

# RELATIONSHIP BETWEEN SOCIAL DESIRABILITY AND ABILITY-PERSONALITY VARIABLES WITHIN JOB APPLICANTS

Hermawan Tarjono

(tarjono@indosat.net.id)

Doctoral Student in Service Management Program, Trisakti University, Indonesia

## ABSTRACT

*In employment selection test, use of inventory-type personality test is common in many companies in Indonesia. One of the limitations of inventory-type personality tests is the opportunity for job applicants to provide response in socially desirable manner. While test users may question the validity of the test results, it may not be appropriate to jump to conclusion that social desirability is a "bad" thing. Using sample of 142 real job applicants, this study investigates the relationship between social desirability with four ability-personality variables, i.e. cognitive intelligence quotient (IQ), adversity quotient (AQ), achievement motivation (nAch), and mental health (MH). The result shows that IQ, AQ, and MH, influence social desirability at 5% level of significance.*

Keywords: employment, personality, relationship, ability, desirability

## INTRODUCTION

### Research Background

In service business, the personalities of service employees play important role in determining the success or failure of the business. Selecting and staffing the right persons, especially in term of personality, will influence the organizational culture and practices, and will further affect the service encounter process between providers and customers.

In order to help recruiters find the right persons, the use of personality tests are becoming more widespread from year to year. However, the use of personality tests, especially the inventory type, are surrounded by several issues. Among the issues that are of concern for test users are social desirability and faking (Arthur, Woehr, Graziano, 2001).

Despite numerous studies discussing social desirability and faking, only a few studies have investigated the relationship between individual differences in ability and personality variables in one group and social desirability and faking in another group. Furthermore, most studies investigating social desirability and faking were conducted in experimental

---

Hermawan Tarjono

situations using non-applicants where a group of people were told to fake and then the same group or another group were told not to fake. Studies that use real applicants are very limited in number (Griffith, Chmielowski, & Yoshita, 2007). The limited number of this kind of study has not provided much help to managers and test users on the interpretation and follow-up action of the inventory-type personality tests that are prone to social desirability and faking.

*This research is designed to address the lack of empirical research relating individual differences variables with social desirability in real job applicant setting. Managers and practitioners are expected to benefit from this research, specifically on interpreting personality test results with better perspective and understanding on the nature of social desirability arising out of test results.*

### **Research Question**

The main thesis in this research is that individual differences in ability and personality may have significant influences on social desirability as reflected in the response of inventory-type personality tests.

To investigate the thesis, the research question is stated as follows: Do cognitive intelligence, adversity mindset, achievement motivation, and mental health influence social desirability ?

### **Research Purpose**

The purpose of this research is to investigate the influences of variables reflecting individual differences on the social desirability of personality measures in job applicant setting.

Through this study, a model related to social desirability is formulated and estimated. The final model can be further used for explanation and prediction of social desirability of job applicants.

Researchers as well as practitioners can benefit from the model. The model will expand and enrich the academic literature on social desirability, especially related to individual differences. Managers and test users can have a wider perspective for interpreting and following-up personality test result bias that may occur in employment selection.

### **Research Importance**

Research on social desirability has begun since 1950s, but it has not achieved saturation point yet, as evidenced by numerous research articles discussing the topics in various management, psychology, and other behavioral journals, especially in the past decade. New theories and evidences on social desirability are continually proposed and tested.

Despite the numerous research articles on the subject, only a few journal articles discuss the effect of factors relating to individual differences in terms of ability and personality

on social desirability. This research is meant to fill in the gap due to lack of research in this area.

The importance of the research on social desirability relates to academic aspect as well as to practical aspect. Academically, the research will expand the frontier of knowledge on understanding individual differences relating to social desirability, and on psychological testing theory. From managerial point of view, this research will help test users and managers to interpret personality test results with better understanding and wisdom.

### Definition of Terms

Definition of terms used in this research can be found in Table 1.

Terms	Definition
Faking (Fk)	<ul style="list-style-type: none"> <li>▪ The event that self description given by an individual differs significantly from the real situation of the individual.</li> </ul>
Social Desirability (SD)	<ul style="list-style-type: none"> <li>▪ The tendency of individual to present himself or herself at a better or worse condition than he or she actually is.</li> </ul>
Socially Desirable Responding (SDR)	<ul style="list-style-type: none"> <li>▪ Variable used to measure the indication of social desirability.</li> </ul>
Self-Deceptive Enhancement (SDE)	<ul style="list-style-type: none"> <li>▪ Unconscious promotion of positive attributes in an individual.</li> </ul>
Self-Deceptive Denial (SDD)	<ul style="list-style-type: none"> <li>▪ Unconscious denial of negative attributes in an individual.</li> </ul>
Cognitive Intelligence (IQ)	<ul style="list-style-type: none"> <li>▪ Individual's ability to acquire, understand, evaluate, and apply concepts and the ability to adapt to new environment.</li> </ul>
Adversity Mindset (AQ)	<ul style="list-style-type: none"> <li>▪ Response given by individual on the difficulties and obstacles in order to increase the probability of success.</li> </ul>
Achievement Motivation (nAch)	<ul style="list-style-type: none"> <li>▪ The ability to overcome and manipulate difficult and challenging situations quickly and independently.</li> </ul>
Mental Health (MH)	<ul style="list-style-type: none"> <li>▪ The state of well-being in which every individual realizes his or her own potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to make contribution to his or her community.</li> </ul>

Table - 1 : Definition of Terms

It is common that employers and/or test users question the accuracy of information provided by job applicants on inventory-type personality tests. Research showed that faking is more likely to occur during employment selection than during the use of personality tests for other purposes (Birkeland, Manson, Kisamore, Brannick, & Smith, 2006).

Griffith & McDaniel (2006) discussed faking from the perspective of deception, which includes the intention as the main component. They analyzed the deception by using evolution theory and concluded that deception behavior is part of the competition of employment. While deception has a strong negative connotation in general society, they argued that deception is a persuasion strategy, and it is normal response to employment testing situation.

Griffith et al (2007) used real job applicants setting under within-subject method to investigate faking. Applicants were given tests for three times, separated with one-month period. Evidence showed that job applicants can fake, do fake, and the faking will affect the hiring decision.

Levashina & Campion (2006) argued that faking is a function of capacity, willingness, and opportunity to fake.

Rees & Metcalfe (2003) conducted survey on faking effort done by employees. The survey result showed that some employees admit that faking does occur, is easily done, and is considered normal.

Dalen, Stanton, & Roberts (2001) through experiment done on 86 undergraduate students showed that test takers can adjust their responses according to the information regarding job description and job specification given to them.

In early research, response distortion in inventory-type personality test was assumed to be originated from the dishonesty of test takers. Most commonly used method to detect response distortion was to insert social desirability scale in the personality test. However, in more recent research, it was found that response distortion may be related to personality aspects, and test takers may not be fully aware that they are deliberately creating distortion (Paulhus, 2002).

### **Concept and Dimensions of Social Desirability**

Social desirability is the tendency of an individual to present himself or herself at a better or worse condition than he or she actually is. If the difference between presented self and actual self exceeds certain pre-determined level, the individual is regarded as committing faking. Faking toward positive direction is called faking good, while faking toward negative direction is called faking bad. For the purpose of this study which involves real job applicants, and from here onward, faking refers to faking good unless otherwise stated, as it does not make much sense if job applicant commits faking bad.

Social desirability is common in normal human interaction, including in employment selection test. For test purpose, social desirability is measured through a variable called

measures. However, Zickar & Drasgow (1996) found that this method has limited success. Third, within-subject method can also be used to detect social desirability and/or faking within the same person by comparing the test scores of the similar test or the test scores of the same test at different time (Griffith et al, 2007).

### **Control of Faking by Employers**

One method that can be used to control faking is applying ipsative measures (forced-choice) rather than normative measures. Bowen, Martin, & Hunt (2002) compared data from 301 undergraduate students from two universities on ipsative and normative versions of Occupational Personality Questionnaire. The results showed that ipsative measures did not eliminate faking, but the opportunity of faking was reduced in ipsative measures compared to that in normative measures.

Another method that can be used to control faking is by giving warning to job applicants that faking can be detected and faking will reduce the chance of their being hired. Faking warning is a viable and inexpensive approach to reducing, although not completely eliminating faking. Threat of verification can also be used in conjunction with faking warning (Rothstein & Goffin, 2006).

Some tests that include faking detection also suggest corrections for faking. Correction for response distortion is normally assumed to provide a beneficial effect on validity. However, Christiansen, Goffin, Johnston, Rothstein (1994) showed that correcting for faking had little effect on criterion-related validity and would have resulted in different hiring decisions. In other words, correction seldom increases the ability to predict job performance and in some cases, correction may even reduce the predictive ability.

It is wiser to be cautious when an applicant scores high on personality scale. Further investigation using other selection tools is strongly advised.

### **The Impact of Faking on Test Validity**

While research has almost consistently shown that inventory-type personality tests are prone to social desirability and faking, there is a disagreement among researchers on the impact of faking on psychometric characteristics of the tests and on job performance. As discussed in the forthcoming paragraphs, some researchers argue that faking is a bad thing and must be prevented, while other researchers argue that faking is not a big issue as it will not significantly affect the validity of the tests, and in certain situation, it may even correlate with job performance.

A study by Birkeland et al (2006) comparing job applicants' and non-applicants' personality test results found that applicants scored significantly higher than non-applicants on extraversion, emotional stability, conscientiousness, and openness. As a result, the rank ordering of mean differences changed substantially.

---

Hermawan Tarjono

Douglas, McDaniel, Snell (1996) using 600 college students under conditions of faking showed that construct and criterion-related validities decrease. Similar finding was also reported by the research done by McDaniel, Douglas, Snell (1997) which used sample taken from individuals who have placed their resumes on world wide web and showed that construct validity suffered due to many job seekers misrepresenting themselves to employers.

Rosse, Levin, Nowicki (1999) presented evidence from 148 customer service / sales agents at a major resort that faking is negatively related to customer service skills and positively related to counter-productive behavior on the job.

However, Barrick & Mount (1996) studied 286 job applicants hired by two transportation companies, and found that applicants did distort their scores on personality dimensions through self-deception and impression management, but neither type of distortion weaken the predictive validity of personalities constructs.

Hogan, Barrett, Hogan (2007) studied 5266 adults applying for customer service job in the transportation industry. Those who were rejected in first application were given the chance to reapply and retake the test six months later. They found that faking is not a significant problem. The construct validity of the personality scales remained intact across two administrations.

Ones, Viswesvaran, & Reiss (1996) found that social desirability is not of much concern in personality testing. Based on their study, social desirability does not destroy the validity of personality test.

Bui (2002) examined relationship between faking and job performance by using a sample of customer service specialists in a large utility company. It was found that job applicants' faking scores (not incumbents) correlated significantly with Quality Monitoring Score (one of three aspects of job performance).

In summary, studies investigating the impact of social desirability and faking provide mixed results. For researchers and practitioners who are against faking, the main argument is that response distortion diminishes the validity of the tests, or even if response distortion does not affect the ability of the test to predict performance, it may affect the hiring decision at the individual level. Because only some applicants fake their responses, using top-down hiring procedures will result in less accurate hiring decisions.

However, for researchers and practitioners who can accept faking, the main argument is that although job applicants distort their responses to look good, it does not significantly diminish the predictive criterion of the test. They can perform well on the job even though they have distorted their responses. One possible explanation is that applicants who distort their answers are aware of important job attributes and they will accordingly display behavior consistent with the job requirement. Another explanation is related to reputation theory which imply that job applicants will maintain consistent "reputation" given at the selection test and at daily work once they are hired. Based on this reasoning,

sometimes job applicant with bias in social desirability may be preferred, especially for certain jobs such as sales or customer service jobs.

### **Individual Differences Variables**

Individual differences in intelligence and personality may have influence on social desirability. While research of the impact of the variables are still limited, there are some variables that have high probability in influencing social desirability and faking.

For the purpose of hypotheses development in this study, the relationship of the following variables with social desirability will be investigated:

1. Cognitive intelligence
2. Adversity mindset
3. Achievement motivation
4. Mental health

### **Intelligence and Response Distortion**

General intelligence as measured by IQ in traditional psychology literature hereinafter will be termed as *cognitive intelligence* in order to differentiate it with other types of intelligence such as emotional intelligence.

Research by Dalen et al (2001) showed that test takers can adjust their responses based on the job description and job specification information provided to them. It means that cognitive intelligence, which is measured by IQ, may have influence on social desirability and faking. From this finding, it looks like that cognitive intelligence will positively correlate with social desirability.

However, Ones et al (1996) found that social desirability did not correlate with cognitive ability, but it had low negative correlation with years of education. Individuals who may be expected to be 'test smart' do not have a tendency to respond in a more socially desirable manner. One possible explanation is that people with higher cognitive intelligence will be more careful in distorting response as they may be concerned with response consistency and the possibility of detection of distorted response. Therefore, it can be tentatively hypothesized that cognitive intelligence has negative correlation with social desirability and faking.

### **Hypothesis 1:**

*Cognitive Intelligence has significant negative influence on social desirability.*

### **Personality Dynamics and Response Distortion**

Among various personality dynamics variables, three variables are chosen for the purpose of hypotheses development, i.e. adversity mindset, achievement motivation, and mental health. Those variables are chosen as they are predicted to have influence on social desirability and /or faking.

Stoltz (1997) stated that adversity is related to an individual's responses to difficulties and obstacles and it is also related with the probability of an individual to achieve success. If employment selection process is considered as a challenge and success is interpreted as the hiring decision of the job applicant, then it can be logically hypothesized that an applicant with high adversity quotient has higher probability of being involved in social desirability and/or faking as he or she may increase his or her chance of being hired through social desirability and faking.

**Hypothesis 2:**

*Adversity mindset has significant positive influence on social desirability.*

Henry Murray, psychiatrist from Harvard University and the founder of psychogenic need theory, of which his theory has become the foundation of various personality theories, describes achievement motivation as the ability to accomplish and master difficult things and the ability to manipulate situation rapidly and independently to overcome obstacles, to excel oneself, and to surpass others (Hjelle & Ziegler, 1976). Based on this concept, it can be hypothesized that an individual with high achievement motivation need may score higher on social desirability and may commit faking.

**Hypothesis 3:**

*Achievement motivation has significant positive influence on social desirability.*

WHO defines mental health as the state of well-being in which every individual realizes his or her own potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to make contribution to his or her community (WHO, 2008). It can be predicted that mentally healthy person tends to present the self in socially desirable manner.

**Hypothesis 4:**

*Mental health has significant positive influence on social desirability.*

**List of Variables**

List of variables used in this research is shown in Table 2.

Variable Symbol	Variable Name	Variable Type
SDR	Socially Desirable Responding	Dependent Variable
IQ	Cognitive Intelligence	Independent Variable
AQ	Adversity Mindset	Independent Variable
nAch	Achievement Motivation	Independent Variable
MH	Mental Health	Independent Variable

Table - 2 : List of Variables



### Conceptual Framework

The relationship between SDR and other variables are shown in the following Figure 1.

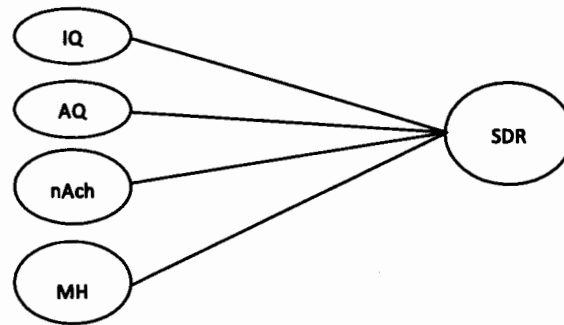


Figure - 1 : Relationship of SDR with IQ, AQ, nAch, MH

### Summary of Hypotheses

The summary of hypotheses related to social desirability as measured by using Marlowe-Crowne instrument is shown in Table 3.

Hypothesis	Social Desirability
Hypothesis 1	IQ -> SDR
Hypothesis 2	AQ -> SDR
Hypothesis 3	nAch -> SDR
Hypothesis 4	MH -> SDR

Table - 3 : Hypotheses related to social desirability

## RESEARCH METHODOLOGY

### Research Design

This study is designed to test hypotheses of the effects of the above-mentioned independent variables on social desirability.

Individual job applicants will undergo the following test procedure:

- Biodata Form completion (30 minutes)
- Cognitive intelligence test – Verbal, Numerical, Spatial Test (45 minutes)
- Personality tests (30 minutes) consisting of Marlowe-Crowne Social Desirability Scale, Spence-Helmreich Achievement Motivation Test, Stoltz Adversity Scale, Mental Health Test

### Sample and Data Collection

Sample in this study consists of 142 university graduates from various majors who apply jobs and are invited to undergo employment selection tests at several business units in power plant operations and maintenance services located in West Java. The initial screening criterion for test invitation is minimum cumulative academic Grade Point Average of 2.8 (out of 4.0).

The nature of data is primary and cross-sectional, which are collected directly from job applicants in the second quarter of year 2008.

### Instruments and Measurement

Instruments and measurement used in this research are shown in Table 4.

Variable	Instrument	Scale
SDR	Marlowe-Crowne's Social Desirability Scale	Interval scale
IQ	Verbal, Numerical, Spatial Intelligence Test (standardized)	Interval scale
AQ	Stoltz' Adversity Test (short version)	Interval scale
nAch	Spence-Helmreich's Achievement Motivation Test	Interval scale
MH	Mental Health Test (unstandardized test for detecting hypochondriasis, paranoia, depression, and anxiety)	Interval scale

Table - 4 : Instruments and measurement scales

### Operationalization of Variables

Operationalization of variables used in this research is shown in Table 5.

Symbol	Operationalization
SDR	Number of matching responses out of 33 true-false items
IQ	Converted score on scale 70-130 with the mean of 100 and standard deviation of 15
AQ	Sum of responses from 40 items on scale 1-5
nAch	Sum of responses from 19 items on scale 1-5
MH	Number of matching responses out of 40 true-false items

Table - 5 : Operationalization of variables

### Data Analysis

The influence of independent variables will be estimated by using multiple regression analysis as shown in the following:

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

where

$y = \text{SDR}$

$X_1 = \text{IQ}$

$X_2 = \text{AQ}$

$X_3 = \text{nAch}$

$X_4 = \text{MH}$

## DATA, RESULTS, AND DISCUSSION

### Data from Employment Selection Test

Data collected from 142 job applicants undergoing real employment selection test are summarized in Appendix 1. Variables captured in the table consist of SDR (Socially Desirable Responding), IQ (Cognitive Intelligence Quotient), AQ (Adversity Quotient), nAch (Achievement Motivation), and MH (Mental Health Score).

### Results of Data Analysis

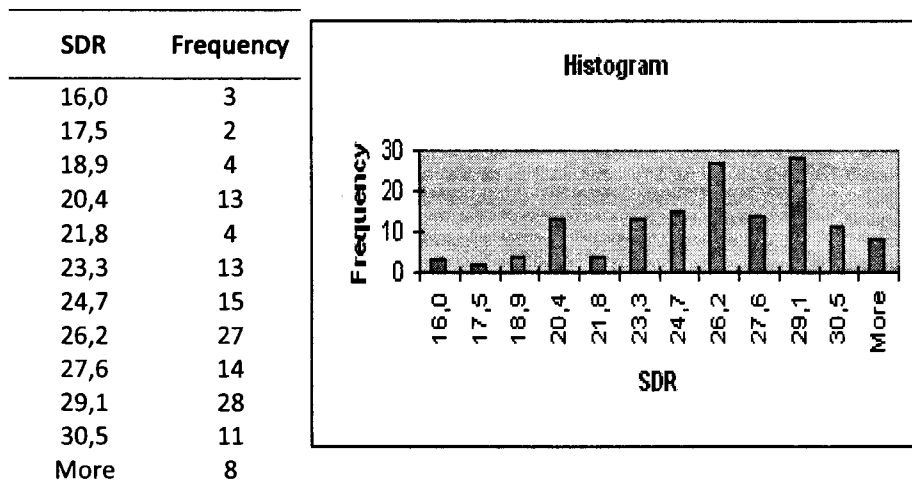
The descriptive statistics of each variable are shown in Table 7 below.

SDR (y)		IQ (X1)		AQ (X2)	
Mean	25,3	Mean	114	Mean	139
Standard Error	0,3	Standard Error	0,5	Standard Error	1,5
Median	26	Median	115	Median	137
Mode	28	Mode	118	Mode	126
Standard Deviation	3,8	Standard Deviation	5,6	Standard Deviation	18,3
Sample Variance	14,7	Sample Variance	30,8	Sample Variance	335,1
Kurtosis	-0,45	Kurtosis	-0,54	Kurtosis	2,07
Skewness	-0,54	Skewness	-0,36	Skewness	0,18
Range	16	Range	25	Range	136
Minimum	16	Minimum	100	Minimum	64
Maximum	32	Maximum	125	Maximum	200
Sum	3587	Sum	16217	Sum	19784
Count	142	Count	142	Count	142

SDR (y)	nAch (X3)	MH (X4)
Mean	72	Mean 33
Standard Error	0,5	Standard Error 0,4
Median	73	Median 33
Mode	75	Mode 33
Standard Deviation	6,0	Standard Deviation 4,2
Sample Variance	35,4	Sample Variance 17,5
Kurtosis	-0,12	Kurtosis 0,96
Skewness	-0,22	Skewness -0,96
Range	29	Range 21
Minimum	58	Minimum 18
Maximum	87	Maximum 39
Sum	10282	Sum 4652
Count	142	Count 142

**Table - 7 :** Descriptive Statistics of Dependent and Independent Variables

The distribution frequency and the histogram of SDR are shown in Table 8. If we consider the range of 23.4 to 27.2 (mean SDR score 25.3 plus minus half standard deviation 1.9) as the normal SDR range for applicants providing “honest response”, we can see that approximately 35% of applicants answered the test with the tendency of faking good, while only approximately 20% of applicants answered the test with the tendency of faking bad. It can be understood that the distribution is not symmetric as job applicants are more likely to fake good rather than to fake bad in order to increase their chance of being hired.



**Table - 8 :** Distribution Frequency of Variable SDR among Job Applicants

The correlation between variables is shown in Table 9.

	<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>	<i>Column 5</i>
Column 1 [SDR]	1				
Column 2 [IQ]	-0,166	1			
Column 3 [AQ]	0,316	0,019	1		
Column 4 [nAch]	0,098	0,106	0,172	1	
Column 5 [MH]	0,493	-0,020	0,296	0,100	1

Table - 9 : Correlation Matrix

From Table 9 above, the correlations among independent variables are relatively low, therefore it is unlikely that multicollinearity occurs in this situation.

The multiple regression result is shown in Table 10.

Regression Statistics	
Multiple R	0,55
R Square	0,30
Adjusted R Square	0,28
Standard Error	3,25
Observations	142

#### Anova

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	4	627,23	156,81	14,86	0,00
Residual	137	1446,13	10,56		
Total	141	2073,36			

	<i>Coeff</i>	<i>SE</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	18,037	6,65	2,71	0,01
X1 [IQ]	-0,114	0,05	-2,30	0,02
X2 [AQ]	0,039	0,02	2,44	0,02
X3 [nAch]	0,026	0,05	0,56	0,58
X4 [MH]	0,396	0,07	5,77	0,00
Y = SDR				

Table - 10 : Regression Output

As shown in Table 10, the following regression is obtained :

$$\text{SDR} = 18.037 - 0.114 \text{ IQ} + 0.039 \text{ AQ} + 0.026 \text{ nAch} + 0.396 \text{ MH}$$

SE (6.65) (0.05) (0.02) (0.05) (0.07)

t (2.71) (-2.30) (2.44) (0.56) (5.77)

Residual plots for IQ, AQ, nAch, and MH are shown respectively in Figure 2, Figure 3, Figure 4, and Figure 5. From the residual plots, there are no indications of heteroscedasticity.

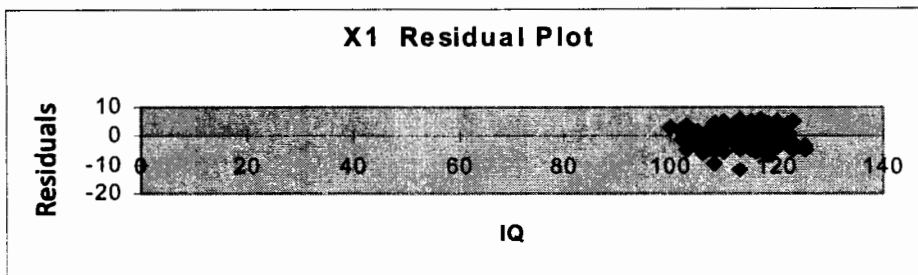


Figure - 2 : Residual Plot for IQ

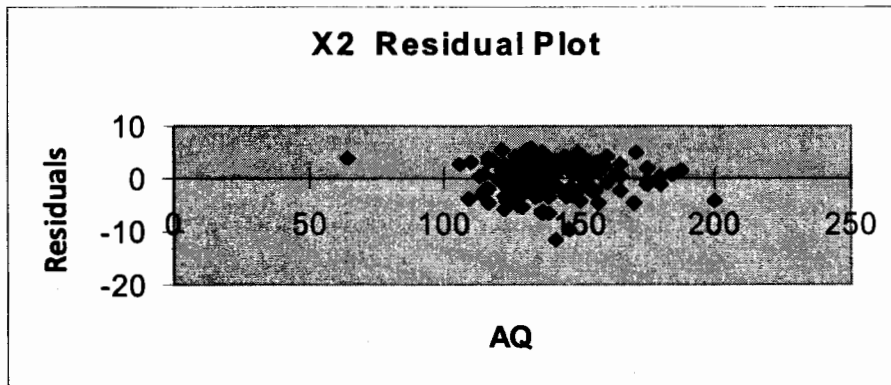


Figure - 3 : Residual Plot for AQ

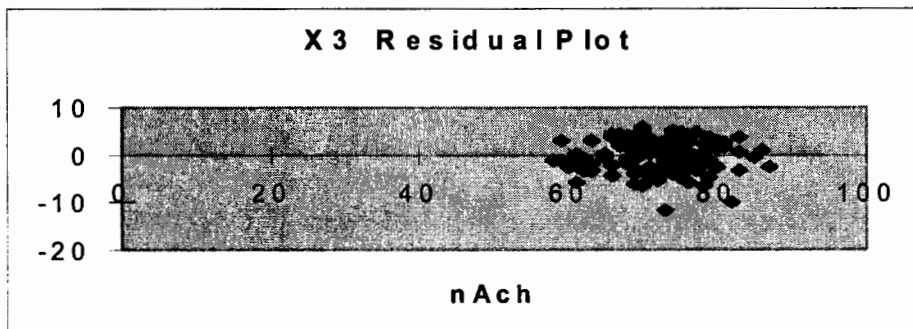


Figure - 4 : Residual Plot for nAch

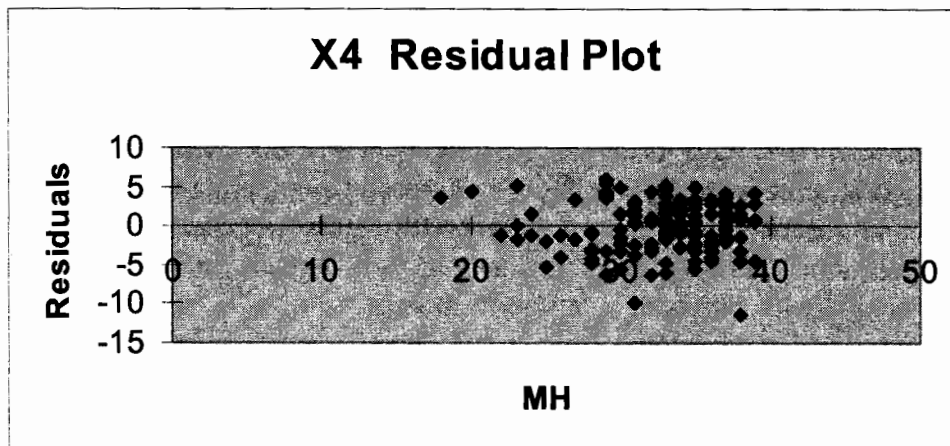


Figure - 5: Residual Plot for MH

## DISCUSSION

The IQ coefficient is significant at 5% level, and it has also the expected negative sign. Therefore, Hypothesis 1 is supported. It may be interpreted that job applicant with higher IQ tends to be more careful in distorting response.

The AQ coefficient is significant at 5% level, and it has also the expected positive sign. Therefore, Hypothesis 2 is supported. It may be interpreted that job applicant with higher AQ tends to take risk in presenting himself or herself in more socially favorable way. The nAch coefficient is not significant at 5% level. Therefore, Hypothesis 3 is rejected.

The MH coefficient is significant at 5% level, and it has also the expected positive sign. Therefore, Hypothesis 4 is supported. Job applicant with healthy mental state tends to present himself or herself in more socially favorable way.

In summary, out of independent variables IQ, AQ, nAch, and MH, it turns out that only coefficient of nAch is not significant at 5% level. IQ has negative influence on SDR, while AQ and MH have positive influence on SDR.

## IMPLICATIONS

While job applicant with high SDR score may be interpreted as committing faking good during the test, it may be inappropriate to judge the applicant as "bad" applicant. An applicant with high AQ and high mental health score is generally desirable, and it is possible that such applicant has high SDR score. Indeed, some degree of social desirability may be expected from "good" applicant. This is relevant, especially in people-related jobs such as salespersons or customer service representatives, where high AQ and good mental health state are more important than high IQ.

## **CONCLUSION, LIMITATION, AND RECOMMENDATION**

### **Conclusion**

Social desirability may have its partial root within unconscious part of a person, as shown in this research that social desirability is influenced by cognitive intelligence, adversity mindset, and mental health. Job applicants with high social desirability should not be automatically considered as “bad” applicant, as they actually possess some personality aspects necessary for satisfactory job performance.

### **Limitations of Current Research**

The low coefficient of determination ( $R^2 = 0.30$ ) is one of the limitations of this research. There may be other factors that have significant influence on social desirability, and these factors are open for future research.

Another limitation of this research is relatively small sample size (142 respondents) and relatively homogeneous sample (university graduates with minimum GPA 2.8). Bigger and heterogeneous sample size may provide better insight and understanding.

### **Recommendation for Future Research**

There may be other factors related to ability and/or personality that influence SDR. Furthermore, the components of social desirability, i.e. SDE and SDD, are also potential topics for future research.



## REFERENCES

- Arthur, W., Woehr, D.J., & Graziano, W.G. (2001). Personality Testing in Employment Settings : Problems and Issues in the Application of Typical Selection Practices. *Personnel Review*, 30 (6), 657-676.
- Barrick, M.R. & Mount, M.K. (1996). Effects of Impression Management and Self-Deception on the Predictive Validity of Personality Constructs. *Journal of Applied Psychology*, 81 (3), 261-272.
- Birkeland, S.A., Manson, T.M., Kisamore, J.L., Brannick, M.T., & Smith, M.A. (2006). A Meta-Analytic Investigation of Job Applicant Faking on Personality Measures. *International Journal of Selection and Assessment*, 14 (4), 317-335.
- Bowen, C.C., Martin, B.A., & Hunt, S.T. (2002). A Comparison of Ipsative and Normative Approaches for Ability to Control Faking in Personality Questionnaires. *The International Journal of Organizational Analysis*, 10 (3), 240-259.
- Bui, T.D. (2002). *Social Desirability as a Predictor of Customer Service Specialists' Job Performance*. Unpublished doctoral dissertation, Alliant International University.
- Christiansen, N.D., Goffin, R.D., Johnston, N.G., & Rothstein, M.G. (1994). Correcting the 16 PF for Faking : Effects on Criterion-Related Validity and Individual Hiring Decisions. *Personnel Psychology*, 47 (4), 847-860.
- Dalen, L.H., Stanton, N.A., & Roberts, A.D. (2001). Faking Personality Questionnaires in Personnel Selection. *Journal of Management Development*, 20 (8), 729-741.
- Douglas, E.F., McDaniel, M.A., & Snell, A.F. (1996, August). The Validity of Non-Cognitive Measures Decay When Applicants Fake. Paper presented in the Academy of Management Proceedings.
- Griffith, R.L., Chmielowski, T., & Yoshita, Y. (2007). Do Applicants Fake ? An Examination of the Frequency of Applicant Faking Behavior. *Personnel Review*, 36 (3), 341-355.
- Griffith, R.L. & McDaniel, M.A. (2006). The Nature of Deception and Applicant Faking Behavior. In R.L. Griffith (Ed), *A Closer Examination of Applicant Faking Behavior*, pp 1-19. Greenwich, CT : Information Age Publishing.
- Hjelle, L.A., Ziegler, D.J. (1976). *Personality*. Tokyo : McGraw-Hill, Inc.
- Hogan, J., Barrett, P., & Hogan, R. (2007). Personality Measurement, Faking, and Employment Selection. *Journal of Applied Psychology*, 92 (5), 1270-1285.
- Levashina, J. & Campion, M.A. (2006). A Model of Faking Likelihood in the Employment Interview. *International Journal of Selection and Assessment*, 14 (4), 299-316.
- McDaniel, M.A., Douglas, E.F., & Snell, A.F. (1997, April). *A Survey of Deception among Job Seekers*. Paper presented at the 12<sup>th</sup> Annual Conference of the Society for Industrial and Organizational Psychology, St. Louis.
- Morgeson, F.P., Campion, M.A., Dipboye, R.L., & Hollenbeck, J.R. (2007a). Reconsidering the Use of Personality Tests in Personnel Selection Contexts. *Personnel Psychology*, 60 (3), 683-729.
- Morgeson, F.P., Campion, M.A., Dipboye, R.L., & Hollenbeck, J.R. (2007b). Are We Getting Fooled Again ? Coming to Terms With Limitations in the Use of Personality Tests for Personnel Selection. *Personnel Psychology*, 60 (4), 1029-1049.
- Ones, D.S., Dilchert, S., Viswesvaran, C., & Judge, T.A. (2007). In Support of Personality Assessment in Organizational Settings. *Personnel Psychology*, 60 (4), 995-927.

---

**Hermawan Tarjono**

- Ones, D.S., Viswesvaran, C., & Reiss, A. (1996). Role of Social Desirability in Personality Testing for Personnel Selection : The Red Herring. *Journal of Applied Psychology*, 81 (6), 660-679.
- Paulhus, D.L. (2002). Socially Desirable Responding : The Evolution of a Construct. In H.I. Braun, D.N. Jackson, and D.E. Wiley (Eds), *The Role of Constructs in Psychological and Educational Measurement*, pp 49-69. Mahwah, NJ : Erlbaum.
- Rees, C.J. & Metcalfe, B. (2003). The Faking of Personality Questionnaire Results : Who's Kidding Whom ? *Journal of Managerial Psychology*, 18 (2), 156-165.
- Rosse, J.G., Levin, R.A., & Nowicki, M.D. (1999, April). *Assessing the Impact of Faking on Job Performance and Counter-Productive Job Behaviors*. Paper presented at the 14<sup>th</sup> Annual Meeting of the Society for Industrial and Organizational Psychology, Atlanta.
- Rothstein, M.G. & Goffin, R.D. (2006). The use of personality measure in personnel selection: What does current research support ? *Human Resource Management Review*, 16, 155-180.
- Stoltz, Paul G (1997). *Adversity Quotient : Turning Obstacles into Opportunities*. San Francisco, CA : John Wiley & Sons, Inc.
- Tett, R.P. & Christiansen, N.D. (2007). Personality Tests at the Crossroads : A Response to Morgeson, Campion, Dipboye, Hollenbeck, Murphy, and Schmitt (2007). *Personnel Psychology*, 60 (4), 967-993.
- Thorne, Avril (2007). A Kick in the Pants for Personality Psychology. *American Journal of Psychology*, 120, 327-330.
- WHO (2008). Mental Health (On-line). [http://www.who.int/mental\\_health/en](http://www.who.int/mental_health/en).
- Zickar, M.J. & Drasgow, F. (1996). Detecting Faking on a Personality Instrument Using Appropriateness Measurement. *Applied Psychological Measurement*, 20 (1), 71-87.

## Appendix

**Appendix 1.**  
Job applicants' response on selection test

Applicant	SDR	IQ	AQ	nAch	MH
1	27	122	146	69	29
2	24	110	135	60	36
3	24	115	127	75	36
4	26	118	151	73	38
5	26	118	132	72	35
6	31	112	187	75	38
7	16	116	123	72	25
8	26	102	136	62	35
9	20	106	136	69	33
10	28	120	118	71	35
11	27	112	175	58	37
12	27	108	163	78	31
13	26	103	126	74	31
14	27	105	133	75	33
15	24	110	113	61	31
16	30	118	184	83	39
17	27	105	115	76	35
18	30	115	147	76	37
19	24	103	154	77	30
20	26	120	143	72	31
21	28	105	180	75	36
22	27	117	165	74	34
23	30	118	126	69	37
24	26	118	180	71	31
25	26	108	126	70	34
26	24	120	137	69	34
27	25	105	116	68	37
28	30	100	122	59	36
29	19	125	127	79	33
30	22	120	150	66	36
31	28	105	127	71	34
32	27	103	200	75	39
33	31	113	151	68	37
34	25	108	130	70	20
35	24	112	149	83	18
36	21	108	129	76	35
37	29	112	148	70	38
38	29	117	132	70	29
39	28	110	138	72	37
40	28	115	144	67	29
41	27	108	160	74	35
42	28	112	175	65	37

Hermawan Tarjono

Applicant	SDR	IQ	AQ	nAch	MH
43	24	110	135	77	33
44	17	118	136	78	29
45	21	115	143	61	27
46	25	112	136	62	37
47	25	113	137	77	34
48	27	112	157	80	31
49	25	118	133	69	34
50	31	117	131	68	39
51	22	118	126	78	30
52	20	120	134	75	30
53	22	117	157	75	35
54	28	120	159	70	34
55	29	108	132	75	34
56	25	122	139	65	34
57	20	107	132	63	23
58	18	117	123	71	28
59	30	113	129	80	38
60	24	118	147	71	38
61	29	122	153	79	34
62	20	115	139	73	28
63	25	120	153	78	34
64	24	117	147	79	33
65	26	118	155	72	30
66	25	115	165	77	35
67	24	120	138	65	31
68	18	110	122	61	30
69	28	120	152	72	37
70	26	118	116	63	31
71	26	103	64	79	29
72	22	117	147	69	32
73	29	115	138	70	33
74	29	113	135	73	35
75	31	120	171	70	33
76	23	110	126	74	34
77	30	110	134	66	33
78	27	118	121	75	36
79	19	125	135	74	28
80	20	120	120	69	23
81	28	113	126	75	33
82	30	108	144	76	34
83	19	118	109	69	31
84	18	113	116	75	28
85	29	110	151	71	38
86	28	108	146	81	33
87	28	113	153	67	33
88	31	113	139	69	37

Applicant	SDR	IQ	AQ	nAch	MH
89	27	120	131	73	33
90	27	118	143	73	33
91	26	113	149	70	32
92	18	118	139	70	32
93	24	115	134	73	33
94	27	118	106	79	34
95	31	113	156	80	37
96	21	122	122	79	28
97	23	123	146	80	35
98	23	122	125	68	33
99	31	115	148	81	39
100	22	112	115	75	32
101	24	110	135	69	30
102	16	108	146	82	31
103	20	112	130	59	24
104	26	118	141	75	27
105	30	110	138	78	37
106	28	118	141	73	39
107	27	108	110	68	31
108	20	123	116	72	36
109	23	117	145	83	35
110	22	118	114	77	36
111	30	117	151	75	36
112	20	113	124	78	25
113	29	115	136	77	30
114	30	117	175	80	37
115	24	120	154	66	36
116	30	120	165	81	37
117	24	122	124	73	33
118	17	123	126	74	26
119	29	110	150	70	38
120	21	105	129	63	29
121	16	113	141	73	38
122	23	108	140	62	28
123	20	120	122	62	32
124	25	112	156	87	35
125	28	102	123	68	34
126	32	110	149	75	35
127	26	117	137	86	32
128	28	122	133	66	32
129	29	113	130	70	29
130	19	113	124	61	22
131	26	115	129	71	35
132	25	107	158	75	24
133	25	122	131	78	33
134	28	115	116	66	33

Hermawan Tarjono

Applicant	SDR	IQ	AQ	nAch	MH
135	29	112	160	76	29
136	22	118	149	71	31
137	22	113	153	76	26
138	24	115	170	75	38
139	26	110	138	85	34
140	25	123	121	74	23
141	28	118	135	74	35
142	28	112	148	72	35
<b>Mean</b>	<b>25,3</b>	<b>114,2</b>	<b>139,3</b>	<b>72,4</b>	<b>32,8</b>
<b>Std-dev</b>	<b>3,8</b>	<b>5,6</b>	<b>18,3</b>	<b>6,0</b>	<b>4,2</b>