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Job Desire and Motivation: Response Distortion in Personality Assessment.

A thesis
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ABSTRACT

This study examined personality response distortion based on an individual's job desire within a personnel selection scenario. The aim was to determine the extent to which job desire affected individuals' responses to a personality assessment. Numerous researchers have studied individuals' choices and thought processes that lead to response distortion (Ellingson & McFarland, 2011; McFarland & Ryan, 2000; Snell, Sydell, & Lueke, 1999). Although one determinant that has been proposed is the concept of an individual's perceived job desire, little research has been conducted relating to this. Job desire was defined as an individual's motivation and passion for a position being applied for. As the study inferred individual's job desire from their motivation, individual's growth need strength (GNS) and need for achievement (nAch) measures were also assessed.

Ninety-four participants were subjected to two conditions: one a situation of high job desire and one a situation of low job desire. Responses to a measure of the Big Five personality dimensions (openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability), GNS and nAch were assessed and compared between the two conditions. The findings suggest that job desire affected the individuals' pattern of response. Participants responded more positively within the high job desire condition in regards to all five personality dimensions and nAch. Significant correlations occurred between GNS and openness to experience and emotional stability and nAch significantly correlated with openness to experience and conscientiousness.

If an individual possesses high job desire, they are more likely to respond more positively on a personality assessment. The increase in response means from

low to high job desire could be related to item transparency. High job desire may motivate the individual to think about the items more to determine the desired correct response. In addition, individuals who change their behaviour depending on the situation are thought to have a higher functional awareness of what is needed. The results indicated that personality assessments are affected by response distortion raising possible consequences relating to personnel selection. Hiring managers may benefit from using use personality assessments in conjunction with other appropriate selection methods tools to cross-reference the self-report measure. Further investigation of an individual's job desire is recommended to confirm which personality dimensions are most affected by response distortion. Additionally, further exploration of whether it is possible to assess an applicant's job desire may be warranted.

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“Don't drop the bar.”

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CHAPTER 1

Introduction

Personality assessments are becoming more popular and acceptable within the area of personnel selection including within New Zealand (Anderson, Warner, & Spencer, 1984; Birkeland, Manson, Kisamore, Brannick, & Smith, 2006; Ellingson & McFarland, 2011). However, there has been much debate on the usefulness, validity and reliability of personality assessments within the personnel selection process (McFarland & Ryan, 2000). Assessing an individual's personality can be considered as intangible evidence of how someone thinks, behaves and acts in regard to their surroundings and interactions (Gatewood, Feild, & Barrick, 2011). A personality assessment also provides information regarding predictions of an individual's future behaviour. The addition of personality assessments within the personnel selection process can increase the validity of the personnel hiring decision (Ellingson & McFarland, 2011). Personality assessments contribute to the prediction of workplace behaviours even in situations where response distortion has occurred. For a personnel hiring manager to receive information about an individual's personality, along with additional information, can be beneficial when assessing an applicant and making a personnel hiring decision.

However, personality measures involve self-reporting which can lead to response distortions (Birkeland et al., 2006; Viswesvaran & Ones, 1999). Individuals may respond in a way that portrays them as more attractive to the personnel hiring manager. The responses given may either represent an altered view of the individual or mirror predictions of what the personnel hiring manager is searching for. Distortions within personality assessments can affect the fairness

and quality of the personnel hiring manager's decision (Galić, Jerneić, & Kovačić, 2012; Woods & West, 2010).

Within the present research, the Five Factor Model (FFM) was used to examine personality. The five dimensions consisted of openness to experience, conscientiousness, extraversion, agreeableness and emotional stability (Barrick, Mount, & Judge, 2001; Barrick & Mount, 1991; de Jong, van der Velde, & Jansen, 2001; Goldberg, 1992; Gow, Whiteman, Pattie, & Deary, 2005). Previous literature has stated that all of the Big Five dimensions are susceptible to forms of response distortion (Birkeland et al., 2006; Gosling, Rentfrow, & Swann, 2003; Viswesvaran & Ones, 1999).

One advantage of personality assessments is that it predicts the variance in job performance that other selection procedures do not predict (Goffin & Boyd, 2009). Job performance is an individual's productivity in terms of quality and quantity expected in a particular job (Barrick & Mount, 1991; Hurtz & Donovan, 2000). Of the five personality dimensions conscientiousness and emotional stability are considered valid predictors of job performance. Gatewood et al. (2011) stated that conscientiousness and emotional stability moderately correlate with job performance ($r = .22$ and $.17$, respectively).

However, many factors can affect how an individual responds to each of the personality assessment items. These factors include test-taking motivation, anxiety, stress levels, perceptions and reactions to assessments, situational cues and personal characteristics (George, Lankford, & Wilson, 1992; McFarland & Ryan, 2000; Templer & Lange, 2008; Wiechmann & Ryan, 2003). This suggests that individuals' feelings and attitudes can affect their responses. Some individuals could feel very positively or very negatively towards a job position

they are applying for. Therefore potential applicants' feelings and attitudes towards a specific job may affect their responses to the personality items.

An individual's motivation for a job can be described as job desire. Ellingson and McFarland (2011) stated that individuals are assumed more motivated to intentionally distort their responses to be viewed more attractively if they are presented with a job that will satisfy their needs. The proposed definition of job desire used within this study is the level of passion, desire and motivation an individual has for the particular job they are applying for. The underlying assumption of job desire is that when an individual locates a job that appeals to them, their job desire increases.

For personnel hiring managers to identify unmotivated applicants prior to organisational entry would be beneficial. An individual's job desire is a very important concept to consider as the lack of it can have costly consequences relating to organisational commitment and turnover rates (Barrick & Zimmerman, 2005; Lee, Ashford, Walsh, & Mowday, 1992). Examining an individual's job desire prior to entering an organisation can help aid the personnel hiring manager's judgement to make a more accurate decision. Therefore, this research examined the extent job desire had on the response distortions of a personality assessment within a personnel selection environment. The proposed response distortions are illustrated in Figure 1.1.

The study also examined an individuals' growth need strength (GNS) and need for achievement (nAch). These are considered stable self-interest constructs, which motivate an individual to behave in a way to achieve goals that satisfy their needs (Hackman & Oldham, 1975). They are related to an individual's need to have growth and development within their work and for job tasks to be stimulating and challenging. Figure 1.1 also demonstrates the relationships

between GNS and nAch with three personality dimensions including openness to experience, conscientiousness and emotional stability. Conscientiousness and emotional stability were examined due to their generalizability across a wide variety of jobs whilst openness to experience has previously been related to growth and achievement needs (de Jong et al., 2001; Leutner, Ahmetoglu, Akhtar, & Chamorro-Premuzic, 2014).

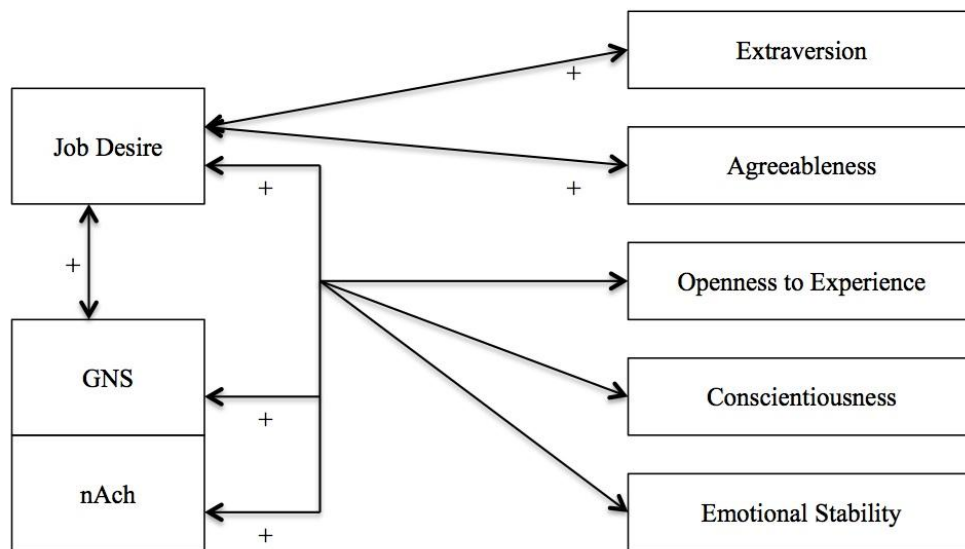


Figure 1.1. Relationships of job desire and growth need strength (GNS) and need for achievement (nAch) with the Big Five personality dimensions.

Present Study

The aim of the present research was to identify differences within individuals' responses to personality, GNS and nAch measures within a high and low job desire condition. The two conditions were based on two corresponding scenarios creating a situation of high or low job desire. In addition, an individual's GNS and nAch were examined to determine their relationship with three personality dimensions. An individual's GNS and nAch were explored to determine if the need for high quality working conditions, growth and

achievement within a job relate to personality dimensions within both conditions. This is explained in more detail later in the chapter. The main research objective was to determine the extent job desire has on personality response distortions within the personnel selection process as illustrated above in Figure 1.1.

Personality in Personnel Selection

Personality is believed to be a stable yet distinctive set of characteristics that differentiate between individuals (Digman, 1990; Digman & Inouye, 1986). These characteristics can determine an individual's pattern of behaviour in their environment. Personnel hiring managers can then relate these patterns of behaviour to performance at work. This leads to personality assessments being used as valid measures for predicting future behaviours at work (Ones, Viswesvaran, & Reiss, 1996; Rosse, Stecher, Miller, & Levin, 1998).

Packman, Brown, Englert, Sisarich and Bauer (2005) stated that personality assessments are becoming more popular within personnel selection in New Zealand. Interpretations of personality assessments can be used to select applicants who will fit within the job, organisation and organisation environment (Perry, 2006). The contribution of personality assessments not only aids the personnel hiring manager to narrow the pool of applicants but also helps to make an accurate personnel hiring decision, which in turn can reduce turnover rates by 20-70% (Rothstein & Goffin, 2006).

Previously there has been much debate over the validity of personality assessments within personnel selection. In the 1960's personality assessments were not supported as a credible source of making a decision about an applicant because numerous meta-analysis studies found personality assessments added little to the prediction of job performance (Hogan, Barrett, & Hogan, 2007;

Morgeson et al., 2007; O'Neil, Goffin, & Gellatly, 2010). As researchers investigated the effects of personality assessment scores, they found that the true predictive validity lacked a common personality framework (Hurtz & Donovan, 2000).

A paradigm shift occurred during the 1990's as an increase in empirical evidence and common frameworks found numerous personality assessments that are reliable and valid (Barrick & Mount, 1991; Morgeson et al., 2007). These frameworks included Eysenck Personality Inventory, 16 Personality Factor Test, California Psychological Inventory and Global Personality Inventory (Gatewood et al., 2011; McCrae & Costa, 1983). One model of personality that is widely used and presents a vigorous framework that will be used to assess participants within the present research is the Five Factor Model of personality (FFM).

The Five-Factor Model of Personality

The five dimensions of the FFM are not founded on a particular personality theory. The dimensions were based on a deductive study on the English language and the use of adjectives used to describe personality (Costa & McCrae, 2010; de Jong et al., 2001; Digman, 1990). McCrae and Costa (2010) developed the FFM. First they chose constructs to measure and then selected items that they believed tapped these dimensions.

The FFM of personality offered psychologists a common framework to utilise, also known as the Big Five personality dimensions. Barrick and Mount's (1991) meta-analysis found that the Big Five is a robust measure of personality. This is because previous research with different instruments, within diverse cultures and from a variety of sources has identified the same five dimensions (Barrick & Mount, 1991; Gatewood et al., 2011).

Each dimension represents a range between two extremes. Individual differences lay between the two ends of each dimensional continuum. These differences are important within personnel selection as they offer in-depth knowledge about an individual's current and potential patterns of behaviour. Personnel hiring managers are in search of a set of characteristics that are associated with the 'ideal candidate' for the position and the organisation.

The first dimension is openness to experience, also known as intellect/imagination (Goldberg, 1992). Traits that are associated with openness to experience are open-mindedness, intellect and creativity (Barrick et al., 2001). Individuals who are high in openness to experience tend to have a vivid imagination, are intellectually curious and prefer variety over routine (Barrick & Mount, 1991; Costa & McCrae, 2010).

The second dimension is conscientiousness and relates to a tendency to set goals, which is linked to greater productivity in jobs (Cooper & Robertson, 1995). This dimension can be described by traits such as achievement striving, ability to plan, competence and dependability. Those high in conscientiousness are considered more goal oriented, self-disciplined and organised (Barrick & Mount, 1991; Costa & McCrae, 2010).

The third dimension is extraversion in which individuals prefer the company of others and experience high levels of positive emotions (Costa & McCrae, 2010). Individuals high in extraversion are considered dominant, gregarious, assertive, ambitious and pursue excitement (Barrick et al., 2001; Barrick & Mount, 1991).

The fourth dimension, agreeableness, includes traits such as co-operation, trustworthiness, compliance and friendliness (Barrick et al., 2001). Those high in agreeableness present themselves as likeable and seem to please everybody as

they are motivated by maintaining positive relations with others (Graziano & Tobin, 2002). The last dimension, emotional stability, is also referred to in the literature as neuroticism as they are situated at opposite ends of a continuum (Gatewood et al., 2011). Barrick et al. (2001) described neuroticism as including traits such as anxiety, hostility, depression and personal insecurities. Those high in emotional stability are considered composed, calm and can monitor their emotions (Costa & McCrae, 2010).

Distortion within Personality Assessments

Over the last 20 years researchers have tried to understand individuals' choices to intentionally portray themselves on a non-cognitive self-report measure, such as a personality assessment, that is inconsistent or inaccurate (Ellingson & McFarland, 2011). The extent to which an individual manipulates their responses on a personality assessment has been referred to as response distortion, social desirability, response bias, faking, impression management and self enhancement (Birkeland et al., 2006; Douglas, McDaniel, & Snell, 1996; Galić et al., 2012; Hogan et al., 2007; Kluger & Colella, 1993; McFarland & Ryan, 2000; Morgeson et al., 2007; Ones et al., 1996).

Personnel hiring manager's purpose is to evaluate relevant information about an applicant who would fit within the organisation. However, applicants reveal manipulated behaviour and information to make themselves more attractive to the personnel hiring manager. All individuals are believed to engage in some form of response distortion within the personnel selection processes (Birkeland et al., 2006; Viswesvaran & Ones, 1999). Response distortion is an issue as it can lower the validity of the assessments. Douglas et al. (1996) examined non-cognitive scales between a group responding honestly and a faking group. The

average validity between the groups was .26 for the honest condition compared to .04 for the faking condition.

Social desirability is a form of response distortion where applicants distort personality factors in a favourable direction (McCrae & Costa, 1983; West & Woods, 2010). Social desirability can also be referred to as faking good. This is when individuals respond more positively to personality items. Individuals may change their responses in a personality assessment to match what they believe the personnel hiring manager is looking for. This can result in a biased and false representation of the individual. Whilst applicants are considered to fake good, they can also fake bad. Faking bad refers to applicants responding in an unfavourable way to seem unattractive to the personnel hiring manager. Viswesvaran and Ones (1999) claimed that applicants are more successful in faking bad than faking good within personality assessments. They compared the two groups, faking bad and faking good, and found an increase in effect size between the groups. Viswesvaran and Ones (1999) explained that the faking good group could have lower effect sizes due to the ceiling effect. This effect suggests that individuals are assumed to start the assessment in a socially desirable way therefore faking good does not have a larger variance on the responses of the items whilst faking bad results in greater exaggerations of the truth.

Paulhus (1984) divided social desirability into two separate components; self-deception and impression management. Self-deception can be explained by how positively individuals already view themselves. This does not change due to condition manipulations and “is related to true personality variance” (McFarland & Ryan, 2006, p. 1007). Since self-deception is considered a stable construct it would not be used in a personality assessment. Impression management however, is influenced by different situational cues (Paulhus, 1984). Situational cues can

motivate individuals to effectively engage in response distortion when they are motivated to fake for their own self-interest (Douglas et al., 1996). An individual's job desire may influence responses in a favourable way to fulfil their self-interest of seeming more attractive to the personnel hiring manager.

Impression management can cause a problem within personnel hiring decisions as individuals who engage in response distortion lead the personnel hiring manager to erroneous decisions (Rosse et al., 1998). As stated previously, within situations where there is strong incentive to make a positive impression, response distortion can be a major issue (Ones et al., 1996). This suggests that when job desire is high, individuals may engage in socially desirable behaviour to enhance their dimension scores. Individuals with low job desire may distort their responses to downplay their strengths and increase their weaknesses.

Many researchers have examined the extent to which individuals distort their responses within a personnel selection environment (Birkeland et al., 2006; Goffin & Boyd, 2009; Griffith, Chmielowski, & Yoshita, 2007; Kluger & Colella, 1993; McFarland & Ryan, 2006; Ones et al., 1996). Individuals assessed within faking good and honest conditions were found to have significant differences within their responding to the assessment. Lautenschlager (1986) explained that if all individuals fake within a personnel selection inventory then there would be no variance between faking, thus not changing the rank order of the applicants.

Numerous research has found that individuals can increase their scores on personality dimensions by .5 to just over 1 standard deviations (Douglas et al., 1996; McFarland & Ryan, 2000; Rosse et al., 1998; Viswesvaran & Ones, 1999).

If an applicant distorts their responses on a personality assessment, it can impact the fairness and quality of the personnel hiring manager's selection decision

(Galić et al., 2012). Since some individuals fake more than others, this would change the order of the applicants' rankings (McFarland & Ryan, 2006).

Douglas et al. (1996) replicated Zickar, Rosse and Levin's (1996) study and found the same results. They examined faking and its effects on the validity and the top 10 rankings of participants. Results illustrated that only a few fakers (individuals who engaged in response distortion) are needed for the top rankings to be biased and to decrease the validity of personality assessments. Douglas et al. (1996) examined agreeableness and conscientiousness in regards to response distortion. In regards to measuring agreeableness, as the per cent of faking increased (from 0% to 25%) the number of fakers in the top 10 applicants increased (from 0 to 8.8) while the mean validity decreased (from .34 to .20) (Douglas et al., 1996). Individual differences in response distortions can alter the rank order of the applicants relative to their rank order when responding honestly (Douglas et al., 1996). This makes it harder for the personnel hiring manager to distinguish between applicants with true and fake dimension scores.

Job Desire

Ellingson and McFarland (2011) stated that perceived job desire is an antecedent of response distortion. The preconceived idea that a position advertised will satisfy the individual's needs and desires will subsequently enhance their desirability judgments. The more attractive a position appears to the individual, the more positively they will view themselves which might lead to responding more favourably to personality assessments. Birkeland et al. (2006) explained that the extent of response distortion on different personality dimensions depends on the job in question. Thus there is a possibility that response distortion on personality items is based on an individual's job desire.

Barrick and Zimmerman (2005) and Lee et al. (1992)(Lee et al., 1992) examined applicants' job desire and the relation with organisational commitment. Findings illustrated that the greater the individual's desire for the job, early turnover rates decrease due to high organisational commitment. Pounder and Merrill (2001) found that job desire significantly influences the selection process. They examined high school principal applicants' job perceptions, job intentions and what factors affected these. They explored personal and emotional factors that affect individuals to apply for a job, which are based on meeting their psychological needs (Pounder & Merrill, 2001; Tom, 1971). While an individual is searching for a job they are also engaged with psychological-advantage seeking behaviour. Individuals are searching for a working environment or an organisation that meets their psychological needs (Gellerman, 1964).

Pounder and Merrill's (2001) factor analysis of their measure found that the same factor loaded onto job attractiveness and the probability of being offered the job, this common factor was identified as job desirability. Job desire can also be defined by the desire to evolve within the job to create a career. This was based on the finding that less than one third of the applicants stated they saw being a principal as a career goal. Thus, individuals who see a specific job as a career goal may engage more with the personnel selection process and to some degree, response distortion. This suggests that high job desirability will motivate the individual to actively pursue the job (Pounder & Miller, 2001).

Kluger and Colella (1993) and Kluger, Reilly and Russell (1991) also examined job desirability and a bio data measure within personnel selection. The researchers were aware that applicants distort their responses and believed this was due to job-specific bias. Job-specific biases suggest that applicants portray specific behaviours and attributes that would be desirable for that specific job.

Kluger and Colella (1993) examined applicants for a nursing role and believed the applicants distorted their responses to portray that they had the appropriate qualities for a nurse position to increase the probability of being hired. Therefore job-specific bias was found within the applicants' responses.

In addition, Kluger and Colella (1993) assessed item transparency in regards to job desirability for the nursing assistant position. Items that are considered transparent suggest that there are obvious correct responses to items. The study included two conditions, where half the applicants were warned about faking and the other half were not warned. The bio data measure included certain items relating to social desirability and job desirability. The items differed in transparency from 1 "Not transparent" to 5 "Very transparent". A panel of 12 judges (which included PhD students and job applicants) assessed the responses and transparency of the items within their measure. The participants who were warned about faking scored less than .3 of a standard deviation on high job desirability transparency items. In a personality assessment some items could be seen as more transparent within a personnel selection environment, for example "*Shirk my duties*", "*Have frequent mood swings*" and "*Am always prepared*" (Goldberg, 1992). Applicants would assumingly, answer the first two less favourably and the last item more favourably when job desire is high. Transparent items make it easier for individuals to distort their responses (Kluger & Colella, 1993). This supports the proposition that job desire affects individuals' responses regarding personality assessments.

Therefore individuals who have high job desire may tend to distort these transparent items the most. Individuals with low job desire may also distort these items in a negative way. Low job desire may have an effect on the subconscious of the individual. When applying for an undesirable job, individuals are

portraying themselves as unattractive and as undesirable applicants. This may be due to low insecurities about one's own abilities for a position or if they are applying for a job but are not interested in being hired.

The present research presented participants with two scenarios that created a situation of either high or low job desire. The scale that will measure a participant's job desire will only be used for a manipulation check and to determine the participant's perceived job desire. A job desirability scale was found within Barrick and Zimmerman's (2005) study which originated from Lee et al.'s (1992) research. Lee et al. (1992) measured individual characteristics in regards to a desire within a career in the Air Force. Their scale comprised eight questions specifically related to entry into the Air Force. However, since Lee et al. (1992) did not state the origin of the scale and the items were very specific to an Air Force position it was not suitable to manipulate and generalise the items. I propose that job desire is closely linked with motivation. Therefore a motivation scale would be used to measure the extent of the manipulation check.

Job Desire and Motivation

The underlying assumption is that an individual could change the way they behave due to their state of motivation. Rodriguez (2001) stated that desire influences behaviour by means of motivation. Additionally, Reeve (2009) stated that motivation could change under certain circumstances. Since motivation is considered to change behaviour, job desire may motivate the individual to engage in response distortion to increase their chances of being offered the job. Therefore an individual's job desire will determine how much effort and to what extent their behaviour changes.

Motivational theories such as the goal setting theory and the theory of needs help explain why people perform the way they do. These theories explore topics such as human nature, strivings for achievement and power, desires, making plans and setting goals (Gatewood et al., 2011; Reeve, 2009). Job desire may affect the intensity of motivation and therefore affect behaviour. Thus, the relationship between job desire and motivation can be inferred. When job desire is high the individual will have high motivation and when job desire is low, the individual will have low levels of motivation. Job desire is hypothesized to motivate the individual to manipulate the responses on a personality assessment.

Motivation Theories

Motivation tends to explain why some people perform better on work tasks than others and there are many theories to explain these differences (Locke & Latham, 1990). Alicke and Sedikides (2011) explained that motivation can change an individual's behaviour to accomplish a certain goal and that motivation can be used "to describe differences in behaviour and desire" (p. 4). The goal setting theory explains how an individual's goal transforms into certain behaviours. For an individual to set a goal they are actively engaging in goal-directed behaviour which is comprised of previously successful strategies (Locke & Latham, 1990; Reeve, 2009).

If the individual has a desire for a job then their goal is to complete the personality assessment in a way that will make them attractive to the personnel hiring manager for a greater chance of being hired. Locke and Henne (1986) discussed ways in which goals can affect behaviour. Goals can direct attention and action to behaviours which the individual believes will achieve the goal. Since individuals have set themselves a goal, their attention and drive has a focus

point. Motivation is produced by identifying their present and ideal level of accomplishment (Reeve, 2009).

In addition, goals increase persistence resulting in more time spent on the behaviour necessary for goal attainment (Locke & Henne, 1896). Reeve (2009) claimed that individuals would think deeply about the personality items and distort their responses to portray the 'ideal applicant' for the position. Individuals are thought to engage in response distortion because they are assumed to believe that a high score on an assessment is needed to accomplish their goal. This suggests that high job desire applicants may exhibit more response distortion. This is because they are subconsciously assessing what personality dimensions are important for the job.

For an individual to assess the appropriate response for the item has been described as self-monitoring in which individuals have a higher functional awareness of what is required and appropriate (Ellingson & McFarland, 2011; Rosse et al., 1998). Individuals are thought to examine the item and deepening on their environment, situation and feelings, behave in a way to conform to social norms as well as fulfilling their self-interest. This suggests that individual's whose perceived job desire is high will be aware of what is expected of them to be offered the position.

Scenarios

Job desire is an important concept to consider within the personnel selection process. This is because individuals may apply for a job that is not attractive to them. I propose that personnel hiring managers assume applicants apply for a role at an organisation because the applicant has a desire to hold that position. However this may not always be correct. When applying for a position

an individual may have no real desire or interest for either the job or to work for that organisation. I propose four situations that may contradict the above assumption.

Firstly, individuals may feel nervous and apprehensive about entering the workforce after a lengthy period of unemployment. They may take part in the personnel selection process at many organisations to gain confidence, knowledge and skills about the processes used. Therefore these individuals may apply for a variety of jobs to gain as much experience of the selection process as possible. Hence they have no individual desire to accept the job if the position is offered to them but still apply.

Secondly, individuals may apply for a job if they want to know more about an organisation but do not intend to accept an offer of employment. They may only enter the personnel selection process to gain access and knowledge about a particular organisation. Therefore these individuals do not fit within the latter assumption either.

Thirdly, for individuals to receive a Government benefit they are required to be actively seeking work that they are physically able to do (J. Donald, personal communication, 20th August, 2013). This means individuals are required to participate in job search activities. However some individuals may want to stay on the unemployment benefit and do not want to join the workforce. Thus they are required to take part in the personnel selection processes but might have no desire to attain the job for which they have applied.

Lastly, due to fluctuating unemployment rates in New Zealand, finding a job has become more difficult. Within the last ten years the unemployment rate has increased. In March 2004 the unemployment rate was 4%, dropping to 3.7% in March 2007, which is the lowest in the previous ten years. In 2012 the

unemployment rate rose to 6.9% and in March 2014 the unemployment rate was at 6% (Household Labour Force Survey: March 2014 quarter, 2014, May; Quarterly Labour Market Report, 2014, February). Not only are individuals finding it harder to find a job but organisations are finding it difficult to locate and retain skilled workers (Quarterly Labour Market Report, 2014, February). Thus organisations are finding it harder to attract individuals with high job desire.

If personnel hiring managers are able to determine an applicant's job desire prior to organisational entry, this may decrease the unemployment rates as organisations are able to retain employees who have a desire for the particular job. In addition, if personnel hiring managers are able to identify those with job desire organisations will be able to attain skilled employees. The above scenarios indicated that personnel hiring manager's underlying assumption that all applicants have high job desire might not always be correct. This study will determine the extent job desire effects individuals' responses to personality assessments.

Job Desire and Personality

This section examines how individual responses of the Big Five personality dimensions may be affected due to an individual's job desire. Participants are assessed twice at separate times. Participants are presented with one of two scenarios that create a situation of high or low job desire and are then followed with a personality assessment. Responses to personality dimensions between a high job desire condition and low job desire condition are hypothesised.

Openness to Experience

Individuals high in openness to experience are more acceptable to change and are broadminded. Openness to experience was found to have a weak positive correlation to overall job performance, however was also found to be significantly related to learning (Barrick et al., 2001; Barrick & Mount, 1991). This means those high in openness to experience are motivated by a need for understanding, creating a greater need for learning and variety within their routine. Assumingly individuals are driven to learn and externalize positive attitudes towards learning (Barrick & Mount, 1991; de Jong et al., 2001). Individuals high in openness to experience will be more accepting of new experiences, more creative and have a greater need for learning. When an individual's job desire is high it was hypothesised that they will respond more favourably to these items to portray themselves as more open to experience. There will be a mean significant difference between responding to openness to experience between the two conditions. The high job desire condition will be expected to result in a higher response mean compared to the response mean within the low job desire condition.

Hypothesis 1: Openness to experience will be significantly higher within the high job desire condition compared to the low job desire condition.

Conscientiousness

Conscientiousness is a beneficial dimension that personnel hiring managers seek within potential applicants. This is because conscientiousness has been found to have moderate association to job performance with correlations found between .20 (Ones et al., 1996) and .22 (Gatewood et al., 2011; Hertz & Donovan, 2000; Salgado & Moscoso, 2003). Individuals high in

conscientiousness are organized, careful, responsible and thorough. These traits are viewed as important factors for accomplishing work tasks within all jobs (Barrick & Mount, 1991).

Individuals are more likely to distort responses to conscientiousness items to a higher degree compared to the other personality dimensions (Graziano & Tobin, 2002; McCrae & Costa, 1983). Tsaousis and Nikolaou (2001) also stated that individuals who are high in conscientiousness are more likely to set and commit to their goals, thus high job desire will motivate them to behave accordingly to be offered the position. Since conscientiousness is related to job performance individuals with high job desire are assumed to respond to items such as, “*Get chores done right away*” and “*Am always prepared*”, in a positive way. The hypothesis is that participants will report significantly higher conscientiousness within the high job desire condition than the low job desire condition.

Hypothesis 2: Conscientiousness will be significantly higher within the high job desire condition compared to the low job desire condition

Extraversion

Birkeland et al. (2006) explored which personality dimensions applicants were most likely to distort. They found applicants distorted the extraversion dimension to a high degree. Galić et al. (2012) also found the same implication with extraversion items. Barrick and Mount’s (1991) meta-analysis found that extraversion was also related to learning. Thus individuals will excel within the learning environment due to motivation to learn and understand. Individuals who are extraverted tend to be more social than others, prefer large groups and are

talkative. Costa and McCrae (2010) described extraverted individuals disposition as “cheerful... upbeat, energetic and optimistic” (p. 19). It is important to note that introversion is not described as the opposite to extraversion in this instance, i.e. unfriendly or experience social anxiety. Introverted individuals are more reserved and prefer to be alone even though they may be fine within larger groups (Costa & McCrae, 2010). Individuals who have high desire for a job will tend to portray themselves as more social and cheerful than reserved and quiet. Thus participants will respond more positively to extraversion within the high job desire condition compared to the low job desire condition.

Hypothesis 3: Extraversion will be significantly higher within the high job desire condition compared to the low job desire condition.

Agreeableness

Barrick and Mount (1991) described agreeable individuals as good-natured, forgiving, soft-hearted and tolerant. They are willing to help others without expectations and are motivated by maintaining positive relationships with others. Consequently, agreeableness is a predictor of social conformity and teamwork because they are affected by relationships at work (Barrick et al., 2001; Costa & McCrae, 2010).

Graziano and Tobin (2002) explained that within a personality assessment, applicants would answer agreeable questions in a more favourable light. Hence agreeableness is considered a socially desirable dimension and therefore individuals will respond with distortion (Costa & McCrae, 2010). Individuals high in agreeableness will show high social desirability within their responses because they want others to like them and to appease other people. Thus those who are

agreeable will respond more positively within a high job condition because this dimension reflects interpersonal relationships. The pattern of responses within a high desire job will reflect that they have relatively good relationships with people. Therefore responses to agreeableness items will result in significantly higher means within the high job desire conditions.

Hypothesis 4: Agreeableness will be significantly higher within the high job desire condition compared to the low job desire condition.

Emotional Stability

Individuals who are high in emotional stability are described as being calm, relaxed and able to cope with stress. Within the present study emotional stability was measured, however researchers refer to neuroticism as the dimension label. Neuroticism can be described as being worried, apprehensive, insecure and prone to worry, frustration and bitterness (Barrick & Mount, 1991; Costa & McCrae, 2010). Neuroticism traits tend to impede effective and successful behaviour within the working environment (Barrick & Mount, 1991).

Applicants are assumed not to portray themselves as insecure or emotionally unstable within a job they have a great desire for. In addition, emotional stability is also considered a valid predictor of job performance (Gatewood et al., 2011). Individuals who are emotionally stable will actively pursue their desirable job and are assumed to distort their responses on this dimension. Thus responses to emotional stability items will be significantly higher within the high job desire condition.

Hypothesis 5: Emotional stability will be significantly higher within the high job desire condition compared to the low job desire condition.

Individual's Growth and Achievement Needs

Growth need strength (GNS) and need for achievement (nAch) are both examined separately in regards to their relationship with three personality dimensions. The relationships proposed are illustrated in Figure 1.1 (p. 13). The personality dimensions that are examined are openness to experience, conscientiousness, and emotional stability. Leutner et al. (2014) stated that of the five dimensions conscientiousness and emotional stability have been found to be the best predictors of job performance over a range of positions. These two dimensions were assessed with their relationship with GNS and nAch within both job desire conditions. Furthermore, there is research to propose that openness to experience is related to intellectual curiosity, new experiences and highly correlated to GNS (Barrick & Mount, 1991; de Jong et al., 2001). Therefore this third dimension is assessed with its relationship with GNS and nAch within both job desire conditions.

Extraversion is believed to be related to job performance, however the relationship is less salient than the other dimensions. This is because extraversion is related to job performance within more context-specific jobs. For example, extraversion is related to professions that require high levels of social interaction such as a sales person (Costa & McCrae, 2010; Gatewood et al., 2011). Within the present study only two general scenarios were presented to the participants. Therefore they had to visualise their own specific job that they either positively desired or negatively desired. Dimensions relating to context-specific jobs were not assessed in regards to their relationship with GNS and nAch.

Agreeableness is described as maintaining good interpersonal relationships however, when viewed from the other end of the agreeableness continuum, individuals are considered to have a competitive streak and will facilitate self-interest goals and achievements (Barrick & Mount, 1991; Costa & McCrae, 2010). Therefore this dimension was not examined in regards to its relationship with GNS or nAch.

Growth Need Strength

De Jong et al. (2001) defined GNS as the individual's need for development and growth within a job. Hackman and Oldham (1975) created the Job Diagnostic Survey which was based on the job characteristic model. This model describes jobs based on attributes that create conditions for high work motivation, satisfaction and performance (Hackman & Oldham, 1980). Part of the job characteristic model measures an individual's GNS. An individual with high GNS may feel a need to fulfil personal potential and will respond to complex jobs with enthusiasm (Hackman & Oldham, 1975; Reeve, 2009).

Growth need strength measures the need for high quality working conditions and thus explores factors that motivate individuals to develop their satisfaction within their ideal working conditions (de Jong et al., 2001). In regards to the present research an individual's GNS will be measured to examine the relationship that exists between the three personality dimensions within high and low job desire conditions.

Hackman and Oldham (1975) stated that individuals high in GNS excel in jobs that have a positive motivating effect on the employee's attitudes and behaviour. The higher an individual's GNS, "the stronger the relationship

between job characteristics such as autonomy, skill variety, task identity, task significance and job feedback and job satisfaction” (de Jong et al., 2001, p.351).

An individual’s GNS has been stated to be a stable personal characteristic (Hackman & Oldham, 1975; Houkes, Janssen, de Jonge, & Bakker, 2003).

However those high in GNS may engage with the personality assessment more to fulfil their self-interest in being offered a job they highly desire. Due to the nature of the scenarios presented to the participants, GNS was hypothesised to have a significantly higher mean within the high job desire condition than the low job desire condition.

Hypothesis 6: Growth need strength will be significantly higher within the high job desire condition compared to the low job desire condition.

Growth Need Strength and Personality

De Jong et al. (2001) stated that GNS is a specific personal characteristic. They examined the relationship between GNS and the Big Five personality dimensions. De Jong et al. (2001) found that, out of the five dimensions, openness to experience had the highest correlation ($r = .56, p < .001$) with GNS. In addition, McCrae (1993) explored the notion that openness to experience and GNS share some similarities. Those high in openness to experience seek change, dislike routine and have a strong desire to understand their work and the surrounding environment. Therefore openness to experience was hypothesised to have a significant positive relationship with GNS within high job desire condition and the low job desire condition.

Hypothesis 7: Irrespective of the job desire condition, growth need strength will have a significant positive correlation to openness to experience.

Conscientiousness was found not to be related to GNS (de Jong et al., 2001). However, of the five dimensions conscientiousness is the better predictor of job performance, as discussed previously. Conscientiousness may then be related to GNS because of the need to develop within one's own work. Therefore conscientiousness was hypothesised to have a significant positive relationship with GNS.

Hypothesis 8: Irrespective of the job desire condition, growth need strength will have a significant positive correlation to conscientiousness.

Emotional stability is seen as the lack of anxiety, depression and anger hostility (McCrae and Costa, 2010). Of the five dimensions emotional stability is the second best predictor of job performance. Individuals who are able to handle stress well are considered motivated to find a job that is desirable and that offers growth and development within the working environment. Therefore emotional stability was hypothesised to have a significant positive relationship with GNS.

Hypothesis 9: Irrespective of job desire condition, growth need strength will have a significant positive correlation to emotional stability.

Need for Achievement

The second variable examined was the need for achievement (nAch) from McClelland's Theory of Needs (Royle & Hall, 2012). Need for achievement is

part of an individual's social need which lays dormant until a particular situation occurs that makes the individual become somewhat competitive (Reeve, 2009). Need for achievement is the mastery of skills, a sense of accomplishment and desire to complete job tasks to a high standard (Murray, 2008). Reeve (2009) explained that individuals consider job tasks as a challenge and a chance to demonstrate their competence which they believe will result in a successful outcome.

Accomplishing a task can be directly related to accomplishing a goal. The goal is to complete a task which the individual perceives as satisfying their needs. If the individual's goal is satisfying then this acts as an incentive to behave in a way to guarantee success (Reeve, 2009). If a task or goal is unimportant then the individuals' drive and competitiveness does not emerge. Royle and Hall (2012) stated that those high in nAch frequently seek feedback toward their goal completion. This suggests that high achievers are proactive within their steps towards mastering new skills and accomplishing goals.

Atkinson (1957) stated that individuals apply themselves only when the outcome can be evaluated as a success or failure. The standards set can be considered as a competition within the individual and a competition with others. Those high in nAch will pay more attention to learning new tasks, adapt more quickly and have greater performance improvement (McClelland, 1987).

McClelland and Pilon (1983) identified the source of nAch. They found that adults who are high in nAch generally had parents who held high standards within their home. As children, these adults were encouraged to try more difficult tasks and were praised according to their accomplishments. In addition, Atkinson (1957) studied children playing ring toss and found children high in nAch made the task a challenge in which they knew they would have an equal possibility of

success or failure. Children who were low in nAch set themselves up for failure. Therefore those high in need for achievement will see the task of applying for a job and the personality assessment as a challenge. They will also calculate the risk of the challenge and thus the probability of success and failure (Atkinson, 1957).

Hypothesis 10: Need for achievement will be significantly higher within the high job desire condition compared to the low job desire condition.

Need for Achievement and Personality

Barrick and Mount (1991) found that openness to experience was significantly related to learning. McClelland (1987) stated that high achievers show more interest in improving their performance and learning new tasks. Therefore openness to experience was hypothesised as to have a significant positive relationship with nAch.

Hypothesis 11: Irrespective of job desire condition, need for achievement will have a significant positive correlation to openness to experience.

Barrick and Mount (1991) considered characteristics of conscientiousness and aspects of nAch to be very similar. These characteristics include traits such as ability to plan, being organized, persistence and being hardworking. Hence individuals who plan ahead and take proactive steps in reaching their goals in situations show their nAch is activated. These traits will help the individual accomplish their task to meet their high expectations of their own competence. Therefore conscientiousness was hypothesised to have a significant positive

relationship with nAch within both the high job desire condition and the low job desire condition.

Hypothesis 12: Irrespective of job desire condition, need for achievement will have a significant positive correlation to conscientiousness.

Emotional stability is another predictor of job performance and Birkeland et al. (2006) stated that this dimension is highly susceptible to distorted responses. Atkinson's (1957) stated that those who are more anxious tend to have lower levels of nAch. Researchers have found that individuals low in emotional stability inhibit rather than facilitate accomplishing tasks within the workplace (Barrick & Mount, 1991). Therefore emotional stability was hypothesised to have a significant positive relationship with nAch within the high job desire condition and the low job desire condition.

Hypothesis 13: Irrespective of job desire condition, need for achievement will have a significant positive correlation to emotional stability.

Hypotheses Summary

Hypothesis 1: Openness to experience will be significantly higher within the high job desire condition compared to the low job desire condition.

Hypothesis 2: Conscientiousness will be significantly higher within the high job desire condition compared to the low job desire condition.

Hypothesis 3: Extraversion will be significantly higher within the high job desire condition compared to the low job desire condition.

Hypothesis 4: Agreeableness will be significantly higher within the high job desire condition compared to the low job desire condition.

Hypothesis 5: Emotional stability will be significantly higher within the high job desire condition compared to the low job desire condition.

Hypothesis 6: Growth Need Strength will be significantly higher within the high job desire condition compared to the low job desire condition.

Hypothesis 7: Irrespective of the job desire condition, growth need strength will have a significant positive correlation to openness to experience.

Hypothesis 8: Irrespective of the job desire condition, growth need strength will have a significant positive correlation to conscientiousness.

Hypothesis 9: Irrespective of job desire condition, growth need strength will have a significant positive correlation to emotional stability.

Hypothesis 10: Need for Achievement will be significantly higher within the high job desire condition compared to the low job desire condition.

Hypothesis 11: Irrespective of job desire condition, need for achievement will have a significant positive correlation to openness to experience.

Hypothesis 12: Irrespective of job desire condition, need for achievement will have a significant positive correlation to conscientiousness.

Hypothesis 13: Irrespective of job desire condition, need for achievement will have a significant positive correlation to emotional stability.

Summary

This study examines an individual's job desire to determine if this concept has an effect on individuals' responses to openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, GNS and nAch between the two conditions. The response distortions hypothesised assume

that there will be significantly higher responses in the high job desire condition than the low job desire condition. The relationships of GNS and nAch with openness to experience, conscientiousness and emotional stability were also measured to determine how they related within the two conditions being assessed. The method of the research is presented next followed by the results. The interpretation and examination of the findings will be discussed within the last chapter.

CHAPTER 2

Method

This research was promoted to the public via Facebook, through posters placed on notice boards around The University of Waikato Campus and to a first year psychology class where students were offered course credit (refer to Appendix A). Participants were alternately allocated to one of two groups (Group 1 and Group 2). Participants were instructed to read one of two scenarios (Scenario H and Scenario L) and then respond to a personality measure, a growth need strength measure and a need for achievement measure. Scenario H created a situation of high job desire, while Scenario L created a situation of low job desire. The nature of the design included counterbalancing the conditions and is illustrated below in Table 2.1. At Time 1, Group 1 received Scenario H and Group 2 received Scenario L. After four weeks participants were emailed with the alternative scenario and the same questionnaire.

Table 2.1.

Nature of the Experimental Design.

Group	Time	
	<i>Time 1</i>	<i>Time 2</i>
<i>Group 1</i>	High Job Desire	Low Job Desire
<i>Group 2</i>	Low Job Desire	High Job Desire

Participants

The questionnaire was emailed to 116 people drawn from a convenience sample, of whom 94 participated resulting in an 81% response rate. Within Group 1, 48 participants completed the questionnaire at Time 1, and 47 participants

completed the same questionnaire at Time 2. Within Group 2, 50 participants completed the questionnaire at Time 1, and 47 participants completed the same questionnaire at Time 2. Participants were required to complete the questionnaires in both conditions so that individual response distortions between the conditions could be analysed. Forty-seven participants in both groups completed both questionnaires and therefore 94 participants were used for the analyses.

The final sample consisted of 42.6% males and 57.4% females. The age of participants ranged from 18 to 63 years ($M= 27.15$, $SD= 10.15$). The majority of participants indicated they were New Zealand/European (71.3%). The second largest ethnic group was European (4.3%), followed by Chinese (3.2%). In addition, 67.9% of participants stated they had some form of university qualification, whilst 32.1% stated they had received NCEA Level 3. Among the 94 participants who completed both surveys, 72.3% said they were currently employed whilst 27.7% said they were not employed. Among those who stated they were employed, the mean period of employment was 7.39 years ($SD = 8.80$).

Appropriate independent sample *t*-tests and chi-square tests were conducted on the demographic information. There were no significant differences between the two groups in regards to gender, age, ethnicity, education level, employment status or duration of employment.

Procedure

The Ethics Committee at the School of Psychology at The University of Waikato granted ethical approval for this study. Since the questionnaire was administered online, participants' consent was implied by the completion of the questionnaire.

The questionnaire was created and administered using Qualtrics software.

Participants were alternately allocated to one of two groups. This was to ensure that the allocation process was random and that each group had equal participants until an appropriate number of completed questionnaires was achieved.

After participants had expressed their interest in taking part, they were emailed with an outline of the research objectives and what the questionnaire was measuring in terms of the scales used (refer to Appendix B). The summary stated the importance to commit to completing both questionnaires and that to participate they had to be over 18 years old. The participants could then choose to continue with the questionnaire or leave the website after reading the information summary.

The participants read one of two scenarios and then answered a questionnaire (refer to Appendix C). The scenarios were designed to influence the participants' motivation, passion and determination for a hypothetical job. Scenario H was designed to stimulate high job desire, whereas Scenario L created a situation with an unattractive job but one which the individual would apply for anyway. The two scenarios are described thus:

Scenario H: High Job Desire

“Imagine that you have just finished your studies and graduated from University. You are now faced with the reality of finding a job which would, you hope, lead you into your career. Within your job search you come across a job that really appeals to you. Within the job description there are tasks that you believe you are competent in. The area of work is exactly where you see yourself. Also, you find the wage very satisfactory and the benefits that are offered are what you were looking for.

You send your résumé and cover letter to the hiring manager. You are very excited to hear if you are offered to go through to the next part of the selection process. You receive a phone call a few days later and they wish you to come in to complete some assessments. They wish to ask you questions about your personality, your need for growth and the need to accomplish tasks within a job.

You are now sitting down ready to complete these assessments. You are excited, ready and hopeful that you will be the ONE to be offered the job, because this is the job of your dreams.”

Scenario L: Low Job Desire

“Imagine that you have finished your studies and graduated from university. You have been searching for a job for a while now. You come across a job that has nothing to do with your qualification or the area that you desire. The wage is not great and the benefits that are offered are small and not important to you.

You find yourself in a place where you need a job as soon as possible. This particular job does not meet your preferences but you apply anyway. You send your résumé and cover letter off to the hiring manager. A couple of days later they phone and wish for you to come in to complete some assessments. They wish to ask you questions about your personality, your need for growth and the need to accomplish tasks within a job. You have nothing else happening and this is the first job prospect that you have had since graduating, so you agree.

You are now sitting down ready to complete these assessments. You complete the assessments because you have not heard from any other

job. You are not excited or interested in the job or what it offers you. If you are offered the job you will probably decline it.”

At Time 1, Group 1 was emailed Scenario H, whilst Group 2 was emailed Scenario L. At Time 2, Group 1 was emailed Scenario H and Group 2 was emailed Scenario L (refer to Table 2.1). The design was to account for the order effect within the experimental design. This was to ensure that the order in which the participants received the scenario had no effect on their responses. After the participants completed the first questionnaire, a period of four weeks lapsed before they were sent the alternative scenario. Since participants were asked to complete two questionnaires, they were asked to create a unique identification code (refer to Appendix C Section A). This code would make it possible to pair the individuals' responses from both conditions for data analysis while keeping the results anonymous and confidential. After completion of the second questionnaire participants were placed in a draw to win a \$50 Countdown voucher. First year psychology students were excluded from the draw but received 2% course credit upon completion of both questionnaires.

Measures

The questionnaire measures included participant's job desire, Big Five personality dimensions, GNS and nAch. General demographic information was also gathered. Negatively worded items were recoded to have the appropriate scoring prior to mean imputation and factor analysis.

Missing Data Imputation

There were cases where participants had not responded to a particular item within a scale. In the present study, 0.39% of the data values within 6.92% of cases and in 34.92% of variables had missing data. The mean imputation technique was used to estimate the missing data value. Nielsen (2001) stated that this technique is common and addresses the issues with missing data, which when used leads to more valid measures. This technique calculated the mean of the scale from the responses that were given by the participant. This mean was then imputed as the value for the missing response (Nielsen, 2001).

Factor Analysis

Principal axis factoring (PAF) and reliability analyses were used to determine the integrity of each scale within the questionnaire. Kaiser-Meyer-Olkin (KMO) was conducted to measure the sampling adequacy. Bartlett's test of sphericity was conducted prior to proceeding with PAF. The factors within scales were assumed to be correlated thus Direct Oblimin rotation was used. A cut-off level of .4 was applied to determine if factor loadings were significant (Field, 2009). A PAF was conducted with Time 1 and Time 2 results to examine if both constructs were measured at each time.

Job Desire

The job desire scale was used to determine if the appropriate scenario that was presented had the desired effect on the participant. This measure was solely used as a manipulation check. The three items of the scale were presented so that participants consciously thought about the scenario and altered their mind frame

of applying for a job that was either desirable or undesirable. Participant's job desire score was calculated by averaging their responses on the three items.

Given the assumption that motivation may infer job desire, assessing a participant's motivation will essentially give an indication of the participant's job desire. Since no job desire scale was found in published research, a motivation scale was used to determine the manipulation check of the scenario. A global desire measure was found within Rodriguez's (2001) study, which was ultimately used. The three items referred to the participant's motivation, desire and feelings towards a job based on each of the scenarios they received. The three items were scored on a five-point scale, which had different descriptive labels. Item one, "*How motivated are you to get the job?*" was scored from 1 "Not at all motivated" to 5 "Extremely motivated". Item two, "*How strong is your desire to get the job?*" was scored from 1 "Very weak desire" to 5 "Very strong desire" and item three, "*If you were unable to fulfil your desire to get the job, how would you feel?*" was scored from 1 "Not at all frustrated" to 5 "Extremely frustrated".

The Kaiser-Meyer-Olkin measure verified that the sampling adequacy for the analyses was mediocre at Time 1 and Time 2 (KMO = .68, KMO = .66, respectively) (Field, 2009). Bartlett's test of sphericity was significant at both Time 1 and Time 2 ($\chi^2(3) = 159.60, p < .001$ and $\chi^2(3) = 209.78, p < .001$, respectively). One factor had an eigenvalue over Kaiser's criterion of 1 and explained 71.54% of the variance at Time 1 and 74.92% at Time 2. The associated scree plots (Figure E.1 and Figure E.2 - Appendix E) confirmed that it was appropriate to continue with a one factor solution. The range of factor loadings at Time 1 was .70 to .97 and .65 to .98 at Time 2. The analysis illustrated that one factor loaded onto the three items at both Time 1 and Time 2 thus the three items

measured job desire. The job desire scale had high reliability at Time 1 and Time 2 with a Cronbach's alpha coefficient of .87 and .89, respectively.

Personality Assessment

Personality dimensions were assessed using the 50-item IPIP representation of the Big Five factor framework (Goldberg, 1992). Each item was measured with 10 items and assessed on a five-point scale from 1 "Very accurate" to 5 "Very inaccurate" (refer to Appendix C Section D). All 50 items were part of a sentence which started with, "I believe I...". The appropriate ending to the sentence was presented as the item which depended on the dimensions being measured. Each dimension had a mixture of negatively and positively worded items therefore 24 of the items were reverse scored. For example, extraversion included positively worded items such as, "*Am the life of the party*" and "*Feel comfortable around others*", and negatively worded items such as, "*Am quiet around strangers*" and "*Don't like to draw attention to myself*". The latter were reversed scored.

As the personality assessment was used twice, both scales had to be identical, which meant running factor analysis until both scales had factors loading onto the appropriate items. As such, an initial PAF included all 50 items from Time 1 and specified that five factors were to be extracted because five known constructs were being measured. Seven items did not have factor loadings with a coefficient $>.4$ and were thus removed. These items included O1, O8, O9, C10, E6, A3 and ES4. Factors incorrectly loaded onto three items (C4, C8, A10) and thus these items were also removed. The Kaiser-Meyer-Olkin measure verified the sampling adequacy ($KMO = .68$) for the analysis and was classed as good at Time 1 according to Field (2009). Bartlett's test of sphericity was also

significant ($\chi^2(780) = 2067.27, p < .001$) and the five factors explained 47.17% of the variance at Time 1.

A PAF was then conducted on data from Time 2 with the above ten items removed. Factors did not load onto three items (O2, O4, C3) with a coefficient $>.4$ and a wrong factor loaded onto the item O7. Thus these four items were also removed.

This resulted in the removal of 14 items from the combined personality assessments from Time 1 and Time 2 (refer to Appendix D for a complete list of retained and removed items). As a result openness to experience was measured with four items including O3, O5, O6 and O10. Conscientiousness was measured with six items included C1, C2, C5, C6, C7 and C9. Nine items measured extraversion including E1, E2, E3, E4, E5, E7, E8, E9 and E10. Agreeableness was measured with eight items including A1, A2, A4, A5, A6, A7, A8 and A9. Lastly nine items measured emotional stability including ES1, ES2, ES3, ES5, ES6, ES7, ES8, ES9 and ES10.

A final PAF was conducted on the remaining 36 items. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analyses and was classed as good at both Time 1 and Time 2 according to Field (2009) ($KMO = .71$, $KMO = .72$, respectively). Bartlett's test of sphericity was also significant at both Time 1 and Time 2 ($\chi^2(630) = 1776.13, p < .001$ and $\chi^2(666) = 1909.07, p < .001$, respectively). The scree plots from both Time 1 and Time 2 (Figure E.3 and Figure E.4 - Appendix E) confirmed that it was appropriate to continue with a five factor solution. The five factors described below explained 48.19% of the variance at Time 1 and 50.13% at Time 2.

Openness to Experience: Openness to experience was measured with four items including one reverse scored item. The factor loadings at Time 1 ranged from .48 to .87 and .60 to .84 at Time 2. The Cronbach's alphas for openness to experience were high at both Time 1 and Time 2 ($\alpha = .75$ and $\alpha = .83$, respectively).

Conscientiousness: Conscientiousness was measured with six items, including two reverse scored items. The factor loadings at Time 1 ranged from .43 to .75 at Time 1 and .47 to .66 at Time 2. The Cronbach's alphas for conscientiousness were high at both Time 1 and Time 2 ($\alpha = .77$ and $\alpha = .77$, respectively).

Extraversion: Extraversion was measured with nine items, including four reverse scored items. The factor loadings at Time 1 ranged from .43 to .72 at Time 1 and .49 to .80 at Time 2. The Cronbach's alphas for extraversion were high at both Time 1 and Time 2 ($\alpha = .84$ and $\alpha = .84$, respectively).

Agreeableness: Agreeableness was measured with eight items, including three reverse scored items. The factor loadings at Time 1 ranged from .47 to .78 at Time 1 and .53 to .80 at Time 2. The Cronbach's alphas for agreeableness were high at both Time 1 and Time 2 ($\alpha = .85$ and $\alpha = .88$, respectively).

Emotional Stability: Emotional stability was measured with nine items, including eight reverse scored items. The factor loadings at Time 1 ranged from .45 to .76 at Time 1 and .51 to .78 at Time 2. The Cronbach's alphas for

emotional stability were high at both Time 1 and Time 2 ($\alpha = .86$ and $\alpha = .89$, respectively).

Growth Need Strength

The assessment used to measure a participant's GNS was divided into two parts and then combined for their Total GNS (Hackman & Oldham, 1980). Stone, Ganster, Woodman, and Fusilier (1979) described the two sections as a, "Would Like" format and a, "Job Choice" format. Both formats can be regarded as "alternative operationalizations of the same construct" (Stone et al., 1979, p. 330).

Would Like Format: The first section consisted of 11 statements of specific working conditions that the participant would like within his or her job. The 11 items refer to generally positive or desirable aspects of the workplace. The items were measured by how much the participants would like the item within their job on a seven-point scale from 1 "Not at all", to 7 "Extremely high degree". Six of these items focus on growth-relevant aspects such as, "*Stimulating and challenging work*", and "*Opportunities for personal growth and development in my job*", (Hackman & Oldham, 1980). Five items such as, "*High salary*", "*Good fringe benefits*" and "*Quick promotions*" are not relevant to individual growth needs and therefore were not scored (Hackman & Oldham, 1974; Stone et al., 1979). The score of the, "Would like" format was calculated by averaging the responses to the six growth-relevant items 55, 56, 59, 61, 63, and 64 (refer to Appendix C Section E).

The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analyses at Time 1 and Time 2 and was classed as 'great' according to Field (2009) (KMO = .84 and KMO = .85, respectively). Bartlett's test of sphericity was

significant at both Time 1 and Time 2 ($\chi^2(15) = 320.89, p < .001$ and $\chi^2(15) = 331.311, p < .001$, respectively). One factor had an eigenvalue over Kaiser's criterion of 1 and the associated scree plot (Figure E.5 and Figure E.6 – Appendix E) confirmed that it was appropriate to continue with a one factor solution. The one factor explained 57.23% of the variance at Time 1 and 60.27% at Time 2. The factor loadings ranged from .68 to .81 at Time 1 and .70 to .82 at Time 2.

The six items from Time 1 and Time 2 both resulted in one factor, thus one construct was being measured. The Cronbach's alphas from Time 1 and Time 2 indicated high reliability ($\alpha = .88$ and $\alpha = .90$, respectively).

Job Choice Format: The second section consisted of 12 items which contained two statements that referred to two hypothetical job conditions. The participant specified which statement they preferred. For each comparison, a job characteristic relevant to growth need strength is paired with a job characteristic relevant to the satisfaction of one of a variety of other needs. For example, a participant stated which they preferred between Statement A, “A job where you are often required to make important decisions” and Statement B, “A job with many pleasant people to work with”. Within the above example, one of the statements relates to growth need strength (Statement A) and the other relates to another individual need (Statement B) (Hackman & Oldham, 1975). Responses were measured on a five-point scale from 1 “Strongly prefer A” to 5 “Strongly prefer B”. Within six items, growth need strength was described within statement A, which applied direct scoring of 1-5. The remaining six items GNS related to statement B thus reverse scoring of 5-1 was required.

Since the job choice format was based on an ipsative scale factor analysis was not appropriate (Aldag & Brief, 1979; Hogan & Martell, 1987). The

Cronbach's alphas indicated moderate reliability for Time 1 and Time 2 ($\alpha = .67$ and $\alpha = .69$).

Total Growth Need Strength: Scoring a participant's total GNS consisted of transforming the seven-point "Would Like" format into a five-point scale. Hence, the formula $Y = .667X + .333$ was used ("Transforming Different Likert Scales to a Common Scale," 2010). Hackman and Oldham (1980) converted their five-point scale to a seven-point scale because their 'Job Characteristics Model', was measured within a seven-point scale. The present research measures are assessed with a five-point scale, therefore the formula converts the seven-point to a five-point scale for easier comparison. The average of scores from "Would Like" format and the "Job Choice" format produced an individual's overall GNS (Hackman & Oldham, 1975). The combination of the two sections produces a valid measure of an individual's total GNS (Hackman & Oldham, 1975, 1980).

Need for Achievement

Heckert et al. (2000) developed their own measure of needs called the Needs Assessment Questionnaire, which consists of 20 items on a five-point scale that measures need for achievement, affiliation, dominance and autonomy. The present research only examined nAch therefore the five items that relate to nAch were extracted and used. The five items used a five-point scale from 1 "Strongly disagree" to 5 "Strongly agree". The score and mean of the participants' responses of the five items were calculated.

The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analyses which were classed as 'great' according to Field (2009) at both Time 1 and Time 2 (KMO = .86 and KMO = .85, respectively). In addition, Bartlett's test

of sphericity was significant at both Time 1 and Time 2 ($\chi^2(10) = 358.635, p < .001$ and $\chi^2(10) = 292.606, p < .001$, respectively). One factor had an eigenvalue over Kaiser's criterion of 1 and explained 70.94% of the variance at Time 1 and 65.70% at Time 2. The associated scree plot (Figure E.7 and Figure E.8 – Appendix E) confirmed it appropriate to continue with a one factor solution. The nAch scale had high reliability at both Time 1 and Time 2 ($\alpha = .92$ and $\alpha = .90$, respectively).

Demographic

General demographic information about the participants was gathered. This included gender, age, ethnic group, level of education, current employment status and duration of employment (Appendix C Section H).

Data Analysis

Prior to analysing the data in regards to individual response distortion, mean imputation and factor analysis were conducted. In addition, a paired sample *t*-test was conducted to determine the effectiveness of the job desire scale as a manipulation check. This was required to determine if the scenario had the desired effect, if participants reported job desire reflected the scenario they received and thus the condition they were in. Therefore their reported job desire was inferred as their perceived job desire. Perceived job desire reflects the scenario participants received. For example, when presented with Scenario H, if participant's reported job desire was high then their perceived job desire was considered also high.

Secondly, due to a repeated measure design, in which participants were measured twice, the conditions were counterbalanced. The order of the scenarios that were presented to participants was different. This was to determine if the

order that the scenarios were presented to participants had an effect on their responses to the questionnaire (refer Table 2.1, p. 41). Counterbalancing aids to reduce bias that could result from the order in which the scenarios were presented (Breakwell, Hammond, Fife-Shaw, & Smith, 2006; Field, 2009). For each scale assessed, two independent sample *t*-tests were conducted on the difference between the groups for each condition. Thus, Group 1 and Group 2 were compared within the high and low job desire for each scale.

The hypotheses regarding the response distortions between the two conditions were assessed using paired sample *t*-tests. The scales that were assessed included openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, GNS and nAch. Significant mean differences were identified if the significance level was $p < .05$. The hypotheses regarding the direct relationships between GNS and nAch and three personality dimensions were assessed using a one-tailed Pearson product moment correlation with a minimum significance level of $p < .05$. The correlation matrix illustrated the relationship between the variables within the high and low job desire condition separately. The results from the above statistical analyses are explored and reported within the following chapter.

CHAPTER 3

Results

The first section of this chapter reports the descriptive statistics of the high and low job desire conditions and determines if the manipulation check had the desired effect. Additionally, the order effect of the sequence in which the scenarios were presented is explored. The second section reports the differences between conditions in responding to each scale. The relationships between growth need strength and need for achievement with openness to experience, conscientiousness and emotional stability are also explored.

Descriptive Statistics

Tables 3.1 and 3.2 present descriptive statistics for both samples in each condition. The variables analysed were job desire, openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, GNS and nAch. The tables report the mean, standard deviation, skew and kurtosis for each scale. Skewness was considered acceptable if the value fell within the parameters of -3 and +3 (Kline, 2011). Kurtosis was considered acceptable if the value fell within the parameters of -8 and +8 (Kline, 2011).

Tables 3.1 and 3.2 illustrate that participants within both conditions scored the highest in agreeableness and nAch and the lowest in extraversion and emotional stability. The skew and kurtosis for all variables fell within the appropriate range, therefore were assumed to be normally distributed (Kline, 2011). Variables in both conditions illustrate a minimal skew and a minimal kurtosis. Therefore transformation was not deemed necessary.

Table 3.1.

Descriptive Statistics for Low Job Desire Condition

	<i>M</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
<i>Job Desire</i>	2.42	.61	.19	-.40
<i>Openness</i>	3.79	.64	-.27	-.20
<i>Conscientiousness</i>	3.49	.65	-.23	-.24
<i>Extraversion</i>	3.13	.68	-.25	-.95
<i>Agreeableness</i>	3.86	.70	-1.00	.81
<i>Emotional Stability</i>	3.42	.75	-.42	-.58
<i>GNS</i>	3.58	.45	-.21	.05
<i>nAch</i>	4.32	.63	-1.17	1.91

Note: GNS = Growth Need Strength, nAch = Need for Achievement and N = 94.

Table 3.2.

Descriptive Statistics for High Job Desire Condition

	<i>M</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
<i>Job Desire</i>	4.46	.45	-.91	-.03
<i>Openness</i>	3.90	.63	-.44	-.31
<i>Conscientiousness</i>	3.72	.70	-.36	-.31
<i>Extraversion</i>	3.26	.64	-.19	-.27
<i>Agreeableness</i>	4.00	.63	-.86	.67
<i>Emotional Stability</i>	3.61	.70	-.48	-.43
<i>GNS</i>	3.63	.41	-.13	-.20
<i>nAch</i>	4.57	.46	-.90	-.26

Note: GNS = Growth Need Strength, nAch = Need for Achievement and N = 94.

Order Effect

The effects of the order in which participants received the two scenarios were analysed. The two groups received a different order of scenarios to account for the order effect. Independent sample *t*-tests were conducted on each scale for

each condition to determine if the order effect was significant. The five personality dimensions, GNS and nAch were measured to see if the order of receiving the scenario had an impact on the participants' responses. The independent sample *t*-tests were conducted between Group 1 and Group 2 within both high and low job desire conditions.

The results are presented in Tables 3.3 and 3.4, equal variances were assumed in both conditions. The main findings confirmed that there were no significant differences between responding to the scenarios due to the order effect. This indicated that the order of the scenario presented to the participants did not have an effect on the responses to openness to experience, conscientiousness, extraversion, agreeableness, emotional stability and nAch. However, the GNS scale resulted in a significant difference between Group 1 and Group 2 responding within the high job desire condition. Therefore caution is needed when interpreting the results relating to GNS.

Table 3.3.

Independent Sample t-tests of Low Job Desire Condition.

	<u>Group 1</u>		<u>Group 2</u>		<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>Openness</i>	3.89	.61	3.69	.66	1.48
<i>Conscientiousness</i>	3.59	.57	3.39	.71	1.47
<i>Extraversion</i>	3.08	.70	3.18	.66	-.68
<i>Agreeableness</i>	3.88	.72	3.85	.68	.18
<i>Emotional Stability</i>	3.45	.78	3.39	.71	.41
<i>GNS</i>	3.59	.45	3.58	.45	.92
<i>nAch</i>	4.40	.59	4.25	.67	.76

Note: GNS = Growth Need Strength, nAch = Need for Achievement, **p* < .05, *df* = 92 and *N* = 94.

Table 3.4.

Independent Sample t-tests of High Job Desire Condition.

	<u>Group 1</u>		<u>Group 2</u>		<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>Openness</i>	3.92	.59	3.88	.69	.29
<i>Conscientiousness</i>	3.62	.72	3.82	.67	-1.37
<i>Extraversion</i>	3.20	.71	3.31	.56	-.84
<i>Agreeableness</i>	3.99	.63	4.02	.63	-.20
<i>Emotional Stability</i>	3.55	.73	3.67	.67	-.78
<i>GNS</i>	3.72	.39	3.55	.42	2.00*
<i>nAch</i>	4.61	.45	4.54	.49	.30

Note: GNS = Growth Need Strength, nAch = Need for Achievement, * $p < .05$, $df = 92$ and $N = 94$.

Job Desire

Job desire responses were analysed to determine if there were any differences between the two conditions. A paired sample *t*-test was conducted between the responses in the high and low job desire conditions. This was a manipulation check to determine if the scenarios achieved the expected effect. On average participants reported greater job desire within Scenario H ($M = 4.46$, $SD = .45$) compared to Scenario L ($M = 2.42$, $SD = .61$). The mean difference between the two conditions was found to be significant ($t(93) = 25.48$, $p < .001$). These results were as expected; the high job desire scenario (Scenario H) resulted in a higher reported job desire than the low job desire scenario (Scenario L). Since the scenarios had the desired effect, participant's perceived job desire could be confirmed.

Hypothesis Testing

Paired sample *t*-tests were conducted on the entire sample, comparing the responses to the Big Five personality dimensions, GNS and nAch when presented with a high and low job desire scenario. The mean differences are reported below in Table 3.5.

Table 3.5.

Mean, Standard Deviation and t Value Within Each Condition

	<u>Low Job Desire</u>		<u>High Job Desire</u>		<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>Openness</i>	3.79	.64	3.90	.64	2.12*
<i>Conscientiousness</i>	3.49	.65	3.72	.70	3.26**
<i>Extraversion</i>	3.13	.68	3.26	.64	2.77**
<i>Agreeableness</i>	3.86	.70	4.00	.63	2.56*
<i>Emotional Stability</i>	3.42	.75	3.61	.70	3.52**
<i>GNS</i>	3.58	.45	3.63	.41	1.39
<i>nAch</i>	4.32	.63	4.58	.47	4.38***

Notes: GNS = Growth need strength, nAch = Need for achievement, * $p < .05$, ** $p < .01$ and *** $p < .001$.

Hypothesis 1: Openness to Experience

Hypothesis 1 proposed that openness to experience would be significantly higher within the high job desire condition compared to the low job desire condition. Responses in the high job desire condition ($M = 3.90$, $SD = .61$) were higher than in the low job desire condition ($M = 3.79$, $SD = .64$) and that there was a significant difference ($t(93) = 2.12$, $p < .05$). Therefore hypothesis 1 was supported.

Hypothesis 2: Conscientiousness

Conscientiousness was hypothesised to be significantly higher within the high job desire condition. The mean difference between the two conditions was significant ($t(93) = 3.36, p < .01$). Responses from the high job desire condition ($M = 3.72, SD = .70$) were significantly higher than the low job desire condition ($M = 3.49, SD = .65$). This provides evidence to support hypothesis 2.

Hypothesis 3: Extraversion

Extraversion was hypothesised to be significantly higher within the high job desire condition. The mean difference between the two conditions was significant ($t(93) = 2.77, p < .01$). Participants responded more positively in the high job desire condition ($M = 3.26, SD = .64$) than in the low job desire condition ($M = 3.13, SD = .68$). Therefore this provides evidence to support hypothesis 3.

Hypothesis 4: Agreeableness

Participants were hypothesised to report significantly higher agreeableness within the high job desire condition. The mean difference was found to be significant ($t(93) = 2.56, p < .05$). Participants responded higher within the high job desire condition ($M = 4.00, SD = .63$) than the low job desire condition ($M = 3.86, SD = .70$). This provides evidence to support hypothesis 4.

Hypothesis 5: Emotional Stability

Emotional stability was hypothesised to be significantly higher within the high job desire condition. Participants responded higher within the high job desire condition ($M = 3.61, SD = .70$) than the low job desire condition ($M = 3.42, SD$

= .75). This resulted in a significant mean difference ($t(93) = 3.52, p < .05$). This provides evidence to support hypothesis 5.

Hypothesis 6: Growth Need Strength

Participants were hypothesised to report higher levels of GNS within the high job desire condition. There was no significant mean difference ($t(93) = 1.39, p > .05$) between the high job desire condition compared to the low job desire condition ($M = 3.63, SD = .41$ and $M = 3.58, SD = .45$, respectively). Therefore hypothesis 6 was not supported.

Hypothesis 10: Need for Achievement

Hypothesis 10 proposed that participants would report higher levels of nAch within the high job desire condition. The mean difference between the conditions was significant ($t(93) = 4.38, p < .001$). The mean within the high job desire condition ($M = 4.57, SD = .47$) was significantly higher than the low job desire condition ($M = 4.32, SD = .63$). This provides evidence to support hypothesis 10.

Correlation Coefficients

The correlations between the scales measured within the high and low job desire conditions are illustrated in Table 3.6. The lower diagonal of the table represents the correlations from the low job desire condition whilst the upper diagonal represents correlations from the high job desire condition. The strength of correlations were according to Breakwell et al. (2006) and Field (2009).

Table 3.6.

Correlation Matrix from Low Job Desire and High Job Desire Condition

	1.	2.	3.	4.	5.	6.	7.	8.
1. Job Desire		-.10	.13	.13	.28**	-.05	-.08	.19*
2. Openness	.08		-.12	.28**	.19*	.12	.41**	.30**
3. Conscientiousness	.02	-.05		.08	.12	.19*	-.06	.31**
4. Extraversion	.14	.25**	.02		.23*	.49**	.10	.18*
5. Agreeableness	.05	.22*	.15	.23*		.05	.06	.36**
6. Emotional Stability	-.01	.08	.09	.37**	.02		.22*	-.01
7. GNS	-.17	.32*	.08	.06	.08	.00		.32**
8. nAch	-.05	.19*	.49**	.08	.32**	-.19	.39**	

Note: Lower diagonal illustrates low job desire, upper diagonal illustrates high job desire, GNS = Growth Need Strength, nAch = Need for Achievement, *p < .05 (1-tailed), **p < .01 (1-tailed) and N = 94 for each condition.

Hypothesis 7: Growth Need Strength and Openness to Experience

Hypothesis 7 proposed that there would be a significant positive relationship between GNS and openness to experience irrespective of the job desire condition. The relationships were both significant and moderate in strength within the high and low job desire conditions ($r = .41, p < .01$ $r = .32, p < .05$, respectively). Therefore GNS was significantly related to openness to experience irrespective of the job desire condition. Thus hypothesis 7 was supported.

Hypothesis 8: Growth Need Strength and Conscientiousness

Growth need strength was hypothesised to have a significant positive correlation with conscientiousness irrespective of the job desire condition. The relationships within the high and low job desire conditions were not significant ($r = -.06, p > .05$ and $r = .08, p > .05$, respectively). Therefore GNS was not related to conscientiousness. Thus hypothesis 8 was not supported.

Hypothesis 9: Growth Need Strength and Emotional Stability

Growth need strength was hypothesised to have a significant positive correlation with emotional stability irrespective of the job desire condition. There was a weak significant correlation within the high job desire condition but no significant relationship within the low job desire condition ($r = .22, p < .05$ and $r = .00, p > .05$, respectively). Therefore hypothesis 9 was partially supported.

Hypothesis 11: Need for Achievement and Openness to Experience

Need for achievement was hypothesised to have a significant positive correlation with openness to experience irrespective of the job desire condition. The relationships in both conditions were significant, with a moderate correlation

within the high job desire and a weak correlation within the low job desire condition ($r = .30, p < .01$ and $r = .19, p < .05$, respectively). Therefore nAch was significantly related to openness to experience irrespective of the job desire condition. Thus hypothesis 11 was supported.

Hypothesis 12: Need for Achievement and Conscientiousness

Need for achievement was hypothesised to have a significant positive correlation with conscientiousness irrespective of the job desire condition. The relationships in both conditions were significant, with a moderate correlation within the high job desire and a relatively strong correlation within the low job desire condition ($r = .31, p < .01$ and $r = .49, p < .01$, respectively). Therefore nAch was significantly related to conscientiousness irrespective of the job desire condition. Thus hypothesis 12 was supported.

Hypothesis 13: Need for Achievement and Emotional Stability

Need for achievement was hypothesised to have a significant positive correlation with emotional stability irrespective of the job desire condition. The relationships within the high and low job desire conditions were not significant ($r = -.01, p > .05$ and $r = -.19, p > .05$, respectively). Therefore nAch was not significantly related to emotional stability irrespective of the job desire condition. Thus hypothesis 13 was not supported.

Supplementary Analysis

The correlation matrix also provided correlations between the other Big Five personality dimensions, GNS and nAch within both conditions (refer to Table 3.6). The correlation regarding agreeableness was examined as it resulted in

a significant moderate correlation within the two conditions. The two correlations were examined as they were only significant within the high job desire condition and not the low job desire condition.

Within high and low job desire conditions, agreeableness resulted in moderate positive correlations with nAch ($r = .36, p < .01$ and $r = .32, p < .01$, respectively). Within the high job desire condition extraversion was found to correlate with nAch ($r = .18, p < .05$). Additionally, conscientiousness and emotional stability were correlated ($r = .19, p < .05$) within the high job desire condition.

Summary

The results provide evidence that the job desire scenario had an effect on the participants' responses to the five personality dimensions and nAch. When participants were presented with a high job desire scenario, they were more likely to report higher levels of job desire, as expected. The independent sample *t*-test illustrated that GNS was the only variable that was affected by the order of the scenarios presented.

The results provided evidence to support six out of the seven hypotheses relating to response distortions within the five personality dimensions, GNS and nAch. Participants scored significantly higher on all of the five personality dimensions and nAch within the high job desire condition compared to the low job desire condition. However, hypothesis 6 relating to GNS was not supported. There was no significant change in responding to GNS between the two conditions.

The results also indicated there were significant correlations of GNS and nAch with personality dimensions. Regardless of the job desire condition GNS

was significantly related to openness to experience but not related to conscientiousness. Growth need strength was related to emotional stability only within the high job desire condition, partially supported hypothesis 9. Regardless of the job desire condition nAch was significantly related to openness to experience and conscientiousness. However, nAch was not related to emotional stability in either condition. The results are discussed and explained within the following chapter.

CHAPTER 4

Discussion

This study sought to determine to what extent individuals engage in response distortion within personality, GNS and nAch measures based on their perceived job desire. Given the assumption that personnel hiring managers presume that all applicants have a desire for the job they are applying for, scenarios offered (p. 25) stated that this might not always be correct. Individuals may apply for a job to either gain experience from personnel selection processes, find out more about an organisation or they are required to partake as requirements for a Government benefit. The Big Five personality dimensions were analysed because they are regarded as the core dimensions of an individual's personality (Costa & McCrae, 2010). These dimensions are also predictors of certain workplace outcomes that can aid the personnel hiring manager to make an informed hiring decision. These workplace behaviours include, "avoiding counterproductive behaviour, reducing turnover and absenteeism, exhibiting more teamwork and leadership, providing more effective customer service, contributing more citizenship behaviour, influencing job satisfaction and commitment to the firm, and enhancing safety" (Gatewood et al., 2011, p. 506).

Job desire has vaguely been examined within personnel selection, however the influences of job desire on personality response distortion was not found. (Ellingson & McFarland, 2011; Kluger & Colella, 1993; McFarland & Ryan, 2000; Snell et al., 1999). For this research I defined an individual's job desire as their passion and motivation for a particular job they are applying for. High job desire suggests there is an increase in individual's motivation to express the appropriate behaviours to be considered as an attractive applicant. Previous research has suggested that job desire can affect early turnover rates and

organisational commitment (Barrick & Zimmerman, 2005; Birkeland et al., 2006; Lee et al., 1992) . However, examining an applicant's job desire prior to organisational entry could be beneficial to the personnel hiring manager and the organisation. Kluger and Colella (1993) stated that job desire does influence responses within a bio data measure. They believed that individuals engage in job-specific bias. This is when individuals respond in a way specifically suited to a particular position, which ultimately is a form of response distortion. This suggests that participants may respond in accordance to a job that they desire, for a higher chance of being offered the position.

In the present study participants were asked to respond to personality, GNS and nAch measures within two conditions. The conditions differed in the job desire scenario participants received, either creating a situation of high or low job desire. The mean differences between the two conditions were examined for any significant differences. Figure 1.1 (p. 13) predicted that openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, GNS and nAch would all significantly increase in response means from low to high job desire. Additionally, GNS and nAch were presumed to relate positively to openness to experience, conscientiousness and emotional stability irrespective of the job desire condition.

Overall, participants did engage in response distortion between the two conditions. Additionally, GNS was significantly correlated to openness to experience and partially correlated to emotional stability, whereas nAch was correlated with openness to experience and conscientiousness. Within this chapter the findings of the present study are examined and discussed. The practical implications of the study are explored, followed by the strengths and limitations and areas for future research.

Findings

Firstly the order effect and the manipulation check are briefly discussed. The differences between participants' responses to the Big Five personality dimensions, GNS and nAch are examined, followed by an exploration of the relationships between GNS, nAch with openness to experience, conscientiousness and emotional stability. Lastly the additional findings are interpreted.

Order effect

The present study involved a within-subject design, where the participants were assessed under both conditions. The advantage of a within-subject design is that each individual acts as their own control (Breakwell et al., 2006). However, if the order effect is not controlled for it can possibly bias the results. The present study applied counterbalancing (defined on p.54) and since there were only two conditions, complete counterbalancing was utilised.

The results suggested that the order in which participants received the scenarios did not affect participants' responses for the five personality dimensions or nAch. Growth need strength however, did show a significant difference between Group 1 and Group 2 within the high job desire condition. This scenario was presented at Time 1 for Group 1 and at Time 2 for Group 2. The GNS responses in Group 1 followed the expected pattern where participants responded more favourably within the high job desire condition. The expected pattern of response for Group 2 did not exist, as the means of Time 1 and Time 2 were very similar.

Since Group 2 responded to the high job desire condition at Time 2, practice effects, carryover effects and/or boredom effects may have influenced the results (Breakwell et al., 2006; Field, 2009). Practice and carryover effects are

similar, as they indicate that the participant may be familiar with the study so they know, to a certain degree, the condition and measures used. Boredom effects indicate that at Time 2 in the study Group 2 participants may have become tired or bored with the study and may not have engaged with the scenario or items appropriately (Breakwell et al., 2006; Field, 2009). Informal discussion with some participants found that GNS Part B was frustrating and difficult to answer. Part B of the GNS measure was the “Job Choice” format (refer to Appendix C Section F). Participants were presented with 12 paired hypothetical working conditions where they had to specify which one they preferred. Boredom may have occurred, participants may not have read the statements properly, responded quickly, and or lost interest in the study. These are possible issues when using a within-subject design. Overall, however, no evidence of substantial order effect was found.

Job Desire

The main purpose of this study was to examine whether job desire is a construct worth considering within personnel selection. Participants were presented with a high and low job desire scenario and three items relating to their motivation and frustration in regards to the particular scenario. These items were presented to measure their reported job desire so that their perceived job desire could be inferred. The scenario and the three items that followed aided the participant to subconsciously and consciously imagine their own attractive or unattractive job. This thought process was assumed to have followed through the entire questionnaire. The expected pattern of response on these items was confirmed. Participants reported a high response mean within the high job desire condition and a low response mean was found within the low job desire condition. The scenarios were assumed to have impacted the participants’ thought processes

about a particular job, therefore could be assumed to have impacted their responses on the scales measured in both conditions.

Kluger and Colella (1993) discovered that individuals who are applying for a particular position do engage in response distortion and the responses were related to job specific bias. They also measured the transparency of the bio data measure items in terms of social desirability and job desirability. The participants who judged the level of item transparency could not differentiate between the social desirability and job desirability items within Kluger and Colella's (1993) bio data measure. The present research illustrated that within the high job desire condition participants responded more favourably to the Big Five personality dimensions. Participants increased their dimension scores potentially to seem more attractive to the personnel hiring manager. Hence job desire could be considered as the influencing motivator that led to socially desirable responding. This may suggest that social desirability measures could possibly be used to assess an individual's job desire.

Personality

As expected participants were found to have distorted their responses to the five personality dimensions between both conditions. Significant response mean differences between the two conditions were observed in relation to openness to experience, conscientiousness, extraversion, agreeableness and emotional stability. The pattern of responding indicated that participants responded more favourably to the personality items within the high job desire condition than the low job desire condition.

Conscientiousness and emotional stability had the largest mean differences in responses between the two conditions. Extraversion, agreeableness and

openness to experience showed smaller significant mean differences. Conversely conscientiousness and emotional stability did not result in the highest response means in the two conditions. In the two conditions, the dimensions that participants responded the highest to were openness to experience and agreeableness. Extraversion was the lowest scored and the least distorted dimension between the two conditions.

Conscientiousness and Emotional Stability

Participants whose perceived job desire was high tended to respond more favourably on conscientiousness and emotional stability and less favourably when their perceived job desire was low. This suggests that when participants' perceived job desire is high, they are more likely to portray a well prepared, organised, calm and composed disposition. The results are in accordance with previous research that states that conscientiousness and emotional stability are the most distorted dimensions because they are valid predictors of successful work place behaviours, such as job performance, within a wide range of jobs (Graziano & Tobin, 2002; McCrae & Costa, 1983).

A possible reason for conscientiousness and emotional stability having the greatest variation within their responses in the two conditions is because of the five personality dimensions they are considered the better predictors of certain work place behaviours. Those who are high in conscientiousness and emotional stability are considered to possess traits and behaviours that predict successful workplace behaviours. These behaviours include avoiding counterproductive behaviour, reducing turnover and absenteeism, enhancing organisational commitment and job performance (Barrick & Mount, 1991; Birkeland et al., 2006; Gatewood et al., 2011; Hertz & Donovan, 2000; Lee et al., 1992).

Costa and McCrae (2010) defined individuals who are high in conscientiousness as determined and goal oriented. These individuals are well prepared, organised, able to complete tasks, not easily distracted and engage in thoughtful thinking before they act (Costa & McCrae, 2010). Viewing emotional stability from the other end of the continuum, neuroticism is the presence of personal insecurities and negative emotions (Barrick et al., 2001). Individuals who respond low to emotional stability (i.e. are high on neuroticism) are described as nervous, tense, project anger and frustration, exhibit immense negative emotions of shame and embarrassment and are highly disposed to stress (Costa & McCrae, 2010). Traits that low emotional stability encompasses are considered not ideal for the workplace. These traits could make it difficult to meet deadlines and/or to deal with responsibilities. Individuals may portray themselves as more emotionally stable to demonstrate that they are secure within their own competencies and possess the right skills for the job. Personnel hiring managers seek applicants who are able to handle stressful situations and cope with responsibilities. Hence participants would respond higher within these dimensions within a high job desire scenario to project future workplace behaviours. When individuals are presented with a job that they have high desire for, they will exhibit behaviours that portray themselves as hard working employees. Thus meaning they will respond more positively in conscientiousness and emotional stability.

Openness to Experience and Agreeableness

Participants also responded to openness to experience and agreeableness with distortion. Costa and McCrae (2010) described openness to experience as the need for variety, uniqueness and change. Individuals high in openness to

experience tend to have an interest in travel, a range of different hobbies and a vivid imagination. Within the workplace those who are more open to experience may tend to grab opportunities and try new things more often. Openness to experience is also related to learning which means a greater need to learn new tasks and a willingness to accept change. In addition, individuals who are high in agreeableness are social people who like to maintain positive relationships with others. Individuals high in agreeableness have good interpersonal relationships, are generous and have the ability to express themselves frankly and comprehensively (Costa & McCrae, 2010; Graziano & Tobin, 2002). Within the high job desire condition participants responded more favourably to these dimensions. Participants portrayed themselves as possessing high levels of acceptance of people, ideas and new tasks whilst also being social, friendly and altruistic.

Not only were these two dimensions affected by response distortion but they were the highest scoring dimensions within the two conditions. Regardless of the job desire conditions, participants responded the most favourably on these two dimensions. This could suggest that participants consider themselves high in openness to experience and agreeableness initially. The possibility that individuals view themselves as open to experience and agreeable initially may have resulted in the high mean responses within both conditions.

Extraversion

The expected pattern of response was also found within extraversion. Participants responded significantly higher to extraversion within the high job desire condition compared to the low job desire condition. Extraversion can be described as being dominant, ambitious and pursuing excitement. Those who are

extraverted tend to express their ideas and opinions more, display fast paced energy and portray positive emotions rather than negative emotions (Barrick et al., 2001; Costa & McCrae, 2010).

Extraversion was identified as having the smallest response distortion between the two conditions and the lowest score within each of the two conditions. Researchers have found that extraversion is highly susceptible to response distortions (Birkeland et al., 2006; Galić et al., 2012). Conversely the results within this study do not match previous findings. Since extraversion was the dimension that participants responded to the lowest in both conditions. This may suggest that participants may believe that being extraverted is not necessarily an attractive dimension that personnel hiring managers are looking for. In comparison to previous research which participants responded positively to extraversion in comparison to other dimensions (Galić et al., 2012; Hogan et al., 2007). Extraversion may be slowly becoming less salient as an attractive dimension to portray to the personnel hiring manager.

Another possible reason is that extraversion is a valid predictor of successful workplace outcomes within specific jobs. As stated previously, extraversion is considered a highly sought after dimension within the sales field (Gatewood et al., 2011). The broad description of the scenario presented to participants in the present study meant that they had to visualise their own attractive and unattractive job. The high desire jobs participants envisioned might have related to positions where being extraverted was not seen to be a key dimension to portray.

Growth Need Strength

Participants were consistent in their responses to the GNS measure between the two conditions. Hackman and Oldham (1975) stated that GNS is a stable construct which would not be affected by experimental manipulation. However job desire was thought to be a strong influencing characteristic resulting in response distortions within GNS between the two conditions. Within Group 1 there was a significant difference between the responses to the two conditions whereas Group 2 had more consistent responses and thus no significant difference between the two conditions. More research is needed to determine whether or not individuals are affected by job desire or if job desire does affect response to an individual's GNS score.

Need for Achievement

Need for achievement resulted in one of the largest response distortions between the two conditions and was the variable participants responded to the highest. An individual's nAch was also stated to be a stable personal characteristic (Royle & Hall, 2012). Conversely job desire was viewed as a construct that would ignite individual's internal motivation to behave in a more appropriate and attractive way within the personality assessment. An individual with high job desire would have more motivation to accomplish and succeed at their goal. Within the high job desire condition the participants' challenge, task and goal was to respond to the personality, GNS and nAch measure for a greater chance of being hired. Thus when an individual's job desire is high they will become more competitive and behave in a manner conducive to achieving their goal.

Response Distortion

The present study's findings suggest that job desire affected individual's responses to the five personality dimensions and nAch scale. There are two possible reasons why participants engaged in response distortion behaviour. The first refers to item transparency which refers to items that have a clear desired response. Secondly, individuals may have a higher sense of functional awareness of what is required of them to answer appropriately to fulfil their own self-interest.

The transparency of particular items suggests that there are obvious correct responses to items when applying for a position (Ellingson & McFarland, 2011; Goffin & Boyd, 2009; Kluger & Colella, 1993; Snell et al., 1999). Item transparency may have been a determinant in personality response distortion when participants' perceived job desire was high. This involved participants responding favourably to items associated with certain dimensions to engage in impression management. The scales that illustrated greater variation within their responses between the two conditions were conscientiousness, emotional stability and nAch. Items in these scales could be viewed as more relevant to working conditions and the 'ideal applicant'. Conscientiousness items included, "*Get chores done right away*", "*Follow a schedule*" and "*Like order*". Emotional stability items included, "*Am relaxed most of the time*", "*Get irritated easily*", and "*Get stressed out easily*". Items from the nAch scale included, "*I am a hard worker*" and "*I try very hard to improve in my past performance at work*" (refer to Appendix C Section H). When participants are applying for a job they have a high job desire for, they are most likely to view these items and comprehend the correct response. These items could be considered high in item transparency. Thus when job desire is high, participants would be more likely to respond positively to these items to portray themselves as an 'ideal applicant' (Kluger & Colella, 1993).

Not only do individuals view items as transparent but they may associate other traits with the items within the scale. For example, “*Get chores done right away*”, is a conscientiousness item that participants may subconsciously relate to good time management skills, lack of procrastination and a determination to finish tasks. Participants assumingly, would respond more favourably to the item within a high job desire situation compared to the low job desire condition. More time and effort is thought to be spent on items to determine the desired correct response in high job desire situations. If an individual is presented with an undesirable job, they may not respond to this item as favourably as when presented with a desirable job. This is because the participants may not be engaged in the personality assessment, thus little motivation is used to determine the correct response for the particular item. However within a highly desirable job situation individuals may exhibit more effort into determining the correct response because they are motivated to appear attractive to the personnel hiring manager. Ellingson and McFarland (2011) suggested that personnel assessments should include questions that make it harder for the individual to determine the correct response. This may mean using ipsative scales rather than normative scales when assessing personality. The use of ipsative scales within personnel assessments would result in individuals finding it harder to determine the socially desirable response.

The second possibility as to why participants engaged in response distortion due to job desire is based on their high functional awareness. Even though response distortion is a concern within personality assessments, Rosse et al. (1998) stated an alternative. Individuals who distorted their responses in a socially desirable way might be self-monitoring or have a higher level of functional awareness of what is needed for the position (Ellingson & McFarland,

2011; Rosse et al., 1998). Ellingson and McFarland (2011) viewed self-monitoring as individuals who change their behaviour to suit certain situations and are aware of underlying social norms that are needed within different situations. Individuals who self-monitor their behaviour are more likely to adapt intuitively to social, situational and environmental cues. When an individual's perceived job desire is high their motivation is assumed to increase to exhibit appropriate behaviours for a greater chance of being offered the job. This higher level of awareness relates to a higher level of adaptability to answer in a manner compatible with what is expected. This would be true for jobs that require the individual to understand what is needed and adapt to that situation (Rosse et al., 1998). The ability to engage in response distortion requires a level of individual intelligence and emotional intelligence (Snell et al., 1999). This is because intelligent individuals are more likely to monitor their own feelings and emotions. They will also be able to articulate desirable answers in regards to the personnel selection requirements. This also refers back to item transparency. Thus individuals whose job desire is high will engage in response distortion due to the transparency of items and because they have a higher social awareness of what is needed to obtain their desired job.

Growth Need Strength and Personality Correlations

The correlations illustrated that GNS was significantly related to the personality dimensions. Growth need strength was significantly related to openness to experience and partially related to emotional stability, whilst not related to conscientiousness within either condition. The participants who responded more positively to GNS had a tendency to also respond more favourably to openness to experience within both conditions. De Jong et al. (2001)

stated that there are similarities within the theoretical framework between openness to experience and GNS. This correlation was as expected and provides support for the latter statement. Individuals who are high in openness to experience may still consider a situation with low job desire as a potential opportunity and thus be more likely to respond favourably within the GNS measure.

Only within the high job desire condition GNS was related to emotional stability. Those high in GNS search for stimulating and challenging work within their job (Hackman & Oldham, 1975). These challenging tasks at work may cause individuals stress and anxiety therefore, those high in emotional stability are more likely to keep calm and be able to deal with stressful and anxious situations. This relationship was not significant within the low job desire condition. Emotional stability within the low job desire condition compared whereas GNS remained stable across conditions. This could have led to more inconsistent responses within the low job desire condition that would have led to random association between the two variables.

Conscientiousness traits are considered to motivate the individual to perform to a high standard. However GNS implies that individuals need motivating work characteristics for them to perform to a high standard. Individuals may be motivated in different ways. Conscientiousness traits motivate the individual to perform whereas those high in GNS are motivated by work characteristics to perform. Since motivation is individually different, this may have resulted in a non-significant correlation.

Need for Achievement and Personality Correlations

Need for achievement was significantly correlated with openness to experience and conscientiousness. However there was no significant relationship with emotional stability. The relationship between openness to experience and nAch in the two conditions suggests that individuals who are high in nAch have a tendency to have vivid imaginations, be full of ideas and are intellectually curious (Costa & McCrae, 2010). Therefore assessing goals and tasks would require an individual to adjust to situations and try new techniques and procedures to achieve their goals. Additionally those who are more open to experience will have a greater need to learn and seize opportunities relating to individual growth and achievement striving tendencies.

The relationship between nAch and conscientiousness was moderate to relatively strong in strength in both conditions and reflected the findings from previous research (Paunonen & Ashton, 2001). Need for achievement and conscientiousness have similar traits; they both involve goal directed behaviour which means that the individual is organised and self-disciplined in relation to accomplishing their distant goals. Individuals who are high in both variables are determined to strive for excellence within their work. Therefore when individuals' perceived job desire is high, nAch and conscientiousness attributes would make them more competitive to obtain their desired job. For personnel hiring managers these could be considered important and attractive traits in an applicant.

Additionally, the relationship between emotional stability and nAch was not significant within either of the two conditions. Therefore, individual's emotional stability does not necessarily affect their achievement striving tendencies. Those who are emotionally unstable (i.e. high on neuroticism), their negative emotions may either inhibit or facilitate them accomplishing their tasks.

Additional Findings

Table 3.6 (p.63) illustrated three other significant correlations.

Extraversion was correlated with nAch and conscientiousness was correlated with emotional stability but only within the high job desire condition. Additionally, agreeableness was correlated with nAch within both conditions and was moderate in strength.

A significant but weak correlation was present within the high job desire condition between extraversion and nAch. Those who have a higher need to accomplish tasks are also more extraverted. In addition, there was a significant relationship between conscientiousness and emotional stability within the high job desire condition. This indicates that there may be more consistent responses within the high job desire condition. Participants may have been more enthused or engaged with the questionnaire in the high job desire condition because of the positive attributes being described in the scenario. In a situation of high job desire, individuals who are high in nAch tend to respond high to extraversion and those high in conscientiousness tend to respond positively in emotionally stable.

Additionally, agreeableness and nAch illustrated a moderate positive relationship in the two conditions. Those who have a determination to accomplish set goals also understand the importance of interpersonal relationships within the workplace. This may be because individuals consider establishing positive relationships as a measure of achievement. Not only does this correlation suggest a strong indication of social networking but also an individual who would work well within a team environment. This is because those who fit well within social environments and have a strong need to accomplish difficult tasks would be motivated to work in collaboration with others.

Practical Implications

Personality assessments have previously been met with criticism and doubts about their usefulness, validity and reliability within the personnel selection process. Since they are based on self-report measures individuals do engage in response distortion to some degree. There are many factors that influence individuals to distort their personality responses, one of them being job desire. The present study illustrated that job desire was a motivating influence that engaged individuals in response distortion. When an individual's job desire is high they are more likely to respond favourably to personality items, thus increasing their dimension scores. As individuals distort their responses this can change the rank order of the top applicants which can lead to misconstrued personnel hiring decisions. Given the assumption that individuals apply for a job because, to an extent, they have a desire for that particular position, it then seems logical that those who distort their responses the most may fall within the top of the ranking order. Personnel hiring managers need to question whether it is valid to confirm that those within the top ranking positions of potential applicants have, 1) a high desire for the job and 2) resemble their responses on their personality assessment.

This suggests that personality assessments may not be all that reliable when evaluating a potential applicant. The applicants are revealing manipulated information to the personnel hiring manager which can result in a misguided decision. Therefore personnel hiring managers need to remember not to over emphasise the importance of the results from a personality assessment. However since personality assessments are a useful tool within the personnel selection field, practitioners should not be using a personality assessment as their only selection method. The use of personality assessments with another selection tool such as a

structured interview may be able to confirm or deny the personality assessment results. Within the interview certain questions relating to their personality in relation to a particular situation such as “What would you do in this situation?” would be beneficial. Personality assessments could then add incremental validity to the final personnel hiring manager’s decision.

Another practical implication is the importance of job desire within personnel selection. The present study demonstrated that an individual’s job desire does influence their responses within a personality assessment. Job desire may affect other personnel selection tools. Additionally, determining an individual’s job desire prior to organisational entry could be possible. Job desire has illustrated that it is an antecedent to response distortion. Nevertheless, determining the full strength and weaknesses of job desire may aid the personnel hiring manager into differentiating individuals with high and low desire for a more accurate and beneficial personnel hiring decision.

Strengths and Limitations

This research is of particular interest as it examined the role of job desire within a personnel selection environment, more specifically in relation to response distortions within personality assessments. Researchers have suggested that job desire is an antecedent of response distortion, however there was no empirical evidence found in regards to personality assessments (Ellingson & McFarland, 2011; Goffin & Boyd, 2009; McFarland & Ryan, 2000; Snell et al., 1999).

A further strength of this study was its examination of GNS and nAch within the two job desire conditions (high and low). Assessing GNS and nAch meant that they offered some understanding of job desire and of an individual’s motivation and its implications. The relationship between high job desire and

individuals' needs, GNS and nAch, would be worthwhile examining in relation to response distortion. This is because an individual's job desire and their motivating needs may influence the individual to behave in a certain way to reach their goals.

A limitation of this study was that the Big Five dimension scales were shortened in length and had differing numbers of items per scale. The personality dimension scales from Time 1 and Time 2 had to be identical because the same items had to be measured in both instances. Openness to experience was affected the most because after factor analysis only four items remained to measure the dimension (Appendix D). These items may not have fully measured the dimension intended. The items only relate to the individual's imagination and level of ideas, thus may have measured the creativity of an individual.

A limitation within this study and noticeably within other studies is the laboratory design of the research. Using participants within a laboratory setting rather than applicants for a specific job suggests that the results may not be generalizable (Hogan et al., 2007). Griffith, Chmielowski and Yoshita (2007) stated that instructing participants to fake good within an assessment is the most common method used to determine the extent of response distortions. Participants are responding in regards to the instructions or a scenario given to them. The participants are considered to give experimentally manipulated responses, rather than their true responses in a real personnel selection setting. Griffith et al. (2007) believed that the responses given within a laboratory study are not true replications of how individuals would respond within the actual setting within a high or low job desire condition.

Future Research

Further research is needed to determine the true nature of job desire and its effect on personality assessments and other personnel selection methods. The effects of job desire and to what extent these effects occur within an actual real-life setting are needed. The research could be replicated to determine the strength of job desire on responses and to determine if there are any major differences within response distortion in relation to this study. Additionally, since there is a problem with item transparency in which there are correct responses to the items, using assessments with ipsative scale may decrease individual response distortions. This may make it more difficult for participants to determine the desired response and to determine how job desire would affect these types of scales.

The scenario that was presented to participants in the two conditions included a broad description of general important aspects of a job. However more specific context-based scenarios could be used to determine the extent of job desire. This could include an extra study that identifies which aspects of a job are most desirable to participants. Identifying and determining specific aspects of a job that a variety of individuals desire, could be used in one of two ways. Firstly, to create a more specific and desirable job scenario for the participants, as this may enhance the engagement of participants with the questionnaire. Secondly, determine which aspects of the job correlates with certain personality dimensions.

Summary

Job desire has previously been stated to be a determinant of response distortion within personnel selection (Ellingson & McFarland, 2011). The

findings of the response distortion within this study provide empirical evidence of the effects individual's job desire had on responding to personality items.

Participants responded significantly higher on all of the Big Five personality dimensions and nAch within the high job desire condition. In addition, GNS and nAch were found to relate to personality dimensions within each condition and some were found to be stronger within the high job desire condition. This illustrates that job desire does influence individuals' thought processes when responding to personality items. Individuals with high job desire are thought to engage in the items to determine the desired response. In addition, the individual's high functional awareness of the situation and understanding of what is needed to reach their goal of obtaining the job they applied for is essential. This study confirms that personality assessments are susceptible to response distortion which personnel hiring managers may use in collaboration with other selection tools. Additionally, this study encourages the idea of job desire as it may be more of an influencing factor than previously realised.

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APPENDIX A – Advertisement

Section A: Notice Board Advertisement

PARTICIPANTS WANTED



My name is Michaella Roess and I am currently completing my Masters of Applied Psychology (Organisational) at the University of Waikato.

I am looking for people to participate in my study. My research focuses on individual's desire, passion and motivation for a particular job they are applying for and how this influences personnel selection assessments.

You will need to be over **18 years old** to take part. You will be required to complete an online survey twice. At least one month a part. *Please ONLY contact me if you can commit to completing the survey twice.* The survey will take approximate 10-15 minutes. After the completion of both surveys you will then enter a draw to win a **\$50 Countdown voucher**. If you are a PSYC103 student, you can either be included in the draw or receive course credit. You will receive 1% course credit for each survey. However, you will not be awarded 2% course credit until you have completed both surveys.

Ethical approval for this study has been obtained from the University of Waikato School of Psychology Research and Ethics Committee. If you have any queries please do not hesitate to contact either me or the Head of Ethics Committee Nicola Starkey nstarkey@waikato.ac.nz or my supervisors Donald Cable dcable@waikato.ac.nz and Michael O'Driscoll psyc0181@waikato.ac.nz.

You can contact me on mdr11@waikato.ac.nz or on (027) 465 5964.



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Section B: Online Advertisement

PARTICIPANTS WANTED

My name is Michaella Roess and I am currently completing my Masters of Applied Psychology (Organisational) at the University of Waikato.

I am looking for people to participate in my study. My research focuses on individual's desire, passion and motivation for a particular job they are applying for and how this influences personnel selection assessments.

You will need to be over **18 years old** to take part. You will be required to complete an online survey twice. At least one month apart. *Please ONLY contact me if you can commit to completing the survey twice.* The survey will take approximate 10-15 minutes. After the completion of both surveys you will then enter a draw to win a **\$50 Countdown voucher**. If you are a PSYC103 student, you can either be included in the draw or receive course credit. You will receive 1% course credit for each survey. However, you will not be awarded 2% course credit until you have completed both surveys.

If you are interested please get in contact with me, either private message me or contact me on mdr11@waikato.ac.nz.

Ethical approval for this study has been obtained from the University of Waikato School of Psychology Research and Ethics Committee. If you have any queries please do not hesitate to contact either me or the Head of Ethics Committee Nicola Starkey nstarkey@waikato.ac.nz or my supervisors Donald Cable dcable@waikato.ac.nz and Michael O'Driscoll psyc0181@waikato.ac.nz. You can contact me on mdr11@waikato.ac.nz or on (027) 465 5964.



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APPENDIX B – Information Summary
Section A: Time 1 Information Summary

Job Desire and Personnel Selection Survey.

My name is Michaela Roess and I am currently completing my thesis as part of my Masters of Applied Psychology (Organisational) at The University of Waikato. I will be looking at how applicants respond to personnel selection assessments based on different scenarios. I invite you to participate in an online survey on two different occasions. If you feel that you cannot commit to participating in both parts of the study, please do not complete this survey. Also, do not complete this survey if you are under 18 years of age.

Today you will be given a scenario and asked to complete a questionnaire. You will then be emailed in a month's time to complete the same questionnaire but with a different scenario. After the completion of both surveys you will be put in a draw to win a \$50 Countdown voucher. The questions relate to job desire, personality, need for growth and the need to accomplish tasks within a job. Job desire is the extent to which you want the job you are applying for. This refers to your desire, passion and motivation to be hired for your dream job. Need for growth refers to your need to grow and develop within your job. Your need to accomplish tasks can be defined as your desire for significant accomplishment, mastering of skills, control, or high standards within your job.

Please answer as frankly as possible. This questionnaire will take approximately 10-15 minutes to complete. Instructions can be found at the beginning of each section.

Thank you for taking part in my study. Participation in this research study is completely voluntary. You are free to decline to participate for any reason. You may also stop participating at any time or refuse to answer any individual questions. This study is completely confidential, the information that you share will be kept private. You will be asked to create your own unique code. This is to ensure that I will be able to connect your two responses while keeping your responses anonymous and confidential. No one will be able to connect your survey responses to your name or email. I will contact you, with the email that you provided, with the summary of my findings after the completion of the data analysis.

Ethical approval for this study has been obtained from the University of Waikato School of Psychology Research and Ethics Committee. However, if you have any questions or wish to discuss anything further please do not hesitate to contact either me or the Head of Ethics Committee at the School of Psychology Nicola Starkey (nstarkey@waikato.ac.nz) or my supervisors Donald Cable (dcable@waikato.ac.nz) and Michael O'Driscoll (psyc0181@waikato.ac.nz).

Thanks,

Michaela Roess
mdr11@waikato.ac.nz

Section B: Time 2 Information Summary

Job Desire and Personnel Selection Survey.

My name is Michaella Roess and I am currently completing my thesis as part of my Masters of Applied Psychology (Organizational) at the University of Waikato. I will be looking at how applicants respond to personnel selection assessments based on different scenarios.

Today you will be given a different scenario and asked to complete the same questionnaire as last time. Once the survey is closed the winner of the \$50 Countdown voucher will be emailed.

PSYC103 Students - I will sign off on your 2% course credit. However, if you prefer to be added to the countdown draw let me know (You cannot do both).

The questions relate to job desire, personality, need for growth and the need to accomplish tasks within a job. Job desire is the extent to which you want the job you are applying for. This refers to your desire, passion and motivation to be hired for your dream job. Need for growth refers to your need to grow and develop within your job. Your need to accomplish tasks can be defined as your desire for significant accomplishment, mastering of skills, control, or high standards within your job.

Please answer as frankly as possible. This questionnaire will take approximately 10-15 minutes to complete. Instructions can be found at the beginning of each section.

Thank you for taking part in my study. Participation in this research is completely voluntary. You are free to decline to participate for any reason. You may also stop participating at any time or refuse to answer any individual questions. This study is completely confidential, the information that you share will be kept private. Your name will not be recorded anywhere, thus no one will be able to link your completed survey to your name. Also, you will be emailed a summary of my findings after the completion of the data analyses.

Ethical approval for this study has been obtained from the University of Waikato School of Psychology research and Ethics Committee. However, if you have any questions or wish to discuss anything further please do not hesitate to contact either me or the Head or Ethics Committee at the School of Psychology Nicola Starkey (nstarkey@waikato.ac.nz) or my supervisors Donald Cable

(dcable@waikato.ac.nz) and Michael O'Driscoll (psyc0181@waikato.ac.nz).

Thanks,

Michaela Roess

mdr11@waikato.ac.nz

APPENDIX C – Questionnaire

Section A – Unique Code

To keep your results confidential and anonymous I ask you to develop your own unique code. This ensures that I will be able to connect your two responses at the end but there will be no way to connect your survey response with your name or email address. You will be asked to re-enter this code in a months' time in the next session. To make it easy please write in your birth date and the first three letters of the city where you were born.

For example: I was born on the first of January in York. So I would enter...0101yor

Remember you will need this code for the next session.

Section B – Scenarios

Scenario 1: High Job Desire

Imagine that you have just finished your studies and graduated from University. You are now faced with the reality of finding a job which would, you hope, lead you into your career. Within your job search you come across a job that really appeals to you. Within the job description there are tasks that you believe you are competent in. The area of work is exactly where you see yourself. Also, you find the wage very satisfactory and the benefits that are offered are what you were looking for.

You send your resume and cover letter to the hiring manager. You are very excited to hear if you are offered to go through to the next part of the selection process. You receive a phone call a few days later and they wish you to come in to complete some assessments. They wish to ask you questions about your personality, your need for growth and the need to accomplish tasks within a job.

You are now sitting down ready to complete these assessments. You are excited, ready and hopeful that you will be the ONE to be offered the job, because this is the job of your dreams.

Scenario 2: Low Job Desire

Imagine that you have finished your studies and graduated from University. You have been searching for a job for a while now. You come across a job that has nothing to do with your qualification or the area that you desire. The wage is not great and the benefits that are offered are small and not important to you.

You find yourself in a place where you need a job as soon as possible. This particular job does not meet your preferences but you apply anyway. You send your resume and cover letter off to the hiring manager. A couple of days later they phone and wish for you to come in to complete some assessments. They wish to ask you questions about your personality, your need for growth and the need to accomplish tasks within a job. You have nothing else happening and this is the first job prospect that you have had since graduating, so you agree.

You are now sitting down ready to complete these assessments. You complete the assessments because you have not heard from any other job. You are

not excited or interested in the job or what it offers you. If you are offered the job you will probably decline it.

Section C – Job Desire Measure

Desire for the job.

Based on the previous scenario please answer the following questions.

Scenario 1 - Remember this is a job that you really want and that is desirable.

Scenario 2 - Remember this is job that you do not really want but are applying for anyway.

1. How motivated are you to get the job?

Extremely Unmotivated	Unmotivated	Neutral	Motivated	Extremely Motivated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How strong is your desire to get the job?

Very Weak Desire	Weak Desire	Neutral	Strong Desire	Very Strong Desire
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If you were unable to fulfil your desire to get the job, how would you feel?

Not at all Frustrated	Slightly Frustrated	Somewhat Frustrated	Very Frustrated	Extremely Frustrated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section D – Personality Assessment

Describing yourself

How accurately do these statements describe you? Describe yourself as you are now, not as you wish to be in the future.

Scenario 1 - Remember this is a job that you really want and that is desirable.

Scenario 2 - Remember this is job that you do not really want but are applying for anyway.

I believe I...

	Very Inaccurate	Moderately Inaccurate	Neither Inaccurate or Accurate	Moderately Accurate	Very Accurate
4. Am the life of the party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Feel little concern for others. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Am always prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Get stressed out easily. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Have rich vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Don't talk a lot. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Am interested in people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Leave my belongings around. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Am relaxed most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Have difficulty understanding abstract ideas. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Feel comfortable around people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15.	Insult people. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Pay attention to details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Worry about things. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Have a vivid imagination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Keep in the background. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Sympathize with others' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Make a mess of things. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Seldom feel blue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Am not interested in abstract ideas. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Start conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Am not interested in other people's problems. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Get chores done right away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	Am easily disturbed. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	Have excellent ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	Have little to say. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	Have a soft heart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31.	Often forget to put things back in their proper place. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32.	Get upset easily. (R)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33.	Do not have a good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	imagination. (<i>R</i>)					
34.	Talk to a lot of different people at parties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35.	Am not really interested in others. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36.	Like order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.	Change my mood a lot. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38.	Am quick to understand things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.	Don't like to draw attention to myself. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40.	Take time out for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41.	Shirk my duties. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42.	Have frequent mood swings. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43.	Use difficult words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44.	Don't mind being the center of attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.	Feel others' emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46.	Follow a schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.	Get irritated easily. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48.	Spend time reflecting on things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49.	Am quiet around strangers. (<i>R</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50.	Make people feel at ease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51.	Am exacting in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52.	Often feel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53.	blue. (<i>R</i>)					
	Am full of ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section E – Growth Need Strength Part A

Your Need for Growth within a Job.

To what extent would you like to have these job characteristics within your job?

	Not at All	Minor Degree	Some Degree	Moderate Degree	High Degree	Very High Degree	Extremely High Degree
54. High respect and fair treatment from my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Stimulating and challenging work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Chances to exercise independent thought and action in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Great job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Very friendly co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Opportunities to learn new things from my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. High salary and good fringe benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Opportunities to be creative and imaginative in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Quick promotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63.	Opportunities for personal growth and development in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64.	A sense of worthwhile accomplishment in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section F – Growth Need Strength Part B

Preferred Job Characteristic.

For each question, two different job characteristics are briefly described.

Which statement would you prefer to have in your job?

65. **A** – A job where the pay is very good.

B – A job where there is considerable opportunity to be creative and innovative.

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. **A** – A job where you are often required to make important decisions.

B – A job with many pleasant people to work with. (*R*)

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. **A** – A job in which greater responsibility is given to those who do the best work.

B – A job in which greater responsibility is given to loyal employees who have the most seniority. (*R*)

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. **A** – A job in a firm which is in financial trouble and might have to close down within the year.

B – A job in which you are not allowed to have any say whatever in how your work is scheduled, or in the procedures to be used in carrying it out. (*R*)

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. **A** – A very routine job.

B – A job where your co-workers are not very friendly.

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. **A**- A job with a supervisor who is often very critical of you and your work in front of other people.

B – A job which prevents you from using a number of skills that you worked hard to develop. (*R*)

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

71. **A** – A job with a supervisor who respects you and treats you fairly.

B – A job which provides constant opportunities for you to learn new and interesting things.

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. **A** – A job where there is a real chance you could be laid off.

B – A job with very little chance to do challenging work. (*R*)

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73. **A** – A job in which there is a real chance for you to develop new skills and advance in the organization.

B – A job in which provides lots of vacation time and excellent benefits package. (*R*)

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. **A** – A job with little freedom and independence to do your work in the way you think best.

B – A job where working conditions are poor.

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

75. **A** – A job with very satisfying teamwork.

B – A job which allows you to use your skills and abilities to the fullest extent.

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. **A** – A job which offers little or no challenge.

B – A job which requires you to be completely isolated from co-workers.

Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section G – Need for Achievement

Accomplishing Tasks

To what extent do you agree that these statements describe your behaviour?

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
77.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section H – Demographic

Demographic.

The following questions are used to describe the sample.

82. What is your gender?

- Male
- Female

83. What is your age?

84. What is the ethnic group that you most strongly associate with?

85. What is the highest level of education you have completed?

- NCEA Level 3
- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Other _____

86. Are you currently employed?

- Yes
- No

87. If yes, how long have you been in employment?

Section I – End Message

Time 1 Message

THANK YOU!

This is the end of the first session. Thank you for your participation. Remember, I will email you in a month's time for the follow up session. Just remember you will be asked to enter the same code you used at the start of this session.

If you have any further questions or would like to contact me, my email is mdr11@waikato.ac.nz. You can also contact the head of ethics committee of the School of Psychology Nicola Starkey (nstarkey@waikato.ac.nz) or my supervisors Donald Cable (dcable@waikato.ac.nz) and Michael O'Driscoll (psyc0181@waikato.ac.nz).

Time 2 Message

THANK YOU!

This is the end of the second session. Thank you for your participation. You will be emailed a summary of the findings once the data analysis has been completed. You are now in the draw to win a \$50 voucher at Countdown. The winner will be emailed and the others notified that they have not been successful in the draw as soon as the survey is closed. PSYC103 Students - I will sign off on your 2% course credit.

If you have any further questions or would like to contact me, my email is mdr11@waikato.ac.nz. You can also contact the head of ethics committee of the School of Psychology Nicola Starkey (nstarkey@waikato.ac.nz) or my supervisors Donald Cable (dcable@waikato.ac.nz) and Michael O'Driscoll (psyc0181@waikato.ac.nz).

Note: (R) - The item had reverse scoring.

APPENDIX D – Personality Items

Openness to Experience

Items Retained:

- O3. Have a vivid imagination.
- O5. Have excellent ideas.
- O6. Do not have a good imagination. (R)
- O10. Am full of ideas.

Items Removed:

- O1. Have rich vocabulary.
- O2. Have difficulty understanding abstract ideas. (R)
- O4. Am not interested in abstract ideas. (R)
- O7. Am quick to understand things.
- O8. Use difficult words.
- O9. Spend time reflecting on things.

Conscientiousness

Items Retained:

- C1. Am always prepared.
- C2. Leave my belongings around. (R)
- C5. Get chores done right away.
- C6. Often forget to put things back in their proper place. (R)
- C7. Like order.
- C9. Follow a schedule.

Items Removed:

- C3. Pay attention to details.
- C4. Make a mess of things. (R)
- C8. Shirk my duties. (R)
- C10. Am exacting in my work.

Extraversion

Items Retained:

- E1. Am the life of the party.
- E2. Don't talk a lot. (R)

- E3. Feel comfortable around people.
- E4. Keep in the background. (R)
- E5. Start conversations.
- E7. Talk to a lot of different people at parties.
- E8. Don't like to draw attention to myself. (R)
- E9. Don't mind being the center of attention.
- E10. Am quiet around strangers. (R)

Items Removed:

- E6. Have little to say. (R)

Agreeableness

Items Retained:

- A1. Feel little concern for others. (R)
- A2. Am interested in people.
- A4. Sympathize with others' feelings.
- A5. Am not interested in other people's problems. (R)
- A6. Have a soft heart.
- A7. Am not really interested in others. (R)
- A8. Take time out for others.
- A9. Feel others' emotions.

Items Removed:

- A3. Insult people. (R)
- A10. Make people feel at ease.

Emotional Stability

Items Retained:

- ES1. Get stressed out easily. (R)
- ES2. Am relaxed most of the time.
- ES3. Worry about things. (R)
- ES5. Am easily disturbed. (R)
- ES6. Get upset easily. (R)
- ES7. Change my mood a lot. (R)
- ES8. Have frequent mood swings. (R)
- ES9. Get irritated easily. (R)

ES10. Often feel blue. (R)

Items Removed:

ES4. Seldom feel blue.

Note: (R)- The item had reverse scoring

APPENDIX E – Scree Plots

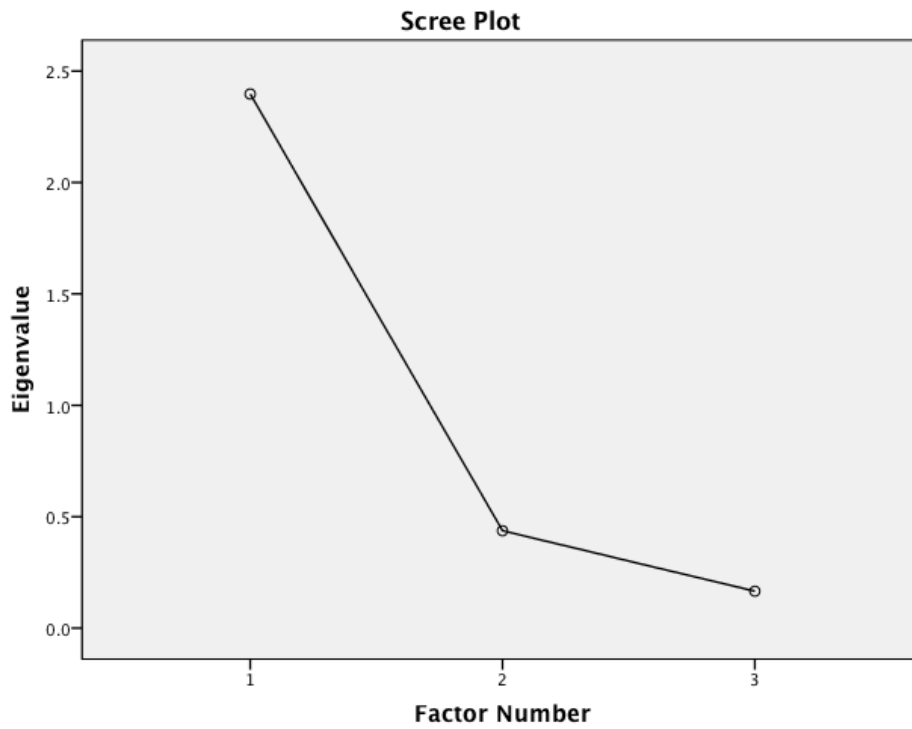


Figure E.1. Scree plot of the job desire scale at Time 1.

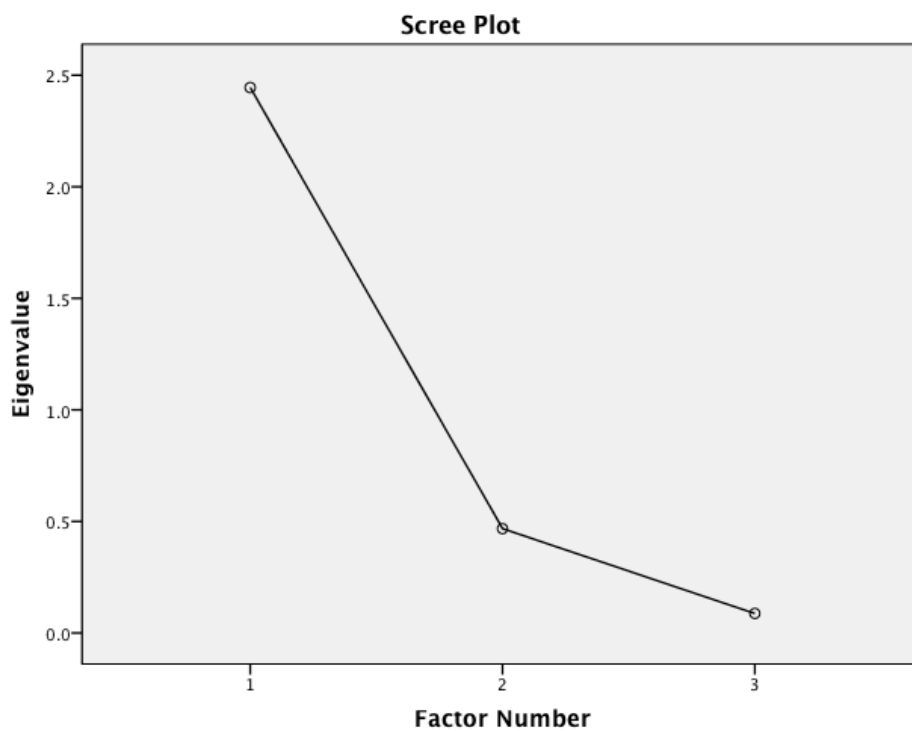


Figure E.2. Scree plot of the job desire scale at Time 2.

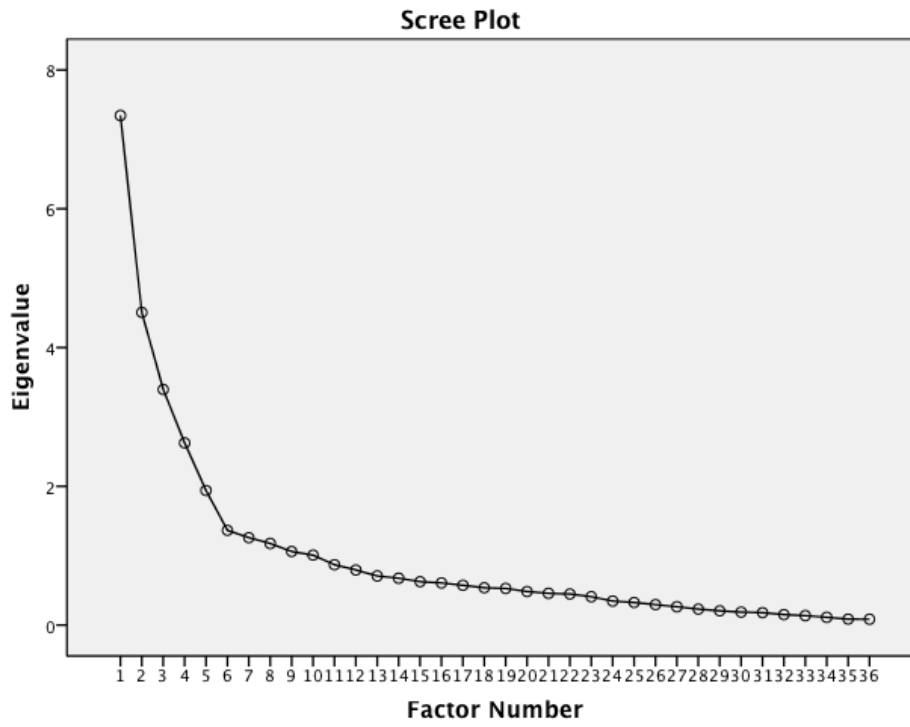


Figure E.3. Scree plot of the personality measure at Time 1.

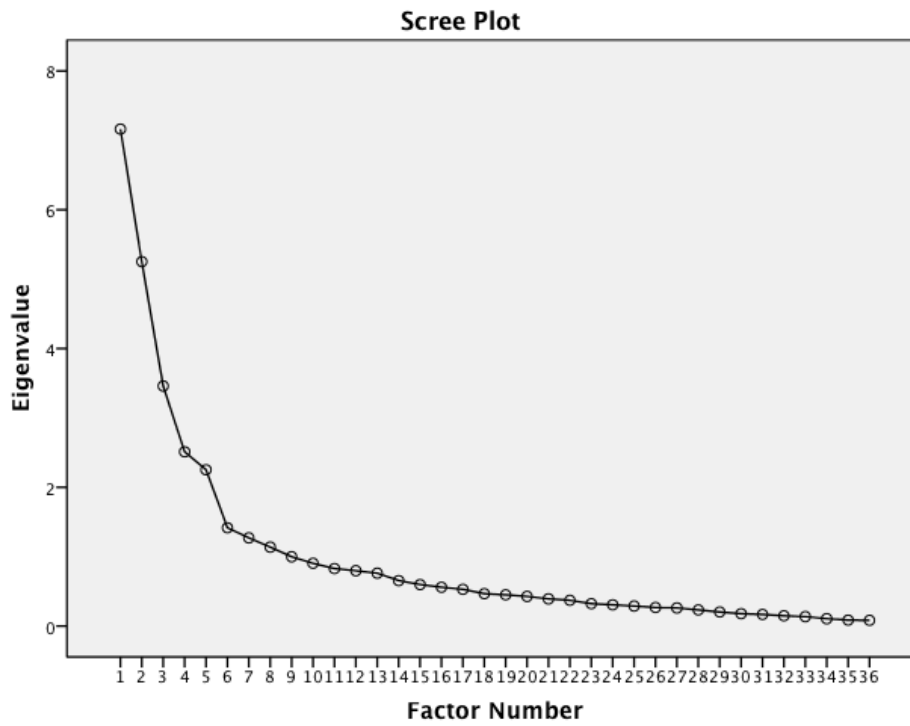


Figure E.4. Scree plot of the personality measure at Time 2.

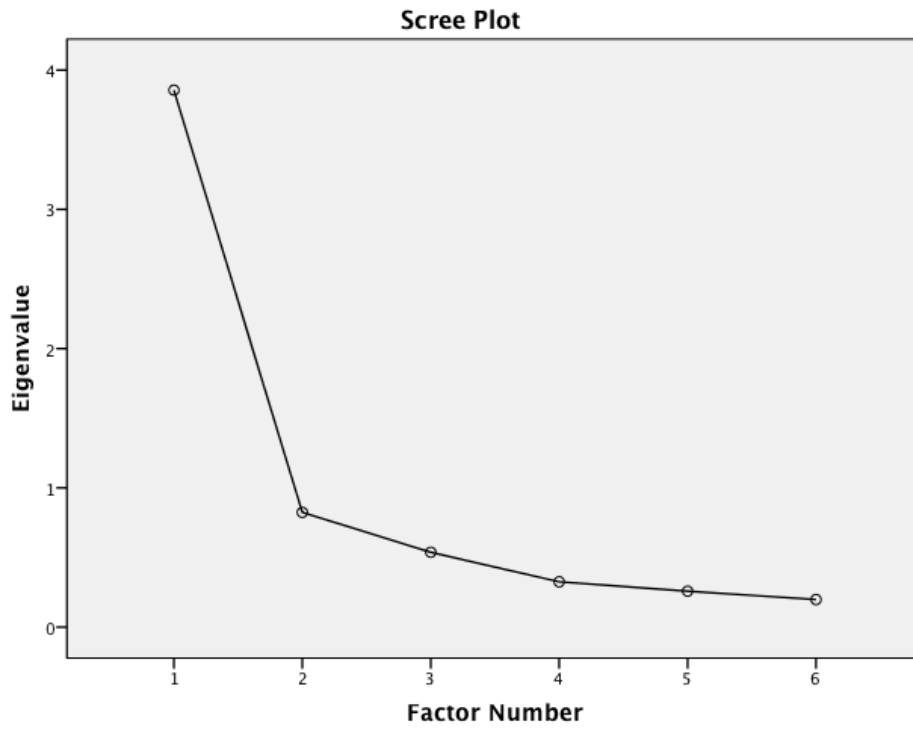


Figure E.5. Scree plot of the growth need strength part A scale at Time 1.

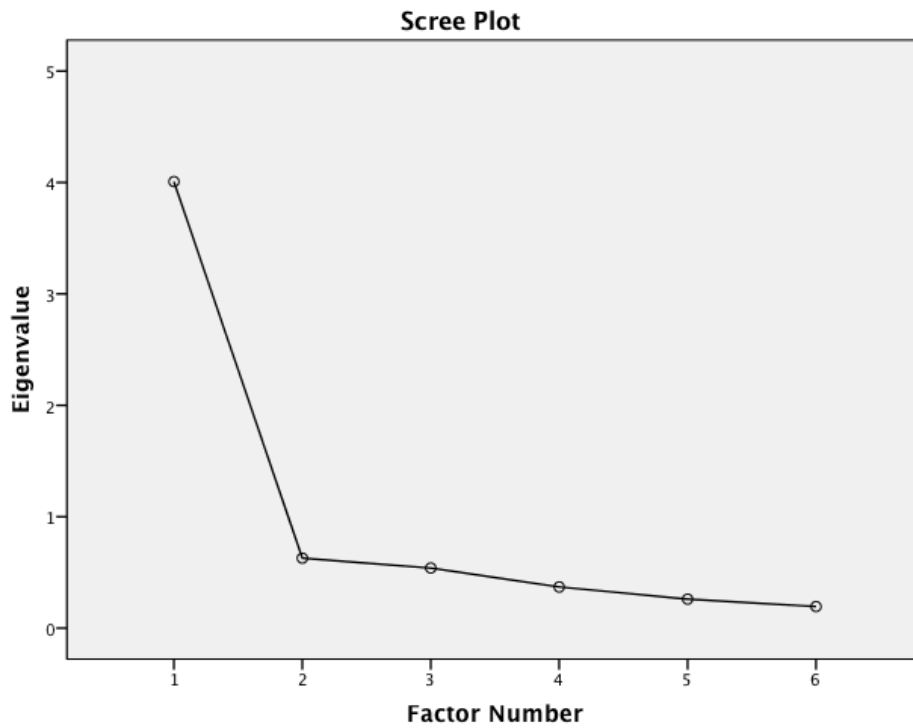


Figure E.6. Scree plot of the growth need strength part A scale at Time 2.

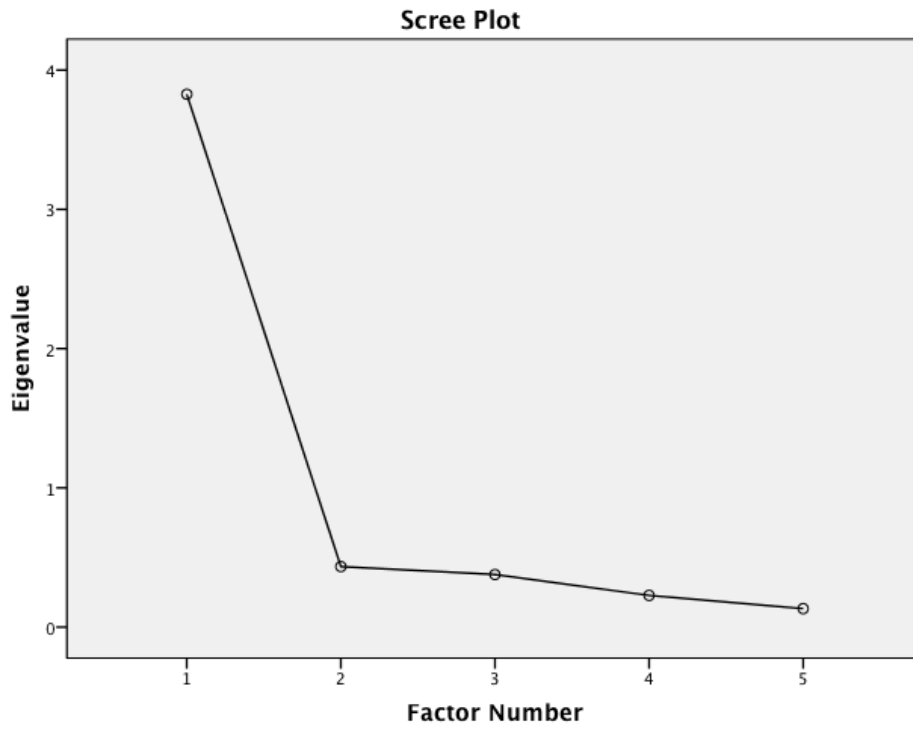


Figure E.7. Scree plot of the need for achievement scale at Time 1.

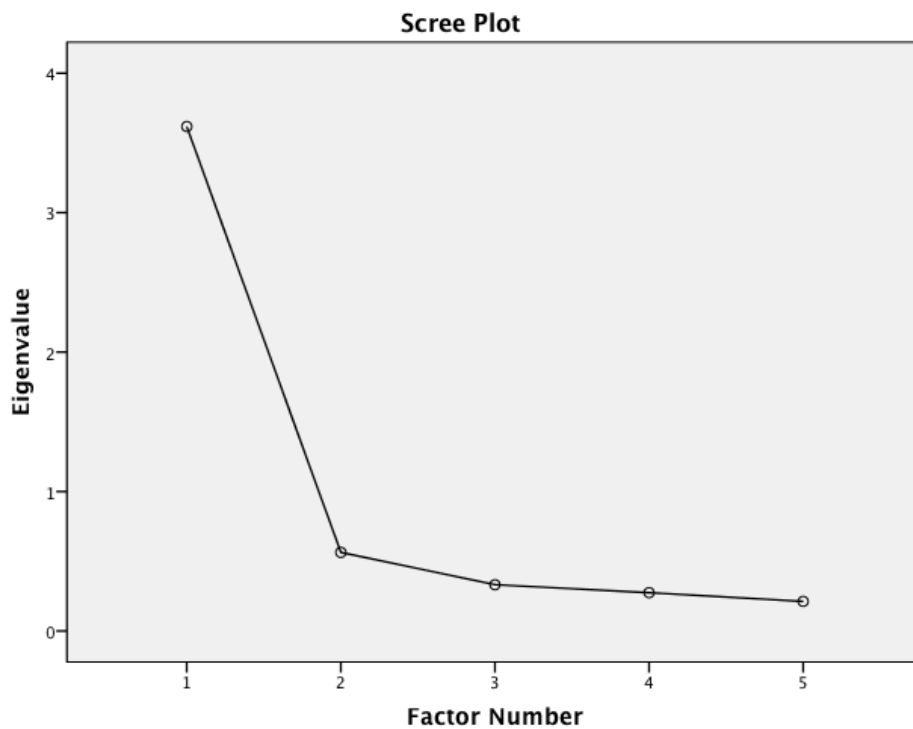


Figure E.8. Scree plot of the need for achievement scale at Time 2.