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# The glocalization of personal ethical threshold: An extension study on eastern context

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*Abstract: This paper extends the previous study of Debra R Comer and Vega publish at Journal of business ethics in 2008, which investigated 506 students representing eight business schools throughout the United States. Recent study tried to investigate more, in case to Indonesia and Taiwan context. The present study is aimed at finding out whether personal ethical threshold (PET) applies to Indonesian and Taiwanese students. A total of 545 students from Indonesia and Taiwan were involved in the data collection. Confirmatory factor analysis (CFA) was used for factor loading and six fit models were used for measurement of overall fits. Research findings indicate that (1) school status has correlation with ethical thresholds; (2) for Taiwanese students, gender correlates significantly ( $r = 0,56, p = 0,01$ ); and the over-all fit of model is fair (stat).*

*Keywords: personal ethical threshold (PET), individualist cultures, collective cultures, glocalization, business ethics, regional contexts, moral intensity*

## 1. Introduction

Personal Ethical Threshold (PET) is introduced by Debra (2008). It was able to identify factors that could impede moral behavior. Debra's study represents a preliminary investigation of the issues surrounding the application of PET Questionnaire. It is interesting because the background of Debra's study was still limited on business students in USA. It represents the western cultures. Western culture is strong individualist culture (Hofstede, 1980, 1983, Wang 2002). Western philosophers tried to develop universal culture from their origin and tried to be accepted as ethical standard for many modern societies (Izumi, 2006). PET concept has not been applied to non western contexts, especially for those of East Asia where western concepts of moral philosophy fall (Redfern, 2004). There are few global demands on firm recruitment, i.e. recruitment of human resources internationally. And the most critical issue on international recruitment was adjustment of personal ethical standard. It is needed to support the productive interactions between different cultures and limited the negative potentials on interaction effects. Thus, failing on recruitment process will affect on work affectivity within the diverse groups, and will likely find that multinational company success in the foreign country does not meet their expectation (Barker 2000). This issue tend to increase, thus nowadays managers face more complicated situations to prepare their

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employees for oversea assignments. They have to understand and adjust their ethics in cross-cultural contexts (Huang, 2006) by the universal ethics view (Izumi, 2006). These processes and streams in society interaction are a process towards the local/regional and a process towards the global/universal adjustment called Glocalization (Kristensson, 2002). This phenomenon has been addressed in a variety of disciplines (Svensson 2001, Pries 2005, Robertson, 1995).

Previous PET study motivated this study to investigate the different contexts of PET questionnaire applications from western contexts to eastern contexts, from individualist to collectivist cultures (Smith, 2005). Business ethics understanding (Hartman, 2006) and need for ways to learn moral courage are studied in PET (Jablin, 2006). There are some values on ethical business practice. It also encourages more productive interaction adaptations. Debra (2008) study found PET scores are higher for older students, lower for students at northeastern institutions, and unrelated to either gender or major field of study. Previous study also suggested to eliminating or revising the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> for future administrations. Factor analyses of the PET Questionnaire in the current study revealed two dimensions, moral intension and situation pressure. Previous study is based on a convenience sample of schools, and geographic diversity, reported from the larger population of business school undergraduates in the United States. Thus we tried to extend the variety of convenient and geographical situations of school, such as rural or urban ones, and put Debra's (2008) suggestion to revised scenarios. Confirmatory factor analysis (CFA) was used to describe the PET on a different situation as the original study.

We choose Taiwan and Indonesia to represent eastern contexts to explore the PET student identification. We suggest that gender, age, major field of study and a school status, had variety of ethical thresholds.

## 2. Literature Review

### a. Personal Ethical Threshold

Personal Ethical Threshold (PET) concept may help explaining why individuals' moral behavior does not always follow their moral judgment. And it offers an initial step for developing this moral courage in work situations (Comer and Vega, 2005). Individual's PET represents how vulnerable is the individual to situational factors in his or her organization. Someone with a lower PET is predicted to be more susceptible to situational forces that may increase exact costs on one's job or career than is someone with a higher PET (Debra, 2008). Pressures include positive consequences for individuals of crossing their ethical line, as well as the negative consequences for not crossing it.

PET concept does not speak to why some individuals have lower moral awareness, use flawed ethical reasoning processes, and/or subordinate ethical values to other criteria. PET help makes sense of when and why people who are morally sensitive have intact moral judgment, and want to behave morally. The concept can also begin to elucidate why some people are sometimes able to withstand great situational pressures to act in accordance with their morals. Whereas others at other times, fold in the face of slighter external forces, even for the same person did. Given an amount of situational pressure, person will more likely abide by his or her moral standards to the extent of the issue (Jones, 1991; Frey, 2000; Kelley and Elm, 2003; Marshall and Dewe, 1997; May and Pauli, 2002; McDevitt and Van Hise, 2002; Morris and McDonald, 1995; Weber and Wasieleski, 2001).

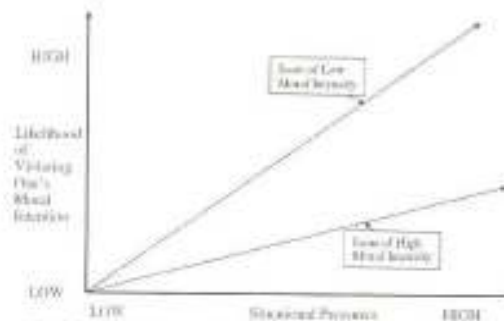


Fig. The moral intensity of an issue represents an individual's perception, whereas situational pressures represent the demands of the situation.

Figure I: Moral intensity.

As Figure I shows, given a more intense moral issue, individuals will be more likely to overcome situational pressures (Roberts, 1984). The slope of the line for an issue of higher moral intensity is less steep than that of an issue of lower moral intensity. It indicates that impact of one's action on others is more substantial; one is less vulnerable to situational pressures. In other words, for a given individual, the PET will be higher for an issue of greater moral intensity. While, the moral intensity of an issue represents an individual's perception of its collective importance, the situational pressure represents the individual's own interests. Indeed, Baumeister and Exline (1999), depicting morality as a set of cultural adaptations designed to allow people to live together, underscore that individuals at times must subordinate their own needs and interests to those of their larger societal unit. When deciding on whether or not to follow what they perceive and value as the moral course of action, individuals may weigh situational pressures and its moral intensity (Vroom, 1964). Situational pressures influenced an individual to act in opposition to personal ethical standards, the individual experiences inconsistency between his or her behavior and attitudes. To reduce the inconsistency, the individual must either lower his or her standards, i.e., alter his or her attitudes as to what constitutes (un)ethical behavior; or re construe the issue as less morally intense, and therefore perceive his or her own behavior as inoffensive. Individuals may convince themselves that behaving at odds with their moral values does not matter much because the moral intensity of the issue at hand is low. So, for instance, it is possible to maintain the attitudes that stealing is wrong by rationalizing that one's employer will not be any worse for wear if one fails to report that a few of one's co-workers occasionally take home company merchandise. Even business ethicists have argued that an individual's moral responsibility is reduced when the consequences of his or her behavior are mild or organizational pressures to behave unethically are high (Jones and Ryan, 1997) or when acting morally would impose a heavy burden (Velasquez, 1992). It is as if we let one another off the proverbial hook in those cases when exigencies are high, invoking a legalistic reasonable person's standard to interpret moral behavior. Unfortunately, as recent research suggests, a focus on rules and legal solutions tends to minimize ethical decision-making skills (Michael, 2006).

#### b. Western PET and Nonwestern Context

There is an increase of interest in the business ethics literature now a days, especially on differences of moral philosophy across countries and cultures, and application of business ethics on ethical decisions or judgments (Jackson et al., 2000; McDonald and Pak, 1996). For

example, a number of studies conducted by Singhapakdi (1999) found significant differences in moral philosophy across national cultures. Singhapakdi et al. (1999) found that South African and American counterparts differences, Attia et al. (1999) founds that Middle Eastern be more idealistic than American one. Singhapakdi et al. (1994) found that Thai people are significantly higher on both Idealism and Relativism than Americans. Lee and Seng (1999) found Korean managers had higher idealism than Americans. Davis et al. (1988) found that Indonesian students were highest relativists than American students. Chinese rely less on "idealistic" concerns than Western counterparts, when making ethical decisions. For example, Whitcomb et al. (1998) found that U.S. students, when making moral decisions, displayed more idealistic concerns, such as a concern for the welfare of others, for the environment and avoiding harm to others, than Chinese students.

It is not surprising that such differences in ethical culture exist even within Asia, given the diversity of cultures within this region, and the dynamic nature of values within any given region. A number of authors have warned against the generalization of "Asian values" in discussions of business ethics, emphasizing the importance of a pluralistic approach to culture in the context of its philosophical roots, and societal and economic development (Kwint, 1999; Liu, 1997; Sen, 1997). Other studies have also tended to support the lack of situation-related considerations in the ethical decision making of Chinese subjects, which is often less concerned with humanitarianism and more couched in self-interest (McDonald and Pak, 1996) or economic considerations such as profit (Lin, 1999).

Thus, to contrast "East" and "West" as though they are opposed to each other is problematic at best and perhaps a more appropriate approach is to examine the values of these "Eastern" countries within their own national and regional contexts. A number of authors have suggested that the Chinese are highly "relativists" in their approach to decision making, that is, there are no moral absolutes and ethical behavior depends on the situation (Dolecheck and Dolecheck, 1987; Hampden-Turner and Trompenaars, 1993; Ralston et al., 1994; Jackson et al., 2000).

Debra's (2008) study found that age has positively correlation to PET score, but gender was not correlated with PET, also PET appears to vary according to the geographical regions. Thus, this study compared western and eastern contexts, with different individualist and collectivist cultures (Smith, 2005). Thus, we predicted ages, gender, region, and major of study have an effect to PET.

### 3. Method

#### a. Participants

The sample in this study consists of 545 students; 52.5% male, 56% public school students, 61.7% are business students, and mean ages are 25.2 years old. First, the 308 Indonesian were local students both from private and public universities. Forty nine point seven percent samples are male, 60.1% from public school students and 74.5% were students of business department. The age of sample ranges from 24 to 26 years, and mean sample ages was 25.1 years. Taiwanese local students sample are 227 students. Fifty six point four percent samples are male, 48.9% from public school and 43.6% were students of business department. The age of sample ranges from 19 to 42 years, and mean sample ages was 25.35 years. The samples screened by students who have taken a business ethic course at school or has been trained on business ethics.

#### b. Scenario

The Scenario was based on Debra's (2008) study including the additional development for situation pressure items. This scenario has been tested by international

students and local students in Indonesia and Taiwan. The questionnaire was translated and back translated into and from local languages. Back translation from local language used to eliminate the confusing on wording. We used 5 scenarios to situation pressure and 5 scenarios to moral intensity. To administer the PET questionnaire, we distributed it to students at each of different universities both private and public ones. First target was limited by business students, and then enlarged to the other majors. Respondents were asked to read the scenarios carefully and respond to the questions as accurately as they could.

### c. Hypothesis Testing

A confirmatory analysis used Factor analysis with maximum likelihood extraction (Costello and Osbourne, 2005; Fabrigar et al., 1999) constructing development questionnaire items. Cronbach's coefficient will be used as the test of questionnaire reliability. Correlation and *t* tests were used to test the response indications. Amos version 7 software was used by this study to evaluate the adequacy of the model of fit (Arbuckle and Wothke 1999, Joreskog and Sorbom 2001, Kelloway 1998, McDonald and Ho 2002, Reykov et al. 1991). Index of fit used were Goodness of fit Index (GFI), Adjustment Goodness of fit Index (AGFI), Comparative fit index (CFI), Norm Fit Index (NFI), Tucker-Lewis coefficient (TLI) and root mean square residual (RMR).

## 4. Results

### a. Descriptive Statistics

Table 1 reports the means for all 10 items in the PET questionnaire. All 10 PET questions had answers spanning the entire range, from the minimum of one to the maximum of four for both Indonesian and Taiwanese students.

Table 1. Mean of PET Questions

Group Statistics					
	country	N	Mean	Std. Deviation	Std. Error Mean
pet1	Taiwan	227	3.53	.843	.056
	Indonesia	318	3.58	.839	.036
pet2	Taiwan	227	3.51	.694	.046
	Indonesia	318	3.61	.619	.032
pet3	Taiwan	227	3.54	.813	.054
	Indonesia	318	3.50	.843	.036
pet4	Taiwan	227	3.41	.806	.054
	Indonesia	318	3.53	.843	.038
pet5	Taiwan	227	3.45	.821	.054
	Indonesia	318	3.62	.887	.034
pet6	Taiwan	227	3.48	.749	.050
	Indonesia	318	3.57	.887	.038
pet7	Taiwan	227	3.53	.698	.046
	Indonesia	318	3.55	.722	.040
pet8	Taiwan	227	3.52	.755	.050
	Indonesia	318	3.50	.762	.043
pet9	Taiwan	227	3.41	.738	.049
	Indonesia	318	3.50	.893	.038
pet10	Taiwan	227	3.47	.730	.048
	Indonesia	318	3.60	.878	.038
PET	Taiwan	227	3.4656	.90717	.03366
	Indonesia	318	3.5711	.88912	.02692

**b. Reliability and Validity Analysis**

The coefficient alpha for the 10 PET items scale is .893 with instrument validities from .538 to .764. Cronbach's alpha within group of school difference was .881 for public school and group of student major difference was .905 private one. 884 for public school and .911 private one; thus there is no difference between groups.

**c. Confirmatory Factor Analysis (CFA)**

Table 2. Factor Analysis of PET Questionnaire Items

Scenario	Two Factor Solution			
	Indonesian Student		Taiwanese Student	
	Factor 1	Factor 2	Factor 1	Factor 2
pet1		.387		
pet2		.790		.740
pet3		.479		.717
pet4		.514		.465
pet5		.856		.612
pet6	.827		.662	
pet7	.865		.517	
pet8	.806		.820	
pet9	.660		.494	
pet10	.587		.443	

The 10 PET items were also factor analyzed using maximum likelihood extraction (Castello and Osborn, 2005; Fabriger et al 1999). For the initial Eigenvalue factor analysis, the first of Indonesian sample student factor has a total of 5.1, and 51.05% accounted variance. The next five factors had a total value of 1.4 and ranging from 14% to 65%, of the variance. A two-factor solution was also attempted (as per the Eigenvalue >1 criterion), using an oblique rotation (Costello and Osbourne, 2005). Table II displays the results of two factor solutions. The solution suggests a moral intensity factor (pet1 to pet5) and a situational pressure factor (pet 6 to pet 10). Based on Tabachnick and Fidell's (2001), it was recommended to employ a criterion of at least 0.32 as the minimum loading for keeping items. This study found factor loads to be consistent with items to each dimension of conceptual PET approach.

For the initial Eigenvalue factor analysis, the first of Taiwanese samples students factor has a total of 4.4 and 44.31% accounted variance. The next five factors had a total value of 1.166 and ranging from 11.657% to 55.967%, of the variance. A two-factor solution was also attempted (as per the Eigenvalue >1 criterion), using an oblique rotation (Costello and Osbourne, 2005). Table II displays the results of two factor solutions. The solution suggests a moral intensity factor (pet2 to pet5) and a situational pressure factor (pet 6 to pet 10).

**d. Overall of Fit**

Multiple fit indices were adopted to evaluate the adequacy of the model of fit (Arbuckle and Wothke 1999, Joreskog and Sorborn 2001, Kelloway 1998, McDonald and Ho 2002, Reykov et al. 1991). The final CFA model showed fair fit. Goodness of model fit statistics were  $\chi^2(df=26)=181.8$ , Goodness of fit Index (GFI)=.876, Adjustment Goodness of fit Index

(AGFI)=.786 , Comparative fit index (CFI) = .902, Norm Fit Index (NFI) = .888, Tucker-Lewis coefficient (TLI)= .864 and root mean square residual (RMR)=.038.

**e. Effect on PET**

Table 3 indicated that only school has positively correlation with PET score. That is Public schools students were more likely to give responses than the private ones, that indicating they would behave morally, in spite of high situation pressure or low moral intensity. This different response was significant ( $p=.045 < .05$ ).

Table 3. Correlation for Indonesian Students

	School	Major	ages	Gender	PET score
School	1				
Major	.275**	1			
Ages	-.132*	-.161**	1		
Gender	-.243**	-.328**	.143*	1	
PET Score	-.112*	-.094	.040	.016	1

\*\* Correlation is significant at the 0.01 level 2-tailed.

? Correlation is significant at the 0.05 level 2-tailed.

Table 4 indicated that school and gender has positively correlation with PET score. That is Public schools students were more likely to give responses than the private ones and also female students were more likely to give responses indicating than the male, indicating that they would behave morally, in spite of high situation pressure or low moral intensity. This different response was significant ( $p < .05$ ).

Table 4. Correlation for Taiwanese Students

Correlations					
	School	major	age	gender	PET
School	1				
Major	.558**	1			
Age	.059	-.160*	1		
gender	-.170*	-.308**	-.014	1	
PET	-.338**	.032	-.036	-.147*	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

? Correlation is significant at the 0.05 level (2-tailed).

Table 5 indicated that school has positively correlation with PET score. That is Public schools students were more likely to give responses than the private ones indicating that they would behave morally, in spite of high situation pressure or low moral intensity. This different response was significant ( $p < .01$ ).

Table 5. Correlation for Indonesia and Taiwan Students

Correlations					
	School	gender	age	major	PET
School	1				
Gender	-.206**	1			
Age	.019	.026	1		
Major	.409**	-.283**	-.102 *	1	
PET	-.217**	-.060	-.025	-.067	1

\*\* Correlation is significant at the 0.01 level 2-tailed.

? Correlation is significant at the 0.05 level 2-tailed.

Table VI showed the different responses of PET between Taiwanese and Indonesia students ( $t=-2.468$ ;  $p=.014<.05$ ). The 3<sup>rd</sup>, 5<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> scenarios are also responded differently between Taiwanese and Indonesia students. However, the other scenarios are not responded differently. Thus, some of different PET cases for Taiwanese and Indonesia students indicate differences in ethics exist even within Asian regions (Koehn, 1999; Lu, 1997; Sen, 1997).

Table 6. *t*-test for Indonesia and Taiwan Students

Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
qsn1	11.903	.001	-.787	543	.432	-.050	.064	-.175	.075
qsn2	6.564	.011	-1.807	543	.071	-.102	.057	-.213	.009
qsn3	33.222	.000	-4.160	543	.000	-.260	.063	-.383	-.137
qsn4	16.944	.000	-1.907	543	.057	-.119	.062	-.241	.004
qsn5	29.549	.000	-2.834	543	.005	-.173	.061	-.293	-.053
qsn6	3.300	.070	-1.354	543	.176	-.085	.062	-.207	.038
qsn7	.330	.566	.026	543	.979	.002	.062	-.120	.123
qsn8	.325	.569	.281	543	.779	.019	.066	-.111	.148
qsn9	1.905	.168	-2.405	543	.017	-.149	.062	-.270	-.027
qsn10	5.610	.018	-2.247	543	.025	-.137	.061	-.256	-.017
PET	5.080	.025	-2.468	543	.014	-.10540	.04271	-.18933	-.02153

\*qsnn = Scenario number

## 5. Conclusion

### a. Discussion

Debra's study (2008), as an initial empirical test of an instrument ethical threshold, assesses the personal ethical threshold. The previous study found that PET scores are higher



for older students and unrelated to either gender or major field of study based upon a convenience sample of schools. This recent study found that gender and major of study has no relation to PET score, and found that PET scores are higher for public school students:

Suggestion of Debra study 2008 is to be eliminate or revise 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> scenario for future administrations of the questionnaire and develop their own questions. This study follows the previous suggestion to revise 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> scenario. The results of this study indicate that the first scenario is suggested to eliminated or revised. The 2<sup>nd</sup> to 10<sup>th</sup> scenarios were accepted on loading factor analysis. Thus, this study has different finding with the previous one. These 10 items that had been tested by CFA found factor load are consistent to each dimension of conceptual PET approach, moral intention and situational pressure. The model has a fairly overall of fit. Thus this model could be able to give contribution on extended to another study for different context of situation such as rural-urban environment of students or schools, school base religion approaches, another specifics student situation, such as disable schools.

**Table 7. Different Means of PET for Western and Eastern Contexts**

	Western context		Eastern context	
	Mean	Std. Deviation	Mean	Std. Deviation
Pet1	2.68	1.14	3.56	.731
Pet2	2.43	0.81	3.57	.652
Pet3	2.62	1.05	3.50	.730
Pet4	1.90	0.77	3.48	.717
Pet5	3.12	0.91	3.55	.708
Pet6	2.62	1.00	3.53	.720
Pet7	3.77	0.70	3.53	.712
Pet8	2.43	1.06	3.50	.760
Pet9	2.74	1.31	3.50	.715
Pet10	3.49	0.84	3.55	.703

As expected, the average mean of scenario is higher for eastern context (Imada and haidth, 1999). It was understandable that ethics would not be able to be applied for all, but only to the same member of one's social environment (Tiandis, 2001). Ethics on collectivism is more contextual (Ma, 1988). The response of PET between Taiwanese and Indonesia students, indicate differently for both on scenario and school status. PET is different in the 3<sup>rd</sup>, 5<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> scenario. And they are also different for public and private school students. Differ responses of PET between Taiwanese and Indonesia students are not surprising. These differences in ethical culture exist even within Asia region (consistent with Koehn, 1999; Lu, 1997; Sen, 1997, McDonald and Pak, 1996 and Lin, 1999). It emphasizes the importance of a pluralistic approach to culture in the context of its philosophical roots, and societal and economic development, and concerned with humanitarianism and more couched in self-interest or economic considerations.

#### **b. Limitation and Future Research Direction**

Notwithstanding these contributions, this study has several limitations. The samples were students who had not enough real experiences on the scenario (Weber, 1990, Dietrich, 1992). It is an open question as to whether these results will generalize to other different occupations (Sims, 2004, Misiewicz, 2007). The researcher invited the other investigators to determine whether the present findings can be transferred in real situations scenario (Dietrich,

1992). The scenario should be adjusted both in western and eastern contexts and on variations of pressure situations. This research would be able to elaborate the ethical threshold effect on work outcomes (O'Reilly 1991, Williams, 1991, Morgeson, 2006), and or mediate between variables (Humphrey, 2007, Johns et al., 1992; Oldham, 1996)

The fairly overall of fit level could be increased by deleting the high mahalanobis value items. Several future research directions are recommended to extend the validity and increase the overall fit level of this PET questionnaire (Marsh 1988, Debra 2008). This study directs to extend on different occupation groups in specific situation.

Finally, although these results support the hypotheses, additional research should be included to measure extra role performance outcomes (O'Reilly 1991, Williams, 1991, Morgeson, 2006, Humphrey, 2007, Johns et al., 1992; Oldham, 1996), explore in more different occupations (Sims, 2004, Misiewicz, 2007), and investigate indication of mediation variables and variety of moderators.

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#### Ethical Threshold Debra, 2008 Suggestion

- Questions in which moral intensity varies, while situational pressures are constant
1. You are an associate management consultant who has just completed an expensive and comprehensive project for a client company. You know you can offer no more service of value to this client and that any further research would be unnecessary and a waste of the client's time and money. However, your superiors, the partners of the consulting firm, insist that this thriving company can afford more research. You believe it would be wrong to undertake any additional research for this client, but the partners, who are very strong willed, are pressuring you. Under what conditions would you voice your objections? to the partners? I would voice my objections to the partners if they asked me to conduct \_\_\_\_\_
    - a. \_\_\_ as many studies as this deep-pocket company can afford
    - b. \_\_\_ one more major project
    - c. \_\_\_ one more minor project
    - d. \_\_\_ any additional project, no matter how small
  2. You believe that lying is wrong, although under objective reasons. But telling the truth sometimes has unpleasant for others. If you are on condition to tell lies, what conditions you'd prefer to tell lies
    - a. Lies on falsify a financial documents with do everything the boss instructions
    - b. Lies on conceal the rejecting product, under certain circumstances, cause injuries with did nothing and no complying to the boss for the reject product were published.
    - c. Because of I have already work hard during years, sometimes is ok to calling in sick when I was feeling fine to absent on job
    - d. Telling no ideas on the missing a computer set at office, when I know the other employee need it to bring at home finishing his own business.

3. You are a junior employee on your company. New junior employee recently joined on your division at any moments, you know his behaviors acrid the other employee frequently. You want to tell him about it without hurting him. Under what conditions would you express your feeling to him? I would express my feeling if he....
  - a. Tell about each group will always exist the antagonist person.
  - b. Commented the he did not like working with acrid personal
  - c. Remarking behavior of our peers
  - d. Tell me acrid employee jokes at a group of work
  
4. if you are a supervisor in a certain company, at the time before you conduct meeting, inside the meeting room you heard your team discussing one of your subordinate which is have not present yet. They tell each other that your subordinate was often late on work and disappear many times at working hours. But actually you are already apply him to be promoted for increasing his compensation. On your interview for merit pay increasing, you will told him that the promotion will be continued if he will never.....
  - a. absent for 3 months
  - b. absent for 2 months
  - c. absent for 1 months
  - d. late on work
  
5. You are a salesperson at a small fitness club for women. You found out just last week that the gym's owners have been losing money for some time and have decided to close within the next few weeks. The members have no clue; in fact, the locker room has just been renovated. You've been instructed to continue signing up any new members and renewing current memberships, in order to conceal the imminent closing and to generate cash. You do not want to alienate the owners, who are well connected and have already arranged for you to get a job at a larger club. On the other hand, you know it is not right to deceive people and sell them worthless memberships. Under what conditions would you tell the truth to someone asking to purchase a new or renewed membership? I would tell the truth to someone who asked to purchase \_\_\_\_\_.
  - a. \_\_\_ an annual membership for \$750
  - b. \_\_\_ a six-month membership for \$400
  - c. \_\_\_ a three-month membership for \$250
  - d. \_\_\_ a one-month membership for \$100

Questions in which situational pressure varies, while moral intensity is constant

6. You are a student and also a lecturer assistant on your college. As an assistant, you have many research project works to do and have to finish on time. You are paid for those jobs. As an assistant you are working with 5 other ones on group. While you are finishing you project report, which is reported two days after, you remember that at the same time you have a mid exam for one of your course. You know that you have no time to finish you report and preparing your mid exam in the same time. If you prefer to prepare the mid exam, you will load your peer assistant to finish your job. Will you prepare your mid exam?
  - a. Yes, I'd call in sick even if my mid exam were worth only 10% of my course grade
  - b. Yes, I'd call in sick even if my mid exam were worth only 25% of my course grade
  - c. Yes, I'd call in sick even if my mid exam were worth only 40% of my course grade
  - d. No, no matter how much my mid exam worth, I would finished my project report

7. You are anxious about an upcoming interview for a managerial position within your company. The new position would be a real break, with exciting challenges and a substantial salary increase. Your qualifications are very strong, but you face tough competition from Sam Warren, your chief rival for the position. Sam, whom you find unbearably arrogant, is much less competent than you, but more skilled at flattering people in high places. Early on the morning of the interviews, you find a note on Sam's desk, indicating that his interview has been moved up by one hour. You believe it would be wrong to destroy the note. But you know that the interviewer, who takes pride in being a real stickler for punctuality and has no patience for excuses, would hold it against Sam in a big way if he missed the interview. This would help clinch the job for you. The office is empty, so nobody would ever know if you took the note. What would you do?
- I'd destroy the note to increase my chances of getting this great job.
  - I'd destroy the note, but only if I needed the salary increase to pay for home renovations.
  - I'd destroy the note, but only if I needed the salary increase because one of my family members had been laid off unexpectedly and we needed to pay off mounting household bills.
  - I'd leave the note where I found it, no matter what.
8. You are the newest junior analyst at Kesnero Securities, covering the automobile industry. With a double-major in finance and economics and a passion for cars, you couldn't be happier with your job. After conducting a thorough analysis of a major automobile manufacturer, you report that customer orders have been softening and recommend a "hold" rating on the company's stock. An executive from the automobile manufacturer phones you to complain about your neutral rating. He tells you that if you don't upgrade it to something more favorable, he will thwart your future attempts to do research at his company. Lying would go against your value system, but, on the other hand, you don't want to anger your boss, who prefers analysts who don't make waves. Would you upgrade your rating?
- Yes. I'd upgrade my rating.
  - No. I wouldn't upgrade my rating, even if it meant angering my boss for losing access to a company.
  - No. I wouldn't upgrade my rating, even if it meant my performance ratings would suffer enough to jeopardize my year-end bonus.
  - No. I wouldn't upgrade my rating, even if it meant I'd end up being fired.
9. You have applied to graduate school to work toward your master's degree in engineering. The faculty member heading the admissions committee calls to congratulate you upon your acceptance. She invites you to consider pursuing your Ph.D. Your plan is to acquire your master's, then go to law school, and become a patent attorney. You have absolutely no interest in or use for a doctorate in engineering. However, as a doctoral student, your tuition would be waived, and you would even receive a small stipend, whereas you would have to pay full tuition as a student in the terminal one-year master's program to which you applied. You could enter the doctoral program and leave after completing your master's, but you know this would be deceitful and wrong. Still, this would save you several thousands of dollars. Would you accept the offer to enter the doctoral program, and then leave after completing your master's?
- Yes. In order to save the cost of tuition I'd accept the offer to enter the doctoral program and leave after finishing my master's degree. Taking an opportunity to save money is good common sense.

- b. \_\_\_ Yes. I would accept the offer, if I had to repay thousands of dollars of outstanding student loans I'd accumulated to go to college.
  - c. \_\_\_ Yes. I would accept the offer, if I had to repay thousands of dollars of outstanding student loans I'd accumulated to go to college and I planned to borrow more money to go to law school after completing my master's.
  - d. \_\_\_ No. I would sincerely thank the admissions committee for the offer, but I'd tell them that a Ph.D. doesn't fit my career goals.
10. You are a scientist at a major pharmaceutical concern. The clinical trials research you have just completed provides compelling evidence that a new diet medication may cause severe liver problems in a substantial percentage of patients. Because sale of the medication promises to generate handsome revenues for your company, the head of your division has asked you to massage your data. You know that it is wrong to keep a dangerous product on the market, especially when many of the individuals taking the diet medication are only moderately overweight; they do not have life-threatening obesity and would most likely be better off changing their diets and exercising. What would you do?
- a. \_\_\_ I'd falsify the data. At times it's necessary to go along to get along at work.
  - b. \_\_\_ I would not falsify the data even if it meant getting on my boss's bad side.
  - c. \_\_\_ I would not falsify the data even if it meant being passed over for a deserved promotion.
  - d. \_\_\_ I would not falsify the data even if it meant losing my job.