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The Invention of Lying (at Work): The Development and Validation of a Situational Judgment

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The Invention of Lying (at Work): The Development and Validation of a Situational Judgment
Test Measuring Dishonesty in Organizations

by

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A dissertation submitted in partial fulfillment
of the requirements for the degree
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ABSTRACT

The focus of the current dissertation was on the construction and validation of a situational judgment test (SJT) assessing lying/dishonesty in the workplace. The scale was designed to have two dimensions corresponding to two needs based on Socioanalytic Theory: (1) the need to get along and (2) the need to get ahead. Three studies were undertaken in order to create items, pilot test items, and assess both the construct and criterion-related validity of the scale. The result of Study 1 was a pilot-tested scale with six SJT items corresponding to each of the two SJT dimension (12 items total). The dimensions of the new SJT are referred to in the paper as LAI (lying to get along) and LAh (lying to get ahead). Study 2 examined convergent and discriminant validity as well as the nomological network of other individual difference variables expected to be related to LAI and/or LAh. The results of Study 2 largely supported the construct validity of the overall scale but many of the personality constructs based on the Five Factor Model (FFM) were not related to LAI or LAh. In Study 3, LAI and LAh were unrelated to several aspects of supervisor rated performance as well turnover intentions and objective career outcomes (e.g., promotions). The primary contribution of the dissertation was the creation of a construct valid SJT measuring lying in organizations whose dimensions could be assessed reliably using coefficient alpha as opposed to test-retest reliability. Future research directions and limitations of the study are discussed in the final section of the dissertation.

CHAPTER 1: INTRODUCTION

In the beginning of the popular film, “The Invention of Lying”, a world exists where no one lies about anything no matter how innocuous. The world created at the beginning of the film is foreign to most people because it is completely unlike the world we inhabit. The film does an effective job of conveying the message that lying plays a large role in our daily interactions with other people. In fact, empirical research has shown lying occurs frequently in everyday life (DePaulo, Kashy, Kirkendol, Wyer, & Epstein, 1996). Specifically, DePaulo and colleagues found that lying occurs in approximately 25% of all social interactions. In addition, Levin and Zickar (2002, p. 253) contend that “Response distortion [lying] has occurred since organisms began to transmit and receive information or signals from other organisms.” Despite this, and the vast amount of research on response distortion (i.e., faking) during the personnel selection process, virtually no research has been conducted on lying behaviors that occur in organizations post-hire outside of a few studies examining lying in negotiations (Aquino & Becker, 2005), lie detection methods (e.g., Walczyk, Schwartz, Clifton, Adams, Wei, & Zha, 2005), and counterproductive work behavior (CWB) (e.g., Gruys & Sackett, 2003). This is a sizable research gap because most people would agree that lying plays at least some role in the daily functioning of all organizations. As a result, the present study sought to create a reliable and valid situational judgment test (SJT) examining lying in the workplace. Moreover, the present study sought to elucidate the nomological network of lying in the workplace.

DePaulo et al. (1996, p. 981) state that, “A lie occurs any time you intentionally try to mislead someone. Both the intent to deceive and the actual deception must occur.” When most people read this definition, they rightfully ascribe a negative connotation to lying. Although lying can certainly be a negative and hurtful behavior, many positive behaviors also fall under this operational definition. For instance, there was a famous case study of a Nordstrom clerk helping an elderly woman. This woman came to Nordstrom in order to return a set of new tires that were for her husband’s automobile. She wished to return them because her husband was recently deceased. Unfortunately, Nordstrom does not have an automotive department. However, seeing how distressed this woman was, the Nordstrom clerk took the tires back and reimbursed the woman out of his/her own pocket. In this instance, lying was used as a demonstration of organizational improvisation and resulted in a positive outcome for the customer. Along the same line of reasoning, Kashy and DePaulo (1996, p. 993) cogently point out that, “A culture in which people are expected to express agreement, show support, and protect other people’s feelings poses a difficult dilemma to its members.” This quote suggests that lies, at least small ones, may help maintain social harmony. An opposing viewpoint comes from Saxe (1991), who reasons that all lying behaviors are ultimately corrosive to society. As a result of these opposing viewpoints, this study attempted to examine the full spectrum of lying in the workplace, not merely the negative aspects that most people associate with lying.

Prior to constructing the new SJT, the relevant literature in personality, social, and industrial/organizational psychology was reviewed. First, Dr. Albert Bandura’s theory of moral disengagement was used to help understand how and why lies may occur at work (or anywhere else). Second, several studies were reviewed which advocate for incorporating honesty as a personality trait distinct from the Five Factor Model (FFM). Third, several field-based and

experimental social psychological studies were outlined. Fourth, the relevant organizational research regarding lying was examined. Later, Hogan's Socioanalytic Theory was used in order to dimensionalize lying behavior into two main classifications: (1) lies used to get along and (2) lies used to get ahead. Finally, to serve as a bridge to the method section, an in-depth overview of situational judgment tests was provided in addition to a discussion of several limitations of more common Likert self-report questionnaires.

The construction and validation of this SJT required three separate studies. The purpose of Study 1 was to construct a preliminary measure of lying. The focus of Study 2 was to examine the psychometric functioning of the scale by examining internal consistency and factor structure as well as convergent and discriminant validity. Study 2 also examined the nomological network of lying with other individual difference constructs (e.g., FFM). Finally, Study 3 was conducted to validate the new lying measure with relevant organizational criteria (e.g., job performance).

CHAPTER 2: LITERATURE REVIEW

Moral Disengagement

Bandura's theory of moral disengagement fits well into the context of the current study because much of the past research on lying can be interpreted through the lens of this influential theory. Moral disengagement occurs when an individual justifies unethical or detrimental conduct by portraying it as serving worthy purposes. Therefore, people rarely engage in deleterious behavior they know to be wrong. Instead, people will find a new way of framing an issue so that they can avoid feelings of guilt. There are several different strategies people use to morally disengage from situations. One example is using contrast effects to justify reprehensible behavior. In this case, a person will justify their behavior by pointing out that much worse behaviors have been done by others in the past. Essentially, moral disengagement frees one from self sanctions regarding proper behavior (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Treviño, Weaver, & Reynolds, 2006). Although moral control mechanisms have been examined primarily within political and military contexts, they apply to everyday situations as well.

In terms of lying at work, the theory suggests that moral disengagement can facilitate the use of lying. Bandura (1999, p. 194) states that, "People do not ordinarily engage in harmful conduct until they have justified to themselves the morality of their actions. In this process of moral justification, detrimental conduct is made personally and socially acceptable by portraying it as serving socially worthy or moral purposes." In essence, moral disengagement provides the

mechanism for lying to occur. Furthermore, this process may be most salient for more serious lies, whereas everyday “white lies” may necessitate little, if any, moral disengagement for use. Similarly, moral disengagement may be more likely to occur prior to lies with more potential negative consequences as opposed to lies that produce mostly positive outcomes (e.g., the example of the Nordstrom clerk explained previously).

The theory of moral disengagement has been applied to organizational research recently by Detert, Treviño, and Sweitzer (2008) in a study of the antecedents of moral disengagement. Of particular relevance to the current investigation, Detert and colleagues found that moral disengagement was a precursor to unethical decision making. In addition, they posited that “moral disengagement is likely to be particularly important in organizations because bureaucratic structures and the division of labor seem to lend themselves to moral disengagement mechanisms such as the diffusion and displacement of responsibility” (Detert et al., 2008, p. 986). Thus, the nature and structure of organizations may facilitate an increased use of moral disengagement by its workers.

Personality Psychology Research

The FFM is the most popular conceptualization of personality today and its factor structure holds across cultures and languages (McCrae & Costa, 1997). Despite the comprehensive nature of the FFM (McCrae & John, 1992), several researchers contend that the FFM does not provide a complete view of personality (e.g., Hough, 1992; Paunonen & Jackson, 2000). Of pertinence to the present inquiry, empirical and theoretical work by Ashton and his colleagues suggests that honesty should be added as a sixth factor to the FFM (Ashton, Lee, & Son, 2000; Ashton & Lee, 2001). In addition, Paunonen and Jackson (2000) re-examined factor analytic work previously conducted by Saucier and Goldberg (1998) and found nine meaningful

dimensions of human personality (as opposed to the typical five reported by Saucier and Goldberg). One of these nine dimensions was labeled by Paunonen and Jackson as “honest, ethical, and moral.” On the whole, these studies suggest that honesty is a personality trait distinct from the FFM. Prior to moving forward, a brief discussion of the semantics used in this paper is warranted. I consider the trait of “honesty” to be on the opposite end of the continuum of the current examination on “lying”. Moreover, I consider the terms “lying” and “dishonesty” to be interchangeable. The term “lying” was used in the current context because most of the research relevant to the current study has used this term (e.g., DePaulo et al., 1996).

Social Psychology Research

The majority of past research examining lying has been conducted within the field of social psychology. The most thorough study to date concerning lying was performed by DePaulo et al. (1996). DePaulo and colleagues performed a diary study examining the day-to-day lying behaviors of college students and working adults over the course of one week. Their study produced many notable findings. First, college students reported lying in one out of every three social interactions, and participants from the community sample lied in one out of every five social interactions. Second, there was a strong relationship between participants’ perceptions of their lying and their actual rate of lying. This is an important result for the current study because it implies that people have some awareness of how much lying they do. Third, most of the lies told were “white lies” that were not associated with much rumination or distress, and were mostly successful. Participants described their lies in matter of fact ways feeling little need to justify their actions. What’s more, for more than 70% of the lies told, participants indicated they would not go back and change the lie. Fourth, one of the few negative results of lying in this study was social interactions that did not involve lying were much more pleasant than those that

did. In terms of moral disengagement theory, it does not appear that most lying requires self-justification as evidenced by the lack of rumination or distress when telling lies for the participants in the DePaulo study, and most people would have no reservations telling most of their lies again.

As a follow-up to their diary study in 1996, DePaulo and colleagues performed a study examining lies of a more serious nature in 2004 (DePaulo, Ansfield, Kirkendol, and Boden, 2004). In this study, which also used college students and working adults, participants were asked to reflect on the most serious lie they had ever told. The majority of these lies were told to targets in close interpersonal relationships. The serious lies were based on six different interpersonal motives: (1) getting a desired outcome, (2) avoiding punishment, (3) protecting oneself from confrontation, (4) appearing to be the type of person one wishes to be, (5) protecting others, and (6) hurting others. In total, results suggested that people will tell serious lies regarding those life tasks they care most about, which may indicate that people who care more about their jobs may be more likely to lie at, or about work.

In fact, while most of the serious lies told in the study by DePaulo et al. (2004) were within the context of interpersonal relationships, there were some examples of serious lies in, or regarding the workplace. For instance, one man lied under oath regarding the practices of his employer. In addition, one person misled a customer wishing to purchase an automobile. Finally, another participant admitted taking credit for a sales idea from one of his/her direct reports. This shows that serious lies occur not only within the domain of interpersonal relationships, but also in organizations. Although moral disengagement was not measured in this study, it is logical to believe that moral disengagement precipitated many of the lies examined because more serious lies require more justification to the self. Moreover, many of the motives discussed for telling

serious lies sound precisely like the type of justifications (e.g., protecting others) someone would make after morally disengaging from a difficult situation.

Several other social psychological studies also warrant mention in conjunction with the current study. Feldman, Forrest, and Happ (2002) experimentally manipulated self presentation goals and found that those who were instructed to appear likeable and competent told more lies than those participants in a control condition. By using an experimental methodology, Feldman and colleagues established a causal sequence from impression management to lie telling. Pontari and Schlenker (2006) examined the effects of someone trying to make a positive impression on behalf of a friend with someone of the opposite sex. They found that those people who lied or exaggerated the truth on behalf of their friends were liked and more preferred as that person's friend, however those people who told the truth were more respected by their friend.

To this point, all of the extant social psychological research discussed has focused on the person engaging in lying and has given little attention to the person being lied to. Tyler, Feldman, and Reichert (2006) changed this by conducting an experiment on how well those who lied were liked and how people would interact with a person presumed to be dishonest. Results showed that participants did not like being lied to and were more likely to lie to those they presumed to be liars. The results imply that getting caught in a lie, or even being perceived as a liar can result in others being more likely to lie to you in the future. From a more macro perspective, these results indicate that lying has the potential to spread throughout an organization or organizational unit once a few people are deemed dishonest.

On the whole, the social psychological literature has found that lying is a frequent occurrence in everyday life and almost everyone lies on occasion. Those who lie with more frequency are not necessarily disliked or looked down upon, unless of course they are caught. It

appears as though one simple way to delineate between lying behaviors is on a continuum of severity (i.e., the consequences for both the sender and receiver of being detected). Lastly, and unsurprisingly, people do not appreciate being lied to and respond in kind. Before moving on, it is worth noting that several social psychological studies examining individual difference correlates of lying were omitted from this section and will be discussed in conjunction with the second study of this dissertation, where the relationship between lying and other personality constructs was examined.

Organizational Research

As touched upon earlier, lying during the personnel selection process (i.e., faking) has been heavily researched using a myriad of research methodologies, including experiments (e.g. Mueller-Hanson, Heggstad, & Thornton, 2003), surveys (e.g., Barrick & Mount, 1996), simulations (e.g., Zickar, Gibby, & Robie, 2004), meta-analyses (e.g., Viswesvaran & Ones, 1999) and theoretical pieces (e.g., Marcus, 2009). In addition, selection measures of integrity have also been heavily researched (e.g., Iliescu, Ilie, & Ispas, 2011; Ones, Viswesvaran, & Schmidt, 1993; Wanek, Sackett, & Ones, 2003). However, research on lying post-hire has been rare. One of the strongest streams of organizational research on lying to date, although only tangentially related to organizational behavior, has focused on lie detection.

DePaulo, Lindsay, Malone, Muhlenbruck, Charlton, and Cooper (2003) performed a meta-analytic investigation examining differences in social interaction between liars and non-liars. DePaulo et al. found that people do behave somewhat differently in the midst of telling a lie. Liars tended to be more tense and tell less compelling tales than those telling the truth. Some of the cues associated with deception were strengthened when telling a lie involving a transgression (i.e., a more serious lie). Walczyk, Roper, Seemann, and Humphrey (2003) took a

more cognitive approach to lie detection. In three experiments, they found that both deciding to lie and lie construction added significant response time to replying to simple questions, as opposed to control groups who told the truth. This result suggests that response time can be a good cue for detecting deception. One limitation to this study is that it is not hard to conceive of someone deciding to, and constructing a lie in advance of an easily anticipated question (e.g., Why were you late to work this morning?). Walczyk et al. (2005) replicated substantively these same results and also found that those highest in social skill were the quickest at lying, as measured by response time. This result implies those higher in social skill may be perceived as more honest when telling lies.

It is important to note that lying has been given some attention within the CWB literature as well. Although honesty has not been strongly incorporated into the dimensionality of CWB (see Bennett & Robinson, 2000; Gruys & Sackett, 2003), recent work does suggest that honesty, as measured by a Likert self-report inventory, can be used as a predictor of CWBs (Lee, Ashton, & de Vries, 2005; Lee, Ashton, & Shin, 2005; Oh, Lee, Ashton, & de Vries, 2011). Although these results are not easily dismissed, lying was operationalized in a much different manner in the current research. Specifically, the dimension of honesty-humility used by Ashton and Lee does tap honesty, as defined here, but also measures other constructs like modesty (e.g., “I am an ordinary person who is no better than others”) and greed-avoidance (e.g., “Having a lot of money is not necessarily important to me”).

To complete this literature review of lying, the three organizational studies that most directly address lying will now be discussed. First, Naquin, Kurtzberg, and Belkin (2010) examined whether or not communication medium had an influence on the frequency of lying. They found workers were more likely to lie through e-mail than paper-and-pencil and felt more

justified in doing so. The authors proposed that there may be more lying in an online environment due to the ambiguity regarding acceptable behavior. This ambiguity could lead someone to more easily morally disengage from a situation.

Second, Weiss and Feldman (2006) examined the use of deception in the personnel selection process. Subjects in the study completed an application blank and face-to-face interview with the expectation that they could obtain a job. Thus, participants in the study were unaware that they were research subjects and were not applying for a real position. Each of the job interviews were taped and subjects reviewed the tape with the researchers and indicated which information presented, if any, was untrue. Results showed that participants lied on both the application blank and interview with the motive of being a better fit for the requirements of the job. The motive of being a better fit for the position could be interpreted as a justification mechanism within the context of moral disengagement theory. While this study directly examined lying, it would still fall under the umbrella of a pre-employment “faking” study.

Third, Becker (2005) created an SJT measuring integrity in the workplace. This measure is multidimensional in nature and examines many aspects of integrity, but several of the items either directly or indirectly assess lying. However, in the context of these items, lying is either treated as an absence of integrity or as neutral (i.e., scored as zero). For example, one item stem states...

“LuAnn, one of your co-workers, comes to work wearing the ugliest blouse that you have ever seen. During a break she walks up to you and, after some small talk, asks, ‘How do you like my new blouse?’ If you had to say one of the following, which would you most likely say?” (Becker, 2005, p. 230)

Interestingly, the only “correct” answer to this question is response option C, which reads “Frankly, I don’t find it too attractive.” All of the other response options involve some form of deception (e.g., “It’s very pretty. Where did you get it?”) and they are scored as not indicative of either low or high integrity (i.e., scored as zero). This issue, and other issues with the scale,

partly stem from the fact that this SJT is empirically keyed. Although the scale was empirically keyed, response options scored positively should still be indicative of higher integrity and I believe this item is scored in an overly naïve and simplistic fashion. Indeed, Schein (2004, p. 261) states that “Learning to lie or at least to withhold some versions of the truth is fundamental to the maintenance of the social order and violators who go around telling the truth are seen as tactless, whistle-blowers, and loose cannons.” Thus, telling the truth under any and all circumstances may not be symptomatic of high integrity.

Summary of Extant Research

In the preceding sections, the literature on lying was examined in three related areas of psychology through the lens of an influential psychological theory (i.e., moral disengagement). Based on this review, it appears that lying is unique from the FFM and that moral disengagement should theoretically play a larger role within the context of more severe lies. The literature in IO and social psychology seem to have some divergent findings. Although social psychological studies have underscored the complexities and nuances of lying in actual life, IO research to date seems to make an implicit assumption that “honesty is the best policy.” Indeed, most of the faking literature suggests that lying is a serious problem (for an exception, see Hogan, 2005). In addition, most of the research using honesty as a predictor has presumed a positive linear relationship with any positive outcome (e.g., task performance) and a negative linear relationship with any negative outcome (e.g., CWB) (e.g., Lee et al., 2005a; Lee et al., 2005b). As touched upon previously, I would suggest this is an over-simplification of the way events unfold in real life and in real organizations. Accordingly, the current inquiry sought to add a new layer to lying research in the IO literature by trying to emulate some of the empirical findings and theoretical approaches that have been used previously by social psychologists. When a researcher is

interested in examining a new construct or, in this case, examining a construct from a different viewpoint, a good first step is the construction of a theoretically and psychometrically sound measurement instrument.

CHAPTER 3:

THEORY AND MEASUREMENT

Socioanalytic Theory and Scale Dimensionality

Socioanalytic Theory (Hogan, 1991, 1996; Hogan & Shelton, 1998) was chosen as a theoretical framework for understanding and organizing different types of lies in the workplace. In the proceeding, I will provide a brief background of this popular theory. Certain elements of the theory were omitted because they are not pertinent to the present investigation (e.g., linking motives to FFM constructs measured by the Hogan Personality Inventory (HPI)). To begin, after examining the history of human civilization, Hogan and colleagues concluded that there were three primary human motivations. First, people desire to be liked and accepted, and fear rejection. This motivation is conceptually analogous to Baumeister's notion of belongingness or the need to belong (see Baumeister & Leary, 1995; Thau, Aquino, & Poortvliet, 2007). Second, people want status, power, and resources. Third, people want order and predictability in their lives. Based on these three motivations, Hogan suggested that humans have a need to (1) get along, (2) get ahead, and (3) find meaning. In the workplace, the first two needs (i.e., getting along and getting ahead) take on greater importance than the final need. People attempt to satisfy these needs through social interactions. Hogan uses these two needs, which are also referred to as motives, to help construct a theoretical link between personality traits and job performance. In Socioanalytic Theory, intentions or desires to get along and get ahead are not enough. One must also possess the ability to properly execute attempts to get along and get ahead. Thus, social

competency enables one to transform intentions to get along and get ahead into actions that are perceived positively by one's supervisor (or peers) (Blickle et al., 2011).

Hogan and Shelton (1998, p. 131) state that "People differ in the strategies they use to get along, get ahead, and find meaning. These strategies are part of personality from the perspective of the actor, some strategies are more adaptive (i.e., effective) than others, and some people are more willing to modify their losing strategies than others." In the context of this quote, lying is a strategy that is likely used to get along and get ahead in the workplace. I believe that these two needs/motives from Socioanalytic Theory provide a parsimonious and comprehensive framework for examining lying in the workplace.

It is worth mentioning that other taxonomies of lying have been proposed. DePaulo et al. (1996) developed a taxonomy that was subsequently used in work by Feldman and colleagues (Feldman et al., 2002; Tyler & Feldman, 2004). In this taxonomy, lies vary along four separate dimensions: content, rationale, type, and referent. Within the content dimension, lies can be related to feelings, achievement, action/plans, explanations, or objective facts. Inside the rationale dimension, lies can be told to protect or enhance oneself or someone else. On the type of lie dimension, lies can be either outright (i.e., completely opposite from the truth), exaggerations, or subtle (i.e., lying by evading or omitting relevant details). The lie referent dimension concerns who the lie is about. This dimension contains lies told about the liar, the target person (i.e., the person whom you are currently speaking with), another person outside the present conversation, or an external object or event. Overall, this results in a $5 \times 2 \times 3 \times 4$ taxonomy of lying with 120 unique dimensions. It would be impractical to write items for each combination of all of these dimensions because a scale would require probably somewhere in the neighborhood of 600 items for reliable measurement along all 120 dimensions. Therefore, this

taxonomy will not be used, but an attempt was made to sample from these various dimensions in forming items that fit into the two dimensional taxonomy proposed here (i.e., (1) getting along and (2) getting ahead). In addition the “type of lie” dimension was used to construct potential response options for the new measure developed in this study.

Limitations of Likert Self-Reports

While producing a typical survey measure of lying in the workplace using a Likert scale would certainly be simpler, many researchers have outlined serious concerns with this methodology. Many of the concerns with typical survey measures are encompassed by the classic work of Nisbett and Wilson (1977), who questioned how much introspection truly occurs when providing self-reports. First, McClelland (1987) and Spencer and Spencer (1993) suggest that typical survey measures may not reflect actual behavior. Second, Hogan and Shelton (1998) stated that memories are theories of how people used to be and they are often inaccurate. Hogan (2005, p. 336) even used an old quote from Freud to describe the inadequacies of self reports: “The you that you know is hardly worth knowing – because you made it all up.” Third, Stone, Stone, and Gueutal (1990) note that typical survey measures are more cognitively demanding to answer than other formats (e.g., interviews). Fourth, Spector (1994) points out that many of the criticisms of self-reports emerge because researchers use these measures to answer research questions they are ill-equipped to answer. I would suggest that the current study is one such case. The results of the diary study by DePaulo et al. (1996) illustrate that people lie more often than they may suspect. Administering a typical survey measure of lying would likely be accurate in identifying how honest people consider themselves to be, but may be less appropriate for measuring actual lying behavior. In addition, a scale examining the frequency of dishonest

behavior is likely to underestimate the amount of lying behavior based on results of past empirical research.

Situational Judgment Tests

In essence, SJTs are a paper-and-pencil multiple choice version of a situational interview. Test-takers are given a scenario, which is typically developed from critical incidents or a job analysis, and a number of response options to choose from. Next, respondents choose a response option based on the instructions for the assessment. These response options are then scored either by empirical keying, theory, or the judgment of subject matter experts (SMEs). In their infancy, SJTs were used as multidimensional selection measures for predicting performance (see Motowidlo, Dunnette, & Carter, 1990; Motowidlo & Tippins, 1993). SJTs were purported to measure a multidimensional construct labeled situational judgment, which is akin to practical intelligence or tacit knowledge (Chan, 2004). More recently, scholars have pointed out that SJTs are really a measurement method that can be used to assess a myriad of constructs (Bergman, Drasgow, Donovan, Henning, & Juraska, 2006; Christian, Edwards, & Bradley, 2010; McDaniel & Whetzel, 2005; Schmitt & Chan, 2006). Based on this, a number of more recent empirical studies have used SJTs to measure individual difference constructs that are more homogeneous in nature (e.g., Bledow & Frese, 2009; Motowidlo, Hooper, & Jackson, 2006; Ployhart, 1999), which is the focus of the present study.

It is worth mentioning that the SJT that was constructed here was intended to be used initially for research purposes and not for selection. SJTs are typically constructed for the purposes of personnel selection, but that is not the case in the present study. As a result, information regarding SJT subgroup differences (see Whetzel, McDaniel, & Nguyen, 2008), criterion-related validity (see McDaniel, Morgeson, Finnegan, Campion, & Braverman, 2001),

incremental validity (see Chan & Schmitt, 2002), faking (see Peeters & Lievens, 2005) and applicant reactions (see Lievens, Peeters, & Schollaert, 2008) were not examined herein. The theory regarding the SJT measurement process is the chief concern for this study. So, what makes SJTs a superior measurement method compared to Likert self reports?

The simplest explanation for how SJTs work is based on the tenet of behavioral consistency (i.e., the best predictor of future behavior is past behavior) (Motowidlo et al., 1990). Hence, an SJT attempts to measure what someone would do in a certain situation. Based on the behavior selected, we would expect that person to behave similarly if they were to encounter a comparable situation in the future. In addition, one of the greatest strengths of SJTs is the fact that each item in an SJT creates a person by situation interaction. The scenario provides the situation and the respondent's selection of a probable behavior provides information about the person. One of the primary criticisms levied against most personality research is the lack of incorporation of situational influences in trying to explain behavior (Epstein & O'Brien, 1995; Mischel, 1979; Mischel & Shoda, 1995, 1998). SJTs examining personality constructs do not suffer from this limitation. This theoretical viewpoint was relied upon heavily in the development of Bledow and Frese's (2009) SJT measuring personal initiative. Furthermore, Campion and Ployhart (2013, p. 452) suggest that "One advantage of the utilization of an SJT to measure personality is that it has the ability to measure an individual's behavioral tendencies repeatedly in situations that convey the same psychological meaning." Therefore, an SJT can create several similar person by situation interactions to measure personality constructs without requiring a longitudinal study.

Another theoretical perspective in SJT measurement, implicit trait policies (ITPs), has been refined and applied in empirical research recently by Motowidlo and colleagues

(Motowidlo et al., 2006; Motowidlo & Beier, 2010). In essence, ITPs, which vary across people, concern theories regarding the relationship between personality and outcomes in organizations. Persons high in a personality trait are likely to believe that the expression of that trait will result in an effective behavior at work. In the context of the current study, those who lie and are good at lying will likely deem a dishonest behavior as a potentially more effective behavior than an honest one. As a result, they will be more likely to endorse response options that entail dishonesty. In the aggregate, these theoretical perspectives suggest that SJTs are better suited to measure actual behavior than more common self-report measures. In addition, due to their high level of specificity, responding to SJT items is likely to be less cognitively demanding for respondents. SJT items are very concrete and much less open to interpretation than most items in typical Likert measures. They also require less memory retrieval because respondents are not asked to aggregate past behaviors in order to report on how they are in general.

Despite the advantages of SJTs as a measurement method, they do have some disadvantages. First, SJTs are rather brief and respondents sometimes have difficulty fully immersing themselves in the scenarios. This shortcoming can be reduced by using a video-based SJT (see Chan & Schmitt, 1997; Lievens, Buyse, & Sackett, 2005; Lievens & Sackett, 2006; Weekley & Jones, 1997), nonetheless, for practical reasons, the present investigation will employ a paper-and-pencil format. Second, due to the limited number of response options, respondents are generally not provided a complete range of potential behavioral responses (Ployhart & Harold, 2004). Whereas an interview is fully open-ended, SJTs have a limited number of response options (typically 4-5). Third, and finally, SJTs are scored based only on the response options selected and not the judgmental processes that went into selecting the response options (Whetzel & McDaniel, 2009).

Study Goals & Contribution to the Literature

The overarching goal of this study was to create an SJT that effectively sampled a large domain of lying behaviors in organizations. If this goal is achieved, then the current study could provide a number of important contributions to the field. First, previous research on social effectiveness constructs (see Ferris, Perrewe, & Douglas, 2002) (e.g., political skill) has been impeded by an overreliance on typical Likert measures that assess how people feel about themselves, but not actual behavior (see Mayer, Salovey, Caruso, & Sitarenios, 2003 for an exception). Previous empirical and theoretical work suggests that SJTs have the potential to more accurately measure similar constructs in this study and going forward. Second, the current study could provide an important link between the social and IO domains in research on dishonesty. More specifically, some of the current organizational research takes an approach to lying and dishonesty that few working adults would endorse. Namely, that lying is bad all the time and that those who lie will undoubtedly get their comeuppance. This study has the potential to begin to better understand the relationship between lying and outcomes for individuals within organizations. Although these contributions are certainly broad in scope, specific goals for each of the three studies in this dissertation were mentioned at the outset and will be outlined in the proceeding sections.

CHAPTER 4:

STUDY 1: SCALE CONSTRUCTION

Item Generation, Scoring, and Response Instructions

Scale items were generated based on a combination of inductive and deductive approaches. Subject matter experts (SMEs) in the form of fourteen IO graduate students were used to outline scenarios that involve lying for the purpose of either getting along or getting ahead. The SMEs in the sample were able to outline lying scenarios from their own life or fictionalized ones. The SMEs were asked to write one scenario assessing lying to get along (LAI) and one scenario assessing lying to get ahead (LAh). Item stems needed to be at least four to five sentences in length to provide a proper context for responding (see Appendix A for a complete list of SME instructions). The first author of this study edited several of the scenarios to make them clearer. The scale was constructed to assess lies that occur more commonly than ones that do not in order to realistically represent the domain of lying. For instance, DePaulo et al. (1996) showed that most lying is relatively minor in nature and is not associated with much rumination or distress. Thus, less serious lies occur more frequently than serious ones. Responses to scenarios containing less serious lies were also likely to generate more variance in item responses. Germane to the discussion on lying severity, based on the two motives for lying being examined in the current study, the scenarios involving lying to get ahead were inherently more serious or consequential than those for getting along.

For a new SJT, typically 2-3 times as many items need to be generated as the researcher(s) hopes to have in the final scale. In the present study, the goal was to have a final scale with 10-15 items. Overall, the SMEs in this study wrote 27 scenarios. In terms of generating response options, the first author wrote at least five response options for each SME developed scenario. Later, these response options were evaluated for their level of dishonesty by an independent sample of ten SMEs on a five point scale (1 = Completely Honest, 2 = Mostly Honest, 3 = An Equal Level of Honesty and Dishonesty/Avoiding the Question, 4 = Mostly Dishonest, 5 = Completely Dishonest). To assess the level of agreement across response options, the standard deviations of the ratings were examined. As a general rule, response options with a standard deviation greater than .50 are removed. However, a few exceptions were made to this rule, but the response option with the largest SD that was retained was only .57. Overall, only a few response options needed to be removed across the 27 items. To finish, the aggregate reliability of the raters was tested by treating each rater as an “item” in SPSS and examining the internal consistency for the ten items (i.e., 10 raters). The result of this analysis was an alpha level of .93, which is indicative of a high level of consistency or agreement across the raters.

Response options that were rated reliably were then given a score based on the mean honesty rating provided by the sample of 10 SMEs. This resulted in a partial credit scoring system where each response option was scored based on the level of honesty. A partial credit scoring system is logical in the present case because there really are no “correct” answers to any of the items and each response option contains information about the respondent’s honesty level. Perhaps future research could examine other methods for scoring this particular SJT (e.g., empirical keying) (see Bergman et al., 2006), but the partial credit scoring key based on theory makes the most sense at present. The responses across items were then summed to form an

overall score for each sub-scale (i.e., getting along and getting ahead). These scale scores were then used as the primary independent variables in Studies 2 and 3.

Response instructions in SJTs have received quite a bit of attention in the literature. The main decision that needs to be made in regard to SJT response instructions is whether to ask the respondent what they “would do” or “should do”. Research has shown that this distinction is not merely semantics. For instance, “should do” instructions can increase the cognitive loading of an SJT (McDaniel, Hartman, Whetzel, & Grub III, 2007; Whetzel & McDaniel, 2009). Simply put, smarter people are better able to figure out the correct response. In the present study, “would do” instructions were used because are more strongly related to personality (Whetzel & McDaniel, 2009) and this study was predicated upon getting candid and honest responses to items in the new scale. Indeed, “would do” instructions are more likely to capture future behavior on the job (Hough & Dilchert, 2010). In addition, Ployhart and Ehrhart (2003) found in an experiment that “would do” instructions outperformed “should do” instructions across several important dimensions (e.g., validity). The primary drawback with “would do” instructions is that, in a selection context, practitioners worry that respondents will select what they “should do” even when asked what they “would do.” This was not a concern in the present study because the focus was on the accurate measurement of dishonesty. Future work could examine the utility of the measure developed herein for personnel selection.

Sample Item

To provide an example and frame of reference for the topics discussed in the preceding and proceeding sections, a sample item is presented below.

1.) You have recently been promoted to a managerial position in a large marketing firm. You are responsible for several direct reports including a few people who you beat out for your new position. A few weeks into your new job, one of your direct reports, Bill, comes up with a great idea for promoting one of the firm's products. Bill was one of the people you competed with for your job. Your whole team believes that you should pitch this idea the next time you meet with the head of your division, Anna. You agree with your team's assessment regarding the quality of the idea. How would you handle your next meeting with Anna?

- a.) Tell Anna about the new idea and give Bill full credit for the idea.*
- b.) Tell Anna about the new idea and mention that one of your direct reports (without naming anyone specifically) had come up with it.*
- c.) Tell Anna about the new idea and give Bill full credit for the idea. However, you also voice a few concerns to Anna regarding the new idea.*
- d.) Tell Anna about the new idea and mention that you and Bill had collaborated in generating it.*
- e.) Do not bring up the idea with Anna and then tell your team later on that Anna did not like the idea as much as everyone else.*
- f.) Tell Anna about the new idea and take full credit for it (without ever mentioning Bill).*

This item would constitute a “getting ahead” item in the sense that lying would be used to protect one's reputation and standing with a new boss. Although it is important to generate multiple scenarios to build a new SJT, it is also important to develop multiple response options. The importance of having multiple response options is twofold. First, response options can be edited and removed just like scenarios. As a result, it makes sense to produce more response

options than may be required for the final version of the scale. Second, as mentioned previously, one of the limitations of SJTs is that they limit the number of potential behavioral responses. This concern can be lessened by including several response options. Finally, it is also worth noting, that this item, like most of the items, contains more response options that are deceitful than those that are honest. The reason for this is that there is typically only one version of the truth whereas there are multiple ways someone can be dishonest or untruthful.

Pilot Test

After the initial pool of 27 items was constructed, a preliminary version of the scale was administered to a sample of 57 undergraduate students taking upper level summer psychology coursework. Students who participated were given extra credit for completing the measure. Several criteria were used to determine which items were the best. First, item variances were examined to ensure that each item was producing different responses from the participants. Second, based on the format and structure of this scale, classical test theory (CTT) indicators of item quality (e.g., item-total correlations, inter-item correlations, and alpha if-item-deleted) were also appropriate as each subscale measures, or at least was intended to measure, a narrow psychological construct (i.e., lying to get along or lying to get ahead). Lastly, item content was also considered when selecting the final items for the scale as several scenarios examined similar themes. Based on this initial study, 15 scenarios were removed resulting in a final measure with 12 items (6 lying to get along and 6 lying to get ahead). The final 12 item scale can be seen in Appendix C and the initial pool of items can be found at the end of the dissertation in Appendix P. In addition, the information regarding “Level” can be used to score the SJT such that this information signifies the level of honesty for the corresponding response option.

Item Sorting

Following the Pilot test, which aided in producing a finalized version of the lying SJT, several PhDs in I/O Psychology (i.e., SMEs) were asked to sort the twelve items into their corresponding dimension (i.e., getting along or getting ahead). The order in which the items were presented was randomized. Overall, five SMEs participated in this sorting task and they placed the situations contained in the SJT into the correct dimension with an alpha level of .95. As a result, no items were removed due to the item sorting task.

CHAPTER 5:

STUDY 2: SCALE EVALUATION

Study 2 had several goals for the development of the new measure. The first goal was to examine the convergent and discriminant validity of the two sub-scales of the lying SJT. In addition, the nomological network of the two sub-scales was examined. A secondary goal of Study 2 was to further examine the psychometric properties of the scale items that were retained from Study 1. Many researchers have noted that test-retest reliability is a more appropriate index of reliability than coefficient alpha for SJTs (Lievens et al., 2008; Whetzel & McDaniel, 2009), but the two sub-scales in the current study are more unidimensional than most, if not all, SJTs mentioned in the literature. As a result, internal consistency was used to assess reliability and confirmatory factor analysis (CFA) was used to assess scale dimensionality.

In Study 2, hypotheses were formulated based on the two sub-scales (i.e., (1) lying to get along (LAI) and (2) lying to get ahead (LAh)) for the newly created measure. To orient the reader, the acronyms LAI and LAh will be used for the duration of this study. This was done because the two subscales were expected to have different relationships with some constructs. In the cases where the two sub-scales were expected to have similar relationships, it was simple enough to hypothesize the same relationship between the two sub-scales and the outcome or variable of interest. The two lying sub-scales, LAI and LAh, were expected to display a positive manifold as they both measure dishonesty in the workplace. As will be shown below, there are several broad FFM constructs that have displayed significant relationships with lying in previous

research. However, in the current study, FFM facets (e.g., order) were examined in order to look at relationships between narrower constructs. In essence, LAh and LAI are narrow constructs that are expected to be more strongly related to other narrow constructs (e.g., FFM facets). Previous research has found stronger relationships when constructs of similar domain sizes are paired, as opposed to when narrow constructs are correlated with broader ones (Ashton, 1998; Paunonen & Ashton, 2001). This issue is generally referred to as the fidelity-bandwidth trade-off (for an overview, see Hogan & Roberts, 1996).

Convergent and Discriminant Validity

Previously, the argument was made that the new scale would provide a truer examination of lying in the workplace than other measures that have been used previously. Despite this, it was still expected that there would be a positive relationship between other measures of honesty and LAI and LAh. To assess discriminant validity, a few variables were examined that were not expected to be related to lying. The first variable examined was goal orientation (see Vandewalle, 1997; Payne, Youngcourt, & Beaubien, 2007). Goal orientation is a motivational construct that concerns the way people approach trying to reach their goals. The second variable examined was locus of control (LOC) (see Ng, Sorensen, & Eby, 2006; Wang, Bowling, & Eschleman, 2010). Spector (1988, p. 335) defines LOC as “a generalized expectancy that rewards, reinforcements or outcomes in life are controlled either by one’s own actions (internality) or by other forces (externality).” Both goal orientation and LOC have a minimal conceptual overlap with LAI and LAh. This discussion leads to the first three hypotheses of the study.

Hypothesis 1a: LAI will be negatively related to other measures of honesty.

Hypothesis 1b: LAh will be negatively related to other measures of honesty.

Hypothesis 2a: LAI will display a smaller relationship with goal orientation than with other measures of honesty.

Hypothesis 2b: LAh will display a smaller relationship with goal orientation than with other measures of honesty.

Hypothesis 3a: LAI will display a smaller relationship with LOC than with other measures of honesty.

Hypothesis 3b: LAh will display a smaller relationship with LOC than with other measures of honesty.

Nomological Network

The first nomological network relationship that was examined was the relationship between lying and moral disengagement. At the outset of this research paper, the case was made that moral disengagement was likely to be a precursor of lie-telling, or, if nothing else, lie-telling regarding more serious lies. While not all of the lies in the current scale will be serious, it is still reasonable to expect lying scores to be positively related to moral disengagement regardless of the motive (i.e., getting along or ahead). This leads to the fourth hypothesis of the study.

Hypothesis 4a: LAI will be positively correlated with moral disengagement.

Hypothesis 4b: LAh will be positively correlated with moral disengagement.

Next, I will discuss a variable similar to moral disengagement, ethical viewpoints. Past research and theory has focused upon two primary ethical viewpoints: (1) utilitarianism and (2) formalism (e.g., Brady & Wheeler, 1996; Reynolds, 2006). Brady (1985) postulated a Janus-headed model with two faces: one facing forwards and one facing backwards. Janus is the Roman god of gates and entryways. In this model, “formalists are characterized as oriented primarily to the past; that is, formalists tend to be interested in the past as it appears in language,

tradition, and precedent; utilitarians approach ethical issues by looking to the future for anticipated results, opportunities, and innovation (Brady, 1985, p. 569).” Thus, formalists are more concerned with following prescribed rules and utilitarians are more concerned with outcomes regardless of the violation of said rules. Therefore, a utilitarian would be more likely to agree with the old adage that “the ends justify the means.”

For the purposes of the present investigation it was also important to understand the dimensionality of ethical viewpoints. Brady and Wheeler (1996) empirically found, via factor analysis, that utilitarianism and formalism were two distinct constructs and not merely two ends of a continuum. Therefore, theoretically, a person could be high or low on both utilitarianism and formalism. More recent research by Reynolds (2006) found a small positive correlation between formalism and utilitarianism in one study, but not in another. Thus, formalism and utilitarianism appear to be oblique factors, but not strongly so.

In terms of the present study, utilitarianism is likely to be positively related to lying behavior whereas formalism is likely to be negatively related. There is a strong conceptual overlap between moral disengagement and utilitarianism because many of the arguments utilitarians make for their behavior are very similar to those who have morally disengaged from a situation. In addition, formalists are likely to believe lying to be wrong regardless of the valence of the outcome associated with lying. This reasoning leads to the next two hypotheses of the study.

Hypothesis 5a: LAI will be positively related to utilitarianism.

Hypothesis 5b: LAI will be negatively related to formalism.

Hypothesis 6a: LAh will be positively related to utilitarianism.

Hypothesis 6b: LAh will be negatively related to formalism.

The next series of relationships that were examined relative to the nomological network of lying involve replicating results from past empirical research. Replication is important for the current study due to the novel measurement method that was used to measure lying. Moreover, replication is an indispensable part of building and refining organizational theories (Tsang & Kwan, 1999). In the current study, three findings from previous research were tested to see if they were replicable using the new measure.

First, research by Kashy and DePaulo (1996) found that lying was positively related to extraversion. Specifically, Kashy and DePaulo discovered that extraverts not only tell more lies in total, but they also lie more often on average (per social interaction) than others. Furthermore, extraverts considered themselves to be more successful at lying than others. In the present study, it is proposed that different facets of extraversion will be related to the different forms of lying in this study. First, LAI has a strong conceptual overlap with the warmth facet of extraversion. The warmth facet concerns a general interest in others and a desire to make others feel comfortable. In the context of the present study, lying could be used to cheer someone up or make a new acquaintance feel more comfortable (e.g., pretending to have similar interests). Second, LAh overlaps with the assertiveness facet of extraversion. The assertiveness facet taps into social ascendancy and the ability to influence others. It is easy to conceive of situations where lying could be used to gain influence or curry favor with others.

Hypothesis 7: LAI will be positively related to warmth.

Hypothesis 8: LAh will be positively related to assertiveness.

Second, Gozna, Vrij, & Bull (2001) found that lying was negatively related to anxiousness (i.e., neuroticism). Gozna and colleagues examined the ability of people to tell lies in a serious situation (i.e., plagiarism at a University). Gozna and colleagues found that anxious

participants were less equipped to get away with telling a serious lie than others. This suggests that those people high in neuroticism may be less equipped to get away with lying, both at work and in social situations. As a result, neurotic people would be less likely to endorse response options that involve lying using the new measure proposed here. At the facet level of neuroticism, self-consciousness and vulnerability align with the findings by Gozna et al. Self-consciousness reflects a general comfort and ability level in social situations whereas people high on vulnerability are indecisive and panic often. At this juncture, there is little reason to expect differential relationships between these two neuroticism facets and LAI and LAh. However, the relationships could be stronger for LAh because those lies are often more serious and potentially more anxiety inducing.

Hypothesis 9a: LAI will be negatively related to self-consciousness

Hypothesis 9b: LAI will be negatively related to vulnerability

Hypothesis 10a: LAh will be negatively related to self-consciousness

Hypothesis 10b: LAh will be negatively related to vulnerability

Third, and finally, several studies have found that women, in the aggregate, tell more lies than men (Bell & DePaulo, 1996; Tyler & Feldman, 2004). Gender has been a peripheral component of most studies on lying, but was focused on almost exclusively in a study by Tyler and Feldman (2004). Tyler and Feldman (2004) conducted ten minute meetings between undergraduate psychology students in both mixed gender and same gender dyads. Subjects were informed, prior to the meeting, whether or not there was a possibility of ever seeing the other participant in the meeting. These brief meetings were taped and subjects in the experiment indicated later, when watching the videotapes, what information was untrue. Results showed that 78% of the participants lied, with women lying significantly more than men. In addition, females

actually lied more when a future interaction was probable than when it was not. Lastly, lying was not impacted by the gender composition of the dyad. The authors argued that women may lie more often than men because females are more concerned with the proper cultivation of relationships. Another study focusing largely upon gender was done by Bell and DePaulo (1996). These authors found that women were more likely to tell kind lies to people that they favored in the form of positive complements regarding artwork. Based on these results, it would be expected that women, as opposed to men, are likely to tell more lies for the purposes of getting along.

Hypothesis 11: LAI will be negatively related to gender (1 = Female, 2 = Male).

One of the consistent themes in past lying research is that those who lie more often, generally speaking, are not social pariahs; rather they are active and capable participants in social life. Accordingly, there are several pieces of empirical evidence that suggest LAI and LAh should be related to social effectiveness or social skill. First, as touched upon earlier, Feldman et al. (2002) found a causal link between impression management and lying behavior. There has been a multitude of research on impression management in organizations (see Bolino, Kacmar, Turnley, & Gilstrap, 2008, for a review), but for the purposes of the present study I would suggest that lying is likely to be used as a mechanism for managing the impressions of others. Similarly, lying is also likely to be a behavioral manifestation of concepts that are conceptually similar to social skill and impression management, such as facades of conformity (Hewlin, 2003), professional image construction (Roberts, 2003) and political skill (e.g., see Bing, Davison, Minor, Novicevic, & Frink, 2011).

Second, Kashy and DePaulo (1996) found that several constructs which overlap with social skill were related to lying (i.e., impression management, concern for self-presentation, and

extraversion). Third, on the basis of their study of creativity and lying, Walczyk, Runco, Tripp, and Smith (2008) suggested that creative liars may be higher in emotional intelligence than others. Fourth, Walczyk et al. (2005) found that those higher in social skill were able to construct lies more quickly than those lower in social skill. Fifth, people engage in many behaviors in order to project a positive self-presentation (Baumeister, 1982). Lying is one strategy that could be used to construct one's public self-image to be congruent with his/her ideal self-image. Theoretically, those high in social skill are also less likely of being caught in a lie. A similar point regarding item response processes was touched upon in the previous section on Socioanalytic Theory. In sum, based on empirical research and theory, it is hypothesized that social skill will be positively related to both forms of lying in the current study.

Hypothesis 12: LAI will be positively related to social skill

Hypothesis 13: LAh will be positively related to social skill

To finish, though an obvious point, the motives to “get along” and “get ahead” are quite different. Whereas the motive to “get along” belies a communal orientation and a regard for others' feelings and well-being, the motive to “get ahead” indicates a willingness to succeed and is largely self-focused (as opposed to other-focused). In the current study, it is expected that LAI will be positively correlated with empathy. Empathetic people want to make others feel welcome and comfortable in social situations. Lying is one mechanism in which people can show empathy. For instance, an employee may try to make a coworker feel better about his/her recent performance appraisal by saying that their performance appraisal did not go as well as they had hoped (even though this may not be the case). It should also be noted that empathy has a large overlap with facets of agreeableness (e.g., sympathy or tender-mindedness). This is important because it makes theoretical sense that people who lie in order to get along are also likely to be

more agreeable. On the opposite end of the spectrum, it is expected that LAh will be positively correlated with Machiavellianism (see Zagenczyk, Restubog, Kiewitz, Kiazad, & Tang, In Press, for a recent workplace study). Persons high in the trait of Machiavellianism (i.e., high Machs) are highly manipulative, display little concern for the well-being of others, and are very preoccupied with their own self-status (Christie & Geis, 1970; Dahling, Whitaker, & Levy, 2009). Theoretically, high Machs likely use lying as one of their tactics for getting ahead in organizations. In addition, manipulateness, a hallmark for high Machs, has been found to be positively related to lying in previous research (Gozna et al., 2001; Kashy & DePaulo, 1996).

Hypothesis 14: LAI will be positively related to empathy

Hypothesis 15: LAh will be positively related to Machiavellianism

Study 2 Method

Participants and Procedure. Participants were recruited through two sources: (1) Amazon Mechanical Turk (MTurk) and (2) Sona. Sona is a software system used by a large Southeastern University, as well as many other Universities, in order to schedule research participants. The protocol for Studies 2 and 3 were approved by the local Institutional Review Board (IRB) (see Appendix Q). Participants recruited through MTurk were paid \$1 for completing the study. Buhrmester, Kwang, and Gosling (2011) have found that quality data can be obtained through MTurk by only paying 10 cents per survey. Participants recruited through Sona were compensated with .5 research credits. All participants in the study needed to be working 20 hours per week at the time of the study. All participants completed the same survey using Qualtrics, but different links were created to keep the responses from the two recruitment sources separate.

In both the MTurk and Sona samples, two questions were used to determine if respondents were paying attention to the survey questions (e.g., Please write the words “paying attention” in the following textbox). These “bogus items” were akin to manipulation check items used in experimental research and have shown to be effective in identifying inattentive survey respondents (Meade & Craig, 2012). Overall, 307 participants completed the survey through MTurk. A total of 16 participants were dropped from the sample because they answered one or both of the manipulation check questions incorrectly (or left blank). This resulted in a final sample size of 291 participants from MTurk. Participants recruited through MTurk had an average age of 33.84 (SD = 11.45) and had an average of 14.22 years of work experience (SD = 10.65). In addition, this sample was predominantly female (60%) and Caucasian (75%). In the Sona sample, 239 participants completed the study, but 21 participants were removed because they did not answer one or both of the manipulation checks incorrectly. Therefore, the final Sona sample size was 218. Participants recruited through Sona had an average age of 21.88 (SD = 3.67) and had an average of 1.87 years of work experience (SD = 3.08). The Sona sample was also predominantly female (84%) and Caucasian (58%).

All of the scales used were adapted into an online survey on Qualtrics. Research has shown that web-based surveys, as opposed to paper-and-pencil based assessments have fewer missing values (Stanton, 1998) and measure individual difference constructs in a similar manner (i.e., are measurement invariant) (Meade, Michels, & Lautenschlager, 2007; Stanton, 1998). The Study 2 survey took respondents, on average, approximately 20 minutes to complete.

Measures.

A Brief Note on Study Measures. Ideally, the full version of each measure mentioned in Studies 2 and 3 would have been used. However, this might have resulted in surveys that would

have been simply too long and cognitively taxing for respondents to complete. As a result, a few of the measures were shortened. Past research has discussed methods for reducing scales (see Stanton, Sinar, Balzer, & Smith, 2002), but there was not enough information in many of the articles to utilize many of these recommendations. Despite this, only five to six items are typically needed to adequately measure a psychological construct (Hinkin, 1995) and none of the scales were shortened to contain fewer than six items. In addition, narrower constructs (vs. broader constructs) require fewer items for adequate measurement. The overarching concern here was that each respondent have sufficient cognitive resources to accurately reflect on all of the survey items in both Study 2 and Study 3.

Demographics. Basic demographic information was collected concerning gender, age, ethnicity, college major, hours worked per week, and job tenure. This information was used to examine H11 (which examines gender) as well as describe the characteristics of both samples for Study 2. The demographic questions were placed at the end of the survey in order to increase response rates and ensure respondents were motivated to complete the full survey (Roberson & Sundstrom, 1990).

Honesty. Honesty was measured using the HEXACO sincerity sub-scale (Lee & Ashton, 2004). This scale has four Likert-scored items and has a reported coefficient alpha of .79 (Lee & Ashton, 2004). The items can be seen in Appendix B.

Goal Orientation. Goal orientation is comprised of three oblique dimensions: learning goal orientation (LGO), performance prove orientation (PPO), and performance avoid orientation (PPA). For this study, LGO was measured using the five items from Vandewalle's (1997) measure (see Appendix D). The reported coefficient alpha for this goal orientation subscale is .89.

Locus of Control. LOC was measured using an abbreviated version of Spector's (1988) Work Locus of Control (WLCS) scale. This scale contains 16 items and has a reported coefficient alpha of approximately .80 to .85 based on five independent samples. Several items, some of which require reverse scoring, were removed, resulting in a shortened scale of six items (see Appendix E). Spector, Van Katwyk, Brannick, and Chen (1997) have noted that reverse scored items can cause problems when interpreting results of factor analyses because a unidimensional scale can sometimes produce two factors simply based on how the items are worded (i.e., positively or negatively). The WLCS was scored where higher scores represent internality (i.e., more control over events at work).

Moral Disengagement. Moral Disengagement was measured using a subsample of items from Detert et al.'s (2008) measure. Detert and colleagues adapted this measure from Bandura's work with children and young adults (e.g., Bandura et al., 1996). Detert et al.'s measure has twenty-four items measuring eight aspects of moral disengagement: (1) moral justification, (2) euphemistic labeling, (3) advantageous comparison, (4) displacement of responsibility, (5) diffusion of responsibility, (6) distortion of consequences, (7) attribution of blame, and (8) dehumanization. Factor analytic work by Detert et al. suggested that moral disengagement could be measured as a single higher order construct and estimated the reliability of their 24-item measure to be .87. For the current study, two items (instead of three) were included from each of the eight sub-dimensions of moral disengagement (see Appendix F).

Ethical Viewpoints. Ethical viewpoints (i.e., utilitarianism and formalism) were measured using an SJT developed by Brady and Wheeler (1996) (see Appendix G). In this SJT, respondents rate each response option for how well it fits with how they would think about a given ethical dilemma. Each scenario in this SJT has two response options that reflect a formalist

approach and two response options that indicate a utilitarian approach. Thus, each scenario contains four items. Since the SJT is not forced choice, persons can be classified as being high (or low) on both formalism and utilitarianism, which is important based on empirical research discussed previously (i.e., Brady & Wheeler, 1996; Reynolds, 2006). This scale was shown to have acceptable levels of test-retest reliability in the initial study by Brady and Wheeler. Several of the items were removed from this scale for the current study because they examined often polarizing socio-political issues such as capital punishment or abortion.

FFM Facets. The FFM facets of warmth ($\alpha = .84$), assertiveness ($\alpha = .84$), self-consciousness ($\alpha = .80$), and vulnerability ($\alpha = .82$) were measured using indices from Goldberg et al.'s IPIP (See Appendix H). For all of these scales, reverse coded items were excluded for reasons mentioned in the preceding section on LOC. In addition, a few items were removed from the full nine item version of the warmth scale.

Social Skill. The research domain concerning social effectiveness constructs is quite complex as researchers have used a number of different names (e.g., self-monitoring, social competence, political skill, social self-efficacy, and social intelligence) when referring to social effectiveness in organizations (Ferris et al., 2002). As a result, Heggstad and Morrison (2008) recently factor analyzed thirty seven scales measuring social effectiveness and found that Ferris, Witt, and Hochwarter's (2001) measure of social skill did an adequate job of covering the multidimensional construct space of social effectiveness. As a result, Ferris and colleagues' measure was used to measure social skill in the current study (see Appendix I). This measure has a reported coefficient alpha of .77. It is important to note that Ferris and colleagues' measure does not tap emotional intelligence (EI). Even though EI was mentioned briefly in the development of Hypothesis 8, EI was not measured in the current study.

Empathy. Empathy was measured using seven items from Goldberg et al.'s IPIP (see Appendix J).

Machiavellianism. Machiavellianism was measured using Darling et al.'s (2009) Machiavellianism Personality Scale (MPS). The MPS taps four factors of Machiavellianism: (1) amorality, (2) desire for status, (3) desire for control, and (4) distrust for others. Darling and colleagues showed that there is a superordinate (i.e., global) factor that influences the four sub-factors. Thus, Machiavellianism can be measured as a unidimensional construct in a similar manner to moral disengagement. For the current study, two items were selected from each of the four factors based on the factor loadings in Study 1 of Darling et al. These items can be found in Appendix K.

Study 2 Results

Scale Evaluation. Several analyses were run to examine the psychometric properties of the lying SJT. First, a classical test theory item analysis was run on each sub-scale for both samples. In the MTurk sample, the LAI scale had an alpha of .71. The internal consistency reliability could not be improved by removing any of the items and the average item-total correlation across the six items was .45. The LAh scale had an alpha of .66. The internal consistency reliability could not be improved by removing any of the items and the average item-total correlation across the six items was .39. In the Sona sample, the LAI scale had an alpha of .64. The internal consistency reliability could not be improved by removing any of the items and the average item-total correlation across the six items was .35. The LAh scale had an alpha of .69. The internal consistency reliability could not be improved by removing any of the items and the average item-total correlation across the six items was .42. Nunnally (1978) suggests scales

should have a reliability of at least .70 and the sub-scales examined here were slightly below that.

The internal consistency reliability of the scale can be increased to .78 in the MTurk sample and .75 in the Sona sample by combining all of the items into a single scale. However, alpha is not an index of dimensionality and can be increased simply by combining items with positive inter-item correlations (Cortina, 1993), and, therefore, several factor analyses were conducted. To begin, exploratory factor analyses (EFAs) using oblique rotations were conducted on both samples. In the MTurk sample, there were three eigenvalues greater than one but the scree plot suggested only a single factor. The pattern of factor loadings was close, but not perfectly aligned with the theorized two factor structure. More specifically, the LAI items and LAh items tended to load on different factors, but there were 1-2 items that would load onto a third factor which was uninterpretable. These same results were replicated in the Sona sample.

Since the EFA results were inconclusive, several confirmatory factor analyses (CFAs) were conducted. In The MTurk sample, one and two factor solutions were examined first. Overall, both models provided an adequate fit to the data (Hu & Bentler, 1999) (see Table 5.1). However, a chi-square difference test found that the two-factor solution provided a significantly better fit to the data ($\Delta\chi^2(1) = 10.74, p < .01$). In addition, all of the items significantly loaded onto their intended factor. In the Sona sample, I started by examining the one and two factor solutions as well. The results for the one and two factor in the Sona sample were very similar to those in the MTurk sample (see Table 5.2). Furthermore, the two factor solution once again provided a significantly better fit in the Sona sample ($\Delta\chi^2(1) = 5.94, p < .05$). All of the factor loadings were significant as well. Across both samples, the factor loadings were generally larger for the LAh scale. The factor loadings from both samples in Study 2 can be found in Tables 5.3

and 5.4. For both tables, the item numbers correspond to the item numbers used for the items in Appendix C. A higher order single factor solution could not be examined in either sample due to a lack of degrees of freedom available to fit such a model. More detailed CFA results (e.g., RMSEA confidence intervals) are available from the first author upon request.

Table 5.1
MTurk CFAs

	One Factor	Two Factor
df	54	53
Chi-Square	122.73	133.47
RMSEA	0.08	0.08
TLI	0.91	0.92
CFI	0.93	0.93
SRMR	0.06	0.06
ECVI	0.57	0.55

n = 291

Table 5.2
Sona CFAs

	One Factor	Two Factor
df	54	53
Chi-Square	104.17	98.23
RMSEA	0.08	0.08
TLI	0.89	0.90
CFI	0.92	0.92
SRMR	0.06	0.06
ECVI	0.68	0.66

n = 218

On the whole, the CFA analyses suggest that the measure has two factors, but not overwhelmingly so because the fit indices for the two models were quite similar across both samples. Modification indices were examined for the two-factor solutions and none of the suggestions in one sample were replicated in another. More specifically, the solutions for both two factor solutions suggested the fit of the model could be improved (in terms of chi-square) by having one of the items cross-load (e.g., a LAh item loading on the LAI dimension), but each solution suggested different cross-loadings. Based on these results, and since modification

indices are purely data driven, none of the suggested changes were made. Based on all of the preceding scale evaluation work, the analyses in Study 2 were examined as hypothesized using the two sub-scales of the new measure separately.

Table 5.3
MTurk Factor Loadings

	LAI Factor	LAh Factor
LA11	0.38	
LA12	0.57	
LA13	0.61	
LA14	0.55	
LA15	0.52	
LA16	0.39	
LAh1		0.67
LAh2		0.55
LAh3		0.57
LAh4		0.42
LAh5		0.52
LAh6		0.49

$n = 291$

Table 5.4
Sona Factor Loadings

	LAI Factor	LAh Factor
LA11	0.33	
LA12	0.46	
LA13	0.56	
LA14	0.60	
LA15	0.45	
LA16	0.17	
LAh1		0.49
LAh2		0.68
LAh3		0.58
LAh4		0.42
LAh5		0.73
LAh6		0.42

$n = 218$

Correlations, Descriptive Statistics, and Coefficient Alphas. Means, standard deviations, and coefficient alphas for the scales in Study 1 for both samples can be found in

Table 5.5. It is important to note that all scale scores were created by summing the values across items from the same construct. Overall, the scales used to validate the new measure were all measured with acceptable levels of reliability. Correlations between the constructs measured in Study for both samples can be found in Table 5.6. There are several correlations that were not examined in the hypotheses that bear mentioning. First and foremost, the LAh and LAI subscales were significantly positively correlated in the MTurk sample ($r = .51, p < .01$) and the Sona sample ($r = .43, p < .01$). While these correlations are large, they are not so large as to suggest the sub-scales are measuring the same construct. Second, the large correlations between warmth and empathy in both samples suggest those two constructs share a lot of the same variance. Third, and finally, there was a significant negative relationship between Age and LAh in the MTurk sample ($r = -.20, p < .01$). An increase in honesty may naturally occur across the life span in a similar fashion to traits like conscientiousness and emotional stability (see Nye & Roberts, 2013). In addition, older workers simply may have more to lose and less to gain by lying to get ahead. This result was not replicated in the Sona sample probably due to a lack of variance in age.

Hypothesis 1. In the MTurk sample, Hypotheses 1a and 1b were both supported as both subscales of the lying SJT (i.e., LAI and LAh) were significantly negatively correlated with the HEXACO sincerity scale ($r = -.39, p < .01$; $r = -.32, p < .01$). In the Sona sample, Hypotheses 1a and 1b were also supported as both LAI and LAh were significantly negatively correlated with the HEXACO sincerity scale ($r = -.26, p < .01$; $r = -.39, p < .01$).

Hypotheses 2 and 3. In the MTurk sample, Hypotheses 2a, 2b, 3a, and 3b were supported as both subscales of the lying SJT had weaker relationships with goal orientation and locus of control than with the HEXACO sincerity scale ($r = -.19, p < .01$; $r = -.22, p < .01$; $r = -$

.17, $p < .01$; $r = -.18$, $p < .01$). These results were replicated in the Sona sample ($r = -.09$, $p > .05$; $r = -.14$, $p < .05$; $r = -.18$, $p < .01$; $r = -.12$, $p > .05$).

Table 5.5
Study 2 Means, SDs, and Alphas

Scale	Mturk			Sona		
	Mean	SD	Alpha	Mean	SD	Alpha
HEXACO Honesty	12.60	3.57	0.79	12.92	3.14	0.73
Learning Goal Orientation	20.15	3.41	0.88	19.76	3.86	0.91
Locus of Control	26.44	4.38	0.77	27.58	5.06	0.84
Lying (Get Along)	15.04	4.31	0.71	13.66	3.89	0.64
Lying (Get Ahead)	12.90	4.11	0.66	12.28	4.10	0.69
Moral Disengagement	34.20	9.22	0.88	33.19	9.08	0.88
Utilitarianism	35.10	6.60	0.78	34.50	6.37	0.77
Formalism	36.25	6.95	0.81	35.55	6.40	0.79
Warmth	23.54	4.41	0.90	24.87	3.36	0.89
Assertiveness	16.89	4.28	0.89	18.39	3.96	0.87
Self-Consciousness	16.02	5.57	0.88	16.90	5.03	0.86
Vulnerability	11.99	4.70	0.89	13.64	4.71	0.88
Social Skill	24.65	4.78	0.84	26.03	4.28	0.84
Empathy	27.02	4.91	0.91	28.09	4.32	0.92
Machiavellianism	22.30	5.32	0.76	23.66	4.82	0.74
Lying (Aggregate)	27.94	7.32	0.78	25.94	6.76	0.75

Hypothesis 4. In the MTurk sample, Hypotheses 4a and 4b were supported as both subscales of the lying SJT had significant positive relationships with moral disengagement ($r = .19$, $p < .01$; $r = .49$, $p < .01$). These results were replicated in the Sona simple ($r = .18$, $p < .01$; $r = .27$, $p < .01$). Also of note, in both samples, the correlation between moral disengagement and lying was strongest for the LAh scale. It was theorized in the introduction section that this could be the case due to LAh lies being more serious in nature, thus requiring more moral disengagement.

Table 5.6
Study 2 Correlations

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Sincerity	1.00	0.25	0.21	-0.26	-0.39	-0.39	-0.26	-0.20	0.28	0.21	0.02	-0.17	-0.17	0.09	0.18	-0.35	-0.08	-0.07
2	Learning Goal	0.05	1.00	0.52	-0.09	-0.18	-0.16	-0.27	0.06	0.21	0.37	0.29	-0.14	-0.18	0.32	0.36	-0.07	-0.01	0.07
3	Locus of Control	0.08	0.37	1.00	-0.14	-0.12	-0.15	-0.33	0.05	0.28	0.34	0.24	-0.09	-0.10	0.39	0.38	-0.05	-0.01	-0.02
4	LAI Subscale	-0.39	-0.19	-0.17	1.00	0.43	0.84	0.18	0.03	-0.18	-0.23	-0.13	0.26	0.10	-0.10	-0.26	0.22	0.04	0.04
5	LAIh Subscale	-0.32	-0.22	-0.18	0.51	1.00	0.85	0.27	0.00	-0.25	-0.25	-0.01	0.20	0.17	-0.08	-0.26	0.33	0.12	0.02
6	Lying Aggregate	-0.40	-0.23	-0.20	0.88	0.86	1.00	0.26	0.02	-0.26	-0.28	-0.08	0.27	0.16	-0.11	-0.30	0.32	0.09	0.03
7	Moral Disengage	-0.24	-0.34	-0.24	0.19	0.49	0.39	1.00	0.06	-0.36	-0.40	-0.12	0.24	0.24	-0.29	-0.42	0.41	0.13	-0.07
8	Utilitarianism	-0.29	0.08	0.03	0.19	0.12	0.18	0.11	1.00	-0.22	0.07	0.14	0.12	0.13	0.08	0.01	0.21	0.01	-0.11
9	Formalism	0.31	0.10	0.16	-0.25	-0.40	-0.37	-0.39	-0.38	1.00	0.28	0.10	-0.01	0.00	0.23	0.34	-0.15	-0.05	-0.04
10	Warmth	0.07	0.25	0.36	-0.09	-0.24	-0.19	-0.32	0.03	0.26	1.00	0.35	-0.17	-0.07	0.53	0.76	-0.16	-0.15	0.01
11	Assertiveness	-0.07	0.33	0.30	-0.08	0.04	-0.02	-0.01	0.17	-0.05	0.33	1.00	-0.18	-0.22	0.48	0.34	0.18	0.01	0.02
12	Self Conscious	-0.06	-0.26	-0.14	0.11	0.10	0.12	0.16	0.09	-0.06	-0.29	-0.44	1.00	0.72	-0.14	-0.17	0.20	-0.13	-0.11
13	Vulnerability	-0.15	-0.29	-0.16	0.13	0.18	0.18	0.34	0.07	-0.08	-0.14	-0.24	0.67	1.00	-0.11	-0.12	0.28	-0.19	-0.21
14	Social Skill	-0.02	0.34	0.36	-0.02	-0.01	-0.02	-0.15	0.18	0.06	0.58	0.53	-0.44	-0.24	1.00	0.59	0.08	-0.14	0.11
15	Empathy	0.05	0.34	0.37	-0.04	-0.23	-0.15	-0.33	0.05	0.24	0.84	0.25	-0.31	-0.18	0.61	1.00	-0.14	-0.16	0.05
16	Mach	-0.32	0.00	-0.07	0.18	0.43	0.35	0.50	0.34	-0.41	-0.06	0.39	0.02	0.20	0.19	-0.10	1.00	0.16	-0.04
17	Gender	-0.19	0.00	0.00	0.02	0.09	0.07	0.24	0.09	-0.23	-0.15	0.11	-0.07	-0.12	0.02	-0.18	0.21	1.00	0.17
18	Age	0.20	0.08	-0.03	-0.04	-0.20	-0.13	-0.33	-0.24	0.27	0.11	-0.07	-0.28	-0.33	-0.07	0.07	-0.33	-0.11	1.00

*Correlations in the lower diagonal are from the Mturk sample and are statistically significant ($p < .05$) when the magnitude of the correlation is greater than .11

**Correlations in the upper diagonal are from the Sona sample and are statistically significant ($p < .05$) when the magnitude of the correlation is greater than .13

Hypotheses 5 and 6. In the MTurk sample, Hypotheses 5a, 5b, 6a, and 6b were supported as both subscales of the lying SJT had significant positive relationships with utilitarianism ($r = .19, p < .01$; $r = .12, p < .01$) and significant negative relationships with formalism ($r = -.25, p < .01$; $r = -.40, p < .01$). The results were less conclusive in the Sona sample as neither of the lying subscales was significantly positively correlated with utilitarianism ($r = .03, p > .05$; $r = .00, p > .05$), but both subscales were significantly negatively correlated with formalism ($r = -.18, p < .01$; $r = -.25, p < .01$). On the whole, across both samples, the hypotheses regarding utilitarianism and formalism were mostly supported as six of eight hypotheses were consistent with a priori predictions.

Hypothesis 7. Hypothesis 7 was not supported as the LAI subscale was not positively related to the agreeableness facet of warmth in the MTurk sample ($r = -.09, p > .05$) or the Sona sample ($r = -.23, p < .01$). In addition, the direction of the correlation was in the opposite direction of what was hypothesized in both samples.

Hypothesis 8. Hypothesis 8 was not supported as the LAh subscale was not positively related to the extraversion facet of assertiveness in the MTurk sample ($r = .04, p > .05$) or the Sona sample ($r = -.01, p > .05$).

Hypotheses 9 and 10. In the MTurk sample, Hypotheses 9a, 9b, 10a, and 10b were not supported as neither subscale of the lying SJT was negatively related to either self-consciousness ($r = .11, p > .05$; $r = .10, p > .05$) or vulnerability ($r = .13, p < .05$; $r = .18, p < .01$). These hypotheses were also not supported in the Sona sample for self-consciousness ($r = .26, p < .01$; $r = .20, p < .05$) or vulnerability ($r = .10, p > .05$; $r = .17, p < .05$). In fact, all eight correlations were in the opposite direction as hypothesized which means that people who are vulnerable or more self-conscious also lie more frequently.

Hypothesis 11. Hypothesis 11 was not supported as there was no relationship between gender and the LAI subscale in the MTurk sample ($r = .02, p > .05$) or the Sona sample ($r = .04, p > .05$).

Hypotheses 12 and 13. Hypotheses 12 and 13 were not supported as there was no relationship between either subscale of the lying SJT and social skill in the MTurk sample ($r = -.02, p > .05$; $r = -.01, p > .05$) or the Sona sample ($r = -.10, p > .05$; $r = -.08, p > .05$).

Hypothesis 14. In the MTurk sample, Hypothesis 14 was not supported as there was not a positive relationship between the LAI subscale and empathy in the MTurk sample ($r = -.04, p > .05$) or the Sona sample ($r = -.26, p < .01$). The relationship was significant in the opposite direction in the Sona sample.

Hypothesis 15. Hypothesis 15 was supported as there was a significant positive relationship between the LAh subscale and Machiavellianism in the MTurk sample ($r = .43, p < .01$) and the Sona sample ($r = .33, p < .01$).

Hypothesis Summary. Due to the use of two samples and the multitude of hypotheses, Table 5.7 was created to summarize all of the hypothesized results in Study 2. Overall, there were twenty-three different hypotheses in Study 2 and thirteen were supported in the MTurk sample (56.52%) and eleven were supported in the Sona sample (47.83%). Thus, on the whole, the results in Study 2 were mixed in terms of providing support for the hypothesized effects.

Table 5.7
Study 2 Hypothesis Summary

Hypothesis	Relationship	Expectation	MTurk	Supported	SONA	Supported
Hypothesis 1a	LAI → HEXACO Sincerity	Negative	-.39**	Yes	-.26**	Yes
Hypothesis 1b	LAh → HEXACO Sincerity	Negative	-.32**	Yes	-.39**	Yes
Hypothesis 2a	LAI → Goal Orientation	< Hypothesis 1A	-.19**	Yes	-.09	Yes
Hypothesis 2b	LAh → Goal Orientation	< Hypothesis 1B	-.22**	Yes	-.14*	Yes
Hypothesis 3a	LAI → Locus of Control	< Hypothesis 1A	-.17**	Yes	-.18**	Yes
Hypothesis 3b	LAh → Locus of Control	< Hypothesis 1B	-.18**	Yes	-.12	Yes
Hypothesis 4a	LAI → Moral Disengagement	Positive	.19**	Yes	.18**	Yes
Hypothesis 4b	LAh → Moral Disengagement	Positive	.49**	Yes	.27**	Yes
Hypothesis 5a	LAI → Utilitarianism	Positive	.19**	Yes	.03	No
Hypothesis 5b	LAI → Formalism	Negative	-.25**	Yes	-.18**	Yes
Hypothesis 6a	LAh → Utilitarianism	Positive	.12**	Yes	.00	No
Hypothesis 6b	LAh → Formalism	Negative	-.40**	Yes	-.25**	Yes
Hypothesis 7	LAI → Warmth	Positive	-.09	No	-.23**	No
Hypothesis 8	LAh → Assertiveness	Positive	.04	No	-.01	No
Hypothesis 9a	LAI → Self-Consciousness	Negative	.11	No	.26**	No
Hypothesis 9b	LAI → Vulnerability	Negative	.13*	No	0.10	No
Hypothesis 10a	LAh → Self-Consciousness	Negative	.10	No	.20*	No
Hypothesis 10b	LAh → Vulnerability	Negative	.18**	No	.17*	No
Hypothesis 11	LAI → Gender	Negative	.02	No	.04	No
Hypothesis 12	LAI → Social Skill	Positive	-.02	No	-.10	No
Hypothesis 13	LAh → Social Skill	Positive	-.01	No	-.08	No
Hypothesis 14	LAI → Empathy	Positive	-.04	No	-.26**	No
Hypothesis 15	LAh → Machiavellianism	Positive	.43**	Yes	.33**	Yes

** $p < .01$, * $p < .05$

Study 2 Discussion

There were several notable findings worth discussing from Study 2. In regard to scale evaluation, the subscales of the lying SJT generally had marginal internal consistency reliability. In designing the scale, an attempt was made to broadly sample lying behaviors within the workplace with the goal of increased coverage of the construct space. It appears one of the drawbacks with this approach was lower inter-item correlations and internal consistency reliability. In terms of dimensionality, the CFA results suggest that the measure corresponds to the two dimensional structure outlined in Study 1 and the Introduction section. The use of two samples aided in making this a more firm conclusion as all results were replicated and the

inconsistency of the SEM modification indices at least suggested that the two-factor model in each sample was properly specified.

The results of the hypothesis tests also produced several results that bear mentioning. First, both subscales of the lying SJT were significantly positively correlated with the HEXACO subscale of sincerity in both samples. Additionally, both subscales correlated more strongly with the HEXACO subscales than two constructs theoretically unrelated to lying (i.e., learning goal orientation and locus of control). However, the correlations between the two subscales and sincerity were not so strong to suggest that the scales were capturing the same variance. Thus, the results of Hypotheses 1-3 supported the convergent and discriminant validity of the new measure.

Second, both subscales of the lying SJT were significantly correlated with moral disengagement in both samples. Additionally, moral disengagement was more strongly correlated with the LAh scale which makes sense based on the fact that the LAh scale uses scenarios where there are more serious consequences for lying. Similarly, the hypotheses regarding philosophical viewpoints were largely supported as formalism was negatively related to both subscales of the lying SJT in both samples and utilitarianism was positively related to both subscales in the MTurk sample (but not the SONA sample).

Third, Study 2 was unable to replicate previous research findings regarding lying being related to extraversion, neuroticism, gender, or social skill. In a follow up analysis, the facets corresponding to extraversion and neuroticism were summed to form FFM composites, but neither composite was related to the aggregate score on the lying SJT. This analysis was done in an attempt to more closely replicate findings from previous research. Interestingly, the sincerity subscale from the HEXACO model did not strongly correlate with extraversion, neuroticism,

gender, or social skill either. Thus, different operationalizations of the honesty construct appear to produce different relationships with other individual difference variables. I believe this is an important area for further research.

Fourth, and more broadly, one of the primary purposes of the study was to show that at least some lying could be socially advantageous for a person. The results of Study 2 did not support this notion as those who lie more often had less warmth, empathy, and social skill; and scored higher on self-consciousness, vulnerability, and Machiavellianism. Thus, those who lied more often according to the current measure would score more poorly on several personality traits important for effective functioning in the workplace (e.g., agreeableness and emotional stability). The third and final study of this dissertation will provide an important supplement to these findings by examining relevant organizational criteria.

CHAPTER 6:

STUDY 3: SCALE VALIDATION

Overview of Organizational Criteria

In this brief section, I will introduce the dependent variables that were examined in Study 3. The purpose of this overview is to help the reader better understand the development of the hypotheses. The first outcome variable for Study 3 is job performance, which is one of the most important and frequently used dependent variables in IO psychology. There are a number of models of job performance (e.g., McCloy, Campbell, & Cudeck, 1994; Sackett, Zedeck, & Fogli, 1988; Schmidt & Hunter, 1992), but the most widely used model treats performance as three separate dimensions: (1) task performance, (2) organizational citizenship behavior (OCB), and (3) counterproductive work behavior (CWB). Experimental research has shown that managers give substantial weight to each of these factors when providing ratings of overall job performance (Rotundo & Sackett, 2002).

Task performance is comprised of activities that would appear on a job description (i.e., the technical core of the job). For instance, an accountant needs to be able to balance the books and analyze financial information. OCB includes activities such as helping others, supporting the organization, and being friendly to coworkers. While there are many conceptualizations of the dimensionality of OCB, one of the most popular conceptualizations breaks OCB down into behaviors directed toward other individuals (OCB-I) and behaviors directed toward the organization (OCB-O) (McNeely & Meglino, 1994). The domain of OCB is typically invariant

across jobs. It is worth mentioning that researchers have used a number of other terms in referring to OCB such as contextual performance (e.g., Bergman, Donovan, Drasgow, Overton, & Henning, 2008), citizenship performance (Coleman & Borman, 2000), extrarole behavior (Van Dyne, Cummings, and McLean Parks, 1995), and prosocial organizational behavior (Brief & Motowidlo, 1986). Ultimately, the nuances between these constructs and OCB are not meaningful for the present study. As a result, “OCB” was used in the present study to represent all of these terms. Next, similarly to OCB, CWB is a two dimensional construct that includes negative acts against the organization (CWB-O) and negative acts against coworkers (CWB-I) (Berry, Ones, & Sackett, 2007; Sackett, Berry, Wiemann, & Laczo, 2006). CWB has also been referred to as a number of terms, including deviance, aggression, and counterproductive performance (Spector, 2011). Ultimately, as was the case with OCB, the nuances of these related terms are not relevant for the current inquiry.

The final two outcomes for Study 3 are turnover intentions and objective career success (OCS). Turnover intentions reflect worker’s feelings about leaving their current organization in the near future. Finally, OCS, as opposed to subjective career success (SCS), evaluates career success based on observable external standards such as pay and promotions (Heslin, 2005).

Hypotheses and Research Questions

Most people use lying to achieve some gain, however small that gain may be (e.g., being seen as supportive). Very few people will lie simply for the sake of lying. As a result, those who are able to successfully lie will presumably have an advantage over those who cannot. Although the advantage gained by lying from a day-to-day or even from an interaction-to-interaction perspective is likely to be very small, the cumulative advantage of lying over a long period of time has the potential to be quite large (see Abelson, 1985), especially if someone is perceived as

being honest. As an illustration, an influential meta-analysis by Eagly, Ashmore, Makhijani, and Longo (1991) found smaller effects than expected between the attractiveness of a target person and perceptions (e.g., of social competence, adjustment) of that person. I believe this is a case where effects based on cross-sectional research may have larger meaning in the aggregate because these effects are likely to accumulate and compound over time (for this specific illustration, assuming that attractiveness levels do not change across time). I would propose that similar effects are likely to occur in regards to lying. Thus, successful lying could create a cumulative advantage for individuals in organizations in gaining valued outcomes (e.g., promotions, raises, or larger social networks).

The hypotheses in Study 3 rest upon several important assumptions. First, it was assumed that lying can be a behavioral manifestation of several individual difference constructs. Second, lying should be a more proximal (as opposed to distal) predictor of many criteria than psychological constructs that are more abstract in nature (e.g., social skill). Third, and building off of the first two assumptions, lying will transmit some, but not all, of the variance between other individual difference constructs (e.g., self-consciousness) and organizational criteria. This will occur because there are other ways in which individual difference constructs can manifest themselves in human behavior besides lying. Based on this line of reasoning, several hypotheses regarding partially mediated models (see Figure 6.1 for a sample model) were proposed where appropriate. In conjunction with these partially mediated models, bivariate correlations between LAI and LAh and organizational criteria were also examined.

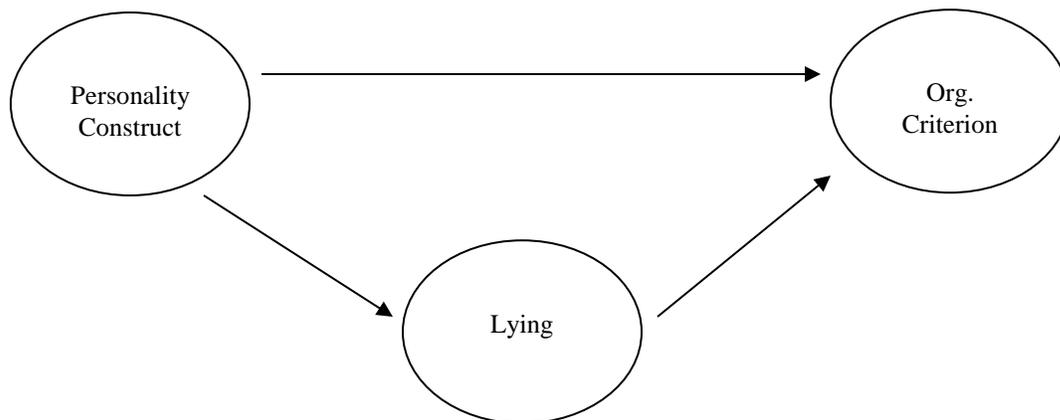


Figure 6.1. Partially Mediated Model Example

In Study 3, LAI and LAh were not expected to be related to every performance dimension. For instance, there was little reason, based on theory and empirical findings, to expect a relationship between task performance and either LAh and LAI. However, it is certainly possible these relationships exist in jobs where there is a high level of collaboration and teamwork. Hence, job type may moderate the relationships between task performance and LAI and LAh. Still, no formal hypotheses were put forth regarding these effects. Theoretically, LAI should be positively related to OCB-I and negatively related to CWB-I. Those who lie in order to get along have a communal orientation and are more motivated to have positive interactions with their coworkers.

In terms of OCB-O, a positive relationship was expected with LAh. Simply stated, some people will perform acts of OCB as a method for getting ahead. When assessing OCB, motives are not taken into account. Thus, two people could do the same act of OCB, but one person may have performed the act for altruistic reasons and another person may have done so to be noticed or to garner a better reputation within the organization. Indeed, extant research has examined

self-serving motives for acts of OCB (Bolino, 1999; Hogan, Rybicki, & Motowidlo, 1998; Hui, Lam, & Law, 2000; Rioux & Penner, 2001). The key point here is that those who lie to get ahead will do more OCB-O even if their motives for doing so are not entirely pure. The relationship between LAh and OCB-I is more complicated. Whereas the arguments above regarding using OCB-O to get ahead should translate similarly to OCB-I, helping others in the organization may decrease someone's chances of getting ahead by increasing the chances of getting ahead for someone else. As a result, LAh is likely to be negatively related or potentially have a null relationship with OCB-I.

In regards to CWB, a negative relationship between CWB-O and LAh is expected. Essentially, those who wish to get ahead in an organization are less likely to harm the organization. The relationship between LAh and CWB-I, however, is expected to be in a different direction. Those who lie to get ahead may be more likely to engage in acts of CWB-I in order to get ahead of their competition within an organization. These people may be able to do this covertly without being caught.

Research Question 1: What is the relationship between LAI and task performance?

Research Question 2: What is the relationship between LAh and task performance?

Hypothesis 16a: LAI will be positively related to OCB-I.

Hypothesis 16b: LAI will be negatively related to CWB-I.

Hypothesis 16c: LAh will negatively related to OCB-I.

Hypothesis 16d: LAh will be positively related to OCB-O.

Hypothesis 16e: LAh will be positively related to CWB-I.

Hypothesis 16f: LAh will be negatively related to CWB-O.

Past meta-analytic research has shown that extraversion has a small and sometimes inconsequential relationship with overall job performance (Barrick & Mount, 1991; Barrick, Mount, & Judge, 2001; Tett, Jackson, & Rothstein, 1991). One explanation for the small relationships in these meta-analyses is that extraversion may not theoretically map onto the construct of overall job performance. Indeed, one of the more popular theories linking personality and job performance was developed by Borman and Motowidlo (1997), who proposed that personality characteristics should be more strongly related to citizenship performance whereas general mental ability (GMA) should be more strongly related to task performance. Empirical support for this theory has been found in empirical research (Bergman et al., 2008; Chiaburu, Oh, Berry, Li, & Gardner, 2011). The theory by Borman and Motowidlo would suggest that extraversion should be related to the citizenship performance dimension of overall performance but not necessarily other components such as task or counterproductive performance. Based on this, it would be expected that the warmth facet of extraversion would be positively related to OCB-I. In addition, it is expected that LAI will transmit some of the variance between warmth and OCB-I. Lastly, it was also expected that empathy would operate in the same fashion as warmth in regard to its relationship with LAI and OCB-I. However, since the empirical results in Study 2 did not show the expected relationships between lying, warmth, and empathy, these relationships were examined as research questions and not as formal hypotheses.

Research Question 3: What are the relationships between LAI, warmth, empathy, and OCB-I?

In a similar manner to warmth and empathy, lying may transmit some of the variance between social skill and job performance. A number of research studies have found meaningful positive relationships between social effectiveness constructs and job performance (Bing et al.,

2011; Jawahar, Meurs, Ferris, & Hochwarter, 2008; Liu, Ferris, Zinko, Perrewe, Weitz, & Xu, 2007; Semadar, Robins, & Ferris, 2006). Similarly, research has also shown that impression management tactics positively influence performance ratings (Gordon, 1996; Higgins, Judge, & Ferris, 2003; Thacker & Wayne, 1995). However, a few studies have found that one social effectiveness construct, self-monitoring, is a weak predictor of overall performance (Day, Schleicher, Unckless, & Hiller, 2002; Semadar et al., 2006). Overall, though, most studies have reported a small positive correlation between social effectiveness and job performance. One reason for the small size of this relationship is the existence of moderating variables that influence this bivariate relationship. Indeed, extant research has shown that variables such as conscientiousness (Witt & Ferris, 2003) and cognitive ability (Ferris et al., 2001) interact with social skill in predicting performance. In addition, Harris, Kacmar, Zivnuska, and Shaw (2007) found that impression management tactics were more effective for those higher (vs. lower) in political skill. Despite the existence of potential moderators, it is still reasonable to expect meaningful relationships between social skill, lying, and job performance. Since much of the work on social effectiveness and performance has examined job performance as a unitary construct, the same will be done in the present study. While this argument may seem to contradict the previous discussion relating LAh to CWB-I, it is important to note that many CWBs are done without the knowledge of others. Thus, people who engage in CWB can still receive high performance ratings from their supervisor. Once again, however, due to the null result in Study 2 between lying and social skill, this relationship was examined as a research question as opposed to a formal hypothesis.

Research Question 4: What are the relationships between LAI, LAh, social skill, and overall job performance?

Past research has found a strong positive relationship between neuroticism and turnover intentions (Cropanzano, James, & Konovsky, 1993). This effect is likely partly caused by the performance decrements for persons high in neuroticism. Specifically, neuroticism has been found to be negatively related to overall performance (e.g., Tett et al., 1991) and OCB-I and OCB-O (Chiaburu et al., 2011), and positively related to CWB-I and CWB-O (Berry et al., 2007). In terms of the focus of the current study, the inability to lie may make interpersonal relationships difficult to sustain at work. Telling the truth at the wrong time or being caught in a lie has the potential to make life difficult for any employee. This difficulty would likely result in increased turnover intentions. While several neuroticism facets were expected to be negatively correlated with lying in Study 2, the results from two samples suggested that the relationship between lying and the facets could also be positive. As a result, the relationships between lying, neuroticism, and turnover intentions were examined as a research question.

Research Question 5: What are the relationships between LAI, LAh, self-consciousness, vulnerability, and turnover intentions?

Several studies have found meaningful relationships between FFM traits and OCS (Boudreau, Boswell, & Judge, 2001; Judge, Higgins, Thoresen, & Barrick, 1999; Seibert & Kraimer, 2001). Similarly, research has also found positive relationships between social effectiveness (i.e., social skill) constructs and OCS (Judge & Bretz, 1994; Kilduff & Day, 1994). In fact, a meta-analysis by Ng, Eby, Sorensen, & Feldman (2005) found that extraversion and the development of social capital were two of the best predictors of OCS. Moreover, effective lying is likely to help individuals gain social capital within and across different organizations. For instance, one very common method individuals use to gain social capital is networking. In an article from the Harvard Business Review, Ibarra and Hunter (2007, p. 40) surveyed a number of

managers regarding attitudes toward networking and found that “they [the managers] find networking insincere or manipulative – at best, an elegant way of using people.” Based on this quote, it is plausible that people who are skilled at lying are likely to be better equipped to build larger and more advantageous social networks. The facet of extraversion that is most likely to be associated with OCS is assertiveness/social ascendancy, which was examined previously in Study 2. Ultimately, the following hypothesis and research question examine whether those who lie to get ahead actually get ahead.

Hypothesis 17: LAh will be positively related to OCS.

Research Question 6: What are the relationships between LAh, assertiveness, social skill, and OCS?

To finish, Zagenczyk et al. (In Press) found that Machiavellianism was positively related to supervisor ratings of OCB and CWB in several independent samples. As was argued and empirically supported in Study 2, there is a strong theoretical overlap between the construct of Machiavellianism and LAh. Building upon this, high Machs are likely to use lying in order to sabotage other workers and also may be less likely to help their coworkers. Thus high Machs likely engage in high levels of CWB-I and low levels of OCB-I.

Hypothesis 18: LAh will partially mediate the relationship between CWB-I and OCB-I and Machiavellianism.

Exploratory Research Questions

Although all of the hypotheses that have been proposed are predicated upon the general linear model (GLM), the case could be that lying, at least in some cases, is best used in moderation. Thus, several curvilinear relationships were examined in an exploratory fashion. For instance, perhaps lying is a strategy best used in moderation in attempting to achieve one’s

personal goals in an organization. Perhaps those who are incapable of lying could be seen as untrustworthy or as potential whistle-blowers whereas those who lie incessantly could also be seen as untrustworthy and difficult to collaborate with. Consequently, moderate levels of LAh or LAI may be positively related to OCS.

Study 3 Method

Participants and Procedure. A convenience sample was recruited through three sources: (1) Sona, (2) LinkedIN, and (3) MBA classes. Participants recruited through Sona were compensated with 1 research credit. For each participant recruited through LinkedIN or an MBA course, \$10 dollars was donated to a non-profit organization. All participants in the study needed to be working 20 hours per week at the time of the study and have a manager or supervisor willing to participate. Participants recruited for the study were instructed to e-mail a research assistant and the research assistant would provide him/her with three pieces of information: (1) a participant ID, (2) a link to the participant survey, and (3) a link to the supervisor survey. Participants were instructed to complete the participant survey as well as forward the supervisor survey link and participant ID to their supervisor. The participant survey took approximately 10-15 minutes and the supervisor survey took 5-10 minutes to complete. Participant IDs were used to maintain participant anonymity in the data. Both the participant and supervisor surveys were developed and administered via Qualtrics. Supervisors who did not complete their survey were sent several reminder e-mails to complete the study. The unit of analysis in the study is supervisor-subordinate pairs and one survey without the other was not useful in testing the hypotheses and research questions of the study.

Overall, 107 employee-supervisor pairs were collected. One pair of data was removed because the participant (i.e., employee) listed his significant other as his supervisor resulting in a

final sample size of 106 employee-supervisor pairs. Participants in the study had an average age of 24.17 (SD = 6.70) and had an average of 3.19 years of work experience (SD = 4.05). In addition, participants had an average job tenure of 25.57 months (SD = 34.38) and worked an average of 30 hours per week. Finally, the sample was predominantly female (76%) but was more diverse in terms of ethnicity (Caucasian = 50%, African American = 22%, Hispanic = 18%). The sample spanned over 60 occupations ranging from Dance Instructor to Security Officer.

Measures.

Demographics, FFM Facets, Social Skill, Empathy, and Machiavellianism. Study 3 used the same items from Study 2 regarding Demographics, FFM facets, social skill, empathy, and Machiavellianism. Only self-reports were collected for these three measures.

Job Performance. Task and citizenship performance were measured using Williams and Anderson's (1991) 21 item scale (see Appendix L). In this scale, citizenship is measured using two components (i.e., OCB-I and OCB-O). Of note, several reverse coded OCB-O items were not used because they were too similar to counterproductive performance items. Reverse scored citizenship items are referred to as antithetical by Dalal (2005) and can cause problems when interpreting results where both citizenship and counterproductive performance are measured (Spector, Bauer, & Fox, 2010).

Counterproductive performance was assessed using a subset of items from Bennett and Robinson's (2000) measure of deviant behavior (see Appendix M). This measure assesses counterproductive performance using a frequency format, which was been endorsed by Spector et al. (2010) in recent research. Similarly to the measure of OCB, this measure assesses two components (i.e., CWB-I and CWB-O). The full version of this scale shows acceptable levels of

internal consistency across both dimensions of counterproductive performance. For the current study, all seven CWB-I items were used in addition to the seven CWB-O items with the highest factor loadings (see Table 2, p. 353 from Robinson, 2000). In the current study, task performance and OCB were gathered from supervisor reports whereas CWB was examined using self-reports.

Turnover Intentions. Turnover intentions were measured using Kelloway, Gottlieb, and Barham's (1999) four item measure (see Appendix N). This measure has been used in recent work by Chen, Ployhart, Thomas, Anderson, and Bliese (2011) who found the scale to have an internal consistency reliability of greater than .95 across multiple measurement points. Only self-ratings were collected for this measure.

OCS. OCS was measured with several items reported on by the participant and several items reported on by the participant's supervisor. Participants completed one item examining salary and three items examining promotions and job level adapted from Judge and Bretz (1994). The salary and promotion variables were examined as separate dependent variables in the analyses. Supervisors completed a four-item scale of promotability recently used by Jawahar and Ferris (2011). This measure was originally developed by Kiker and Motowidlo (1999) ($\alpha = .94$). These four supervisor-rated items were used separately from the self-rated items. Thus, the OCS items constituted three separate dependent variables: (1) self-rated salary, (2) self-rated promotion and job-level, and (3) supervisor-rated promotability. All eight OCS items used in the study are listed in Appendix O.

Data-Analysis. Many of the hypotheses were examined using bivariate correlations. Curvilinear regression was used to examine several exploratory research questions. The examination of non-linear relationships within mediated models will be investigated, if necessary, using methodology developed recently by Hayes and Preacher (2010). The

hypotheses regarding partially mediated models should be tested using SEM. Recent simulation work by Ledgerwood and Shrout (2011) found that SEM provides more precise estimates of indirect effects than multiple regression. However, since the sample size in Study 3 was not large enough to obtain precise parameter estimates in SEM, multiple regression can also be used to test for mediation (Baron & Kenny, 1986).

Study 3 Results

Scale Evaluation. The internal consistency reliabilities were assessed again in Study 3, but the sample size was not large enough to use factor analysis. The LAI had an alpha of .70 and the internal consistency could not have been improved by removing any of the items. The LAh scale had an alpha of .68 and the internal consistency could not have been improved by removing any of the items. Thus, the internal consistency reliabilities for the two scales were marginal and similar to the results for the first study. When all the SJT items were placed in the same analysis, the internal consistency reliability rose to .76. As mentioned in Study 2, this increase in reliability is likely due to the aggregation of items with positive inter-item correlations.

Correlations, Descriptive Statistics, and Alphas. Means, standard deviations, and coefficient alphas for the scales in Study 2 for both samples can be found in Table 6.1. Scale scores were created by summing across all items in a particular scale. Several single item measures concerning self-reports of OCS are not reported in Table 6.1. It is important to note that all scale scores were created by summing the values across items from the same construct. Overall, the scales used to validate the new measure all had acceptable levels of reliability and none of the scales could have been improved by removing any of the items. Table 6.2 contains the intercorrelations for the variables listed in Table 6 as well as demographic information and a few single item self-report measures of OCS. In Study 3, the correlation between LAI and LAh

was weaker than in Study 2, but still statistically significant ($r = .31, p < .01$). Also of note, the data collected in Study 3 replicated a relationship found in the MTurk sample in Study 2 where there was a significant negative relationship between LAh and age ($r = -.22, p < .01$).

Table 6.1
Study 3 Means, SDs, and Alphas

Scale	Mean	SD	Alpha
Warmth	25.25	2.88	0.83
Assertiveness	19.22	3.52	0.86
Self-Consciousness	15.57	4.92	0.84
Vulnerability	12.21	4.36	0.87
Social Skill	26.08	4.21	0.83
Empathy	28.38	3.15	0.83
Machiavellianism	22.62	5.13	0.78
Lying (Get Along)	13.40	3.49	0.70
Lying to (Get Ahead)	11.26	3.19	0.68
Task Performance	31.73	3.22	0.78
OCBI	28.94	4.47	0.89
OCBO	17.39	2.28	0.77
CWBI	13.08	6.38	0.85
CWBO	14.16	7.12	0.86
Turnover Intentions	10.74	5.11	0.94
Promotion (Supervisor-Report)	15.93	3.69	0.90
Lying Aggregate	24.66	5.47	0.76

Study 2 Replication. Since several of the same measures were used in Study 3 as Study 2, it made sense to test several hypotheses from Study 2 once more. In Study 2, Hypothesis 7 was not supported as there was not a positive relationship between LAI and the warmth facet of agreeableness. This hypothesis was also not supported in Study 3 as there was a small negative relationship between LAI and warmth ($r = -.13, n.s.$). Hypothesis 8 was not supported in Study 3 (or in Study 2) as the magnitude of the correlation between LAh and assertiveness did not reach statistical significance ($r = .10, n.s.$). Hypotheses 9 and 10 were also not supported in Study 3 as none of the relationships amongst the SJT subscales (i.e., LAI and LAh) and the two facets of emotional stability reached statistical significance in the expected direction. Hypothesis 11 was

not supported in Study 3 as there was a small relationship between gender and LAI ($r = .10, n.s.$). Similarly, Hypotheses 12 and 13 were not supported in Study 3 though the relationship between social skill and LAh did approach statistical significance ($r = .15, p = .10$). Hypothesis 14 also did not receive support as the relationship between LAI and empathy was negative in Study 3. To finish, Hypothesis 15 was not supported as the relationship between LAh and Machiavellianism approached but did not reach statistical significance ($r = .18, p = .06$). Overall, the results of the hypothesis tests from Study 3 which used scales from Study 2 (i.e., Hypotheses 7 – 15 of the study) replicated the results from Study 2 to a great degree. Thus, these hypotheses were tested with three independent samples and similar results were obtained from each sample.

Research Questions 1 and 2. The relationships between the lying SJT subscales and task performance were explored in an exploratory fashion. There was not a significant relationship between LAI and task performance ($r = .12, n.s.$). However, there was a significant positive relationship between LAh and task performance ($r = .22, p < .05$).

Hypothesis 16. Hypothesis 16a was not supported as there was not a significant relationship between LAI and OCB-I ($r = -.09, n.s.$). Hypothesis 16b was not supported as there was no relationship between LAI and CWB-I ($r = .00, n.s.$). Hypothesis 16c was also not supported as there was a very small non-significant positive relationship between LAh and OCB-I ($r = .05, n.s.$). Hypothesis 16d was not supported but the relationship between LAh and OCB-O was in the expected direction ($r = .13, n.s.$). Similarly, for Hypothesis 16e, the relationship between LAh and CWB-I was in the expected direction but did not reach statistical significance ($r = .10, n.s.$). Lastly, Hypothesis 16f was not supported as the relationship between LAh and CWB-O was weak and in the opposite direction ($r = .07, n.s.$). In sum, no part of Hypothesis 16 was supported in the study.

Research Question 3. The answers to RQ3 have already been mentioned in the Study 2 replication section as well as in Hypothesis 16. To quickly summarize, the LAI subscale was not significantly related to warmth, empathy, or OCB-I. However, warmth was a significant predictor of OCB-I ($r = .31, p < .01$) as was empathy ($r = .20, p < .05$).

Research Question 4. Overall performance was calculated by equally weighting supervisor task performance and OCB ratings to form a composite. Neither of the lying SJT subscales was significantly correlated with job performance, which was to be expected based off of the results for Hypothesis 16. Specifically, LAh had a small positive relationship with overall performance ($r = .14, n.s.$) whereas LAI displayed no relationship with overall performance ($r = -.01, n.s.$). However, social skill was positively related to ratings of overall job performance ($r = .30, p < .01$).

Research Question 5. As was outlined in the Study 2 replication section, the subscales of the lying SJT were unrelated to the two facets of emotional stability: (1) self-consciousness and (2) vulnerability. The subscales were also unrelated to turnover intentions (see Table 6.2). The relationships between the two emotional stability facets were in the expected direction but did not reach statistical significance (see Table 6.2). Thus, none of the independent variables from RQ5 were significantly related to turnover intentions.

Hypothesis 17. Hypothesis 17 proposed that there would be a positive relationship between LAh and OCS. Hypothesis 17 was not supported as LAh was not significantly related to supervisor ratings of promotability ($r = .11, n.s.$), self-reported income ($r = -.11, n.s.$), promotions at current organization ($r = -.04, n.s.$), or promotions excluding the current organization ($r = .06, n.s.$). Hence, LAh was not related to any of the variables/scales used to operationalize OCS.

Research Question 6. As was reported on previously, there was no relationship between LAh and OCS, social skill, or assertiveness. Social skill and assertiveness did display significant positive relationships with both promotability and promotions outside of the current organization, but were unrelated to income and promotions within the current organization (see Table 7).

Hypothesis 18. In order to test for mediation using multiple regression, there first needs to be a significant relationship between the independent variable and the dependent variable. There also needs to be a significant relationship between the mediator variable and the dependent variable. In this study, for Hypothesis 18, LAh and Machiavellianism needed to display significant relationships in the expected direction with both OCB-I and CWB-I. As mentioned previously in this Results section, LAh was not significantly related to OCB-I, CWB-I, or Machiavellianism. Additionally, Machiavellianism was not negatively related to OCB-I ($r = .11$, *n.s.*) but was significantly positively related to CWB-I ($r = .32$, $p < .01$). On the whole, then, Hypothesis 18 was not supported because the bivariate correlations did not meet the initial requirements for testing mediation within multiple regression. A summary of all hypothesis tests for Study 3 can be found in Table 6.3.

Exploratory Research Questions. Curvilinear regression was used in an exploratory fashion to test for quadratic relationships between the subscales of the lying SJT and the organizational criteria measured in Study 3. The quadratic relationship between LAI and task performance approached but did not reach statistical significance, but was practically significant and was in a theoretically expected shape (i.e., inverted-u) ($R^2 = .05$, $p = .08$). There was a similar relationship between LAh and task performance ($R^2 = .05$, $p = .07$) except the shape of the relationship was a negatively accelerated curve as opposed to an inverted-u.

Table 6.2
Study 3 Correlations

		1	2	3	4	5	6	7	8	9	10	11
1	Warmth	1.00										
2	Assertiveness	0.28	1.00									
3	Self-Consciousness	-0.35	-0.48	1.00								
4	Vulnerability	-0.27	-0.31	0.69	1.00							
5	Social Skill	0.39	0.47	-0.51	-0.41	1.00						
6	Empathy	0.76	0.29	-0.31	-0.24	0.40	1.00					
7	Machiavellianism	0.00	0.36	-0.20	-0.01	0.47	0.06	1.00				
8	LAI Subscale	-0.13	-0.26	0.12	0.10	-0.07	-0.14	0.07	1.00			
9	LAI Subscale	-0.04	0.10	-0.06	-0.11	0.15	-0.08	0.18	0.34	1.00		
10	Lying Aggregate Scale	-0.11	-0.11	0.05	0.00	0.05	-0.13	0.15	0.84	0.80	1.00	
11	Task Performance	0.15	0.08	-0.01	-0.06	0.19	0.09	-0.03	0.12	0.22	0.20	1.00
12	OCBI	0.31	0.14	-0.16	-0.13	0.31	0.20	0.11	-0.09	0.05	-0.03	0.48
13	OCBO	0.27	0.12	-0.06	-0.01	0.28	0.17	0.08	-0.05	0.13	0.05	0.48
14	CWBI	-0.16	0.06	0.03	0.10	-0.02	-0.12	0.32	0.00	0.10	0.06	0.04
15	CWBO	-0.34	-0.15	0.32	0.24	-0.19	-0.30	0.19	0.13	0.07	0.12	-0.15
16	Turnover Intentions	-0.08	-0.10	0.16	0.12	-0.05	-0.05	0.25	0.08	-0.03	0.04	-0.09
17	Promotability	0.15	0.24	-0.07	-0.05	0.31	0.06	0.21	-0.03	0.11	0.04	0.59
18	Income	-0.13	-0.10	0.17	0.06	-0.19	-0.14	-0.31	0.10	-0.11	0.00	0.08
19	Promotions 1	-0.16	0.08	-0.07	0.03	0.05	-0.04	0.09	0.09	-0.04	0.03	0.01
20	Promotions 2	0.09	0.24	-0.21	-0.16	0.20	0.02	0.16	-0.06	0.06	0.00	-0.04
21	Job Level	-0.15	0.24	-0.04	0.01	0.09	0.08	0.12	-0.10	-0.05	-0.09	0.01
22	Age	-0.16	-0.16	0.09	0.01	-0.26	-0.16	-0.31	-0.09	-0.22	-0.18	-0.07
23	Gender	-0.15	0.18	0.00	-0.14	-0.04	-0.12	0.07	0.05	0.10	0.09	0.05

*Correlations are statistically significant ($p < .05$) when the magnitude of the correlation is greater than .19

**Promotability was rated by the participants Supervisor

***Promotions 1 reflects a self-report of promotions within current organization

****Promotions 2 reflects a self-report of promotions excluding current organization

Table 6.2 (Continued)
Study 3 Correlations

		12	13	14	15	16	17	18	19	20	21	22	23
12	OCBI	1.00											
13	OCBO	0.49	1.00										
14	CWBI	0.06	0.04	1.00									
15	CWBO	-0.11	-0.15	0.33	1.00								
16	Turnover Intentions	0.07	0.12	0.14	0.41	1.00							
17	Promotability	0.63	0.52	0.07	-0.09	0.11	1.00						
18	Income	0.06	-0.22	-0.04	0.05	-0.10	-0.07	1.00					
19	Promotions 1	0.02	-0.15	0.14	0.05	-0.09	0.08	0.18	1.00				
20	Promotions 2	0.02	0.08	-0.01	-0.18	-0.10	0.18	0.05	-0.03	1.00			
21	Job Level	-0.11	-0.10	0.20	0.02	-0.21	0.09	0.15	0.62	0.14	1.00		
22	Age	-0.06	-0.26	-0.12	0.03	-0.03	-0.17	0.57	0.32	0.00	0.11	1.00	
23	Gender	-0.08	0.00	0.13	0.02	0.13	0.02	0.07	0.04	0.03	-0.01	0.11	1.00

*Correlations are statistically significant ($p < .05$) when the magnitude of the correlation is greater than .19

**Promotability was rated by the participants Supervisor

***Promotions 1 reflects a self-report of promotions within current organization

****Promotions 2 reflects a self-report of promotions excluding current organization

Table 6.3
Study 3 Hypothesis Summary

Hypothesis	Relationship	Expectation	Correlation	Supported
Hypothesis 16a	LAI → OCBI	Positive	-.09	No
Hypothesis 16b	LAI → CWBI	Negative	.00	No
Hypothesis 16c	LAh → OCBI	Negative	.05	No
Hypothesis 16d	LAh → OCBO	Positive	.13	No
Hypothesis 16e	LAh → CWBI	Positive	.10	No
Hypothesis 16f	LAh → CWBO	Negative	.07	No
Hypothesis 17	LAh → Promotability	Positive	.11	No
	LAh → Income	Positive	-.11	No
	LAh → Promotions 1	Positive	-.04	No
	LAh → Promotions 2	Positive	.06	No
Hypothesis 18	LAh → OCBI	Negative	.05	No
	LAh → CWBI	Positive	.10	No
	LAh → Machiavellianism	Positive	.18	No
	Machiavellianism → OCBI	Negative	.11	No
	Machiavellianism → CWBI	Positive	.32**	Yes

** $p < .01$, * $p < .05$

Exploratory Research Questions. Curvilinear regression was used in an exploratory fashion to test for quadratic relationships between the subscales of the lying SJT and the organizational criteria measured in Study 3. The quadratic relationship between LAI and task performance approached but did not reach statistical significance, but was practically significant and was in a theoretically expected shape (i.e., inverted-u) ($R^2 = .05$, $p = .08$). There was a similar relationship between LAh and task performance ($R^2 = .05$, $p = .07$) except the shape of the relationship was a negatively accelerated curve as opposed to an inverted-u.

Study 3 Discussion

The bivariate correlations found in Study 3 further supported the conclusions stemming from Study 2. Specifically, LAI was not positively related to either agreeableness facet. Additionally, the two lying SJT subscales were also unrelated to emotional stability or social skill. On the whole, there were no significant relationships between the lying SJT subscales and any of the individual difference variables first examined in Study 2. Even the relationship

between LAh and Machiavellianism, which was found to be significant in the hypothesized direction in two samples in Study 2, failed to reach statistical significance in Study 3.

In regards to the organizational criteria, there was a significant relationship between LAh and task performance though no formal hypothesis regarding this relationship was put forth. Future research should aim to replicate this result as it could simply reflect a Type-I error caused by the large number of correlations examined in Study 3. Similarly, there was a moderately sized curvilinear relationship between task performance and both subscales of the lying SJT. For LAh, the curvilinear relationship took the form of a negatively accelerated curve and accounted for 5% of the variance in task performance. For LAI, the relationship with task performance took the form of an inverted-u where moderate amounts of LAI were associated with higher levels of task performance. The correlation statistic, based on the general linear model, is unable to detect this type of relationship and, as a result, the bivariate correlation between LAI and task performance was near zero ($r = -.03$). Future research should aim to replicate this finding and collect data from more participants in order to increase statistical power. The small sample size and subsequent lack of statistical power is the primary limitation of Study 3.

For OCB, there were no linear or curvilinear relationships found with LAI. Ultimately, the lack of findings for OCB are likely tied to the lack of relationship between LAI and warmth and empathy, the two facets of agreeableness examined in Studies 2 and 3. Warmth and empathy were both strongly related to OCB-I and OCB-O in Study 3. None of the hypothesized relationships between OCB and LAh were found either. For both lying SJT subscales, there were also no meaningful relationships found with CWB.

One of the pivotal research questions in Study 3 was, “Do people who lie to get ahead actually get ahead?” Stated in the parlance of Study 3, “Do people who score higher on the LAh

subscale have higher income and more promotions?” The answer to this question based on Study 3 was “no” using several indicators of OCS. However, the use of a convenience sample largely comprised of undergraduate students restricted the range on nearly all of these variables because the students in this sample had very similar income and promotion opportunities. The one OCS variable unaffected by range restriction, supervisor ratings of promotability, was found to have a small positive relationship with LAh ($r = .11$). Future studies should attempt to sample a more diverse group of employees with more variability in regards to age and work experience in order to more adequately assess this research question.

CHAPTER 7:

GENERAL DISCUSSION

At the outset of this paper, it was mentioned that the primary goal of this dissertation was to create a reliable and valid SJT measuring lying/dishonesty in the workplace. The results in meeting this goal were mixed. In Study 1, a SJT was constructed containing 12 items (from an initial pool of 27) with 6 items measuring LAI and 6 items measuring LAh. There was very high agreement amongst two independent groups of SMEs in ratings regarding both the honesty level of response options as well as which subscale each SJT item corresponded to. This is the first study to my knowledge that constructed an SJT to fit two specific dimensions and can be scored in a similar fashion to a Likert scale using Classical Test Theory (CTT). Typically, SJTs are multidimensional between and within items (e.g., Motowidlo et al., 1993).

In Study 2, in evaluating the scale, it was found that the two lying SJT subscales displayed poor to sufficient levels of internal consistency reliability based on traditional standards of reliability commonly applied to Likert scales (Nunnally, 1978). However, there are very few SJT studies that have assessed internal consistency as an index of reliability. Oswald, Schmitt, Kim, Ramsay, and Gillespie (2004) created a 12-dimensional SJT measuring college student performance. Each of the 12 dimensions measured contained between 3 and 6 items and the average internal consistency of these 12 scales was .37 with a maximum alpha of .55. In comparison to these results, the internal consistencies for the two lying SJT subscales developed in this study were superior. Future research should examine whether the .70 internal consistency

standard is equally applicable to SJTs. In addition, once more SJTs with theoretically derived dimensions are created; the results of the current study can be understood in a clearer context. Lastly, future research could also assess the test-retest reliability of the two sub-scales since test-retest is the reliability index most commonly used with SJTs (Lievens et al., 2008; Whetzel & McDaniel, 2009).

In addition, CFA analyses from two samples suggested the two factor structure was appropriate and provided an adequate fit to the data. Future psychometric work using the lying SJT could also check for measurement invariance where the factor loadings and error variances are constrained to be equal across two independent samples (see Schmitt & Kuljanin, 2008). The results of the convergent and discriminant validity analyses suggested that the two subscales of the lying SJT were measuring what they purported to measure. Both subscales were strongly negatively correlated with the sincerity scale using HEXACO model in two independent samples. Both subscales were also positively correlated with moral disengagement and the hypotheses regarding utilitarianism and formalism were mostly supported.

However, also in Study 2, the nomological network of the two subscales, especially LAI, did not correspond to hypothesized expectations. For LAI, none of the hypotheses regarding interrelationships with Big 5 facets were supported. For LAh, the only individual difference variable which correlated significantly in the correct direction was Machiavellianism. Interestingly, the sincerity scale from the HEXACO model had a similar pattern of relationships as the two lying SJT subscales in terms of convergent and discriminant validity, and the nomological network correlation analyses. These results lend further credence to the construct validity results for the lying SJT subscales, but calls into question the gains associated with measuring lying using an SJT. Hence, if the pattern of correlations is basically the same between

a Likert measure and an SJT measuring the same construct, what is the value added of using an SJT?

The lack of empirical relationships between the lying SJT and facets of the FFM indirectly supports Ashton et al.'s (2000) work suggesting that honesty truly is an independent factor existing outside the FFM. Alternatively, the dearth of relationships between the lying SJT subscales and the FFM facets could also be due to the low levels of internal consistency reliability for the two lying SJT subscales. A particular strength of this dissertation was the use of two samples in Study 2, which helped provide firmer interpretations of the hypothesis tests conducted in Study 2.

In Study 3, several noteworthy relationships were found between task performance and the lying SJT subscales. However, these relationships were not hypothesized and, thus, require future theoretical and empirical research. To come full circle in regards to reliability and validity, Study 3 was conducted to determine the validity of the lying SJT and its subscales. Based on Study 3, there are few, if any, inferences that can be made on the basis of the scores on the lying SJT. None of the hypotheses were supported and most were not close to reaching support. Thus, while the lying SJT may have enough internal consistency, this study has not found organizational criteria its two subscales can predict. More broadly, another goal of the current study was to show that lying could be a positive behavior and relate to communal traits like agreeableness. This goal was not achieved and there was no support across Studies 2 and 3 to support this assertion.

Perhaps it would be best to take a step backwards, as opposed to forwards, in regards to future research on lying in organizations. Specifically, a diary study could be conducted using full-time employees in order to replicate the results found by DePaulo et al. (1996). The case

may be that lying has a lower base-rate when people are at work than in their personal lives. The base-rate of lying at work could also be moderated by occupation. For instance, more lying may occur in positions such as customer service as opposed to jobs on an assembly line which require minimal interpersonal interaction. The sample size in Study 3 was not large enough to examine occupation as a moderator. Hence, in the introduction section I assumed that the base-rate of lying was the same at work as it was in one's personal life and it may be best to test this assumption empirically as a next step.

A second presumption that could also be investigated is whether lying is a skill as opposed to a personality variable. In the emotional intelligence (EI) literature, there is disagreement on whether EI is a personality variable that can be assessed via self-report or is an ability variable that requires an assessment with correct and incorrect responses (see Joseph & Newman, 2010). Theoretically, both LAI and LAh would share similar variance to EI in most conceptualizations of EI. Similarly, anecdotally, I created a scale labeled Awareness for a new personality selection measure, which was intended to assess someone's self-awareness. This Awareness measure was supposed to capitalize on the popularity of EI but the scale has one large issue, which I termed the Awareness paradox. Simply put, "How can someone with low self-awareness accurately report on having low self-awareness?" Furthermore, "If someone can accurately report on having low self-awareness, do they really have low self-awareness?" The larger point is that it is often difficult to determine the construct validity of self-report social effectiveness measures, even if an SJT is used in lieu of a Likert scale. Hence, in this dissertation, a self-report measure may have been used to answer questions that it is ill-equipped to answer (Spector, 1994).

A future laboratory study could also test the ability of the SJT created in this dissertation to predict actual behavior, which is implicitly assumed in most SJTs based on the tenet of behavioral consistency. Participants could take the lying SJT and participate in a confederate assisted scenario where there was an incentive or reason to lie to get along or ahead. Additionally, this type of experiment could empirically assess whether SJTs actually predict behavior better than Likert scales. In the current study, the lying SJT and the HEXACO honesty scale produced highly similar results. The case may be that any self-report measure may be inadequate for measuring dishonesty in organizations.

If self-reports are an inadequate means of answering the research questions in this study, perhaps observer reports (e.g., peer, friend,) of lying can be used instead. Meta-analytic research has shown that observer reports of lying often have higher criterion-related validity than self-reports (Connelly & Ones, 2010). In the specific case lying, perceptions of who is honest or dishonest may create reality (i.e., “perception is reality”). In addition, the congruence, or lack thereof, between self and observer reports of lying could be relevant for predicting organizational criteria. For example, a person who sees him/herself as honest but is perceived by his/her coworkers as dishonest may be at higher risk for voluntary turnover.

Another possibility for the largely null results found in this dissertation is that technology may have changed work to a point where lying may occur frequently, but rarely in face-to-face interactions. Perhaps more lying is done via e-mail or instant messenger. This notion was supported in work by Naquin et al. (2010). Relatedly, the majority of research conducted on faking concerns self-report personality inventories (e.g., Walmsley & Sackett, 2013), which do not reflect lying in face-to-face interactions. All of the scenarios developed for the scale in this study reflected face-to-face interactions and this could be seen as a limitation of the current

study. A future research direction could be to write new items which reference e-mail interactions. These new items could have more variance in item responding and could also serve to increase the internal consistency reliability of LAI and LAh. One drawback to this approach would be that the scale would not be applicable to jobs where employees do not use a computer.

A few other limitations of this dissertation warrant mention. First, there are variables outside of the individual (e.g., leadership, organizational culture) that are likely to influence lying at work. Many of these constructs occur at a higher level than the individual (e.g., organization, work-unit) and can greatly influence behavior (Bolino et al., 2008; Bommer, Gratto, Gravander, & Tuttle, 1987). Second, because all the studies completed in this dissertation were correlational, inferences of causation cannot be made. Third, due to the cross-sectional nature of the study, relationships across time could not be examined. Future work could examine what happens to those who lie across the course of their career. How do careers unfold for those who are completely honest? Do those who lie change jobs more frequently? Fourth, and more broadly, this study could not feasibly measure every variable that might be relevant to lying in organizations. For instance, some variables (e.g., popularity, see Scott & Judge, 2009) may moderate the relationship between lying and organizational outcomes. Future theoretical and empirical research could examine some of these contingencies.

Conclusion

A new 12 item SJT measuring dishonesty in the workplace was created in this dissertation. The factor structure of the SJT corresponds to a two dimensional framework based on Hogan's socioanalytic theory (e.g., Hogan & Shelton, 1998). The new measure assesses what it purports to based on its relationships with another measure of honesty, moral disengagement, formalism, and utilitarianism. However, the SJT did not display meaningful relationships with

facet-level measures of the FFM or the organizational dependent variables measured in this study. The lack of meaningful relationships with organizational criteria could be due to misspecified hypotheses, poor internal consistency reliability, or both. Lying in organizations is a complex and multilayered topic related to several broad areas of psychology and much future work is required to better understand it.

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APPENDIX A:

SME ITEM GENERATION INSTRUCTIONS

Instructions: Thank you for your participation in this project! I will be asking you to write two scenarios examining dishonesty in the workplace. I would like one of these scenarios to reflect “getting ahead” at work and the other scenario to reflect “getting along.” Your scenarios should be four to five sentences long to provide a proper context. Each scenario you write should conclude with some derivation of the sentence “What would you do in this situation?” If you are looking for ideas, past research has found that there are six common motivations for dishonesty: (1) getting a desired outcome, (2) avoiding punishment, (3) protecting oneself from confrontation, (4) appearing to be the type of person one wishes to be, (5) protecting others, and (6) hurting others. Your inspiration for these scenarios can stem from your own past experiences or can be complete fiction. Keep in mind that the best scenarios will produce different responses across participants. You do NOT have to write potential response options for your scenario. I have provided two sample items below to assist you in writing your scenarios. I included the response options so you get a feel for what a full item would look like.

Example Item 1: Getting Along (Adapted from Becker, 2005)

“LuAnn, one of your co-workers, comes to work wearing a blouse you deem unflattering. During a break she walks up to you and, after some small talk, asks, “How do you like my new blouse?” What would you say to LuAnn?”

- a) It’s very pretty. Where did you get it?
- b) I don’t think clothing is a very good measure of a person. Let’s talk about you.
- c) Frankly, I don’t find it too attractive.
- d) You’re asking the wrong person – I’m not a very good judge of clothes.

Example Item 2: Getting Ahead (Self-generated)

“You have recently been promoted to a managerial position in a large marketing firm. You are responsible for several direct reports including a few people who you beat out for your new position. A few weeks into your new job, one of your direct reports, Bill, comes up with a great idea for promoting one of the firm’s products. Bill was one of the people you competed with for your job. Your whole team believes that you should pitch this idea the next time you meet with the head of your division, Anna. You agree with your team’s assessment regarding the quality of the idea. How would you handle your next meeting with Anna?”

- a) Tell Anna about the new idea and give Bill full credit for the idea.

- b) Tell Anna about the new idea and mention that one of your direct reports (without naming anyone specifically) had come up with it.
- c) Tell Anna about the new idea and give Bill full credit for the idea. However, you also voice a few concerns to Anna regarding the new idea.
- d) Tell Anna about the new idea and mention that you and Bill had collaborated in generating it.
- e) Do not bring up the idea with Anna and then tell your team later on that Anna did not like the idea as much as everyone else.
- f) Tell Anna about the new idea and take full credit for it (without ever mentioning Bill).

APPENDIX B:

HEXACO SINCERITY SCALE

- 1) I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed.
- 2) I wouldn't pretend to like someone just to get that person to do favors for me.
- 3) If I want something from a person I dislike, I will act very nicely toward that person in order to get it. (RC)
- 4) If I want something from someone, I will laugh at that person's worst jokes. (RC)

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

RC = Reverse Coded

APPENDIX C:

LYING SJT

Lying to Get Along (LAI)

1) On Wednesday, one of your coworkers, Tammy, asks you to attend a company sponsored after-work social event this Friday evening at a local bar. You do not have plans for the evening, but are not interested in going to the event because you do not care for many of the coworkers who will be there. On Thursday, you decide that you are not going to go to the social event. On Friday, the day of the event, Tammy asks you if you are planning on going to the party. What would you say to Tammy?

- a) Tell Tammy that you will not be attending the party because you are not interested. (Level = 1.00)
- b) Tell Tammy that you will not be attending the party. (Level = 1.50)
- c) Tell Tammy that you will not be attending the party because you are not feeling well. (Level = 3.40)
- d) Tell Tammy that you already have plans for the evening. (Level = 3.90)
- e) Tell Tammy that you would love to go, but already have plans for the evening. (Level = 4.80)
- f) Tell Tammy that you are not sure if you are going to go yet. (Level = 3.30)

2) Your boss, Tabatha, following a recent company party, approaches you at work and requests a moment with you to ask for your honest opinion about her behavior at the party. In your opinion, Tabatha said several inappropriate comments about your coworkers' personal lives to several senior executives towards the end of the party. On the whole, you were somewhat disgusted with Tabatha's behavior at the party. What do you say to Tabatha regarding her behavior and comments from the party?

- a) Tell Tabatha that she was inappropriate and should not have discussed her subordinates' personal lives with the executives at the party. (Level = 1.00)
- b) Tell Tabatha that, in your opinion, she made a few comments that were regrettable. (Level = 1.90)
- c) Tell Tabatha that you weren't really paying attention and ask her what she is referring to. (Level = 3.30)
- d) Tell Tabatha that you did not notice anything inappropriate about her behavior. (Level = 4.70)
- e) Tell Tabatha that you think her behavior was fine because she was at a party. (Level = 4.90)

3) You have just been hired into a new company, and have worked there for a few weeks. While interacting with your new team, you've learned that a key component of their cohesiveness stems from a shared passion for several reality television shows, which are all on cable. You have a television, but do not have cable and have not heard of any of the shows, let alone watched them. At the end of a team meeting, one of your teammates, Judd, asks you if you have ever seen a particular show. What would you say to Judd?

- a) Tell Judd that you do not have cable. (Level = 1.10)
- b) Tell Judd that you have never seen or heard of the show. (Level = 1.10)
- c) Tell Judd that you know a few friends that like the show, but you have not seen it. (Level = 2.70)
- d) Tell Judd that you have caught small portions of the show while channel surfing. (Level = 4.30)
- e) Tell Judd that you watch the show religiously. (Level = 5.00)

4) You have been at a new job for about a year that you are not completely satisfied with. There are both pros and cons to staying with your current company or moving on to a new one. Recently, you had a phone conversation with a corporate recruiter, who you sought out to find other job opportunities. One of your coworkers, Tom, who is one of your closest friends at work, accidentally overheard part of the conversation and later asked you about that conversation. You are uncertain how much Tom heard from the conversation. Tom asks you later in the day who you were talking to. What would you tell Tom?

- a) Tell Tom that you were talking with a corporate recruiter who you had called about a new position. (Level = 1.00)
- b) Tell Tom that you were talking with a corporate recruiter who had called you about an available position that you might be interested in. (Level = 1.70)
- c) Tell Tom that you were talking with a corporate recruiter who had called you about an available position that you are not interested in. (Level = 3.80)
- d) Tell Tom that you got a cold call from a corporate recruiter. (Level = 3.70)
- e) Tell Tom that the phone call was a family issue and you did not want to discuss it. (Level = 4.80)
- f) Tell Tom that you were making a dental appointment. (Level = 5.00)

5) One of your coworkers, Jenny, recently completed an important work assignment. She spent a considerable amount of time on this assignment, but her manager decided it was not of high enough quality to be used and reassigned the work to another individual. This sort of thing has happened frequently with Jenny as she is one of the lower performers at the company. Jenny comes to you venting about the situation and asks your opinion about her work. You reviewed the assignment along with your manager and agreed that it was not high quality. What would you tell Jenny?

- a) Tell Jenny that you think her work was substandard. (Level = 1.10)
- b) Tell Jenny that it was not her best effort and that she is capable of much better. (Level = 2.00)

- c) Tell Jenny that you did not work on that particular project and hadn't seen what she had turned in. (Level = 3.30)
 - d) Tell Jenny that you thought her work was fine. (Level = 4.60)
 - e) Tell Jenny that you thought she did a really good job. (Level = 5.00)
- 6) A coworker at your organization, Cassandra, got a purple dye job for her hair over the weekend. On Monday, Cassandra is asking everyone in the office if they like her new hairstyle. The general consensus around the office is that the hairstyle is her worst yet. You agree with the overall consensus. What do you tell Cassandra when she asks you about her hair?
- a) Tell Cassandra that you do not like her new hairstyle. (Level = 1.00)
 - b) Tell Cassandra that the hairstyle is not as good as her previous one. (Level = 1.70)
 - c) Tell Cassandra that you are the wrong person to ask about hairstyles. (Level = 3.10)
 - d) Tell Cassandra that she looks fine regardless of the type of hairstyle. (Level = 4.00)
 - e) Tell Cassandra that you really like her new hairstyle. (Level = 5.00)

Lying to Get Ahead (LAh)

- 1) You are working on a major project with one of your teammates, Julie. This is the last project you will work on with Julie as she has accepted a new position at another company. You and Julie have decided to split up the work for this project and put your respective portions together at the end. This strategy has worked well for you two in the past. You end up not finishing your portion on time and Julie helps you complete it. In the end, you turn in the project to your boss, Anton, a day late. Anton asks for an explanation for the delay. What would you tell Anton?
- a) Tell Anton that you fell behind with your work and needed Julie to help you finish. (Level = 1.00)
 - b) Tell Anton that you were the cause for the delay and that Julie had completed her portion on time. (Level = 1.20)
 - c) Tell Anton that it was your fault and that it will never happen again. (Level = 1.70)
 - d) Tell Anton that both you and Julie fell a little behind in completing the project. (Level = 4.20)
 - e) Tell Anton that you had written down the wrong date as the deadline for the project. (Level = 4.70)
 - f) Tell Anton that Julie was late in giving you her portion of the project. (Level = 5.00)
 - g) Tell Anton that you completed your portion on time, but had to help Julie complete her portion. (Level = 5.00)
- 2) You are managing a project team as part of a company-wide competition for new and innovative directions for your company. You know that if the team you are managing wins this competition, it would likely mean a significant promotion for you as well as high marks for the rest of your team. Your good friend and colleague, Jim, is leading another team that you view as your only real competition. The day before the competition concludes with presentations to senior executives, you and Jim are discussing your project presentations and you realize that Jim has forgotten to include a business plan in his presentation. Without a business plan, Jim's group will likely have little hope of winning, which would almost guarantee a win for your team. Jim

shows you several printouts from his team's presentation and asks if you have any thoughts on his team's presentation. What would you tell Jim?

- a) Tell Jim that he forgot a business plan in his presentation. (Level = 1.00)
- b) Tell Jim you do not have any constructive feedback regarding his presentation. (Level = 3.20)
- c) Tell Jim that you think he came up with some really creative ideas for his presentation. (Level = 3.30)
- d) Tell Jim that his presentation has all the components for a successful proposal. (Level = 4.90)
- e) Tell Jim that you think he has put together an excellent presentation that will be hard to beat. (Level = 5.00)

3) You are a middle manager at a local shipping company and you have just completed a large task that was assigned to you by your boss, Paul. The outcome of this task has very high visibility among senior leadership in your organization. You have received considerable help from your subordinates, but it is primarily your name that is going to be associated with the task. One aspect of the project, which was completed by one of your subordinates, Juan, appears to be receiving some criticism. Several senior leaders are asking you why this portion of the project was weaker than the others. You examined Juan's work before submitting the project and found his work to be acceptable. What would you do?

- a) Tell the senior leaders that the work was done by one of your subordinates and that you found it to be satisfactory. (Level = 1.00)
- b) Tell the senior leaders that the work was done by one of your subordinates and that you did not get much time to look at it. (Level = 2.10)
- c) Tell the senior leaders that it is more important to look at the results for the whole project than one minor portion of it. (Level = 3.10)
- d) Tell the senior leaders that you did not get a chance to look at that part of the project. (Level = 4.30)
- e) Tell the senior leaders that one of your subordinates had let the team down with his poor work on the task. (Level = 4.70)

4) You are a manager in a research and development firm, and your performance and promotion opportunities are closely tied to your ability to produce innovative products. You've noticed that it is very common for managers in your field to claim personal credit for products that they funded development for, but for which they had little to no actual research involvement. For instance, a colleague recently told leadership he had "helped invent" a more efficient motor, when in fact he had simply managed the financials for a contractor that developed the motor. At a meeting with senior leadership in your organization, you realize that leadership believes you personally designed an innovative new textile, but in fact you simply contracted out its development. How would you respond when leadership praises your technical innovativeness?

- a) Tell the leaders that you really did not have much to do with the new textile. (Level = 1.00)
- b) Tell the leaders that most of the credit should go to your team. (Level = 1.80)
- c) Accept the praise from the leaders and say that some credit should go to your team. (Level = 3.20)

- d) Accept the praise from the leaders without mentioning your own contribution. (Level = 4.20)
- e) Thank the leaders for their support and take the majority of the credit for the new innovation. (Level = 5.00)

5) You have been spending the last few months developing a relationship with a potential new client, OXL Technology Systems (OXL Tech), for your organization. The prospect of landing such a big new account has increased your profile with your boss, Sandra, and may potentially lead to a big bonus. In preparing your self-assessment for your yearend performance evaluation, you have highlighted the relationship with OXL Tech as evidence of your readiness for advancement and described the revenue it could generate for the company. The evening before your annual evaluation, an executive at OXL Tech calls you to explain that there have been some changes in their management structure and it now looks like they may not be able to get involved with your organization. This is obviously a big disappointment, especially because of your evaluation the following morning. So far you are the only one who knows of this change and it is still unclear whether the relationship will disintegrate or not. How would you address this during your review in the morning (if at all)?

- a) During your performance review, tell Sandra that the new account may not come through due to management restructuring within OXL Tech. (Level = 1.00)
- b) During your performance review, tell Sandra that you received a call from an executive at OXL Tech that there may be a delay in finalizing the new account. (Level = 2.00)
- c) During your performance review, do not mention the phone call you received from OXL Tech the evening before to Sandra. (Level = 3.10)
- d) During your performance review, tell Sandra that you still have high hopes that the new account will provide a big boost for your company. (Level = 3.80)
- e) During your performance review, tell Sandra that the account with OXL Tech should be complete any day now. (Level = 5.00)

6) You and a co-worker, Ken, are both in competition for a new managerial position at your bank. A few days before the promotion interview, you send an e-mail to Lucinda, who had recently interviewed for the same managerial position at another branch. Lucinda gives you some good insights on what may be asked in the interview. The day before the interview, you and Ken go to lunch together and Ken asks you if you have any thoughts about what might be asked during the interview. What would you tell Ken?

- a) Tell Ken that you talked to Lucinda and give Ken all the information you were given. (Level = 1.10)
- b) Tell Ken that you talked to Lucinda and give Ken some of the information you were given. (Level = 2.10)
- c) Tell Ken a few useful things Lucinda mentioned to you (without mentioning that you talked to Lucinda). (Level = 2.20)
- d) Tell Ken a few things Lucinda told you that you did not think would be very helpful (without mentioning that you talked to Lucinda). (Level = 3.80)
- e) Tell Ken that you are not sure what is going to be asked in the interview. (Level = 4.20)
- f) Tell Ken about issues that you don't think would ever come up during the interview. (Level = 5.00)

APPENDIX D:

LEARNING GOAL ORIENTATION (LGO)

- 1) I am willing to select a challenging work assignment that I can learn a lot from.
- 2) I often look for opportunities to develop new skills and knowledge.
- 3) I enjoy challenging and difficult tasks at work where I'll learn new skills.
- 4) For me, development of my work ability is important enough to take risks.
- 5) I prefer to work in situations that require a high level of ability and talent.

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX E:

WORK LOCUS OF CONTROL SCALE (WLCS)

- 1) On most jobs, people can pretty much accomplish whatever they set out to accomplish.
- 2) If you know what you want out of a job, you can find a job that gives it to you.
- 3) Most people are capable of doing their jobs well if they make the effort.
- 4) Promotions are given to employees who perform well on the job.
- 5) Most employees have more influence on their supervisors than they think they do.
- 6) If employees are unhappy with a decision made by their boss, they should do something about it.

Response options are (1) disagree very much, (2) disagree moderately, (3) disagree slightly, (4) agree slightly, (5) moderately agree, and (6) agree very much

APPENDIX F:

MORAL DISENGAGEMENT

- 1) It is alright to fight to protect your friends (Moral Justification).
- 2) It is ok to steal to take care of your family's needs (Moral Justification).
- 3) Sharing test questions is just a way of helping your friends (Euphemistic Labeling).
- 4) Talking about people behind their backs is just part of the game (Euphemistic Labeling).
- 5) Stealing some money is not too serious compared to those who steal a lot of money (Advantageous Comparison).
- 6) Compared to other illegal things people do, taking some things from a store without paying for them is not very serious (Advantageous Comparison)
- 7) If people are living under bad conditions, they cannot be blamed for behaving aggressively (Displacement of Responsibility).
- 8) If someone is pressured into doing something, they shouldn't be blamed for it (Displacement of Responsibility).
- 9) A member of a group or team should not be blamed for the trouble the team caused (Diffusion of Responsibility).
- 10) You can't blame a person who plays only a small part in the harm caused by a group (Diffusion Responsibility).
- 11) People don't mind being teased because it shows interest in them (Distortion of Consequences).
- 12) Insults don't really hurt anyone (Distortion of Consequences).
- 13) People who are mistreated have usually done things to deserve it (Attribution of Blame).
- 14) People are not at fault for misbehaving at work if their managers mistreat them (Attribution of Blame).
- 15) It is ok to treat badly someone who behaved like a "worm" (Dehumanization).
- 16) Some people deserve to be treated like animals (Dehumanization).

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX G:

ETHICAL VIEWPOINTS (UTILITARIANISM & FORMALISM)

Below are several vignettes representing common ethical dilemmas or issues. Following each vignette is a set of four statements, each of which represents a different way of thinking about the situation. Please rate each statement on a scale of 1 to 5 indicating the extent to which it would fit your way of thinking about the situation.

Rate on a scale from 1 (Not at all like my way of thinking) to 5 (Very much like my way of thinking)

- 1) In front of the cafeteria on a major university campus is a busy two-lane road with a cross walk and a traffic light. There is no intersection, but the light can be controlled by a pedestrian button on each sidewalk. When there is little traffic, a person could either press the button and wait for the light or just walk across without the light...
 - a) No harm is done just go ahead; it's inconvenient to wait when there is little or no traffic (U).
 - b) In these matters one ought to be reasonable, not extreme; one ought to obey the spirit rather than the letter of the law (U).
 - c) It's better to be safe than sorry (F).
 - d) One should obey all traffic laws (F).

- 2) You are a sales representative for an electronics manufacturing firm. You have scheduled dinner with an important client for tomorrow and would very much like to impress him. A good friend of yours is a member of an exclusive country club near town. You could really impress your client if you took him to dinner at the club. You consider asking your friend to loan you his membership card...
 - a) The product you are selling is good, and everyone would win if the deal goes through (U).
 - b) Friends ought to help each other (U).
 - c) You might be discovered and lose the client (F).
 - d) People should never ask their friends to be dishonest (F).

- 3) One of your employees has accidentally come across a copy of your chief competitor's product price changes for next month. The booklet is on your desk in a manila envelope...
 - a) The price guide will give you a temporary advantage over your competitor (U).

- b) You owe it to your company and employees to use all legally obtained information to its best advantage (U).
 - c) You may need your competitor's cooperation on a couple of joint projects in the future. You should not jeopardize that relationship now (F).
 - d) Using the information would basically be unfair and dishonest (F).
- 4) You are middle aged and have been out of work for nearly two months. You need a job to support your family, and you have just been notified that you have a promising interview in three days with a company for which you would very much like to work. Unfortunately, you are well aware that youth is favored in today's job market and you are afraid that your age might work against you. So, you are thinking of dying your hair to get rid of some of the gray and temporarily reporting your age as several years younger than your true age. After all, you are vigorous, healthy, and highly competent, and you have often been told you look young for your age . . .
- a) You need the job to support your family, and you would be good for the company (U).
 - b) Employers should be concerned only with how well an employee can do the job (U).
 - c) Deception is risky; you can get into serious trouble if it is discovered (F).
 - d) One should always be honest (F).
- 5) You work for a state auditor's office which has a policy against accepting gifts from anyone with whom the state may have business. Your birthday is in one week, and a very good friend of your father's has just dropped by with a pair of fine leather gloves and a birthday card. This person also works for a construction firm which has built city facilities in the past...
- a) Both the person and your father might be upset if you do not accept the gift (U).
 - b) One should respect another's good intentions (U).
 - c) The general welfare of the public is best served if you and other state employees remain independent of outside influences (F).
 - d) Employees have an obligation to follow state policy (F).

Scoring (U = Utilitarian, F = Formalist)

APPENDIX H:

BIG 5 FACETS

- 1) Am interested in people (Warmth)
- 2) Make people feel at ease (Warmth)
- 3) Know how to comfort others (Warmth)
- 4) Inquire about others' well-being (Warmth)
- 5) Take time out for others (Warmth)
- 6) Make people feel welcome (Warmth)
- 7) Take charge (Assertiveness)
- 8) Try to lead others (Assertiveness)
- 9) Can talk others into doing things (Assertiveness)
- 10) Seek to influence others (Assertiveness)
- 11) Take control of things (Assertiveness)
- 12) Am easily intimidated (Self-consciousness)
- 13) Am afraid that I will do the wrong thing (Self-consciousness)
- 14) Find it difficult to approach others (Self-consciousness)
- 15) Am afraid to draw attention to myself (Self-consciousness)
- 16) Only feel comfortable with friends (Self-consciousness)
- 17) Stumble over my words (Self-consciousness)
- 18) Panic easily (Vulnerability)
- 19) Become overwhelmed by events (Vulnerability)
- 20) Feel that I'm unable to deal with things (Vulnerability)
- 21) Can't make up my mind (Vulnerability)
- 22) Get overwhelmed by emotions (Vulnerability)

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX I:

SOCIAL SKILL

- 1) I find it easy to put myself in the position of others.
- 2) I am keenly aware of how I am perceived by others.
- 3) In social situations, it is always clear to me exactly what to say and do.
- 4) I am particularly good at sensing the motivations and hidden agendas of others.
- 5) I am good at making myself visible with influential people in my organization.
- 6) I am good at reading others' body language.
- 7) I am able to adjust my behavior and become the type of person dictated by any situation.

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX J:

EMPATHY

- 1) Anticipate the needs of others
- 2) Reassure others
- 3) Make others feel good
- 4) Am concerned about others
- 5) Have a good word for everyone
- 6) Make people feel welcome
- 7) Take time out for others

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX K:

MACHIAVELLIANISM

- 1) I am willing to sabotage the efforts of other people if they threaten my own goals (Amorality)
- 2) I would cheat if there was a low chance of getting caught (Amorality)
- 3) I like to give the orders in interpersonal situations (Desire for Control)
- 4) I enjoy being able to control the situation (Desire for Control)
- 5) Accumulating wealth is an important goal for me (Desire for Status)
- 6) I want to be rich and powerful someday (Desire for Status)
- 7) If I show any weakness at work, other people will take advantage of it (Distrust of Others)
- 8) Other people are always planning ways to take advantage of the situation at my expense (Distrust of Others)

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX L:

TASK AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)

- 1) Adequately completes assigned duties (Task).
- 2) Fulfills responsibilities specified in job description (Task).
- 3) Performs tasks that are expected of him/her (Task).
- 4) Meets formal performance requirements of the job (Task).
- 5) Engages in activities that will directly affect his/her performance evaluation (Task).
- 6) Neglects aspects of the job he/she is obligated to perform (Task). (RC)
- 7) Fails to perform essential duties (Task). (RC)
- 8) Helps others who have been absent (OCB-I).
- 9) Helps others who have heavy workloads (OCB-I).
- 10) Assists supervisor with his/her work (when not asked) (OCB-I).
- 11) Takes time to listen to co-workers' problems and worries (OCB-I).
- 12) Goes out of way to help new employees (OCB-I).
- 13) Takes a personal interest in other employees (OCB-I).
- 14) Passes along information to coworkers (OCB-I).
- 15) Attendance at work is above the norm (OCB-O).
- 16) Gives advance notice when unable to come into work (OCB-O).
- 17) Conserves and protects organizational property (OCB-O).
- 18) Adheres to informal rules devised to maintain order (OCB-O).

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

RC = Reverse Coded

APPENDIX M:

COUNTERPRODUCTIVE WORK BEHAVIOR (CWB)

- 1) Made fun of someone at work (CWB-I).
- 2) Said something hurtful to someone at work (CWB-I).
- 3) Made an ethnic, religious, or racial remark at work (CWB-I).
- 4) Cursed at someone at work (CWB-I).
- 5) Played a mean prank on someone at work (CWB-I).
- 6) Acted rudely toward someone at work (CWB-I).
- 7) Publicly embarrassed someone at work (CWB-I).
- 8) Taken an additional or a longer break than is acceptable at your workplace (CWB-O).
- 9) Left work early without permission (CWB-O).
- 10) Put little effort into your work (CWB-O).
- 11) Came in late to work without permission (CWB-O).
- 12) Neglected to follow your boss's instructions (CWB-O).
- 13) Intentionally worked slower than you could have worked (CWB-O).
- 14) Spent too much time fantasizing or daydreaming instead of working (CWB-O).

Scale is from never (1) to daily (7)

APPENDIX N:

TURNOVER INTENTIONS

- 1) I am thinking about leaving this organization.
- 2) I am planning to look for a new job.
- 3) I intend to ask people about new job opportunities.
- 4) I do not plan to be in this organization much longer.

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX O:

OBJECTIVE CAREER SUCCESS (OCS)

Self Items

- 1) What was your annual pretax income last year?
 - a) Less than \$15,000
 - b) \$15,000 - \$24,999
 - c) \$25,000 - \$39,999
 - d) \$40,000 - \$59,999
 - e) \$60,000 - \$79,999
 - f) \$80,000 - \$99,999
 - g) \$100,00 – \$150,000
 - h) Greater than \$151,000
- 2) How many promotions have you had with your current employer?
- 3) How many promotions have you had excluding those with your current employer?
- 4) What is your job level? That is, how many promotions would an entry level worker need to obtain to reach your job level?

Supervisor Items

- 1) He/she has a very high potential to move up in the organization.
- 2) He/she is promotable.
- 3) He/she is ready for promotion now.
- 4) I strongly recommend him/her for promotion.

Scale is from 1 (Strongly Disagree) to 5 (Strongly Agree)

APPENDIX P:

PRELIMINARY LYING SJT ITEM POOL

Lying to Get Along (LAI)

1) On Wednesday, one of your coworkers, Tammy, asks you to attend a company sponsored after-work social event this Friday evening at a local bar. You do not have plans for the evening, but are not interested in going to the event because you do not care for many of the coworkers who will be there. On Thursday, you decide that you are not going to go to the social event. On Friday, the day of the event, Tammy asks you if you are planning on going to the party. What would you say to Tammy?

- a) Tell Tammy that you will not be attending the party because you are not interested.
- b) Tell Tammy that you will not be attending the party.
- c) Tell Tammy that you will not be attending the party because you are not feeling well.
- d) Tell Tammy that you already have plans for the evening.
- e) Tell Tammy that you would love to go, but already have plans for the evening.
- f) Tell Tammy that you are not sure if you are going to go yet.

2.) Your boss, Tabatha, following a recent company party, approaches you at work and requests a moment with you to ask for your honest opinion about her behavior at the party. In your opinion, Tabatha said several inappropriate comments about your coworkers' personal lives to several senior executives towards the end of the party. On the whole, you were somewhat disgusted with Tabatha's behavior at the party. What do you say to Tabatha regarding her behavior and comments from the party?

- a) Tell Tabatha that she was inappropriate and should not have discussed her subordinates' personal lives with the executives at the party.
- b) Tell Tabatha that, in your opinion, she made a few comments that were regrettable.
- c) Tell Tabatha that you weren't really paying attention and ask her what she is referring to.
- d) Tell Tabatha that you did not notice anything inappropriate about her behavior.
- e) Tell Tabatha that you think her behavior was fine because she was at a party.

3) You have just been hired into a new company, and have worked there for a few weeks. While interacting with your new team, you've learned that a key component of their cohesiveness stems from a shared passion for several reality television shows, which are all on cable. You have a television, but do not have cable and have not heard of any of the shows, let alone watched them. At the end of a team meeting, one of your teammates, Judd, asks you if you have ever seen a particular show. What would you say to Judd?

- a) Tell Judd that you do not have cable.
- b) Tell Judd that you have never seen or heard of the show.
- c) Tell Judd that you know a few friends that like the show, but you have not seen it.
- d) Tell Judd that you have caught small portions of the show while channel surfing.
- e) Tell Judd that you watch the show religiously.

4) You have been at a new job for about a year that you are not completely satisfied with. There are both pros and cons to staying with your current company or moving on to a new one. Recently, you had a phone conversation with a corporate recruiter, who you sought out to find other job opportunities. One of your coworkers, Tom, who is one of your closest friends at work, accidentally overheard part of the conversation and later asked you about that conversation. You are uncertain how much Tom heard from the conversation. Tom asks you later in the day who you were talking to. What would you tell Tom?

- a) Tell Tom that you were talking with a corporate recruiter who you had called about a new position.
- b) Tell Tom that you were talking with a corporate recruiter who had called you about an available position that you might be interested in.
- c) Tell Tom that you were talking with a corporate recruiter who had called you about an available position that you are not interested in.
- d) Tell Tom that you got a cold call from a corporate recruiter.
- e) Tell Tom that the phone call was a family issue and you did not want to discuss it.
- f) Tell Tom that you were making a dental appointment.

5) Your coworker, Adrian, who you find somewhat obnoxious, often invites you to lunch on Wednesdays. You suspect that Adrian may have a crush on you, which is not something you want to pursue. In the past, you have always had a legitimate excuse for not going to lunch Adrian as you have a meeting scheduled from noon until 3 p.m. However, this week, the meeting has been cancelled, and you have no lunch plans. How do you respond to his/her latest invitation?

- a) Tell Adrian that you are not interested in ever going to lunch with him/her.
- b) Tell Adrian that you would be interested in going to lunch with a group of coworkers.
- c) Tell Adrian that you cannot go to lunch because it may bother your significant other.
- d) Tell Adrian that your weekly meeting was cancelled, but that you had already made other plans with a friend who works at another company.
- e) Remind Adrian that you have your weekly meeting to attend.

6) You, along with three other employees, have been asked to help plan a birthday party for one of your coworkers. The other members of the group want to plan an elaborate surprise party and ask your opinion about the type of party that should be thrown. You think that it would be better to plan a smaller event so as not to disrupt the workday too much. You also do not like the person they are throwing the party for very much. What would you say to the other members of the committee when they ask your opinion?

- a) Tell the other committee members that you think the party should be much smaller.
- b) Tell the other committee members that you think the party should be done on a slightly smaller scale.
- c) Tell the other committee members that you are comfortable going with their concept for the party.
- d) Tell the other committee members that you hadn't thought about the party much, but their ideas sounded great to you.
- e) Tell the other committee members that you were thinking the same thing about having a big surprise party.

7) Marc, a new employee in your workplace, tries really hard to fit in. Unfortunately, no one in your workplace seems to like him because he is too talkative and can, at times, be abrasive and confrontational. You really don't think anyone is ever going to like Marc very much and do not think he will be with the company very long. One day, Marc walks up to you and asks "What do you think I should do to get along better with our coworkers? I never seem to get it right. Do you have any advice for me?" In this situation, what would you say to Marc?

- a) Tell Marc that things will likely not improve for him no matter what he tries.
- b) Tell Marc to try to be calmer and a better listener.
- c) Tell Marc that you haven't really observed any of his interactions with some of their coworkers.
- d) Tell Marc that things will be fine if he relaxes and stops trying so hard.
- e) Tell Marc that everyone likes him and that he is just being paranoid.

8) You are in a meeting with three coworkers. Mike and Linda are arguing with Sally about how best to make a decision regarding a project plan. Sally, who is one your best friends at the company, asks for you to voice your position on the matter, thinking that you will support her. You believe that Mike and Linda are correct, but you have a history of not getting along with either of them. What would you do in this situation?

- a) Tell the group that you support Mike and Linda's position in the argument.
- b) Tell the group that, in this case, you believe Mike and Linda are correct.
- c) Tell the group that you can see the argument from both sides, but that you are unsure which is correct.
- d) Tell the group that, in your opinion, you believe Sally is correct.
- e) Tell the group that you fully support Sally's position in the argument.

9) One of your coworkers, Jenny, recently completed an important work assignment. She spent a considerable amount of time on this assignment, but her manager decided it was not of high enough quality to be used and reassigned the work to another individual. This sort of thing has happened frequently with Jenny as she is one of the lower performers at the company. Jenny comes to you venting about the situation and asks your opinion about her work. You reviewed the assignment along with your manager and agreed that it was not high quality. What would you tell Jenny?

- a) Tell Jenny that you think her work was substandard.
- b) Tell Jenny that it was not her best effort and that she is capable of much better.
- c) Tell Jenny that you did not work on that particular project and hadn't seen what she had turned in.
- d) Tell Jenny that you thought her work was fine.
- e) Tell Jenny that you thought she did a really good job.

10) It is 8:30 Monday morning, and your co-worker, Will, who sits in the cubicle next to you, has just arrived late again. Molly, your boss, has warned Will that if he continues to arrive late to work, he will be let go. When Molly confronts Will, he assures her that he arrived prior to 8:00 a.m., and had just stepped out of his office for a moment. Will then asks you to confirm his story to Molly. What would you say to Molly?

- a) Tell Molly that Will was thirty minutes late for work today.
- b) Tell Molly that Will was late for work, but only by five minutes.
- c) Tell Molly that Will was late for work, but that the traffic was quite bad that morning.
- d) Tell Molly that you aren't sure if Will was late for work or not.
- e) Tell Molly that Will was on time for work today.

11) A project team you are on is analyzing sales data to determine the effectiveness of a recent advertising initiative. A draft of the analysis indicates that the advertising initiative, which is very popular with a number of leaders in the organization, has had a positive effect on sales in the last two quarters. A few days before the deadline for reporting the analysis to senior leadership, you notice a major oversight in the analysis, and addressing the oversight leads to a different conclusion, that is, that the popular sales initiative has had no impact on sales. You bring this to the attention of the project lead, but she dismisses it, claiming that the original analysis is still valid and that there is not enough time to revise the brief. Following the presentation to leadership, you are asked if you concur with the analysis. What would you say?

- a) Tell the leaders of the organization that you believe the analysis is inaccurate.
- b) Tell the leaders of the organization that there were some differences of opinion in what the analysis suggested.
- c) Tell the leaders of the organization that you did not deal with this particular segment of the report.
- d) Tell the leaders of the organization that the analysis is largely accurate.
- e) Tell the leaders of the organization that the analysis is completely accurate.

12) A coworker at your organization, Cassandra, got a new dye job for her hair over the weekend. On Monday, Cassandra is asking everyone in the office if they like her new hairstyle. The general consensus around the office is that the hairstyle is her worst yet. You agree with the overall consensus. What do you tell Cassandra when she asks you about her hair?

- a) Tell Cassandra that you do not like her new hairstyle.
- b) Tell Cassandra that the hairstyle is not as good as her previous one.
- c) Tell Cassandra that you are the wrong person to ask about hairstyles.
- d) Tell Cassandra that she looks fine regardless of the type of hairstyle.
- e) Tell Cassandra that you really like her new hairstyle.

13) Marcus, one of your co-workers, has in the past been a valuable and productive worker. However, recently he has seemed uninterested and has fallen behind on multiple projects. In fact, your boss has had several coaching conversations with him that have appeared to be unsuccessful, and is now threatening to fire Marcus. You are unsure whether you should talk to Marcus about his recent performance because you know he is very sensitive to criticism. At lunch one day Marcus asks you, "How do you think my work has been?" What would you say to Marcus?

- a) Tell Marcus that his recent work has been poor and that he could be in danger of being fired.
- b) Tell Marcus that his recent work has been unacceptable.
- c) Tell Marcus that his work is not as good as it used to be.
- d) Tell Marcus that everyone goes through rough patches where their work is below average.
- e) Tell Marcus that his work has been average recently.
- f) Tell Marcus that you think his work has been very good.

Lying to Get Ahead (LAh)

1) You are working on a major project with one of your teammates, Julie. This is the last project you will work on with Julie as she has accepted a new position at another company. You and Julie have decided to split up the work for this project and put your respective portions together at the end. This strategy has worked well for you two in the past. You end up not finishing your portion on time and Julie helps you complete it. In the end, you turn in the project to your boss, Anton, a day late. Anton asks for an explanation for the delay. What would you tell Anton?

- a) Tell Anton that you fell behind with your work and needed Julie to help you finish.
- b) Tell Anton that you were the cause for the delay and that Julie had completed her portion on time.
- c) Tell Anton that it was your fault and that it will never happen again.
- d) Tell Anton that both you and Julie fell a little behind in completing the project.
- e) Tell Anton that you had written down the wrong date as the deadline for the project.
- f) Tell Anton that Julie was late in giving you her portion of the project.
- g) Tell Anton that you completed your portion on time, but had to help Julie complete her portion.

2) You are managing a project team as part of a company-wide competition for new and innovative directions for your company. You know that if the team you are managing wins this competition, it would likely mean a significant promotion for you as well as high marks for the rest of your team. Your good friend and colleague, Jim, is leading another team that you view as your only real competition. The day before the competition concludes with presentations to senior executives, you and Jim are discussing your project presentations and you realize that Jim has forgotten to include a business plan in his presentation. Without a business plan, Jim's group will likely have little hope of winning, which would almost guarantee a win for your team. Jim shows you several printouts from his team's presentation and asks if you have any thoughts on his team's presentation. What would you tell Jim?

- a) Tell Jim that he forgot a business plan in his presentation.
- b) Tell Jim you do not have any constructive feedback regarding his presentation.
- c) Tell Jim that you think he came up with some really creative ideas for his presentation.
- d) Tell Jim that his presentation has all the components for a successful proposal.
- e) Tell Jim that you think he has put together an excellent presentation that will be hard to beat.

3) Your supervisor, Emilia, is going on maternity leave soon and needs to select somebody from the group to "hold down the fort" while she is gone. The person selected for this role will likely be next in line for a promotion with the company. Emilia has asked you to meet with her regarding the qualifications of one of your coworkers, Mike. You know that Mike is the best person for the temporary opening, but you would love to have the position yourself. What would you tell Emilia during the meeting?

- a) Tell Emilia that you think Mike would be the best candidate for the job.
- b) Tell Emilia that you think Mike is qualified for the position.
- c) Tell Emilia that you think Mike would be good fit for the position, but that you would be better.
- d) Tell Emilia that you think Mike would not be a good fit for the position.
- e) Tell Emilia that you think Mike would do a very poor job in that position.

4) You have been working at a large public accounting firm for about five years. Recently, you made an accounting error that could cost one of your clients a great deal of money. This sort of error is typically regarded as grounds for termination from the firm. You were working on the project as a favor to a coworker, Vera, and her name is on the account. You are not sure whether your mistake will be noticed or not. If the mistake is discovered, then the partners at your firm will assume that Vera is the one who made the mistake. At this point, you are unsure if you want to report the error at all because there is a pretty good chance no one will find it. How would you handle this situation?

- a) Immediately report the error to your firm and the client and take full responsibility.
- b) Do not report the error, but take responsibility if the error is found later.
- c) Report to your manager that you had found a serious error, but was unsure who made it.
- d) Report to your manager that you found a serious error for a project you were helping Vera with.
- e) Do not report the error and claim ignorance if the error is found later.

5) Your company is restructuring and has an opening for a position that you are highly interested in due to the hefty pay raise associated with the position. Management has decided to put all the possible candidates into a leaderless group and have them work together on a complex project. At the end of the project, management asks each of you to comment on the contribution of the other members of the group. You believe that, out of four candidates, that you are the second best person for the job. You believe the best person for the job is a coworker, June. What would you say about the other candidates?

- a) Indicate that June is the best person for the job.
- b) Indicate that June is the best person for the job, but that you are not far behind.

- c) Indicate that you and June are the two best candidates for the job.
 - d) Indicate that you and June are equal candidates for the job.
 - e) Indicate that you are the best person for the job.
 - f) Indicate that you are by far the best person for the job.
 - g) Indicate that you are the best person for the job and June is the worst person for the job.
- 6) You are a middle manager at a local shipping company and you have just completed a large task that was assigned to you by your boss, Paul. The outcome of this task has very high visibility among senior leadership in your organization. You have received considerable help from your subordinates, but it is primarily your name that is going to be associated with the task. One aspect of the project, which was completed by one of your subordinates, Juan, appears to be receiving some criticism. Several senior leaders are asking you why this portion of the project was weaker than the others. You examined Juan's work before submitting the project and found his work to be acceptable. What would you do?
- a) Tell the senior leaders that the work was done by one of your subordinates and that you found it to be satisfactory.
 - b) Tell the senior leaders that the work was done by one of your subordinates and that you did not get much time to look at it.
 - c) Tell the senior leaders that it is more important to look at the results for the whole project than one minor portion of it.
 - d) Tell the senior leaders that you did not get a chance to look at that part of the project.
 - e) Tell the senior leaders that one of your subordinates had let the team down with his poor work on the task.
- 7) Your work team has spent weeks working together on a project proposal for upper management. During a brainstorming session at the beginning of this project, your immediate supervisor, Kristin, squashed your idea for the proposal and chose to lead the group in preparing the proposal with her idea instead. You believe that a number of ideas presented were superior to Kristin's. Despite disagreeing with Kristin's decision, you work hard to produce the best project possible. After your team has presented the project proposal, upper management seems dissatisfied with the proposal. Later on, upper management asks to speak with you alone and asks you specifically if this was the best idea the team came up with. They tell you that this conversation will be kept anonymous. You still believe that your initial idea has plenty of merit. What would you do in this situation?
- a) Tell upper management that you had another idea you thought was superior to Kristin's. Then, you tell upper management your idea.
 - b) Tell upper management that you thought there were better ideas than Kristin's.
 - c) Tell upper management that there were other ideas, but that Kristin went with her own idea.
 - d) Tell upper management that though Kristin's idea was not outstanding, it was the best the group could come up with.
 - e) Tell upper management that Kristin's idea was the best that the group came up with.
 - f) Tell upper management that everyone thought Kristin had the best idea and was excited to work on it.

8) You have been at your new job a little over a year. You are very happy with the work you are doing and are seldom late. One day, you oversleep and are about an hour late coming into work. Your boss, Susan, stops by your desk later that day and asks why you were late. The truth is that you simply forgot to set your alarm. This has happened several times during the past month. What would you tell Susan?

- a) Tell Susan that you forgot to set your alarm and overslept.
- b) Tell Susan that you overslept and that it will never happen again.
- c) Tell Susan that your alarm was broken and that you would replace it.
- d) Tell Susan that you accidentally set your alarm for 6 p.m. instead of 6 a.m.
- e) Tell Susan that the traffic was very bad coming into work.
- f) Tell Susan that your neighbors threw a loud party the evening before, which caused you to get a poor night's sleep.

9) You are a manager in a research and development firm, and your performance and promotion opportunities are closely tied to your ability to produce innovative products. You've noticed that it is very common for managers in your field to claim personal credit for products that they funded development for, but for which they had little to no actual research involvement. For instance, a colleague recently told leadership he had "helped invent" a more efficient motor, when in fact he had simply managed the financials for a contractor that developed the motor. At a meeting with senior leadership in your organization, you realize that leadership believes you personally designed an innovative new textile, but in fact you simply contracted out its development. How would you respond when leadership praises your technical innovativeness?

- a) Tell the leaders that you really did not have much to do with the new textile.
- b) Tell the leaders that most of the credit should go to your team.
- c) Accept the praise from the leaders and say that some credit should go to your team.
- d) Accept the praise from the leaders without mentioning your own contribution.
- e) Thank the leaders for their support and take the majority of the credit for the new innovation.

10) You have recently been promoted to a managerial position in a large marketing firm. You are responsible for several direct reports including a few people who you beat out for your new position. A few weeks into your new job, one of your direct reports, Bill, comes up with a great idea for promoting one of the firm's products. Bill was one of the people you competed with for your job. Your whole team believes that you should pitch this idea the next time you meet with the head of your division, Anna. You agree with your team's assessment regarding the quality of the idea. How would you handle your next meeting with Anna?

- a.) Tell Anna about the new idea and give Bill full credit for the idea.
- b.) Tell Anna about the new idea and mention that one of your direct reports (without naming Bill specifically) had come up with it.
- c.) Tell Anna about the new idea and give Bill full credit for the idea. However, you also voice a few concerns to Anna regarding the new idea.
- d.) Tell Anna about the new idea and mention that you and Bill had collaborated in generating it.
- e.) Tell Anna about the new idea and take credit for the idea yourself.

f.) Do not bring up the idea with Anna and then tell your team later on that Anna did not like the idea as much as everyone else.

11) You have been spending the last few months developing a relationship with a potential new client, OXL Technology Systems (OXL Tech), for your organization. The prospect of landing such a big new account has increased your profile with your boss, Sandra, and may potentially lead to a big bonus. In preparing your self-assessment for your yearend performance evaluation, you have highlighted the relationship with OXL Tech as evidence of your readiness for advancement and described the revenue it could generate for the company. The evening before your annual evaluation, an executive at OXL Tech calls you to explain that there have been some changes in their management structure and it now looks like they may not be able to get involved with your organization. This is obviously a big disappointment, especially because of your evaluation the following morning. So far you are the only one who knows of this change and it is still unclear whether the relationship will disintegrate or not. How would you address this during your review in the morning (if at all)?

- a) During your performance review, tell Sandra that the new account may not come through due to management restructuring within OXL Tech.
- b) During your performance review, tell Sandra that you received a call from an executive at OXL Tech that there may be a delay in finalizing the new account.
- c) During your performance review, do not mention the phone call you received from OXL Tech the evening before to Sandra.
- d) During your performance review, tell Sandra that you still have high hopes that the new account will provide a big boost for your company. (Rewrite)
- e) During your performance review, tell Sandra that the account with OXL Tech should be complete any day now.

12) You and a co-worker, Ken, are both in competition for a new managerial position at your bank. A few days before the promotion interview, you send an e-mail to Lucinda, who had recently interviewed for the same managerial position at another branch. Lucinda gives you some good insights on what may be asked in the interview. The day before the interview, you and Ken go to lunch together and Ken asks you if you have any thoughts about what might be asked during the interview. What would you tell Ken?

- a) Tell Ken that you talked to Lucinda and give Ken all the information you were given.
- b) Tell Ken that you talked to Lucinda and give Ken some of the information you were given.
- c) Tell Ken a few useful things Lucinda mentioned to you (without mentioning that you talked to Lucinda).
- d) Tell Ken a few things Lucinda told you that you did not think would be very helpful (without mentioning that you talked to Lucinda).
- e) Tell Ken that you are not sure what is going to be asked in the interview.
- f) Tell Ken about issues that you don't think would ever come up during the interview.

13) You work in a manufacturing plant and your boss' name is Bob. Bob is getting a little older and his performance has started to decline. Despite this, you still think Bob does an adequate job as a shift supervisor and will be able to do a decent job until he retires. While you

are not very close to Bob, he has always treated you well. Whereas Bob's performance has started to slip, your performance is on the rise. So much so that you believe you will likely be promoted once Bob retires, which would probably be in about two years. One day, your boss' boss, Craig, invites you into his office to talk about Bob. Craig informs that you that he is thinking about giving Bob an early pension and essentially forcing him into retirement a few years early. Craig asks you about Bob's recent performance and his prospects for the future. What would you tell Craig?

- a) Tell Craig that you think Bob's performance has slipped and that he should be let go.
- b) Tell Craig that you agree with his assessment regarding Bob's future with the company.
- c) Tell Craig that you think Bob should be given another year because he is still an adequate shift supervisor.
- d) Tell Craig that you think Bob's performance has dropped, but you are not sure whether he should be let go.
- e) Tell Craig you think Bob's performance is fine and that he should stay with the company until retirement.

14) You are an employee at a retail clothing store in a local mall. One evening, a shipment of new clothing was four hours late and did not arrive until 9 p.m. Most of the employees who were supposed to take inventory on the shipment have already gone home. You and your manager, Julia, are the only ones still at the store. Julia says she has to go and asks if you would handle the shipment. You agree to handle the shipment of clothing. Soon after your boss leaves you call two friends who work at another store in the mall to ask if they will help you. These two friends agree to assist you. With their help, a job that would have taken three hours ends up taking one. The next day at work, Julia asks you how long it took you to take inventory on the shipment. What would you tell her?

- a) Tell Julia that you called a few friends to help and that it only took an hour.
- b) Tell Julia that you called a few friends to help and that it took about two hours.
- c) Tell Julia that it only took you one hour (without mentioning that you had help).
- d) Tell Julia that you don't really remember how long it took.
- e) Tell Julia that it took about three hours.
- f) Tell Julia that it took about four hours.

APPENDIX Q: IRB APPROVAL

Dear Mr. Conway:

On 9/11/2012 the Institutional Review Board (IRB) reviewed and APPROVED the above referenced protocol. Please note that your approval for this study will expire on 9/11/13.

Approved Items: Protocol Document(s):
DEFENSE v1.docx

Consent/Assent Documents:
Waiver of Informed Consent Documentation granted on the 4 consent forms.

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review category:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your study qualifies for a waiver of the requirements for the documentation of informed consent as outlined in the federal regulations at 45 CFR 46.117 (c): An IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either: (1) That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or (2) that the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment. We appreciate your dedication to the ethical conduct of human subject research at the University of

South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

John Schinka, PhD, Chairperson USF Institutional Review Board