	water pollution even if doing so means a							
	reduction in profits.	2003	Students	83%	1.9	0.8	100	
8	The corporation has a responsibility to							
	contribute money and management time							
	to civic activities in communities where							
	the firm has plants or offices.	2003	Students	73%	2.2	0.9	100	
9	The corporation has a responsibility to							
	help minority owned businesses.	2003	Students	30%	3.0	1.0	100	
10	The corporation has a responsibility to be							
	truthful in advertising.	2003	Students	94%	1.5	0.7	1009	
11	The typical business executive has two							
	sets of ethical standards, one which							
	he/she applies to business activities and							
	another which is applied to his/her							
	private life.	2003	Students	60%	2.6	1.2	100	
12	Ethical standards in business are lower							
	than in government.	2003	Students	20%	3.4	1.0	100	
13	Ethical standards in business are lower							
	than in most religious organizations.	2003	Students	55%	2.6	1.1	100	
14		2005	Students	5570	2.0	1.1	100	
14	Ethical standards in business are lower	2002	Students	460/	20	1.0		
	than in the typical American family.	2003	Students	46%	2.8	1.0	100	

	as high as those practiced with family and friends.	2003	Students	24%	3.3	1.0	1009
16	Occasionally, business people make decisions that are right for business but						
	which are inconsistent with their personal ethical principles.	2003	Students	89%	2.0	0.6	1009
17	Much advertising done by business is misleading to the consumer.	2003	Students	60%	2.5	1.0	1009
18	Effective advertising may have to be somewhat misleading.	2003	Students	36%	3.2	1.1	1009
19	It is in the long run self-interest of business to protect the customer.	2003	Students	76%	2.1	0.9	
20	The average customer is less ethical in	2003	Students	/0/0	2.1	0.9	1009
	dealing with business than the business is in dealing with that customer.	2003	Students	31%	3.1	1.0	1009
21	No employee should be required to engage in business practices that employee considers unethical.	2003	Students	84%	1.8	0.9	1009
22	In accepting an employment offer each employee implicitly agrees to abide by the ethical standards of the employer,						
	even if the company standards differ from those of the employee.	2003	Students	55%	2.7	1.1	1009
23	Wages and salaries should vary according to an employee s productivity.	2003	Students	84%	1.9	0.8	1009
24	Wages and salaries should vary according to both the employee s productivity and years of service with the firm.	2003	Students	81%	2.1	0.9	1009
25	Wages and salaries should vary primarily with the employee's years of service with the firm.	2003	Students	36%	3.1	1.1	1009
26	Labor unions serve a useful purpose by prodding a particular management into fulfilling its responsibilities to labor.	2003	Students	47%	2.8	1.0	1009
27	The corporation should seek to maximize short run profits.	2003	Students	34%	3.1	1.0	1009
28	The corporation should seek to earn a satisfactory rate of return for stockholders.	2003	Students	83%	2.1	0.7	
29	The ethical standards in competition are determined by the least ethical competitor. If one firm engages in unethical conduct, the others will have to follow to survive.	2003	Students	20%	3.6	1.1	1009
39	All institutions in our society should seek to protect and promote the interests of individuals.	2003	Students	63%	2.4	1.0	1009
40	Individual freedom may have to be partly restricted in order for organizations to						
41	effectively function. Government should redistribute income in order to assure a minimum standard of	2003	Students	50% 28%	2.8	1.1	1009
42	living for all citizens. Government should provide incentives for business to get involved in solving social problems.	2003	Students	71%	2.3	0.9	1009
43	Truth in lending regulations are needed to protect the customer.		Students	75%	2.1		
44	Antitrust laws prohibiting price fixing benefit the customer.	2003 2003	Students	67%	2.1	0.7	1009
45	Lazy or incompetent employees should be fired.	2003	Students	82%	1.9	0.8	1009
46	A company should have formal policies to guarantee that every employee has an	-					

	equal opportunity for promotion, pay increases, and other rewards provided by the firm.	2003	Students	88%	1.7	0.8	1009
47	The corporation should seek to maximize long run profits.	2003	Students	88%	1.7	0.7	1009
30	* Ethical standards are influenced by peer group pressures.	2003	Students	75%	2.2	0.9	1004
31	* Ethical standards are influenced by prevailing industry practice.	2003	Students	87%	2.0	0.7	1004
32	* Ethical standards are influenced by the perceived preference of top executives.	2003	Students	86%	1.9	0.8	1004
33	* Ethical standards are influenced by family experiences.	2003	Students	58%	2.6	1.0	1004
34	* Ethical standards are influenced by church experiences.	2003	Students	43%	2.9	1.0	1004
35	* Ethical standards are influenced by your educational experiences.	2003	Students	78%	2.2	0.8	1004
36	* Ethical standards are influenced by company's ethical code or policy.	2003	Students	80%	2.1	0.8	1004
37	* Ethical standards are influenced by professional ethical code.	2003	Students	84%	2.1	0.8	1004
38	* Ethical standards are influenced by society's moral climate.	2003	Students	71%	2.3	0.9	1004

Source: • • • • • • • 2003 Study of Ethics

The actual question on the questionnaire was To what extent are ethical standards influenced by To

Q#	QUESTION	Year	Туре	%SA	%A	%NO	%D	%SD	n=
\$\$ 1	The corporation has a responsibility to take the lead in solving major social problems such as pollution, discrimination, and safety.	2003	Students	23	54	11	11	1	1009
Q Q 2	The corporation has a responsibility to not become involved in solving social problems unless doing so becomes a cost of doing business or the opportunity to earn a profit.	2003	Students	3	22	20	45	10	1009
\$\$ 3	The corporation has the responsibility to get involved in social responsibility projects because outside pressures make such an involvement a cost of doing business.	2003	Students	7	53	25	13	1	1009
\$\$ 4	The corporation has a responsibility to promote equal opportunity in hiring and promotion.	2003	Students	64	29	4	2	1	1009
\$\$ 5	The corporation has a responsibility to promote conservation of energy even if doing so means a reduction in profits.	2003	Students	20	46	19	14	1	1009
\$\$ 6	The corporation has a responsibility to conserve natural resources, even if doing so means a reduction in profits.	2003	Students	23	49	17	11	1	1009
\$\$ 7	The corporation has a responsibility to clean up or avoid causing air, noise, and water pollution even if doing so means a reduction in profits.	2003	Students	30	53	10	6	1	2003
\$\$ 8	The corporation has a responsibility to contribute money and management time to civic activities in communities where the firm has plants or offices.	2003	Students	19	54	17	8	1	1009
\$\$ 9	The corporation has a responsibility to help minority owned businesses.	2003	Students	8	22	39	24	7	1009
10	The corporation has a responsibility to be truthful in advertising.	2003	Students	59	35	4	1	0	1009
11	The typical business executive has two sets of ethical standards, one which he/she applies to business activities and another which is applied to his/her private life.	2003	Students	16	44	13	21	6	1009
12	Ethical standards in business are lower than in government.	2003	Students	3	17	28	44	9	1009
13	Ethical standards in business are lower than in most religious organizations.	2003	Students	15	40	23	18	4	1009
14	Ethical standards in business are lower than in the typical American family.	2003	Students	8	38	28	24	3	1009
15	The ethical standards used in business are as high as those practiced with family and friends.	2003	Students	5	19	24	46	7	1009

16	Occasionally, business people make decisions that are right for business but	2002	a. 1 .	1.7	70	7	4		
17	which are inconsistent with their personal ethical principles. Much advertising done by business is misleading to the consumer.	2003	Students	17	72 50	/	4 22	0	1009
		2003	Students			17		1	1009
18	Effective advertising may have to be somewhat misleading.	2003	Students	4	32	14	42	9	1009
19	It is in the long run self-interest of business to protect the customer.	2003	Students	26	50	13	10	1	1009
20	The average customer is less ethical in dealing with business than the business is in dealing with that customer.	2003	Students	5	26	29	37	4	1009
21	No employee should be required to engage in business practices that employee considers unethical.	2003	Students	41	43	8	7	1	1009
22	In accepting an employment offer each employee implicitly agrees to abide by the ethical standards of the employer, even if the company standards differ from those of the employee.	2003	Students	10	45	18	24	4	1009
23	Wages and salaries should vary according to an employee s productivity.	2003	Students		54	9	6	1	1009
24	Wages and salaries should vary according to both the employee s productivity and years of service with the firm.	2003	Students	25	56	9	9	1	1009
25	Wages and salaries should vary primarily with the employee's years of service with the firm.	2003	Students	6	30	18	40	7	1009
	Labor unions serve a useful purpose by prodding a particular management into	2003	Students	5	42	30	16	7	1009
26	fulfilling its responsibilities to labor.	2003	Students	5	42	30	16	7	1009
27	The corporation should seek to maximize short run profits.	2003	Students	3	31	28	33	5	1009
	The corporation should seek to earn a satisfactory rate of return for	2000	Stateme	5	-			5	1005
28	stockholders.	2003	Students	14	69	12	4	0	1009
29	The ethical standards in competition are determined by the least ethical competitor. If one firm engages in unethical conduct, the others will have to follow to survive.	2003	Students	4	16	17	43	19	1009
39	All institutions in our society should seek to protect and promote the interests of individuals.	2003	Students	15	48	18	18	1	1009
40	Individual freedom may have to be partly restricted in order for organizations to effectively function.	2003	Students	6	44	18	26	6	1009
41	Government should redistribute income in order to assure a minimum standard of living for all citizens.	2003	Students	6	22	22	30	20	1009
42	Government should provide incentives for business to get involved in solving social problems.	2003	Students	16	55	15	11	3	1009
43	Truth in lending regulations is needed to protect the customer.	2003	Students	17	58	22	3	0	1009
44	Antitrust laws prohibiting price fixing benefit the customer.	2003	Students	19	48	26	5	1	1009
45	Lazy or incompetent employees should be fired.	2003	Students	39	43	12	5	1	1009
46	A company should have formal policies to guarantee that every employee has an equal opportunity for promotion, pay increases, and other rewards provided by the firm.	2003	Students	44	44	8	3	1	1009
47	The corporation should seek to maximize long run profits.	2003	Students	45	43	10	1	0	1009
30	* Ethical standards are influenced by peer group pressures?	2003	Students	13	62	14	10	2	1009
31	* Ethical standards are influenced by prevailing industry practice?	2003	Students	20	67	9	4	0	1004
32	* Ethical standards are influenced by precived preference of top executives?	2003	Students	29	57	10	4	1	1004
33	* Ethical standards are influenced by family experiences?	2003	Students	11	47	20	21	-	1004
34	* Ethical standards are influenced by church experiences?	2003	Students		35	26	27	4	1004
35	* Ethical standards are influenced by your educational experiences?	2003	Students	14	64	12	9	1	1004
36	* Ethical standards are influenced by company's ethical code or policy?	2003	Students	19	61	12	7	1	1004
37	* Ethical standards are influenced by professional ethical code?	2003	Students	19	65	9	6	1	1004
38	* Ethical standards are influenced by processional climate?	2003	Students	19	57	16	12	2	1004
	2003 Study of Ethics	2005	Students	17	- /			4	1004

Source: OOOOOO 2003 Study of Ethics

* The actual question on the questionnaire was To what extent are ethical standards influenced by