
Will They or Won't They? Exploring Ethical Judgment, Gender, Age, Geographic Region, and Behavioral Intent

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Abstract

The unethical use of information technology and information resources continues to be an important research topic. Understanding individual differences that may impact decision making in an ethical dilemma is valuable not only to educators, but to practicing managers as well. In this study, we use logistic regression analysis to explore the relationship between an individual's behavioral intent and their judgment of the ethicality of a scenario. We also consider gender, age, and geographic region as possible predictors of intent. Results indicate that for all scenarios, behavioral intent was lower the more unethical a scenario was judged. Results also show that in some instances, women were less likely than men and U.S. students were less likely than European students to commit an unethical act. Age was not a significant predictor of behavioral intent. These results inform educators and practitioners of key ethics topics that need continued and improved attention both in curriculums and in the workplace.

Keywords: ethical decision making, IT ethics, ethical judgment, behavioral intent, gender, cross-cultural

1. INTRODUCTION

Ethical issues in the information technology (IT) field such as piracy, privacy, misuse of information resources, and computer crimes such as fraud are of global concern. As IT rapidly advances, it seems that new ways of misusing IT appear just as rapidly. While not all misuse of IT is illegal, most can be considered unethical. As academics and educators, we are interested in what can be done to prevent or deter individuals from committing unethical acts. Understanding factors that influence ethical behavior intentions

can aid educators in preparing and updating ethics topics in the curriculum.

This article presents the results of a survey of undergraduate IT students from the U.S. and three European countries. The survey asked the students to judge the ethicality of various IT-related practices and to report their behavioral intentions should they encounter such a situation. The study investigates several factors and their relationships to an individual's intention to behave ethically. Specifically we consider the ethicality rating of the act, and the

gender, age, and geographic region of the study participant.

2. LITERATURE AND HYPOTHESES

Numerous studies have considered ethical decision making, specifically exploring influences on a person's decision to act ethically or unethically given a scenario. Prior to making a decision to act, individuals make some ethical judgment about the situation or dilemma he or she is facing. For this research, we borrow the definition of ethical judgment from Sparks and Pan, "...an individual's personal evaluation of the degree to which some behavior or course of action is ethical or unethical." (2010, p. 409)

Early work by Banerjee, Cronan, and Jones (1998) found that a person's evaluation of a behavior was not significant in explaining their own behavioral intent. However, more recent studies have considered the severity or importance of the ethical dilemma and found that the more severe individuals judged the dilemma, the less likely they were to choose to take the same action. The severity of an act is usually gauged by the potential loss or gain, the number of parties affected, societal norms, criminal or civil laws against the act, organizational policies on the act, and the explicit intention to cause harm or loss (Chung & Khan, 2008). Much of this research has been based on theories such as the Theory of Reasoned Action (Ajzen & Fishbein, 1969), Theory of Planned Behavior (Ajzen, 1985), or Kohlberg's (1969) and Rest's (1986) models of moral development. For example, Celuch and Dill (2011) and Cherry (2006) found that the intention to engage or not engage in an act was significantly related to a person's judgment of the ethicality of the act. Specific to the IT context, Leonard, Cronan, and Kreie (2004) and Haines and Leonard (2007) found similar results.

In the current study, we were interested in validating the premise that the more severe an act is judged, the less likely the person is to commit that same act. Hence Hypothesis 1 follows:

H1: Intention to behave ethically in IT-related scenarios is significantly influenced by an individual's ethical judgment of the scenario.

Several studies have considered the influence of gender on ethical decision making and results are mixed. Some research found varied results

in the relationship between gender and ethical judgments (Athey, 1993; Kreie & Cronan, 1998; Vitell, 2003; Wood & Glass, 1995). However, Kreie and Cronan (2000) found that significantly more women than men would not engage in unethical acts described in IT-related scenarios. Leonard et al. (2004) also found that gender significantly influenced behavioral intention. Haines and Leonard stated that of all the variables they explored, "gender seems to have the most profound effect on ethical decision-making" (2007, p. 14) and the relationship between ethical judgment and behavioral intent was significantly higher for women than for men. Moores and Chang (2006), however, found no significant difference between male and female students in a relationship between the judgment of a situation and the intention to engage in software piracy. Siponen and Vartiainen (2005) found similar results in a study of Finnish students and software piracy. More recently, Peslak (2008) found that females were more strongly opposed to IT-related unethical situations than males.

Although study results are mixed, we formulated Hypothesis 2 as follows:

H2: Intention to behave ethically in IT-related scenarios is significantly influenced by gender.

Studies that consider age in ethical decision making are not as numerous as for other factors. Leonard et al. (2004) found that age significantly influenced the intention to behave or not behave ethically. Peslak (2008) found that older individuals were more opposed to unethical acts than younger individuals. Specific to piracy, Moores and Chang (2006) found that for older individuals, judgment of an ethical situation strongly related to behavioral intention. However, in younger individuals, judgment had limited influence.

After reviewing the available literature, Hypothesis 3 was developed as follows:

H3: Intention to behave ethically in IT-related scenarios is significantly influenced by age.

Previous research has also focused on the differences in ethical decision making across cultures or nations, with recent research documenting the presence of these differences (c.f. Ahmed, Kung Young, & Eichenseher, 2003; Blodgett, Long-Chuan, Rose, & Vitell, 2001; Sims, 2006; Westerman, Beekun, Stedham, &

Yamamura, 2007). Ford and Richardson (1994), Loe, Ferrell, and Mansfield (2000), and O'Fallon and Butterfield (2005) have written reviews of the empirical literature on ethical decision making which include discussions of cultural influences. The majority of this research has concluded that culture does effect one's ethical actions. However, statistically supported studies conducted in Europe are rare. Specific to IT scenarios, Whitman, Townsend, and Hendrickson (1999) found that among students surveyed from eight countries including the U.S. and some European countries, there was general agreement about what constitutes acceptable behavior in terms of copyright infringement, illicit computer use such as hacking and viruses, and the misuse of corporate resources. However, in exploring specific scenarios, the researchers found that the American students were less tolerant of copyright infringement than most other countries in the study. Siponen and Vartiainen (2005) studied software piracy with Finnish students, but did not make comparisons to any other cultures. An earlier analysis of the data in the current study indicated U.S. students rated some scenarios as more unethical than their European counterparts (Martin & Woodward, 2011). Based on the limited available literature, we formulated Hypothesis 4 as follows:

H4: Intention to behave ethically in IT-related scenarios is significantly influenced by geographic region.

3. METHODOLOGY

Ethical dilemma scenarios have been widely used to explore ethical decision making among business managers (Lovinsky, Trevino, & Jacobs, 2007). The current study utilized and enhanced scenarios that have been adapted from prior research (Harris, 2000; Paradice, 1990).

The survey for this study contained 22 scenarios with two of the scenarios from more than one person's perspective for a total of 24 items. The detailed wording of the scenarios was published as part of earlier study (Woodward, Davis, & Hodis, 2007). These scenarios were used to evaluate students' ethical judgment of various situations. In the scenarios, an anonymous individual was presented with a situation and was required to make a choice for a particular action. The students were asked to evaluate the given individual's response to the situations presented. They were to mark a scale number

indicating whether they felt the individual's actions were ethical (0), acceptable (1), questionable (2), unethical (3), or a computer crime (4). The descriptors of the scale are described as:

- Ethical - There is no question that the action is correct in every sense of the word. Ethically, morally, and legally, this is proper behavior.
- Acceptable - The action is acceptable to you, although you may have some doubts due to morals or other beliefs.
- Questionable - There is some question as to the moral or ethical aspects of the action. The action truly belongs in the "gray area" of human behavior.
- Unethical - The action is contrary to moral and ethical standards, although not a crime. This is truly unacceptable behavior.
- Computer Crime - The action is unethical and illegal, and the person responsible should be prosecuted for a criminal act (Harris, 2000).

To further understand the ethical decision making of IT students, a second type of question was presented in the survey. The first type of question, just described, asked students to judge the ethicality of the scenarios according to the scale above. The second type of question addressed behavioral intent, and asked the students if they would act similarly to the individual in the scenario if they found themselves in the same situation. Descriptions of the scenarios, along with a short title for each, are provided in Appendix A.

The survey was administered to a total of 373 undergraduate IT students during the fall of 2008. One hundred forty-four students were from a U.S. Midwestern university; 44 were from a British university; 51 were from a German university; and 80 were from an Italian university. The survey instrument was translated into both German and Italian. The purpose and procedures of the survey were explained to the students by the same faculty member for all sites. The students participated voluntarily and were ensured of the confidentiality of their responses, and all surveys were completed anonymously.

Of the total sample, 20% were female students (N=71) and 80% were male students (N=284). Eighteen students did not report gender. The

gender breakdown by region is shown in Table 1.

Table 1. Gender by Region

	U.S.	Europe	Total
Male	148	136	284
%within region	77.9%	82.4%	80.0%
Female	42	29	71
%within region	22.1%	17.6%	20.0%
Total	190	165	355

The age of respondents ranged from 18 to 55 years, and the average age for the sample was 23.5 years. The sample was skewed with the median age 22 and 77.4% of the total sample age 24 or younger. Twenty-four students did not report age. The age breakdown by region is shown in Table 2.

Table 2. Age by Region

Age	U.S.	Europe	Total	Cum. %
18	0	4	4	1.1
19	13	14	27	8.9
20	15	27	42	20.9
21	40	18	58	37.5
22	34	30	64	55.9
23	26	23	49	69.9
24	16	10	26	77.4
25	7	9	16	81.9
26	4	6	10	84.8
27	8	5	13	88.5
28	2	5	7	90.5
29	4	3	7	92.6
30	2	1	3	93.4
31	1	0	1	93.7
32	3	1	4	94.8
36	2	0	2	95.4
37	2	1	3	96.3
38	1	0	1	96.6
39	3	2	5	98.0
40	1	0	1	98.3
42	2	0	2	98.9
45	2	0	2	99.4
50	1	0	1	99.7
55	1	0	1	100.0
Total	190	159	349	

Exploratory analysis of the data began by identifying the mean ethical judgment rating of the 24 scenarios for all respondents. Mean comparisons between U.S. and European students were reported earlier by Martin and Woodward (2011). The scenarios were rated on a scale of 0 to 4. Zero was considered ethical and the end range of 4 was considered a computer crime. Table 3 displays the scenarios in descending mean rating order. Scenarios listed higher in the table were rated as more

unethical than scenarios listed lower in the table. Table 3 also shows the overall percentage of students that indicated they would commit the same act.

Table 3. Mean Ethical Rating of Scenarios

	N	Mean	Std. Dev.	% Yes
Release shareware virus	366	3.4536	0.91068	9
Use trademark w/o permission	359	3.3106	0.87264	6.1
Make and sell music CD	358	3.1089	1.03001	29.2
Change class data	321	3.1059	0.71239	10.4
Fail to report program error	368	2.9457	0.79664	11.7
Create website to collect personal data	360	2.7861	0.96243	18.2
Change bank account status	372	2.6801	1.20078	36.2
Send email SPAM	367	2.6757	0.96724	11.2
Access payroll records	365	2.6384	1.02478	31.3
View porn sites at work	355	2.5577	0.91991	13.8
Spread virus for test	368	2.3043	1.1741	31.7
Use company PC for second job	363	2.3003	0.94645	42.5
Create database of criminal charges	356	2.2163	1.11374	31.5
Share password	368	2.1848	0.95603	40.6
Refuse to register shareware	369	2.1274	1.03343	72.5
Use company PC for offshore gambling	361	2.1247	1.15156	40.8
Send critical email	364	2.0495	0.84812	32.2
Generate inaccurate data	366	2.0437	1.18588	51.9
Reprimand SPAM sender	365	1.8301	1.31503	53.7
Fire porn site user	360	1.6917	1.20904	51.5
Review critical email	371	1.6819	1.10094	46.7
Copy program for work at home	367	1.5559	1.10216	78.6
Copy program for secretary	368	1.5462	1.10881	84.3
Copy program for backup	368	0.8424	0.98054	93.5

To address our hypotheses, 24 binary logistic regressions were performed, one for each scenario. Logistic regression is recommended when the dependent variable is categorical since a categorical dependent variable usually violates the assumptions of linearity and normality. Logistic regression differs from linear regression in that it predicts the *probability* of Y occurring, given known values of X, by applying the logit transformation to the dependent variable. In the

current study, the dependent variable is a categorical (yes/no) response indicating whether or not the participant would take the same action as the individual described in the scenario. Either categorical or continuous variables may be utilized as predictors in the logistic regression model. For this study, four predictors were included based on the hypotheses formulated: the ethicality rating of the scenario (ER), gender (GEN), age (AGE), and geographic region (REG).

The general logistic regression equation follows:

$$P(Y) = 1/1 + e^{-Z} \quad (1)$$

where $e = 2.71828$, the base of the system of natural logarithms and

$$Z = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4. \quad (2)$$

For this analysis, $P(Y)$ is the probability of answering yes, β_0 is the Y intercept, β_s are regression coefficients, and X_s are the set of predictors, ER, GEN, AGE, and REG. The dependent variable was coded as yes = 1 and no = 0. For gender, male = 1 and female = 0, and for region, U.S. = 1 and Europe = 0. Age was reported as a continuous variable. A separate model was created for each of the 24 scenarios. The data were analyzed using SPSS Version 19 software.

4. RESULTS

Several values are important in the interpretation of logistic regression. The first is the overall evaluation of the logistic model which is reported as the Hosmer-Lemeshow (H-L) goodness-of-fit test. If the model is well fitted to the data, the H-L test will be non-significant. Each of the individual predictors in a particular model is evaluated with the Wald statistic. If the Wald statistic is significant, the variable is making a significant contribution in predicting the outcome. Another crucial value is $exp(B)$ in SPSS output. $Exp(\beta)$ represents the change in odds resulting from a unit change in the predictor.

Of the 24 models analyzed, four failed the overall goodness-of-fit test with the H-L statistic significant ($p < .05$). These scenarios are annotated in Appendix A.

For the remaining 20 models, as predicted in $H1$, the judged ethicality rating of the scenario was

significant ($p \leq .001$) in predicting the probability of the participant indicating they would take the same action as described in the scenario. Additionally, all 20 $exp(\beta)$ values which represent the odds ratios were less than 1, indicating that as the rating increased, or the act was viewed as more unethical, the odds of the participant taking a similar action decreased.

In 10 of the 20 models, gender or geographic region was significant in predicting the probability of a 'yes' answer. Age was not a significant predictor in any of the 20 models. To conserve space, only results for the 10 models of interest are discussed. Due to the size of the table, the regression results for the 10 models are included as Appendix B.

Gender was a significant predictor of outcomes in five scenarios: 1) change bank account status, 2) refuse to register shareware, 3) change class data, 4) share password, and 5) use company PC for second job. In the share password scenario, because the coefficient is negative (-.821), women were more likely than men to share a password with a friend. In the other four scenarios, males were more likely than females to take similar actions. Looking more closely at the results, the odds ratio ($exp(\beta)$) shows that men were more than twice as likely than women to change bank account status, refuse to register shareware, and use a company PC for a second job. Males were more than five times likely to change class data.

Geographic region was a significant predictor in five scenarios: 1) generate inaccurate data, 2) create database of criminal charges, 3) create website to collect personal data, 4) view porn sites at work, and 5) make and sell music CD. U.S. students were more than twice as likely to make and sell a music CD. In the other four scenarios, European students were more likely than U.S. students to take the same actions, albeit with lower than .5 odds ratios.

5. DISCUSSION

Our results strongly support $H1$ of this study as well as previous research linking the severity of an act to an individual's behavioral intent about that act. Although it seems logical that the more unethical an act is viewed, the less likely people are to engage in it, unethical activities occur all the time. Even within the current study, Table 3 displays a few surprising results. For example, to make and sell a music CD was rated a 3.1,

between unethical and computer crime. Yet 29.2% of the study respondents indicated they would commit this act. Changing one's bank account status was rated between questionable and unethical, but 36.2% of participants stated they would take the same action. The value of this and similar research is that it allows us to explore these types of intricacies of decision making related to IT ethics. We cannot assume that because individuals, in general, view an act as unethical that they will not commit the act themselves. Therefore, it is important that as educators we utilize these findings to inform our teaching.

Our results regarding gender should be interpreted as mixed and support for *H2* as partial. In five of 24 total scenarios gender influenced outcomes. In four of the five scenarios, men were more likely than women to indicate intent to commit an unethical act. The scenarios included changing class data, changing bank account status, using a company PC for a second job, and refusing to register shareware. Haines and Leonard (2007) found that women tend to have a more negative attitude than men toward improper behavior, perhaps contributing to the more than double odds ratios for these four scenarios. In only one of the five scenarios, women were more likely than men to share a password. This finding is contrary to most published studies. Others have usually found no differences or women generally acting more ethically than men. Enrollments in IT, computer science and related fields tend to be male dominated, so it is concerning that males in multiple studies show a higher tendency toward unethical acts. Our findings can aid educators in these majors in preparing students for a variety of potential ethical dilemmas. Results from this study and others can be used to stimulate discussion about the types of dilemmas IT students and professionals may face and encourage examination of gender differences.

Contrary to a few studies, our results do not support age-related impacts on ethical behavioral intentions. *H3* was not supported. It should be noted that the distribution of ages in our sample was quite skewed. It is possible that effects were not measurable given the majority of our respondents were age 24 or younger. This data can be further analyzed for age effects by treating age as a categorical variable representing ranges rather than as a continuous measure. Additionally, future studies might

survey working IT professionals to include a more balanced age range of respondents.

Our final hypothesis addressed geographic region, similar to but not the same as national culture. Due to a limited sample size from each of three European countries, we chose to combine the data and treat it as one geographic region. Our results showed that geographic region was important for predicting outcomes in five scenarios reflecting partial support for *H4*. U.S. respondents were more than 2.5 times likely than their European counterparts to make and sell a music CD even though the act was rated as the third most unethical in Table 3. Much research has been conducted about piracy in the music industry and the general conclusion is that while students in particular may understand the act is wrong, the majority of them would still recommend committing the same act (Altschuller & Benbunan-Fich, 2009). Altschuller and Benbunan-Fich compare music downloading with the prohibition and suggest that the quandary will not be resolved until laws change and/or new business models emerge to "bridge the gap between legality and reality". (2009, p. 55). In the meantime, these findings reinforce the need to continue to actively engage students in discussions of the issues involved in music downloading.

In four of the five scenarios, European students were more likely than U.S. to indicate the intent to act unethically. These scenarios included creating a website to collect personal data, creating a database of criminal charges, generating inaccurate data, and viewing porn sites at work. It should be noted that the odds ratios were all less than .5 for these four scenarios. This indicates that while region was a significant predictor, European students were less than .5 times more likely than U.S. students to commit the acts. Differences in cultural and organizational norms could account for these differences, but further research is necessary to be certain. For example, norms regarding following the orders of superiors might explain the results in three of the four scenarios. It might be more commonplace in other countries to follow the directions of superiors even if a questionable or unethical act is requested. Regarding the viewing of porn sites on company computers, this practice might be a more acceptable behavior in cultures outside the U.S. Future studies could incorporate more data about the norms of the countries or cultures participating in the research.

6. IMPLICATIONS

This study, like most, is subject to limitations. Most of these are associated with the convenience sample. The number of women in the study (N=71) comprised only 20% of the sample. Although the sample size was appropriate for logistic regression, future studies should strive to include a greater overall sample size. The range of ages was also skewed toward younger students. As such, our non-support for *H3* might be questionable. Future studies should include a more normal distribution of ages such as found in the workplace. Also, due to the limited number of available participants from the British, German, and Italian universities, the responses were pooled. Future studies should attempt to gather a greater number of responses from all countries participating in the research to further delineate particular differences in responses.

Nonetheless, even given its limitations, this study has produced valuable insights. For educators and practitioners, our results highlight areas that require focused attention. First, the acceptance of acts such as music piracy by diverse groups reinforces the need to continually educate students and working professionals about the unethicity of such acts.

Second, regarding gender, IT areas in both universities and organizations tend to be male-dominated populations. Our study, along with others, has shown that men admit to greater tendencies to commit unethical acts. Again, there is a need to continuously educate and discuss ethical issues both in the curriculum and in the workplace.

Finally, the geographic region an individual lives and works in appears to influence the intention to behave unethically. Because globalization continues to expand, we will more often interact with individuals of different backgrounds. Both academics and managers will need to understand that there are potential differences in how different individuals view the ethicality of some situations. Open discussions should be incited and encouraged.

7. CONCLUSION

Overall, this study confirms findings of several earlier studies linking ethical judgment, gender, and geographic region to behavioral intent. Our results indicate that especially regarding gender,

age, and geographic region, there are intricacies that need to be more deeply explored. Possibly based on the type of ethical scenario confronted, different groups (i.e. women/men or younger/older, U.S./European) may react differently. We cannot paint all ethical dilemmas with the same brush. As such, future research should attempt to identify broader concepts and categories of ethical dilemmas.

As educators and practitioners, we must be diligent in striving to understand the types and drivers of unethical acts and combatting such acts through education and open discussion.

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APPENDIX A

Ethical Scenario	Short Name	Notes
A manager of a company reviews email messages sent by subordinates. Policy states that the system is not to be used for private purposes. When he finds an employee sending messages critical of management, the manager reprimands him.	Review critical email	
An employee sends email messages critical of management even though company policy states that email is to be used only for company business and may be reviewed by managers.	Send critical email	
A bank employee realizes he has accidentally overdrawn his checking account and will have to pay \$25 for overdrawn checks. He changes his account status until he makes a deposit so that no overdraft fees will be assessed.	Change bank account status	
A man downloads a shareware program which requires anyone using it to register and pay a small fee. He uses the program daily and decides not to register his use since no one will ever know.	Refuse to register software	
A woman purchases the latest upgrade of a word processing program that she owns. The license states that the old version is to be discarded or kept only for backup purposes. She loads the old version onto her secretary's computer since she does not have a word processing program.	Copy program for secretary	Failed H-L test
A student changes the data in a file needed in a class competition to favor his team. Just before the results are due to the professor, he changes the data back to its original value and his team wins.	Change class data	
A woman purchases a copy of the latest spreadsheet software. The license agreement forbids copying for any reason. She makes a backup copy to use only if something happens to the original copy.	Copy program for backup	
A university student gives his password to a friend who is not a student allowing the friend to use the school's computer several hours a week to play computer games.	Share password	
A graduate student is writing a paper on the effects of computer viruses. She writes a program that releases a PEACE message through email. The message would not affect the receivers' data but would interrupt their screen. She does this to test how fast a simple, non-destructive virus can spread.	Spread virus for test	
A programmer is asked to write a program which he knows will generate inaccurate information for the company's external auditors. When he questions his manager, he is told to write the program or be reassigned. He writes the program.	Generate inaccurate data	
In a company that has no policy on the use of email, an employee sends hundreds of SPAM messages to political donors.	Send SPAM	
A manager of a company that has no policy on email use reviews email messages sent by subordinates. When he finds an employee has sent hundreds of SPAM messages to political donors, he reprimands the employee.	Reprimand SPAM sender	Failed H-L test
A maintenance programmer for a loan company finds an error in a program that computes interest. He estimates that 25-50 cents is added to each bill per month. He is very busy and decides not to report the error to management since it is such a small amount.	Fail to report program error	
A company purchases a spreadsheet package for an employee's use on the job. The license says this is licensed only to the employee's machine. The employee makes a copy to use at home since she often takes work home.	Copy program for home work	
A man creates a virus to force users to register for a shareware program he created.	Release shareware virus	
A salesperson believes she is not being paid the same as other salespeople. She accesses the payroll records on the main computer and concludes she is getting paid appropriately. She makes no other use of the information.	Access payroll records	Failed H-L test
An employee is having financial difficulties. His company has cut employees' hours and encouraged them to look for part time work. This employee is consulting for a small business and uses the other company's computers to build a database for his consulting client.	Use company PC for second job	
A New York City law enforcement agency created a database of all	Create database of	

persons who have been charged (not necessarily convicted) with a crime that has been processed through their agency. The database would be used to protect high ranking public officials, United Nations personnel, and VIP visitors. Approximately 1500 people have access to the database. The data would be maintained for the life of the individual charged.	criminal charges	
A person is asked to create a web site to collect personal information from internet surfers. He is aware the company sells the data to advertisers for a profit and may use it to send SPAM and sexually explicit mailings to unwitting people. He creates the web site.	Create website to collect personal data	
An employee of a company that allows limited personal use of the internet visits pornographic sites frequently.	View porn sites at work	
The manager of an employee found to frequently visit pornographic websites fires the employee. The company allows limited personal use of the internet.	Fire porn site user	Failed H-L test
An employee uses an offshore website for gambling activity. Gambling is illegal in the state where he is located.	Use company PC for offshore gambling	
A web site designer posts a seal that says "Approved by the BBB" and a seal indicating the "Fisher-Price" trademark to increase sales without permission to use either name.	Use trademark w/o permission	
A woman downloads music from a file-swapping site using another person's account. She uses the music to make music CDs for her friends and charges \$5 each.	Make and sell music CD	

APPENDIX B

Predictor	B	S.E.	Wald	df	p	Exp(B)	H-L test
ER(Change bank account status)	-1.303	.146	79.416	1	.000*	.272	.892
GEN	.832	.380	4.795	1	.029*	2.298	
AGE	-.015	.032	.217	1	.641	.985	
REG	.096	.281	.116	1	.733	1.101	
Constant	2.370	.870	7.418	1	.006	10.694	
ER(Refuse to register shareware)	-.928	.154	36.191	1	.000*	.395	.679
GEN	.828	.315	6.913	1	.009*	2.288	
AGE	-.024	.025	.871	1	.351	.977	
REG	-.368	.287	1.639	1	.201	.692	
Constant	3.313	.729	20.667	1	.000	27.473	
ER(Change class data)	-2.556	.444	33.211	1	.000*	.078	.413
GEN	1.734	.864	4.025	1	.045*	5.664	
AGE	-.106	.093	1.294	1	.255	.899	
REG	-.159	.527	.091	1	.763	.853	
Constant	5.955	2.228	7.147	1	.008	385.863	
ER(Share password)	-1.555	.190	66.775	1	.000*	.211	.137
GEN	-.821	.335	5.996	1	.014*	.440	
AGE	-.017	.032	.290	1	.590	.983	
REG	-.420	.269	2.446	1	.118	.657	
Constant	4.196	.886	22.430	1	.000	66.442	
ER(Use company PC for 2nd job)	-1.651	.198	69.600	1	.000*	.192	.332
GEN	.740	.352	4.430	1	.035*	2.096	
AGE	.043	.027	2.490	1	.115	1.044	
REG	-.473	.272	3.012	1	.083	.623	
Constant	2.092	.751	7.761	1	.005	8.101	
ER(Generate inaccurate data)	-1.208	.146	68.635	1	.000*	.299	.676
GEN	.413	.347	1.415	1	.234	1.511	
AGE	-.033	.031	1.186	1	.276	.967	
REG	-.699	.279	6.270	1	.012*	.497	
Constant	3.390	.811	17.477	1	.000	29.677	
ER(Create dbase of criminal charges)	-1.891	.218	75.217	1	.000*	.151	.115
GEN	.241	.412	.342	1	.558	1.273	
AGE	-.012	.036	.102	1	.750	.989	
REG	-.805	.319	6.362	1	.012*	.447	
Constant	3.435	1.002	11.759	1	.001	31.035	
ER(Create website to collect personal data)	-1.634	.211	59.770	1	.000*	.195	.607
GEN	.307	.463	.441	1	.507	1.360	
AGE	-.019	.040	.230	1	.631	.981	
REG	-.742	.353	4.425	1	.035*	.476	
Constant	2.966	1.141	6.753	1	.009	19.407	
ER(View porn sites at work)	-1.489	.211	49.655	1	.000*	.226	.570
GEN	.146	.516	.080	1	.777	1.157	
AGE	-.121	.073	2.741	1	.098	.886	
REG	-1.457	.470	9.623	1	.002*	.233	
Constant	4.522	1.744	6.721	1	.010	92.061	
ER(Make and sell music CD)	-1.342	.172	60.729	1	.000*	.261	.865
GEN	-.036	.366	.010	1	.921	.964	
AGE	-.061	.038	2.596	1	.107	.941	
REG	.978	.308	10.062	1	.002*	2.658	
Constant	3.963	1.009	15.430	1	.000	52.626	