

PERFORMANCE ESSENTIALS VALIDATION AND TESTING

By

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ABSTRACT

Selection of employees has drawn on tests and other tools to determine which employees may succeed or best fit the organization's needs. Measures of personality and situational judgement tests have often been used by organizations and are a subject of study by IO psychologists. New tools that can be tailored to organizations' use continue to be developed and, in this study, we aimed to evaluate one such new tool, the Performance Essentials Measure (PEM), alongside the HEXACO and measures of attitudes towards lateness and absence. We used data gathered from students and faculty Middle Tennessee State University and from prospective law enforcement officers. Our exploratory factor analysis of the PEM did not match the proposed structure, with seven factors initially identified, and one discarded due to the few items and low internal consistency. While one factor, Cooperativeness, still fit with the proposed factor, many items were eliminated and some items from other factors fit better with it. Our two strongest factors, Forthcoming and Ruthless as we tentatively named them, came from our proposed Honesty PEM Factor being split in two, with the addition of some items from other proposed factors. The other factors found were composed of items from a mix of the proposed factors. While our strongest factor had strong correlations with the HEXACO, revision and updated items are needed to proceed further with the development of the PEM.

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CHAPTER 1: LITERATURE REVIEW

Introduction

Selecting and hiring new employees has long been a critical focus for organizations as ensuring that the employees they select and bring into the organization are successful is an important step in achieving their strategic goals and maintaining competitive advantage (Gatewood, Field & Barrick, 2015, p. 2). Data gathered by the Society for Human Resource Management has found that the average cost for hiring an individual was nearly \$4,700, with some organizations estimating the total cost could be three to four times the salary of someone in the position (Navarra, 2022). Considering the costs involved, it is important for organizations to discover early in the process which applicants are going to be successful and which are not likely to be a success on the job. To this end, various methods have been used to profile candidates who may be more successful in the job than others.

Personality in Selection

Successful candidate profiles vary depending on the requirements for the job and with this variation, there comes a wide variety of selection methods which can be used to assess knowledge, skills, and other characteristics that are required for jobs. These include work samples to assess how a candidate may perform on the job, IQ interviews to measure how well someone may learn and process information, and our subject of study, using personality tests to determine how their personality traits match a given job (Gatewood, Field & Barrick, 2015, p 11). Personality as a predictor of types of behavior, specifically job performance, has been widely studied and several notable research

studies have found that personality is a valid predictor of job performance (Ones et al. 2007; Barrick and Mount, 1991). These tests have some advantages over other selection tools, such as being cheaper to administer than work samples (Gatewood, Field & Barrick, 2015, p. 617) and lacking the potential for adverse impact that often comes with IQ testing (Gatewood, Field & Barrick, 2015, p. 574-575). Personality is also linked to other behaviors of interest, such as task and relationship conflict (Bono et al., 2002). Much of the prior research has been focused on the NEO Five Factor Inventory, however there are additional dimensions that may be of interest to those involved in the selection process. Honesty and integrity are highly desirable traits in employees and are not specifically covered by the five dimensions of the Five Factor model and the HEXACO addresses this with the addition of the Honesty/Humility factor. Research has shown that that this factor is significantly related to job performance, adding additional value over just using the Five Factor model (Johnson, Rowatt, & Petrini, 2011). Meta-analytic research on the HEXACO has supported its use for predicting counterproductive work behaviors (CWB), organizational citizenship behaviors (OCB), and task performance, with the addition of the Honesty/Humility factor demonstrating incremental validity over other predictors for counterproductive work behaviors. The Honesty/Humility dimension was found to have a strong negative correlation with CWB and weak correlations with OCB and task performance. (Lee, Berry, & Gonzalez-Mulé, 2019) Additional research on all six HEXACO factors has supported this use, with one meta-analysis finding Extraversion, Conscientiousness, Agreeableness, Honesty/Humility, and Openness to Experience correlated with OCB. In total, the HEXACO factors were found to explain variance in measured OCB (Pletzer, Oostrom, & de Vries, 2021). Additionally, the Big

Five factors have been shown to be related to job performance (Tett, Jackson, & Rothstein, 1991; Barrick & Mount, 1991; Ones et al., 2007). While faking is a concern, research has suggested that, while it occurs in personality assessments for selection, it may not be a significant problem in terms of the inferences made regarding the validity of such measures in selection settings (Hogan, Barrett, & Hogan, 2007). Similarly, the effects of social desirability, respondents answering in accordance with what they feel other people expect of them and in an effort to be well received, can be controlled for in test scores (Ones & Viswesvaran, 1998). It is widely believed that assessing integrity can be useful in predicting undesirable behaviors (Ones, Viswesvaran, & Schmidt, 1993). While faking and impression management may be controlled for in statistical analysis, many hiring managers and other HR professionals are not aware that these problems can be addressed, and as a result these assessments may appear to be flawed. Additionally, many people that use and interpret personality tests lack the skills and knowledge to make quantitative adjustments or to communicate these solutions to others when needed.

The secondary focus of this research concerns how attitudes towards lateness and tardiness relate to personality. In 2021, during the height of the pandemic, some businesses noted a trend of employees not showing up to interviews or showing up to their first day of work after being hired. Reports from businesses claimed that between 46% and 90% of potential employees were not showing up to scheduled interviews (O’Rahilly, 2021; Dean & Duffy, 2021) and 7% not showing up for their first day of work (O’Rahilly, 2021). Timeliness and attendance are qualities that are of significant interest to industrial and organizational psychology and businesses leaders. Research on these topics has been conducted before, with most research on attendance focusing on

absenteeism or how often someone is absent from work. While timeliness may seem closely related to attendance, research has shown that these are distinct qualities and relatively stable over time. That is, people who are often late and people who skip work regularly tend to continue this pattern throughout their life but those who are often late may not be often absent or vice versa. (Richard & Slane, 1990) Despite this, the findings on which personality traits are related to these qualities is rather similar.

Conscientiousness has been found to be negatively related to tardiness, with agreeableness and neuroticism explaining some variance as well. Conscientiousness, agreeableness, and neuroticism were linked to people showing up early. (Back, Schmukle, & Egloff, 2006)

Performance Essentials Measure

To provide a new selection tool, a research team set out to create an assessment of traits and characteristics that would be generally sought out by a wide range of employers. The new measure would be created using a Situational Judgement Test (SJT) format in which respondents would rank order options instead of selecting a single best or most appropriate response. The measure, heretofore referred to as the Performance Essentials Measure (PEM) was developed to assess five dimensions: Composure, Cooperativeness, Dependability, Honesty, and Risk Comfort. Composure is the tendency to maintain a calm attitude and project self-confidence. Cooperativeness is the tendency to be cooperative, respectful, forgiving, and trustworthy when dealing with others. Dependability is the tendency towards organization and responsibility. Honesty is the tendency to not lie, steal, or otherwise break the rules. Risk Comfort is the tendency to

engage in behaviors based on the rewards rather than the possibility of a negative outcome. While all the traits appear positive, the extremes are noted to have potential drawbacks, such as people who score very high in dependability being inflexible or someone with high composure being perceived as lacking empathy and arrogant. The PEM's SJT format presents respondents with a scenario and three possible courses of action. For each scenario, respondents are asked to select the response that they believe to be the most appropriate (ranked a 1), the second most appropriate (ranked a 2) and the least appropriate (ranked a 3). The five dimensions were theorized by researchers to be relevant and distinct dimensions relating to future job performance across many different vocations. In addition to providing an assessment of the applicants' average state on each of these dimensions, it would allow employers to rank order the responses according to how they would prefer an employee to react and lessen the risk of faking on the test. For example if an organization wanted to hire candidates that were high on risk tolerance, organizational leaders could tailor the response key such that candidates higher on risk tolerance would be selected and the opposite would be true for organizations where risk tolerance was not deemed a desirable trait in employees. While this is a new measure, the researchers expected the five PEM dimensions to be somewhat correlated with the Big Five personality traits as well as measures of integrity.

Purpose

The purpose of this study is to first validate PEM dimensions proposed using Exploratory Factor Analysis. Then we will calculate the internal consistency of the PEM dimensions, to determine if the items assigned to each factor are in fact statistically

linked by a common factor, if there is any overlap between factors, or if there are any extraneous items. We believe that we will find five distinct factors, with strong internal consistency. Upon establishing the factor structure of the PEM, construct validity will be assessed by examining the convergent and discriminant validity by comparing the PEM dimensions to an established measure of personality, the HEXACO. The HEXACO was chosen due to its inclusion of the Honesty/Humility dimension, which should relate to the PEM Honesty dimension. The Honesty/Humility dimension measures an individual's tendencies towards manipulation, rule breaking for their own gain, motivation by material gain, and sense of self-importance. The HEXACO also includes Emotional Stability, Extraversion, Agreeableness, Conscientiousness and Openness to Experience. Emotional Stability measures an individual's tendencies towards fear, anxiety, need for emotional support, empathy, and attachment to others. Extraversion measures an individual's tendencies towards enjoying social interactions, confidence in leading or talking to groups of people, and feelings such as enthusiasm. Agreeableness measures an individual's tendencies towards being forgiving, leniency in judging others, anger management, and willingness to compromise or cooperate. Conscientiousness measures an individual's tendencies towards organization, discipline, perfectionism, and care when making decisions. Openness to Experience measures an individual's tendencies towards enjoying art and nature, inquisitiveness, imagination, and interest in novel things. (Lee & Ashton, 2009) With this comparison, we can assess the construct validity of our measure. We also expect Composure to relate to Emotional Stability, Cooperativeness to Agreeableness, Dependability to Conscientiousness, Honesty to Honesty/Humility, and Risk Comfort to relate to Openness to Experience and perhaps Extraversion.

Timeliness and Attendance

While research on personality and job performance has suggested that conscientiousness would be positively related to attendance, research has focused on absenteeism rather than initial attendance at interviews and job training. Considering the research on absenteeism and personality there have been mixed findings. Some research has found that neuroticism (the inverse of emotional stability) has a significant negative relationship with attendance (Stormer and Fahr, 2013; Conte and Jacobs, 2003; Lounsbury et al., 2004) while other research has found no such relationship (Judge, Martocchio, & Thoresen, 1997; Salgado, 2002). Research has found similar results with extraversion finding both significant negative relationships with attendance (Judge, Martocchio, & Thoresen, 1997; Woodfield et al., 2006; Conte and Jacobs, 2003; Furnham and Bramwell, 2006) and no significant relationships (Salgado, 2002).

Research found that conscientiousness had significant positive relationships with attendance (Judge, Martocchio, & Thoresen, 1997, Woodfield et al., 2006; Conte & Jacobs, 2003; Lounsbury et al., 2004) and other research has found no relationship (Salgado, 2002; Furnham and Bramwell, 2006). Agreeableness has also been most often found to have a positive relationship (Woodfield, Jessop, & McMillan, 2006; Lounsbury et al., 2004), but other research has found no relationship (Salgado, 2002). Openness to experience was not as often included in the research and when it was most often it was found to have no relationship (Salgado, 2002). However, one study found a positive relationship with attendance (Lounsbury et al., 2004) and another study found a negative relationship with attendance (Daviri & Woods, 2006).

More research has been conducted on how personality impacts timeliness and on regular attendance of work, little has been conducted on how personality impacts attendance of appointments like job interviews or showing up to training for the job once they have accepted it. We will be using measures of attitudes towards absence and lateness to as our criteria in this study. We expect some research findings to relate to our specific area of focus as research has repeatedly shown that personality plays an important role in explaining the patterns of behavior of individuals over time and the related findings for these qualities. With this in mind, we base our hypotheses on the prior relationships found between personality constructs, timeliness, and absenteeism. Conscientiousness and agreeableness will predict attendance, while neuroticism and extraversion will predict absence. We expect similar findings for attitudes towards tardiness. Specifically, we expect conscientious and agreeableness will be linked to lower opinions of tardiness, and extraversion will be linked to higher opinions of tardiness. Neuroticism is expected to have a negative relationship with attitudes towards tardiness in contrast to the expected findings with attendance. These measures will also be compared to personality measures, and we expect personality's relationship with these attitudes to match with our hypotheses on which characteristics will predict attitudes towards absence or lateness.

While the Big Five were used in previous research, we will be using the HEXACO personality measure. The addition of the honesty/humility trait will provide additional information and while we have no hypotheses on what its relationship with our criteria will be, we will be looking to see what kind of relationship it may have. In

addition to our more traditional personality measures, we will be collecting information with the Performance Essentials Measure.

Research Questions

Considering the literature covered, the PEM, and the accompanying measures, we determined a series of research questions:

RQ1: Are there five independent factors in the PEM?

RQ1a: Does the analysis support the Composure dimension?

RQ1b: Does the analysis support the Cooperativeness dimension?

RQ1c: Does the analysis support the Dependability dimension?

RQ1d: Does the analysis support the Risk Comfort dimension?

RQ1e: Does the analysis support the Honesty dimension?

RQ2: Do the HEXACO factors correlate with the PEM factors?

RQ2a: Is Composure correlated with Emotional Stability?

RQ2b: Is Cooperativeness correlated with Agreeableness?

RQ2c: Is Dependability correlated with Conscientiousness?

RQ2d: Is Honesty correlated with Honesty/Humility?

RQ2e: Is Risk Comfort correlated with Openness to Experience and Extraversion?

RQ3: Do the factors of the HEXACO and PEM correlate with the measures of attitudes towards attendance and attitudes towards lateness?

RQ3a: Do the HEXACO factors correlate with measures of attitudes towards attendance?

RQ3b: Do the HEXACO factors correlate with measures of attitudes towards lateness?

RQ3c: Do the PEM factors correlate with measures of attitudes towards attendance?

RQ3d: Do the PEM factors correlate with measures of attitudes towards lateness?

CHAPTER 2: METHODS

To validate the Performance Essentials Measure and examine this measure's relationship with personality, attendance, and tardiness, we will be using the HEXACO measure of personality and measures of attitudes towards absence and lateness. Using data gathered from participants, we first validated the Performance Essentials Measure, determined the internal consistency of each of our dimensions, as well as assessing discriminant validity, and construct validity.

The HEXACO measure was selected as our measure of personality over the Big Five measure of personality due to the added dimension of honesty/humility. This will be our primary measure of personality. The Big Five measures have been primarily used before in research examining how personality relates to job performance, tardiness, and absenteeism as discussed previously in the literature review. Little research on this subject has been done utilizing the HEXACO and as it has been validated as a measure of personality (Lee & Ashton, 2004), this research can contribute to the examination of personality and job related behaviors. The 60-item HEXACO measure was selected. Considering the six dimensions, Cronbach's alpha was reported as $\alpha = 0.79$ in a college sample and 0.74 in a community sample for Honesty-Humility, $\alpha = 0.78$ and 0.73 for

Emotionality, $\alpha = 0.80$ and 0.73 for Extraversion, $\alpha = 0.77$ and 0.75 for Agreeableness, $\alpha = 0.78$ and 0.76 for Conscientiousness, and $\alpha = 0.77$ and 0.80 for Openness to Experience. (Ashton & Lee, 2009)

To measure attitudes towards absence and lateness, two measures were selected. Shapira-Lishchinsky and Ishan's (2012) measures of acceptance towards absenteeism was selected to measure attitudes towards absenteeism. This is a 9-item measure ($\alpha = 0.76$) of attitudes of individuals towards absenteeism. (Shapira-Lishchinsky & Ishan, 2012) For attitudes towards lateness, Foust, Elicker, & Levy's (2006) measure of attitude toward lateness was selected. This is a 9-item measure ($\alpha = 0.82$ in a student population) of attitudes of individuals towards lateness.

Participants were recruited from the Middle Tennessee State University student body using the SONA research pool. Participants were asked to take part in an online survey where they will take the Performance Essentials, HEXACO, and attitudes measures. Additional participants were recruited via university wide email, where they were invited to take the same online survey. Participants were also recruited from the Tennessee Highway Patrol, with the survey presented as an optional research opportunity after completion of the selection process. The survey was distributed and opened by a total of 1262 individuals. Of these individuals 968 either only opened the survey, did not complete a significant portion of the survey, did not consent, or failed quality assurance questions and were eliminated, leaving 294 responses for analysis.

For examining the validity of the Performance Essentials Measure and the impact of multiple variables, the data was analyzed using factor analysis and multiple linear regression. Correlations between variables were also examined. Quality assurance

questions were added to the scales to ensure the integrity of the data. Participants who did not answer these questions correctly were not included in the data. Participants who did not answer a larger number of questions in the scales were removed. See Table 1 and 2 for Demographics.

Table 1: Race Demographics

Race	Number of Participants
No Response	121
Asian / Pacific Islander	7
African American / Black	14
Hispanic / Latino	3
Arab / Middle Eastern	2
Biracial / Multi Racial	7
Native American / Alaskan Native	1
Prefer Not to Say	7
White / Caucasian	133

Table 2: Gender Demographics

Gender	Number of Participants
Male	164
Female	120
Transgender Man	3
Prefer not to say	3
Other	3
No Response	2

CHAPTER 3: RESULTS

Exploratory Factor Analysis

An exploratory factor analysis was performed to determine if the proposed PEM factors were in fact as theorized. Using Principal Component Analysis and Quartimax Rotation, seven initial factors were extracted. Using item analysis and Cronbach's alpha as our measure of internal consistency, these factors were reduced to the most relevant items. See Table 1 for information on the factors. Factor 6 was eliminated due to the low internal consistency. Considering our first research question we determined that there were six relevant factors in the PEM items, although they did not align as hypothesized with the PEM factors. Factors 1 and 2 both consisted primarily of items from the PEM Honesty dimension, although items from other proposed factors were included as well. Factor 3 consisted of items mostly relating to the PEM Cooperativeness dimension. Factor 4 consisted mostly of items from the Risk Comfort and Composure dimensions. Factor 5 consisted of items from the Cooperativeness and Dependability dimensions. Factor 7 was a mix of several dimensions. Item analysis was conducted for each factor. Based on the items that were included the factors were tentatively named. Factor 1 was named Forthcoming, Factor 2 was named Ruthless, Factor 3 remained Cooperativeness, Factor 4 was named Confidence, Factor 5 was named Helpfulness, and Factor 7 was designated as Misc.

Table 3: PEM Factors

	Forth.	Ru.	Coop.	Con.	Help.	Removed	Misc.
Alpha	0.88	0.87	0.70	0.68	0.46	0.15	0.44
N	15	14	9	8	6	4	6

(For. = Forthcoming, Ru. = Ruthless, Coop. = Cooperativeness, Con. = Confidence Help = Helpfulness)

Table 4: PEM Factor Items

Forthcoming	Ruthless	Cooperativeness	Confidence	Helpfulness	Removed	Misc.
H5	H18	CP12	CM4	CP2	D11	D16
H9b	H10	CP8	RC7	D6	CP10	CP9
H3	H16	CP7	RC6	CP5	CM11	D12
H12	H1	CP11	RC4	D7	CP3	CM9
H13	H23	CP13	D5	D3		D14
H2	H15	CP6	RC2	CP15		CM1
H14	H11	CM12	CM3			
H9a	H21	D2	CM13			
H4	CM14	CM10				
H8	H16					
H7	CP1					
CP17	D15					
CP16	CP14					
D8	H22					
H6						

Correlation Among the PEM Factors

Table 2 shows the descriptive statistics for the PEM across all samples and table 3 shows the correlations between the factors found in the exploratory factor analysis. Factors 1 and 2 were found to have a high correlation ($r = 0.55, p < 0.001$). This high correlation is likely due to both factors primarily consisting of items from the proposed Honesty dimension, although the correlation is low enough that it seems they are measuring distinct but related traits. Most of our factors discovered in the exploratory factor analysis had significant correlations with one another to a smaller degree, except for factors 3 and 4, factors 3 and 7, factors 2 and 5, and factors 4 and 5. Confidence also notably had a negative correlation with the other factors with the exception of Misc..

Table 5: PEM Factor Descriptive Statistics

	N	Min.	Max.	Mean	SD
Forthcoming	295	1.00	5.67	2.64	.94
Ruthless	295	1.07	6.00	1.86	.75
Cooperativeness	295	1.00	5.44	3.33	.72
Confidence	295	1.00	5.88	4.82	.68
Helpfulness	294	1.00	5.67	3.59	.65
Misc.	295	1.00	5.50	2.86	.66

Table 6: Correlation of PEM Factors

		For.	Ru.	Coop.	Con.	Help.	Misc.
Forthcoming (N = 295)	Pearson Correlation	1					
Ruthless (N = 295)	Pearson Correlation	.55**	1				
Cooperativeness (N = 295)	Pearson Correlation	.184**	.177**	1			
Confidence (N = 295)	Pearson Correlation	-.328**	-.428**	-.037	1		
Helpfulness (N = 294)	Pearson Correlation	.261**	.138*	.257**	.044	1	
Misc. (N = 295)	Pearson Correlation	.281**	.316**	.019	-.208**	.174**	1

(* Correlation is significant at the 0.05 level, ** Correlation is significant at the 0.01 level) (For. = Forthcoming, Ru. = Ruthless, Coop. = Cooperativeness, Con. = Confidence Help = Helpfulness)

Correlation With HEXACO Scales

The factors we determined using the exploratory analysis were then compared to the HEXACO factors (see table 4). Significant correlations were found between the HEXACO dimension Honesty-Humility and Forthcoming ($r = -0.59, p < 0.001$), Ruthless

($r = -0.29, p < 0.001$), and Cooperativeness ($r = -0.23, p < 0.001$). Emotionality was significantly correlated with Forthcoming ($r = 0.40, p < 0.001$). Extraversion was significantly correlated with Forthcoming ($r = -0.40, p < 0.001$) and Helpfulness ($r = -0.18, p = 0.004$). Agreeableness was significantly correlated with Forthcoming ($r = -0.360, p < 0.001$) and Cooperativeness ($r = -0.20, p = 0.001$). Conscientiousness was significantly correlated with Forthcoming ($r = -0.44, p < 0.001$), Ruthless ($r = -0.28, p < 0.001$), and Factor 6 ($r = -0.17, p = 0.009$). Openness to Experience was not significantly correlated with any of the PEM factors.

Table 7

Correlation of PEM and HEXACO Factors

		For.	Ru.	Coop.	Con.	Help.	Factor 6
Honesty Humility	Pearson Correlation	-.59**	-.29**	-.23**	.084	-.12	-.095
	N	246	246	246	246	245	246
Emotionality	Pearson Correlation	.40**	.069	.099	-.11	.14*	.024
	N	246	246	246	246	245	246
Extraversion	Pearson Correlation	-.40**	-.069	.069	.009	-.18**	.033
	N	247	247	247	247	246	247
Agreeableness	Pearson Correlation	-.36**	-.15*	-.20**	.11	-.083	-.089
	N	247	247	247	247	246	247
Conscientiousness	Pearson Correlation	-.44**	-.28**	-.075	.090	-.15*	-.17**
	N	246	246	246	246	245	246
Openness to Experience	Pearson Correlation	.16*	-.036	.16*	.065	.078	.045
	N	246	246	246	246	245	246

(* Correlation is significant at the 0.05 level, ** Correlation is significant at the 0.01 level) (For. = Forthcoming, Ru. = Ruthless, Coop. = Cooperativeness, Con. = Confidence Help = Helpfulness)

PEM Factors were then correlated with our measures of attitudes towards lateness and absence (see tables 4 and 5). Forthcoming was found to have a significant relationship with attitudes towards lateness ($r = -0.45, p < 0.001$) and absence ($r = -0.38, p < 0.001$). Misc. also had a significant relationship with attitudes towards lateness ($r = -0.17, p = 0.009$). The measures of attitudes towards lateness and absence also had a strong significant correlation with each other ($r = 0.77, p < 0.001$). The HEXACO dimensions however almost all had significant correlations with our measures of attitudes with the exception of Extraversion and the measure of attitudes towards absence ($r = 0.17, p = 0.012$) and Openness to Experience and absence ($r = -0.11, p = 0.109$).

Table 8: Correlation of PEM Factors and Attitudes Towards Lateness and Absence

		For.	Ru.	Coop.	Con.	Help.	Misc.	Late	Absent
Late	Pearson Correlation	-.45**	-.087	.042	.071	-.093	-.17**	1	.77**
	N	243	243	243	243	242	243	243	207
Absent	Pearson Correlation	-.38**	-.023	-.031	.13*	-.051	-.11	.77**	1
	N	245	245	245	245	245	245	207	245

(* Correlation is significant at the 0.05 level, ** Correlation is significant at the 0.01 level) (For. = Forthcoming, Ru. = Ruthless, Coop. = Cooperativeness, Con. = Confidence Help = Helpfulness)

Table 9: Correlation of HEXACO Factors and Attitudes Towards Lateness and Absence

		H - H	Emotion.	Extra.	Agree.	Consc.	Open.
Late (N = 213)	Pearson Correlation	.29**	-.22**	.25**	.20**	.48**	-.22**
Absent (N = 209)	Pearson Correlation	.24**	-.26**	.17*	.28**	.39**	-.11

(* Correlation is significant at the 0.05 level, ** Correlation is significant at the 0.01 level) (H-H = Honesty – Humility, Emotion. = Emotionality, Extra. = Extraversion, Agree = Agreeableness, Consc. = Conscientiousness, Open = Openness to Experience)

CHAPTER 4: DISCUSSION

PEM Factor Analysis

Considering our first research question, it does not appear that the PEM items match the proposed dimensions, although there was partial success with the Cooperativeness dimension and possibly our Honesty dimension as well. Cooperativeness appears to be close to cooperativeness as proposed and both Forthcoming and Ruthless may be related to aspects of or concepts related to honesty. Factors 4, 5, and 7 however do not match the proposed dimensions. Considering this it seems that further work is needed to more closely align these factors with the proposed dimensions. As Cooperativeness is already close to the cooperativeness dimension, examination of which items were excluded and which were included in the factor will be helpful in writing additional items and determining how people may interpret the items. Factors 1 and 2 would also benefit from closer consideration of how the items related to Honesty were split between the two, as well as which items from other factors were included. The items in Forthcoming mostly relate to situations where the individual is presented with options where they can come forward, stay silent, or lie in situations where to be honest may show mistakes or wrongdoing. I would tentatively call this the “coming clean” factor. The items in Ruthless however consist of situations in which the individual can either help or sabotage coworkers and seems more focused on others actions. This factor I believe is related to Counterproductive Work Behaviors. Further research could include measures for Counterproductive Work Behaviors, Organizational

Citizenship Behaviors, integrity, and other measures related to honest behavior in the workplace to determine what each is measuring.

PEM and HEXACO research questions

Looking at our second research question, Agreeableness is correlated with Cooperativeness, which matches with what we hypothesized for our cooperativeness dimension. However it has a stronger correlation with the Honesty-Humility dimension. Considering the operational definitions of the Honesty-Humility and Agreeableness dimensions and the proposed scale Cooperativeness this relationship seems to support that this measure does measure a tendency to cooperate with others. However the relationship is low, suggesting that while somewhat related, this is distinctly different from either. Additionally, it had a minor correlation with Openness to Experience. Considering these relationships, as well as the numerous eliminated items and inclusion of items from other proposed scales in this factor, more work is needed before we can conclude that we are measuring cooperativeness as proposed. In addition to previous improvements suggested to this dimension, further testing alongside established measures of cooperativeness would be helpful in refining this scale.

Forthcoming has strong significant relationships with almost all the HEXACO dimensions as well as strong relationships with both attitude measures. The highest correlation was with the Honesty-Humility dimension, suggesting that it may measure honesty as the items it is primarily comprised of were intended to measure. However, a possibility here is that our Forthcoming may be measuring some common factor in people's response patterns, such as providing socially desirable answers or decision making considering the relatively high correlations across all other measures. Ruthless

also had significant relationships with Honesty-Humility, Agreeableness, and Conscientiousness, although weaker than Forthcoming, and seems to be measuring some aspects of honesty as proposed. A possibility here, considering the scenarios were based around people behaviors in the workplace, is that this may be measuring individuals' tendencies towards Counterproductive Work Behaviors or Organizational Citizenship Behaviors.

Attitudes Towards Lateness and Absence Research Questions

Looking at RQ3, the measures of attitudes towards lateness and absence had significant relationships with nearly all the HEXACO measures, with only Openness to Experience lacking a significant relationship with attitudes towards absence. The results were largely in line with what was expected based on prior research, with Conscientiousness and Agreeableness having positive relationships with attitudes towards lateness and absence, that is they took a more negative view of those who are late or absent, and Neuroticism, or Emotionality, having a negative relationship. The one exception was Extraversion, which we expected to have a negative relationship with as well but found a positive relationship. Prior research had found a mix of results but leaned towards extraversion having a more negative relationship with attendance and tardiness. While this may deviate from what we expected, our findings still show that personality could be used to determine people's attitudes towards absence and tardiness. Overall, conscientiousness had the strongest relationship with these attitudes which is in line with what we expected.

The PEM on the other hand was not found to have a strong relationship with our measures of attitudes. While Forthcoming had strong significant relationships with both measures, the uncertainty of what Forthcoming is measuring makes it difficult to draw conclusions. One interesting result however was that while Forthcoming and Ruthless are highly correlated and are both largely composed of questions from the Honesty pool of items, Ruthless had a minimal and insignificant relationship with the measures of attitudes. While Confidence had a minor significant relationship with the measure of attitudes towards absence and Misc. had a minor significant relationship with attitudes towards lateness, the rather piecemeal nature of the factors makes it difficult to draw conclusions.

Implications of research

Considering the implications of our research, we have provided further support for relating both personality and attitudes towards lateness and absence. Our results were largely in line with previous research, with the addition of the Honesty-Humility dimension. The positive relationship between this dimension and these attitudes can provide an additional source of information when drawing inferences concerning an individual's personality and expected behaviors. An additional step in this research that could provide more insight into how these are related would be to examine personality, attitudes towards absence and lateness, and actual rates of attendance and lateness. Measuring the discrepancy between how people may perceive a behavior and if they perform and how that may relate to personality could prove a valuable line of research.

While the PEM was the primary focus of our research, our results demonstrated that more work needs to be done to refine and develop our scales before we can draw strong inferences from the results. Continuing to develop this measure and studying its relationship with personality could provide additional information for researchers working on SJT's.

Considering the practical applications of our research, we have provided additional insight into how the HEXACO may be used to assess individuals. This may be used for selection purposes, where attendance and punctuality are of importance to the organizations.

Limitations

While we were able to collect data from various sources the responses from many participants were not used because they were incomplete or because participants responses demonstrated that they were not paying attention. This could have been because the study was lengthy and rather extensive and due to the vast number of questions answered. Thus, participants may have become fatigued and may not have carefully considered all of the items thoughtfully as time passed.

Considering the number of factors and the analyses conducted, we would have preferred to have more participants have completed the study and to have a larger incentive for the participants to complete the study, attend to the entire study and to be honest and forthright in their responses. Given the self-report nature of the study, it is possible that participants may have replied in a socially desirable manner to questions rather than providing the most honest and candid responses.

Future directions

To continue to develop the Performance Essentials Measure, we will need to rewrite new items and consider the dimensions we have found. Further research with additional measures could provide additional clarity and what exactly the dimensions as written are measuring. This should include measures of OCBs, CWBs, and decision making. Additionally, additional research utilizing criterion data such as attendance and lateness as well could strengthen conclusions and provide stronger support for using these measures as predictors.

Conclusion

As organizations continue to strive to hire those with the ability to succeed within their organization there will be continued demand for new and updated tools to assess these candidates. Using SJT's to assess potential candidates provides advantages over traditional personality measures. While personality tests such as the HEXACO can provide useful insights into candidates' attitudes as we demonstrated in our research, we should strive to continue to build new tools to provide additional perspectives. While the factor analysis of the PEM demonstrated that we still have additional work to conduct before we can utilize it for these purposes, this research provides a foundation and additional insights for further developing this measure.

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APPENDICES

Appendix A: Means and SD on Variable Measures

	Mean	Std. Deviation
Factor1	2.6433	.93978
Forthcoming	1.8637	.75115
Ruthless	3.3259	.71542
Cooperativeness	4.8243	.67638
Confidence	3.5887	.64945
Helpfulness	3.3023	.71238
Factor 6	2.8623	.66406
Misc.	4.9684	1.12647
Absent	4.6270	.88188
Honesty Humility	3.6550	.72305
Emotionality	2.9946	.79400
Extraversion	3.2900	.73041
Agreeableness	3.3471	.64090
Conscientiousness	3.9141	.56712
Openness to Experience	3.4974	.70129

Appendix B: Demographic Variables and Average Scores

Variable and Gender

	Male (N = 164)	Female (N = 120)	Transgender Man (N = 3)	Prefer Not to Say (N = 3)	Other (N = 3)
Forthcoming	2.27	3.08	4.11	3.02	2.64
Ruthless	1.81	1.90	2.50	2.07	1.87
Cooperativeness	3.30	3.35	3.07	3.74	3.33
Confidence	4.88	4.76	5.29	4.50	4.82
Helpfulness	3.50	3.68	3.72	4.17	3.59
Factor 6	3.32	3.26	4.59	3.67	3.67
Misc.	2.83	2.90	2.83	2.89	3.39
Lateness	5.34	4.64	4.59	4.78	4.10
Absence	4.96	4.35	3.81	4.48	3.78
Honesty-Humility	3.81	3.52	2.73	4.10	3.27
Emotionality	2.48	3.46	3.63	3.60	3.50
Extraversion	3.52	3.09	2.57	3.17	2.90
Agreeableness	3.54	3.17	2.37	3.57	3.33
Conscientiousness	3.96	3.90	3.30	3.73	3.27
Openness	3.39	3.57	4.07	4.07	3.67

Variables and Race

	White / Caucasian	African American / Black	Arab / Middle Eastern	Hispanic / Latino	Native American / Alaskan Native	Asian / Pacific Islander	Bi- Racial / Multi- Racial	Prefer not to say	Did not respond
Forthcoming	3.09	2.86	3.70	2.78	3.07	3.68	3.64	2.50	2.00
Ruthless	1.92	2.52	1.83	2.02	1.50	2.06	2.35	1.81	1.69
Cooperativeness	3.37	3.35	3.72	3.67	2.33	3.67	3.35	3.46	3.24
Confidence	4.80	4.50	4.56	4.88	5.25	4.64	4.46	4.95	4.91
Helpfulness	3.68	3.51	3.67	4.22	4.17	3.90	3.79	3.57	3.45
Factor 6	3.22	3.48	2.63	3.58	3.50	3.14	3.36	3.50	3.37
Misc.	2.97	2.90	2.67	2.61	2.17	2.76	2.86	3.14	2.75
Lateness	4.77	4.71	4.22	3.85	5.89	4.37	3.67	4.24	5.72
Absence	4.50	4.55	4.33	4.22	4.22	4.32	3.68	4.06	5.09
Honesty-Humility	3.52	3.37	4.20	3.20	2.40	3.07	3.04	3.94	4.06
Emotionality	3.21	2.92	3.90	2.73	4.90	3.14	3.24	3.53	2.49
Extraversion	3.07	3.34	3.45	3.80	1.70	3.21	2.76	3.37	3.74
Agreeableness	3.18	3.49	3.80	2.83	2.60	3.11	2.91	3.47	3.69
Conscientiousness	3.84	3.85	4.00	3.50	4.70	3.97	3.83	3.91	4.07
Openness	3.57	3.54	2.90	3.60	1.90	3.51	4.37	3.99	3.25

One group of THP applicants (68 respondents) were not offered the question on race. An additional 4 applicants did not respond.

Appendix C: IRB Approval Letter



Office of Research Compliance
 2259 Middle Tennessee Blvd.
 Sam H. Ingram Bldg II (NG) Room 010A
 Box 324
 Murfreesboro, TN 37132
 www.mtsu.edu/irb

Date: October 19, 2023
 PI: John Tincher
 Department: Middle Tennessee State University, Psychology
 Re: Initial - IRB-FY2024-40
 Performance Essentials Validation

The Middle Tennessee State University Institutional Review Board has rendered the decision below for the above referenced study.

Decision: Exempt

Category: Category 2.(j). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Findings:

Research Notes:

Please note that even though your proposed study is deemed exempt from further IRB review, the following apply to your approved study:

1. In accordance with 45 CFR 46.110, expiration dates do not apply to research eligible for Exempt Review under the Common Rule, and continuing review is not required by the IRB.
2. Any unanticipated harm to participants or adverse events must be reported to the Office of Compliance.
3. All modifications to the approved study must be submitted for review through Cayuse IRB for approval before their implementation. Adding new researchers constitutes a modification to the protocol. Per MTSU Policy, a researcher is defined as anyone who handles the data or interacts with participants. Everyone meeting this definition for this project must have completed the required CITI training and received IRB approval prior to becoming actively involved in the project.
4. Closure of the study must be submitted within Cayuse when the study ends or when personal identifiers are removed from the data and all codes and keys are destroyed.
5. All research materials must be retained by the PI for at least three (3) years after study completion and then destroyed in a manner that maintains confidentiality and anonymity.

Sincerely,

The Middle Tennessee State University Institutional Review Board

Appendix D: Informed Consent

Thank you for your consideration in taking part in this research study.

This document describes the research that we will conduct in this study. This information is provided to help you to make an informed decision on whether to participate in this study or not.

1. What is the purpose of this study?

To determine the validity of the Performance Essentials Measure alongside established personality measures.

2. What will I be asked to do in this study?

You will select or rank order responses to various scenarios and questions.

3. How many times should I participate or for how long?

You will participate once and the survey will take 60 minutes.

4. What are the risks and benefits if I participate?

The findings of this study will allow us to further develop an understanding of the validity of the Performance Essentials Measure.

Participating in this study will present no risk to participants that would be greater than the risks they would experience in their daily life.

5. What will happen to the information I provide in this study?

All data will be collected confidentially. The primary investigators will analyze the data collected.

6. What will happen if I refuse to participate and can I withdraw if I change my mind while taking the survey?

You will have the ability to exit the survey and withdraw responses at any point, without any consequences.

7. How will I be compensated?

At the end of the survey you will be redirected to another survey by anonymous link where you can enter into a drawing for one of five \$20 Amazon gift cards. After the study closes five participants will be randomly selected. Winners of the drawing will be contacted via email to collect their electronic gift card. No physical gift card will be sent. You must reach the end of the survey, but do not have to answer all the questions to be eligible.

8. Who can I contact to report issues and share my concerns?

You can contact John Tincher at jdt6y@mtmail.mtsu.edu or at 651-764-4634.

You can also contact Mark Frame, PhD, by email or phone (mark.frame@mts.edu or 615-898-2565).

Please choose whether or not you wish to participate in this study by selecting
“Continue” or “Do NOT Continue.”

Appendix E: Online Survey.....

Performance Essentials, Personality, and Attitudes - University Wide

Start of Block: Informed Consent

Q210 Thank you for your consideration in taking part in this research study.

This document describes the research that we will conduct in this study. This information is provided to help you to make an informed decision on whether to participate in this study or not.

1. What is the purpose of this study?

To determine the validity of the Performance Essentials Measure alongside established personality measures.

2. What will I be asked to do in this study?

You will select or rank order responses to various scenarios and questions.

3. How many times should I participate or for how long?

You will participate once and the survey will take 60 minutes.

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8. Who can I contact to report issues and share my concerns?

You can contact John Tincher at jdt6y@mtmail.mtsu.edu or at 651-764-4634. You can also contact Mark Frame, PhD, by email or phone (mark.frame@mtsu.edu or 615-898-2565).

Please choose whether or not you wish to participate in this study by selecting "Continue" or "Do NOT Continue."

Q211 I have read the information above. I am at least 18 years old. I believe I understand the purpose, risks, and benefits of the research, and I know what I will be expected to do as a study participant.

- Continue** - I consent to participate (1)

- Do NOT continue** - I decline to participate (2)

Q213

This is the first phase of the voluntary questions. The first section will ask you read some scenarios and rank order the different options that follow. Upon completing that section, you will be asked to tell us about yourself, your opinions, and your attitudes. We know that your time is valuable and we truly appreciate the time that you have committed to this process thus far. We are thankful for your willingness to complete these last steps.

End of Block: Informed Consent

Start of Block: Instructions

Cst-Inst Instructions:

This study requires you to rank order the effectiveness of three options associated with each situation presented. Read the scenario and decide which option would be your first choice, which option would be your second choice, and which option would be your third choice (or worst choice). Please use the following rating scale:

1 = First choice option, or most effective option
2 = Second choice option, or somewhat effective
3 = Third choice option, or least effective

You can only use each number once (only one response can be rated '1', only one response can be rated '2', and only one can be rated '3'). If you feel that multiple options are equally effective, you must choose one to rank above the other. There can be no ties.

End of Block: Instructions

Start of Block: Composure

CM1 You work as a hairstylist at a salon and clients often schedule appointments in advance to get their hair styled. One day a client shows up at 4:30 PM for their 4:00 PM appointment because they were late getting off work. You have another appointment at 5:00 PM. What would you do?

_____ Tell the client they must reschedule their appointment. (1)

_____ Take your time styling the client's hair even though you'll be late for your next client. (2)

_____ Rush to style the client's hair and keep conversation to a minimum so you can make your next appointment. (3)

Page Break

CM2 You work as a cashier for a restaurant. Your manager tells you that you will be serving today, however you do not feel comfortable coordinating orders with the kitchen and carrying food on trays. What would you do?

_____ Tell the manager that you are not an expert at serving. (1)

_____ Take charge of the situation and do your best. (2)

_____ Ask other servers for help. (3)

Page Break

CM3 You work as a cashier for a retail store. An angry customer walks up to the register complaining about being charged incorrectly for a purchase made earlier in the day. However, you don't know how to issue a refund.

What would you do?

- _____ Explain to the customer that they have to come back tomorrow. (1)
 - _____ Apologize to the customer and ask a coworker for help with the refund. (2)
 - _____ Call the manager to find out what to do. (3)
-

Page Break

CM4 You work at a pet boarding facility and a rude customer denies that they owe money for their pet's stay. However, you have documentation of how long the pet stayed at the facility. The customer proceeds to argue with you.

What would you do?

- _____ Insist they pay the full amount. (1)
 - _____ Explain how the facility came up with the total amount by showing the documentation. (2)
 - _____ Call the manager to handle the situation. (3)
-

Page Break

CM5 You're working as a supervisor at a retail store. Several supervisors including yourself have interviewed to become a manager. You just found out that you have been selected for the position of manager. What would you do?

- _____ Immediately tell your coworkers about your promotion. (1)
 - _____ Tell your coworkers you got the promotion when the conversation comes up. (2)
 - _____ Don't discuss your promotion until it's announced. (3)
-

Page Break

CM6 You work at a retail store. Last year, you transferred from customer service to cashier. Your supervisor commented that you spend too much time chatting with customers. You do not agree.

What would you do?

- _____ Continue chatting with customers as much as usual. (1)
 - _____ Ask your supervisor how much chatting is too much. (2)
 - _____ Request to be transferred back to customer service. (3)
-

Page Break

CM7 You're working as a server at a restaurant and you overhear two managers discussing your coworker. The managers' comments are rude and attack your coworker's personal character. It seems as though the managers have intentions of firing your coworker soon. Working with that coworker is your favorite part of the job. What would you do?

- _____ Ignore the managers, acting as if you didn't hear them. (1)
 - _____ Politely ask your managers what you can do to help your coworker. (2)
 - _____ Confront the managers and tell them their opinion of your coworker is incorrect. (3)
-

Page Break

CM8 You're a supervisor at a grocery store. You receive a call from one of your employees claiming they have an emergency and cannot come to work. They have used this excuse before, so you state you cannot give them the day off. They yell at you, saying that you're the worst supervisor they've ever had and that the store made a huge mistake promoting you. What would you do?

- _____ Ignore their yelling and comments, and tell them you will see them when they get to work. (1)
 - _____ Explain to the employee that their absences impact other employees' work. (2)
 - _____ Let the employee take off work that day. (3)
-

Page Break

CM9 You're working as a server. A crowd of people come in, requiring you to take care of nine separate tables at once. Multiple customers start complaining about the slow service. What would you do?

- _____ Ignore the customers' complaints and continue working at your typical pace. (1)
- _____ Explain to the customers that you are understaffed and will help them as soon as possible. (2)
- _____ Find a quiet place to take a break. (3)

Page Break

CM10 You're a newly hired cashier at an electronics store. A customer comes in with a laptop they recently purchased to exchange it for a different one. You have not received training on how to make an exchange. You are unable to complete the exchange. The line is rapidly growing and the customers are complaining. What would you do?

- _____ Keep trying to make the exchange. (1)
- _____ Apologize for the wait and ask another cashier for help. (2)
- _____ Tell the customers to stop being rude because you just got hired. (3)

Page Break

CM11 You're working as a cook at a restaurant and your manager asks the staff to come up with new menu items. Your manager reviews your ideas for the menu and tells you your menu items sound bad.

What would you do?

- _____ Ignore the manager's feedback and get back to work. (1)
- _____ Ask the manager for tips as to how you could improve the menu items. (2)
- _____ Look for another job. (3)

Page Break

CM12 You're working as a manager at a retail store. You had an idea for a new marketing campaign that your company could use. You only share this idea with one other manager. The next day, the store's owner calls a staff meeting and announces a new marketing campaign that seems identical to your idea and the manager you told is

being promoted.

What would you do?

_____ Say and do nothing because you know the campaign will not succeed without you. (1)

_____ Speak to the store owner in private, explaining the campaign was your idea. (2)

_____ Interrupt the meeting and tell everyone the manager stole your idea. (3)

Page Break

CM13 You're working in an office for an accountant. The accountant gives you instructions on how to organize a file drawer with important documents. You do your best and show the accountant your work. They tell you that you're going to need to re-do the task.

What would you do?

_____ Tell the accountant you don't know how it could be done any better. (1)

_____ Ask the accountant for more guidance on how to organize the drawer. (2)

_____ Say it will never happen again and you are truly sorry for upsetting them. (3)

Page Break

CM14 You're working as a server at a restaurant and have to wear a special uniform to advertise a new campaign. Random customers are eating at a nearby table, and you overhear them making fun of the uniform.

What would you do?

_____ Focus on serving your tables. (1)

_____ Make a joke about the uniform next time you pass by those customers. (2)

_____ Confront the customers about their comments. (3)

Page Break

CM15 You're training a group of eight employees on new sales techniques. One of the employees says you don't know what you're talking about because they have more experience than you. What would you do?

- _____ Ignore the employee's comments and continue with the training session. (1)
 - _____ Ask the group to save comments for another time. (2)
 - _____ Tell the group to stop talking and pay attention. (3)
-

Page Break

CM16 You're working as a new server in a busy restaurant. You make a mistake on an order and must tell your manager. Your manager tells you that you're not going to be working here much longer if you keep making mistakes. What would you do?

- _____ Disregard the comments and finish your shift. (1)
 - _____ Apologize for the mistake and tell the manager you will get better. (2)
 - _____ Tell the manager to place the orders themselves. (3)
-

Page Break

CM17 You're working as a server at a restaurant. During lunch, two separate families are seated in your section at the same time. A coworker tells you they will greet the first table while you attend to the second. When you finally get to the first table, they are angry because they were never greeted. What would you do?

- _____ Tell them it wasn't your fault and take their orders. (1)
 - _____ Apologize for the delay and explain that you will do whatever it takes to make it right. (2)
 - _____ Tell them you are terribly sorry and that it is all your fault. (3)
-

Page Break

CM18 You work at a retail store. Your supervisor reviews your performance and you receive negative ratings. You disagree with the ratings, but the supervisor wants you to

sign the document.

What would you do?

_____ Refuse to sign the document because it doesn't represent your performance.

(1)

_____ Ask for additional feedback on why you received low ratings. (2)

_____ Look for another job. (3)

Page Break

CM19 You have started a new job as a server. You are required to pass a certification test to begin serving. You take the test, and fail.

What would you do?

_____ Explain that the training wasn't enough to prepare you. (1)

_____ Ask the trainers how you could do better. (2)

_____ Look for a job somewhere else. (3)

End of Block: Composure

Start of Block: Cooperativeness

CP1 During your break, one of your coworkers asks you if you could help move a heavy box. You look around and find no one else around to help the coworker.

What would you do?

_____ Help the coworker even though you're on break. (1)

_____ Tell the coworker you will help them when your break is over. (2)

_____ Tell them you won't do it because it's not your job. (3)

Page Break

CP2 While working as a cashier at a local grocery store, an elderly person asks you if you could put their groceries into their car.

What would you do?

_____ Close the counter, and help them move the groceries to their car. (1)

_____ Explain that you cannot leave the counter, but find another associate to help them. (2)

_____ Tell them it is not part of a cashier's duties, so you can't do it for them. (3)

Page Break

CP3 You feel uncomfortable because one of your coworkers is talking about their personal life at work. The coworker begins to tell you what happened last weekend. What would you do?

- Listen to the coworker's story. (1)
- Tell the coworker you are uncomfortable. (2)
- Do not respond to coworker and walk away. (3)

Page Break

CP4 Your manager is out for the rest of the week, so you need to make the schedule for next week. A coworker approaches you to ask if they could work during evening shifts instead of their regular morning shifts. This change would affect other workers' schedules.

What would you do?

- Accept the coworker's request and give the coworker only evening shifts. (1)
- Give them a few evening shifts. (2)
- Tell the coworker that you will not accommodate their request. (3)

Page Break

CP5 You're a server at a restaurant. You notice that one of your coworker's tables is being overly needy and demanding. This is causing them to neglect their other tables. What would you do?

- Start serving their tables as if they were your own. (1)
- Ask your coworker what you can do to help them balance their tables. (2)
- Remind your coworker of their tables that need attention. (3)

Page Break

CP6 You're working as a delivery driver for a mailing service. Another delivery driver refuses to help load deliver trucks for other drivers even though it is part of the job. What would you do?

- _____ Continue to load their cars, hoping it will inspire them to do the same. (1)
 - _____ Remind the driver that all employees must help each other load trucks. (2)
 - _____ Report the coworker to your manager. (3)
-

Page Break

CP7 You're working at a call center. A coworker who shares your cubical often corrects you when you are on the phone. Most of the time their advice is incorrect. What would you do?

- _____ Nod your head at the coworker's corrections. (1)
 - _____ Ask your coworker not to correct you while you're on the phone. (2)
 - _____ Begin correcting your coworker while they are on the phone. (3)
-

Page Break

CP8 You're working as a cashier in a large department store. The first cashier to arrive is the first to go home. Today this is you, however, a coworker told the manager they were the first to arrive. What would you do?

- _____ Accept it. (1)
 - _____ Remind the coworker that you got to work first. (2)
 - _____ Go directly to the manager and complain about the coworker. (3)
-

Page Break

CP9 On a busy night serving at a restaurant you notice a new coworker struggling to keep up with their tables. You notice food for one of your coworker's tables ready in the kitchen. You have yet to greet the customers at one of your tables. What would you do?

- _____ Bring your coworker's food to their table while your table waits to be greeted. (1)
- _____ Tell your coworker the food is ready in the kitchen. (2)
- _____ Tell your manager that you aren't sure the new server will make it. (3)

Page Break

CP10 You're an assistant manager at a department store. The manager is demanding and usually difficult to work with. They are leaving in three months and you are being promoted to manager. In the meantime, you have been assigned to work on a project with the manager. What would you do?

- Let the manager do the project the way they want to. (1)
- Work with the manager to get the project done and deal with conflict if it arises. (2)
- Avoid the manager as much as possible. (3)

Page Break

CP11 You work in a grocery store. Your team is tasked with stocking shelves. You have noticed that one of your coworkers always chooses the easiest products to stock and is usually done first. What would you do?

- Ignore it. (1)
- Ask the coworker to help stock other products when they finish first. (2)
- Take the easy tasks for yourself. (3)

Page Break

CP12 You work on a team of five people at a retail store. Your team is tasked with creating a new training program. One of your team members constantly slacks off and contributes very little to the project.

What would you do?

- Say nothing and focus on what you and the rest of the team can do to finish the project. (1)
- Talk to the team member and try to get to the source of their reason for not contributing. (2)
- Tell the team member to start contributing or you will try to have them replaced. (3)

Page Break

CP13 You're an experienced cashier in sales and are tasked with training new employees. One new employee is constantly rude to you. They have gone through the standard training like anyone else but are struggling and can't understand the cashier system. What would you do?

_____ Keep trying to train the employee and see what you can do to get them to like you. (1)

_____ Talk to the employee about their attitude and discuss other positions that may be easier. (2)

_____ Tell the employee to stop being rude and find another job. (3)

Page Break

CP14 You work as a manager of a grocery store. Over time, you notice a cashier and bagger continuously getting into arguments in front of customers. What would you do?

_____ Provide a safe space for the employees to resolve their conflict. (1)

_____ Place the employees on opposite ends of the store to prevent future conflict. (2)

_____ Fire both employees for creating a negative atmosphere for customers. (3)

Page Break

CP15 You work as a sales associate for an electronics store. You notice a coworker struggling to stock a shelf with a new 72-inch TV. What would you do?

_____ Grab the TV from your coworker and place it on the shelf yourself. (1)

_____ Ask your coworker if they need help or if they want you to find someone else to help. (2)

_____ Wait for another coworker to help them out; you aren't the only other employee on shift. (3)

Page Break

CP16 You work closing shifts at a retail store. A coworker is behind on completing their closing shift tasks, and as a result, they will have to stay later than the rest of the staff.

You have already completed all of your tasks, so you can leave at the scheduled closing time. What would you do?

- _____ Ask all the staff members to help the coworker out by dividing up the tasks. (1)
- _____ Offer to stay late to help the coworker complete their tasks. (2)
- _____ Leave work as soon as the store closes. (3)

Page Break

CP17 You work as a cook in a restaurant. Each cook was required to make a new item to update the menu, and whoever makes the best new item gets a raise. Your coworker is struggling to come up with new ideas.

What would you do?

- _____ Help your coworker create a new item. (1)
- _____ Suggest they look at a cooking book for ideas. (2)
- _____ Do nothing. (3)

Page Break

CP18 You're working as a server at a restaurant. One of your coworkers asks if you can trade your morning shift for their night shift on a Saturday. You already have plans for Saturday night. What would you do?

- _____ Cancel your plans and trade shifts with your coworker. (1)
- _____ Ask your coworker why they need off and trade shifts if you feel their reason is important enough. (2)
- _____ Tell your coworker you don't want to trade shifts on Saturday. (3)

End of Block: Cooperativeness

Start of Block: Dependability

D1 You're working as a supervisor at a local restaurant. Your manager is out for the day, and the Department of Health just called to tell you that you have an inspection tomorrow morning. What would you do?

_____ Complete all tasks by yourself to make sure everything is up to standard. (1)

_____ Make a check list for your staff and have them complete the list before leaving. (2)

_____ Leave a note on the community bulletin board notifying your staff of the inspection. (3)

Page Break

D2 You're a server at a restaurant. As part of your closing shift responsibilities, you must make sure that each server helps clean the tables before clocking out. You notice one server not cleaning their designated tables. What would you do?

_____ Clean the dirty tables yourself. (1)

_____ Explain to the server that everyone must contribute to closing tasks and ask them to clean their tables. (2)

_____ Let the morning shift servers clean the dirty tables. (3)

Page Break

D3 Your supervisor asked you to take out all of the old labels and folders in the file cabinets, create new ones, reorganize the new folders with the new labels on them, and then alphabetize the files.

What would you do?

_____ Create a color coding system for labeling folders and make sure all the documents in each file are in chronological order. (1)

_____ Follow the instructions provided by your supervisor. (2)

_____ Only label new folders and alphabetize the files. (3)

Page Break

D4 On a four-hour cashier shift with your coworkers, you have to complete an inventory check in the stock room. You also have a list of the items that are going down in price.

These items have to be retagged and their prices must be changed in the system. What would you do?

- _____ Try to manage the register, customer needs, and tasks. (1)
 - _____ Ask a coworker if they can watch the register while you complete the tasks. (2)
 - _____ Attend to the customers at the register and finish the tasks if possible. (3)
-

Page Break

D5 Your job is to take a customer's grocery orders and deliver the groceries to their house by a certain time. You are at the checkout lane but the store system is down. The cashier says it will take 20 minutes to fix the system.

What would you do?

- _____ Cancel the customer's order and issue a refund. (1)
 - _____ Reach out to the customer, explain the situation, and let them know you are running behind due to some technical issues. (2)
 - _____ Wait in line until the system is fixed, and explain to the customer what happened if they ask. (3)
-

Page Break

D6 You're a pizza delivery driver and you receive an order for two large pizzas, bread sticks, and a liter of soda. The house is 15 miles from your restaurant. On your way back from the delivery you notice the liter of soda sitting in your back seat. What would you do?

- _____ Drive to the nearest store, pick up an extra liter of soda, and deliver them to the customer. (1)
 - _____ Turn around to deliver the soda and call the restaurant to inform them of what happened. (2)
 - _____ Return to the restaurant to make more deliveries. If the customer calls, you'll make the drive back to the customer's house. (3)
-

Page Break

D7 You're part of the kitchen staff at a restaurant. As part of your opening shift responsibilities, you must prepare a fresh batch of coleslaw for the day. The restaurant opens and customers begin to order food. Your coworker asks you for a serving of coleslaw, but you quickly realize that you forgot to make it. What would you do?

- _____ Offer free meals to anyone who orders coleslaw. (1)
 - _____ Rush to the kitchen and prepare the coleslaw according to the recipe. (2)
 - _____ Tell your coworker that coleslaw will not be on the menu today. (3)
-

Page Break

D8 You're a cook at a restaurant. Once a week you are scheduled to help prep food for the next day. To complete all the food items you were assigned and leave your shift on time, you must have three items cooking at once. What would you do?

- _____ Cook one item at a time to ensure that nothing burns, even though it will take longer than your scheduled shift. (1)
 - _____ Cook three items at once and set a timer for each food item. (2)
 - _____ Cook what you can for as long as you are scheduled. (3)
-

Page Break

D9 You're working at a retail store. It is a busy week, and the store is short staffed. You are asked to cover your normal fitting room work as well as oversee the toy department. There are customers in line to use the fitting rooms, and you realize toy shelves are messy. What would you do?

- _____ Close the fitting rooms until the toy shelves are clean. (1)
 - _____ Clean the shelves as much as possible while the fitting rooms are in use. (2)
 - _____ Help customers using the fitting rooms first and hope other staff members check on the toy department. (3)
-

Page Break

D10 Your manager asks you to create a handout to encourage customers to take advantage of a company program. However, your manager did not tell you what the

handout should say.

What would you do?

_____ Collect information from all of the departments involved in creating the company program. (1)

_____ Gather input from coworkers about what they think is important to include on the handout. (2)

_____ Wait for further instruction from your manager. (3)

Page Break

D11 You work as a manager at a department store. By the end of the month, you must complete a list of tasks that include: evaluating employee performance, coordinating interviews to hire new employees, and conducting other minor daily tasks.

What would you do?

_____ Finish all tasks as quickly as possible to ensure you meet the deadline. (1)

_____ Develop a detailed plan in order to complete all tasks correctly. (2)

_____ Complete the high priority tasks and assign the remaining tasks to your assistant manager. (3)

Page Break

D12 You work as a manager for an office. One of your responsibilities is to prepare an agenda for monthly meetings. However, you realize you forgot to create an agenda for this month's meeting that is in 20 minutes. What would you do?

_____ Reschedule the meeting for the following week. (1)

_____ Make a brief list of the most important talking points. (2)

_____ Attend the meeting without an agenda. (3)

Page Break

D13 You work as a staff member at a gym. Employees working the night shift are tasked with moving all the weights back to their designated spot before leaving work. Your

coworkers decide to leave the weights out for the morning staff to clean.

What would you do?

- _____ Leave and come back to work in the morning to help your coworkers. (1)
 - _____ Stay as long as it takes to move all the weights back. (2)
 - _____ Leave with your coworkers before completing the task. (3)
-

Page Break

D14 You're a manager at a retail store and are responsible for inventory, payroll, and scheduling. Your boss has hired someone else to handle these duties so you can focus on more important tasks. What would you do?

- _____ Train the new hire on every detail of the tasks and check their work regularly. (1)
 - _____ Review training materials with the new hire and tell them you can help if they need it. (2)
 - _____ Give the new hire the training manual and have them figure out how to do the tasks. (3)
-

Page Break

D15 You work at a retail store and have to manage the responsibilities of working the register, keeping the fitting rooms clean, and folding clothes.

What would you do?

- _____ Maintain a routine of spending 20 minutes doing each task until the end of your shift. (1)
 - _____ Identify which tasks are most important and address each accordingly. (2)
 - _____ Complete each task based on what you feel like doing at the time. (3)
-

Page Break

D16 You're an assistant manager at a restaurant, and one of your duties is to create the schedule. The general manager is expecting the schedule because it is due today.

However, it is not even close to being finished because work has been so busy. What would you do?

_____ Stop working on your current duties so you can make sure it is perfect and turned in on time. (1)

_____ Ask the manager for more time so you can focus on it after the store closes. (2)

_____ Submit the schedule as it currently looks. (3)

End of Block: Dependability

Start of Block: Honesty

H1 One of your regulars called asking if their partner was at the restaurant. You confirmed that they were there. The regular's partner later made a complaint that their privacy was violated. Your manager asks you about it.

What would you do?

_____ Admit that you told the caller that their partner was at the restaurant. (1)

_____ Say that it was a busy shift and you don't remember. (2)

_____ Report that you think you heard your coworker mention the partner over the phone. (3)

Page Break

H2 One of your coworkers showed up an hour late to work. They told the manager that they had been there for the whole time but had forgotten to clock in.

What would you do?

_____ Tell the manager that they were actually an hour late. (1)

_____ Don't say anything unless the manager asks you. (2)

_____ Confirm that your coworker came in on time. (3)

Page Break

H3 On your first day of work, you took a 30-minute break instead of the standard 15-minute break because you were confused about how scheduling worked. At the end of

the day, you realize your mistake. You are not asked by any manager or supervisor about your absence yet. What would you do?

_____ Tell your supervisor that you accidentally took a longer break today. (1)

_____ Do not report your mistake this time, but make sure you only take a 15-minute break next time. (2)

_____ Continue taking 30-minute breaks on future shifts. (3)

Page Break

H4 You're working as a server at a busy restaurant. Upon checking on one of your tables that was just served their food you realize an entrée is missing. It turns out you forgot to put the order in with the rest of the food. After putting in the order, what would you do?

_____ Admit to the guests that you forgot to put in their order. (1)

_____ Tell the guests that you are not sure what happened but the food will be out shortly. (2)

_____ Inform the guests the kitchen lost the order. (3)

Page Break

H5 You're working as a car salesperson. You make commission on each car you sell. When you receive your commission check, you notice you were overpaid. What would you do?

_____ Tell your manager that your commission is too high. (1)

_____ Ask your manager how commission is calculated, but take no further action. (2)

_____ Don't tell anyone. (3)

Page Break

H6 You're working the front desk at a realty firm. You notice one of your coworkers made a clerical error that is fixable but will require a client to come back into the office to re-

sign paperwork. Your boss comes looking for answers regarding the mistake. What would you do?

- _____ Tell your boss it was your coworker's mistake. (1)
 - _____ Tell your boss you don't know whose mistake it was, but you're fixing it. (2)
 - _____ Tell your boss you do not know anything about the mistake. (3)
-

Page Break

H7 You've been offered a new job. During the interview, the hiring manager made it clear that they do not hire people who work multiple jobs. You have put in a two weeks' notice at your current job but the new job starts within a week.

What would you do?

- _____ Inform the hiring manager of your situation. (1)
 - _____ Explain only if asked. (2)
 - _____ Do not tell anyone because it is only temporary. (3)
-

Page Break

H8 You work at a restaurant. One of your coworkers called in sick. However, you noticed they posted a video on social media showing themselves at a party during their scheduled shift. The manager asks you if the coworker mentioned feeling ill.

What would you do?

- _____ Report the coworker to management immediately. (1)
 - _____ Tell the manager you don't know if the coworker is sick or not. (2)
 - _____ Tell the manager that the coworker is sick and at home in bed. (3)
-

Page Break

H9a You work at a clothing store and are put in charge of the dressing rooms. Your job requires that you keep count of the number of items customers take into the dressing rooms. You counted one customer's items incorrectly and later found some price tags in

one of the dressing room, indicating some items may have been stolen. What would you do?

- _____ Tell management that items may be missing and it's likely your fault. (1)
- _____ Don't mention it to anyone; it's just a couple of items and you don't know for sure if it's your fault. (2)
- _____ Blame the missing items on someone else. (3)

Page Break

H9b You work at a clothing store and are put in charge of the dressing rooms. Your friend comes in to the store and tries on some clothes. You later find some price tags in the dressing room that your friend used. You are suspicious that they might have taken the clothing items.

What would you do?

- _____ Tell the manager your suspicion. (1)
- _____ Confront the friend and trust what they say. (2)
- _____ Ignore it. (3)

Page Break

H10 You work at a gym and agree to cover a shift for a coworker. On the morning of the shift, you wake up late because you forgot about your commitment. A manager calls you to ask where you are.

What would you do?

- _____ Tell the manager that you forgot and will be there as soon as you can. (1)
- _____ Make up an excuse. (2)
- _____ Tell the manager that you never agreed to pick it up, but will come in if they need help. (3)

Page Break

H11 You work as a server in a restaurant. Management gives out small bonuses for employees who are complemented by a customer's online review. A customer wrote a glowing review but mentioned your name by accident instead of their actual server

whose name is similar. As a result, you receive the bonus.

What would you do?

_____ Admit that you are not the server mentioned in the review and give credit to the correct server. (1)

_____ Take the money from the bonus but give half of it to the other server. (2)

_____ Accept the bonus; it's not your fault the customer got the name wrong. (3)

Page Break

H12 You're applying for a job at an employer that requires you to take a test as part of the hiring process. A friend that works at that employer sends you an internet link to a website that shows the test and the correct answers. What would you do?

_____ Report the friend. (1)

_____ Don't look at the link. (2)

_____ Use the information on the website to study. (3)

Page Break

H13 You work at a restaurant. The kitchen makes fresh soup every day. Oftentimes, there is soup leftover at the end of the night that gets taken home by employees. You notice your coworker grab a serving of soup during the middle of the day.

What would you do?

_____ Tell the coworker to put the soup back. (1)

_____ Tell the coworker that you can only take the soup at the end of the night. (2)

_____ Grab a bowl for yourself too. (3)

Page Break

H14 You're a server at a restaurant that requires you to wear a company t-shirt to work. You forgot to bring your t-shirt so you ask your manager if you can buy a new one. You don't have cash to pay for it at the moment but you will have enough money in tips by

the end of your shift. At the end of a long shift, you accidentally leave without paying for the t-shirt. What would you do?

- _____ Go back to the restaurant and pay for the t-shirt. (1)
- _____ Return the t-shirt to the restaurant on your next shift. (2)
- _____ Keep the t-shirt and pay only if the manager asks. (3)

Page Break

H15 You're working as a manager at an electronics store and you are processing your employees' time sheets for their paychecks. You notice one of your employees recorded more hours than they actually worked.

What would you do?

- _____ Ask the employee to explain why their time sheet doesn't match the hours they worked. (1)
- _____ Take off the extra hours from the employee's time sheet and process it. (2)
- _____ Ignore the extra hours within the employee's time sheet and process it. (3)

Page Break

H16 You're a manager at a retail store competing against another branch. The store that has the highest sales gets a monetary bonus. You have to fill in for a manager at the other branch for one day. You find their sales report, and they are currently beating your store's sales by a small amount.

What would you do?

- _____ Do your job as you normally would. (1)
- _____ Work less hard at their store so less items are sold. (2)
- _____ Change their sales report to make it appear that their sales are lower than your store's. (3)

Page Break

H17 You're working as a server at a restaurant and a manager position needs to be filled. Someone from the corporate office asks you if they should promote one of your coworkers. You personally do not get along with this coworker, but you know they're a

great worker.

What would you do?

_____ Tell them you don't personally get along with this coworker, but they are a hard worker. (1)

_____ Explain that your coworker is a hard worker, but do not reveal your relationship problems. (2)

_____ Say that your coworker isn't fit for the promotion. (3)

Page Break

H18 You've been working extremely hard as a server at a restaurant to get the employee of the month award. You know that the award will go to either yourself or your coworker. If your coworker receives a poor review from a customer online, they will not get the award.

What would you do?

_____ Continue to work hard and see if you get the award at the end of the month. (1)

_____ Suggest that your manager checks the online reviews for each server. (2)

_____ Leave a poor review about your coworker online from a fake account. (3)

Page Break

H19 You're working as a sales representative at an electronics store and have accepted an offer to work at a competing store. You have not told anyone at your current job yet. Your manager tells you that you're one of the best parts of coming to work each day.

What would you do?

_____ Tell the manager you are quitting your position soon. (1)

_____ Tell the manager that you feel the same way about working with them. (2)

_____ Tell the manager that you enjoy working at your current job and you hope to be there for a while. (3)

Page Break

H20 You're working as a secretary for a business owner. The same angry customer has called your office every day for the last week and your boss is tired of dealing with them. What would you do?

- _____ Transfer the call to your boss. (1)
 - _____ Place the customer on hold and ask your boss what to do. (2)
 - _____ Tell the customer your boss is on their lunch break and you will take a message. (3)
-

Page Break

H21 You're working as a cashier at a grocery store. A coworker of yours decided to quit suddenly. Your manager tells you to work this Saturday to cover a shift of your coworker's. You have tickets to see your favorite band this Saturday.

What would you do?

- _____ Tell your manager you can't cover the shift because you have concert tickets for Saturday. (1)
 - _____ Don't say anything but call off on Saturday. (2)
 - _____ Tell your manager you can't cover the shift because you're visiting a sick relative. (3)
-

Page Break

H22 You're working at a retail store and have been given a special project by your manager. The explanation was brief, and you don't fully understand their directions. Your manager is very busy and walks away from you quickly.

What would you do?

- _____ Follow your manager and ask them to explain what they meant. (1)
 - _____ Try to figure out the project yourself and ask your manager questions later. (2)
 - _____ Complete the project on your own. (3)
-

Page Break

H23 You're working as a server at a restaurant. You break multiple plates by accident. Your manager blames this on a coworker who is normally rude to you.

What would you do?

_____ Tell the manager you broke the plates. (1)

_____ Tell your coworker it was your fault. (2)

_____ Ignore the situation because that coworker never gets yelled at for being rude. (3)

End of Block: Honesty

Start of Block: Risk Comfort

RC1 You're working as a customer service associate at a retail store. It is store policy that dressing rooms can only be occupied by one person at a time. A parent wants to use a dressing room, but they have their eight-year old child with them. The parent asks you if they can take their child in the dressing room with them. What would you do?

_____ Tell the parent that it will be fine and let them into the dressing room with their child. (1)

_____ Explain the situation to a manager and see what they say. (2)

_____ Explain to the parent that the store policy mandates only one person at a time in a dressing room. (3)

Page Break

RC2 You're working as a cashier at a retail store. A customer comes through your line with a shirt that does not have a price tag on it. They tell you the price listed next to the shirt was \$14.99. What would you do?

_____ Trust the price they gave you and then sell the shirt. (1)

_____ Ask a nearby coworker if they recall the price and then sell the shirt. (2)

_____ Call for a price check. (3)

Page Break

RC3 You're scheduled on a closing shift. It is company policy that two people should be present to count the money in the cash register at the end of the business day. After

completing other closing duties, you realize you are the only person left in the store. What would you do?

_____ Complete the counting process alone. (1)

_____ Leave the money overnight in the store and let the morning shift crew take care of it. (2)

_____ Ask a coworker who already left the store to come back and complete the counting process as a two-person team. (3)

Page Break

RC4 You're a server at a local restaurant. A group of ten people made a reservation for 6:00 PM. The only table that can seat them has been occupied by a different group of six guests for over two hours. It is currently 5:40 PM, and the current customers want to order more drinks. What would you do?

_____ Hope that the customers finish their drinks before 6:00 PM, and deal with the group when they arrive. (1)

_____ Ask the current customers if they could move to another table. (2)

_____ Tell a manager about the situation. (3)

Page Break

RC5 You're a new sales associate working at a large retail store. It is a big sales weekend. You have not been formally trained to work as a cashier, but a register is unoccupied and the line is very long. Opening a register would lower customer wait time.

What would you do?

_____ Trust that you have the ability to operate the register and start scanning customers' items. (1)

_____ Ask a coworker to show you the basics of the system and attempt to scan items. (2)

_____ Help customers in your department. (3)

Page Break

RC6 You're the general manager at a restaurant. One of your employees has a leg injury and works as a server. Serving involves walking in the kitchen, which is often slippery. Although servers are mandated to wear slip-resistant footwear, sometimes they fall. The employee wants to keep working throughout their recovery. What would you do?

- _____ Allow them to keep working as a server, as they are used to the conditions. (1)
- _____ Purchase slip-resistant mats and install them in the kitchen, further reducing the likelihood of slipping. (2)
- _____ Have someone else run their food in the kitchen. (3)

Page Break

RC7 You're working as a cashier at a large retail store. While helping a customer check out, the register shows an error code that you have never seen before. Despite the error, everything seems to be fine on the receipt. What would you do?

- _____ Ignore the code because the receipt seemed to be accurate. (1)
- _____ Double-check the receipt and make sure the items are listed correctly. (2)
- _____ Get help from a manager or another employee to ensure the code is handled properly. (3)

Page Break

RC8 You're an associate at a retail store. It is store policy that items can be put on hold for up to a week. Your close friend came to shop and asked you if you could hold a pair of shoes for two weeks until their next pay day. What would you do?

- _____ Put the shoes on hold for two weeks as they asked. (1)
- _____ Hold the shoes under your name for one week, and then put it under their name for the second week. (2)
- _____ Tell your friend that you are not allowed to hold items over one week so you cannot do it. (3)

Page Break

RC9 You're the only manager on shift at a restaurant. Your restaurant does not deliver food. On a busy shift, you discover that a part of a large to-go order was left behind by an employee's error. You call the customer to see if they could come to pick it up, but

they have made it to their destination and would like you to bring it to them. What would you do?

- _____ Deliver the food to the customer, leaving the restaurant without a manager. (1)
- _____ Ask a server who is not currently at work to deliver the food. (2)
- _____ Inform them that it is against policy to leave the servers without a manager. (3)

Page Break

RC10 You're a grocery store clerk working a busy shift. A customer attempts to purchase an apple that does not have a price code. Leaving your register unattended to check for the price would frustrate the customers waiting in line. You look for a manager but there isn't one in sight. What would you do?

- _____ Give the apple to the customer free of charge. (1)
- _____ Assign a low price to the apple. (2)
- _____ Tell the customer to go look for an apple with a price code sticker while you continue to check out their groceries. (3)

Page Break

RC11 You work at a gym as a personal trainer. You get along well with one of your clients and find them attractive. However, your workplace has a strict policy against intimate relationships with clients. What would you do?

- _____ Pursue a relationship with the client and keep it a secret from people at work. (1)
- _____ Tell your boss you are attracted to the client, so your boss can assign the client to another trainer. (2)
- _____ Do not pursue a romantic relationship and keep things professional with the client. (3)

Page Break

RC12 You work in a retail store and one of your responsibilities is to dress the mannequins. A marketing representative tells you how they would like the mannequins

to be dressed, but you do not think the outfit will sell well based on recent trends. What would you do?

- _____ Take a different approach and incorporate your own styling idea. (1)
- _____ Ask your manager if you could do it in your way. (2)
- _____ Follow the marketing representative's directions. (3)

Page Break

RC13 You work as a cashier at a grocery store. On a busy Sunday morning, a customer pays for their groceries in cash and you hand them back their change. As they are walking towards the exit, you notice you gave them \$20.00 instead of \$10.00. What would you do?

- _____ Ring up the next customer because it's too busy in the store and it's only \$10.00. (1)
- _____ Follow the customer to their car and give them \$10.00 in exchange for the \$20.00. (2)
- _____ Tell your manager that you gave a customer too much change. (3)

Page Break

RC14 You work at a gym as a staff member in the daycare. As a general rule and safety precaution, there must be one teacher for every ten children. You are currently watching nine children in the daycare when a gym member brings in their two children. What would you do?

- _____ Watch all eleven children and hope someone comes to pick up their child soon. (1)
- _____ Ask a coworker at the front desk if they can help you watch the children. (2)
- _____ Tell the parent that you cannot watch more than ten children at a time. (3)

Page Break

RC15 You overslept for work which may cause you to be late to your shift. Your boss has a strict tardiness policy which states that employees will be fired on their first offense

for tardiness. While driving quickly to work, you get stuck behind a red light. What would you do?

_____ Run the red light so you make it to work on time. (1)

_____ Cut through a side parking lot to make it through the intersection. (2)

_____ Wait for the light turn green and hope you aren't late for work. (3)

End of Block: Risk Comfort

Start of Block: HEXACO

HEXACO1 Please rate each item based on your level of agreement.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I would be quite bored by a visit to an art gallery. (HEXACO1_61)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan ahead and organize things, to avoid scrambling at the last minute. (HEXACO1_62)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely hold a grudge, even against people who have badly wronged me. (HEXACO1_63)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel reasonably satisfied with myself overall. (HEXACO1_64)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel afraid if I had to travel in bad weather conditions. (HEXACO1_65)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed. (HEXACO1_66)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm interested in learning about the history and politics of other countries. (HEXACO1_67)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I often push myself very hard when trying to achieve a goal.
(HEXACO1_68)

People sometimes tell me that I am too critical of others.
(HEXACO1_69)

I rarely express my opinions in group meetings.
(HEXACO1_70)

I sometimes can't help worrying about little things.
(HEXACO1_71)

If I knew that I could never get caught, I would be willing to steal a million dollars.
(HEXACO1_72)

I would enjoy creating a work of art, such as a novel, a song, or a painting.
(HEXACO1_73)

When working on something, I don't pay much attention to small details.
(HEXACO1_74)

People sometimes tell me that I'm too stubborn.
(HEXACO1_75)

I prefer jobs that involve active social interaction to those that involve working alone.
(HEXACO1_76)

When I suffer from a painful experience, I need someone to make me feel comfortable.
(HEXACO1_77)

Having a lot of money is not especially important to me.
(HEXACO1_78)

I think that paying attention to radical ideas is a waste of time.
(HEXACO1_79)

I make decisions based on the feeling of the moment rather than on careful thought.
(HEXACO1_80)

People think of me as someone who has a quick temper.
(HEXACO1_81)

On most days, I feel cheerful and optimistic.
(HEXACO1_82)

I feel like crying when I see other people crying.
(HEXACO1_83)

I think that I am entitled to more respect than the average person is.
(HEXACO1_84)

If I had the opportunity, I would like to attend a classical music concert.
(HEXACO1_85)

When working, I sometimes have difficulties due to being disorganized.
(HEXACO1_86)

My attitude toward people who have treated me badly is "forgive and forget."
(HEXACO1_87)

I feel that I am an unpopular person.
(HEXACO1_88)

When it comes to physical danger, I am very fearful.
(HEXACO1_89)

If I want something from someone, I will laugh at that person's worst jokes.
(HEXACO1_90)

I've never really enjoyed looking through an encyclopedia.
(HEXACO1_91)

I do only the minimum amount of work needed to get by.
(HEXACO1_92)

I tend to be lenient in judging other people.
(HEXACO1_93)

In social situations, I'm usually the one who makes the first move.
(HEXACO1_94)

I worry a lot less than most people do.
(HEXACO1_95)

I would never accept a bribe, even if it were very large.
(HEXACO1_96)

People have often told me that I have a good imagination.
(HEXACO1_97)

I always try to be accurate in my work, even at the expense of time.
(HEXACO1_98)

I am usually quite flexible in my opinions when people disagree with me.
(HEXACO1_99)

The first thing that I always do in a new place is to make friends.
(HEXACO1_100)

I can handle difficult situations without needing emotional support from anyone else.
(HEXACO1_101)

I would get a lot of pleasure from owning expensive luxury goods.
(HEXACO1_102)

I like people who have unconventional views.
(HEXACO1_103)

I make a lot of mistakes because I don't think before I act.
(HEXACO1_104)

Most people tend to get angry more quickly than I do. (HEXACO1_105)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people are more upbeat and dynamic than I generally am. (HEXACO1_106)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel strong emotions when someone close to me is going away for a long time. (HEXACO1_107)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want people to know that I am an important person of high status. (HEXACO1_108)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think of myself as the artistic or creative type. (HEXACO1_109)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People often call me a perfectionist. (HEXACO1_110)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when people make a lot of mistakes, I rarely say anything negative. (HEXACO1_111)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel that I am a worthless person. (HEXACO1_112)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Even in an emergency I wouldn't feel like panicking.
(HEXACO1_113)

I wouldn't pretend to like someone just to get that person to do favors for me.
(HEXACO1_114)

I find it boring to discuss philosophy.
(HEXACO1_115)

I prefer to do whatever comes to mind, rather than stick to a plan.
(HEXACO1_116)

When people tell me that I'm wrong, my first reaction is to argue with them.
(HEXACO1_117)

When I'm in a group of people, I'm often the one who speaks on behalf of the group.
(HEXACO1_118)

I remain unemotional even in situations where most people get very sentimental.
(HEXACO1_119)

I'd be tempted to
use counterfeit
money, if I were
sure I could get
away with it.
(HEXACO1_120)



End of Block: HEXACO

Start of Block: Attitudes towards lateness/tardiness

Q135 Please rate the item based on how true it is for you.

Tardiness to work should be acceptable as long as the work gets finished. (7)

Occasional tardiness for work should be acceptable. (8)

I find it acceptable to be ten minutes late to work. (9)

End of Block: Attitudes towards lateness/tardiness

Start of Block: Attitudes towards absence

Q136 Please rate the item based on how true it is for you.

	Very True (1)	Somewhat True (2)	Neutral (3)	Somewhat False (4)	Very False (5)
My co-workers let me down when they are absent. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my co-workers should never be absent. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unfair when my co-workers absent themselves from work. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to always be present. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It aggravates me when I am absent from work. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel guilty when I am absent from work. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Absence from work should be acceptable as long as the work gets done. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Occasional
absence
from work
should be
acceptable.
(8)

I find it
acceptable
to be absent
from work
once a
month. (9)

End of Block: Attitudes towards absence

Start of Block: Demographics

Q137 Are you currently employed?

Yes (1)

No (2)

Page Break

Q229 Current Employment Status (Check all that apply)

- Employed full time (1)
- Employed part time (2)
- Unemployed / Looking for work (3)
- Student (4)
- Homemaker (5)
- Retired (6)

Page Break

Q231 Please indicate the number of years you have been employed full time (40+ hours a week), even if you are currently unemployed

- Less than 1 year (1)
- 1-3 years (2)
- 3-5 years (3)
- 5-10 years (4)
- 10 + years (5)

Page Break

Q233 Please indicate the number of years you have been employed part time (less than 40 hours a week), even if you are currently unemployed

- Less than 1 year (1)
- 1-3 years (2)
- 3-5 years (3)
- 5-10 years (4)
- 10 + years (5)

Page Break

Dem-hrs How many hours per week do you work?

Less than 10 (1)

10-20 (2)

20-30 (3)

30-40 (4)

More than 40 (5)

Page Break



Dem-age What is your current age (in years)?

Page Break

Dem-gender Please indicate which gender you identify most with.

Man (1)

Woman (2)

Transgender man (3)

Transgender woman (4)

Prefer not to say (5)

Other (6) _____

Page Break

Q207 What is the last degree you obtained?

- High school diploma (or equivalent) (1)
- Associate's degree (2)
- Bachelor's degree (3)
- Master's degree (4)
- Doctorate (5)
- None of the above (6)

Page Break

Q209 Are you currently enrolled at a college or university?

- Yes (1)
- No (2)

Page Break

Q211 What is your current level in college?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Graduate Student (5)

Page Break

Q227 What is your current major(s)?

▼ Accounting (317) ... Other (395)

Page Break

Q219 What is your race/ethnic identity?

- Caucasian/White (27)
 - African-American/Black (28)
 - Arab/Middle Eastern (29)
 - Hispanic / Latino (30)
 - Native American/Alaskan Native (31)
 - Asian / Pacific Islander (32)
 - Bi-Racial / Multi-racial (33)
 - Prefer not to say (34)
 - Other (Specify) (35)
-

Page Break

Q221 Please select the Hispanic or Latino group that best describes you:

- Mexican/Mexican American (1)
- Puerto Rican (2)
- Cuban (3)
- Salvadoran (4)
- Dominican (5)
- Guatemalan (6)
- Colombian (7)
- Honduran (8)
- Ecuadorian (9)
- Peruvians (10)
- Other (11) _____

Page Break _____

Q223 Please select the Asian / Pacific Islander group that best describes you:

- Chinese (1)
- Japanese (2)
- Korean (3)
- Filipino (4)
- Samoan (5)
- Indian (6)
- Pakistani (7)
- Bangladesh (8)
- Sri Lankan (9)
- Nepalese (10)
- Bhutanese (11)
- Vietnamese (12)
- Laotian (13)
- Cambodian (14)

Other (15) _____

Page Break _____

Q225 Please select the Arab or Middle Eastern group that best describes you:

Lebanese (1)

Syrian (2)

Egyptian (3)

Palestinian (4)

Jordanian (5)

Moroccan (6)

Iraqi (7)

Yemeni (8)

Algerian (9)

Saudi (10)

Tunisian (11)

Kuwaiti (12)

Libyan (13)

Emirati (14)

Omani (15)

Persian (16)

Iranian (17)

Other (18) _____

Page Break

Q100 Is English your native language?

Yes (1)

No (2)

Page Break

UseData Should we use your data?

Yes (1)

No (2)

Page Break

UseData2 Why should we NOT use your data?

- I wasn't really paying attention (1)
- I just clicked randomly (2)
- I didn't understand the task/questions (3)
- I just skimmed through the questions (4)
- Other (5) _____

End of Block: Demographics

Start of Block: Block 11

Q106 Thank you for participating in this study. Your participation in the study is very valuable because it will help researchers to determine the effectiveness of different ways to measure personality, values, and beliefs. The information provided by you will be used to validate the Performance Essentials Measure and compare it to other established measures.