Techniques for Identifying Dissimulation of the Managerial Potential Scale of the California Psychological Inventory

by

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(ABSTRACT)

In order to compare the effectiveness of four dissimulation detection techniques, a revised and shortened version of the California Psychological Inventory (CPI) was administered to 12Ø college students under three instructional sets. Honest, fake good, and fake bad instructional sets were used in a within-subjects design to identify dissimulation of the managerial potential scale (Mp) of the CPI. An obvious -subtle (O-S) scale tested against the L and K scales of the Minnesota Multiphasic Personality Inventory (MMPI) and the good impression (Gi) scale of the CPI. Subjects were randomly assigned to six counterbalanced conditions. Difference scores from the (honest - fake good) and (honest - fake bad) were computed and regressed against each detection technique. Analysis of covariance was also completed in order to correct for possible low reliability of the difference scores. The

results demonstrated that the Mp scale is susceptible to dissimulation, the best scale for identifying honest profiles was the L scale and the best scales for detecting dissimulation is the Gi or K scales. Intelligence was found to be a good predictor of faking good but not faking bad. All of the scales produce desparate impact in regards to sex. The question of whether faking good and faking bad are two different phenomena is discussed.

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Dissimulation of a personality measure is a deliberate and systematic distortion of one's self-reported feelings, motives and behaviors in order to execute a deception. The effect is to create a particular impression which emphasizes or deemphasizes personal characteristics which are thought to be important to the evaluator. This procedure consists of the subject selectively answering questions which conceal or reveal personal information. The product of this process is a fraudulent response set which is thought to create a more favorable impression than actually exists. This process is often referred to as impression management.

Schlenker (198Ø) defined impression management as the attempt to create images (impressions) which are projected in interpersonal interactions with the purpose of minimizing punishment and maximizing rewards. Attaining such goals as approval from others, position or power, and material rewards can result from projecting the "right" image. Tedeschei (1986) asserted that one of the purposes of impression management is to manipulate and deceive others in order to acquire reinforcements that others control. Leary

& Kowalski (1988) have referred to this type of motivation as goal-relevant. They assert that people are motivated to impression manage when the fulfillment of their goals is perceived as probable.

Another type of goal associated with impression management is the idea that people are motivated to maintain and strengthen their self-esteem. This is often results when they discover that they made a good impression on a valued or respected person. It appears that people place more importance and value on the feedback they receive from powerful, attractive, and socially desirable persons (Schlenker, 198Ø).

Schlenker (198Ø) has distinguished between defensive and assertive impression management. Defensive impression management occurs when the individual perceives a threat to their identity or status. The impression management behaviors are enacted in order to neutralize the threat or counteract any loss in self-esteem or interpersonal status. A frequently used tactic is to emphasize other attributes or areas of personal competencies which have not been attacked (Leary & Kowalski, 1988).

Assertive impression management is initiated not as a result of the actions or attacks by other but results from the individuals desire to attain goals. Whether planned or

automatic, the behaviors are goal oriented and may be considered offensive rather than defensive . Assertive impression management behaviors can include ingratiation, exemplification, intimidation, supplication, self-promotion, and entitlement and enhancements (Schlenker, 198Ø). Ingratiation consists of trying to demonstrate that an individual has qualities which are to be admired in order to achieve certain goals. They are self-enhancing verbalizations designed to attract attention to one's valued characteristics.

Exemplification involves the process of presenting oneself as morally worthy. The intent is to set an example of appropriate or admirable behavior. Intimidation consists of tactics which are intended to elicit fear in others. This approach may lead to increased compliance by the target. Supplication is an attempt to gain nurturence or assistance form others. This is accomplished by presenting as a needy individual who, through no fault of their own, has become disadvantaged. This tactic can lead to an interpersonal advantage for the needy person.

Self-promotion and entitlement and enhancements are all techniques in which the individual attempts to convey positive attributes such as intelligence, skills, and abilities. These tactics are often used in employment

situations where there is something to gain or acquired. The individual promotes the characteristics which are thought to be valued to the target.

Leary and Kowalski (1988) presented a two-component model which asserts that impression management is composed of two distinct processes, impression motivation and impression construction. Impression motivation involves the desire to create a specific impression in others. This level of the desire to project a certain impression varies under the influence of different situations. This desire may not always lead to overt process of impression management. However, when individuals are subject to intense evaluation by others, the motivation to project a certain image may be intense and lead to a conscious awareness of the need to make the right impression (Buss, 198Ø). Other researchers assert that under intense scrutiny the motivation and exhibition of impression management behavior may be automatic and unconscious (Hogan, 1985). They point out that these behaviors may be overlearned or habitual and people may engage in impression management with little realization of what they are doing. Schlenker points out that there may exist an expectancy-value approach to impression management. Under conditions where the individual is consciously aware of their attempt at

projecting certain images, their is also the realization that the attempt may fail. Therefore, factors such as possible sanctions against the individual may inhibit their motivation.

Another factor which may affect the motivation for impression management is competition. Pandey and Rastogi (1979) demonstrated that subjects in a competitive group expressed more values, opinions, and attitudes which were consistent with a job interviewer than a noncompetitive group. These researchers interpreted the findings as supporting the hypothesis that ingratiation of an interviewer would increase as the competition for the job increased.

The second component in Leary and Kalwoski's (1988) two-component model is impression construction. It is the natural result of the individual's motivation to project an impression. This may be a conscious decision or a automatic process which results from overlearning or habit. The construction of the impressions is often based on prototype-matching. If a person has an idea of an appropriate model, the individual will try to conform or portray the relevant and important characteristics of that model to the target. The individual who tries to imitate the prototype may be successful in their attempt at self-promotion.

The individual's attempts at self-promotion may be tactical or strategic (Tedeschi and Melburg, 1984). Tactical impression management factors have short term goals. This may be the situation in employment interviews where the applicant's only concern is to get the job. Concerns about their functioning on the job may be not be their primary concern. Strategic impression management concerns diverse and long-term goals. It may involve tactical impression management behaviors but the concern is not with the short-term objectives.

Impression management in the employment interview or employment assessment setting is motivated by the potential reward and is assertive, tactical and competitive. Self-report measures which are used extensively in research and applied settings may be subject to impression management through dissimulation. Many employers routinely screen and select employees using these instruments. However, some I/O psychologists are concerned about the use of personality tests in personnel selection because of the presumed ability of applicants to fake the profiles (Dunnette, 1966, p. 64). Also, Ghiselli and Barthol (1953) and Guion and Gottier (1965) asserted that self report personality tests are inferior to aptitude, ability, and behavioral tests for personnel selection because of the possibility that the

subject has produced a dissimulated response set.

The concerns expressed by many I/O psychologists involving dissimulated response sets are supported by empirical data. Several studies have demonstrated that various instruments can be dissimulated. Maher (1956) found that the Study Activity Questionnaire (SAQ) was vulnerable to dissimulation when using honest and fake good instructional sets. Braun (1962) tested the Gordon Personal Inventory (GPI) with a repeated measure design. This experimenter, like Maher (1956) used a normal instructional set followed by fake good condition. The results demonstrated that subjects could raise their scores significantly.

Although the California Psychological Inventory (CPI) is frequently used in personnel selection, several investigators have demonstrated that it is vulnerable to dissimulation. Johnson (1986) found that subjects could significantly inflate their scores on CPI scales which measure social desirability. Holmes (1986) used a counterbalanced repeated measure design with honest, fake good, and fake bad instructional sets, confirming the hypothesis that the managerial potential scale of the CPI could be dissimulated in either a positive or negative direction. In another study of dissimulation and the CPI,

Canter (196Ø) tested alcoholic patients, finding that although subjects could raise their scores their attempts at dissimulation were detected by the good impression (Gi) scale. In another study of faking and the CPI, Dicken (196Ø) found that psychologists could produce dissimulated profiles without significantly elevating their score on the Gi scale. This study demonstrated that not only could the CPI be dissimulated but that it could be done without being detected using the standard CPI procedures. The results of the Dicken (196Ø) study raise important questions regarding the validity of using the Gi to detect dissimulation.

Also, many research studies investigating the fakeability of a test or the usefulness of the Gi scale for identifying dissimulated response sets have instructed the subjects to fake the test without any restriction of their responses. Subjects were probably left with an "anything goes" attitude that is probably not representative of a typical applicant evaluation situation. Under these artificial circumstances, the Gi scale dissimulation detection method successfully identified a large proportion of the dissimulators. However, during employment screening and selection testing many applicants may realize and appreciate the consequences of blatant or careless attempts to generate exaggerated or faked personality profiles. For

example, discovery could lead to an embarrassing confrontation and disqualification. Under these conditions the Gi scale may not be a good technique for identifying dissimulated profiles. Previous research with fake instructional sets has not successfully dealt with this issue. Holmes (1986) speculated that it conceivable that subjects would be able to dissimulate the managerial potential scale of the CPI without being detected if they knew that there was a possibility of being caught. Another problem with the Gi scale is that it identifies high honest scores on the Mp scale as faked. Holmes (1986) found that when the GI scale was used to detect faked profiles, 7% of the honest profiles were classified as faked. This suggests that researchers, managers or personnel officers who routinely use the Gi scale to identify dissimulators may be eliminating some of the best job candidates. Another personality measure that employs validity scales to detect dissimulated profiles is the MMPI. The MMPI contains three validity scales that are used to identify dissimulated profiles. The L scale was developed in order to detect a conscious and rather naive effort to create a favorable impression (Meehl & McKinley, 1943). The 15 items that comprise this scale involve minor human imperfections which most people are willing to acknowledge. However, people who

are responding to the questions in order to create the impression that they are free from psychological problems or characterological faults receive high scores on this scale.

Some researchers believe that high scores can be earned by subjects who are honestly responding to the questions of the L scale (Graham, 198Ø). These individuals are described by others as overly conventional, socially conforming and unimaginative (Dahlstrom, Welsh, & Dahlstrom, 1972). Graham asserts that scores on the L scale are related to educational level, intelligence, socioeconomic status, and psychological sophistication. Dahlstrom et al reported that the average raw score obtained from the original standardization group was four. However, well educated and psychologically sophisticated subjects from higher socioeconomic classes scored much lower. Graham reported that college students typically score Ø or 1. Another problem with the use of the L scale is that it is ineffective with certain populations of subjects. Although the L scale is capable of identifying subjects who are making a psychologically unsophisticated and rather obvious attempt at impression management, better educated subjects are likely to be able to detect the purpose of these items. Such subjects are able to produce a dissimulated profile without elevating their scores on the L scale.

The K scale of the MMPI was developed as a more subtle and productive scale for identifying dissimulated response profiles (Graham, 198Ø). Elevated scores on the K scale are representative of a defensive test taking approach in which the subject is deliberately denying problems (Anastasi, 1976). These individuals are attempting to project an appearance of adequacy, control, and effectiveness. Some early applications of the MMPI found that the L scale was often insensitive to impression management (Meehl & Hathaway, 1946). These researchers argued that psychologically sophisticated subjects will admit to the common and minor human flaws that are presented in the L scale questions but fail to realized the true nature of the questions on the K scale. Therefore , a self enhancing response style will then be detected by the K scale even though the subject's score of the L scale is within normal limits.

Other researchers have used different methods to identify dishonest response sets. Peterson, Bennett, and Clark (1988) investigated the utility of the Weiner subtle and obvious scales of the MMPI for detecting fake good and fake bad response sets. These researchers found that the obvious scale provided the most useful information for interpretation of full scale scores in normal populations.

Burkhart, Gynther, and Christian (1978) analyzed subject responses to "very obvious", "obvious", "neutral", "somewhat subtle" and "very subtle" questions of the MMPI, finding that subjects could shift their responses in the desired direction for only the "very obvious", "obvious" and "neutral" items but not the questions categorized as "somewhat subtle" and "subtle". In a study that instructed prisoners to fake aggression or non-aggression in answering the MMPI, Posey and Hess (1984) demonstrated that only the obvious items were successfully manipulated in the hypothesized direction. Johnson (1986) pointed out that scales on the CPI also contain obvious and subtle items and that this method could be applied to this instrument.

The present study investigates techniques to identify dissimulation of the managerial potential scale of the CPI. Gough (1957) developed the CPI for two purposes. This researcher believed that an instrument which could be used with non-psychiatrically disturbed population and assess pervasive favorable and positive human characteristic was needed. Previous personality instruments were designed to be used with special populations or in psychiatric settings. These devices focused on specific human problems or were used to identify psychopathological disorders. The CPI is a 480 item self-administered inventory which is answered on a

true and false basis. It addresses personality characteristics which are thought to be relevant and important for social living and interpersonal interactions. It was developed to be used in common settings such as industry, business, schools and clinics whose population is composed of "normal" individuals who maintain affable interactions.

Gough also designed the CPI so that it was constructed of subscales which would accurately measure the variables which were chosen for inclusion in the inventory. Therefore, the CPI was constructed of subscales which were intended to be brief, accurate, and practical means for assessing important human characteristics. The 18 subscales were grouped into four interpretational categories which were intended to aid the examiner in the dissemination of an individuals scores. These categories are measures of poise, ascendancy, self-Assurance, and interpersonal adequacy; socialization, maturity, responsibility, and interpersonal structuring of values; achievement potential and intellectual efficiency; intellectual and interest modes.

Reliability of the subscales is reported to be adequate (Gough, 1957). Test-retest correlations for a sample of male and female high school students ranged from .38 to .69. These students were administered the test first an juniors

and then one year later as seniors. Test-retest correlations for a sample of male prisoners ranges from .49 to .86. The time lapse between testing for these subjects ranged from 7 to 21 days.

Gough (1957) validated each scale of the CPI by using self-reports or independent evaluations made by others. Multiple validation studies have been reported for each subscale. Some of the studies have involved ratings completed by peers, supervisors, faculty, and staff. Scores on some of the CPI were also compared to other tests such as the K scale of the Minnesota Multiphasic Personality Inventory and Strong Vocational Interest Blank. Other subscales were compared to archival data such as school grades and intelligence test scores.

The managerial potential scoring key for the CPI was empirically derived by Goodstein and Schrader (1963). These researchers theorized that personality characteristics must play an important role in managerial success. Since the CPI was developed to evaluate the positive aspects personality, these researchers believed that the CPI would be an appropriate instrument to identify those aspects of personality which would be characteristic of successful managers and supervisors.

Goodstein and Schrader compared the performances of a large number of manager and non-managers. The sample of managers consisted of 6Ø3 civilian supervisors at eight Army Ordnance Corps Field Service Depots. The managers were divided into three subsamples; (a) top management; (b) middle management; (c) line supervisors. Each manager received a performance appraisal by his immediate supervisor. Ratings were compiled through personal interviews with trained technicians who employed a five-step 2Ø-attribute rating form. The ratings yielded a composite score which was used as the criterion in the concurrent validation study. The sample of non-managers was composed of nontechnical, non-supervisor, and nonprofessional line workers who had participated in an early study. Goodstein and Schrader (1963) found that the managerial sample scored significantly higher than the non-managerial sample. These researchers also found that the managerial potential scale successfully differentiate the three levels of managers.

The present study is designed to achieve five specific objectives: (a) examine the vulnerability of the managerial scale of the CPI to dissimulation when the instructional set includes a warning to subjects regarding dishonest responding; (b) examine the usefulness of the Gi scale in detecting dissimulation (see Appendix A); (c)

develop and test obvious and subtle CPI scales as a method of detecting dissimulation (see Appendix B and C); (d) test the L scale of the MMPI as a detection technique for dissimulation of the Mp scale (see Appendix D); (e) test the K scale of the MMPI as a detection technique of dissimulation of the Mp scale (see Appendix E); and (f) examine the relationship between intelligence and dissimulation ability.

In order to achieve these objectives, a test that includes the Mp, Gi, L, and K scales (see Appendix F) was administered under three instructional conditions: Honest, fake good and fake bad. Gordon (1978) asserted that using only the difference between honest and fake good scores is an inadequate measure of the susceptibility of the instrument to dissimulation. Problems occur when subjects obtain very high scores on the normal condition and ceiling effects limit their score in the fake good condition. A comparison of the normal and fake good condition scores would reveal small differences when ceiling effects occur. Gordon asserted that this might lead the researcher to the erroneous conclusion that the subject was unable to dissimulate the test or that the instrument is resistant to dissimulation. In a counterbalanced repeated measure assessment of the fakeability of the CPI, Holmes (1986)

found that subjects were able to significantly alter their scores in both fade good and fake bad conditions.

This study will also use a shortened version of the CPI. The length of testing using the complete CPI and questions from the L and K scale of the MMPI would require over four hours of participation from each subject. This could create problems due to boredom or random answering effects. Also, previous research has shown that administering shortened versions or specific scales form the CPI does not significantly affect the validity of the scales (e.g. Milbraith & Klien, 1962; Leventhal, 1970).

Based on the six objectives of this study, six hypotheses will be tested. 1. The Mp scale of the CPI will be vulnerable to dissimulation. It is predicted that the subjects will be able to significantly raise and lower their Mp scores in the fake good and fake bad conditions.

2. The traditional Gi scale method for detecting dissimulation will prove to be an inadequate technique to detect dissimulation when subjects are cautioned against blatant or careless dissimulation attempts. Specifically, the Gi scale detection method will fail to identify at least 30% of the faked profiles. Also, for subjects who have high honest managerial potential scores, the standard procedure of using the Gi scale will incorrectly identify at least 10%

of their response sets as faked.

3. The obvious-subtle scale detection method will prove to be superior to the Gi scale dissimulation technique. Successful dissimulators will be able to recognize many of the obvious Mp scale questions but fewer of the subtle questions. Therefore, the difference between the number of endorsed obvious and subtle items will be greater in the fake conditions and serve as a significant predictor of faking.

4. The L scale of the MMPI will be an inadequate dissimulation detection technique. Most subjects will be able to recognize that the questions of the L scale represent minor and common human flaws and will respond appropriately. Successful dissimulators will be able to raise and lower their Mp scores without be detected by the Mp scale.

5. The K scale of the MMPI is a more subtle, sensitive, and therefore effective dissimulation detection technique. Therefore, most subjects will not comprehend the purpose of the K scale questions and their dissimulation attempt will be identified. The K scale will prove to be a reliable dissimulation detection technique and superior to the Gi, L and obvious-subtle scale.

6. The subject's intelligence score will be a good predictor of their ability to dissimulate the managerial potential scale. Difference scores will be significantly correlated with intelligence quotient.

Method

Subjects

One hundred and thirty-seven male and female undergraduates at VPI were randomly assigned to one of six treatment conditions. They were recruited with the understanding that they would be tested to determine the degree to which they have managerial potential and that the results would be made available to them.

Instrument

1. The 119 item questionnaire consisted of the Gi, Mp, and Cm scales of the CPI and the L and K scales of the MMPI. The 34 questions of the Mp scale were divided into obvious and subtle categories. This was accomplished by the judgement of two of the experimenters. Questions were assigned to the obvious category if they logically or rationally appeared to be related to managerial potential. Questions were classified as subtle if they did not appear to be related to managerial potential. The results of the classification process produce obvious and subtle scales

with 17 questions on each scale.

Four alternate forms of the 119 item questionnaire were constructed. The forms were identical except that the order in which the questions were presented varied. This was done in order to counterbalance any effects that the presentation order of questions might produce. All questions were answered on a true or false basis. Answers were recorded on a opscan forms.

2. The Otis Quick-Scoring Mental Ability Test is a self administered measure of intelligence. Answers were recorded on an opscan form.

Procedure

All subjects were undergraduates at a large southeastern university and were recruited from the introductory psychology pool and other psychology classes which offered extra credit for participating in experiments. Students selected one of six testing times which represented one of the six treatment conditions. Each treatment condition was composed of 2Ø-25 subjects and all groups were tested within a seven day period.

At the start of the testing sessions the subjects were informed that the research project has two objectives. They were be told that the purpose of the study is to measure their potential to be managers and to determine if they

could fake the test by exaggerating their managerial potential. They were also told that they would be taking a mental ability test which would help the experimenters interpret the results. They were informed that their participation would require approximately two and one-half hours and that they will receive three extra credit points. All subjects read and signed an informed consent form (see appendix G) and introductory psychology students completed an extra credit opscan.

The Otis Quick-Scoring Mental Ability Test and an opscan form were distributed to each subject. The directions for the test were read aloud. The exact directions were:

> Before the managerial potential testing starts we need you to take a short test which measures your present level of academic ability. This will help us interpret the results and demonstrate that the subjects in this study were typical undergraduates. All questions will be answered on the opscan by darkening the appropriate space beside the question number. Please put your identification number on the opscan. Darken either A, B, C or D under test form (this

indicates the test form used). Leave seat number blank. Darken either 1, 2, 3, 4, 5 or 6 under group number (testing sequence). Please read the directions on the front page but do not turn the page until you are instructed to do so.

When all subjects finished reading the directions and laid their pencils down they were told to begin the test. After thirty minutes the experimenters collected the test booklets and opscan forms.

The managerial potential questionnaire and a new opscan were distributed to each subject. The experimenter then read the instructions. The instructions are intended to motivate the subjects to put forth considerable effort in order to fake the test. It was hoped that the instructions would challenge the subjects so that they would try to "beat" the test. Also, the instructions were intended to restrict their dissimulation attempts so that blatant or reckless responding did not occur. It was believed that this was the best technique available to produce a level of motivation that would approximate the drive level of real job applicants while cautioning them in regards to the dangers of flagrant or blatant dissimulation attempts. The exact instructions were:

You are about to take a test to determine if you have managerial potential. This test is frequently given to junior and senior college students who are applying for managerial training programs or managerial jobs. Those of you who are planning a career in management may subsequently be required to take this test when apply for a real job. This tests asks questions about how you think and feel. How you answer the questions determines how much managerial potential you have.

The publisher of this test claims - - and in fact, guarantees - - that this test can not be faked. This means that people who take the test can not exaggerate their managerial potential <u>without being detected</u>. This test contains questions that identify people who exaggerate their potential to be managers. The author of the test claims that the average college student is not capable or sophisticated enough to be able to fake the test without being caught. However, our experience with students leads us to believe

that some of you are able to fake this test. We feel that some Virginia Tech students will be able to fake the test by answering the items in such a way as to exaggerate their managerial potential without being caught.

In order to test this prediction, we need you to take the test three times. Those people who are able to fake the test will be able to answer the questions as if they were a good manager. If a person can fake the test to look like a good manager, then they will also be able to fake the test to look like a poor manager. In other words, those people who really can fake the test will be able to answer the questions as a good manager and as a poor manager. Also, in order to be able to determine the extent of your ability to fake the test and to determine your real managerial potential, we also need you to take the test one time as honestly as you can. Therefore, we want you to answer the test under three conditions: fake good, fake bad, and honestly. If you

are able to "beat" the test, your results be sent to the publisher of the test.

The subject were also told to; put your identification number on the opscan, darken either A, B, C or D under test form, ØØ1 for honest, ØØ2 for fake good or ØØ3 for fake bad in the box labeled seat number and darken either 1, 2, 3, 4, 5 or 6 under group number (testing sequence). Then the instructions for the first instructional set were distributed to the subjects. The experimenter read the instructions aloud. The instructional sets for the honest, fake bad and fake good conditions were adapted from the standard CPI instructions. The exact instructions for the honest condition were:

> This test contains a series of statements. Read each one, decide how you honestly feel about it and mark your answer on the opscan. If you agree with the statement, or feel that it is true about you, answer TRUE. If you disagree with a statement, or feel that it is not true about you, answer FALSE. Answer the questions as honestly as you can. Make sure that you mark the correct space on the opscan form. One is true and two is false. Please begin.

When all subjects were finished, the experimenter collected the answer sheets, distributed new opscans and instructions for the next condition. Subjects were instructed to; put their identification number on the opscan, mark either A, B, C, or D under test form, darken either ØØ1 for honest, ØØ2 for fake good or ØØ3 for fake bad in the box labeled seat number, and darken either 1, 2, 3, 4, 5 or 6 under group number (testing sequence). The instructions for the fake good condition were:

> This test contains a series of statements. Read each one, decide how a superior manager would answer the question and mark your answer on the opscan. If a superior manager would agree with the statement, then mark TRUE. If a superior manager would disagree with the statement, then mark FALSE. Answer the questions <u>as a good manager would answer them</u>. However, obvious or blatant attempts to fake the test can be detected. Therefore, answer the test as a good manager, would, but <u>not</u> as the best manager possible. Remember, be realistic. Do not exaggerate too much or you will get caught. Make sure that you mark the appropriate space on the opscan form.

Please begin.

When all subjects are finished, the experimenter collected the answer sheets, distributed new opscans and instructions for the next condition. Subjects were instructed to put their identification number on the opscan, mark either A, B, C or D under test form, darken either ØØ1 for honest, ØØ2 for fake good or ØØ3 for fake bad in the box labeled seat number, and darken either 1, 2, 3, 4, 5 or 6 under group number (testing sequence). The experimenter then read the instructions. The exact instructions for the fake bad condition were:

> This test contains a series of statements. Read each one, decide how an inferior manager would answer the question and mark your answer on the opscan. If an inferior manager would agree with the statement, then mark TRUE. If a inferior manager would disagree with the statement, then mark FALSE. Answer the questions as the poor manager would. However, obvious or blatant attempts to fake the test can be detected. Therefore, answer the test as the poor manager would, but <u>not</u> as the worst possible manager. Remember, be realistic. Do not exaggerate to much or you

will get caught. Make sure that you mark the appropriate space on the opscan form. Please begin.

At the end of the testing the subjects were given a debriefing form (see Appendix H) and thanked for their participation.

Results

Hypothesis One

It was predicted that the subjects would be able to significantly raise and lower their Mp scores in the fake good and fake bad conditions. A comparison of the means for each condition reveals that subjects were able to alter their scores in the fake conditions (see Tables 1-2). An analysis of variance for repeated measures indicates a significant dissimulation effect across all conditions, $F(2, 272) = 215.29$, $p<.0001$, $r = .6129$. Analysis of variance for (honest - fake good) and (honest - fake bad) demonstrates significant differences, $F(1, 136) = 42.35$, $p<.0001$, $r = .2375$ and $F(1, 136) = 184.86$, $p<0001$, $r = .5761$, respectively. Therefore, the subjects were able to significantly alter their Mp scores in the fake conditions.

Hypothesis Two

It was predicted that the Gi scale would fail to identify at least 30% of the faked profiles as faked and

classify at least 1Ø% of the high managerial potential honest profiles as faked. These errors would mean that the Gi scale is an inadequate dissimulation detection technique. Discriminant analysis reveals that the Gi scale classified 15.33% of the fake good profiles as honest and 19.71% of the fake bad profiles as honest (see Table 3). As predicted, the Gi scale classified more than 3Ø% (35.Ø4%) of the faked profiles as honest.

It was also predicted that the Gi scale would incorrectly identify at least 1Ø% of the honest, high Mp score profiles as faked. In order to test this prediction, a cutoff equal to the mean of the fake good condition was used (Gi>21) and used to identify honest and fake good profiles (see Table 4). This analysis reveals that the Gi scale with a cutoff score of >21 classifies 18.25% of the honest profiles as fake good. An analysis of the means of the honest and misclassified honest groups reveals that the mean for the misclassified group is significantly higher, $F(1,135) = 13.84$, $p<.ØØ1$. These analyses demonstrate that the standard Gi dissimulation procedure tends to classify honest profiles with high Mp scores as fake good.

Hypothesis Three

It was predicted that the O-S scale would prove to be a superior dissimulation detection technique than the Gi

scale. It was believed that most subjects would be able to recognize the obvious Mp scale questions but fewer of the subtle questions. Therefore, the difference between the number of endorsed obvious versus subtle questions might be an effective dissimulation detection technique.

The O-S difference score, the number of obvious minus the number of subtle scale questions, was computed and employed in a discriminant analysis. The discriminant analysis procedures used optimal cutoff scores to classify profiles (see Table 13) This analysis reveals that the O-S subtle scale technique was only superior to the Gi scale technique in its effectiveness in identifying honest profiles (see Table 3). The average accuracy of the O-S and Gi scales to classify profiles as honest, fake good or fake bad is 5Ø.85% and 56.69% respectively. Therefore, the Gi scale is a more accurate in classifying profiles.

In order to compare the predictive value of the Gi, O-S, L, and K scales, managerial potential difference scores (fake good - honest) and (fake bad - honest) were computed and regressed on the four dissimulation detection scales. A confidence interval (lower 95% and upper 95%) was established for each standardized regression coefficient. The size of the standardized regression coefficients reveals that the Gi scale is superior to the O-S scale in predicting

(fake good - honest) and (fake bad - honest) difference scores (see Table 5). A comparison of the confidence intervals for the fake good scores difference scores reveals that there is no overlap between the Gi and O-S scales (see Figure 1). Therefore, the Gi scale is superior to the O-S in predicting fake good difference scores. A comparison of the confidence intervals for the fake bad difference scores reveals that there is considerable overlap between the Gi and O-S scales. Therefore, these scales are not significantly different in their ability to predict fake bad difference scores. Nevertheless, Crocker and Algina (1986) and Cohen and Cohen (1975) have asserted that the reliability of difference scores can be considerably less than the reliability of the measure when the reliability of the test is < 1 and the correlation between the two tests is high. An estimate of the reliability of the Mp scale reveals that the reliability is considerably < 1, (KR-2Ø =.62) and the correlation between honest and fake good is .5Ø while the correlation between honest and fake bad is -.Ø4. Therefore, the reliability of the (honest - fake good) difference may be low. According to Cohen and Cohen this problem occurs because the correlation between the difference scores and retest scores does not equal zero. Consequently, the difference scores contain variance that is

due the pretest score.

In order to deal with low reliability of the difference scores, Cohen and Cohen (1975) recommend that the variance due to the pretest score be partialed out from the posttest scores. Therefore, an analysis of covariance (ANCOVA) was completed in order to partial out the variance from the fake good Mp difference scores that is due the honest scores. Also, the analyses included an investigation of any effects cause by the interaction of the honest Mp score and any of the dissimulation detection techniques. Multiple regression were completed with the covariate, covariate and dissimulation scales, and finally the covariate, dissimulation scales and the interaction terms in the equation (see Table 6). This series of analyses reveals that the covariate (honest Mp score) accounts for a significant amount of the variance in the fake good Mp scores. When the dissimulation scales are added to the equation the amount of variance accounted for increases significantly. However, when the interaction terms are included they do not significantly increase the amount of variance accounted for by the predictors. Therefore, the honest Mp score does account for a significant amount of variance in the fake good Mp scores but the interaction terms do not contribute significantly to the prediction

equation. A comparison of the standardized regression coefficients from the ANCOVA procedure reveals that Gi scale is a better predictor of faking good and faking bad than the O-S scale. A comparison of the confidence intervals for each regression coefficient reveals that there is no overlap between the Gi and O-S scales (see Figure 3). Therefore, the Gi scale is superior to the O-S scale in predicting fake good scores.

The same series of analyses was completed for the fake bad Mp scores (see Table 7). The analyses reveals that the honest Mp score does not account for a significant amount of the variance in the fake bad Mp scores. When the dissimulation detection scales are added to the regression, the amount of variance accounted for increases significantly. The addition of the interaction terms (honest Mp score * dissimulation detection scales) to the equation does not significantly increase the amount of variance accounted for by predictors. Therefore, neither the honest Mp score or the interaction of the honest Mp score with any of the dissimulation scales accounts for a significant amount of variance in the fake bad Mp scores. A comparison of the size of the standardized regression coefficients from the ANCOVA procedure reveals that the Gi is a better predictor of faking bad than the O-S scale.

Comparing the confidence intervals for each scale reveals that there is considerable overlap between the Gi and O-S scales (see Figure 4). Therefore, the Gi and O-S scales are not significantly different in their ability to predict fake bad scores. Although it was predicted that the O-S scale would be superior to the Gi scale, it appears that the Gi scale is superior to the O-S scale in predicting fake good profiles and there is no significance difference between the Gi and O-S scales to predict fake bad scores.

Hypothesis Four

It was predicted that the L scale would prove to be an inadequate dissimulation technique. It was believed that most subjects would recognize that the L scale questions represent minor and common human flaws and would respond appropriately. A discriminant analysis in which the L scale was employed to classify profiles as honest, fake good, and fake bad reveals that the L scale is the best scale for identifying honest profiles and the least accurate of the dissimulation detection techniques for classifying fake good and fake bad profiles (see Table 1). The L scale average accuracy ranks forth (least effective) in its overall accuracy in predicting membership in the three conditions (Gi = 57.Ø%, K = 53.3%, O-S = 5Ø.85%, and L = 41.3%). The L scale is especially poor at identifying fake bad profiles.

The L scale identified only 18 of the 137 fake bad profiles (13.1%). However, the L scale ranked first (most effective) in identifying honest profiles. This technique correctly classified 65 of the 137 honest profiles (47.5%).

In order to compare the predictive value of the L scale with the other dissimulation detection techniques, (fake good - honest) and (fake bad - honest) difference scores were regressed on the Gi, K, O-S, and L scales. A comparison of the standardized regression coefficients reveals that the L scale ranks second as a predictor of faking good and third as a predictor of faking bad (see Table 5). A comparison of the confidence intervals for each regression coefficient for the fake good difference scores reveals that there is considerable overlap among the O-S, L, and K scales (see Figure 1). However, the Gi scale is superior to the L scale in predicting fake good difference scores. A comparison of the confidence intervals for the fake bad difference scores reveals that there is no significance difference in the predictive values of any of the scale in predicting fake bad difference scores (see Figure 2). When the honest Mp scores are included in the regression equation and the fake good or fake bad Mp scores were regressed on dissimulation detection scales (ANCOVA), the L scale ranks third as a predictor of faking good and

forth (least effective) as a predictor of faking bad (see Tables 6-7). A comparison of the confidence intervals demonstrates that the Gi and K scales are superior to the L scale but there is no significance difference between L and O-S in predicting fake good scores. A comparison of the confidence intervals for fake bad scores reveals that the Gi and K scales are superior to the L scale. Therefore, although the L scale is the best predictor for identifying honest profiles, it is not as effective in classifying fake good or fake bad profiles as the Gi and K scales.

Hypothesis Five

It was predicted that the K scale would be the best dissimulation technique. The K scale is composed of more subtle and sensitive questions than the other scales. Therefore, the K scale would be more accurate than the Gi, L and O-S scales. A discriminant analysis reveals that the K scale ranks last in its ability to classify honest profiles, second in its ability to classify fake good profiles, and second in its effectiveness to identify fake bad profiles (see Table 3). The average accuracy of the K scale to classify profiles in the three condition is 53.3%. Only the Gi scale is superior to the K scale in its effectiveness in identifying honest, fake good or fake bad profiles (Gi = 57.Ø%, K = 53.3%, O-S = 5Ø.85%, and L = 41.3%).

In order to estimate the predictive value of each dissimulation detection technique, the size of the standardized regression coefficients from the regression of the difference scores on the dissimulation detection scales was completed (see Table 5). This analysis reveals that the K scale ranks forth (least effective) in its ability to predict faking good profiles and second in its effectiveness to predict faking bad scores. A comparison of the confidence intervals for each regression coefficient reveals that there is no significance between Gi an K in their ability to predict fake good scores or fake bad scores (see Figures 1-2). However when the honest Mp score is included in the regression equation with the dissimulation detection scales and the fake good Mp scores are regressed on these predictors (ANCOVA), a comparison of the size of the standardized regression coefficients reveals that the K scale ranks second as a predictor of faking good and first (most effective) as a predictor of faking bad (see Tables 6-7). A comparison of the confidence intervals illustrates that K scale is superior to the L and O-S scales but not the Gi scale for predicting fake good profiles. The K is superior to the L scale for predicting fake bad profiles but there is no significance difference between the Gi, K, and O-S scales. Therefore, there the K scale is superior to the

L and O-S scales in predicting fake good profiles and the K scale is superior to the L scale in predicting fake bad profiles. However, contrary to what was predict the K scale is not superior to the Gi scale for predicting fake good profiles or superior to the Gi and O-S in predicting fake bad profiles.

Hypothesis Six

It was predicted that the subject's IQ score would be a good predictor of their ability to dissimulate the Mp scale. In order to investigate this prediction, the fake good difference scores (honest - fake good) were regressed on the IQ scores. This analysis reveals that the IQ score is not a good predictor of faking good, $F(1,132) = Ø.872$, $p<.35$. However, a series of (ANCOVA) analyses investigating the amount of variance in the fake good in the fade good and fake bad Mp scores that is accounted for by the IQ and honest Mp scores (covariates) and the interaction of the IQ score with any of the dissimulation detection scales (see Table 8) This analysis reveals that the IQ score and the honest Mp score accounts for a significant amount of the variance. The addition of the dissimulation detection scales to the regression equation significantly increase the amount of variance in the fake good Mp scores which is accounted for by the equation. However, including the

interaction terms in the equation does not significantly increase the amount of variance accounted for. Therefore, there is no interaction of IQ and any of the dissimulation scales and IQ is a good predictor of faking good.

The same series of analyses was completed for the fake bad Mp scores (see Table 9). This analysis reveals that IQ and honest Mp scores do not account for a significant amount of variance in the fake bad Mp scores. The addition of the dissimulation detection scales to the regression equation significantly increase the amount of variance in the fake bad Mp scores accounted for by the predictors. However, including the interaction terms in the equation does not significantly increase the amount of variance accounted for the predictors. Therefore, there are no interaction effects of IQ and with any of the dissimulation scales and IQ is not a good predictor of faking bad.

Cutoff Scores

Cutoff scores for each scale were used to estimate the value of each scale for identifying honest or faked profiles. A series of analyses were completed in order to classify profiles as honest, fake good, or fake bad (see Table 1Ø-11). The number of profiles were further broken down in terms of sex in order to evaluate any disparate impact the scale might have. In this situation, desparate

impact would involve the use of cutoff scores which classify more men or more women as honest or as dissimulators. The 4/5 rule is used to identify selection deveices or procedures which have desparate impact on a protected group (Cascio, 1987). The cutoff scores were values above and below the mean fake good scores or values that have been cited by other researchers in samples of college students. Gough (1969) reported that the mean Gi scale score for a sample of college students was 17.2 with a standard deviations of 6.2. This researcher also reported that the mean fake good score for a sample of college students was 3Ø.6. Graham (1977) asserted that college students should score zero or one on the L scale. Meehl and Hathaway (1946) reported that the mean L score for their standardization sample was four and the mean L scale score for the fake good condition was 4.7. Graham reported that college students and college educated people should have K scores within a range of 13-23.

The results of these analysis reveal that the best scale for identifying honest or faked profiles depends on the level of correct and incorrect classification that is judged to be acceptable. Generally, as the correct classification rate increases the percent of erroneous rejections (honest profiles classified as faked) or

erroneous acceptances (faked profiles classified as honest) also increases. However, overall Gi appears to be the best scale at identifying fake good and fake bad profiles when the correct and incorrect classification rates are taken into consideration. The Gi scale appears to classify more honest and fake good correctly with fewer errors.

The results of this analysis also reveal that all of the scales produce disparate impact at the cutoff scores used by the discriminant analysis. The L, K, and Gi scales incorrectly classifies more men than women as fakers and the O-S scale incorrectly classifies more women than men as fakers.

Combining Scales

It is conceivable that the dissimulation detection scales might be used together. A discriminant analysis was completed using all of the dissimulation detection techniques as predictors (see Table 8). This analysis reveals that the four scales correctly classified 44.53% of the honest profiles, 76.63% of the fake good profiles, and 67.15% of the fake bad profiles. Using the four scales together is superior to using the any one of the scales separately. The average identification accuracy is also greater by using the four dissimulation scales together, 62.77% (Gi = 57.Ø%, K = 53.3%, O-S = 5Ø.85, and L = 41.3%).

Although the use of the four dissimulation detection scales together is superior to using any one of the scales separately, this method also misclassifies more honest profiles as fake good and fake bad profiles as honest.

In order to determine the extent and type of the errors that could be expected in a employment selection situation if all the dissimulation detection scales were used to classify honest and fake good profiles, 1ØØ profiles with the highest Mp scores were analyzed (see Table 1Ø). The results reveal that 53 profiles were correctly identified as fake good (correct rejections), 22 profiles were correctly classified honest (correct acceptances), 19 were honest misclassified as faked (16 fake good and 3 fake bad - erroneous rejections), and 7 fake good profiles were misclassified as honest (erroneous acceptances).

An analysis of the classification rates using all the scales to classify honest and fake good by sex reveals that the procedure produces desparate impact. Using all of the scales incorrectly classifies more females than males as fakers 14.86% and 9.17% respectively.

Discussion

The use of security preemployment tests to screen out applicants who exaggerate their abilities or who are at high risk for theft or delinquent performance, although difficult

to document, appears to be rising. Many of the tests were developed as a low cost substitute to polygraph examinations (Rousseau, 1985). Now that the Courts have limited the routine use of polygraph tests, there appears to be a resurgence in the use and development of "honesty" tests. Therefore, the questions raised in this study regarding the effectiveness of these dissimulation detection scales appears to be an important issue which is directly relevant to employment screening procedures.

Hypothesis One

It appears that the Mp scale is susceptible to fake good and fake bad dissimulation. The test is constructed in such a fashion that it is relatively easy to identify many of the items which deal with the issue under investigation. Therefore, they are susceptible to dissimulation by subject who are motivated to create a certain impression. However, the subjects in this study were only able to inflate their fake good Mp scores an average of 2.26 while in the fake bad condition they lowered their scores an average of 6.90 points. Results of the discriminant analyses, multiple regressions and ANCOVA procedures demonstrate that the classification and prediction of fake good and fake profiles appear to be two different issues. In other words, a scale may be a good technique for classifying or predicting fake

good profiles but be a poor dissimulation detection technique for fake bad profiles. Also, IQ appears to be a good predictor of faking good but not of faking bad. Therefore, it seems appropriate to assert that faking good and faking bad may be two different phenomena and it may not be appropriate to operationalize faking as (fake good - honest) and (fake bad - honest). Further research is needed to develop a measure of faking that controls for the possibility of ceiling effects without criterion contamination.

Hypothesis Two-Five

The question of which dissimulation detection scale is the best for identifying fake good and fake bad profiles is a complicated issue. This study competitively tested four dissimulation scales, three of which (Gi, K, and L) have been used routinely in the interpretation of the CPI or the MMPI. However, the results of this study appear to demonstrate that although one scale may better than another in certain situation, none of the predictors or even a combination of all the predictors are accurate enough to be used in many practical situations. Although it is appears possible to accurately identify as many as 70-80% of the fake good profiles, the types of errors committed by this approach may be considered in some situations to be

unacceptable. Erroneous rejections (the misclassification of honest applicants as fake good) and their subsequent elimination from consideration for employment are approximately 2Ø-25%. In other words, one out of four honest applicants are eliminated from consideration in order to "catch" 75% of the applicants who exaggerate their Mp. Also, many of the applicants erroneously eliminated from consideration have high scores on the Mp scale.

Another type of error -- erroneous acceptance -- is also high (approximately 22%). More then one out of five of the applicants who were instructed to exaggerate their Mp were classified as honest. This type of error could prove costly to organizations who provide extensive training to new employees or to organization where the cost of turnover is high.

However, there may situations where the use of these scales is appropriate. Situations where hiring the wrong person could prove disasterious to the organization or result in loss of property or life. The screening of nuclear power plant operators, national security personnel or public transportation workers may be situations where it would be justifiable to use the dissimulation detection scales. Therefore, the benefits of using these scales to identify dissimulators must be weighted with the severity of

the errors which would result. In many situations the level of erroneous rejections and acceptances may be to high. In other situations, the advantages or needs of the organization or public may justify their use.

It is also possible that people who are good dissimulators may be of interest and value to certain organizations. It seems plausible that dissimulation ability could be a good predictor of success in certain jobs where impression management skills are necessary. In these situations applicants would be instructed to respond to the Mp scale in honest and fake conditions. This would give an estimate of their dissimulation ability would could be of worth to the employer.

Although there may be situations where it would be in the interest of the company to use the dissimulation detection scales, the results of the analysis of the incorrect classification rates by sex reveals desparate impact. Therefore although the situation may justify the use of the dissimulation detection scales, the adverse impact they create make them an unacceptable employment pratice.

Hypothesis Six

Although IQ appears to be a good predictor of faking good it is not a good predictor of faking bad. As already

discussed, this may be a function of trying to predict two different phenomena (fake good - honest) and (fake bad - honest). Another possibility is that self-presentation or impression management was still operating in the honest condition. It is conceivable that the subjects were not able to be completely objective regarding their abilities and skills during the honest condition. As Hogan (1985) has pointed out, an individual's motivation to project an impression may be an automatic process that results from overlearning or habit. If this were true, then the magnitude of the honest score would also be inflated. Therefore, the (fake good - honest) difference score would be less than the (fake bad - honest) difference score.

Another possibility is that the more intelligent subjects use a more accurate prototype (normative) of a good manager. This would be consistent with what Hauenstein and Alexander (in press) found in their study of rating ability in performance judgments. They assert that intelligent subjects use a normative prototype while the less intelligent subjects use an idiosyncratic prototype. When the intelligent subjects were asked to respond as a poor manager, this was equivalent to asking them to respond like the less intelligent subjects and use an idiosyncratic prototype. This assertion is based on the premise that

normative prototypes are closer to a "true" prototype than an idiosyncratic prototype.

The greatest obstacle to the development of an effective "lie scale" or "honesty test" is the availability of an appropriate criterion. The honest, fake good, and fake bad instructional sets may not be an appropriate technique to test or develop dissimulation detection techniques. Another approach is to use the Mp scale and the dissimulation detection scales to identify honest and fake good profiles and validate these predictions with assessment center procedures of known high validity. Assessment procedures which are content or ability oriented have been shown to have excellent predictive value (Cascio, 1987). Therefore, honest and fake good Mp scores could be compared with the results of the content or abilities based assessments. If the dissimulation detection scales are effective, then the content or ability scores of the honest, high Mp subjects should be significantly higher than the scores of the dissimulators. This approach would provide an appropriate criterion to test the value of dissimulation detection scales. Until a valid criterion is available, it is doubtful that the precision of paper and pencil lie detection techniques will progress very far.

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Table 1

Descriptive Statistics for Each Variable

Condition	Variable	Mean	SD
Honest	MP	19.75	4.3Ø
	GI	14.95	6.49
	L	2.74	1.9Ø
	K	12.92	3.9Ø
	O-S	3.58	3.3Ø
Fake Good	MP	22.Ø1	3.79
	GI	23.4Ø	6.66
	L	4.7	2.71
	K	12.92	3.9Ø
	Ø-S	5.46	2.83
	DIFFG	2.26	4.Ø7
Fake Bad	MP	12.85	3.93
	GI	11.11	7.81
	L	2.74	3.15
	K	9.92	3.9Ø
	Ø-S	1.5	3.95
	DIFFB	-6.91	5.94

Note. DIFFG = (Fake Good - Honest).

DIFFB = (Fake Bad - Honest).

Table 2

Correlation Matrix of Scales

Honest Condition

	MP	GI	L	K	O-S
MP	1.Ø	.5Ø**	.2Ø*	.7Ø**	.19*
GI		1.Ø	.65**	.63**	.37**
L			1.Ø	.33**	.22*
K				1.Ø	.18*
Ø-S					1.Ø

	MP	GI	L	K	O-S
DIFFG	-.59**	.19*	-.16	-.45**	-.32**
DIFFB	-.75**	-.38**	-.15	-.49**	-.22*

Fake Good

	MP	GI	L	K	O-S
MP	1.Ø	.54**	.2Ø*	.68**	-.27*
GI		1.Ø	.69**	.63**	-.Ø1
L			1.Ø	.4Ø**	-.Ø7
K				1.Ø	-.22*
Ø-S					1.Ø

	MP	GI	L	K	O-S
DIFFG	.4Ø**	.19*	.Ø1	.19*	-.22*
DIFFB	-.48**	-.35**	-.21*	-.4Ø**	-.Ø5

Table 2 (con't)

Fake Bad

	MP	GI	L	K	O-S
MP	1.Ø	.55**	.43**	.54**	.37**
GI		1.Ø	.8Ø**	.57**	.37**
L			1.Ø	.56**	.3Ø**
K				1.Ø	.Ø6
Ø-S					1.Ø

	MP	GI	L	K	O-S
DIFFG	-.13	-.Ø3	-.14	-.1Ø	-.Ø3
DIFFB	-.13	-.Ø3	-.14	-.1Ø	-.Ø3

Honest * Fake Good

	GMP	GGI	GL	GK	GO-S
HMP	1.Ø	.29**	.16	.41**	-.Ø3
HGI		1.Ø	.46**	.28**	.Ø3
HL			1.Ø	.56**	.3Ø**
HK				1.Ø	.Ø6
HØ-S					1.Ø

Honest * Fake Bad

	BMP	BGI	BL	BK	BO-S
HMP	-.Ø4	-.Ø1	.Ø5	-.Ø2	.Ø2
HGI	-.Ø2	-.Ø3	-.Ø1	-.Ø1	.Ø4

Table 2 (con't)

	BMP	BGI	BL	BK	BO-S
HL	-.Ø1	-.Ø4	.Ø5	.Ø8	.Ø1
HK	.Ø2	.Ø1	.Ø7	.Ø3	.Ø6
HO-S	-.12	-.24	-.Ø8	-.Ø4	.Ø2

Fake Good * Fake Bad

	BMP	BGI	BL	BK	BO-S
GMP	-.18*	-.Ø4	-.1Ø	-.13	-.Ø1
GGI	-.21*	-21*	-.19	-.16	-.Ø6
GL	-14	-.11	-.Ø8	-.Ø2	-.Ø8
GK	-.15	-.13	-.Ø8	-.11	-.Ø1
GO-S	-.12	-.15	-.Ø4	-.14	-.11

Note. Prefix H = honest, G = fake good, and B = fake bad. DIFFG = (Fake Good - Honest) and DIFFB = (Fake Bad - Honest).

Table 3

Percent of Profiles Classified as Honest, Fake Good or Fake Bad by Each Scale Using Discriminant Analysis

		Predicted Group Membership		
Condition	Predictor	H	FG	FB
Honest	Gi	29.2Ø%	24.Ø9%	46.72%
	K	27.74%	4Ø.15%	32.12%
	L*	47.45%	28.47%	24.Ø9%
	O-S	29.93%	39.45%	3Ø.66%
	All	44.53%	24.82%	3Ø.66%
	All*	75.18%	24.82%	x
Fake Good	Gi *	15.33%	74.45%	1Ø.22%
	K	17.52%	66.42%	16.Ø6%
	L	21.9Ø%	63.5Ø%	14.6Ø%
	O-S	16.79%	65.69%	17.52%
	All*	18.25%	76.64%	5.11%
	All**	21.9Ø%	78.1Ø%	x
Fake Bad	Gi *	19.71%	13.87%	66.42%
	K	18.25%	16.Ø6%	65.69%
	L	62.77%	24.Ø9%	13.14%
	O-S	2Ø.44%	22.63%	56.93%

Table 4

Mp Scores of Honest Profiles Classified as Honest and Misclassified as Fake Good by the Gi Scale

	Mp Scores			
	N	Range	Mean	SD
Classified Honest	113	8-29	19.13	4.29
Misclassified Fake Good	25	17-27	22.52	3.16

Note. Cutoff score = Gi>21.

Table 5

Standardized Regression Coefficients for Gi, O-S, L, and K Scales Predicting Mp Difference Scores.

	Fake Good		Fake Bad	
Scale	B	SE	B	SE
Gi	.348*	.Ø83	.342*	.1Ø5
O-S	-.228*	.123	.144	.127
L	-.252*	.171	-.232	.251
K	.Ø25	.121	.292*	.149

*p<.Ø5

Table 6

Summary of Analysis of Covariance for Fake Good Mp Scores as a Function of Covariate (Honest Mp Score), Dissimulation Detection Scales, and Interaction Terms.

Covariate

Source	DF	F	Significance of F
Model	1	45.Ø7	.ØØØ1
Error	135		

R-Square = .25Ø3

Covariate and Dissimulation Scales

Source	DF	F	Significance of F
Model	5	41.24	.ØØØ1
Error	131		

R-Square = .6115

	F	Significance of F
Delta R-Square = .3885	3Ø.45	.ØØØ1

Predictor	B	SE	T	p
HMP	.262	.Ø53	4.37	.ØØØ1
Gi	.434	.Ø52	4.79	.ØØØ1
L	-.3Ø3	.1Ø6	-4.ØØ	.ØØØ1
K	.374	.Ø79	4.86	.ØØØ1
O-S	-.2ØØ	.Ø76	-3.49	.ØØØ7

Table 6 (con't)

Covariate, Dissimulation Scales, and Interaction Terms

Source	DF	F	Significance of F
Model	9	22.52	.ØØØ1
Error	127		
R-Square = .6147			
		F	Significance of F
Delta R-Square = .ØØ32		Ø.26	n.s.

Table 7

Summary of Analysis of Covariance for Fake Bad Mp Scores as a Function of Covariate (Honest Mp Score), Dissimulation Detection Scales, and Interaction Terms.

Covariate

Source	DF	F	Significance of F
Model	1	Ø.22	.642Ø
Error	135		

R-Square = .ØØ16

Covariate and Dissimulation Scales

Source	DF	F	Significance of F
Model	5	2Ø.25	.ØØØ1
Error	131		

R-Square = .4359

	F	Significance of F
Delta R-Square = .4343	24.45	.ØØØ1

Predictor	B	SE	T	P
HMP	-.Ø27	.Ø6Ø	-Ø.41	.6849
Gi	.352	.Ø59	2.98	.ØØ34
L	-.148	.142	-1.3Ø	.1951
K	.399	.Ø84	4.82	.ØØØ1
O-S	.249	.Ø71	3.47	.ØØØ7

Table 7 (con't)

Covariate, Dissimulation Scales, and Interaction Terms

Source	DF	F	Significance of F
Model	9	11.41	.ØØØ1
Error	127		

R-Square = .447Ø

	F	Significance of F
Delta R-Square = .Ø111	Ø.64	n.s.

Table 8

Summary of Analysis of Covariance for Fake Good Mp Scores as a Function of Covariates (Honest Mp Score and IQ), Dissimulation Detection Scales, and Interaction Terms.

Covariates

Source	DF	F	Significance of F
Model	2	29.27	.ØØØ1
Error	131		

R-Square = .3Ø88

Predictor	B	SE	T	p
HMP	.429	.Ø67	5.72	.ØØØ1
IQ	.261	.Ø31	3.48	.ØØØ7

Covariate and Dissimulation Scales

Source	DF	F	Significance of F
Model	6	37.59	.ØØØ1
Error	127		

R-Square = .6398

	F	Significance of F
Delta R-Square = .331Ø	28.95	.ØØØ1

Table 8 (con't)

Predictor	B	SE	T	p
HMP	.227	.Ø53	3.82	
IQ	.185	.Ø23	2Ø.79	.ØØØ1
Gi	.383	.Ø51	4.11	.ØØØ1
L	-.255	.1Ø4	-3.26	.ØØ14
K	.371	.Ø78	6.Ø3	.ØØØ1
O-S	-.197	.Ø74	-3.13	.ØØ22

Covariates, Dissimulation Scales, and Interaction Terms

	F	Significance of F
R-Square = .662Ø		
Delta R-Square = .Ø222	2.ØØ	n.s.

Table 9

Summary of Analysis of Covariance for Fake Bad Mp Scores as a Function of Covariates (Honest Mp Score and IQ), Dissimulation Detection Scales, and Interaction Terms.

Covariates

Source	DF	F	Significance of F
Model	2	Ø.96	.3864
Error	131		

R-Square = .Ø144

Covariate and Dissimulation Scales

Source	DF	F	Significance of F
Model	6	16.61	.ØØØ1
Error	127		

R-Square = .4397

	F	Significance of F
Delta R-Square = .4253	24.1Ø	.ØØØ1

Predictor	B	SE	T	p
HMP	-.Ø29	.Ø64	-Ø.42	.6671
IQ	-.Ø66	.Ø3Ø	-Ø.94	.ØØØ1
Gi	.339	.Ø6Ø	2.83	.ØØ55

Table 9 (con't)

Predictor	B	SE	T	p
L	-.154	.144	-1.32	.1885
K	.4Ø9	.Ø85	4.9Ø	.ØØØ1
O-S	.252	.Ø73	3.45	.ØØØ8

Covariates, Dissimulation Scales, and Interaction Terms

Source	DF	F	Significance of F
Model	1Ø	1Ø.1Ø	.ØØØ1
Error	123		
R-Square = .4511		F	Significance of F
Delta R-Square = .Ø114		Ø.66	n.s.

Table 1Ø

Number and Percent of Profiles Classified Correctly by Sex

Scale	Cutoff	Sex	"Hits" H	FG	FB
L	>1	F	16/22%	73/33%	58/18%
L	>1	M	21/12%	53/29%	38/21%
L	>2	F	31/14%	63/28%	24/11%
L	>2	M	33/18%	42/23%	26/14%
L	>3	F	51/23%	53/24%	16/7%
L	>3	M	45/25%	27/15%	17/9%
L	>4	F	59/27%	38/17%	13/6%
L	>4	M	55/31%	24/13%	12/7%
L	>5	F	68/31%	28/13%	1Ø/5%
L	>5	M	59/33%	13/7%	1Ø/6%
K	>12	F	33/15%	64/29%	19/9%
K	>12	M	12/16%	46/26%	16/9%
K	>13	F	44/2Ø%	55/25%	9/4%
K	>13	M	37/21%	34/19%	12/7%
K	>14	F	5Ø/23%	51/23%	8/4%
K	>14	M	44/24%	27/15%	1Ø/6%
K	>15	F	53/24%	44/2Ø%	5/2%
K	>15	M	46/26%	2Ø/11%	8/4%
K	>16	F	6Ø/27%	3Ø/14%	2/1%
K	>16	M	5Ø/28%	16/ 9%	Ø/Ø%
K	>22	F	74/33%	1/.5%	Ø/Ø%
K	>22	M	59/33%	2/ 1%	Ø/Ø%
O-S	>3	F	33/15%	49/22%	22/1Ø%
O-S	>3	M	3Ø/17%	49/27%	22/12%
O-S	>4	F	42/19%	43/19%	11/5%
O-S	>4	M	39/22%	44/24%	19/11%
O-S	>5	F	54/24%	31/14%	7/3%
O-S	>5	M	47/26%	38/21%	11/6%
O-S	>6	F	56/25%	21/1Ø%	5/2%
O-S	>6	M	54/3Ø%	24/13%	9/5%
O-S	>7	F	61/27%	14/6%	5/2%
O-S	>7	M	57/32%	16/9%	6/3%
Gi	>2Ø	F	52/23%	58/26%	5/2%
Gi	>2Ø	M	52/29%	37/21%	1Ø/6%
Gi	>21	F	57/26%	55/25%	3/1%
Gi	>21	M	53/29%	35/2Ø%	8/4%
Gi	>22	F	64/29%	48/22%	3/1%
Gi	>22	M	56/31%	33/18%	7/4%
Gi	>23	F	65/29%	41/18%	3/1%

Table 1Ø (con't)

Scale	Cutoff	Sex	"Hits" H	FG	FB
Gi	>23	M	57/32%	27/15%	7/4%
Gi	>24	F	66/3Ø%	35/16%	3/1%
Gi	>24	M	57/32%	23/13%	6/3%
Gi	>25	F	69/31%	31/14%	2/1%
Gi	>25	M	58/32%	2Ø/11%	5/3%
Gi	>29	F	69/31%	31/14%	2/1%
Gi	>29	M	58/32%	2Ø/11%	5/3%

Table 11

Number and Percent of Profiles Incorrectly Classified by Sex

Scale	Cutoff	Sex	"Errors" H	"Errors" FG	"Errors" FB
L	>1	F	58/26%	1/.5%	33/15%
L	>1	M	39/22%	7/4%	22/12%
L	>2	F	43/20%	11/5%	50/23%
L	>2	M	27/15%	18/10%	34/19%
L	>3	F	23/10%	21/9%	58/26%
L	>3	M	15/8%	27/15%	43/24%
L	>4	F	15/7%	36/16%	61/27%
L	>4	M	5/3%	36/20%	48/27%
L	>5	F	6/3%	46/21%	64/29%
L	>5	M	1/.5%	47/26%	50/28%
K	>12	F	41/18%	10/5%	55/25%
K	>12	M	32/18%	14/8%	44/24%
K	>13	F	30/14%	19/9%	65/29%
K	>13	M	23/13%	26/14%	48/27%
K	>14	F	24/11%	23/10%	66/30%
K	>14	M	16/9%	33/18%	50/28%
K	>15	F	21/9%	30/14%	69/31%
K	>15	M	14/8%	40/22%	52/29%
K	>16	F	14/6%	44/20%	72/32%
K	>16	M	10/6%	44/24%	54/30%
K	>22	F	0/0%	73/33%	74/33%
K	>22	M	1/1%	58/32%	60/33%
O-S	>3	F	41/18%	25/11%	52/23%
O-S	>3	M	30/17%	11/6%	38/21%
O-S	>4	F	32/14%	31/14%	63/28%
O-S	>4	M	21/21%	16/9%	41/23%
O-S	>5	F	20/10%	43/19%	67/30%
O-S	>5	M	13/7%	22/12%	49/27%
O-S	>6	F	18/8%	53/24%	69/31%
O-S	>6	M	6/3%	36/20%	51/28%
O-S	>7	F	13/6%	60/27%	69/31%
O-S	>7	M	3/2%	44/24%	54/30%
Gi	>20	F	22/10%	16/7%	69/31%
Gi	>20	M	8/5%	23/13%	50/28%
Gi	>21	F	17/8%	19/9%	71/32%
Gi	>21	M	7/4%	25/14%	52/29%
Gi	>22	F	10/5%	26/12%	71/32%
Gi	>22	M	4/2%	27/15%	53/29%
Gi	>23	F	9/4%	33/15%	71/32%

Table 11 (con't)

Scale	Cutoff	Sex	"Errors" H	"Errors" FG	"Errors" FB
Gi	>23	M	3/2%	33/18%	53/29%
Gi	>24	F	8/3%	39/18%	71/32%
Gi	>24	M	3/2%	37/21%	54/3Ø%
Gi	>25	F	5/2%	43/19%	72/32%
Gi	>25	M	2/1%	4Ø/22%	55/31%
Gi	>29	F	5/2%	43/19%	72/32%
Gi	>29	M	2/1%	4Ø/22%	55/31%

Table 12

Classification of Profiles by Gi, L, K, and O-S by Discriminate Analysis

OBS	MP	CCND	MISCLASS	FROM	TO	GI	L	K	MP	OS
1	31	2	Ø	2	2	24	2	21	31	3
2	3Ø	2	Ø	2	2	32	5	22	3Ø	2
3	29	2	Ø	2	2	3Ø	7	18	29	5
4	29	1	1	1	2	2Ø	1	19	29	5
5	29	2	Ø	2	2	26	4	2Ø	29	5
6	29	2	Ø	2	2	29	6	18	29	5
7	28	2	Ø	2	2	24	5	21	28	2
8	28	2	Ø	2	2	24	1	18	28	6
9	28	2	Ø	2	2	29	3	17	28	2
1Ø	27	2	Ø	2	2	31	4	21	27	3
11	27	1	1	1	2	25	5	19	27	3
12	27	2	Ø	2	2	35	11	19	27	5
13	27	1	1	1	2	26	3	16	27	7
14	27	2	Ø	2	2	36	9	25	27	1
15	27	1	1	1	2	22	2	17	27	5
16	27	2	Ø	2	2	31	8	17	27	3
17	27	2	Ø	2	2	35	9	21	27	3
18	27	2	Ø	2	2	31	7	19	27	3
19	27	2	Ø	2	2	27	3	16	27	3
2Ø	27	2	Ø	2	2	23	2	17	27	5
21	26	1	Ø	1	1	19	2	22	26	4
22	26	2	Ø	2	2	29	5	13	26	6
23	26	2	Ø	2	2	25	5	15	26	6
24	26	2	Ø	2	2	27	7	18	26	8
25	26	2	Ø	2	2	32	7	16	26	4
26	26	1	Ø	1	1	17	1	19	26	8
27	26	1	Ø	1	1	14	2	17	26	2
28	26	2	Ø	2	2	27	3	16	26	4
29	26	1	1	1	2	22	2	16	26	6
3Ø	26	2	Ø	2	2	26	2	21	26	4
31	26	1	1	1	2	24	4	19	26	2
32	26	2	Ø	2	2	33	4	2Ø	26	2
33	26	2	Ø	2	2	25	9	18	26	2
34	26	2	Ø	2	2	27	6	21	26	4
35	26	2	Ø	2	2	37	8	19	26	Ø
36	26	2	Ø	2	2	38	12	24	26	6
37	26	1	1	1	2	31	5	24	26	6
38	26	1	Ø	1	1	15	3	18	26	2
39	26	2	Ø	2	2	25	3	14	26	4
4Ø	26	1	Ø	1	1	9	3	14	26	2

Table 11 (con't

OBS	MP	COND	MISCLASS	FROM	TO	GI	L	K	MP	OS
41	25	2	Ø	2	2	35	7	16	25	1
42	25	2	Ø	2	2	29	5	2Ø	25	5
43	25	1	1	1	2	22	3	21	25	5
44	25	2	Ø	2	2	31	1Ø	16	25	7
45	25	1	1	1	2	32	1Ø	18	25	7
46	25	2	1	2	1	15	2	13	25	3
47	25	2	Ø	2	2	29	6	18	25	5
48	25	2	Ø	2	2	22	2	15	25	7
49	25	1	Ø	1	1	19	2	19	25	1
5Ø	25	2	Ø	2	2	28	5	15	25	7
51	25	2	Ø	2	2	23	3	19	25	3
52	25	2	Ø	2	2	24	3	17	25	5
53	25	1	1	1	3	12	3	11	25	3
54	25	1	1	1	2	25	4	16	25	1
55	25	2	Ø	2	2	25	5	15	25	5
56	25	1	Ø	1	1	19	3	13	25	3
57	25	1	Ø	1	1	12	1	13	25	1
58	25	1	1	1	2	21	4	14	25	5
59	25	2	1	2	1	16	3	13	25	5
6Ø	25	1	Ø	1	1	13	1	12	25	3
61	25	2	Ø	2	2	23	5	13	25	7
62	25	2	1	2	1	12	3	16	25	-1
63	24	1	1	1	2	22	4	2Ø	24	6
64	24	1	Ø	1	1	17	2	17	24	4
65	24	1	Ø	1	1	17	5	21	24	4
66	24	2	Ø	2	2	28	5	18	24	6
67	24	1	Ø	1	1	9	2	11	24	4
68	24	1	Ø	1	1	13	Ø	13	24	8
69	24	2	Ø	2	2	31	8	23	24	2
7Ø	24	2	Ø	2	2	37	11	19	24	6
71	24	2	Ø	2	2	23	7	18	24	6
72	24	2	1	2	1	15	2	13	24	Ø
73	24	2	1	2	1	17	2	16	24	6
74	24	1	Ø	1	1	17	2	16	24	1Ø
75	24	2	Ø	2	2	25	4	17	24	2
76	24	1	Ø	1	1	1Ø	2	12	24	2
77	24	2	Ø	2	2	32	8	19	24	6
78	24	1	Ø	1	1	14	2	16	24	4
79	24	3	1	3	1	11	2	12	24	4
8Ø	24	1	1	1	2	19	6	11	24	8
81	24	2	Ø	2	2	25	6	16	24	6
82	24	1	Ø	1	1	18	3	15	24	4
83	24	2	Ø	2	2	2Ø	1	18	24	6
84	23	1	Ø	1	1	15	2	14	23	5
85	23	1	1	1	2	22	4	16	23	1

Table 11 (con't)

OBS	MP	COND	MISCLASS	FROM	TO	GI	L	K	MP	OS
86	23	2	Ø	2	2	21	5	15	23	11
87	23	1	Ø	1	1	16	5	12	23	7
88	23	2	1	2	1	16	Ø	18	23	7
89	23	1	Ø	1	2	23	3	17	23	7
9Ø	23	1	Ø	1	1	15	3	12	23	5
91	23	1	1	1	2	21	5	2Ø	23	7
92	23	2	Ø	2	2	29	7	18	23	9
93	23	2	Ø	2	2	23	3	17	23	5
94	23	2	1	2	1	18	4	19	23	5
95	23	1	Ø	1	1	16	4	15	23	3
96	23	2	Ø	2	2	3Ø	6	17	23	5
97	23	1	Ø	1	1	15	2	16	23	3
98	23	3	1	3	2	34	1Ø	2Ø	23	9
99	23	1	1	1	3	11	3	12	23	-5
1ØØ	22	2	Ø	2	2	22	3	1Ø	22	1Ø

Table 13

Cutoff Scores Used by Discriminant Analysis

	Cutoff Scores		
Scale	H	FG	FB
Gi	14-19	2Ø-38	Ø-13
K	12-13	14-25	Ø-11
L	Ø-2	4-15	3-3
O-S	3-4	5-13	-8-2

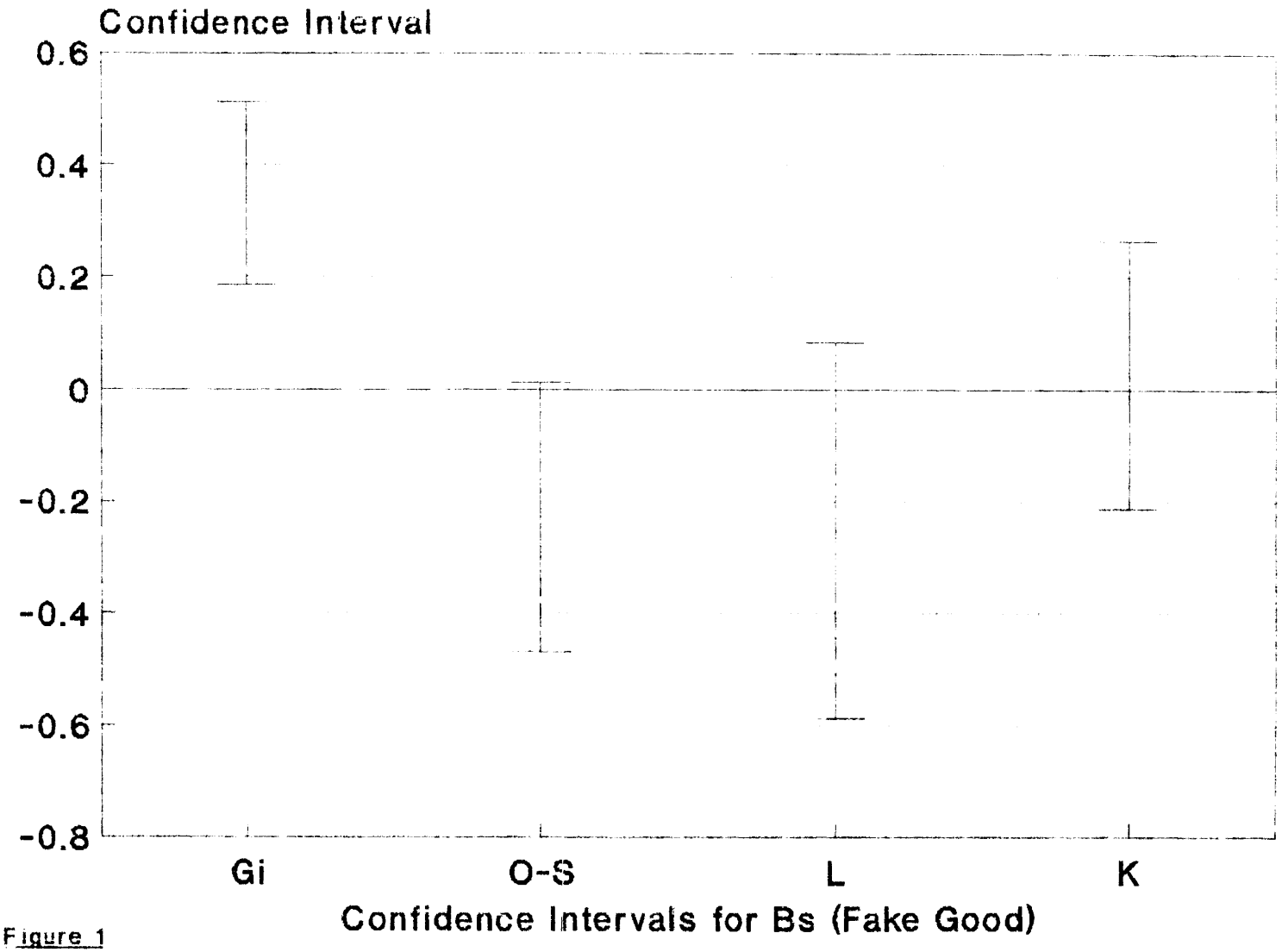
Confidence Interval
0.6
0.4
0.2
0
-0.2
-0.4
-0.6
-0.8
Gi
O-S
L
K
Confidence Intervals for Bs (Fake Good)

Figure 1

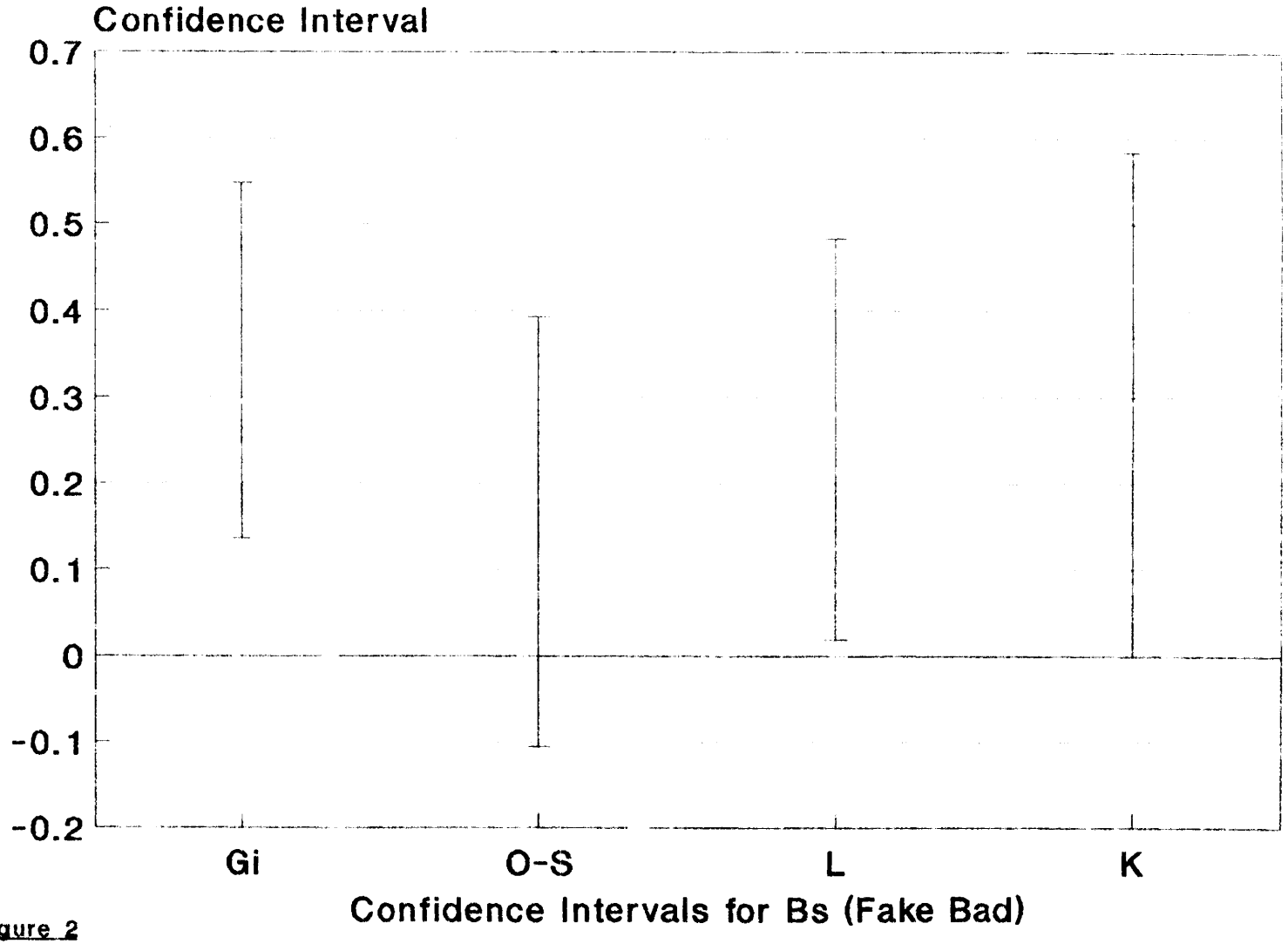
Confidence Interval
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
-0.1
-0.2
Gi
O-S
L
K
Confidence Intervals for Bs (Fake Bad)

Figure 2

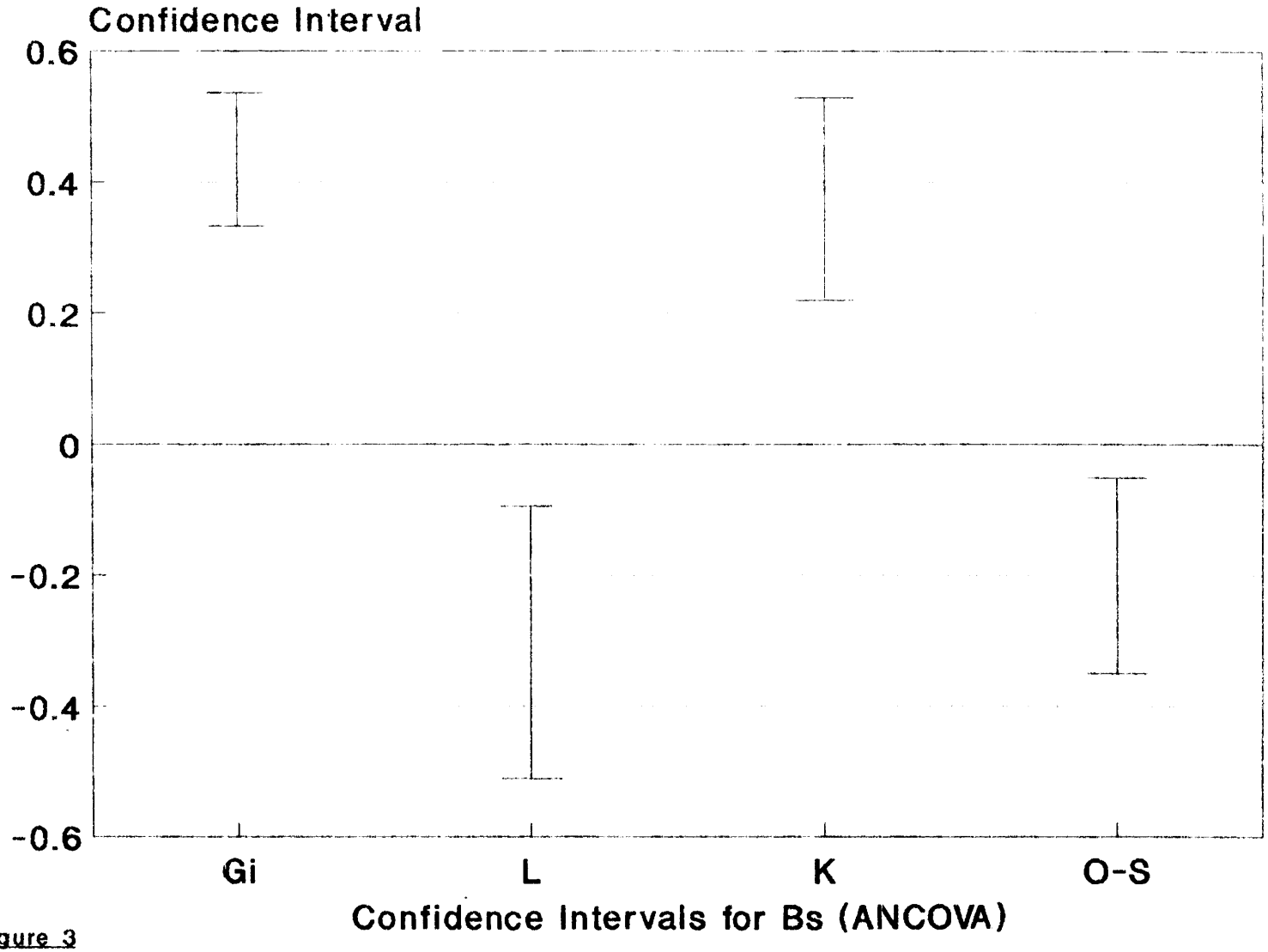
Confidence Interval
0.6
0.4
0.2
0
-0.2
-0.4
-0.6
Gi
L
K
O-S
Confidence Intervals for Bs (ANCOVA)

Figure 3

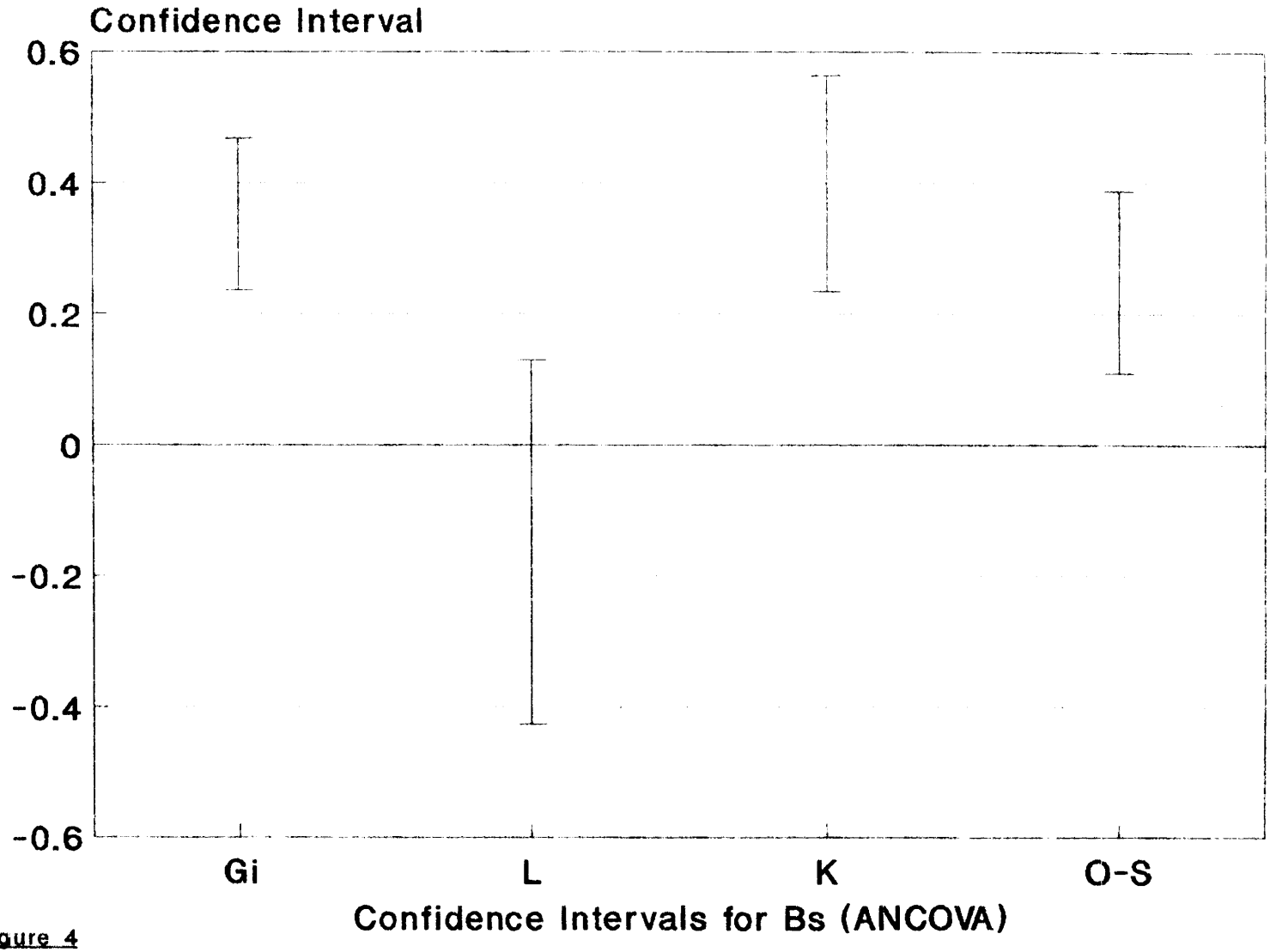
Confidence Interval
0.6
0.4
0.2
0
-0.2
-0.4
-0.6
Gi
L
K
O-S
Confidence Intervals for Bs (ANCOVA)

Figure 4

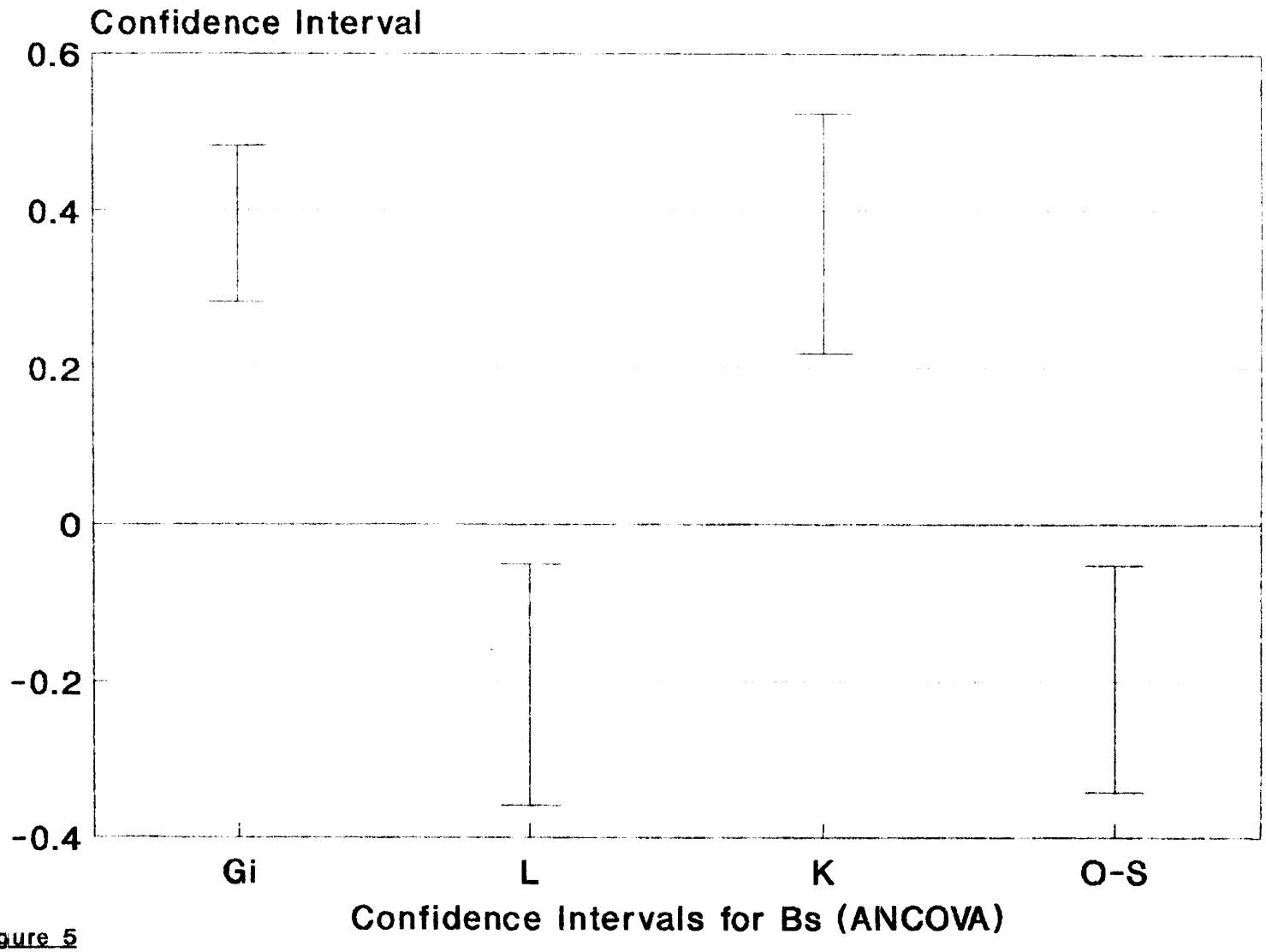
Confidence Interval
0.6
0.4
0.2
0
-0.2
-0.4
Gi
L
K
O-S
Confidence Intervals for Bs (ANCOVA)

Figure 5

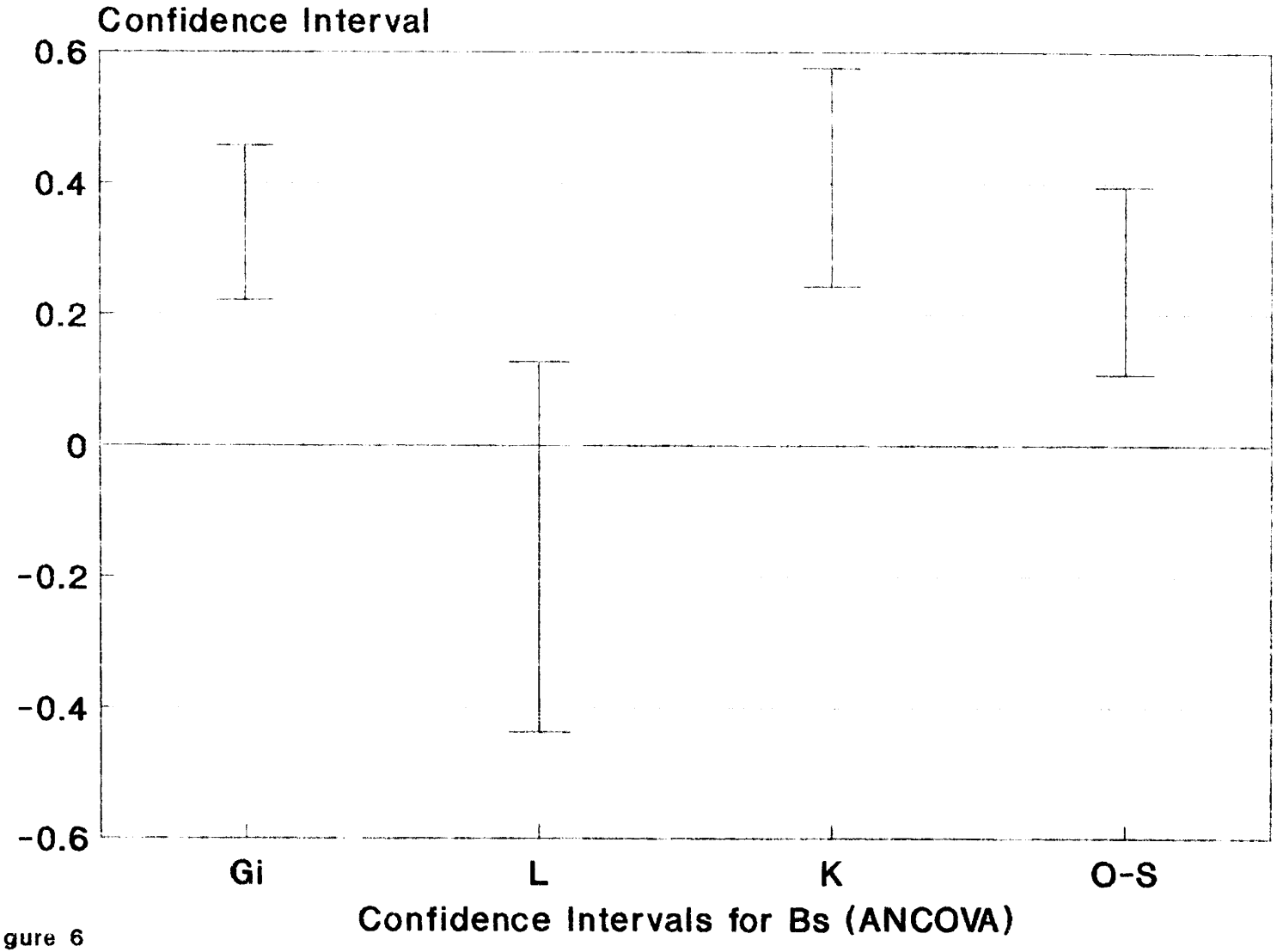
Confidence Interval
0.6
0.4
0.2
0
-0.2
-0.4
-0.6
Gi
L
K
O-S
Confidence Intervals for Bs (ANCOVA)

Figure 6

APPENDIX A

INFORMED CONSENT FORM

MANAGERIAL POTENTIAL

INFORMED CONSENT FORM

This is a study which measures managerial potential, intelligence and faking. You will be asked to answer a 119 item true and false questionnaire three times. All answers will be recorded on an opscan form.

Your answers will remain entirely confidential and anonymous. Participation will require approximately three hours and you will earn you 3 extra credit points in introductory psychology (or other psychology course).

If you are willing to participate in this study, please read the following statement and sign below: "I have read and understand the instructions above. I am willing to complete this survey. I understand that this material will be held in confidence except that information relating to my responses may be presented at scientific meetings. I understand that I may cease participation in this study at any time without penalty."

Signed _____ Date: _____

Print Name: _____ I.D.# _____

Information regarding this survey may be obtained from Lance Becker or Dr. R. J. Harvey, Department of Psychology, VPI & SU, Tele. 961-721Ø, or Dr. Helen Crawford (Tele. 961-652Ø) Department of Psychology, VPI & SU or Dr. Ernest Stout, Chair of the institutional Review Board, Department of Biology VPI & SU.

APPENDIX B

GOOD IMPRESSION SCALE QUESTIONS

GOOD IMPRESSION SCALE QUESTIONS

1. I must admit that I often do as little as I can get by with.

2. I like to listen to symphony orchestra concerts on the radio.

3. I get pretty discouraged sometimes.

4. Some people exaggerate their problems in order to get sympathy.

5. I do not always tell the truth.

6. I always try to consider the other fellow's feelings before I do something.

7. I feel as good now as I ever have.

8. I enjoy hearing lectures on world affairs.

9. I always follow the rule: business before pleasure.

1Ø. Criticism or scolding makes me very uncomfortable.

11. If I am not feeling well I am somewhat cross and grouchy.

12. I feel nervous if I have to meet a lot of people.

13. I do nct mind taking orders and being told what to do.

14. I often act on the spur of the moment without stopping to think.

15. Most people are secretly pleased when someone else gets into trouble.

16 The most important things to me are my duties to my job and to my fellow man.

17. When things go wrong I sometimes blame the other fellow.

18. Sometimes at elections I vote for men about whom I know very little.

19. I would like to belong to a discussion and study group.

2Ø. I am apt to show off in some way if I get the chance.

21. Sometimes I just can't seem to get going.

22. I must admit that I have a bad temper, once I get angry.

23. I haver never deliberately told a lie.

24. There have been a few times when I have been very mean to another person.

25. At times I have been very anxious o get away from my family.

26. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.

27. There have been times when I have worried a lot about something that was not really important.

28. Every now and then I get into a bad mood, and no one can do anything to please me.

29. I gossip a little at times.

3Ø. There are a few people who just cannot be trusted.

31. Its hard for me to start a conversation with strangers.

32. Sometimes pretend to know more than I really do.

33. Sometimes I feel like smashing things.

34. Most people would tell a lie if they could gain by it.

35. I hate to be interrupted when I am working on things.

36. Scmetimes I feel like swearing.

37. Sometimes I cross the street just to avoid meeting someone.

38. I like to boast about my achievements every now and then.

39. I must admit I often try to get my own way regardless of what others may want.

4Ø. Sometimes I think of things to bad to talk about.

APPENDIX C

OBVIOUS QUESTIONS OF THE MANAGERIAL POTENTIAL SCALE

OBVIOUS QUESTIONS OF THE MANAGERIAL POTENTIAL SCALE

1. I have had very peculiar and strange experiences.

2. In most ways the poor man is better off than the rich man.

3. I have no dread of going into a room by myself where other people have gathered and are talking.

4. I frequently notice my hand shakes when I try to do something.

5. I often act on the spur of the moment without stopping to think.

6. My way of doing things is apt to be misunderstood by others.

7. I am quite often not in on the gossip and talk of the group I belong to.

8. I like to keep people guessing what I'm going to do next.

9. If given the chance I would make a good leader of people.

1Ø. The future is too uncertain for a person to make serious plans.

11. I am often bothered by useless thoughts which keep running through my head.

12. A person does not need to worry about other people if only he looks after himself.

13. I usually feel that life is worthwhile.

14. It is hard for me to act natural when I am with new people.

15. I think I am usually a leader in my group.

16. I enjoy planning things, and deciding what each person should do.

17. People seem naturally to turn to me when decisions have to be made.

APPENDIX D

SUBTLE QUESTIONS OF THE MANAGERIAL POTENTIAL SCALE

SUBTLE QUESTIONS OF THE MANAGERIAL POTENTIAL SCALE

1. I get pretty discouraged at times.

2. I don't blame anyone for trying to grab all he can get in this world.

3. Most people will use somewhat unfair means to gain profit or an advantage rather than lose it.

4. I wake up fresh and rested most mornings.

5. Teachers often expect too much from the students.

6. I have had more than my share of things to worry about.

7. Most people are honest chiefly through fear of being caught.

8. Most people inwardly dislike putting themselves out to help other people.

9. When prices are high you can't blame a person for getting all he can while the getting is good.

1Ø. I think most people would lie to get ahead.

11. I feel I have often been punished without cause.

12. I have never done any heavy drinking.

13. Success is a matter of will power.

14. It seems that people used to have more fun than they do now.

15. My skin seems to be unusually sensitive to touch.

16. I take a rather serious attitude toward ethical and moral issues.

17. Most people would tell a lie if they could gain by it.

APPENDIX E

L SCALE QUESTIONS

L SCALE QUESTIONS

1. Once in a while I think of things which are to bad to talk about.

2. At times I feel like swearing.

3. I do not always tell the truth.

4. I do not read every editorial in the newspaper.

5. I get angry sometimes.

6. Once in a while I put off until tomorrow what I ought to do today.

7. Sometimes when I am not feeling well I am cross.

8. My table manners are not quite as good at home as when I am out in company.

9. If I could get into a movie without paying and be sure I was not seen I would probably do it.

1Ø. I would rather win than lose a game.

11. I like to know some important people because it makes me feel important.

12. I do not like everyone I know.

13. I gossip a little at times.

14. Sometimes at elections I vote for men about whom I know very little.

15. Once in a while I laugh at a dirty joke.

APPENDIX F

K SCALE QUESTIONS

K SCALE QUESTIONS

1. I have very few quarrels with members of my family.

2. At times I feel like swearing.

3. At times I feel like smashing things.

4. I think a great many people exaggerate their misfortunes n order to gain the sympathy and help of others.

5. It takes a lot of argument to convince most people of the truth.

6. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.

7. Often I can't understand why I have been so cross and grouchy.

8. At times my thoughts have raced ahead faster than I could speak them.

9. Criticism or scolding hurts me terribly.

1Ø. I certainly feel useless at times.

11. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important.

12. I have never felt better in my life than I do now.

13. What others think of me does not bother me.

14. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things.

15. I find it hard to make talk when I meet new people.

16. I am against giving money to beggars.

17. I frequently find myself worrying about something.

18. I get mad easily and then get over it soon.

19. When in a group of people I have trouble thinking of the right things to talk about.

2Ø. At times I am all full of energy.

21. I have periods in which I feel unusually cheerful without any special reason.

22. I think nearly anyone would tell a lie to keep out of trouble.

23. I worry over money and business.

24. I find it hard to set aside a task that I have undertaken, even for a short time.

25. At periods my mind seems to work more slowly than usual.

26. People often disappoint me.

27. I like to let people know where I stand on things.

28. I have sometimes felt that difficulties were piling up so high that I could not overcome them.

29. I often think, "I wish I were a child again."

3Ø. I have often met people who were supposed to be experts who were no better than I .

APPENDIX G

MANAGERIAL POTENTIAL TEST

MANAGERIAL POTENTIAL TEST

Please answer the following questions by indicating: 1) True or 2) False

1. I have no dread of going into a room by myself where other people have gathered and are talking.

2. I get pretty discouraged at times.

3. I don't blame anyone for trying to grab all he can get in this world.

4. Most people will use somewhat unfair means to gain profit or an advantage rather than lose it.

5. I wake up fresh and rested most mornings.

6. I frequently notice my hand shakes when I try to do something.

7. I must admit that I often do as little as I can get by with.

8. I like to listen to symphony orchestra concerts on the radio.

9. I get pretty discouraged sometimes.

1Ø. Some people exaggerate their prcblems in order to get sympathy.

11. I do not always tell the truth.

12. I always try to consider the other fellow's feelings before I do something.

13. I feel as good now as I ever have.

14. I enjoy hearing lectures on world affairs.

15. I always follow the rule: business before pleasure.

16. Criticism or scolding makes me very uncomfortable.

17. If I am not feeling well I am somewhat cross and

grouchy.

18. I feel nervous if I have to meet a lot of people.

19. I do not mind taking orders and being told what to do.

20. I often act on the spur of the moment without stopping to think.

21. Most people are secretly pleased when someone else gets into trouble.

22. The most important things to me are my duties to my job and to my fellow man.

23. Once in a while I think of things which are to bad to talk about.

24. At times I feel like swearing.

25. I do not always tell the truth.

26. I do not read every editorial in the newspaper.

27. I get angry sometimes.

28. Once in a while I put off until tomorrow what I ought to do today.

29. Sometimes when I am not feeling well I am cross.

30. My table manners are not quite as good at home as when I am out in company.

31. If I could get into a movie without paying and be sure I was not seen I would probably do it.

32. I would rather win than lose a game.

33. I like to know some important people because it makes me feel important.

34. I do not like everyone I know.

35. I gossip a little at times.

36. Sometimes at elections I vote for men about whom I know very little.

37. Once in a while I laugh at a dirty joke.

38. Teachers often expect too much from the students.

39. I often act on the spur of the moment without stopping to think.

4Ø. My way of doing things is apt to be misunderstood by others.

41. I have had more than my share of things to worry about.

42. I am quite often not in on the gossip and talk of the group I belong to.

43. I like to keep people guessing what I'm going to do next.

44. Most people are honest chiefly through fear of being caught.

45. Most people inwardly dislike putting themselves out to help other people.

46. If given the chance I would make a good leader of people.

47. The future is too uncertain for a person to make serious plans.

48. I am often bothered by useless thoughts which keep running through my head.

49. A person does not need to worry about other people if only he looks after himself.

5Ø. When prices are high you can't blame a person for getting all he can while the getting is good.

51. I think most people would lie to get ahead.

52. I have had very peculiar and strange experiences.

53. I have very few quarrels with members of my family.

54. At times I feel like swearing.

55. At times I feel like smashing things.

56. I think a great many people exaggerate their misfortunes in order to gain the sympathy and help of others.

57. It takes a lot of argument to convince most people of the truth.

58. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.

59. Often I can't understand why I have been so cross and grouchy.

60. At times my thoughts have raced ahead faster than I could speak them.

61. Criticism or scolding hurts me terribly.

62. I certainly feel useless at times.

63. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important.

64. I have never felt better in my life than I do now.

65. What others think of me does not bother me.

66. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things.

67. I find it hard to make talk when I meet new people.

68. I am against giving money to beggars.

69. I frequently find myself worrying about something.

70. I get mad easily and then get over it soon.

71. When things go wrong I sometimes blame the other fellow.

72. Sometimes at elections I vote for men about whom I know very little.

73. I would like to belong to a discussion and study group.

74. I am apt to show off in some way if I get the chance.

75. Sometimes I just can't seem to get going.

76. I must admit that I have a bad temper, once I get angry.

77. I haver never deliberately told a lie.

78. I usually feel that life is worthwhile.

79. It is hard for me to act natural when I am with new people.

8Ø. I feel I have often been punished without cause.

81. I have never done any heavy drinking.

82. I think I am usually a leader in my group.

83. I enjoy planning things, and deciding what each person should do.

84. Success is a matter of will power.

85. People seem naturally to turn to me when decisions have to be made.

86. When in a group of people I have trouble thinking of the right things to talk about.

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9Ø. I worry over money and business.

91. I find it hard to set aside a task that I have undertaken, even for a short time.

92. At periods my mind seems to work more slowly than usual.

93. People often disappoint me.

94. I like to let people know where I stand on things.

95. I have sometimes felt that difficulties were piling up so high that I could not overcome them.

96. I often think, "I wish I were a child again."

97. I have often met people who were supposed to be experts who were no better than I .

98. It seems that people used to have more fun than they do now.

99. My skin seems to be unusually sensitive to touch.

1ØØ. In most ways the poor man is better off than the rich man.

1Ø1. I take a rather serious attitude toward ethical and moral issues.

1Ø2. Most people would tell a lie if they could gain by it.

1Ø3. There have been a few times when I have been very mean to another person.

1Ø4. At times I have been very anxious o get away from my family.

1Ø5. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.

1Ø6. There have been times when I have worried a lot about something that was not really important.

1Ø7. Every now and then I get into a bad mood, and no one can do anything to please me.

1Ø8. I gossip a little at times.

1Ø9. There are a few people who just cannot be trusted.

11Ø. Its hard for me to start a conversation with

strangers.

111. I sometimes pretend to know more than I really do.

112. Sometimes I feel like smashing things.

113. Most people would tell a lie if they could gain by it.

114. I hate to be interrupted when I am working on something.

115. Sometimes I feel like swearing.

116. Sometimes I cross the street just to avoid meeting someone.

117. I like to boast about my achievements every now and then.

118. I must admit I often try to get my own way regardless of what others may want.

119. Sometimes I think of things to bad to talk about.

APPENDIX G

DEBRIEFING FORM

MANAGERIAL POTENTIAL

Debriefing Form

When interpreting your score, remember no test is perfect. It is quite possible that your score on this test is not a true indication of your managerial potential. Sometimes screening tests fail to identify potentially good managers. They also frequently classify people as good managers who turn out to be poor managers. Therefore, interpret your score with caution.

Your score on the managerial potential test will be listed with your id number next to room 9Ø58 in Derring Hall in approximately two weeks. If you have any questions regarding what this score means, please contact Lance Becker in room 9Ø58, Derring Hall.

Thank you for your participation in this study.

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