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INVESTIGATING THE RELATIONSHIP BETWEEN
INTEGRITY AND JOB TURNOVER

THESIS

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Scott L. Simonini, B.S.

Denton, Texas

August, 1998

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CHAPTER I

INTRODUCTION

Preemployment integrity tests are psychological inventories designed to predict on-the-job theft and other types of counterproductive behavior (Sackett, Burris & Callahan, 1989). In general, integrity tests measure how likely a candidate is to engage in certain actions such as violating company policies, misconduct leading to turnover, misrepresenting company products, misleading communications, irresponsibility, "cutting corners", and theft (McCulloch, 1996). Both private sector and public sector organizations may use integrity tests, either in conjunction with other procedures or during a selection process. Ideally, any information gained through testing can then be used to select candidates that will be dependable, reliable, and productive. With origins dating as far back as Greek Civilization, integrity tests, or honesty tests as they are often referred to, may prove to be more useful now than ever.

One of the most daunting tasks facing business today is controlling employee counterproductive behavior (e.g., disciplinary problems, violence on the job, excessive absenteeism and tardiness, drug abuse, theft). Figures commonly cited on the impact of employee dishonesty, in terms of loss to business and business failure, are disheartening. Estimates as high as 50 billion dollars annually (Budman, 1993) in stolen cash and merchandise have prompted employers to search for a tool in the fight against employee dishonesty. Unfortunately, employee theft is only one of the major causes of high shrinkage rates. High job turnover, internal fraud, and bank embezzlement also cause substantial losses, as well as organizational distress.

Prior to 1988 the polygraph (lie detector) was often the preferred method of screening applicants. A polygraph detects changes in electrical resistance on the skin, or changes in breathing rates, that are a result of fear or anxiety (Cooper & Robertson, 1995). Due to fundamental flaws, the Employee Polygraph Protection Act was passed in 1988 which barred polygraph testing for prospective employees. The Act also prohibited random testing of current employees, and severely restricted its use to

evaluate current employees suspected of wrongdoing (Dalton & Metzger, 1993). Most observers agree that the near prohibition of polygraph testing has led to the current widespread use of the written integrity test (Sackett et al., 1989). Compared to polygraph examinations written integrity tests have some distinguishing characteristics. They are less physically restraining, not as intimidating, and are more objectively scored, making them substantially more reliable (Dalton & Metzger, 1993).

Preemployment integrity tests have been subdivided among: overt integrity tests, personality-oriented tests, and multidimensional test batteries (Sackett et al., 1989; Association of Test Publishers [ATP], 1996). Overt integrity tests assess job applicants' attitudes toward and opinions about a wide range of on-the-job theft and other counterproductive behavior at work (ATP, 1996). Some overt tests specifically ask about past illegal and dishonest activities while others are used as a criterion measure in validity studies (Ones, Viswesvaran, & Schmidt, 1993).

Personality-oriented measures of integrity generally do not make direct references to dishonest behavior. Often referred to as disguised purpose tests, personality-based measures attempt to predict a broad range of

counterproductive behaviors at work. This is done using composite measures of personality dimensions, such as reliability, conscientiousness, adjustment, trustworthiness, and sociability (Ones et al., 1993). Fisher (1993) concluded that indirect questions can be constructed that are not significantly affected by social desirability bias.

Multidimensional assessment batteries are the third type of integrity test. They typically include either an overt- or personality-based measure of integrity as one subscale in a multiscale battery. The integrity subscale is still used to predict one's propensity to engage in on-the-job counterproductive behavior (ATP, 1996).

Major Reviews

Of the many literature reviews on integrity testing, three stand out as the most comprehensive. Both the U.S. Congressional Office of Technology Assessment (Office of Technology Assessment [OTA], 1990) and the American Psychological Association (APA) have published reviews on the topic of integrity testing. The Model Guidelines for Preemployment Testing (Model Guidelines), published in 1996, was also developed to assist test publishers and their clients on the topic of integrity tests.

On September 26, 1990, the Office of Technology Assessment (OTA), released a controversial background paper on integrity tests in pre-employment screening. The report was written to guide Congress in determining what, if any, legislative action on integrity tests was warranted (Camara & Schneider, 1994). The major finding of this paper was that the research on integrity tests has not yet produced data that clearly supports or dismisses the assertion that these tests can predict dishonest behavior (OTA, 1990). The major points in the OTA report commonly considered accurate include the assertion that business has a definite need for integrity tests, favorable scholarly reviews in this area exist, integrity tests appear to be fair to protected groups, and at present, no better alternative selection procedures exist (Jones, Arnold & Harris, 1991; ATP, 1996).

The OTA paper, however, has generally received harsh criticism. Jones et al. (1991) state that for nearly two years prior to its release, the paper generated widespread criticism from leading personnel psychologists and senior executives of the American Psychological Association. Since that time it has been described as flawed and laden with unsubstantiated assertions about the lack of usefulness of preemployment integrity measures (Jones et

al., 1991). It has also been asserted that the OTA paper was not based on a thorough review of the relevant literature and researchers failed to solicit comprehensive input from the business community (Camara & Schneider, 1994; ATP, 1996).

Jones et al. (1991), provide a detailed summary of the major inaccuracies and inconsistencies of the OTA paper, which include the following: (a) failed to obtain input from major users of integrity tests, (b) based many of its conclusions on a small amount of predictive validity studies, (c) is misleading in its attempt to estimate misclassification rates due to integrity tests, (d) challenges employers' right to screen for an honest and dependable work force (implying that the work environment might be the major cause of theft), (e) clinical scales were often confused with integrity test scales, (f) limited itself to very narrow conclusions regarding the validity of integrity tests, and (g) failed to review sufficiently the alternatives to integrity tests. Jones et al. came to the conclusion that the OTA paper is misleading and failed to get the scientific facts right.

An American Psychological Association (APA) task force conducted one of the most definitive studies on

preemployment integrity testing practices (Goldberg, Grenier, Guion, Sechrest & Wing, 1991). An APA task force of noted psychologists reviewed more than 30 preemployment integrity tests, 300-plus original reports and scholarly summaries on the topic (Jones, 1991). In general, the task force concluded that preemployment integrity tests may provide organizations with the best method for identifying the potential for dishonest behavior as well as offering a form of protection against claims of negligent hiring (ATP, 1996).

--Sackett & Wanek (1996) provide a detailed summary of the central conclusions of the APA report, which include: (a) recommending that publishers evaluate their tests against the APA Standards for Educational and Psychological Tests, (b) no evidence of adverse impact, (c) the pattern of criterion-related validity evidence is consistently positive, (d) additional construct validity is needed, (e) recommending that cutting scores be eliminated, (f) marketing claims made by many test publishers go beyond existing evidence, and (g) a call for openness in dissemination of research results to independent researchers (Sackett & Wanek, 1996). The APA task force

clearly supported the effectiveness of preemployment integrity testing, and its overall evaluation was favorable (ATP, 1996).

The Model Guidelines were developed by the Association of Test Publishers to ensure that both test publishers and test users adhere to effective and ethical integrity testing practices. The issues covered included test development and selection, test administration and scoring, test use and interpretation, test fairness and confidentiality, and public statements and test marketing practices (ATP, 1996). The Model Guidelines clearly states that they are to be used in conjunction with other professional and legal guidelines for the proper implementation of personnel tests. They recognize that controlling employee counterproductive job behavior is a problem facing many companies. The purpose of the guidelines is to establish specifications with respect to ethical, scientific and practical issues that arise in the course of the development, validation and implementation of preemployment integrity testing programs (ATP, 1996).

Legal Aspects

As with any preemployment instrument, integrity tests are subject to certain legal restrictions and

considerations. Three of the major legal areas which affect integrity testing are: the Americans with Disabilities Act (1990), the Civil Rights Act (1991), and tort law as it relates to such matters as privacy, defamation, distress, and negligence. This section will briefly address the main concerns surrounding each area.

As is noted in Sackett et al.(1989) only Massachusetts and Rhode Island restrict the use of integrity tests. The Americans with Disabilities Act (ADA) prohibits pre-job offer medical screening of applicants based on the reasoning that pre-offer screening would permit unprincipled employers to discover the presence of disabilities and potentially discriminate on that basis (Sackett & Wanek, 1996). There has since been widespread argument over blanket interpretations of all psychological tests as medical examinations, noting the difference between clinical diagnosis and predicting future job performance. The critical factors to be used in determining if test would be viewed as a medical examination include: whether the test is administered and/or interpreted by a health care professional in a medical setting, whether the test was designed to reveal psychological health, and whether the employers' purpose is

the determination of psychological health (Sackett & Wanek, 1996). Since an integrity test is not designed or used for diagnostic purposes, but rather to assess the potential for counterproductive behavior on the job, it would not be considered a medical examination. Sackett and Wanek (1996) go on to state two additional points regarding integrity testing and the ADA. First, the ADA prohibits inquiries into the extent of prior use of illegal drugs. Second, although a test may not be a medical examination, individual items on the test might deal with the existence of a disability, and thus a review at the item level is necessary.

An important legal issue regarding integrity testing, or any other test of a similar nature, is compliance with the requirements of the Civil Rights Act of 1964, as amended in 1991 (Inbau, 1994). The Civil Rights Act generally states that it shall be an unlawful practice for an employer connected with the selection or referral of applicants, to adjust the scores, use different cutoffs, or otherwise alter the results of employment related tests on the basis of race, color, religion, sex, or national

origin. The implementation of the federal civil rights legislation is the responsibility of the Equal Employment Opportunity Commission (EEOC).

As noted in Inbau (1994), to prove discrimination in violation of the Civil Rights Act, a plaintiff has two separate but related paths to pursue: either disparate treatment or disparate impact. In general, disparate treatment occurs when some employees or applicants are treated less favorably than others based on race, color, religion, sex, or national origin. Disparate impact occurs when an employer's practices fall more harshly on one group or another, without a justification of business necessity. Research by testing professionals has found that integrity tests are fair to various demographic groups. That is, past experience with integrity tests reveals no meaningful difference in the performance of Caucasians, African-Americans, Hispanics, or other racial groups (McCulloch, 1996). In general, several noted researchers (Ones et al., 1993; Sackett et al., 1989) have concluded that minority groups are not adversely affected by either overt or personality oriented integrity tests.

Hornsby, Kuratko, and Honey (1992) discuss the relationship between integrity testing and tort law. A

tort is a civil wrong which gives rise to a cause of action by the injured person. They state that the most common forms of torts violated by the use of integrity tests are invasion of privacy and the negligent maintenance of employment records. Both areas warrant a brief discussion.

Hornsby et al. (1992) discuss three main privacy concepts related to integrity testing. First, intrusion into a person's privacy which generally includes such activities as searching a person's car or hiding a microphone in a person's home. Asking a job applicant to volunteer information regarding his or her past behavior or attitudes is not considered intrusion. Second is the disclosure of true but embarrassing information. The divulgence of integrity test results to an unrelated party, who has no active role in the selection process, would generally be a violation. Third, representing a person in a false light (defamation of character), can occur if the results of an integrity test are released when they are in fact not true (Hornsby et al., 1992).

The second tort discussed by Hornsby et al. (1992) concerns the negligent maintenance of employment records. It is extremely important to keep all information obtained from integrity tests confidential, and to keep access to

these records restricted. If the information from a candidate's file is inadvertently exposed, the company could be subject to court action.

Integrity Test Validities

Validity is defined by what a specific test measures, how well it does so, and what can be inferred from test scores. Procedures for determining test validity are concerned with the relationships between performance on the test and other independently observable facts about the behavior characteristics under consideration (Anastasi, 1988). Criterion-related validation procedures indicate the effectiveness of a test in predicting an individual's performance, which is then checked against a criterion: "a direct and independent measure of that which the test is designed to predict" (Anastasi, 1988, p.145).

In one of the most comprehensive studies conducted on any type of personnel selection procedure, Ones, Viswesvaran and Schmidt (1993) performed a meta-analysis on 665 criterion-related validity coefficients across 576,460 data points. This was done to investigate whether integrity test validities are generalizable and to estimate differences in validity due to potential moderating influences (ATP, 1996). In their first set of analyses

they examined the validities of both overt integrity tests and personality-based tests. However, a key element of the analysis was the ability to investigate and document a number of moderator variables suggested by previous narrative reviews (Sackett & Wanek, 1996). Among the potential moderator variables studied were the measurement method used (self-report vs. external), the breadth of criteria, the concurrent validity, the validation sample (applicants vs. current employees), and the complexity of the jobs.

..Ones et al. (1993) initial analyses and results suggest that overall job performance and counterproductive behaviors on the job are not similarly predictable by integrity tests, and so validities were analyzed separately for all variables. Overt and personality-based integrity tests appear to have similar levels of validity when the criterion is job performance. In terms of counterproductivity, results appeared to suggest that overt integrity tests may be better than personality-based tests; however, this conclusion was premature without an examination of other potential moderator variables (Ones et al., 1993). The other moderator variables warrant a brief discussion.

From a methodological perspective, measures of counterproductive behavior can be divided into external (i.e. managerial report) and self-report (admissions) criteria (Sackett et al., 1989). The external criteria category generally includes all actual records of rule-breaking incidents, disciplinary actions, and supervisory ratings of disruptiveness. The self-report criteria include all admissions of theft, past illegal activities, and counterproductive behaviors. Ones et al. (1993) concluded that the criterion measurement method probably does not have a large impact on integrity test validities in predicting job performance. In terms of predicting job performance, admissions criteria yielded a mean true validity estimate greater than external criteria. However, results also indicated that the integrity test validities could be expected to be positive across situations for both admissions of, and externally measured, counterproductivity (Ones et al., 1993).

The breadth of criteria was also explored as a potential moderator for the criterion of counterproductivity. Ones et al. (1993) analyzed narrow criteria (theft) separately from broad criteria (general

disruptive or rule-breaking behaviors). Differences in validity indicated that criterion breadth may have been a moderator of integrity test validities.

The next potential moderator studied was the validation strategy used in the primary studies. This was to determine whether concurrent validities accurately estimate predictive validities (Ones et al., 1993). The conclusion about the moderating influences of validation strategy when the criterion is job performance was inconclusive. In predicting counterproductive behaviors, the results suggested that concurrent validities might overestimate predictive validities in this research domain. However, results also indicated that validity was likely to be greater than zero, regardless of the validation strategy used (Ones et al., 1993).

The validation sample used in the studies (applicant vs. employee sample) was the potential moderator variable analyzed next. Results indicated that validation sample seemed to be a moderator of integrity tests in predicting job performance. Employee samples, however, appeared to yield larger validity estimates when predicting

couterproductivity. This finding was consistent with the results of the analysis of predictive versus concurrent studies (Ones et al., 1993).

The final potential moderator of integrity test validities was job complexity. Ones et al. (1993) used three job-complexity levels: high, medium, and low. A pattern emerged from the results suggesting that even for high-complexity jobs, integrity tests are valid for predicting job performance at a level comparable to their validity for low-complexity jobs. Although no definitive conclusions could be reached in regards to predicting counterproductive behaviors, there seemed was some unexpected evidence that the mean validity of integrity tests was highest for high-complexity jobs (Ones et al., 1993).

The construct-related validity of a test is the extent to which the test may be said to measure a theoretical construct or trait (Anastasi, 1988). Construct validation requires the gradual accumulation of information from a variety of sources. Thus, any data throwing light on the nature of the trait/domain under construction and the

conditions affecting its development and manifestations represent appropriate evidence for this validation (Anastasi, 1988).

Ones, Schmidt, Viswesvaran, and Lydden (1996) state that the value of integrity is largely due to the fact that they are closely linked to the personality domain. Ones et. al (1996) theory is that integrity tests tap into a broadly defined conscientiousness (trustworthiness) dimension of personality. Collins and Schmidt (1993) indicated that there are large and measurable psychological differences between white collar offenders and non-offenders, and that the major construct underlying these differences is social conscientiousness.

Sackett and Wanek (1996) stated that the hypothesized link to conscientiousness is supported and that integrity tests correlate substantially with three Big Five dimensions: conscientiousness, agreeableness, and emotional stability. With integrity tests, the increased breadth of predictor construct coverage appears to translate itself into better predictors of job performance (Ones, Viswesvaran, & Schmidt, 1995). Camara and Schneider (1995) warn, however, that as the construct becomes increasingly broadened (e.g. a composite of three constructs from the

Big Five), whether there is adequate evidence of validity for the specific construct of integrity that is subsumed within the broader constructs.

Base Rate and Self-report Factors

The base rate of theft and other wrongdoing has been the subject of concern amongst integrity test researchers. Base rate refers to the proportion of test takers in the referent population who are actually dishonest by some criterion (Ones et. al, 1993). Sackett and Wanek (1996) believe that the original basis for this concern was the observation that there was a marked disparity between the passing rate on commonly used integrity tests and public perceptions about the base rate of serious wrongdoing.

Murphy (1987) states that the minimum threshold for labeling a subject deceptive "occurs when the data in favor of the hypothesis deceptive are at least as strong as the evidence against this hypothesis" (p. 612). This suggests that an applicant should not be rejected based on an integrity test unless the odds of theft are at least as high as the odds that the individual will not steal (Sackett & Wanek, 1996). Sackett et al. (1989) disagree with Murphy's analysis, stating that it does not take into account the selection ratio: "in many selection settings

substantial numbers of applicants must be turned away, thus creating a very different situation from one in which a decision about the employment suitability of a single individual is made" (p. 522). Martin and Terris (1991) note that as long as there is a fixed number of individuals to be selected from a fixed applicant pool, the use of the most valid test possible minimizes total errors, regardless of the base rate.

The U.S. Office of Technology and Assessment (1990) has also argued that integrity test usage results in high false-positive rates (rejection of applicants who would be honest if hired) because the associated base rates are low. Ones et. al (1993) explain that this argument implicitly assumes that all applicants would be accepted if an integrity test were not used. As false-positive rates depend on the validity of the selection procedure used, any improvement in validity of the selection process will reduce such rates. Ones et al. (1993) thus conclude that no matter what the actual base rate is for honesty, the validity of integrity tests cannot be challenged on the grounds of low base rates.

There has been great concern about the social desirability of self-report items and the effect of social

desirability on response-option endorsement (Hough & Schneider, 1996). Self-report inventories are openly subject to deception or faking. Anastasi (1988) states that on such tests, respondents may be motivated to "fake good," or choose answers that create a favorable impression, as when applying for a job or seeking admission to an educational institution. However, she also notes that the tendency to choose socially desirable responses need not indicate deliberate deception on the part of the respondent. It may only stem from a lack of insight into one's own characteristics, self-deception, or an unwillingness to face up to one's limitations.

Many psychologists believe that intentional response distortion in self-report measures attenuates the validity of self-reports for personnel decisions (Hough & Schneider, 1996). It seems clear that people can, when instructed to do so, distort their responses in the desired direction (Hough, Eaton, Dunnette, Kamp, & McCloy, 1990). However, the extent of distortion in real-life applicant settings is not as great as the distortion that results when participants are instructed to slant their responses (Hough et al., 1990). Hough et al. (1990) also stated that applicants did not appear to distort their self-

descriptions, and correlations with job performance were not attenuated by such distortion. In support, Howard (1994) concluded that when employed within a sensible design, self-reports often represent a valuable and valid measurement strategy.

The self-report survey used in this study was not a comprehensive integrity test. The survey did, however, contain an Integrity Beliefs attitudinal scale consisting of eight personality-oriented statements and a Pessimism scale consisting of six items. The items from these two scales were combined to form a single Integrity/Pessimism scale, and can be found in Appendix B.

Also contained in the survey is a question regarding the participants' job turnover history (Appendix A, q.25). Job turnover was broken down into those participants who had quit a job without notice and those who had been fired or laid off (involuntary). Based on the characteristics of someone who consciously decides to quit a job without any notice to the employer, it is hypothesized that those who indicated that they have previously quit a job without notice will have a higher Integrity/Pessimism score (indicating low integrity and high pessimistic attitudes) than those who have been fired or laid off. That is, there

will be a positive correlation between the quit without notice group and scores on the Integrity/Pessimism scale (high scores indicating low integrity/highly pessimistic).

In support, it is also hypothesized that the quit without notice group will have a lower average tenure than the involuntary group. Average career tenure equals the number of years employed full time divided by the total number of full time employers, and is interpreted as an index of employment stability. Furthermore, it is hypothesized that the quit without notice group will have significantly higher expressed exit intention scores. Expressed exit intentions is a scale embedded in the survey asking participants to report their level of commitment to their current career and any plans to leave their current job. It is a surrogate measure of turnover intentions and perceived fit with the current occupation, where high scores are indicative of negative attitudes toward the current occupation/industry.

CHAPTER II

METHOD

Instrument

In November of 1995, Batrus Hollweg, Ph.D.'s, Inc. of Dallas, Texas held a series of focus groups where employees from various foodservice companies were assembled to discuss the positive and negative aspects of working in the foodservice industry. As a product of these focus groups, Batrus Hollweg developed an extensive survey designed to assess individual differences related to working in the foodservice industry. The survey asked subjects to describe themselves and their perceptions in three broad areas: occupational background, occupational needs, and personal information. The personal information area of the survey consisted of 85 items measuring work related values, attitudes, beliefs, personal characteristics and work history. A copy of the survey can be found in Appendix A.

Early information from the focus groups indicated that employees tended to vary according to basic attitudes held

toward the job, industry, and the work. Twelve attitude scales were thus embedded in the survey. As stated in the Foodservice Research report, an attitude is defined as "a consistently expressed and measured opinion toward or about an issue or phenomenon, in this case, job related concepts. An attitude is considered a short term belief system that reflects what a person has experienced and how those experiences were interpreted (p. 47)." The attitudinal scales of focus for this thesis are the Integrity Beliefs scale and the Pessimism scale. Items from these two scales were combined into a single Integrity/Pessimism scale. A list of the statements contained in the Integrity Beliefs scale can be found in Appendix B.

Participants

National Family Opinion, Inc. of St. Louis was selected by Batrus Hollweg to collect data from a representative sample of foodservice and non-foodservice employees from across the United States. In March of 1996, 7,500 surveys were mailed to households which were known to have at least one foodservice worker. An additional 2500 surveys were mailed to a comparison group that had been screened for demographic and occupational characteristics, for a total of 10,000 surveys. Half of all foodservice

workers are under 25 years of age and are women, thus over-representation of women and young people was a major sampling goal.

A total of 5523 useable surveys were returned including 2871 current foodservice employees and 2652 non-foodservice employees for a response rate of 55.2%. Of the 5523 respondents, 2248 were male, 3208 were female, and 67 did not specify. In terms of age, 492 teenagers and 162 seniors (over age 65) sent in useable surveys.

Ninety percent of the final sample were Caucasian, five percent were African American, and four percent were Hispanic. Asians, Native Americans and "Other" made up the remaining one percent. Although minorities are underrepresented relative to their proportion in the workforce, time and cost constraints did not allow for additional surveys to be collected. The majority of the sample were married adults (3,562), while the remainder (1,961) reported being single.

Experimental Design

The main objective of this study was to examine the relationship between a measure of integrity and job turnover. The Integrity/ Pessimism scale was composed of eight items from the Integrity Beliefs scale and six items

from the Pessimism scale. These 14 items were combined to form an Integrity/Pessimism scale. A high score on this scale indicates that the person endorsed items with a low-integrity/high-pessimism content. Analyses were performed on the Integrity/Pessimism scale to ensure that the items could be combined into a single scale.

Job turnover was categorized as either involuntary (fired or laid off) or quit without notice. Participants were asked to endorse each item that applied out of being fired, laid-off, quit without notice or does not apply (see question 25, Appendix A). The involuntary category contained every person who had been fired or laid off. The quit without notice category contained every person who had quit a job without giving any notice to the employer, even if he or she had also endorsed other items. All those who had not been fired, laid-off, or quit a job without notice were removed from the analysis. The reader is cautioned, however, about the non-independence of the self-report criterion from the predictor as they were both taken from the same measure.

The relationship between participants' scores on the Integrity/Pessimism scale and the categories of quit without notice and involuntary turnover were then examined.

Measures of average tenure and expressed exit intentions were also analyzed in relation to scores on the Integrity/Pessimism scale and the categories of job turnover. Average tenure equals the number of years employed full time divided by the total number of full time employers and is interpreted as an index of employment stability. The measure of expressed exit intentions was included in the survey to assess the participants' attitudes toward their current occupation and any plans to leave their current job (a surrogate measure of turnover intentions). High scores on this measure are an indication of negative attitudes towards the current career/industry.

CHAPTER III

RESULTS

All results were obtained through the use of the SPSS 7.0 statistical program. Goals of the analysis were to: a) establish the reliability of the Integrity/Pessimism scale, b) analyze the construct validity of the Integrity/Pessimism scale through a principal component analysis, c) analyze the criterion validity of the Integrity/Pessimism scale in relation to the quit without notice group and the involuntary turnover group, and d) examine supporting evidence. The descriptive statistics for the quit without notice and involuntary turnover groups are included in Appendix C.

Reliability Analyses

Inner-item correlations were examined for the Integrity/Pessimism scale, and ranged from .116 (lowest) to .497 (highest). All were significant at the .01 level and are included in Appendix D. A Cronbach's alpha reliability coefficient was run on the Integrity/Pessimism scale and found it to be reliable (alpha = .8278). In addition,

alpha coefficients were run deleting each successive item from the scale. This was done to determine if any items should be deleted from the scale. The low variability among the coefficient alphas suggested that all items should be retained in the final scale (see Appendix D).

Construct Validity

A principal component analysis was performed on the Integrity/Pessimism scale, which is a test of unidimensionality. This was done to support the assumption that even though the Integrity/Pessimism scale was created by combining items from two separate scales, they belong to the same construct. Three components were extracted with Eigen values above one. The first component had an Eigen value of 4.376 and accounted for 31.26 percent of variance in the scale. The second component had an Eigen value of 1.205 and accounted for an additional 8.61 percent of variance in the scale. The third Eigen value was 1.01 and accounted for an additional 7.22 percent of variance in the scale. Although three components with Eigen values above one were extracted, analysis of Scree plots (Appendix E) and discrepancy in the percentage of variance accounted for

between the first and second Eigen values, suggested that the construct measured by the scale was indeed unidimensional.

Criterion Validity

The Integrity/Pessimism scale was correlated with the quit without notice and involuntary turnover groups to ascertain the criterion validity of the scale. The association between these variables was modest, but statistically significant ($r_{pb} = .143, p < .01$). An independent samples t -test was also conducted to test the mean differences between the quit without notice and involuntary participants on the Integrity/Pessimism scale. The results demonstrated that quit without notice participants ($M = 37.58, SD = 9.33, N = 985$) scored higher on the scale than the involuntary group ($M = 34.93, SD = 8.88, N = 1300$), $t(2,283) = -6.90, p < .001$.

Supporting Evidence

To add convergent validity to these findings correlations between expressed exit intentions and the Integrity/Pessimism scale, and tenure and the Integrity/Pessimism scale were also calculated. The correlation between the Integrity/Pessimism scale and expressed exit intentions was moderately large ($r = .406, p < .01$). The

correlation between the Integrity/Pessimism scale and average tenure was fairly modest but statistically significant ($r = -.099$, $p < .01$).

Post hoc t -tests were also conducted to test the mean differences between expressed exit intentions, tenure, and quit without notice/involuntary turnover. The results demonstrated that the quit without notice participants scored higher on expressed exit intentions ($M = 28.22$, $SD = 10.37$, $N = 985$) than involuntary participants ($M = 26.28$, $SD = 9.55$, $N = 1300$), $t(1997.63$ equal variances not assumed) = -4.82 , $p < .001$. Quit without notice participants also had shorter tenure ($M = 3.36$, $SD = 2.30$, $N = 985$) than involuntary participants ($M = 4.88$, $SD = 3.11$, $N = 1300$), $t(2026.84$ equal variances not assumed) = 12.69 , $p < .001$.

CHAPTER IV

DISCUSSION

The original hypothesis stating that the quit a job without notice group would have a higher Integrity/Pessimism score (indicating low integrity and high pessimistic attitudes) than the involuntary turnover group (been fired or laid off), was supported. Post hoc analyses also found supporting evidence in that the quit without notice group also had higher expressed exit intentions scores (indicating negative attitudes toward the current occupation/industry) and shorter average tenure than the involuntary group. The characteristics of someone who would quit a job without giving any notice to his or her employer appear to be consistent with descriptions of a person who would score low on an integrity measure.

The psychometric properties of this Integrity/Pessimism scale (reliability, content validity, criterion validity) suggest that it could be useful in employment settings, as a potential screening device. Caution is warranted in interpreting the findings of this study,

however, as the self-report criterion and the predictor were taken from the same measure. The Integrity/Pessimism scale would also have to be construct validated with established personality tests. In any hiring situation it would be beneficial to determine which applicants hold negative/pessimistic attitudes and have a propensity to quit a job without notice. Such attitudes and behavior could greatly undermine the organization's culture and/or morale.

Future research in this area could examine the predictive validity of the Integrity/Pessimism scale and its relationship to both average tenure and attitudes toward current occupation/industry. This would serve as a potential guideline in making employment decisions. If psychometrically sound, cutoff scores could be established and the scale incorporated into an existing instrument or selection device.

The relationship of the Integrity/ Pessimism scale and expressed exit intentions also appears to warrant further examination. Mobley, Griffeth, Hand, and Meglino (1979) concluded that behavioral intentions to stay or leave are consistently related to turnover behavior. They also stated that this relationship generally accounts for more

variance in turnover than does the job satisfaction-turnover relationship. The present results, indicating an association between the Integrity/Pessimism scale and expressed exit intentions, could add to our understanding of turnover as proposed by Mobley et al. (1979).

It would also be important to examine the group of participants to which the turnover question did not apply. A better designed question should distinguish between those who have worked many jobs and have not had turnover problems and younger workers who have not had the opportunity to experience several jobs. An examination of these groups could lead to an increase in the external validity.

The findings of this study, although statistically significant, are modest at best. Prior to consideration in any employment setting, adequate predictive validity must be ascertained. These findings, for example, would not generalize to those whom the turnover question did not apply. Normative data would have to be collected for occupations outside of the foodservice industry.

It appears that much research in the area of integrity and pessimism as related to turnover, is needed. The findings of this study, although suggestive, do not even

begin to unearth the possibilities of establishing a predictive instrument. In today's competitive world of employment, it would seem of great value for organizations to have the ability to screen out unwanted applicants.

APPENDIX A
SELF-REPORT SURVEY

1. Are you currently employed?
 1 Yes → (Continue)
 2 No → (Please Give Questionnaire To A Household Member Who Is Currently Employed)
- 1a. How many people in your household are currently employed? (X ONE Box)
 1 One → (Continue)
 2 Two → (Continue)
 3 Three or more → (Continue)
 4 None → (Stop Here And Return Questionnaire)
2. In what industry is your primary job? (X ONE Box)
- | | | |
|--|---|--|
| 01 <input type="checkbox"/> Agriculture/Forestry/Fishing | 07 <input type="checkbox"/> Public Utilities | 13 <input type="checkbox"/> Education |
| 02 <input type="checkbox"/> Mining | 08 <input type="checkbox"/> Wholesale | 14 <input type="checkbox"/> Hotel/Entertainment/Travel |
| 03 <input type="checkbox"/> Construction | 09 <input type="checkbox"/> Retail | 15 <input type="checkbox"/> Health Services |
| 04 <input type="checkbox"/> Manufacturing | 10 <input type="checkbox"/> Restaurant | 16 <input type="checkbox"/> Government |
| 05 <input type="checkbox"/> Transportation | 11 <input type="checkbox"/> Finance/Insurance/Real Estate | 17 <input type="checkbox"/> Other |
| 06 <input type="checkbox"/> Communications | 12 <input type="checkbox"/> Business Services | |
3. Are you self-employed in your primary job? 1 Yes 2 No
4. Do you supervise the work of others in your primary job? 1 Yes 2 No
5. Do you work directly with customers in your primary job? 1 Yes 2 No
6. Do you currently have more than one job? 1 Yes → (Continue) 2 No → (Skip To Question 10)
7. In what industry is your second job? (X ONE Box)
- | | | |
|--|---|--|
| 01 <input type="checkbox"/> Agriculture/Forestry/Fishing | 07 <input type="checkbox"/> Public Utilities | 13 <input type="checkbox"/> Education |
| 02 <input type="checkbox"/> Mining | 08 <input type="checkbox"/> Wholesale | 14 <input type="checkbox"/> Hotel/Entertainment/Travel |
| 03 <input type="checkbox"/> Construction | 09 <input type="checkbox"/> Retail | 15 <input type="checkbox"/> Health Services |
| 04 <input type="checkbox"/> Manufacturing | 10 <input type="checkbox"/> Restaurant | 16 <input type="checkbox"/> Government |
| 05 <input type="checkbox"/> Transportation | 11 <input type="checkbox"/> Finance/Insurance/Real Estate | 17 <input type="checkbox"/> Other |
| 06 <input type="checkbox"/> Communications | 12 <input type="checkbox"/> Business Services | |
8. In your second job, do you supervise the work of others? 1 Yes 2 No
9. In your second job, do you work directly with customers? 1 Yes 2 No
10. Are you currently a restaurant, cafeteria or other food service employee?
 1 Yes → (Continue) 2 No → (Skip To Question 13)
11. Do you work in...? (X The ONE That BEST Applies)
 1 Quick Service (fast food restaurant)
 2 Full Service (sit down dining - with table service)
 3 Non-retail or institutional food service (hospital, university, government, employer or other food service provider)
12. Does the company you work for serve food in more than one location?
 1 Yes → (Skip To Question 20) 2 No → (Skip To Question 20)
13. Have you ever been a restaurant, cafeteria or other food service employee?
 1 Yes → (Continue) 2 No → (Skip To Question 20)
14. How long has it been since you worked in food service? (X ONE Box)
 1 Less than one year ago 4 Six to ten years ago
 2 One to three years ago 5 More than ten years ago
 3 Four to five years ago
15. When you were in Food Service, did you work in...? (X The ONE That BEST Applies)
 1 Quick Service (fast food restaurant)
 2 Full Service (sit down dining - with table service)
 3 Non-retail or institutional food service (hospital, university, government, employer or other food service provider)
16. When you worked in Food Service, did the company you worked for have more than one location?
 1 Yes 2 No
17. When you were in Food Service, did you supervise the work of others? 1 Yes 2 No
18. When you were in Food Service, did you work with customers? 1 Yes 2 No
19. Please "X" the reason(s) you left the food service industry. (X ALL That Apply)
- | | |
|--|--|
| 01 <input type="checkbox"/> To pursue my current occupation | 08 <input type="checkbox"/> To work at a more convenient location... |
| 02 <input type="checkbox"/> To make more money | 09 <input type="checkbox"/> My employer closed down |
| 03 <input type="checkbox"/> To have a better work schedule | 10 <input type="checkbox"/> Health reasons |
| 04 <input type="checkbox"/> To have more enjoyable work | 11 <input type="checkbox"/> Relocation/moved |
| 05 <input type="checkbox"/> To have better employee benefits | 12 <input type="checkbox"/> Fired or laid off |
| 06 <input type="checkbox"/> To escape harassment | 13 <input type="checkbox"/> Relationship with supervisor |
| 07 <input type="checkbox"/> To have better opportunities for advancement | 14 <input type="checkbox"/> Other (Specify): _____ |
| 08 <input type="checkbox"/> To go to school | |
20. How many companies have you worked for FULL-TIME (40 or more hours per week) since you first started working? (X ONE Box)
 1 None → (Skip To Question 22) 5 7 to 9 → (Continue)
 2 One → (Continue) 6 10 to 12 → (Continue)
 3 2 to 3 → (Continue) 7 13 or more
21. How many years have you worked FULL-TIME?
 (Include all jobs) (Write In Years Worked Full-Time) # of years: _____

22. How many companies have you worked for PART TIME (36 or less hours per week) since you first started working? (X ONE Box)
- 1 None -- (Skip To Question 34) 4 7 to 9
- 2 One 5 10 to 12 -- (Continue)
- 3 2 to 3 -- (Continue) 6 13 or more
- 4 4 to 6
23. How many years have you worked PART-TIME? (Include all jobs) (Write in Years Worked Part-Time) # of years: _____
24. What training best describes your preparation for your primary job? (X ALL That Apply)
- 1 On-the-job training 4 Formal education or certification programs provided by industry organizations or educational institutions
- 2 Company training program 5 No training
- 3 Outside training by non-employees
25. Have you ever ... ? (X ALL That Apply)
- 1 Been fired 2 Been laid off 3 Quit a job without notice 4 None of the above
26. Do you regularly work any of the following? (X ALL That Apply)
- 1 Days 2 Evenings 3 Weekends 4 Holidays
27. How do you feel (or would you feel) about working weekends regularly? (X ONE Box)
- 1 Like very much
- 2 Like somewhat
- 3 Neither like nor dislike
- 4 Dislike somewhat
- 5 Dislike very much
28. How do you feel (or would you feel) about working evenings regularly? (X ONE Box)
- 1 Like very much
- 2 Like somewhat
- 3 Neither like nor dislike
- 4 Dislike somewhat
- 5 Dislike very much
29. What shift(s) do you currently work? (X ALL That Apply)
- 1 Day shift (morning and afternoon) 2 Night shift (late evening and early morning)
- 3 Evening shift (afternoon and evening) 4 Rotating shifts
30. If you had your choice, what shift would you prefer to work? (X ONE Box)
- 1 Day shift (morning and afternoon) 4 Rotating shifts
- 2 Evening shift (afternoon and evening) 5 No preference
- 3 Night shift (late evening and early morning)
31. How many hours do you work per week? (X ONE Box)
- 1 Less than 20 hours per week 4 41 to 50 hours per week
- 2 21 to 30 hours per week 5 51 to 60 hours per week
- 3 31 to 40 hours per week 6 More than 60 hours per week
32. What type of work week do you prefer? (X ONE Box)
- 1 Less than 20 hours per week 4 41 to 50 hours per week
- 2 21 to 30 hours per week 5 51 to 60 hours per week
- 3 31 to 40 hours per week 6 More than 60 hours per week
33. Why did you decide to work in your current occupation? (X ALL That Apply)
- 1 A family member or someone I respected was in the business 4 I wanted a job with a future
- 2 I thought it would be fun or interesting 5 I needed a job right away
- 3 The job was near my home 6 Flexible schedule
- 4 I could not find other work 7 To make better pay/benefits
- 8 Other (Specify): _____
34. Why have you changed jobs in the past? (X ALL That Apply)
- 1 Have not changed jobs
- 2 To have more interesting work 5 To have better opportunities for advancement
- 3 To work with a different group of people 6 To have better employee benefits
- 4 To work for a different boss 7 To find work less tiring
- 8 To increase my pay 8 To do something different
- 9 To make better use of my abilities 9 Other (Specify): _____
- 10 To have a more flexible schedule
35. Please "X" 3 work activities that you like most. (X THREE Boxes Only)
- 1 Talking with others 4 Helping people
- 2 Working with information 5 Making decisions/solving problems
- 3 Using tools and equipment 6 Working with my hands
36. Who do you spend most of your free time with? (X UP To THREE Boxes)
- 1 Friends 2 Spouse/Family 3 Religious group
- 4 Self 5 Co-workers 6 Special interest group (e.g., hobbies, sports)
37. Of the following, please "X" the 3 things that are most important to you. (X THREE Boxes Only)
- 1 Achieving the respect of others 4 Freedom 7 Entertainment and adventure
- 2 Receiving pay, benefits, and security 5 Helping others 8 Finding a significant relationship
- 3 Creatively expressing myself 6 Making lots of friends

CONTINUE ANSWERING QUESTION 38 THEN QUESTION 39

Question 38 - Continued

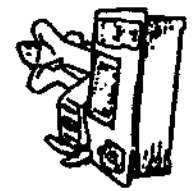
IMPORTANCE				
Not At All Important	Somewhat Important	Very Important	So Important ("I Would Change Jobs Over This Issue")	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognition for covering a shift or extra work.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being treated like an adult, even when I make a mistake.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company cares about me.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company cares about my family responsibilities.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company treats employees fairly.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enjoying some or most of the tasks required by my job.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like I do my job well.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Doing the job my own way.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Finding my job interesting.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who I get along with.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who is fair.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who helps me do my work when I need help.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who doesn't embarrass or make fun of me.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who is honest.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who treats others like they would like to be treated.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who is willing to do jobs that are not "management work".....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company is well managed.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being trained to do my job well.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being trained for a better job.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being trained to handle stress.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Working with people I like.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like I fit in and am part of the team.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like everybody does their part to keep things running smoothly.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having some fun at work.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Location convenient to my home.....

Question 39 - Continued

SATISFACTION				
Not At All Satisfied	Only Somewhat Satisfied	Satisfied	More Than Satisfied	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognition for covering a shift or extra work.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being treated like an adult, even when I make a mistake.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company cares about me.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company cares about my family responsibilities.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company treats employees fairly.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enjoying some or most of the tasks required by my job.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like I do my job well.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Doing the job my own way.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Finding my job interesting.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who I get along with.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who is fair.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who helps me do my work when I need help.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who doesn't embarrass or make fun of me.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who is honest.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who treats others like they would like to be treated.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having a boss who is willing to do jobs that are not "management work".....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like the company is well managed.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being trained to do my job well.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being trained for a better job.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being trained to handle stress.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Working with people I like.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like I fit in and am part of the team.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeling like everybody does their part to keep things running smoothly.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Having some fun at work.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Location convenient to my home.....



Let's Take A Break!



40. Using a 5 point scale, where "1" is strongly disagree and a "5" is strongly agree, please indicate your level of agreement with the following statements. (X ONE Box For EACH Statement)

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
41. I have no strong feelings about staying in my current occupation or doing something else for a living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It takes a lot of luck to be an outstanding employee on most jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One advantage of my occupation is that you can always find a job, if you are qualified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the time I dread going to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. If I was offered another job in a different industry, I would leave my current industry forever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a lot of nervous energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't wait to get out of the type of business I'm in now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are so many different occupations that I have not been able to choose a career to pursue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm really good at my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. It bothers me that I don't have any specific career plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One year from now, I'll be closer to my chosen occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To feel good about my work, I need a job in which I help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had another job in a different industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe most successful people bent the rules a little bit to get where they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I am working to achieve my career goals outside of my current job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I expect to be promoted to a better job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to spend my career in my present line of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As far as choosing an occupation is concerned, something will come along sooner or later	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't think about my future career very much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I'm lucky to have a good boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a sense of accomplishment at the end of the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most people are out to get more than they give	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone would tell me which occupation to enter, I would feel much better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to get out of my present occupation as quickly as I can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. It is important to find work that you enjoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm pretty sure I know what I want to do with my life and am actively going after my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In order to get a really good job, you need to have family members or friends in high places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been sexually harassed at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All things considered, my job is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. When people know that they won't get caught, just about everyone will steal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm not cut out for the kind of work that I'm in right now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for a particular career is a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most people will tell a lie now and then to get ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's up to an employer to make sure that employees don't steal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. The longer I stay in my current industry, the harder it is to find other work outside the industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that I should put into a job as much as they are willing to pay me, but to do more than that is cheating myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everybody needs money, but there are other rewards for working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People think I am a very energetic person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am inclined to rush from one activity to another without pausing for rest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. The opportunity to make decisions that affect people is very important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sexually harassed at my current job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know I could get another job in my line of work tomorrow if I needed to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the time I dread going to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theft of cash is worse than taking minor property or consuming product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I like to take part in many social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My co-workers think I'm good at what I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that most people probably take things from their employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I quit my current line of work and did something else, I would probably make less money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it easy to start conversations with strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Promotions are usually a matter of good fortune	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 40 Continued On Next Page

Question 40 Continued

Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
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- For me, the best jobs allow you to accomplish something important 1 2 3 4 5
- It is more important for me to feel good about the kind of work I do than to make a lot of money 1 2 3 4 5
- Getting the job you want is mostly a matter of luck 1 2 3 4 5
- I seem to need less sleep than most people 1 2 3 4 5
- 24 In some ways, what I do is who I am 1 2 3 4 5
- If I left the industry I work in now, I don't know what other jobs I'd be qualified for 1 2 3 4 5
- The people I work with are just as important as how much the job pays 1 2 3 4 5
- Is it easy to find another job in my industry 1 2 3 4 5
- If someone is under-paid, they are more likely to steal 1 2 3 4 5
- 25 Having a fun place to work is more important than how much money you make 1 2 3 4 5
- I am a listener rather than a talker in social conversation 1 2 3 4 5
- If someone leaves cash laying around, then they probably won't miss it 1 2 3 4 5
- I would recommend a career in my industry to my friends and family 1 2 3 4 5
- I often think about what I want to do, but I really haven't chosen a career yet 1 2 3 4 5
- 26 I would be very unhappy if I had to spend my entire career working in the industry I'm in now 1 2 3 4 5
- I get things done in a hurry 1 2 3 4 5
- My current line of work would be an occupational dead end for me 1 2 3 4 5
- I'm only working where I work now until something better comes along 1 2 3 4 5
- Most people will try to get the best of you if you let them 1 2 3 4 5
- 27 You get into a line of work mostly by chance 1 2 3 4 5
- I really like my job 1 2 3 4 5
- What Uncle Sam doesn't know about my income probably won't hurt him 1 2 3 4 5
- My career plans are unsure but I would consider a career in my current industry 1 2 3 4 5
- Five years from now, I intend to be working in the same industry, but at a higher level 1 2 3 4 5
- 28 To make a lot of money, you have to know the right people 1 2 3 4 5
- My line of work agrees with me 1 2 3 4 5
- My job fits my needs right now, but it's not what I want to do for the rest of my career 1 2 3 4 5
- I would not recommend a career in my industry to anyone 1 2 3 4 5
- Sexual harassment is a real problem in my industry 1 2 3 4 5
- 29 At work or at play, other people find it hard to keep up with me 1 2 3 4 5
- It doesn't really matter what you do for a living, as long as the pay is good 1 2 3 4 5
- Sometimes you have to be a little dishonest to make your way in the world 1 2 3 4 5
- I think most customers try to act like they are better than I am 1 2 3 4 5

42. Are there any children under age 18 in your home?

- Yes No

43. Please "X" the HIGHEST level of education you have completed. (X ONE Box)

- Some high school Graduated college
- High school graduate Post graduate degree
- Some college

44. Please "X" the box below which indicates your personal income from your primary job. (X ONE Box)

- Less than \$15,000 \$35,000 - \$49,999
- \$15,000 - \$24,999 \$50,000 - \$64,999
- \$25,000 - \$34,999 \$65,000 and over

45. Please "X" the box below which indicates your personal income from your secondary job. (X ONE Box)

- Do not have a secondary job \$35,000 - \$49,999
- Less than \$15,000 \$50,000 - \$64,999
- \$15,000 - \$24,999 \$65,000 and over
- \$25,000 - \$34,999

46. Please indicate your age and gender.

- Age: _____ Sex: Male Female

Thank you for your help with this study. Please return your completed questionnaire in the enclosed postage-paid envelope as soon as possible.

APPENDIX B
INTEGRITY/PESSIMISM SCALE

Integrity/Pessimism Scale Items

1. I think most customers try to act like they are better than I am.
2. I believe that I should put into a job as much as they are willing to pay me, but to do more than that is cheating myself.
3. Most people are out to get more than they give.
4. Most people will tell a lie now and then to get ahead.
5. I believe most successful people bent the rules a little bit to get where they are.
6. Most people will try to get the best of you if you let them.
7. I believe that most people probably take things from their employer.
8. If someone leaves cash laying around, then they probably won't miss it.
9. What Uncle Sam doesn't know about my income probably won't hurt him.
10. Sometimes you have to be a little dishonest to make your way in the world.
11. It's up to an employer to make sure that employees don't steal.
12. When people know they won't get caught, just about everyone will steal.
13. Taking cash is worse than taking minor property or consuming property.
14. If someone is underpaid, they are more likely to steal.

APPENDIX C
DESCRIPTIVE STATISTICS

Descriptive Statistics

		N	Mean	SD
Quit without Notice	I/P scale	985	37.58	9.33
	Tenure	985	3.36	2.30
	Exit Intentions	985	28.22	10.37
Involuntary Turnover	I/P scale	1300	34.93	8.88
	Tenure	1300	4.88	3.11
	Exit Intentions	1300	26.28	9.55

APPENDIX D

ITEM ANALYSIS / ALPHA IF ITEM DELETED

Item Correlations

Item**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.0	.258	.268	.274	.273	.394	.248	.177	.206	.336	.153	.248	.167	.228
2		1.0	.199	.237	.264	.283	.228	.243	.236	.304	.259	.249	.242	.222
3			1.0	.360	.399	.399	.307	.116	.152	.182	.221	.356	.135	.236
4				1.0	.386	.381	.394	.137	.210	.304	.246	.399	.227	.240
5					1.0	.359	.332	.155	.264	.319	.216	.345	.191	.252
6						1.0	.330	.172	.221	.292	.225	.317	.198	.279
7							1.0	.208	.235	.286	.268	.497	.217	.326
8								1.0	.282	.309	.195	.248	.195	.204
9									1.0	.353	.147	.245	.170	.240
10										1.0	.182	.295	.226	.227
11											1.0	.308	.221	.250
12												1.0	.214	.311
13													1.0	.196
14														1.0

** all significant at the .01 level

Alpha if Item Deleted*

Item Alpha if item deleted

1	.811
2	.823
3	.821
4	.815
5	.822
6	.809
7	.826
8	.818
9	.818
10	.818
11	.816
12	.812
13	.812
14	.811

if 2 items deleted = .822

if 3 items deleted = .818

if 4 items deleted = .813

if 5 items deleted = .805

* Alpha = .828

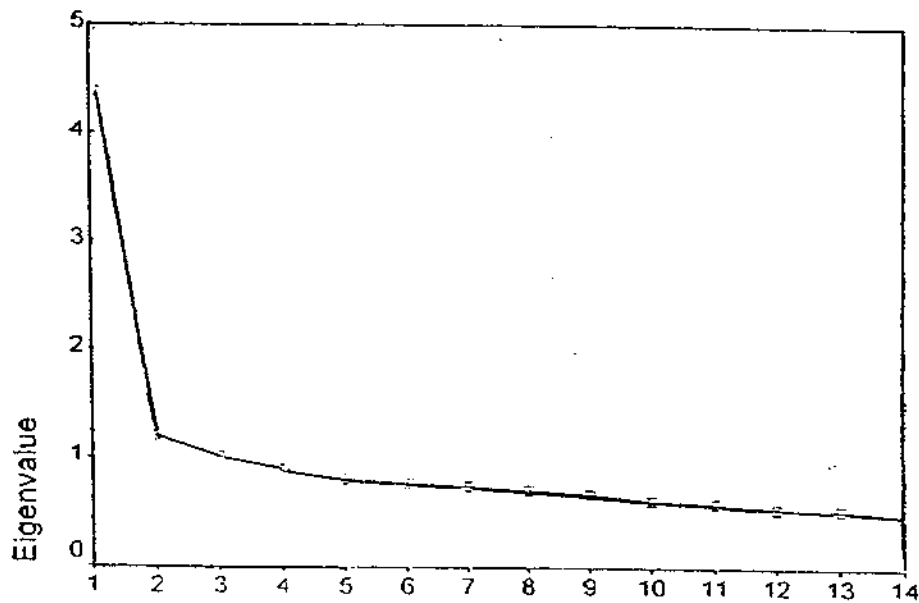
APPENDIX E
PRINCIPAL COMPONENT ANALYSIS

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.376	31.260	31.260	4.376	31.260	31.260
2	1.205	8.606	39.866	1.205	8.606	39.866
3	1.011	7.223	47.089	1.011	7.223	47.089
4	.896	6.402	53.491			
5	.809	5.777	59.268			
6	.773	5.524	64.792			
7	.749	5.350	70.141			
8	.711	5.078	75.219			
9	.676	4.825	80.044			
10	.622	4.446	84.490			
11	.596	4.255	88.746			
12	.547	3.911	92.656			
13	.542	3.873	96.529			
14	.486	3.471	100.000			

Extraction Method: Principal Component Analysis.

Scree Plot



Component Number

Component Matrix^a

	Component		
	1	2	3
I1_6	.661	-.151	.268
I1_1	.640	-.170	.243
P1_6	.635	-.226	-.258
P1_4	.630	-.294	
P1_5	.621	-.223	-.173
I1_4	.586	.345	-.306
P1_3	.563	-.466	
P1_1	.540		-.461
I1_8	.530		.236
P1_2	.524	.281	
I1_3	.490	.407	-.205
I1_7	.428	.266	.283
I1_2	.433	.558	
I1_5	.476		.537

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

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