



The Relation between Academic Dishonesty and Business Ethics: A Survey of Middle Eastern Professionals

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بشارف 
bicharaf.org



Agenda

- Background (AUB and Bicharaf.org)
- Academic Integrity (Facts from Lebanon)
- From Academic Integrity to Business Ethics
- Results from our study

Bicharaf (*with honor in Arabic*)



- The Lebanese national initiative on academic Integrity and business ethics
- Launched mid 2004 at the American University of Beirut
- Stresses the use of technology as a “glue” for information dissemination and stakeholder support through www.bicharaf.org

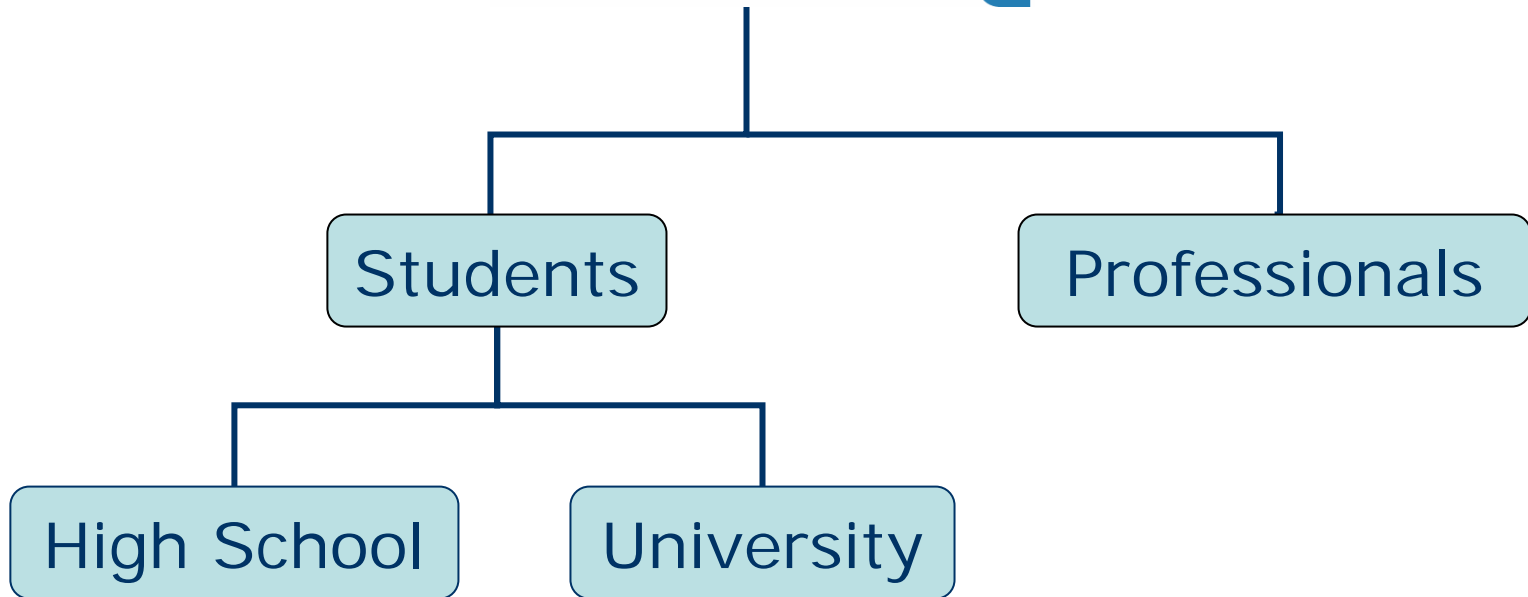


Bicharaf's Objectives

- To create academic integrity **awareness** among students, faculty, and administrators covering Lebanese universities and high schools
- To support universities and high schools in their quest to build **academic integrity cultures** on their respective campuses
- To partner with the private sector, government and non-government organizations contributing to **better ethics in the business community**



Field of Operation



Academic Integrity at the university level



- 55% of students witness recurring cheating incidents during their college years
- 59% admit cheating during a test
- 36% help someone cheat on a test
- 29% work with others on individual assignments
- 23% paraphrase without proper referencing
- 96% never reported a cheating violation



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What undergraduate students consider as “serious cheating”

- Receive un-permitted help on an assignment (60%)
- Copying from others during examinations without the other’s consent (55%)
- Turn-in work done by someone else (50%)
- Turn-in a paper obtained in large part from a term paper website (46%)
- Copying from others during examinations with their consent (36%)



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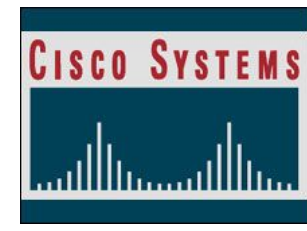
What undergraduate students consider as “trivial cheating”

- Working on an assignment with others when it should have been individual work (79%)
- Getting questions or answers from someone who has taken the test (58%)
- Using a forged excuse to obtain an extension on a due date or delay an exam (53%)
- Paraphrasing without proper referencing (52%)
- Fabricating or falsifying a bibliography (47%)



Corporate/NGO involvement

Microsoft



Expeditors

Memac Ogilvy

AMIDEAST
اميد ايست



KETTANEH
Since 1922



SNA
ASSURANCES
AGF Allianz Group

Objectives of Bicharaf for Business Ethics



- Use www.bicharaf.org successful experience as a platform for business ethics
- Survey the state of business ethics
- Contribute to business ethics awareness by providing e-learning modules to Small and Medium size Enterprises

Academic Integrity and Business Ethics



Is there a relation between behaviors in college and behaviors in the workplace?



The Literature

- A positive relation was found between the level of academic dishonesty and the level of work-related dishonesty (Sims, 1993)
- 83% of accounting students believed that a relationship between academic behavior and professional behavior existed (Ogilby, 1995)
- The frequencies of academic dishonesty and work dishonesty are positively correlated as seen in a multi-campus investigation (Nonis & Swift, 2001)
- Students have the same attitude toward honesty and dishonesty situations in the academic and business context (Smyth & Davis, 2004)



Methodology

- Based on Sims (1993), Nonis & Swift (2001) and McCabe & Trevino (2002) work, an online questionnaire on academic-related and workplace related behaviors was administered online through bicharaf.org to 166 business professionals
- Respondents reported on violations in the academic and workplace environments and on their beliefs regarding the severity of the violations

The Questionnaire



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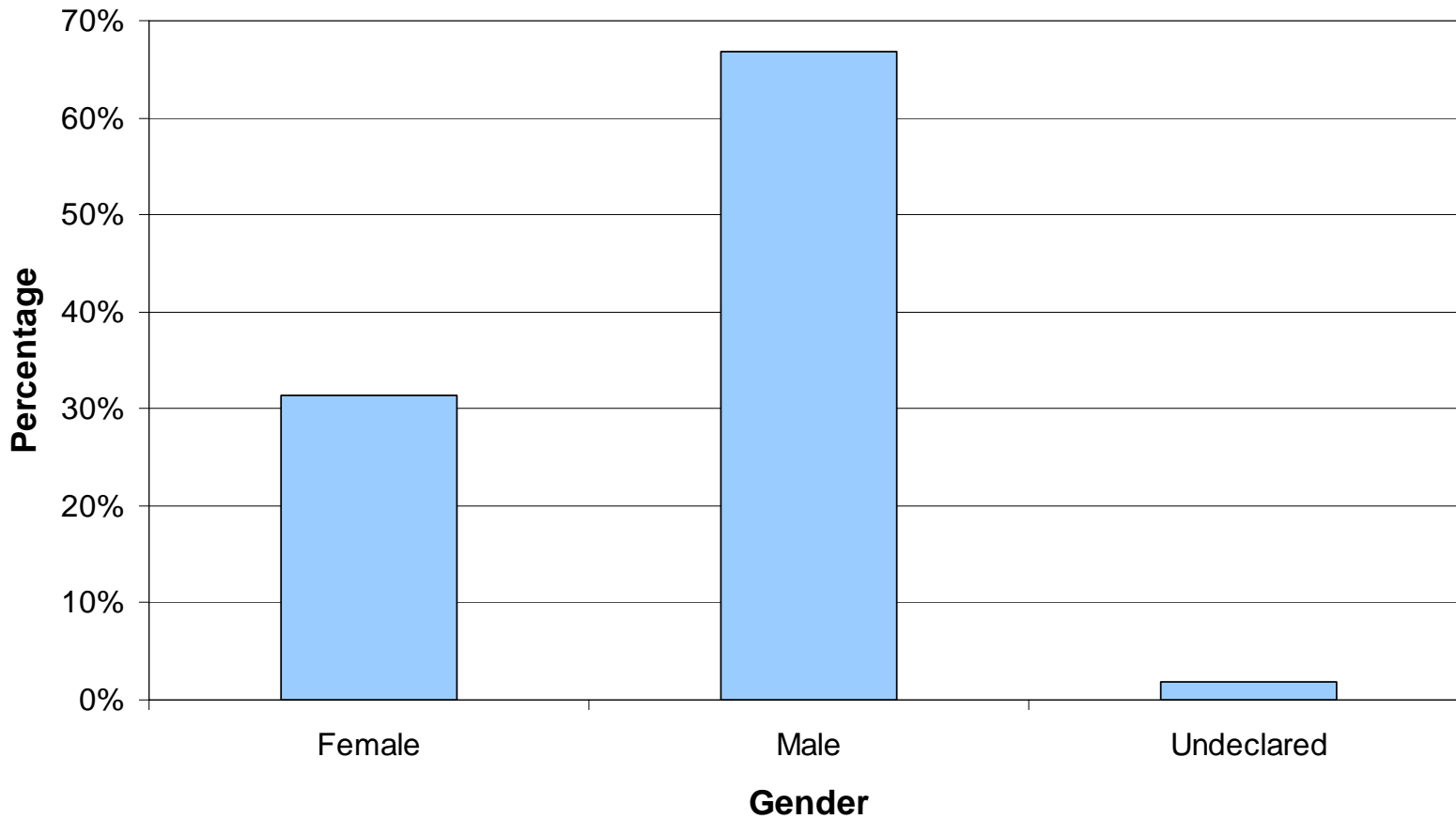
Professional Survey

*Note: This survey is completely **anonymous**.*

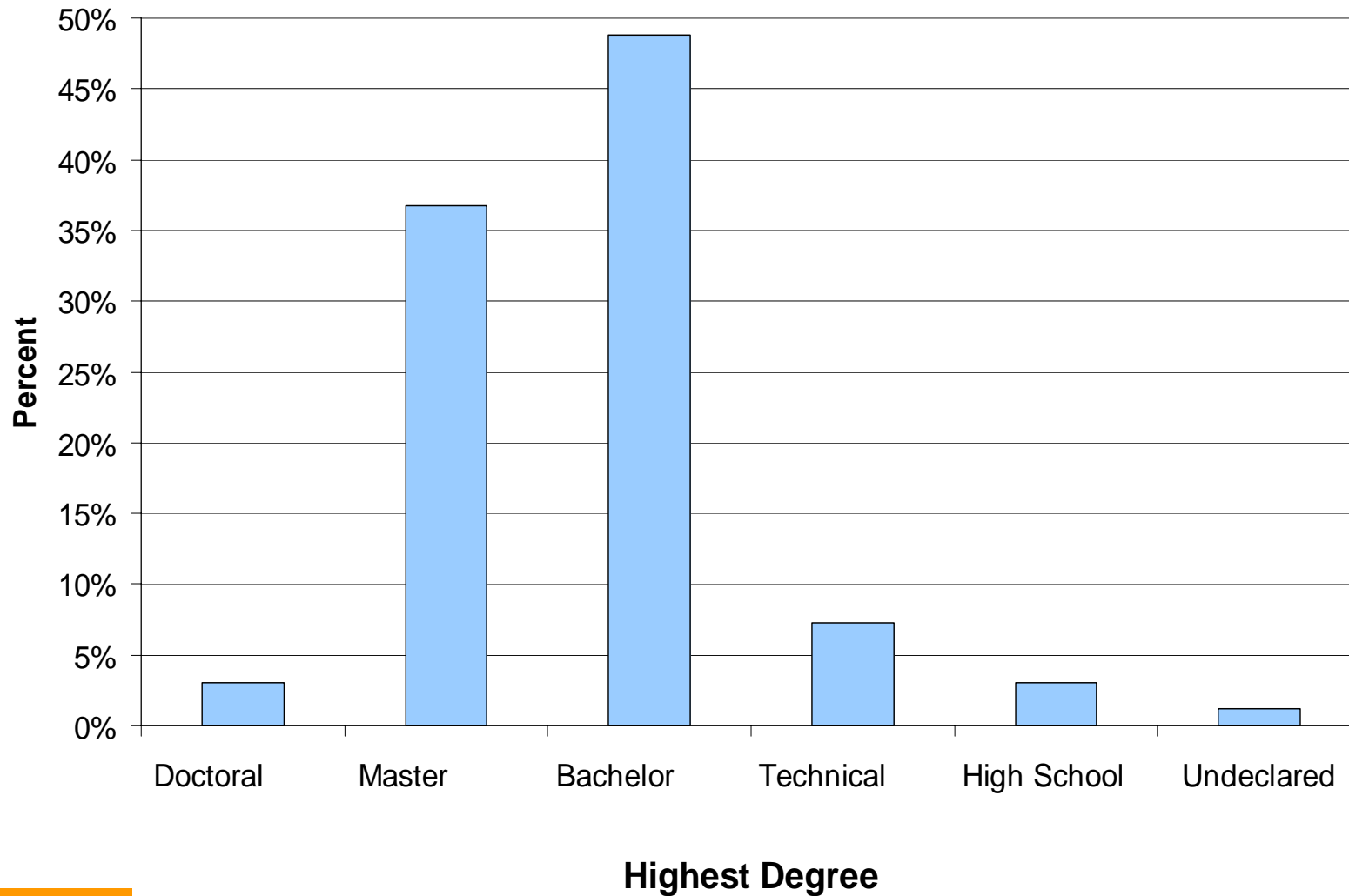
Personal Information

Gender						Male <input type="radio"/>	Female <input type="radio"/>
Country of Residence						<input type="text"/>	
Nationality						<input type="text"/>	
Highest degree attained	High School	Technical	Bachelor	Master	Doctoral		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
University						<input type="text"/>	
Major at University	<input type="text"/>			Other	<input type="text"/>		
Field of Work	<input type="text"/>			Other	<input type="text"/>		
Employees in company	<input type="text"/>	Job Title	<input type="text"/>		Experience	<input type="text"/>	

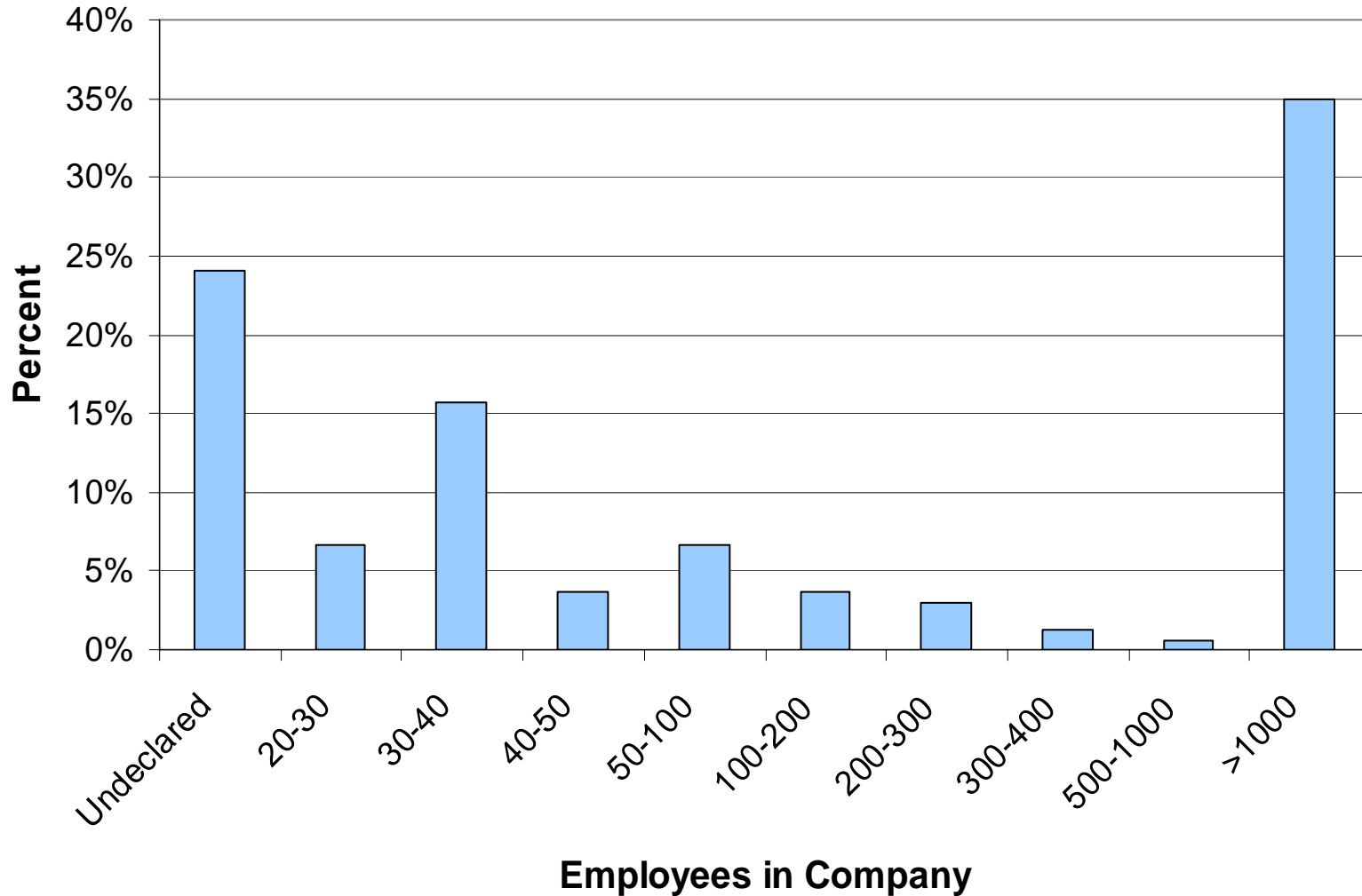
Demographics (166 respondents)



Demographics

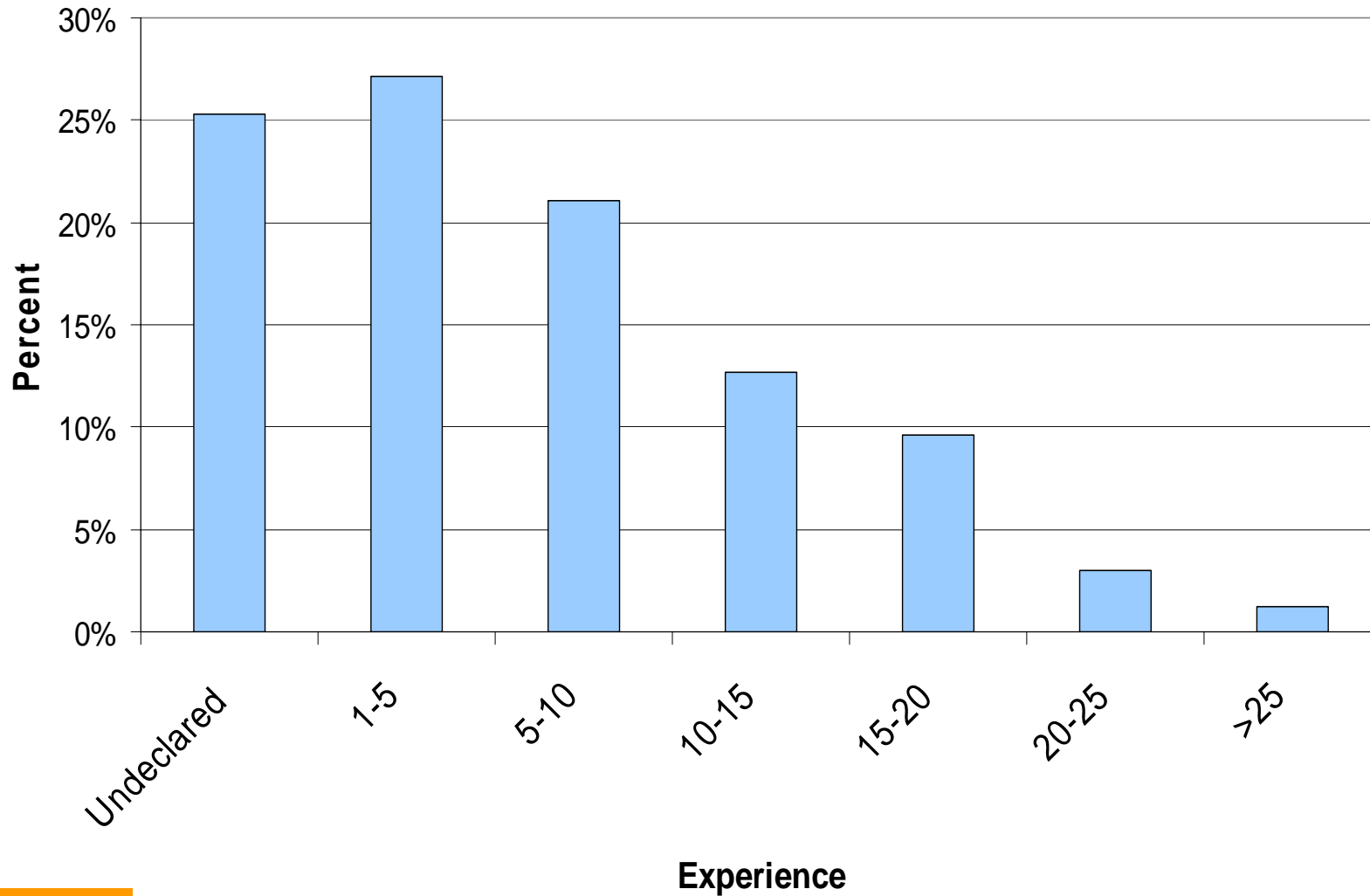


Demographics





Demographics



Typical Dishonest Academic behaviors

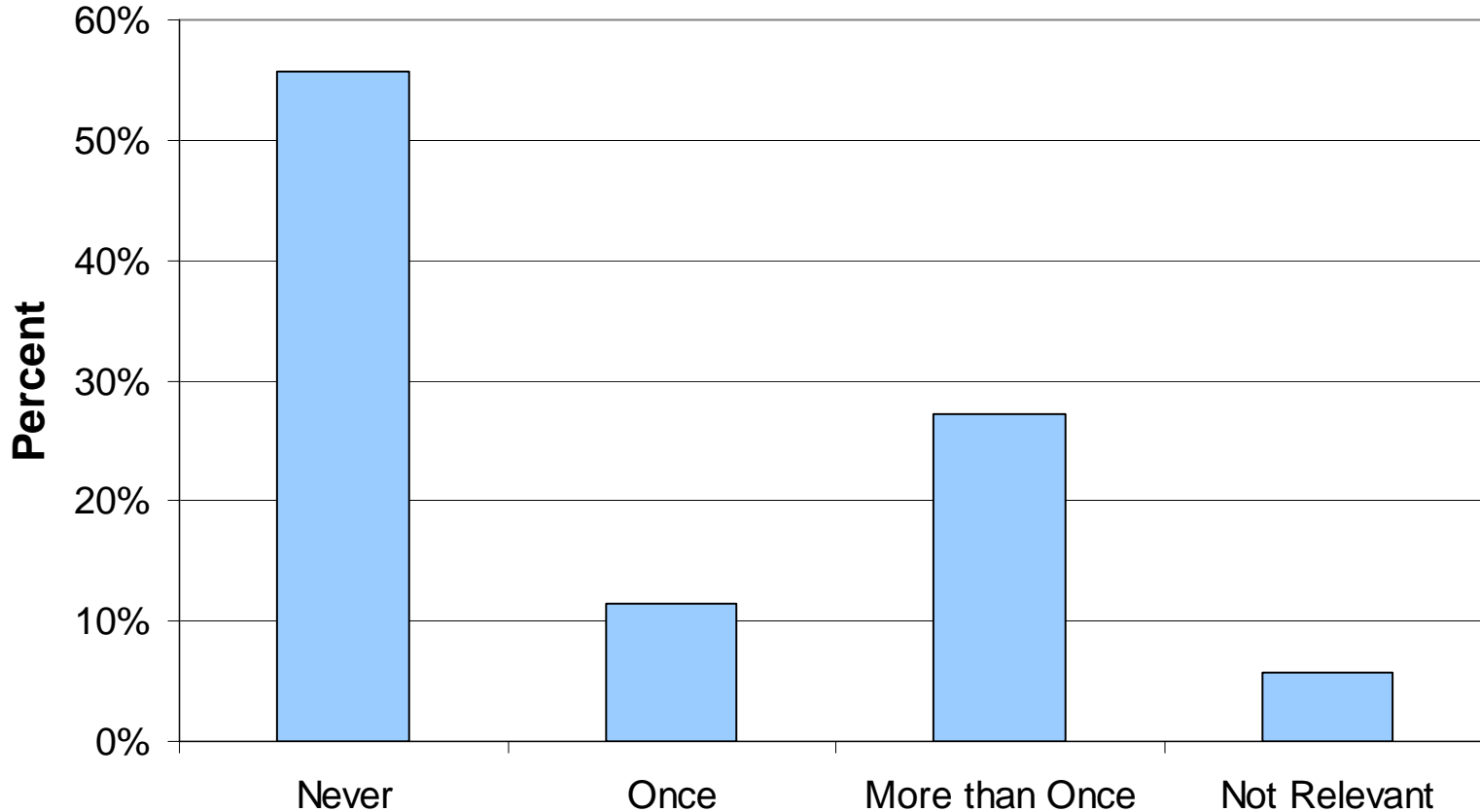


1. Increased the margins or type face to make my term paper seem longer than it really was
2. Allowed another student to look at my paper during an exam
3. Looked at another student's paper during an exam



Academic behaviors

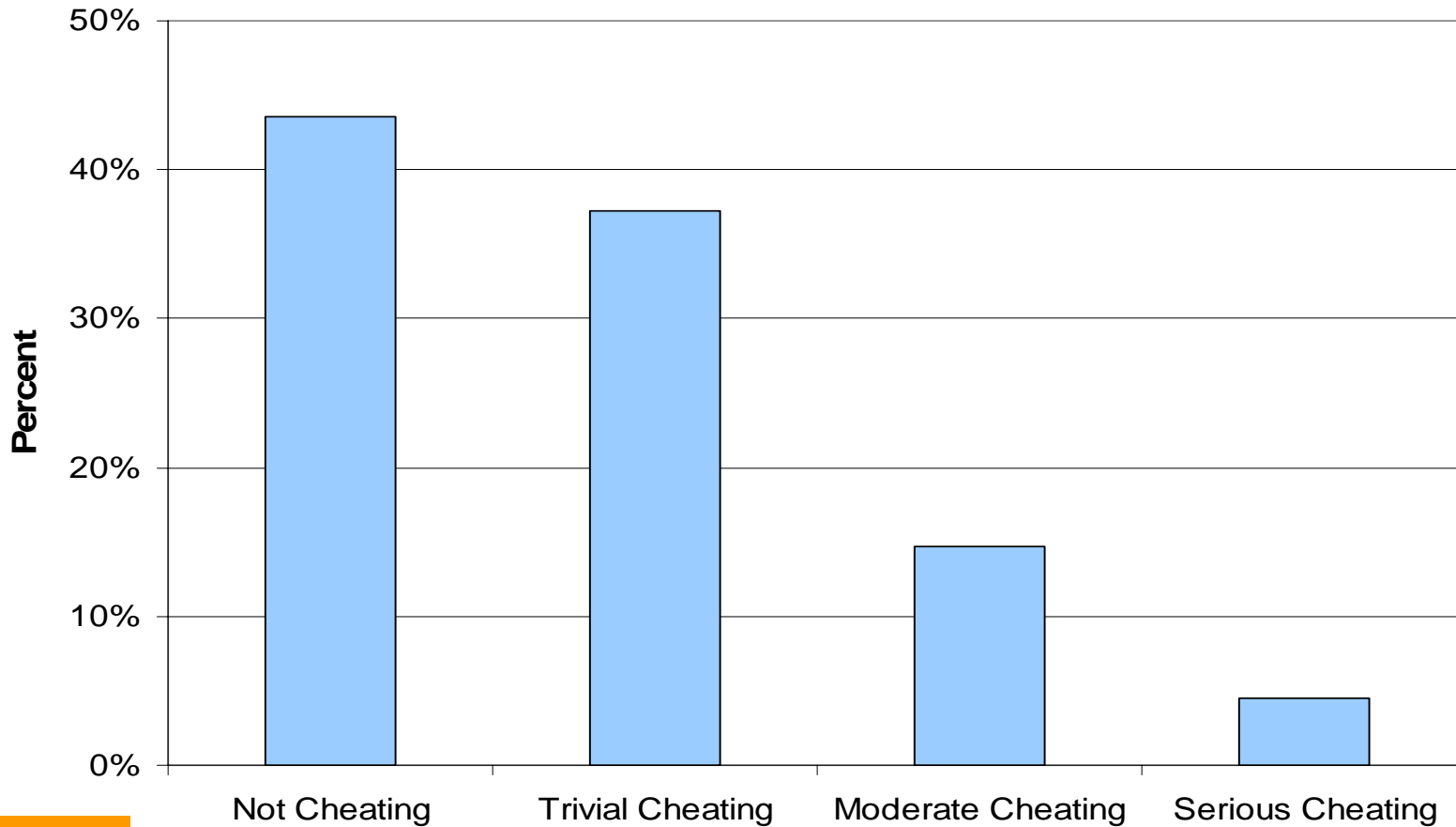
A1a. Increased the margin or type face to make my term paper seem longer than it really was





Academic behaviors

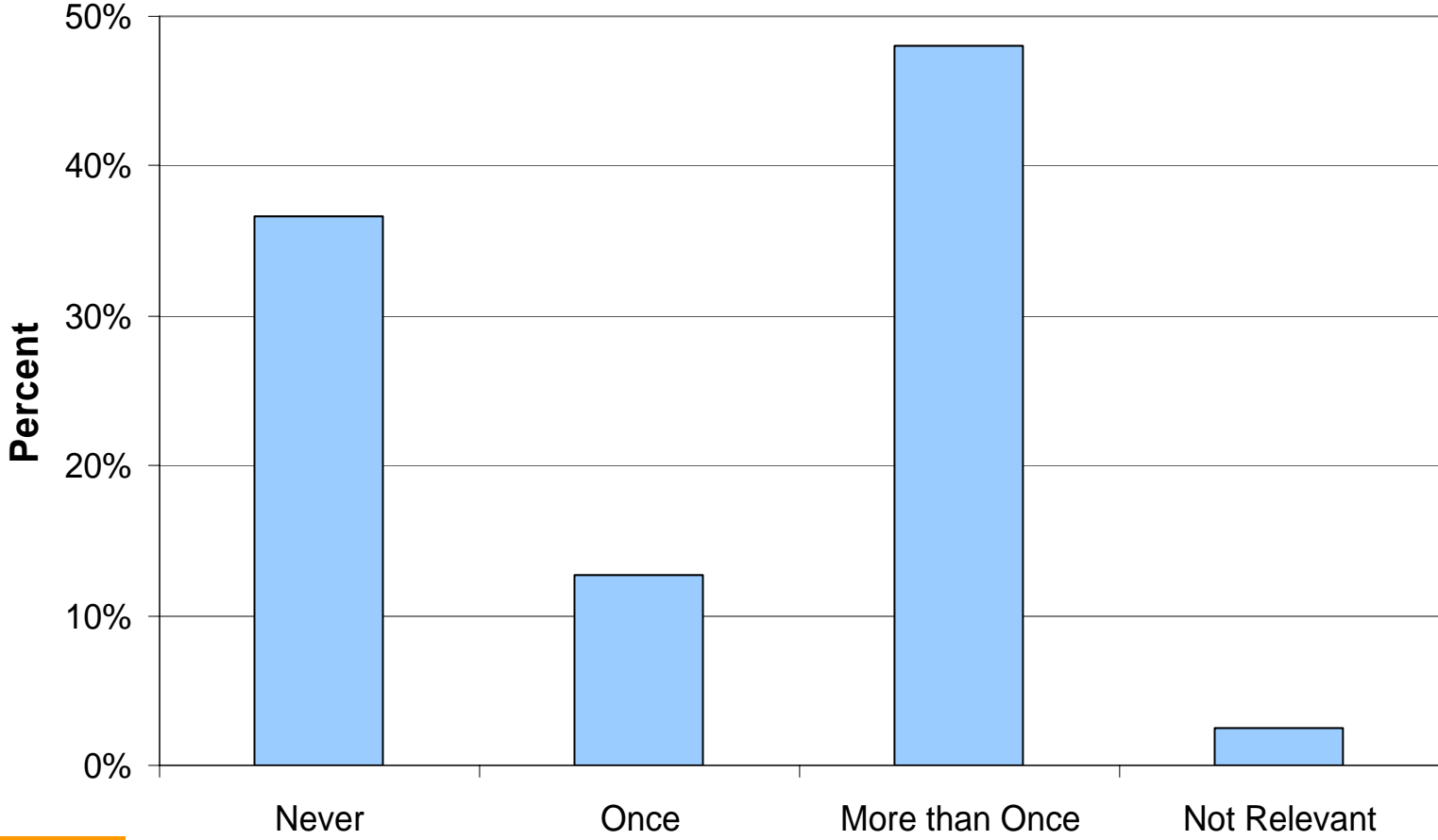
A1b. Increased the margin or type face to make my term paper seem longer than it really was





Academic behaviors

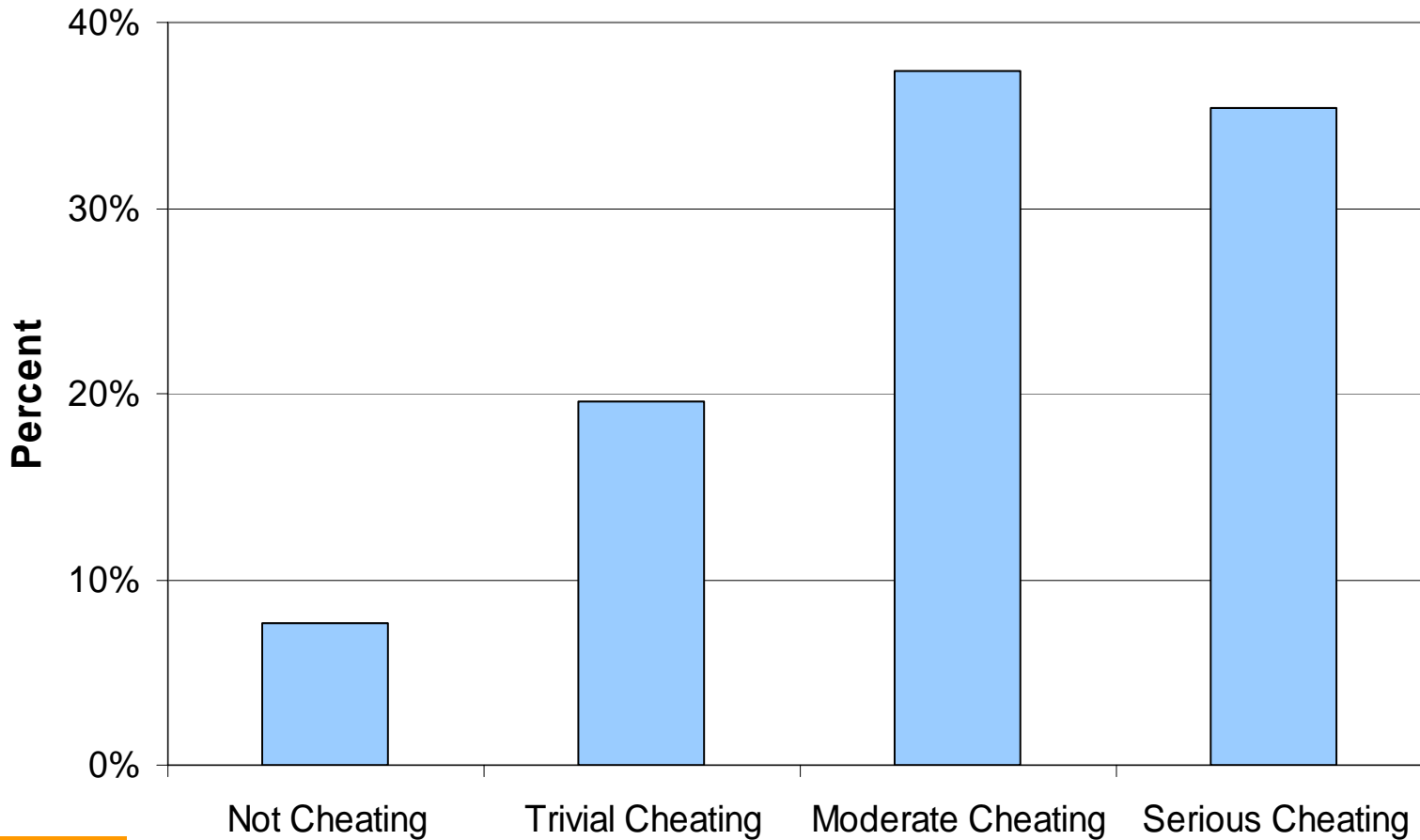
A6a. Looked at another student's paper during an exam





Academic behaviors

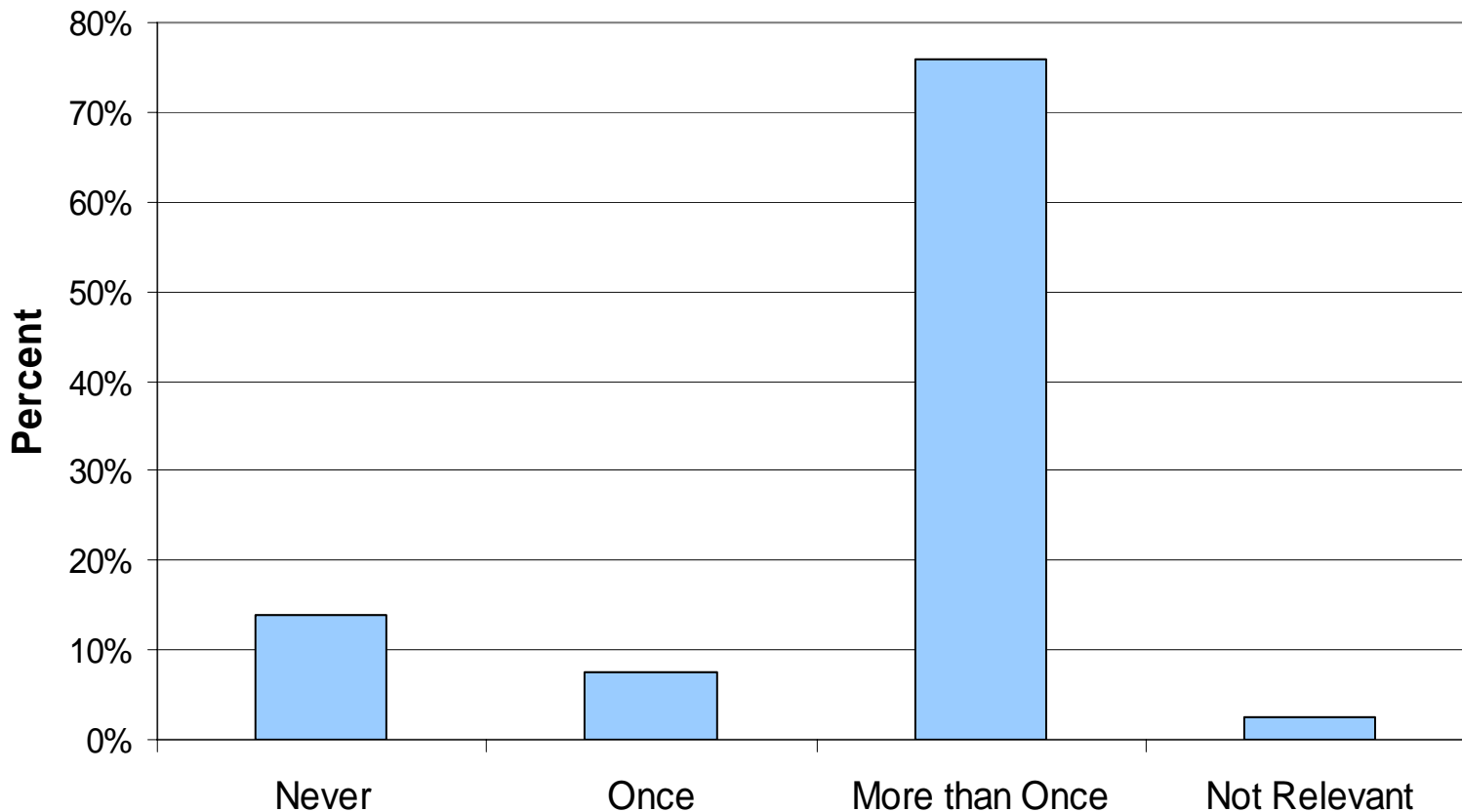
A6b. Looked at another student's paper during an exam





Academic behaviors

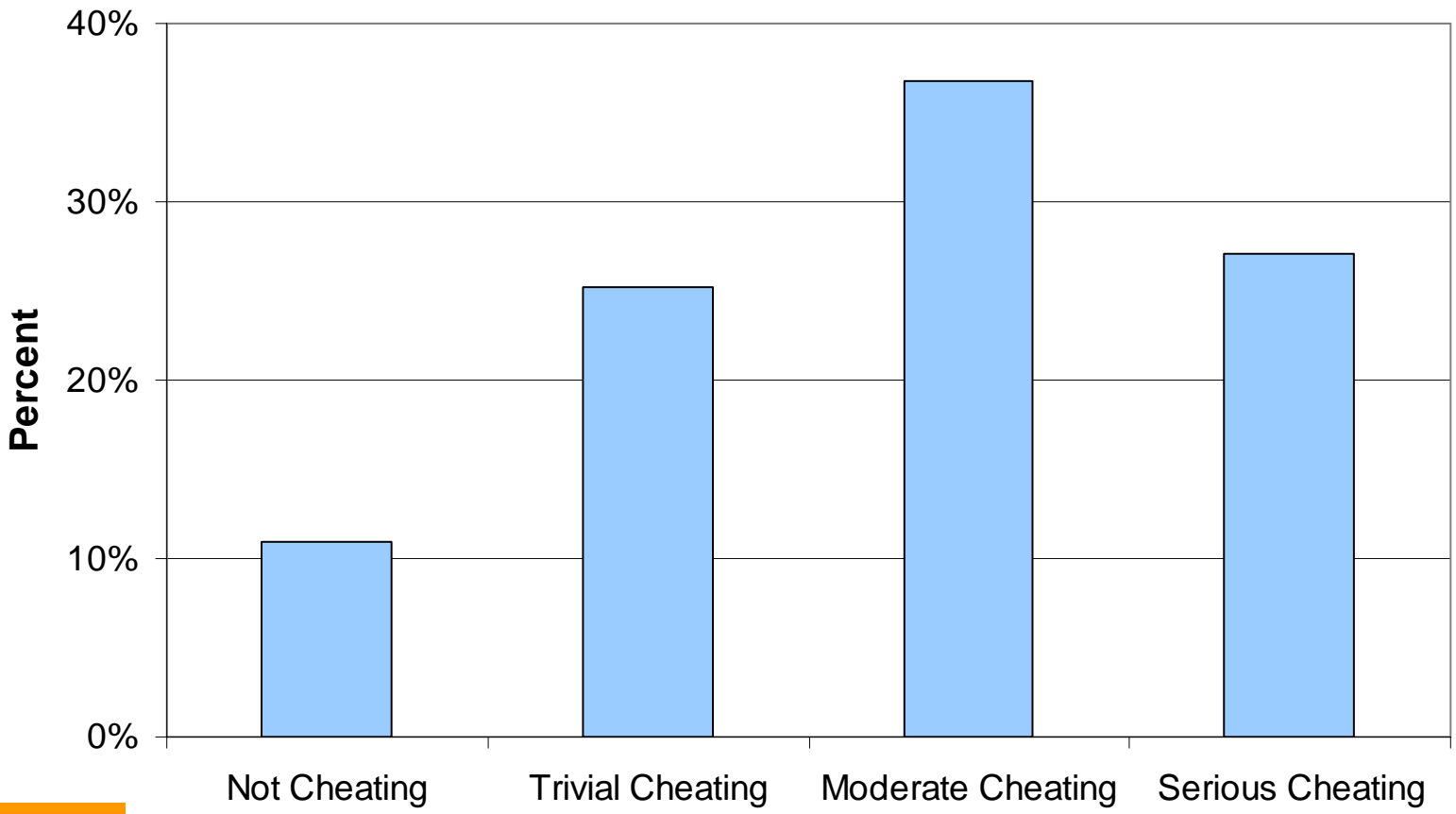
A7a. Allowed another student to look at my paper during an exam





Academic behaviors

A7b. Allowed another student to look at my paper during an exam





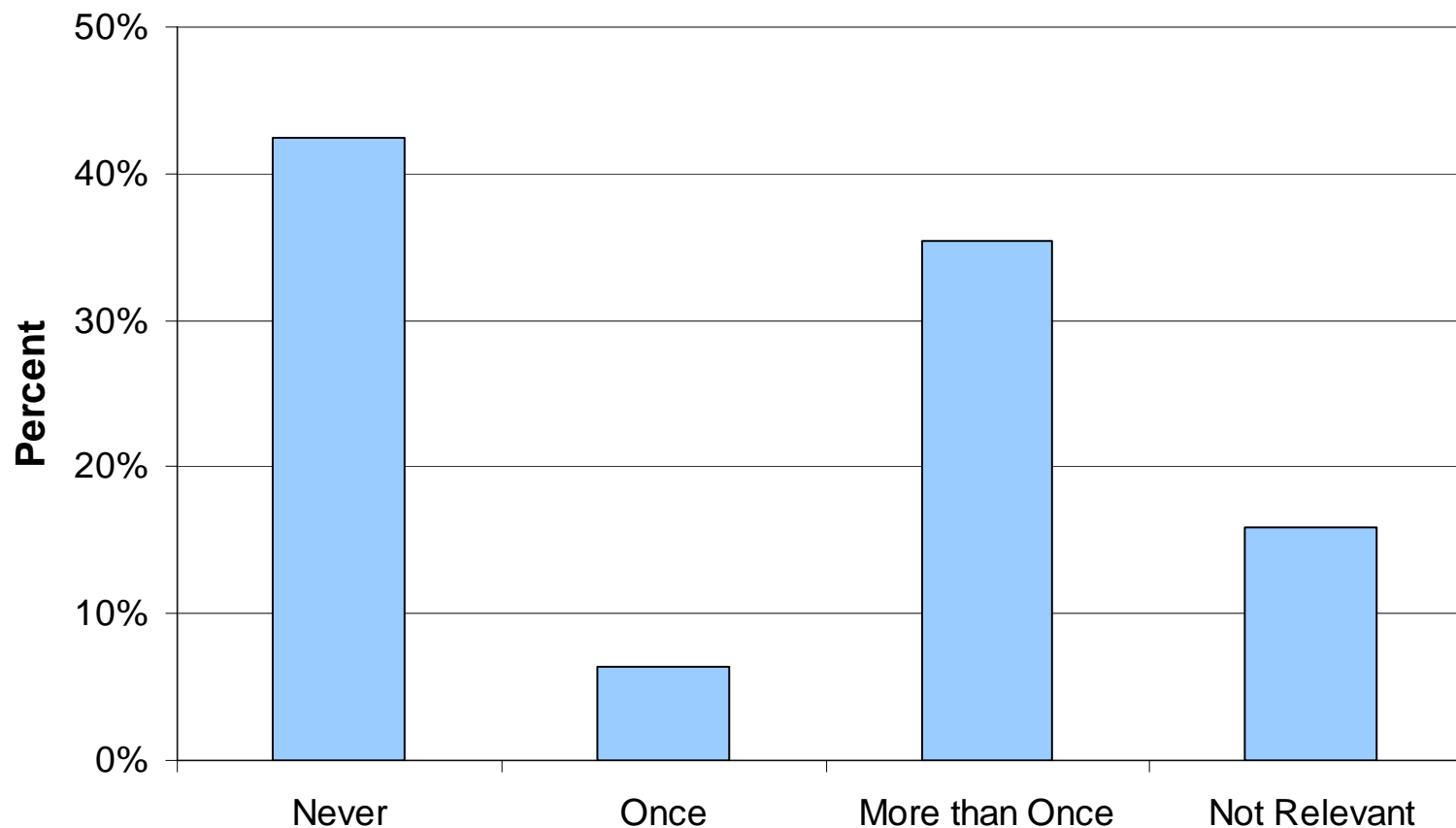
Top 4 Workplace behaviors

1. Took longer than the time allowed for lunch and did not report it
2. Told my employer a false reason for missing work
3. Done less than my share in a group project at work
4. Obtaining competitors' customer list with intent of contacting their customers



Workplace behaviors

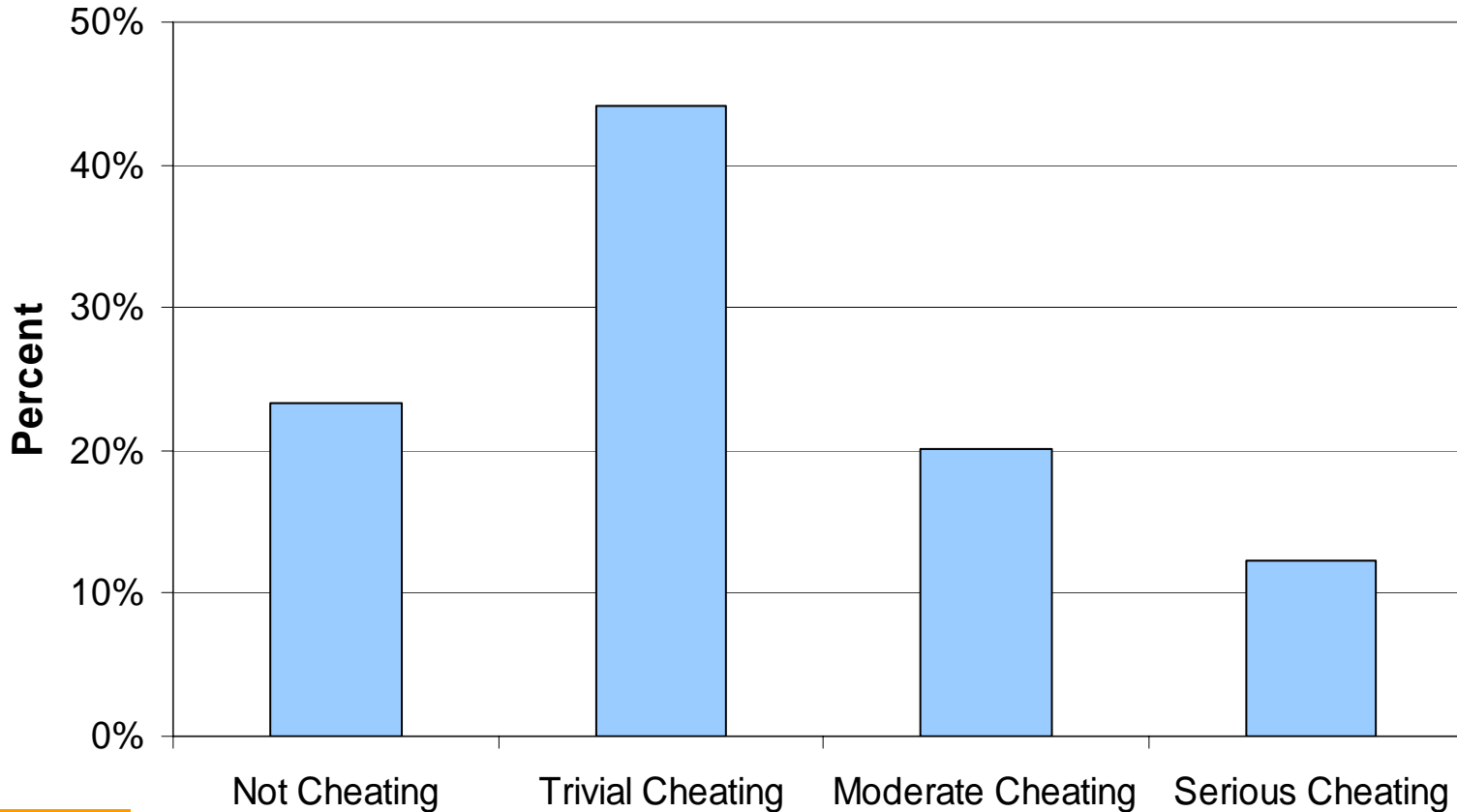
W1a. Took longer than the time allowed for lunch and did not report it





Workplace behaviors

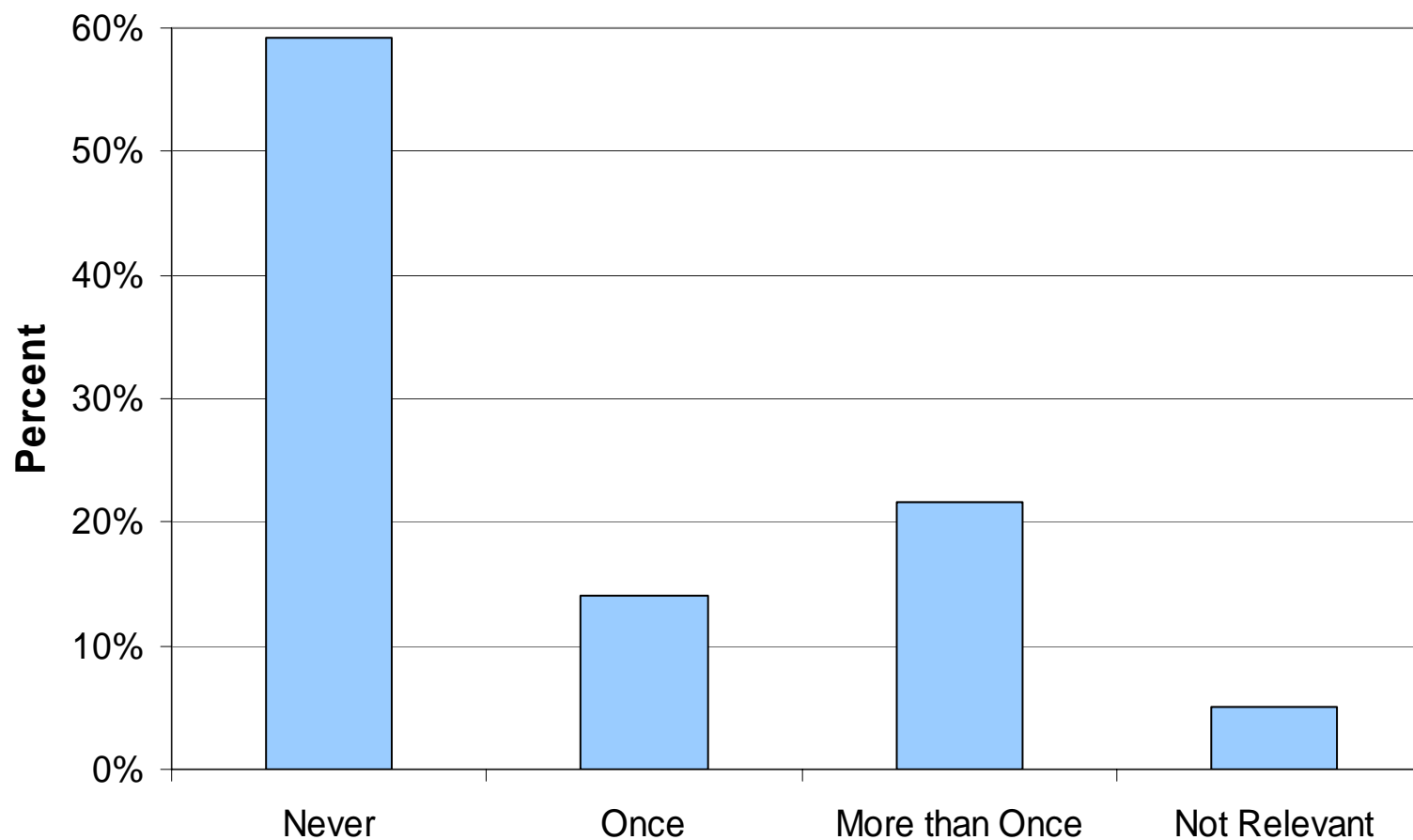
W1b. Took longer than the time allowed for lunch and did not report it





Workplace behaviors

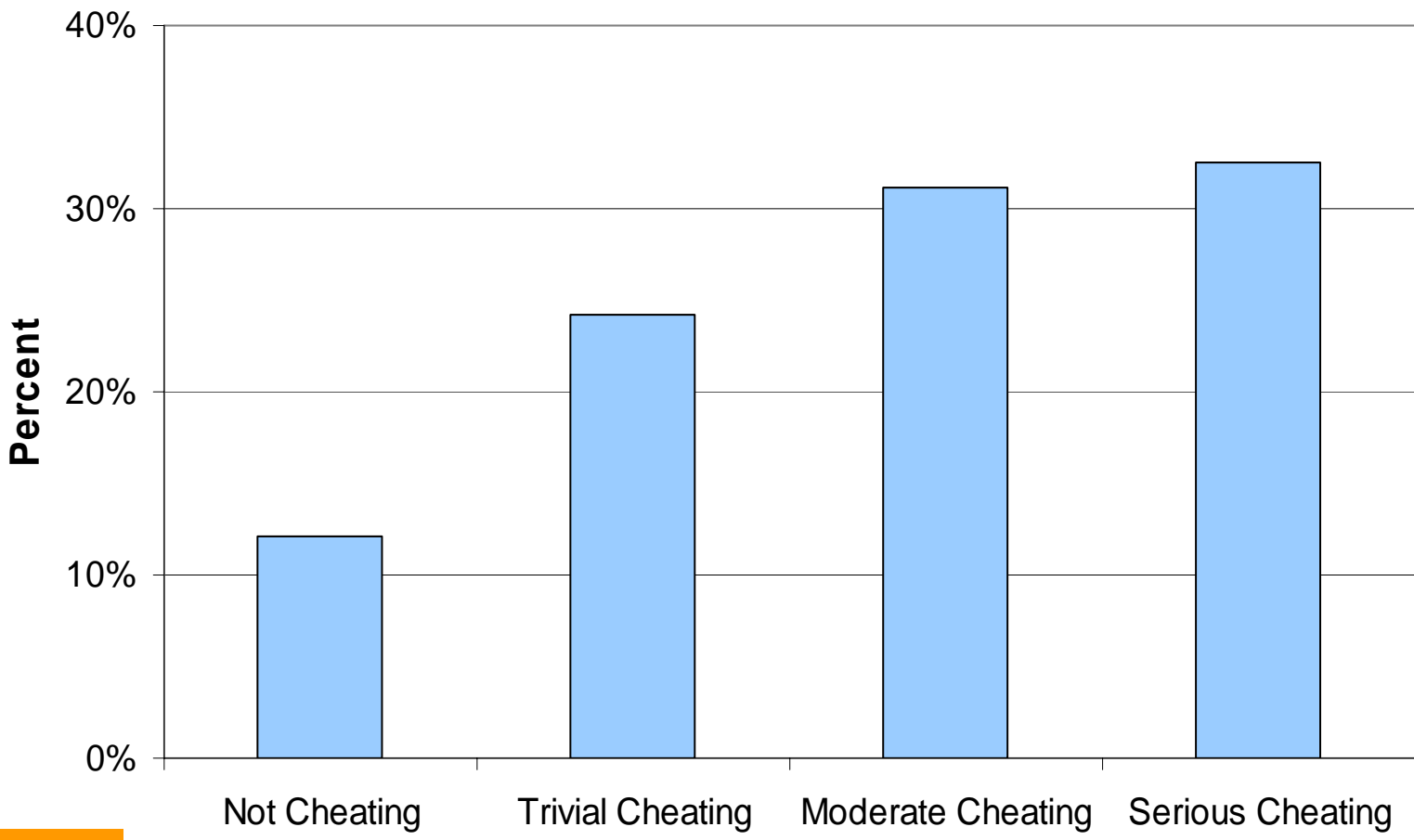
W2a. Told your employer a false reason for missing work





Workplace behaviors

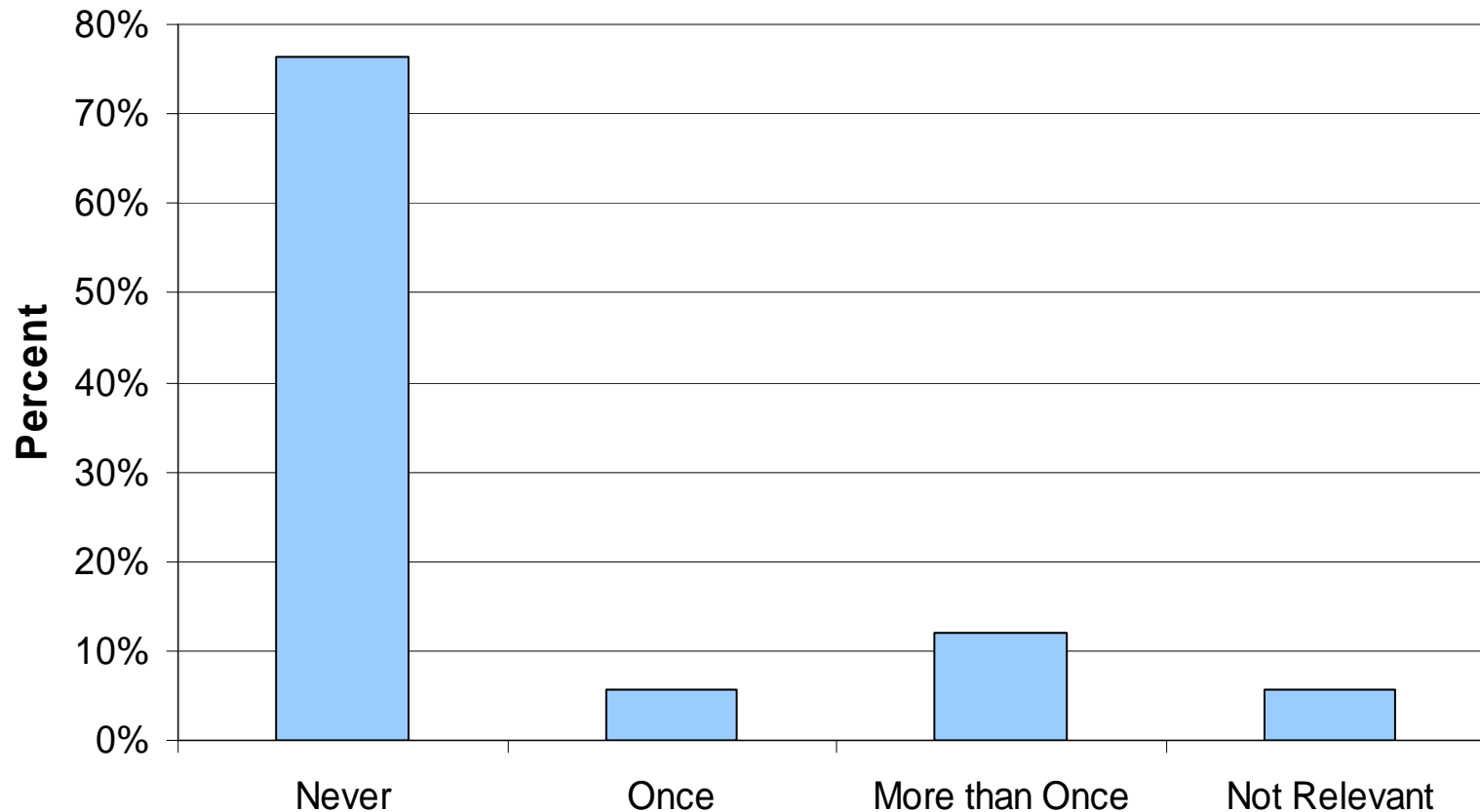
W2b. Told your employer a false reason for missing work





Workplace behaviors

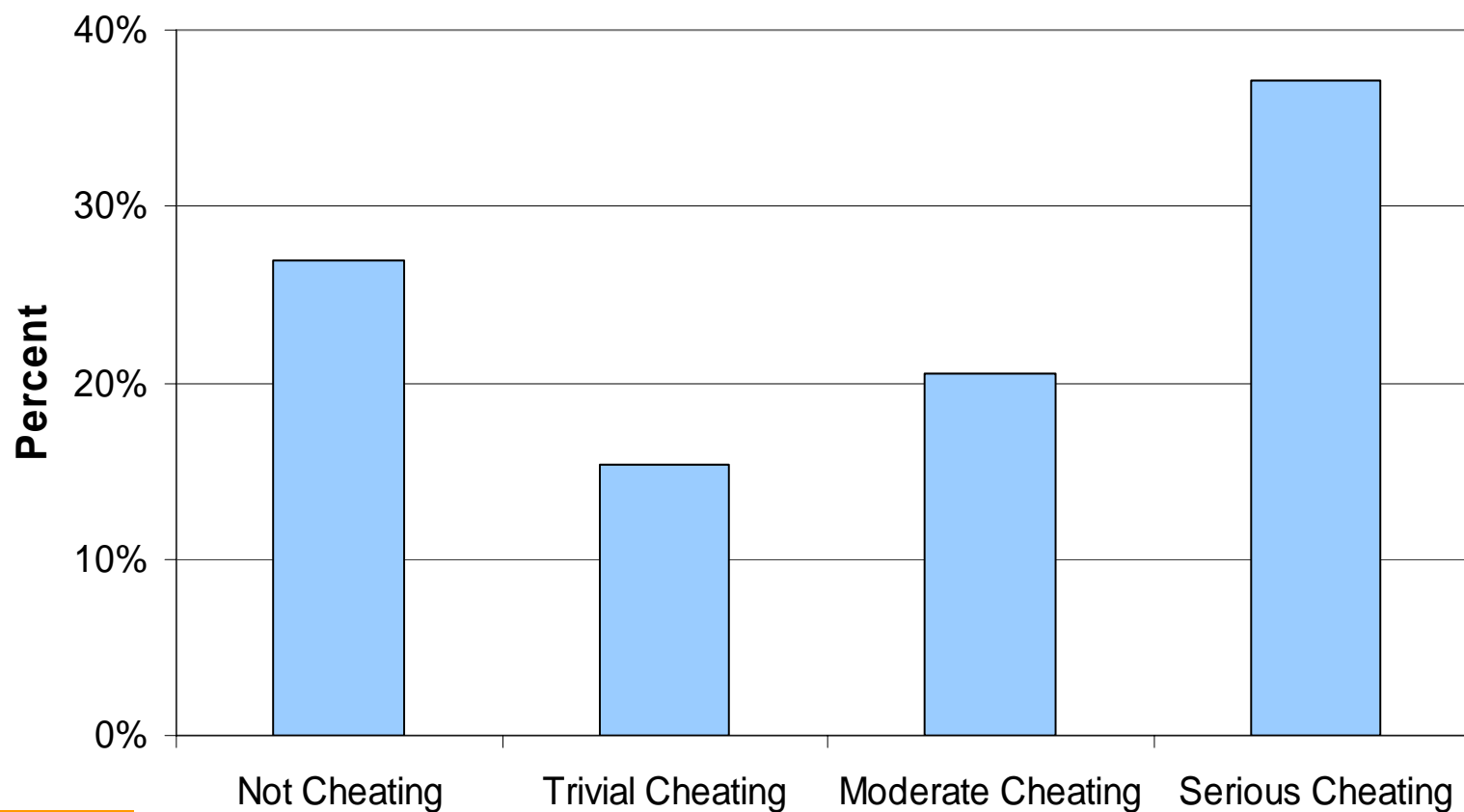
W3a. Obtaining competitors' customer list with intent of contacting their customers





Workplace behaviors

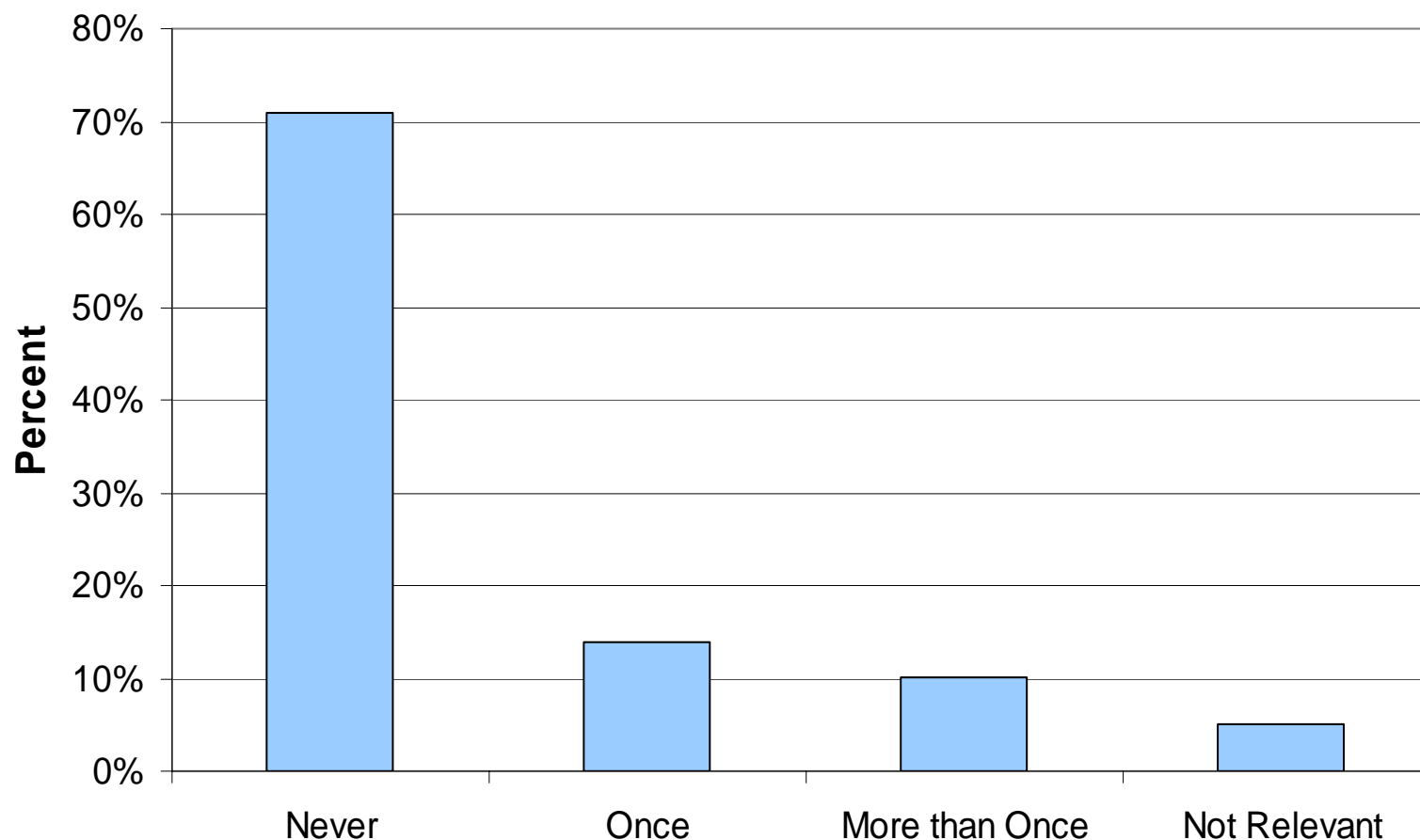
W3b. Obtaining competitors' customer list with intent of contacting their customers





Workplace behaviors

W15a. Done less work than my share in a group project at work





Workplace behaviors

W15b. Done less work than my share in a group project at work





Results

- Academic dishonesty behavior is positively related to unethical business practices
- The frequency of academic dishonesty is related to students' perception of unethical behavior
- The frequency of cheating in the workplace is related to employees' perception of unethical behavior
- Individuals conduct themselves more ethically as professionals as when they were university students

Thank you ...

