

Ethics and the Mosaic Generation: A Qualitative Study on Incorporating Ethics into the New Generation of College Students

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Introduction

As evidenced by recent scandals, the business world has faults. Ethics seems to have flown out the window in recent years. Whatever morals were present were not followed. Today's generation of college students are tomorrow's business leaders. With this in mind, it is imperative that we understand these individuals and their views on ethics. Granted, understanding generations may never really happen until after the end of that generation and the start of a new one, but we can at least attempt to start understanding now. These students are learning things in school now that will benefit our society later. Lately, ethics has become a hot topic in the news. Scandals like Enron, Arthur Anderson, and WorldCom are rocking the business world almost yearly. This new "Mosaic" generation will lead society into the post-modern thought. They will be the next business leaders of America. Understanding this generation's thoughts and views on academic integrity and ethics will be key to keeping the integrity of the business profession in tact.

Literature Review

Generations

The word "generation" is sometimes misleading in its use. Just because it is announced or believed that a new generation is emerging does not mean that the supposed beginning and ending dates of that generation are cut off points. In other words, generations will overlap each other; some of the Buster generation actually fades into the Mosaic generation just as the Boomer generation faded into the Buster generation. What is expected though, is a kind of "changing of the guard" that takes place every 15-20 years in the American culture. (Barna 11)

In society today, there are five generations that coexist. These generations are the Seniors, also called Traditionalists or Matures, (born in 1926 or earlier), the Builders, (1927-1945), the Baby Boomers (1946-1964), the Baby Busters, also called Generation X, (1965-1983), and the Mosaics, also known as Millennials, Generation Y, Echo Boom, or Generation Next, (born 1984-2002). (Barna 12)

The Senior generation finds themselves in a world that doesn't make much sense anymore. This generation grew up during the World War II era and therefore learned loyalty, rank, and the value of a dollar. Most Seniors are seen as those who sacrifice the wants and needs of the individual (self) for the greater good of the community (Lancaster and Stillman 19). Patriotism comes from not only 50% of the generation fighting in wars, but also from a large amount of faith and commitment to institutions such as government, military, and even the church (Lancaster and Stillman 19).

Woodstock was the social coming out of the Boomer generation. Boomers questioned everything, not taking anything for what it was. Cohabitation and divorce, as an end to irritating relationships, replaced the prolonged dating experience characterized by the Builder generation. The Boomers brought an end to predictability, instead stressing fairness and the notion of the common good. (Barna 13) Boomers are optimistic, idealistic, and competitive (Lancaster and Stillman 21-22). Often referred to as the "Me Generation," the Boomers grew up in a post-war era where technology was on the rise along with job opportunities. Unemployment was surprisingly low and Boomers began to see the world as a place of endless opportunities. This led to questioning their Traditionalist parent's ideals and motives and challenging the status quo (Lancaster and Stillman 22).

The Baby Buster generation watched their parents fail at marriage and business, some several times. This, coupled with the abandonment and failure institutions gave to Busters, pushed the generation into a sense of skepticism (Lancaster and Stillman 25). Busters found themselves putting more faith in themselves and their peers than in the institutions that had failed them time and again. The generation is made up of highly individual people; they are self-commanding, independent individuals who rely on themselves and their peers to get things done.

The new generation, along with the time period in which it is defined, is being labeled differently with each publication. Some are calling this generation “Generation Y” others are calling it the “Millennial” generation. This study looks at a label that is not well known, the “Mosaic generation.” This generation is characterized as being postmodern in views and randomly thought processed individuals. It is a combination of the generations before. With the advancement of technology and the availability of media via the internet, TV, radio, cell phones, PDAs, or MP3 players, Mosaics have minute-by-minute information at their finger tips. Fears of a classmate not showing up due to, not sickness, but rather being shot and killed the night before is all too real a possibility for Mosaics. This generation has grown up in a time of things like Columbine, readily available illegal drugs, gangs, shady White House scandals as well as corporate scandals. Yet they are more understanding and appreciative of diversity. As Lynne Lancaster and David Stillman comment in their book *When Generations Collide*, the one word that will sum up the Mosaic generation will be “realistic” (30).

Ethics

Some literature dealing with ethics focuses on the educational aspects. These studies are consistent in finding a) that businesses and companies are expecting colleges to teach accounting majors the ethics involved in accounting, b) that faculty members are more ethical than their students (keeping with Curren and Harich's studies that found moral behavior improves with age) and, c) that accounting students are just as ethical as other disciplines of study in their opinions, actions, and judgments of ethical dilemmas (Curren and Harich 1996). In their 2003 study of ethical education in accounting, Armstrong, Ketz, and Owsen categorized the literature dealing with education ethics. This literature was then divided into categories using Thorne's Integrated Model of Decision Making. Cohen, Pant and Sharp conducted a study that included gender and areas of discipline as possibly affecting the ethical behavior of accounting students (1998). They found that females generally tend to recognize a questionable situation as being less ethical than do men and that, in their study, accounting students generally recognized a questionable behavior as being less ethical than did other business majors and liberal arts majors. The general conclusion seems to be that ethics, at least at the most basic level, needs to be addressed in the colleges and universities. Students may show less moral character than their professor's, but to an extent, that is to be expected, and overall accounting students are found to be more ethical than other disciplines of study.

Several articles list education as the starting point to ethics training stating that ethics needs to be addressed in the classroom before the individual ever steps foot into a firm. However, a couple of problems come up with this. First, ethics may not necessarily be able to be "taught." Ethics is a personal thing. You either have morals or you don't.

No one can make you make a decision. Decisions lie with individuals and decisions are what drive ethics. Ethics is important to business, but it is individuals that make the decision to be unethical, not the profession itself. How can these people feel they can get away with hurting millions of investors and their investments? It is this idea that spawned the study that follows. It is this idea that the AICPA took and then tried to establish a way to channel the character to provide something that forced the accounting profession to answer for its actions. Thus, the Sarbanes-Oxley Act was born and it was signed into law on July 30, 2002. The Act put more limitations on the firms including the restriction of being either auditor or consultant for a client. Firms can no longer be both. Perhaps this came about due to Anderson's involvement in the Enron cover up. If a firm is auditing its own suggestions, decisions, and actions how can integrity be present? There are also debates about the idea of internal auditors. Is a person really going to tell the company who is paying him/her that the company's financial statements are not up to snuff? These companies have fallen not because of bad products or profit; these companies have fallen because of bad decisions. Individuals run the company. Individuals make the decisions. Richard C. Breeden, Corporate Monitor in the WorldCom scandal, stated, "these persons had to be willing to lie and to distort the truth." Second, society comes back to the fundamental problem. Who is to say what is right and wrong? Where is the ethical line drawn? If there are so many different sets of rules to follow for different religions, different countries, different people, how are we to decide what to follow?

Students in business classes now are beginning to see ethics becoming a major part of their lives. On television, newspapers, in conversations, etc., students are

becoming more aware of the dilemma that ethics presents. This is kind of ironic in the fact that ethical dilemmas are the problem. Why should ethics themselves present a problem? The answer is because no one knows how to deal with it. Ethics is a topic that causes a great amount of discussion and debate. People have their own ideas and opinions of ethics and what it entails. The difficult part of ethics is that there is not one set of “ethical” rules or standards in the world, as shown with modern and post-modern views. Society has its own set of ethics and their ethics are different from ethics set forth by religion. Those ethics differ between religions and then the whole group is different from an individual’s own set of ethics. This diversity makes it very hard to agree on what is morally right and wrong. Managers, it seems today, expect students to come out of college having been taught ethical norms.

Merriam-Webster’s dictionary defines ethics as a “set of moral principles or values; a theory or system of moral values” (Merriam-Webster Online Dictionary). However, there are different views of ethics. Modern ethics involves a “rule based” set of morals. There are definite right and wrong ethical responses no matter the variables involved in a situation. People react to situations by adhering to these rules. Whatever the rule says is right is what will be done. Postmodern ethics is more “situational.” People react to situations based on the facts for that particular situation at that particular time. In post-modern ethics, the ethical response to a problem will vary with the variables that play into a particular situation.

In modernity, it seems that there are set rules of right and wrong. People will respond to a situation with regard to rules-this is the right way, this is the wrong way. One might think that with definite lines of right and wrong, there could be no question as

to whether ethical situations were dealt with fairly. However, more often the not this is not the case. The problem lies not in people not following ethical rules, but people not following the right ethical rules. Society has its own set of rules, they differ from government's rules (sometimes), government usually differs from religion, and all of them may differ from an individual's rules. Yes, we have all grown up being taught right from wrong and a general sense of right from wrong in the legal sense.

There is definitely a conflict between both positions. A modernist will abide by rules in every situation regardless of circumstances. Modernists could be seen as heartless or too rule bound. A post-modernist on the other hand will take each situation in stride and will react according to how he or she *feels* is appropriate. Post-modernists can be seen as wishy-washy or too grey. With regards to the new generation, Busters were the initial post-modernists. Although some of the generation still sides with modern views of thinking, the Buster generation opened the doors into the postmodern thought allowing the Mosaic generation to see it in action.

Academic Integrity

Integrity is what you do when no one is looking. It's doing the right thing for no other reason than it being the right thing. Academic integrity is doing the right thing in regards to academics. This subject has over the years become the topic for much discussion.

It is no surprise that the question of ethics and integrity is being discussed more. Just look at what students are seeing and hearing about everyday, scandals like Enron, WorldCom, and Tyco, infidelity and lying in the Whitehouse, it's no wonder students are falling into ethical traps. Many of the students no longer see things like stealing from the

workplace, not pulling his/her weight in a group project, lying to cover themselves, cheating on an exam, etc., as being unethical. If a person does not think a particular action is wrong, what is going to stop them from doing it? Pressure to get good grades and the “normality” of dishonesty in students has led some studies to suggest that ethics may be a kind of “slippery slope” (Diekhoff 1996). The student may act on a “small” dishonest behavior and from that spiral down into larger ethical blunders. Almost like it’s a line and once that line is crossed, that’s it, integrity cannot be attained again. It may be partially correct, after doing it once (even a small thing) it’s easy to do it again, but it is not a hopeless situation.

So what does all this have to do with academics? Unfortunately, quite a bit, academic dishonesty is on the rise. Nonis and Swift (2001) reported 80% of college students admitting to cheating, an increase of 20% from two years before. It seems as if students are becoming less ethical each year. Business students are being found to have lower ethical standards than do other disciplines (Roig and Ballew 1994) and business faculty are being found to show more leniency toward dishonest behaviors than other disciplines (Stevens, Harris, and Williamson 1994). In their 2001 study of business students, Nonis and Swift also found a positive correlation between cheating in school and cheating in the work field. In other words, students who participate in wrongful, dishonest acts while in college carried the same behavior into the corporate setting.

Estimates of College Cheating

Year	Percent	Source
1941	23%	Drake (1941)
1952	38%	Goldsen (1960)
1960	49%	Goldsen (1960)
1970	55%	Stannard and Bowers (as cited in Baird 1980)
1980	75%	Baird (1980)
1990	91%	ABC's Nightline (Miami University)

Academic integrity is defined by the perceptions of integrity as well as incidents of it. As this new generation goes through college, more incidents of academic dishonesty are occurring. In Nonis and Swift's 1998 study, they found that the percentages of students discovered cheating rose from 40%-60% in 1996 to 80% in 1998 (Nonis and Swift, 2001). With this increase in academic dishonesty, concerns for dishonesty in the workplace climb as well. Studies have shown a positive relation between academic dishonesty and workplace dishonesty (Nonis and Swift, 2001 and Sims, 1993). Sims stated,

“As long as the notion exists that dishonesty is situational in nature or a lack of proper instruction, the widespread problem of academic dishonesty will not be resolved. Human beings, in general, are eager to blame others (instructors who never told them it is wrong) or the environment (everyone is doing it) for their mistakes. What undergraduates really need are adults willing to insist that students take responsibility for their own behaviors and not help them in shunning moral obligations. If students learn, as undergraduates, that dishonesty is not an acceptable alternative, perhaps that attitude will extend into their professional lives come graduation.” (Sims 1993)

Students may be doing more questionable actions within the confines of academics because the faculty the students are under allow them to. Stevens, Harris, and Williamson (1994) found that business faculty (as compared to other disciplines faculty) are more tolerant of business practices that are questionable. David et al. (1990) found that 92% of graduates who had been out of school for several years believed business professors' actions to be one of the most important factors in students' development of ethical standards and values. While referring to high standards of ethical conduct it also referenced enforcing academic standards in the classroom. The faculty that students deal with everyday have a higher impact on their actions than either the faculty member or student may realize.

Hypotheses

We expect to find the Mosaic generation to be post-modern in thought. The Mosaic generation will be characterized by different “shelves” of ethics. In other words, the ethics will be compartmentalized. The ethics a mosaic will show in academics will be different from the ethics shown in the workplace. Those ethics will be different from that in the family, ethics with friends, ethics in church, and so forth. The responses to similar situations in two different contexts (i.e. academic vs. professional) will be different.

Methodology

For this project, we did two different questionnaires, one for the students and one for the faculty. The student questionnaire was a compilation of the questions from Randi Sims 1993 study “The Relationship Between Academic Dishonesty and Unethical Business Practices” and questions Dr. Shepherd and I added dealing with the different “shelves” of ethics. The majority of questions were in a “Have you ever” type form with

yes and no response choices. If the respondent answered yes, three following questions were asked, each dealing with the respondents' reasons for the action and feelings toward the action. (See Appendix A)

The faculty questionnaire was developed by, Yoshi Hamawaki, a student at Abilene Christian University. These questions deal with the faculty's perspective on the rise of cheating in their classes. Most of the questions were open ended and therefore gave the chance for full and complete responses. Unfortunately, we did not receive a sample of responses big enough to include the faculty view on ethics in this paper. (See Appendix B)

Results

The study was conducted in a qualitative manner. Therefore, no significance tests have been run on the data. However, to easily see the differences in responses, we put the data into a quantitative form.

We distributed 100 questionnaires to six summer classes on ACU's campus. 83 questionnaires were returned. Some of the returned questionnaires had not been given to a student, either due to an absence of the student or an excess in amount of questionnaires given to the professor. Of the 72 questionnaires that were actually given to students and filled out, 39 of them were included in this study. Fifteen of the respondents were male and 24 were female while classifications rested largely in upperclassmen. The results of those questionnaires can be found in Appendix C

There are several interesting things to note after looking at the results. The most notable is that the percentage of people answering "yes" to the shelves questions is lower than the percentage of people answering "yes" to other key questions. This leads us to

believe that the “yes” percentage of shelves questions may be understated. When directly asked about perceived differences between home, church, work, and school life the admittance rates were lower than when indirectly asked.

Category	Indirect "Shelves" Questions	Percentage of "Yes" Responses
Shelves:		
#56	Different lives?	41.0%
#57	Clash of lives?	17.9%
#58	Level of faith change?	28.2%
Direct "Shelves" Questions		
Shelves:		
#59	School and Work Difference	7.7%
#60	School and Church Difference	10.3%
#61	School and Family Difference	15.4%
#62	Work and Church Difference	20.5%
#63	Work and Family Difference	20.5%
#64	Church and Family Difference	2.6%

There is an increase in admitted perceived differences in ethics between the school or workplace and family or church. It would be really interesting to see the responses people gave to these questions. If the “ethical” end lies in the workplace and school, maybe it’s because people think that church and family will understand flaws more than school or work. If the “ethical” end lies in the church and with family than they are at work or school, maybe the mindset is one of “I have to look like a good person here.”

Another interesting occurrence, yet not interesting, is evidence showing that people are more likely to steal, cheat, or lie for personal gain more than they are for the gain of another person. In general one would probably concur that people will do more for personal gain, more so than to help another person, but it’s interesting that the results have actually seemed to confirm that.

Category	Personal Gain/ Gain of Others	Percentage of "Yes" Responses
Cheat:		
#8	Looking at someone else's paper	35.9%
#9	Let someone look at your paper	28.2%
Steal:		
#22	Taken office supplies for personal use	35.9%
#25	Taken office supplies for another person's use	0%
Lie:		
#34	Withheld truth to cover personal mistakes	74.4%
#35	Withheld truth to cover another person's mistakes	61.5%

One more interesting discovery deals with some of the more “individual” questions. We looked at a couple of the key questions concerning lying, cheating, and stealing.

Category	Individual Questions	Percentage of "Yes" Responses
Lie:		
#46	Church	56.4%
#2	Academic	43.6%
#43	Home	43.6%
#24	Work	38.5%
Cheat:		
#3	Academic	30.8%
#30	Work	17.9%
Steal:		
#22	Work	35.9%
#40	Home	20.5%
#48	Church	20.5%

The workplace is the last place people are more likely to lie or cheat, but the first place for people to steal from. Taking paper, pens, making copies or phone calls doesn't seem to be as unethical to people as giving a false reason for not showing up or not doing his/her fair share of work. What is really interesting when looking at these set of facts is that people will lie to their pastor before anyone else. Once again, it would be really

interesting to see what was said in the open response sections. This might shed light on people's thought processes. Maybe it's because people feel that church is the most forgiving place and can therefore feel more at ease for fudging a little on reasons for not attending.

In conclusion, after looking at these results it seems that people do show, at least on some level, "shelves" of ethics. When presented with a similar situation in different contexts, people will act differently. The "yes" responses do not outweigh the "no" responses, but there is an underlying precedence of change in behaviors.

Limitations of the Study

Several limitations prohibited this study from being as "sample representative" as it could have been. Monetary resources and time constraints were the biggest. Another limitation to this study is that it was conducted during summer school sessions at a Christian university. The summer session did not offer as wide a variety in classifications and disciplines as a normal semester would. The religious affiliation the university has more than likely has played a role in the responses given in the questionnaires.

Discussion and Future Research

Initial intentions for this study were to include the open ended responses people gave. It would be very interesting to note the responses each person gave as to why they acted in such a way.

Future research should focus more on understanding the Mosaics and then adapting curricula to teach them ethics. The curricula could be used as a kind of guidebook to teaching the students ethics, but in such a way that it will stick with them.

For now, there is not a handbook for teaching ethics to anyone. The Mosaic generation brings with it many unanswered questions as does any new generation. It is not usually until much later in the generation's life that people begin to understand how it works, what it believes, what it does. It is essential for the integrity and sanity of the corporate world to begin trying to understand how these students view academic integrity and ethics. These students are the future of corporate America regardless of their stand on ethics, but if we can understand it now professors can begin adapting their curriculum to attract the postmodern Mosaic generation and save the integrity of corporate America.

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Appendix A
Student Questionnaire

Age: _____

Sex: Male / Female

Status: Freshman / Sophomore / Junior / Senior

Major: _____

1. Have you ever increased the margins or type face to make a term paper seem longer than it really was? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

2. Have you ever told the instructor a false reason for missing class or an exam? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

3. Have you ever done less work than your share in a group project? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

4. Have you ever broken up an individual assignment and worked on it as a group to get an individual grade? Yes / No

If Yes,

- a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

5. Have you ever shared electronic files to reduce workload? Yes / No

If Yes,

- a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

6. Have you ever received the questions for an exam from an unauthorized source prior to taking the exam? Yes / No

If Yes,

- a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

7. Have you ever helped another student by giving him/her the questions to an exam? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No

- c. Do you think it was wrong? Yes / No

8. Have you ever looked at another student's paper during an exam? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No

- c. Do you think it was wrong? Yes / No

9. Have you ever allowed another student to look at your paper during an exam? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No

- c. Do you think it was wrong? Yes / No

10. Have you ever asked another student to take an exam using your name?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

11. Have you ever prepared cheating notes to take to class, but not use them?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

12. Have you ever used cheating notes during an exam? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

13. Have you ever completed an exam for another student? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

14. Have you ever used an electronic device to pass information on quizzes, tests, or exams? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

15. Have you ever used sources for a term paper that were not included in your bibliography? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

16. Have you ever used direct quotes from other source, but not give proper reference? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

17. Have you ever written a single paper and used it for more than one class? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No

- c. Do you think it was wrong? Yes / No

18. Have you ever used someone else's term paper for your class? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No

- c. Do you think it was wrong? Yes / No

19. Have you ever purchased a term paper to turn in as your own? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No

- c. Do you think it was wrong? Yes / No

20. Have you ever written a paper for another student? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No

- c. Do you think it was wrong? Yes / No

21. Have you ever sold a term paper to another student? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

22. Have you ever taken office supplies for your own personal use? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

23. Have you ever photocopied or mailed personal papers? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

24. Have you ever given a false reason for missing work? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

25. Have you ever taken office supplies for other peoples' use? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

26. Have you ever taken merchandise/equipment for your own personal use?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

27. Have you ever reported hours worked different from the actual total?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

28. Have you ever taken long lunches or left early when your supervisor was not present? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

29. Have you ever taken merchandise/equipment to be resold for profit? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

30. Have you ever done less than your share of work in a group project? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

31. Have you ever taken credit for work someone else completed? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

32. Have you ever made long distance personal telephone calls from work?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

33. Have you ever used unethical behaviors to earn a promotion/gain on a sale?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

34. Have you ever withheld the total truth to cover up your own mistakes?

Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it?

Yes / No

c. Do you think it was wrong?

Yes / No

a.

35. Have you ever withheld the total truth to cover up other people's mistakes?

Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it?

Yes / No

c. Do you think it was wrong?

Yes / No

36. Have you ever reported expenses incurred different from the actual total?

Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it?

Yes / No

c. Do you think it was wrong?

Yes / No

37. Have you ever taken money from the company? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

38. Have you ever given preferential treatment to family/friends? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

39. Have you ever completed personal business on company time? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

40. Have you ever taken money or other items from home that was not yours?
Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

41. If you have taken money from home for an activity and asked to return the change, did you keep the change rather than return it? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

42. Have you ever manipulated family members for personal gain? Yes / No

If Yes,

- a. What circumstances led you to the practice?

- b. Did you feel guilty when you did it? Yes / No
c. Do you think it was wrong? Yes / No

43. Have you ever lied to get out of an activity at home? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

44. Have you ever feigned illness to avoid a family activity? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

45. Have you ever given preferential treatment to family members? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

46. Have you ever given a false reason for not attending church? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

47. Have you ever overstated your gifts to the church on your taxes? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

48. Have you ever used church facilities or supplies for personal use? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

49. Have you ever taken unfair advantage of the church staff? (because they have to serve us) Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

50. Have you ever not fulfilled responsibilities at church that you volunteered for?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

51. Have you ever withheld the truth to cover up mistakes made at church?
Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

52. Have you ever given preferential treatment to church members? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

53. Have you ever been involved in church activities for personal gain rather than service? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you did it? Yes / No

c. Do you think it was wrong? Yes / No

54. Is church primarily a social event or religious event for you? Social / Religious

If Social,

a. What circumstances led you to this perception?

b. Do you feel guilty about this perception? Yes / No

c. Do you think it is wrong? Yes / No

55. Why do you go to church?

56. Do you feel you live different lives between church, work, academics, and family? Yes / No

If Yes,

a. What circumstances led you to the practice?

b. Did you feel guilty when you do it? Yes / No

c. Do you think it is wrong? Yes / No

57. Do these lives ever clash and put you in uncomfortable situations where your inconsistencies might be found out? Yes / No

If Yes,

a. What circumstances have led to these situations?

b. Did you feel guilty when it happens? Yes / No

c. Do you think it was wrong? Yes / No

58. Does your level of faith change depending on whom you are with or what your environment holds? Yes / No

If Yes,

a. What circumstances led you to this practice?

b. Did you feel guilty when you do it? Yes / No

c. Do you think it is wrong? Yes / No

59. Is there a difference between your school and workplace ethics? Yes / No
If yes, what is the difference?

60. Is there a difference between your school and church ethics? Yes / No
If yes, what is the difference?

61. Is there a difference between your school and family ethics? Yes / No
If yes, what is the difference?

62. Is there a difference between your workplace and church ethics? Yes / No
If yes, what is the difference?

63. Is there a difference between your workplace and family ethics? Yes / No
If yes, what is the difference?

64. Is there a difference between your church and family ethics? Yes / No
If yes, what is the difference?

Appendix B
Faculty Questionnaire

Age: _____
Male / Female: _____
Title: _____
Areas of teaching: _____

1. Why do you think academic dishonesty is important?

2. Have you had any students cheat in your class('s) before?

3. If you have, please tell me what happened.

4. How did you find out about their cheating?

5. How did you feel about the situation?

6. Can you trust the students again?

7. Why do you think so?

8. Do you think the tolerance of professors help students to regenerate their academic dishonesty?

9. What do you think you can do to avoid the situation?

10. What can be the solution for students to help avoid academic dishonesty?

11. Do you think their academic dishonesty affects their workplace dishonesty in their future?

12. Why do you think so?

13. What can you do for students to help them avoid workplace dishonesty in their future?

14. What is your definition of business ethics?

15. Why do you think business ethics is important?

16. If you have any experiences or stories about business ethics, please tell me about them.

17. What did you think about them?

18. What kind of impact does dishonest behavior in college bring on future behavior in workplace?

19. What kinds of solutions will be effective to solve the business ethics problems?

20. Is there a perceived inconsistency between actual student performance in the area of academic integrity and whole life experiences?

21. What observations have been made by the faculty?

22. What predictors can we look at to gauge future performance?

23. Is there a perceived link to future performance?

24. What class structures and teaching methods have highlighted inconsistencies?

25. Do you see inconsistencies or differences in student ethical standards for school, church, work, and family?

26. What changes in curriculum or content are being made to change the outcome of integrity problems?

27. What are your views on Modern, Post Modern ethics with regard to your student population?

28. Can you associate an ethical perspective with each of your student's perceived ethical performance? Yes / No

If yes, elaborate?

29. Do you see a difference between your student's school and workplace ethics? Yes / No

If yes, what is the difference?

30. Do you see a difference between your student's school and church ethics? Yes / No

If yes, what is the difference?

31. Do you see a difference between student's school and family ethics? Yes / No

If yes, what is the difference?

32. Do you see a difference between student's workplace and church ethics?

Yes / No

If yes, what is the difference?

33. Do you see a difference between student's workplace and family ethics?

Yes / No

If yes, what is the difference?

34. Do you see a difference between your student's church and family ethics?

Yes / No

If yes, what is the difference?

Appendix C

Student Response - Results

#	Part	Question	# Yes	# No	Total	% Yes	% No	Classification
<i>Academic Life</i>								
1	a	Have you ever increased the margins or type face to make a term paper seem longer than it really was?	16	23	39	41.0%	59.0%	Cheat
	b	Did you feel guilty when you did it?	3	13	16	18.8%	81.3%	
	c	Do you think it was wrong?	4	12	16	25.0%	75.0%	
2	a	Have you ever told the instructor a false reason for missing class or an exam?	17	22	39	43.6%	56.4%	Lie
	b	Did you feel guilty when you did it?	14	3	17	82.4%	17.6%	
	c	Do you think it was wrong?	17	0	17	100.0%	0.0%	
3	a	Have you ever done less work than your share in a group project?	12	27	39	30.8%	69.2%	Cheat
	b	Did you feel guilty when you did it?	6	6	12	50.0%	50.0%	
	c	Do you think it was wrong?	6	6	12	50.0%	50.0%	
4	a	Have you ever broken up an individual assignment and worked on it as a group to get an individual grade?	14	25	39	35.9%	64.1%	Cheat
	b	Did you feel guilty when you did it?	5	9	14	35.7%	64.3%	
	c	Do you think it was wrong?	6	8	14	42.9%	57.1%	
5	a	Have you ever shared electronic files to reduce workload?	6	33	39	15.4%	84.6%	Cheat
	b	Did you feel guilty when you did it?	1	5	6	16.7%	83.3%	
	c	Do you think it was wrong?	1	5	6	16.7%	83.3%	
6	a	Have you ever received the questions for an exam from an unauthorized source prior to taking the exam?	6	33	39	15.4%	84.6%	Cheat
	b	Did you feel guilty when you did it?	3	3	6	50.0%	50.0%	
	c	Do you think it was wrong?	6	0	6	100.0%	0.0%	
7	a	Have you ever helped another student by giving him/her the questions to an exam?	18	21	39	46.2%	53.8%	Cheat
	b	Did you feel guilty when you did it?	6	12	18	33.3%	66.7%	
	c	Do you think it was wrong?	8	10	18	44.4%	55.6%	
8	a	Have you ever looked at another student's paper during an exam?	14	25	39	35.9%	64.1%	Cheat
	b	Did you feel guilty when you did it?	12	2	14	85.7%	14.3%	
	c	Do you think it was wrong?	14	0	14	100.0%	0.0%	
9	a	Have you ever allowed another student to look at your paper during an exam?	11	28	39	28.2%	71.8%	Cheat
	b	Did you feel guilty when you did it?	6	5	11	54.5%	45.5%	
	c	Do you think it was wrong?	9	2	11	81.8%	18.2%	

10	a	Have you ever asked another student to take an exam using your name?	0	39	39	0.0%	100.0%	Cheat
	b	Did you feel guilty when you did it?	0	0	0	0.0%	0.0%	
	c	Do you think it was wrong?	0	0	0	0.0%	0.0%	
11	a	Have you ever prepared cheating notes to take to class, but not use them?	10	29	39	25.6%	74.4%	Cheat
	b	Did you feel guilty when you did it?	7	3	10	70.0%	30.0%	
	c	Do you think it was wrong?	7	3	10	70.0%	30.0%	
12	a	Have you ever used cheating notes during an exam?	7	32	39	17.9%	82.1%	Cheat
	b	Did you feel guilty when you did it?	5	2	7	71.4%	28.6%	
	c	Do you think it was wrong?	5	2	7	71.4%	28.6%	
13	a	Have you ever completed an exam for another student?	0	39	39	0.0%	100.0%	Cheat
	b	Did you feel guilty when you did it?	0	0	0	0.0%	0.0%	
	c	Do you think it was wrong?	0	0	0	0.0%	0.0%	
14	a	Have you ever used an electronic device to pass information on quizzes, tests, or exams?	1	38	39	2.6%	97.4%	Cheat
	b	Did you feel guilty when you did it?	1	0	1	100.0%	0.0%	
	c	Do you think it was wrong?	1	0	1	100.0%	0.0%	
15	a	Have you ever used sources for a term paper that were not included in your bibliography?	14	25	39	35.9%	64.1%	Cheat
	b	Did you feel guilty when you did it?	6	8	14	42.9%	57.1%	
	c	Do you think it was wrong?	10	4	14	71.4%	28.6%	
16	a	Have you ever used direct quotes from other source, but not give proper reference?	14	25	39	35.9%	64.1%	Cheat
	b	Did you feel guilty when you did it?	6	8	14	42.9%	57.1%	
	c	Do you think it was wrong?	9	5	14	64.3%	35.7%	
17	a	Have you ever written a single paper and used it for more than one class?	21	18	39	53.8%	46.2%	Cheat
	b	Did you feel guilty when you did it?	5	16	21	23.8%	76.2%	
	c	Do you think it was wrong?	2	19	21	9.5%	90.5%	
18	a	Have you ever used someone else's term paper for your class?	6	33	39	15.4%	84.6%	Cheat
	b	Did you feel guilty when you did it?	2	4	6	33.3%	66.7%	
	c	Do you think it was wrong?	5	1	6	83.3%	16.7%	
19	a	Have you ever purchased a term paper to turn in as your own?	1	38	39	2.6%	97.4%	Cheat
	b	Did you feel guilty when you did it?	0	1	1	0.0%	100.0%	
	c	Do you think it was wrong?	1	0	1	100.0%	0.0%	
20	a	Have you ever written a paper for another student?	7	32	39	17.9%	82.1%	Cheat
	b	Did you feel guilty when you did it?	3	4	7	42.9%	57.1%	
	c	Do you think it was wrong?	5	2	7	71.4%	28.6%	

21	a	Have you ever sold a term paper to another student?	0	39	39	0.0%	100.0%	Cheat
	b	Did you feel guilty when you did it?	0	0	0	0.0%	0.0%	
	c	Do you think it was wrong?	0	0	0	0.0%	0.0%	
Business Life								
22	a	Have you ever taken office supplies for your own personal use?	14	25	39	35.9%	64.1%	Steal
	b	Did you feel guilty when you did it?	4	10	14	28.6%	71.4%	
	c	Do you think it was wrong?	8	6	14	57.1%	42.9%	
23	a	Have you ever photocopied or mailed personal papers?	5	34	39	12.8%	87.2%	Steal
	b	Did you feel guilty when you did it?	1	4	5	20.0%	80.0%	
	c	Do you think it was wrong?	2	3	5	40.0%	60.0%	
24	a	Have you ever given a false reason for missing work?	15	24	39	38.5%	61.5%	Lie
	b	Did you feel guilty when you did it?	12	3	15	80.0%	20.0%	
	c	Do you think it was wrong?	11	4	15	73.3%	26.7%	
25	a	Have you ever taken office supplies for other peoples' use?	0	39	39	0.0%	100.0%	Steal
	b	Did you feel guilty when you did it?	0	0	0	0.0%	0.0%	
	c	Do you think it was wrong?	0	0	0	0.0%	0.0%	
26	a	Have you ever taken merchandise/equipment for your own personal use?	7	32	39	17.9%	82.1%	Steal
	b	Did you feel guilty when you did it?	4	3	7	57.1%	42.9%	
	c	Do you think it was wrong?	3	4	7	42.9%	57.1%	
27	a	Have you ever reported hours worked different from the actual total?	6	33	39	15.4%	84.6%	Steal
	b	Did you feel guilty when you did it?	3	3	6	50.0%	50.0%	
	c	Do you think it was wrong?	3	3	6	50.0%	50.0%	
28	a	Have you ever taken long lunches or left early when your supervisor was not present?	13	26	39	33.3%	66.7%	Steal
	b	Did you feel guilty when you did it?	3	10	13	23.1%	76.9%	
	c	Do you think it was wrong?	7	6	13	53.8%	46.2%	
29	a	Have you ever taken merchandise/equipment to be resold for profit?	0	39	39	0.0%	100.0%	Steal
	b	Did you feel guilty when you did it?	0	0	0	0.0%	0.0%	
	c	Do you think it was wrong?	0	0	0	0.0%	0.0%	
30	a	Have you ever done less than your share of work in a group project?	7	32	39	17.9%	82.1%	Cheat
	b	Did you feel guilty when you did it?	2	5	7	28.6%	71.4%	
	c	Do you think it was wrong?	3	4	7	42.9%	57.1%	
31	a	Have you ever taken credit for work someone else completed?	5	34	39	12.8%	87.2%	Cheat
	b	Did you feel guilty when you did it?	2	3	5	40.0%	60.0%	
	c	Do you think it was wrong?	3	2	5	60.0%	40.0%	
32	a	Have you ever made long distance personal telephone calls from work?	6	33	39	15.4%	84.6%	Steal

	b	Did you feel guilty when you did it?	2	4	6	33.3%	66.7%	
	c	Do you think it was wrong?	2	4	6	33.3%	66.7%	
33	a	Have you ever used unethical behaviors to earn a promotion/gain on a sale?	2	37	39	5.1%	94.9%	Cheat
	b	Did you feel guilty when you did it?	1	1	2	50.0%	50.0%	
	c	Do you think it was wrong?	1	1	2	50.0%	50.0%	
34	a	Have you ever withheld the total truth to cover up your own mistakes?	29	10	39	74.4%	25.6%	Lie
	b	Did you feel guilty when you did it?	22	7	29	75.9%	24.1%	
	c	Do you think it was wrong?	23	6	29	79.3%	20.7%	
35	a	Have you ever withheld the total truth to cover up other people's mistakes?	24	15	39	61.5%	38.5%	Lie
	b	Did you feel guilty when you did it?	15	9	24	62.5%	37.5%	
	c	Do you think it was wrong?	16	8	24	66.7%	33.3%	
36	a	Have you ever reported expenses incurred different from the actual total?	3	36	39	7.7%	92.3%	Steal
	b	Did you feel guilty when you did it?	3	0	3	100.0%	0.0%	
	c	Do you think it was wrong?	3	0	3	100.0%	0.0%	
37	a	Have you ever taken money from the company?	1	38	39	2.6%	97.4%	Steal
	b	Did you feel guilty when you did it?	1	0	1	100.0%	0.0%	
	c	Do you think it was wrong?	1	0	1	100.0%	0.0%	
38	a	Have you ever given preferential treatment to family/friends?	16	23	39	41.0%	59.0%	Cheat
	b	Did you feel guilty when you did it?	2	14	16	12.5%	87.5%	
	c	Do you think it was wrong?	5	11	16	31.3%	68.8%	
39	a	Have you ever completed personal business on company time?	20	19	39	51.3%	48.7%	Steal
	b	Did you feel guilty when you did it?	3	17	20	15.0%	85.0%	
	c	Do you think it was wrong?	5	15	20	25.0%	75.0%	
Home Life								
40	a	Have you ever taken money or other items from home that was not yours?	8	31	39	20.5%	79.5%	Steal
	b	Did you feel guilty when you did it?	4	4	8	50.0%	50.0%	
	c	Do you think it was wrong?	4	4	8	50.0%	50.0%	
41	a	If you have taken money from home for an activity and asked to return the change, did you keep the change rather than return it?	10	29	39	25.6%	74.4%	Steal
	b	Did you feel guilty when you did it?	1	9	10	10.0%	90.0%	
	c	Do you think it was wrong?	1	9	10	10.0%	90.0%	
42	a	Have you ever manipulated family members for personal gain?	11	28	39	28.2%	71.8%	Cheat
	b	Did you feel guilty when you did it?	4	7	11	36.4%	63.6%	
	c	Do you think it was wrong?	8	3	11	72.7%	27.3%	
43	a	Have you ever lied to get out of an activity at home?	17	22	39	43.6%	56.4%	Lie

	b	Did you feel guilty when you did it?	11	6	17	64.7%	35.3%	
	c	Do you think it was wrong?	15	2	17	88.2%	11.8%	
44	a	Have you ever feigned illness to avoid a family activity?	6	33	39	15.4%	84.6%	Lie
	b	Did you feel guilty when you did it?	4	2	6	66.7%	33.3%	
	c	Do you think it was wrong?	4	2	6	66.7%	33.3%	
45	a	Have you ever given preferential treatment to family members?	15	24	39	38.5%	61.5%	Cheat
	b	Did you feel guilty when you did it?	6	9	15	40.0%	60.0%	
	c	Do you think it was wrong?	6	9	15	40.0%	60.0%	
Church Life								
46	a	Have you ever given a false reason for not attending church?	22	17	39	56.4%	43.6%	Lie
	b	Did you feel guilty when you did it?	17	5	22	77.3%	22.7%	
	c	Do you think it was wrong?	18	4	22	81.8%	18.2%	
47	a	Have you ever overstated your gifts to the church on your taxes?	0	39	39	0.0%	100.0%	Cheat
	b	Did you feel guilty when you did it?	0	0	0	0.0%	0.0%	
	c	Do you think it was wrong?	0	0	0	0.0%	0.0%	
48	a	Have you ever used church facilities or supplies for personal use?	8	31	39	20.5%	79.5%	Steal
	b	Did you feel guilty when you did it?	0	8	8	0.0%	100.0%	
	c	Do you think it was wrong?	0	8	8	0.0%	100.0%	
49	a	Have you ever taken unfair advantage of the church staff? (because they have to serve us)	0	39	39	0.0%	100.0%	Cheat
	b	Did you feel guilty when you did it?	0	0	0	0.0%	0.0%	
	c	Do you think it was wrong?	0	0	0	0.0%	0.0%	
50	a	Have you ever not fulfilled responsibilities at church that you volunteered for?	5	34	39	12.8%	87.2%	Cheat
	b	Did you feel guilty when you did it?	4	1	5	80.0%	20.0%	
	c	Do you think it was wrong?	3	2	5	60.0%	40.0%	
51	a	Have you ever withheld the truth to cover up mistakes made at church?	3	36	39	7.7%	92.3%	Lie
	b	Did you feel guilty when you did it?	3	0	3	100.0%	0.0%	
	c	Do you think it was wrong?	2	1	3	66.7%	33.3%	
52	a	Have you ever given preferential treatment to church members?	5	34	39	12.8%	87.2%	Cheat
	b	Did you feel guilty when you did it?	1	4	5	20.0%	80.0%	
	c	Do you think it was wrong?	3	2	5	60.0%	40.0%	
53	a	Have you ever been involved in church activities for personal gain rather than service?	8	31	39	20.5%	79.5%	Cheat
	b	Did you feel guilty when you did it?	3	5	8	37.5%	62.5%	
	c	Do you think it was wrong?	3	5	8	37.5%	62.5%	
54	a	Is church primarily a social event or religious event for you?	9	30	39	23.1%	76.9%	Shelves

	b	Did you feel guilty when you did it?	3	6	9	33.3%	66.7%	
	c	Do you think it was wrong?	6	4	10	60.0%	40.0%	
56	a	Do you feel you live different lives between church, work, academics, and family?	16	23	39	41.0%	59.0%	Shelves
	b	Did you feel guilty when you did it?	8	9	17	47.1%	52.9%	
	c	Do you think it was wrong?	10	7	17	58.8%	41.2%	
57	a	Do these lives ever clash and put you in uncomfortable situations where your inconsistencies might be found out?	7	32	39	17.9%	82.1%	Shelves
	b	Did you feel guilty when you did it?	7	0	7	100.0%	0.0%	
	c	Do you think it was wrong?	7	0	7	100.0%	0.0%	
58	a	Does your level of faith change depending on whom you are with or what your environment holds?	11	28	39	28.2%	71.8%	Shelves
	b	Did you feel guilty when you did it?	6	5	11	54.5%	45.5%	
	c	Do you think it was wrong?	7	4	11	63.6%	36.4%	
Academic, Business, Home, and Church Comparisons								
59	59	Is there a difference between your school and workplace ethics?	3	36	39	7.7%	92.3%	Shelves
60	60	Is there a difference between your school and church ethics?	4	35	39	10.3%	89.7%	Shelves
61	61	Is there a difference between your school and family ethics?	6	33	39	15.4%	84.6%	Shelves
62	62	Is there a difference between your workplace and church ethics?	8	31	39	20.5%	79.5%	Shelves
63	63	Is there a difference between your workplace and family ethics?	8	31	39	20.5%	79.5%	Shelves
64	64	Is there a difference between your church and family ethics?	1	38	39	2.6%	97.4%	Shelves

Gender

Male		15
Female		24

Level

Fresh		1
Soph		1
Junior		11
Senior		26

Category	Indirect "Shelves" Questions	Percentage of "Yes" Responses
Shelves:		
#56	Different lives?	41.0
#57	Clash of lives?	17.9
#58	Level of faith change?	28.2
Direct "Shelves" Questions		
Shelves:		
#59	School and Work Difference	7.7
#60	School and Church Difference	10.3
#61	School and Family Difference	15.4
#62	Work and Church Difference	20.5
#63	Work and Family Difference	20.5
#64	Church and Family Difference	2.6
Category	Individual Questions	Percentage of "Yes" Responses
Lie:		
#46	Church	56.4
#2	Academic	43.6
#43	Home	43.6
#24	Work	38.5
Cheat:		
#3	Academic	30.8
#30	Work	17.9
Steal:		
#22	Work	35.9
#40	Home	20.5
#48	Church	20.5
Category	Personal Gain/ Gain of Others	Percentage of "Yes" Responses
Cheat:		
#8	Looking at someone else's paper	35.9
#9	Let someone look at your paper	28.2
Steal:		
#22	Taken office supplies for personal use	35.9
#25	Taken office supplies for another person's use	0
Lie:		
#34	Withheld truth to cover personal mistakes	74.4
#35	Withheld truth to cover another person's mistakes	61.5