Gordon Institute of Business Science
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Guess who's looking:

The effects of anticipated audience on self-presentation behaviour

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Abstract

Self-evaluations are typically performed in the workplace in order to apportion rewards, judge suitability for promotions and to assign people to appropriate roles. However, people adapt their representations of the self to their circumstances so much so that self-evaluations, as a true reflection of a person's performance or character, are often of little worth. Assuming honest and sincere rather than manipulated feedback in the workplace is better for achieving business objectives, this research describes hypothesised key drivers of self-presentation behaviour and contributes towards improving the design of self-evaluation instruments.

A theoretical model of self-presentation behaviour was constructed, drawing on theory of social desirability bias, impression management and accountability, that proposes anticipation of two distinct characteristics of an audience, power to reward and knowledge of the dimensions being assessed, cause the self-presenting individual to adapt their representations of themselves in specific and predictable ways.

A quasi-experiment was performed, using a sample of 278 MBA students allocated to four groups, on the effects of audience anticipation on self-reporting on the dimensions of performance and personality. Statistical pair-wise comparisons of means in experimental groups and principal components analysis verified the theoretical model.

Keywords: Self-presentation, Impression-management, Social desirability bias, Accountability.

Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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Thomas Jackson

12 March 2018

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Chapter One: Introduction

1.1 Introduction

"These self-evaluations are a charade. I can't believe I have to read all of these. This is the biggest waste of time! It's a farce. People cannot be impartial about themselves" (Gurganous, Pedrad and Riggi, 2012).

These are the opening lines of an episode of the popular satirical television show 30 Rock, spoken by the character Jack Donaghy, President of NBC. Another character on the show, Liz Lemon, reports to Jack: "I finished my self-evaluation. Nailed it! My greatest weakness is humility. I'm probably the most humble person in the whole world!" (Gurganous, Pedrad and Riggi, 2012).

Why are self-evaluations, so common in the workplace, such ripe subject material for comedy? This research argues that this is because people adapt their presentations of the self to their circumstances, so much so that self-presentations in the workplace, as a true reflection of a person's performance or character, are barely worth the paper they are written on. However, self-assessments and self-evaluations are still routinely performed by organisations. Why? In theory, truthful and accurate assessments by employees allow for accurate assessment of human resources and efficient assignment of individuals to appropriate roles.

The literature recognises that people typically over-estimate their own abilities and inflate their estimations of their own performance. The consensus is that self-presentations "tend to be inflated, biased, and unreliable regarding a person's ability to assess his or her own behaviour, skills, or personality traits" (Taylor, 2016:795). This tendency to over-estimate is usually ascribed to a handful of largely unconscious biases.

This research approaches this phenomenon of misrepresentation of the self from a situational perspective, demonstrating that individuals strategically adapt their representations of the self for the audience they perceive. In this sense, self-presentation is not an objective assessment of the self but better understood as a process of resolving the internal self with the social domain, or of presenting the dimensions of the self for an audience. In this sense, people are able to represent the audience's reactions to different reporting behaviour as there is a shared understanding of what different reported on dimensions mean in a given context, and adapt their responses accordingly.

1.2   Research Background

The research is located within the theoretical area of impression-management, and investigates further an aspect of this theoretical area, namely variability in self-presentation behaviour in response to anticipated audience. Impression-management is the process of presenting the self, its nature, qualities, traits and performance, to another (Goffman, 1959). Impression management is a fundamental and universal psychological process underlying human behaviour, as how people are perceived by others has far-reaching effects on every aspect of people's lives (Leary, Allen and Terry, 2011).

Representing the self to another is not an impassive objective exercise, it serves an important function of communicating the "fundamental assessments that people make about their worthiness, competence, and capabilities" (Judge, Bono, Erez and Locke, 2015, p.257). These assessments are important because they can influence how people interpret and react to interpersonal situations and the perceived suitability of individuals for positions in the workplace (McNamara and Pitt-Catsouphes, 2016).

Previous research has investigated self-presentation variability under typical research conditions of anonymity, but few studies have been performed where self-presentation is performed with an expected audience (Taylor, 2016). For this research the operation of impression management will be demonstrated by showing that subjects adapt their self-presentation behaviour in response to anticipating different audiences.

The types of audience appointed for the different experimental groups are the class lecturer and the student's fellow group members. These categories of audience embody the characteristics hypothesised to have specific effects on how people represent themselves. The subjects' fellow group members possess knowledge of the subject's performance and personality, hypothesised to activate accountability in responses (Lerner and Tetlock, 1999). The subjects' class lecturer embodies the characteristic of power to grant a reward in the form of a class grade based on representation of performance in particular, theorised to activate an impression management process that enhances subjects self-presentations (Zerbe and Paulhus, 1987).

1.3   Research Scope

The research investigates the observable and measurable effects of characteristics of a decision-situation, here the audience characteristics present in an instance of self-

presentation. Literature has postulated relationships between social desirability bias and over-estimation of own performance (Crowne and Marlow, 1960), impression management and over-estimation of own performance (Zerbe and Paulhus, 1987), and accountability and honesty (Lerner and Tetlock, 1999) in self-presentation behaviour. This research builds upon this theoretical basis by demonstrating a causal relationship between anticipated audience characteristics and the hypothesised influence on self-presentation behaviour.

The research does not address the problem of how to elicit honest and accurate self-presentations, as the literature typically equates honest feedback with agreement between self- and others'-evaluations and this research does not collect this data. Rather, this research demonstrates that, on average, people adapt their self-reports in response to the characteristics of the audience they anticipate.

The research is not concerned with the effects of personality traits or internal factors on individual differences in the way the self is presented, but rather on the specific effects of external audience characteristics on self-presentation that apply on average in a population. The research investigates the situational determinants of general behaviour, here the average effect of audience on self-presentation behaviour.

This research hypothesises the internal cognitive constructs that drive behaviour based on past research but can only intimate their presence through demonstrating verifiable behavioural responses to external stimuli, or the conditions of a self-presentation decision situation that support the theoretical model of self-presentation behaviour.

1.4 Research Problem

The problem that this research addresses is the reliance in business on self-presentations, such as self-evaluation exercises, that are unreliable as accurate measures of individual's performance and their personal attributes. Self-evaluations of performance are typically used in organisations to apportion rewards and judge suitability for promotions, and self-evaluations of other attributes such as personality traits are typically used to assign people to appropriate roles. However, if the veracity of these self-presentations is questioned this has serious implications for businesses in terms of how to accurately assess the human resources at their disposal.

The literature routinely approaches this problem from the perspective of factors internal to the individual. Inflation or conservatism in the self-presentation ratings is ascribed to a handful of, largely unconscious biases, in turn mediated by personality characteristics (Taylor, 2016). This view of self-presentation variation being driven by factors internal to the individual problematises the objective that businesses have to ensure performance evaluations are as accurate and truthful as possible, as internal factors are hidden and hard to reveal or modify (Leary, Allen and Terry, 2011).

This research approaches the problem differently, establishing external factors in a decision-situation that influence self-presentation behaviour, that can be quantified, and their specific effects described. By ascribing a large proportion of self-presentation variability to this external factor of anticipated audience characteristics has implications for the design of self-presentation instruments that are more accurate and reliable as indicators of individuals' performance, strengths and weaknesses.

1.5   Research Question

The objective of this study is to demonstrate that individuals adapt their representations of the self in relation to the characteristics of the audience they anticipate. The research question is therefore:

Research Question: In the context of completing a self-presentation exercise do people adapt their responses in anticipation of the characteristics of the audience?

Chapter Two: Literature Review

2.1 Introduction

The research is located within the theoretical area of impression-management, and investigates further an aspect of this theoretical area, namely variation in self-presentation behaviour in response to anticipated audience. The literature reviewed is chosen in order to answer the research question: In the context of completing a self-presentation exercise do people adapt their responses in anticipation of the characteristics of the audience?

The literature reviewed is of the theoretical drivers of self-presentation behaviour. Three bodies of literature pertaining to the mental constructs hypothesised to explain self-presentation behaviour are described. Social desirability bias, first described by Crowne and Marlow (1960), is established as a baseline for self-presentation behaviour that is argued to operate universally as a largely unconscious influence on how people view themselves. Impression management, first described by Zerbe and Paulhus (1987) is posited as a conscious cognitive process that is activated when an audience is anticipated for an act of self-presentation, which functions generally to take opportunities to enhance the self in the eyes of others. Accountability, first described in the context of self-presentations in the workplace by Lerner and Tetlock (1999), is a conscious cognitive process theorised to become activated when an audience is anticipated for an act of self-presentation with the specific characteristic of knowledgeability of the dimension(s) of the self being represented.
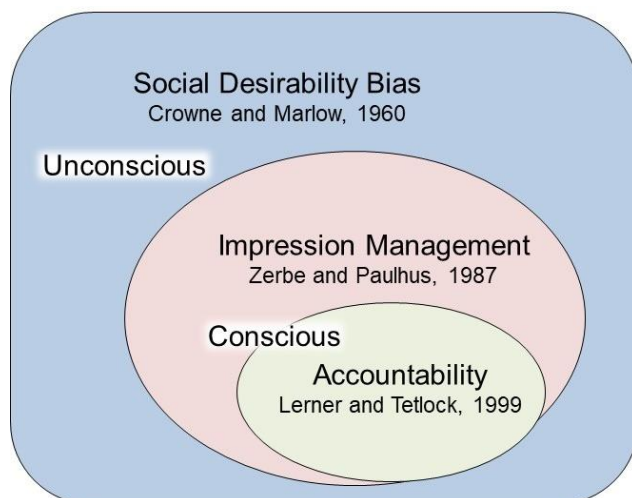
Figure 2.1: Literature on Influences on Self-Presentation Behaviour

2.2   Social Desirability Bias

Bias is well established in the literature as a category of largely unconscious psychological constructs that influence the way reality is perceived. There is a class of biases in judgement rooted in egocentrism that emerge because the self is typically the focus of our own attention and people often divide the world into what I do and what they do (Miller and Schlenker, 1985). Among the class of biases that have been described as having an inflationary influence on individuals' perceptions of their own performance are the 'singularity principle' (Evans, 2006), being a tendency to focus on one item at a time, 'focalism' (Windschitl, Kruger and Simms, 2003) being a tendency to inadequately incorporate contextual information when assessing one's performance, 'support theory' (Rottenstreich and Tversky, 1997) being a tendency of individuals to deem collaborators as a single group and to under-weight their contributions to group tasks, and 'generalised group theory' (McConnell, Sherman and Hamilton, 1994) being a tendency to overweight more concrete entities.

Previous studies have demonstrated that people, on average, hold various biases that influence their own evaluation of their own performance, typically resulting in an inflated view of their own performance relative to objective reality (Atwater and Yammarino, 1997; Smith, 2014; Taylor, 2016). Taylor (2016, p.795) describes how "self-assessment, self-rating, and self-evaluation in general tend to be inflated, biased, and unreliable regarding a person's ability to assess his or her own behaviour, skills, or personality traits". Vernon (2008) argues that people tend to over-estimate their intelligence.

Crowne and Marlowe (1960, p.109) first described socially desirable responding as "a need for social approval and acceptance and the belief that this can be attained by means of culturally acceptable and appropriate behaviors". A characteristic of social-desirability bias is a tendency towards self-deception, which refers to an unconscious tendency to see oneself in a positive light and manifests as describing the self in socially desirable, biased ways that the person believes to be true by the respondent (Zerbe and Paulhus, 1987).

Social norms exist in societies which are aligned with attributes in individuals that are positively or negatively valued by society. Individuals on average feel pressure to conform to societal norms as there are benefits from conforming to positively valued norms (acceptance, in-group membership) and drawbacks from displaying negatively valued norms (rejection) (Baumeister, 2005; Hall, 2004). As a result, individuals may

present themselves in what they perceive as a favourable way. One way that this occurs is for individuals to over-report those activities that are perceived to be socially desirable, and under-report behaviours perceived to be socially undesirable (Ganster, Hennessey and Luthans, 1983).

Social desirability bias performs a number of important functions for the individual that in essence help them to function effectively in the social world, including protecting self-beliefs and self-esteem (Paulhus, 1986). Taylor (2016) describes social desirability bias as providing the link between the self and wider society, allowing the self to function effectively. 'Social desirability reporting' is a form of reporting on the self that performs this function by presenting the self favourably regarding current social norms and standards (Taylor, 2016). Indeed, it is in fact reasonable to think that inflated self-presentation promotes the self-esteem and self-confidence that help people start projects and persist through difficulties, and that people may believe they have an incentive to emphasise strengths and minimise, or even eliminate, weaknesses when self-evaluating, particularly in the workplace (Djikic, Chan and Peterson, 2007).

As a dimension of the self, personality traits are imbued with normative value judgements as to their relative desirability, and so reporting of self-identification with them has been demonstrated to be affected by social desirability pressures (Gosling, Ko, Mannarelli. and Morris, 2002). Marlowe and Crowne (1961) first identified social desirability as a "pervasive contaminant" in personality measurement, demonstrating that for some individuals the desire for social approval may distort their answers so significantly that their personality scores are rendered invalid. When people report on their ethical conduct, social desirability bias is shown to influence their reporting in terms of the perceived desirability of the behaviour, which is a characteristic of the question (Randall and Fernandes, 1991).

Leary, Allen and Terry (2011, p.415) describe social desirability bias as a form of internalised audience,

> …similar to the notion of a generalized other. For example, when preparing for work in the morning, people may vaguely imagine how some nonspecific, generalized audience will view particular clothing without imagining the reactions of a specific target. Similarly, a person preparing a speech to be delivered to an unfamiliar audience may imagine the impressions that a generalized other would form. A great deal of normative behavior that is geared toward making a situationally appropriate

impression relies on imagining the reactions of a generalized other rather than any particular individual.

This research adopts this conception of social desirability bias as a form of internalised audience representing the social context that is a form of filter through which the self is understood. This research hypothesises that social desirability bias functions constantly within people and results in provision of socially desirable self-presentations.

2.3   Impression Management

Impression management, first described by Zerbe and Paulhus (1987), is a universal adaptive behaviour that involves conscious presentation of a false front to create a positive impression of the self on others. It is common sense that how people are perceived, as being competent or incompetent, honest or dishonest, industrious or lazy, responsible or irresponsible, and so on, has far-reaching effects on how they perform in the workplace and other domains of their lives. It is no wonder that "..people are highly attuned to how other people perceive them and sometimes try to convey images of themselves that they think will promote desired outcomes" (Leary, Allen and Terry, 2011, p. 411).

Impression management is a similar construct to social desirability bias, but views the self-presentation process as influenced by a conscious presentation of a false front, manifested by deliberately falsifying responses to create a positive impression (Zerbe and Paulhus, 1987) whereas social desirability bias is an unconscious construct that operates on a self-deception basis. There is some tension over whether the modification of reporting on the self depending on the audience is a conscious or unconsciously motivated behaviour. Zerbe and Paulhus (1987) developed a model that incorporates both self-deception (social desirability bias) and conscious impression management to explain differences in self-presentation behaviour.

Despite the fact that impression management is a fundamental psychological process that influences every interpersonal encounter, it has not received the attention or prominence in social psychology it should as an explanator of human behaviour (Leary, Allen and Terry, 2011.

Zerbe and Paulhus (1987) demonstrated that research subjects deliberately falsify test responses to create a positive impression of themselves. Other theorists argue that self-presentation involves people presenting accurate impressions of themselves, but

strategically choosing which of the many facets of themselves are most appropriate, relevant, and beneficial to present in a particular situation (Leary, Allen and Terry, 2011). This research demonstrates that, given the same self-presentation exercise, different groups will report on the same dimensions significantly differently because of situational differences, therefore verifying that people do lie, or at least exaggerate, on average.

The effects of audience on self-reporting behaviour has been investigated by Miller and Schlenker (1985) who performed research testing for differences in personal attributions to group performance under private and public conditions, finding that individuals modify their stated contributions to group successes and failures depending on whether these attributions are given in private or in public in the presence of fellow group members. The authors ascribe these effects to 'attributional egotism' that is more active when the individual is certain negative consequences will be absent as well as in many public scenarios, but which displays less egotism in group scenarios where there are interpersonal implications to behaviour. In explaining this phenomenon the authors state that "one's interpersonal relations may not be best served by the sort of self-serving, self-aggrandizing public attribution that individuals are prone to proffer. Instead, the more humble 'face' of the gracious team player may be much more acceptable" (p.88).

A number of authors (Gergen, 1991; Tracey, 2005; Schlenker, 2012) have argued that self-presentation variability is acceptable because individuals have a strategic need to adapt to different situations. Contrastingly, some authors argue that changing one's behaviours to suit situational demands has psychological costs (May, 1983; Miller, Omens, and Delvadia, 1991). Work has been performed that examines the degree to which people adapt their self-presentation behaviour based on their degree of self-consciousness, showing that more publicly self-conscious people manage their impressions with others more actively (Carlson and Furr, 2009). Research has also shown that people who greatly desire social approval monitor and manage the impressions that others form of them more than people who are less concerned with others' approval (Leary, Allen and Terry, 2011). This research does not make any claims in this regards but rather demonstrates an average effect in the population.

The literature on impression management has dealt with the role of situational factors as determining the goals for a self-presentation behaviour, describing how the individual's specific goals will determine their social influence strategy designed to induce others to respond to them in particular ways (Griskevicius, Goldstein, Mortensen, Cialdini and Kenrick, 2006; Kowalski and Leary, 1990). However, this research theorises that, on

average, people have the same goals in the same situation and that given the same audience or targets for self-presentation, and assuming a shared understanding of the social value structure assigned to different dimensions of the self or to behaviour, people will behave in similar ways.

There is debate about how and why the image of the self people present differs according to presentation to difference audiences (Leary and Allen, 2011). This research addresses this question by assessing variation in self-presentation on average in response to specific audience types.

2.4 Accountability

Provision of anonymity to research subjects is widely assumed to be a basic requirement to facilitate collection of more accurate data. It is assumed that the individual's motivation to protect themselves, and therefore to potentially provide dishonest answers, increases when questions asked relate to their "personal qualities, skills, understanding, ability, attitudes or expertise" (Goh, Lee and Salleh, 2010, p.230). Lelkes, Krosnick, Marx, Judd and Park (2012) and Goh, Lee and Salleh (2010) argue that social desirability concerns held by individuals compel them to increase dishonesty in providing answers to questions that relate to subjects' personal qualities, skills, understanding, ability, attitudes or expertise as their motivation to protect themselves increases. A justification for ensuring anonymity and confidentiality in research is that subjects may fear self-incrimination and therefore responses may be invalid in the absence of these (Malvin and Moskowitz, 1983). Honesty when completing a questionnaire is suspect when there is a motivation to not tell the truth as subjects may intentionally lie under such circumstances (Lelkes et al., 2012).

This enshrined role for anonymity in social science research reveals the need to investigate what lurks in its shadow; how individuals respond in scenarios without anonymity. By applying anonymity and confidentiality as an almost inviolable principle in social science research it prejudices against investigating the influence of external actors on individuals' behaviour and reinforces a bias towards researching the internal psychology of the individual in isolation.

Ironically, the most frequently advocated method for reducing socially undesirable pressures, and therefore increasing honesty, is to answer questions without stating a name but studies have shown that people who identify themselves report more socially

undesirable attributes than those who answer anonymously (Booth-Kewley, Edwards and Rosenfeld, 1992; Lautenschlager and Flaherty, 1990). While Lerner and Tetlock (1999) argue that accountability is particularly prevalent when an audience with "unknown views" is anticipated as individuals will seek to ensure that any views they espouse are justified, this research argues that accountability will be most strongly activated when an audience with knowledge of the content being reported on is anticipated.

It seems that anonymity does work to lessen social desirability pressures for embarrassing self-reports, but in other circumstances it reduces accuracy because it reduces or eliminates accountability, being the "expectation that one may be called on to justify one's beliefs, feelings, and actions to others" (Lerner and Tetlock, 1999, p.255). Studies show that increasing the identifiability of a person's responses increases the person's accountability and their cognitive engagement they dedicate to the task making them more motivated to complete a task, such as completing a questionnaire thoughtfully (Lelkes et al., 2012). Attendant to this, providing anonymity results in subjects executing cognitive responses more superficially and less accurately because of a reduced sense of accountability partly due to taking cognitive shortcuts when responding (Lelkes et al., 2012). The theory of survey satisficing states that the level of effort devoted to completing a questionnaire depends on the respondent's level of motivation (Krosnick, 1999). Theory states that level of effort devoted to completing questionnaire depends on respondent's level of motivation (Krosnick, 1999; Lelkes et al., 2012). Evidence for survey satisficing was expected to manifest in use of the 'neutral' option for questions on identification with personality traits as this class of question, to be answered optimally, requires that subjects interpret its intended meaning, search their memory for relevant information to construct an answer and integrate the retrieved information into a summary judgement.

2.5 Conclusion

This research adopts elements from theories around social desirability bias, impression management and accountability to explain self-presentation behaviour, theorising that self-presentation behaviour varies in relation to the audience the self-presenter anticipates for their decisions. The research assumes that, by removing expectations of anonymity and positing the presence of two different characteristics of an audience, people will adapt their self-presentations in predictable ways according to which audience characteristic, or combination of characteristics, they anticipate. Anticipation of

a powerful audience, being one with the authority to provide rewards based on the self-presentation, is theorised to activate the individual's impression management processes and cause the individual to adapt their presentation behaviour to enhance themselves in the eyes of this audience. The anticipation of a knowledgeable audience is theorised to activate the individual's accountability processes, which are involved in the overall impression management process, as there is an incentive to not conflict with others' perceptions of the dimension(s) being reported on. Where no audience is for a self-presentation exercise is anticipated the research theorises that social desirability bias will apply, which is a form of largely unconscious impression management that can be understood as a form of internalised audience (Leary, Allen and Terry, 2011).

Based on the literature reviewed supporting the research question, three propositions are formulated.

Research Question: In the context of completing a self-presentation exercise do people adapt their responses in anticipation of the characteristics of the audience?

Proposition 1: On average, people's view of themselves is informed by a largely unconscious social desirability bias which enhances their view of themselves on average marginally superior to reality. A trigger for people to consciously deviate from this unconsciously derived baseline view is the anticipation of an audience for their reporting on the self, which activates a mental construct concerned with managing the impression their self-presentation will make on the audience. In the context of performance evaluation, people consciously enhance their reports of their own performance when anticipating an audience with power to reward them (Zerbe and Paulhus, 1987), and reduce their reports of own performance from the baseline when anticipating audience with direct knowledge of the dimensions being reported on based on increased accountability (Lerner and Tetlock, 1999).

Proposition 2: In the context of reporting on personality individuals ascribe social normative value judgements to the desirability of personality traits that motivates them to adjust their reporting of possession of personality traits based on the audience anticipated (Crowne and Marlow, 1960; Gosling et al., 2002). People consciously enhance their presentation of identification with personality traits with positive social value when anticipating an audience (Zerbe and Paulhus, 1987), and reduce their reporting of identification with personality traits with low or negative social value from the baseline when anticipating an audience. Presentation of identification with individually

valued but socially disapproved of personality traits will be below the baseline if an audience is anticipated.

Proposition 3: Individuals will, on average, engage more consciously in a self-presentation exercise when anticipating an audience (Krosnick, 1999). Questions that assess some dimension of the self will be considered more carefully and a non-neutral position committed to more frequently, whereas when anticipating no audience individuals will take cognitive shortcuts and revert to non-committal responses more frequently.

Chapter Three: Theoretical Model

3.1 Theoretical Model of Self-Presentation Behaviour

From the reviewed literature on social desirability bias, impression management and accountability a theoretical model of self-presentation behaviour is constructed that theorises that the anticipated presence of two distinct characteristics of an audience cause the self-presenting individual to adapt their representations of themselves in specific and predictable ways.

The model proposes that self-presentation behaviour is influenced by the individual's calculated probability of the presence of two predominant characteristics of an audience: *powerful* and *knowledgeable*. A powerful audience is that with influence and power in the individual's context, and a knowledgeable audience is those with direct knowledge of the dimensions of the self being reported on.

In the theoretical model, the baseline behaviour for presenting of the self is governed by the hypothetical construct of *social desirability bias*. Anticipation of an audience for self-presentation activates an *impression management* psychological process in addition to the operation of social desirability bias. Finally, a specific characteristic of the audience, knowledgeability of the dimensions being presented, is theorised to activate a third simultaneous psychological process, *accountability*.

Social desirability bias is theorised to be a largely unconscious universal influence on individuals' perceptions of themselves. It is conceptualised as a form of internalised audience that acts as an unconscious filter for self-perception that accounts for other's views on behaviour (Leary, Allen and Terry, 2011). Social desirability bias is theorised to result in a slight deviation from reality and in the direction of the value embedded in the dimensions of the self presented upon.

Impression management is conceptualised as a conscious cognitive process theorised to become activated in anticipation of an audience (Zerbe and Paulhus, 1987; Leary, Allen and Terry, 2011), regardless of audience characteristics, as the self-presenter will consciously seek to adapt their reporting to suit the audience and in the process attain value for themselves.

The conscious cognitive construct of *accountability* is theorised to become activated only if the audience possesses the characteristic of knowledgeability of the dimension being reported on (Lerner and Tetlock, 1999; Miller and Schlenker, 1985; Lelkes et al., 2012; Leary, Allen and Terry, 2011), for example having spent time with the self-presenter and being familiar with their working methods or personality. Here, accountability is linked to impression management as the appropriate impression to create for a knowledgeable audience is one closer to the 'truth' of their perception of the dimension being reported on.

The theoretical model therefore conceptualises self-presentation behaviour as a decision-making process that can be predominantly unconscious or conscious depending on whether an audience is anticipated or not. The behavioural intention is formed largely unconsciously if no audience is anticipated with the intention governed by operation of a social desirability bias. The behavioural intention is more conscious if an audience is anticipated, triggering activation of an impression management mental process, and a simultaneous process of accountability if the audience has the characteristic of knowledge of the dimensions of the self being reported on.
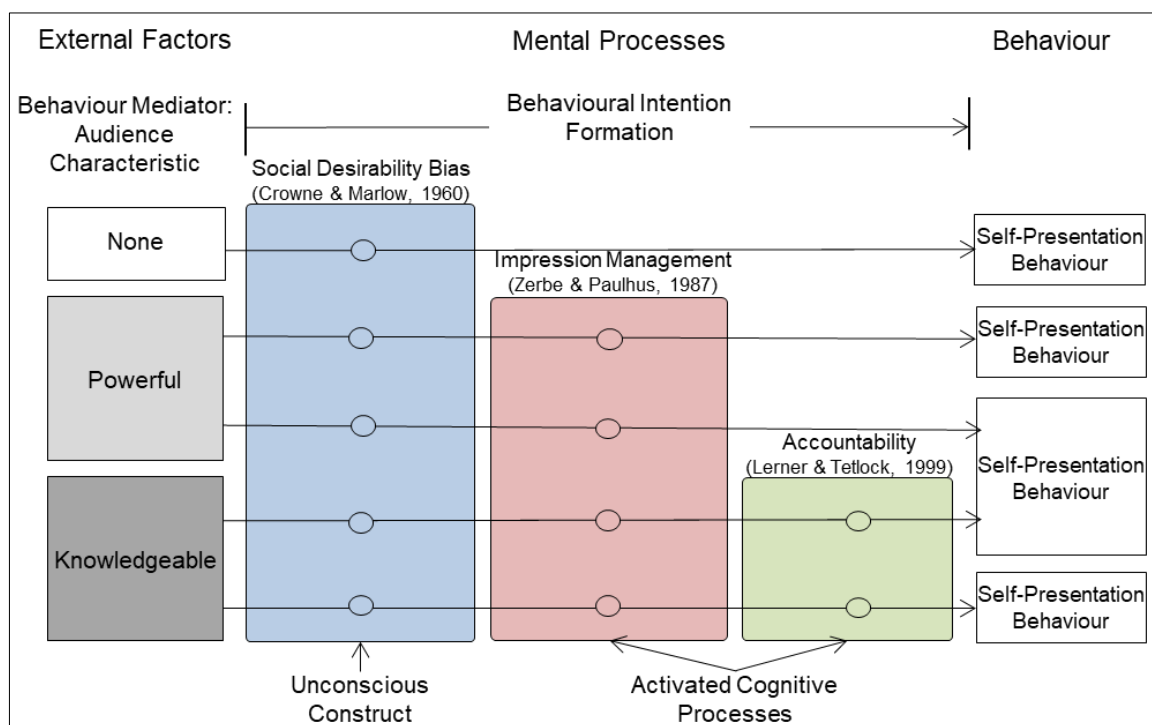
Figure 3.1: Theoretical Model of Self-Presentation Behaviour

The direction in which self-presentation on the dimension deviates from the baseline, being social desirability bias operating in the absence of audience, depends on the value structure embedded in the dimensions being reported on in conjunction with the

audience characteristics. For example, a dimension with a linear social value structure such as performance on a task, for which a higher performance rating results in greater value to the self-presenter, the reporting on the dimension of performance will be inflated for a powerful audience, but reduced below the baseline for a knowledgeable audience, because the baseline incorporates a degree of inflation above reality due to the operation of social desirability bias and a conscious accountability exercise will revise this estimate downwards towards a more objective assessment. Conversely, for a dimension with a negative social value for which reporting of a high rating reduces value for the self-presenter, for example a disapproved of personality trait such as being disorganised, the reporting of the dimension will be highest for a knowledgeable audience as the baseline incorporates a degree of deflation below 'reality' due to the value being greatest the less the dimension is possessed. The influence of a powerful audience will motivate reporting downwards from the baseline.

The model also accounts for scenarios where in the absence of an audience the rating for the dimension of the self being assessed is higher than when an audience of any type is present, being dimensions which the individual feels have utility for them, but which have low social value, for example shameful or hubristic personality traits. For this category of dimensions of the self the hypothesised self-presentation result will be greatest in the absence of audience and lowest when audience is present, but the relative degree of variation for each audience characteristic is not hypothesised.

The theoretical model of self-presentation behaviour is therefore based on the interaction of two factors; the self-presenter's anticipation of the likelihood of two key characteristics of audience for the report, and the value structure for the dimension of the self being reported on. The presence of both audience characteristics in the self-presentation decision situation is expected to moderate average reporting on the dimension of the self in proportion to the expected weighting or likelihood of each audience characteristic's presence.

3.2   Research Question, Propositions and Hypotheses

Based on the theoretical model of self-presentation behaviour, a research question is formulated, that is decomposed into three research propositions in turn investigated by three hypotheses.

Research Question: In the context of completing a self-presentation exercise do people adapt their responses in anticipation of the characteristics of the audience?

Proposition 1: On average, people's view of themselves is informed by a largely unconscious social desirability bias which enhances their view of themselves on average marginally superior to reality (Crowne and Marlowe, 1960). A trigger for people to consciously deviate from this unconsciously derived baseline view is the anticipation of an audience for their reporting on the self, which activates a mental construct concerned with managing the impression their self-presentation will make on the audience. In the context of performance evaluation, people consciously enhance their reports of their own performance when anticipating an audience with power to reward them (Zerbe and Paulhus, 1987), and reduce their reports of own performance from the baseline when anticipating audience with direct knowledge of the dimensions being reported on based on increased accountability (Lerner and Tetlock, 1999).

Hypothesis 1: Self-presentation of performance is influenced by anticipated audience.

Hypothesis 1a: The sample mean for self-presentation on the dimension of <u>my performance on tasks</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 1b: The sample mean for self-presentation on the dimension of <u>my relationships with others</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 1c: The sample mean for self-presentation on the dimension of <u>others'</u> <u>perceptions of my performance</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 1d: The sample mean for self-presentation on the dimension of <u>group</u> <u>performance</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 1e: The sample mean for self-presentation on the dimension of <u>my</u> <u>compliance with obligations</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 1f: The sample mean for self-presentation on the dimension of <u>my</u> <u>identification as a leader</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 1g: The sample mean for self-presentation on the dimension of <u>others'</u> <u>perception of my leadership</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 1h: The sample mean for self-presentation on the dimension of <u>my</u> <u>percentage contribution to group tasks</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Proposition 2: In the context of reporting on personality individuals ascribe social normative value judgements to the desirability of personality traits that motivates them to adjust their reporting of possession of personality traits based on the audience anticipated (Crowne and Marlow, 1960; Gosling et al., 2002). People consciously enhance their presentation of identification with personality traits with positive social value when anticipating an audience (Zerbe and Paulhus, 1987), and reduce their reporting of identification with personality traits with low or negative social value from the baseline when anticipating an audience. Presentation of identification with individually valued but socially disapproved of personality traits will be below the baseline if an audience is anticipated.

Hypothesis 2: Reporting of possession of personality traits is influenced by anticipated audience.

Hypothesis 2a: The sample mean for self-presentation on the dimension of <u>possession</u> <u>of valued personality traits</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower

than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 2b: The sample mean for self-presentation on the dimension of <u>possession of disapproved of personality traits</u> will be highest if knowledgeable is a discrete characteristic of the anticipated audience, lowest if powerful is a discrete characteristic of the anticipated audience, and lower than when no audience is anticipated but higher than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Hypothesis 2c: Self-presentation on the dimension of <u>possession of individually valued but socially disapproved of personality traits</u> will be below than when no audience is anticipated if an audience is anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Proposition 3: Individuals will, on average, engage more consciously in a self-presentation exercise when anticipating an audience (Krosnick, 1999; Lelkes et al., 2012). Questions that assess some dimension of the self will be considered more carefully and a non-neutral position committed to more frequently when an audience is anticipated, whereas when anticipating no audience individuals will take cognitive shortcuts and revert to non-committal responses more frequently.

Hypothesis 3: Anticipation of an audience for self-presentation increases conscious engagement with questions.

Hypothesis 3a: Anticipation of an audience for self-presentation reduces the return of non-committal responses to assessments of dimension(s) of the self compared to if no audience is anticipated.

Null hypothesis: There is no statistically significant difference between the sampled means.

Chapter Four: Research Methods

4.1   Introduction

The research is located within the theoretical area of impression-management and investigates further an aspect of this theoretical area, namely variability in presentations of the self caused by anticipation of different audiences. A theoretical framework of self-presentation behaviour is constructed from earlier research which is used to investigate the theoretical propositions or hypotheses. The theoretical framework makes certain assumptions about how the world works and how individuals behave within it drawn from earlier research (Crowne and Marlow, 1960; Zerbe and Paulhus, 1987; Atwater and Yammarino, 1992; Taylor, Wang and Zhan, 2012; Leary, Allen and Terry, 2011; Nowack, 1997; Funder; 2012; Goh, Lee and Salleh; Lelkes et al., 2012; Smith, 2014; Gosling et al., 2002; Krosnick, 1999).

4.2   Research Design

The research employs a quasi-experimental design using intact classes of students assigned to the different experimental treatment levels used to test the research hypotheses (Li, 2017). The research design is quasi-experimental insofar as research subjects were not randomly assigned to treatment groups, being impractical as the research subjects were students already in intact classes. The primary drawback of quasi-experimental designs is that they cannot completely eliminate the possibility of confounding variables contaminating results as assignment to experimental groups is not random (Gribbons and Herman, 1997). However, this weakness can be moderated by identifying and measuring the influence of confounding variables (Gribbons and Herman, 1997). It must be noted that for this research the criteria for assignment to treatment levels was not applied according to any systematic feature of research subjects themselves but according to the predetermined sequence of treatment incorporated in the theoretical framework in the same sequence of dates for the treatment opportunity for experimental groups, being the final session of the targeted course. Classes of students were in principle comparable as their assignment to classes was not by systematic features, but rather according to an objective of the hosting institution to ensure balance of demographic variables in classes. The comparability at baseline of experimental groups was demonstrated by control variable analysis that established comparable weightings of variables age, gender, race and employment status (see Section 5.3).

A statistical analysis of variance (ANOVA) was used to assess the effect of the four experimental scenarios, or independent variables on the dependent variable, being students' self-presentations of their performance during the course and of dimensions of the self. This method is based on Li's (2017) study of the effects of anonymity on peer assessments in a higher education setting.

The research uses three measurement scales. A new scale is developed to test self-presentation of performance, investigating the following items:

- Own performance
- Others' perceptions of own performance
- Relationships with cohorts
- Performance of group
- Compliance with obligations
- Identification as a leader
- Others' perceptions of leadership

The research adopts a measure of self-evaluated performance, of percentage contribution to group tasks created by Schroeder, Caruso and Epley (2016). The research also uses a personality assessment instrument that assesses 33 work-related personality dimensions (Thompson, 2008).

4.3   Sampling

The research population was students at the Gordon Institute of Business Science (GIBS) who were studying for a Master of Business Administration (MBA) degree and currently enrolled in the course Leadership and Corporate Accountability. The sampled subjects were chosen to ensure as much consistency as possible in the context studied to facilitate statistical analysis between samples (matched pairs) (Wegner, 2015). Factors controlled for in selecting the overall sample were students in multiple classes of the same course, with the same group tasks assigned in each class, with the same instructor, and with the intervention applied on the final day of the course once all group tasks had been completed for each group.

The sampling technique is non-random convenience sampling as the quasi-experimental research design assigns intact classes as the experimental units of analysis to one of the four independent experimental treatments (Li, 2017; McNamara and Pitt-

Catsouphes, 2016). Classes of students were in principle comparable as their assignment to classes was not by systematic features, but in fact were assigned according to the institution's practice to ensure balance of key demographic factors. The comparability at baseline of experimental groups was demonstrated by control variable analysis that established comparable weightings of variables age, gender, race and employment status (see Section 5.3).

Using the t-statistic for matched pairs, a sample size of at least 40 subjects per experimental group or treatment level will provide statistical results considered accurate at the 95% confidence level (Wegner, 2015). The sample size for each experimental group was as follows; blue group, sixty eight (n=68), red group, sixty eight (n=68), yellow group, sixty six (n=66), green group, seventy six (n=76). The total sample size was two hundred and seventy eight (n=278). The same sizes of each experimental group is adequate to achieve a 95% confidence level for statistical results.

4.4   Research Instrument

The measurement instrument was a questionnaire composed of structured responses to questions (Appendix A) which tested the research hypotheses consistent with the theoretical framework (Figure 3.1). The independent variable is a grouping variable as it corresponds to the four experimental treatments and was not therefore included in the data gathering section of the questionnaire but was applied in the brief instructions provided on the cover sheet of the questionnaire (Section 4.6.1 and Appendix A) and transmitted in the instructions provided to subjects by the course instructor prior to commencement of questionnaire completion. The dependent variable is the effects of the experimental treatments on the measures of performance, hypothesis 1, and personality self-presentation, hypothesis 2.

Responses were obtained using Likert scales to elicit quantitative sense data (Salkind, 2012; McNamara and Pitt-Catsouphes, 2016; Saunders and Lewis, 2012). Hypotheses 1a to 1e and 1g were tested using Likert scale responses to questions. Hypothesis 1h dependent variable was tested using a measure developed by Schroeder, Caruso and Epley (2016), of percentage contribution to group tasks. The performance rating for each respondent was a composite score of performance ratings on various subscales. Personality traits (Questions 13-46) questions were based on the personality assessment instrument that assesses work-related personality dimensions (Thompson,

2008). Testing for identification with personality traits was performed to answer hypothesis 2.

Control variables were collected and assessed for influence on the dependent variable. Control variables to be collected include age, gender, race, and level of education. These were not expected to impact the dependent variable as these have demonstrated limited impact in previous self-presentation studies (McNamara and Pitt-Catsouphes, 2016).

4.5 Data Collection

The questionnaire was applied in paper form to subjects in the final session of their course. Research subjects were requested to complete the research questionnaire following the completion of their course, whilst still located in the classroom. The means of data collection, together with a minor variation in the research questionnaires, constituted the experimental treatment as the course instructor detailed the type of audience and associated intended end use for the questionnaire responses to the subjects, thereby priming them psychologically.

4.5.1 Ethical Considerations

The research investigates the effects of audience type on questionnaire responses, so required that subjects were primed to anticipate that their responses would be viewed by different types of audiences. These categories of audience were hypothesised to elicit different emotional and cognitive states within research subjects, which was hypothesised to result in different responses to research questions. This elicitation of different emotional and cognitive states in research subjects has ethical implications for the research.

Deception was used to elicit the emotional and cognitive states within research subjects. The deception was created in the form of a combination of instructions provided by the class instructor to the different experimental groups and research instructions provided to research subjects on the cover page of the research questionnaires.

The potential for harm to research subjects is in the form of their anticipation of consequences from participation in the research. For two of the experimental groups subjects were informed that their responses to items assessing their own performance and personality would be shared with their fellow syndicate group members. This had potential to cause a form of harm to individuals in their anticipation of potential discord

should others' assessments of themselves not accord with their own private assessments of others' performance and the implications for the personal relationships particularly when considering the requirement in the research setting of the MBA programme for ongoing group work in future with the same persons. This potential for harm was however minimal, as the proposed audience for research question responses and end-uses for research questions was not in fact implemented nor transpired in reality, but was only used to emotionally and cognitively prime research subjects. Therefore, the deception was used to create a temporary cognitive and emotional state within research subjects needed to test theoretical assumptions, but was not long-lasting. Research subjects were debriefed immediately following completion of the research questionnaire, informed that their responses would not be used for the purposes of affecting course marks nor used to assess syndicate group members performance, and would instead only be used for research purposes with full confidentiality and anonymity applied.

Priming instructions provided to research subjects on the questionnaire were as follows:

Blue Group (Knowledgeable Audience):

This questionnaire is designed to evaluate your own performance on group tasks within your Syndicate during this course. Your responses **will not** be shared with the lecturer and will have absolutely no bearing on your grades for this course. Your evaluations of your own performances **will be** shared amongst all members in your Syndicate. Reflection on your own performance, your strengths and weaknesses, is important for your personal development. Please carefully consider your responses and be honest.

Red Group (No Audience)**:**

This questionnaire is designed to evaluate your own performance on group tasks during this course. The questionnaire is for **your own reference only**. Your responses **will not** be shared with the lecturer and will have absolutely **no** bearing on your grades for this course. Your evaluations of your own performances **will not** be shared with your class nor members in your Syndicate. Reflection on your own performance, your strengths and weaknesses, is important for your personal development. Please carefully consider your responses and be honest.

Yellow Group (Knowledgeable and Powerful Audience)**:**

This questionnaire is designed to evaluate your own performance on group tasks within your Syndicate during this course. Your responses **will be** shared with the lecturer and

will have a bearing on your grades for this course. Your evaluations of your own performance **will also be** shared with members in your Syndicate. Reflection on your own performance, your strengths and weaknesses, is important for your personal development. Please carefully consider your responses and be honest.

Green Group (Powerful Audience)**:**

This questionnaire is designed to evaluate your own performance on group tasks during this course. Your responses **will be** shared with the lecturer only and **will** have bearing on your grades for this course. Reflection on your own performance, your strengths and weaknesses, is important for your personal development. Please carefully consider your responses and be honest.

4.5.2 Consent

To successfully implement the experimental conditions typical consent affixed to the research questionnaire was foregone in favour of verbal instructions provided to subjects immediately following completion of the research questionnaire, with subjects informed that responses would not be used for the purposes of affecting course results nor used to assess syndicate group members performance as was stated, and would instead only be used for research purposes with full confidentiality and anonymity applied. Consent was standard for research purposes and assures of confidentiality and aggregate reporting of data. If subjects chose not to grant permission for their responses to be used for research purposes they were able to request that their questionnaire be destroyed. Names of subjects were collected for three of the four experimental groups but were subsequently removed from questionnaires and not recorded. Any reference to specific others was not recorded or reported on. All data reported is in aggregate form and no individuals are reported upon. All data collected for research purposes is kept strictly confidential.

4.6 Data Analysis

The data analysed was quantitative data from matched populations, here intact classes assigned to the different experimental treatment levels, to perform an analysis of variance (ANOVA) test and Tukey pair-wise comparisons. The research questionnaire contained multiple questions which were intended to measure each of the constructs derived from the theoretical framework of self-presentation behaviour. The statistical method used to determine the correlation within each construct was Cronbach's alpha (Wegner, 2015; Taylor, Wang and Zhan, 2012). Following, an ANOVA test was

performed on the combined samples for each research hypothesis to test for overall statistical significance. Following, Tukey tests were performed to assess whether sample means in any experimental group were statistically significantly different (higher or lower) than sample means in any other groups (Li, 2017; Wegner, 2015).

To perform the ANOVA analysis requires, firstly, that any univariate outliers in the data are identified and to ensure normal distribution of data for each of the four experimental groups, being the independent variables (Li, 2017). In samples that are normally distributed, 99.7% of statistics are assumed to lie within three standard deviations of the mean (Wagner, 2016). Accordingly, numerical variables that were located outside of three standard deviations from the mean at the upper and lower control limits were removed from the sample. The lower and upper control limits around a mean are statistically represented as:

$$\text{Lower limit: } Q_1 - 1.5 \times (Q_3 - Q_1)$$
$$\text{Upper limit: } Q_3 - 1.5 \times (Q_3 - Q_1)$$

All statistical tests were performed using the Microsoft Excel add-in software, XLStat (2017).

4.6.1 ANOVA

The ANOVA calculations test the null hypothesis that all groups of data really are sampled from distributions that have the same mean, so any observed differences are just due to coincidence. Testing this is not the ultimate reason for performing the ANOVA, it determines whether multiple pair-wise comparisons of means can proceed to be performed. A significant result from ANOVA testing indicates that at least one sample mean is statistically significantly different from another (Wegner, 2016).

4.6.2 Tukey Tests

Tukey's test is a form of planned comparison used in conjunction with an ANOVA to find sample means that are significantly different from each other. A p-value of less than .05 ($p < .05$) shows statistical significance. The comparisons performed are planned comparisons as they are built into the design of the experiment itself. The Tukey test was chosen for this research as a specific form of t-test due to the multiple pair-wise comparisons performed, six in total for each test (four experimental treatments) and the associated increased risk of Type I errors, being incorrect rejection of a true null

hypothesis, which Tukey's test corrects for. Tukey's test compares the means of every experimental treatment level to the means of every other treatment level simultaneously and identifies any difference between two means greater than the expected standard error (Tukey, 1949). The Tukey test is appropriate as its assumptions match exactly with the requirements of the study. The observations being tested are independent, both within and among the experimental groups, the observations within each group are normally distributed, and there is homogeneity of variance across the experimental groups (Tukey, 1949).

The Tukey test statistic applied to each pair-wise comparison is:

$$HSD = \frac{M_i - M_j}{\sqrt{\frac{MS_w}{n_h}}}$$

Where:
- HSD is the Honest Significant Difference.
- $M_i - M_j$ Is the difference between the pair-wise means, with M_i larger than M_j.
- MS_w is the Mean Square Within.
- n is the number in the treatment.

4.6.3 Principal Components Analysis

Principal component analysis (PCA) is employed to answer partly hypothesis 2. PCA is a statistical procedure that visualises relationships between populations, here used to visualise relationships between categories of personality traits. PCA reveals the internal structure of the data that explains the variance (Palini, 2017).

4.6.4 Research Validity and Reliability

Confirmatory factor analysis using the chi-square statistical technique, was used to confirm the dimensionality of the measures (McNamara and Pitt-Catsouphes, 2016). Internal consistency reliability of the research instrument was assessed using the Pearson correlation to assess multicollinearity (Li, 2017). Research reliability was achieved by testing the internal consistency of questionnaire items using Cronbach's alpha coefficient (Babbie and Mouton, 2009; Wegner, 2016).

The statistical method used to determine the correlation within each construct is Cronbach's alpha (Wegner, 2015; Taylor, Wang and Zhan, 2012). To test the predictive

power of the self-presentation behaviour framework, the dependent variables (measures of self-presentation) were regressed on the independent or predictive variables, being the experimental treatments, as well as the control variables, to test whether there is a statistically significant difference between the independent grouping variables' effects on the dependent variables.

The influence of control variables was tested for on the numerical variables of self-evaluation of own performance (Questions 1-2) to assess the presence of confounding variables that may distort results, particularly considering the non-random assignment of subjects to experimental groups (Li, 2017). Control variables' influence on the dependent variable was assessed using linear regression modelling. The control variables included were gender (male, female, other), race (Asian, Black, Coloured, White, other), employment position (executive, manager, mid-level, entry-level), and age. Adjusted R^2 is used to measure control variables influence on the dependent variable, here taken as the research Questions 1-2, as simple R^2 increases with every predictor added to a model and it can appear to be a better fit with the more terms added which can be misleading (Wagner, 2016).

Chapter Five: Results

5.1 Data Preparation

Data were assessed for outliers that may distort results using the three standard deviation method (Wagner, 2016). In the analysis of Questions 1-6, numerical variables were found outside of the lower control limits, but not the upper control limits, with these removed from the data set.

Table 5.1: Outliers Identified in Questions 1-6

	Removed Variables				
Q1	G 3 (3.18)	G 3 (3.18)			
Q2	G 2 (2.81)	R 2 (2.37)	R 2 (2.37)	Y 2 (2.22)	Y 2 (2.22)
Q3	Y 2 (2.83)				
Q4	B 2 (2.55)	Y 2 (2.91)	G 3 (3.11)	G 2 (2.63)	
Q5	B 2 (2.69)				
Q6	B 2 (2.81)	R 2 (2.55)	R 2 (2.55)	R 2 (2.55)	R 2 (2.55)

Note: the value in brackets is the lower control limit for the sample; of the sample mean less three standard deviations.
Note: B=Blue Group, R=Red Group, Y=Yellow Group, G=Green Group.

For Questions 13-46 on personality traits, numerical variables were found outside of the lower control limits, and a few outside of the upper control limits, with these removed from the data set.

Table 5.2: Outliers Identified in Questions 13-46

Trait		Removed Variables					
Collaborative	Q13	B2(2.37)					
Energetic	Q15	B 2(2.10)					
Honest	Q19	R 3(3.09)	Y 2(2.98)	G 3(3.24)	G 3(3.24)		
Intellectual	Q21	B 2(2.09)	R 2(2.09)				
Intelligent	Q24	B 2(2.36)	Y 2(2.20)	Y 2(2.20)	Y 2(2.20)		
Trusting	Q32	B 1(1.37)	Y 1(1.35)				
Calm	Q34	Y 1(1.15)					
Efficient	Q35	Y 2(2.07)	Y 2(2.07)	Y 2(2.07)	G 2(2.18)	G 2(2.18)	G 2(2.18)
Disorganised	Q36	G 5(4.98)					
Inefficient	Q39	G 5(4.90)					
Organised	Q40	Y 1(1.27)	G 1(1.80)				
Kind	Q41	G 2(2.55)					
Loyal	Q42	Y 3(3.04)					
Cooperative	Q43	B 2(2.67)	Y 3(3.18)				
Rude	Q45	Y 4(3.84)	Y 4(3.84)	Y 4(3.84)			
Generous	Q46	B 1(1.86)	R 2(2.07)	Y 2(2.21)			

Note: the value in brackets is the lower or upper control limit for the sample; of the sample mean less or add three standard deviations.
Note: B=Blue Group, R=Red Group, Y=Yellow Group, G=Green Group.

5.2 Correlation Analysis

To assess the correlation between questionnaire responses to use as the basis for ANOVA testing, Pearson correlation and Cronbach's alpha statistical testing was performed. A Pearson correlation matrix reveals that there is acceptable correlation between Questions 1 and 2 of .750, which is considered a strong positive correlation (Wagner, 2016) and implies that Questions 1 and 2 are measuring the same thing (evaluation of own performance) and the average of these two questions be taken as the dependent variable in statistical analyses. Correlations between other Questions are poor (.100 - .511) necessitating that Questions 3-6 be taken as separate measures. Cronbach's alpha for Questions 1 and 2 is .857, which indicates high correlation.

Table 5.3: Pearson Correlation Matrix, Questions 1-6

	Q1	Q2	Q3	Q4	Q5	Q6
Q1	1	.750	.501	.452	.152	.285
Q2	.	1	.511	.474	.232	.286
Q3			1	.491	.272	.174
Q4				1	.273	.184
Q5					1	.100
Q6						1

5.3 Control Variables

The percentage of variance in evaluation of own performance rating explained by the control variables is between 1%-11% across the experimental groups. In the research sample the adjusted R^2 value is a fairly significant degree of influence on the dependent variable given the location of the research in the social sciences dealing with difficult to predict human subjects, however the value is not considered sufficient to skew findings (Wagner, 2016).
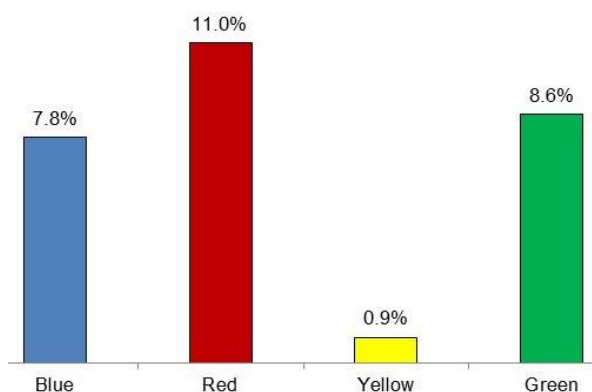

Figure 5.1: Variance in Dependent Variable (Q1-2) Explained by Control Variables

Tukey's pair-wise comparisons between control variable categories across all experimental groups shows no significant differences.

Table 5.4: Tukey Comparisons of Means for Control Variables

Comparisons	Difference	Crit	Pr > Diff	Significant
Black vs White	.217	2.747	.295	No
Black vs Coloured	.116	2.747	.988	No
Black vs Asian	.020	2.747	1.000	No
Asian vs White	.197	2.747	.572	No
Asian vs Coloured	.096	2.747	.995	No
Coloured vs White	.101	2.747	.993	No
Manager vs Entry-level	.523	2.585	.440	No
Manager vs Mid-level	.128	2.585	.630	No
Manager vs Executive	.096	2.585	.914	No
Executive vs Entry-level	.427	2.585	.650	No
Executive vs Mid-level	.032	2.585	.997	No
Mid-level vs Entry-level	.396	2.585	.673	No
Female vs Male	.154	1.969	.100	No

The potential distortionary effects of the control variable of employment position on the experimental testing of the dependent variables is assumed to be negligible as distribution of subjects within the experimental groups is similar across employment groupings. Any difference in mean rating for the dependent variables across groups is assumed to be independent of the influence of subjects' employment position.
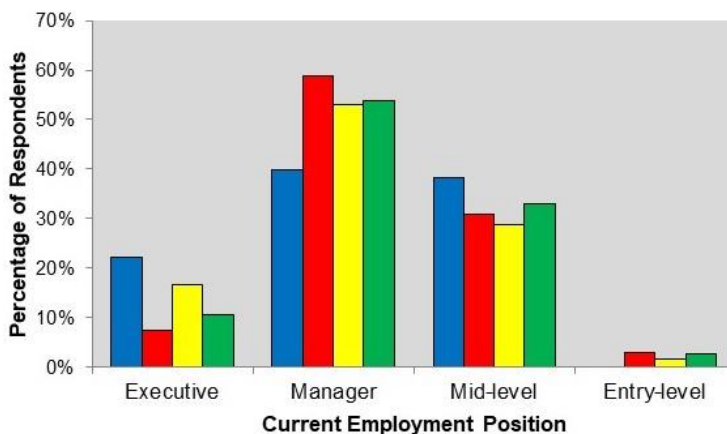

Figure 5.2: Distribution of Employment Positions
Note: Line colour corresponds to experimental group categories

The potential for the distorting effects of gender on the experimental results are negligible as the ratio of males to females is consistent across experimental groups. Any difference

in mean rating for the dependent variable across groups is assumed to be independent of the influence of research subjects' gender.

Figure 5.3: Distribution of Gender Categories
Note: Line colour corresponds to experimental group categories

The potential for the distorting effects of race on the experimental results are negligible as the ratio of race groups is similar across experimental groups. Any difference in mean rating for the dependent variable across groups is assumed to be independent of the influence of research subjects' race.
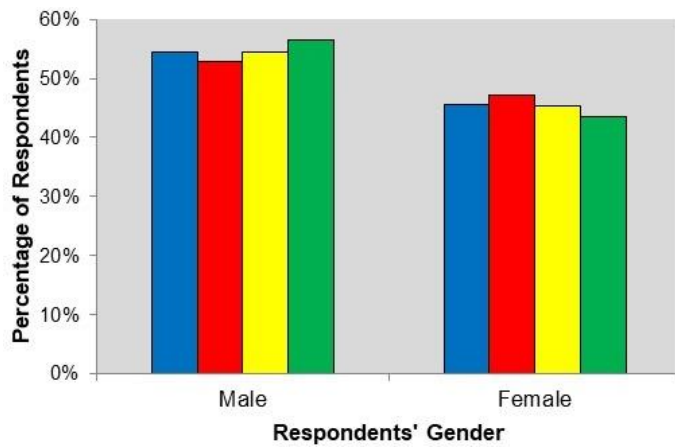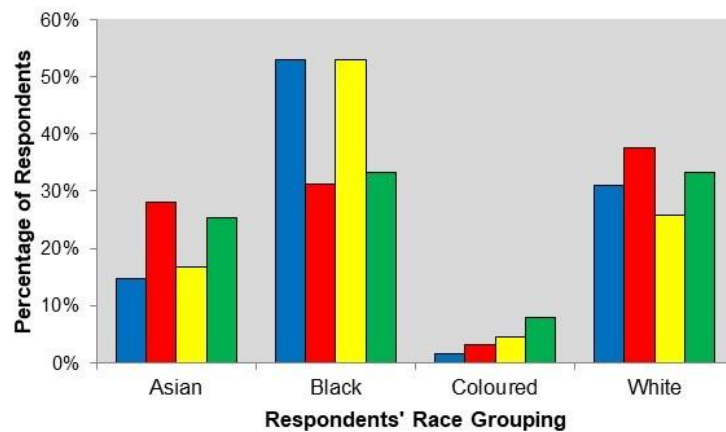

Figure 5.4: Distribution of Race Categories
Note: Line colour corresponds to experimental group categories

5.4 Hypothesis 1 Results

Hypothesis 1: Self-presentation of performance is influenced by anticipated audience.

5.4.1 Hypothesis 1a

Hypothesis 1a: The sample mean for self-presentation on the dimension of <u>my performance on tasks</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Dependent variable: Question 1. I have contributed greatly towards my Syndicate's tasks for the course. Question 2. I am satisfied with my contribution to my Syndicate's tasks for the course.

The ANOVA analysis indicated at least one of the sample means differed significantly from at least one other sample mean. Samples contained equal variance and therefore the t-statistic assuming equal variances was used.

Table 5.5: Hypothesis 1a ANOVA

Source	DF	Sum squares	Mean squares	F	Pr > F
Model	3	7.776	2.592	5.743	**.001**
Error	267	120.505	0.451		
Total	270	128.280			

Tukey pair-wise comparison results indicate that there is statistically significant difference between the means for three pairs. The magnitude of difference between means of blue and green groups is particularly pronounced as hypothesised, at a significance level of P=.0001. This partially confirms the hypothesised predictions as the significant relationships are between the means and in the directions hypothesised but not for every pair of means hypothesised.
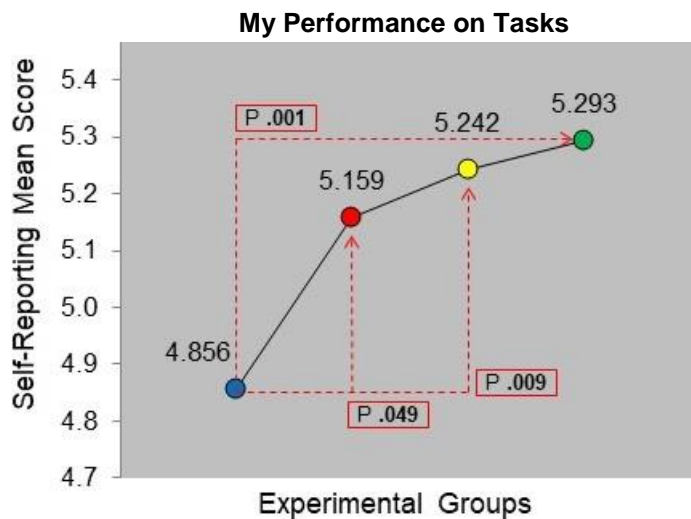
My Performance on Tasks

Figure 5.5: Hypothesis 1a: Tukey Comparisons of Means

Table 5.6: Hypothesis 1a: Tukey Comparisons of Means

Comparisons	Diff	Std. Diff	Crit	Pr>Diff
Blue vs Red	**.303**	**2.591**	**2.585**	**.049**
Blue vs Yellow	**.386**	**3.276**	**2.585**	**.007**
Blue vs Green	**.437**	**3.857**	**2.585**	**.001**
Red vs Yellow	.083	0.705	2.585	.895
Red vs Green	.134	1.184	2.585	.638
Yellow vs Green	.051	0.447	2.585	.970

The null hypothesis; that there is no statistically significant difference between the means, is rejected, and the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is accepted.

5.4.2   Hypothesis 1b

Hypothesis 1b: The sample mean for self-presentation on the dimension of relationships with others will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Dependent variable: Question 3. I have been a constructive and engaged Syndicate member throughout the course.

The ANOVA analysis indicated at least one of the sample means differed significantly from at least one other sample mean. Samples contained equal variance and therefore the t-statistic assuming equal variances was used.

Table 5.7: Hypothesis 1b: ANOVA

Source	DF	Sum squares	Mean squares	F	Pr > F
Model	3	8.482	2.827	5.411	**.001**
Error	274	143.173	.523		
Total	277	151.655			

Tukey pair-wise comparison results indicate that there is statistically significant difference between the means for two comparisons, including between the means of blue and green groups as hypothesised. This partially confirms the hypothesised predictions as the significant relationships are between the means and in the directions hypothesised but not for every pair of means hypothesised.

Figure 5.6: Hypothesis 1b: Tukey Comparisons of Means

Table 5.8: Hypothesis 1b: Tukey Comparisons of Means

Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	.044	0.356	2.585	.985
Blue vs Yellow	.258	2.062	2.585	.168
Blue vs Green	**.368**	**3.053**	**2.585**	**.013**
Red vs Yellow	.302	2.415	2.585	.077
Red vs Green	**.413**	**3.419**	**2.585**	**.004**
Yellow vs Green	.111	0.911	2.585	.799

The null hypothesis; that there is no statistically significant difference between the means, is rejected, and the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is partially accepted.

5.4.3 Hypothesis 1c

Hypothesis 1c: The sample mean for self-presentation on the dimension of <u>others' perceptions of my performance</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Dependent variable: Question 4. My fellow Syndicate members would have appreciated my input and contributions during the course.

The ANOVA analysis indicated at least one of the sample means differed significantly from at least one other sample mean. Samples contained equal variance and therefore the t-statistic assuming equal variances was used.

Table 5.9: Hypothesis 1c: ANOVA

Source	DF	Sum squares	Mean squares	F	Pr > F
Model	3	6.189	2.063	4.563	**.004**
Error	271	122.538	0.452		
Total	274	128.727			

Tukey pair-wise comparison results indicate that there is statistically significant difference between the means for two comparisons, including between the means of blue and green groups as hypothesised. This partially confirms the hypothesised predictions as the significant relationships are between the means and in the directions hypothesised but not for every pair of means hypothesised.
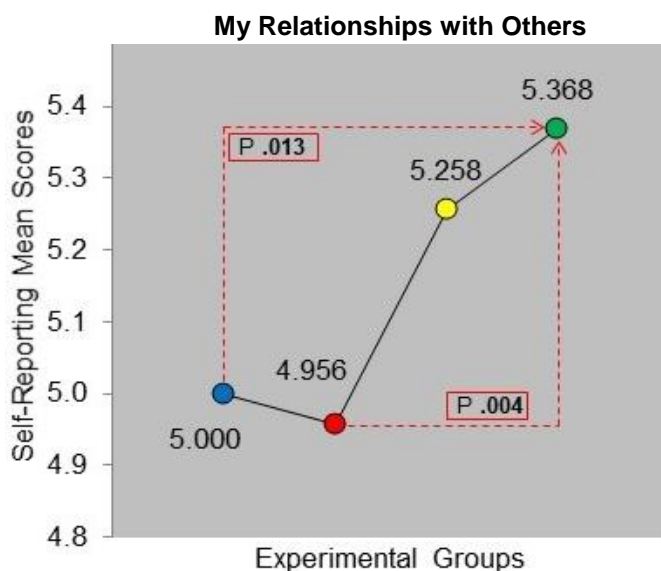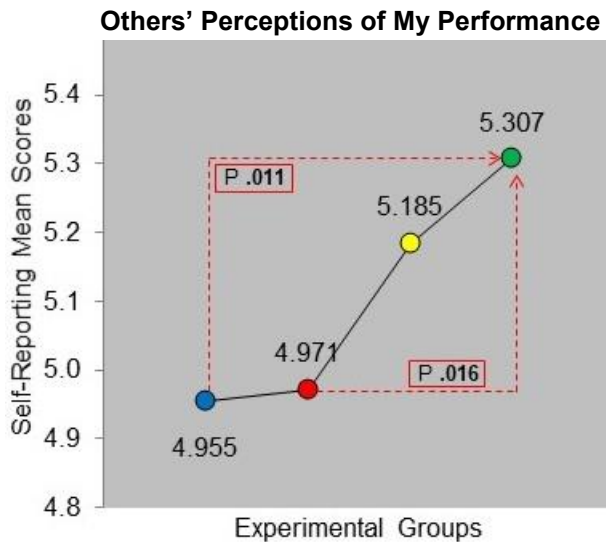
Others' Perceptions of My Performance

Figure 5.7: Hypothesis 1c: Tukey Comparisons of Means

Table 5.10: Hypothesis 1c: Tukey Comparisons of Means

Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	.015	0.133	2.585	.999
Blue vs Yellow	.229	1.959	2.585	.206
Blue vs Green	**.351**	**3.109**	**2.585**	**.011**
Red vs Yellow	.214	1.835	2.585	.259
Red vs Green	**.336**	**2.985**	**2.585**	**.016**
Yellow vs Green	.122	1.071	2.585	.707

The null hypothesis; that there is no statistically significant difference between the means, is rejected, and the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is accepted.

5.4.4 Hypothesis 1d

Hypothesis 1d: The sample mean for self-presentation on the dimension of <u>group performance</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Dependent variable: Question 5. I feel my Syndicate has functioned well together as a group during the course.

The ANOVA analysis indicated no significant difference between sampled means.

Table 5.11: Hypothesis 1d: ANOVA

Source	DF	Sum squares	Mean squares	F	Pr > F
Model	3	3.059	1.020	1.357	.256
Error	270	202.901	0.751		
Total	273	205.960			

Tukey pair-wise comparison results indicate that there are no statistically significant differences between means.
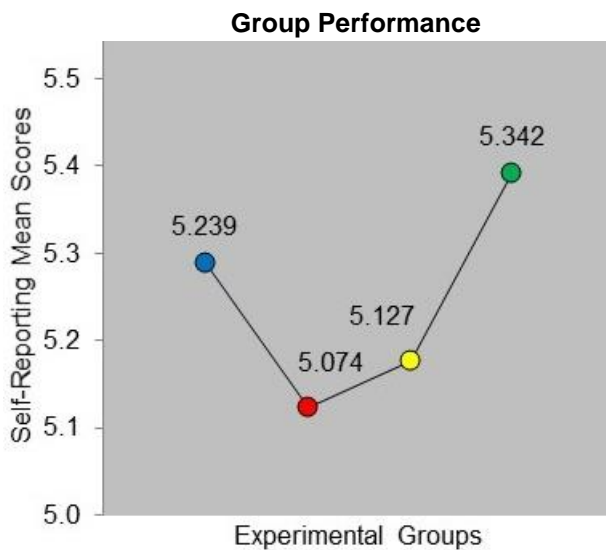

Figure 5.8: Hypothesis 1d: Tukey Comparisons of Means

Table 5.12: Hypothesis 1d: Tukey Comparisons of Means

Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	.165	1.108	2.585	.685
Blue vs Yellow	.112	0.735	2.585	.883
Blue vs Green	.103	0.711	2.585	.893
Red vs Yellow	.053	0.353	2.585	.985
Red vs Green	.269	1.856	2.585	.250
Yellow vs Green	.215	1.456	2.585	.465

The null hypothesis; that there is no statistically significant difference between the means, is accepted, and the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is rejected.

5.4.5 Hypothesis 1e

Hypothesis 1e: The sample mean for self-presentation on the dimension of <u>compliance</u> <u>with obligations</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Dependent variable: Question 6. I attended all Syndicate meetings for the course.

The ANOVA analysis indicated at least one of the sample means differed significantly from at least one other sample mean. Samples contained equal variance and therefore the t-statistic assuming equal variances was used.

Table 5.13: Hypothesis 1e: ANOVA

Source	DF	Sum squares	Mean squares	F	Pr > F
Model	3	3.465	1.155	2.856	**.038**
Error	269	108.777	0.404		
Total	272	112.242			

Tukey pair-wise comparison results indicate that there is statistically significant difference between the means for one pair. This partially confirms the hypothesised predictions as the significant relationships are between the means and in the direction hypothesised but not for every pair of means hypothesised.
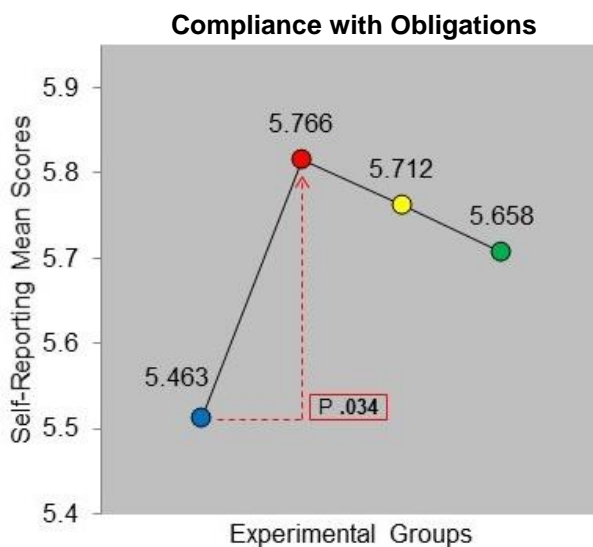

Figure 5.9: Hypothesis 1e: Tukey Comparisons of Means

Table 5.14: Hypothesis 1e: Tukey Comparisons of Means

Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	**.303**	**2.726**	**2.585**	**.034**
Blue vs Yellow	.249	2.262	2.585	.110
Blue vs Green	.195	1.832	2.585	.261
Red vs Yellow	.054	0.480	2.585	.964
Red vs Green	.108	0.999	2.585	.750
Yellow vs Green	.054	0.507	2.585	.957

The null hypothesis; that there is no statistically significant difference between the means, is rejected, and the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is partially accepted.

5.4.6   Hypothesis 1f and 1g

Hypothesis 1f: The sample mean for self-presentation on the dimension of <u>identification as a leader</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Dependent variable: Question 7. I consider my role in my Syndicate to be the leader for the course, whether officially assigned the role by my fellow Syndicate members or unofficially fulfilled by my actions.

Hypothesis 1g: The sample mean for self-presentation on the dimension of <u>others perception of my leadership</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Dependent variable: Question 8. I believe my fellow Syndicate members have been happy with my leadership for the course.

Hypothesis 1f was analysed using a single variable for incidence of leadership calculated by dividing number of self-proclaimed leaders by number of groups in the class. The

result shows lowest number of leaders for the group anticipating a knowledgeable audience (2.11) and highest for the group anticipating a powerful audience (3.30), confirming the hypothesised relationship between these two variables. The other hypothesised results for values of the no audience group and group anticipating both audience characteristics were undifferentiated, but both located between the hypothesised poles of high and low results.
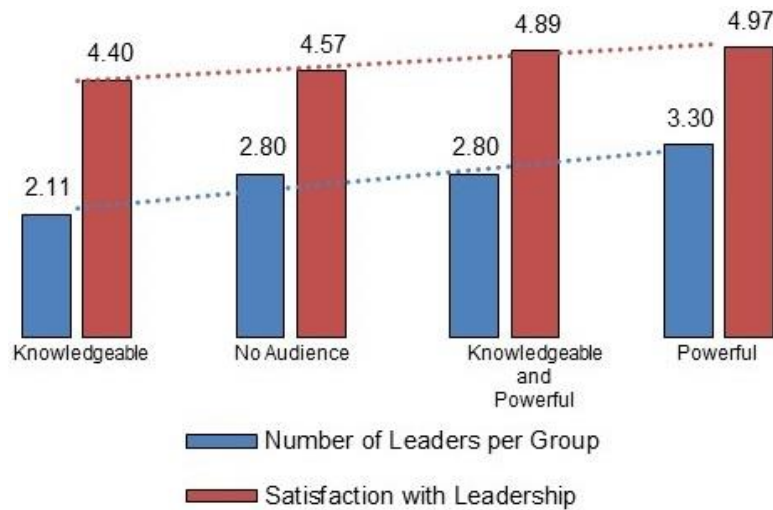

Figure 5.10: Reported Incidence of and Satisfaction with Leadership

Hypothesis 1g was analysed using ANOVA and Tukey analysis. ANOVA analysis revealed at least one of the sample means differed significantly from at least one other sample mean. Samples contained equal variance and therefore the t-statistic assuming equal variances was used.

Table 5.15: Hypothesis 1g: ANOVA

Source	DF	Sum squares	Mean squares	F	Pr > F
Model	3	5.502	1.834	4.071	**.009**
Error	105	47.305	0.451		
Total	108	52.807			

Tukey pair-wise comparison results indicate that there is statistically significant difference between the means for one pair. This partially confirms the hypothesised predictions as the significant relationships are between the means and in the direction hypothesised but not for every pair of means hypothesised.
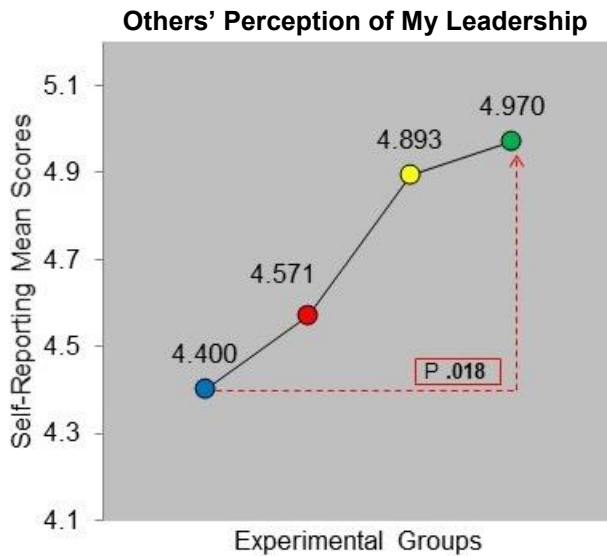
Others' Perception of My Leadership

Figure 5.11: Hypothesis 1g: Tukey Comparisons of Means

Table 5.16: Hypothesis 1g: Tukey Comparisons of Means

Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	.171	0.872	2.611	.819
Blue vs Yellow	.493	2.508	2.611	.064
Blue vs Green	**.570**	**2.995**	**2.611**	**.018**
Red vs Yellow	.321	1.792	2.611	.283
Red vs Green	.398	2.309	2.611	.102
Yellow vs Green	.077	0.446	2.611	.970

The null hypothesis; that there is no statistically significant difference between the means, is rejected, and the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is partially accepted.

5.4.8 Hypothesis 1h

Hypothesis 1h: The sample mean for self-presentation on the dimension of <u>my percentage contribution to group tasks</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Questions 9-12: ____was my contribution out of 100% total Syndicate members' contributions to Idea Generation, Research, Content Creation, Presenting.

The data collected to test hypothesis 1h was not usable. The instructions provided by the course instructor to research subjects to guide data collection for these questions were modified for each experimental group as the instructor's comprehension of the questions changed, such that subjects' understanding of requirements changed their reporting behaviour sufficiently to contaminate data.

5.5   Hypothesis 2 Results

Hypothesis 2: Reporting of personality characteristics is influenced by anticipated audience.

Principal components analysis of subjects' responses to personality trait identification demonstrates that there is shared agreement on what constitutes positive and negative traits. Negative, or socially disapproved of, traits are on the left of the distribution, positive or socially valued traits are on the right. This supports the proposition that personality traits are instilled with value judgements that are universally understood, and which should inform the reporting of identification with personality traits according to the theoretical model.
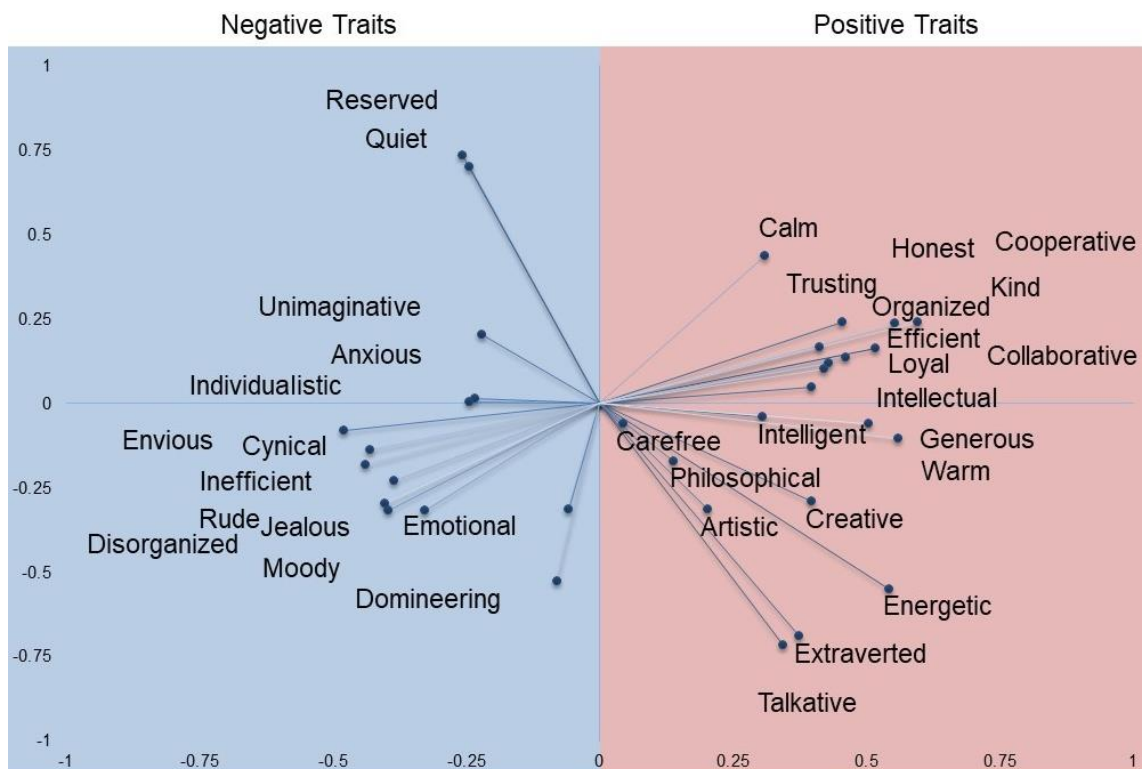

Figure 5.12: Principal Components Analysis of Personality Variables

5.5.1 Hypothesis 2a

Hypothesis 2a: The sample mean for self-presentation on the dimension of <u>possession</u> <u>of valued personality traits</u> will be highest if powerful is a discrete characteristic of the anticipated audience, lowest if knowledgeable is a discrete characteristic of the anticipated audience, and higher than when no audience is anticipated but lower than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Tukey pair-wise comparison results indicate that there is statistically significant difference between means pairs in four of the dimensions tested. This partially confirms the hypothesised predictions as the significant relationships are between the means and in the directions hypothesised but not for every pair of means hypothesised.
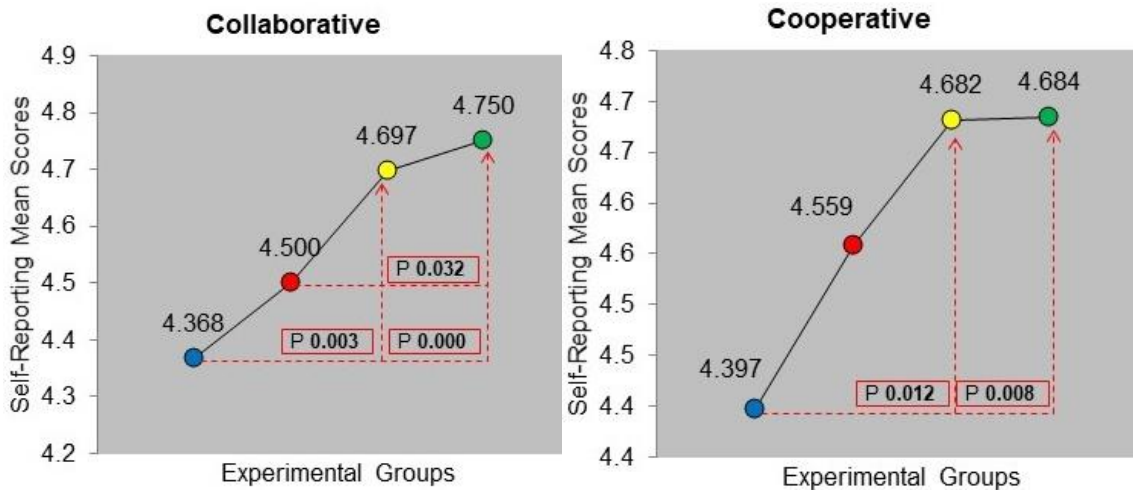
Comparisons	Diff	Std Diff	Crit	Pr>Diff	Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	.132	1.419	2.585	.488	Blue vs Red	-.162	-1.770	2.585	.290
Blue vs Yellow	**.329**	**3.505**	**2.585**	**.003**	**Blue vs Yellow**	**-.285**	**-3.093**	**2.585**	**.012**
Blue vs Green	**.382**	**4.213**	**2.585**	**.000**	**Blue vs Green**	**-.287**	**-3.229**	**2.585**	**.008**
Red vs Yellow	.197	2.097	2.585	.157	Red vs Yellow	-.123	-1.336	2.585	.541
Red vs Green	**.250**	**2.755**	**2.585**	**.032**	Red vs Green	-.125	-1.410	2.585	.494
Yellow vs Green	.053	0.580	2.585	.938	Yellow vs Green	-.002	-0.027	2.585	1.000
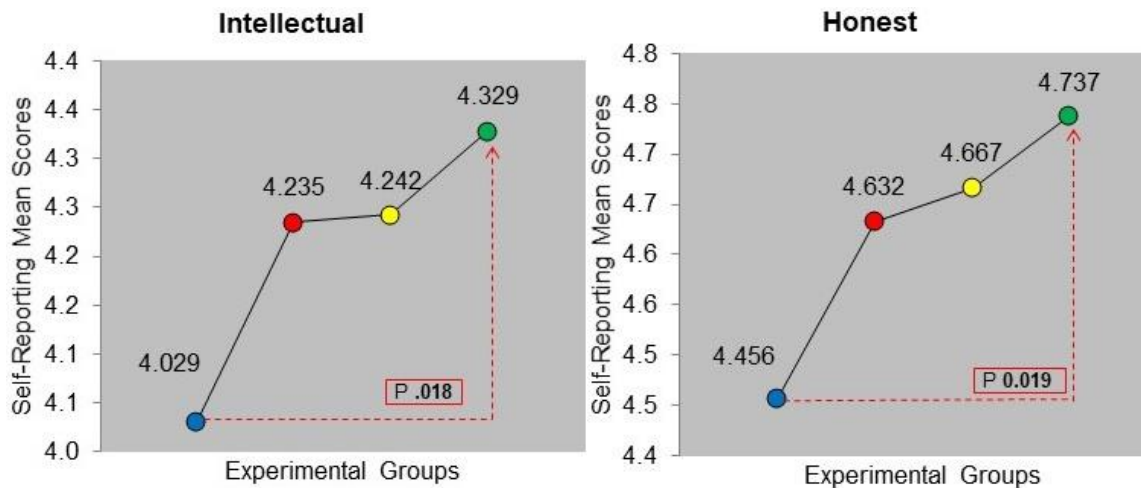
Comparisons	Diff	Std Diff	Crit	Pr>Diff	Comparisons	Diff	Std Diff	Crit	Pr>Diff
Green vs Blue	**.300**	**2.955**	**2.585**	**.018**	Blue vs Red	.176	1.795	2.585	.278
Green vs Red	.094	0.924	2.585	.792	Blue vs Yellow	.211	2.128	2.585	.147
Green vs Yellow	.087	0.847	2.585	.832	**Blue vs Green**	**.281**	**2.936**	**2.585**	**.019**
Yellow vs Blue	.213	2.030	2.585	.180	Red vs Yellow	.034	0.346	2.585	.986
Yellow vs Red	.007	0.068	2.585	1.000	Red vs Green	.104	1.092	2.585	.695
Red vs Blue	.206	1.977	2.585	.199	Yellow vs Green	.070	0.727	2.585	.886

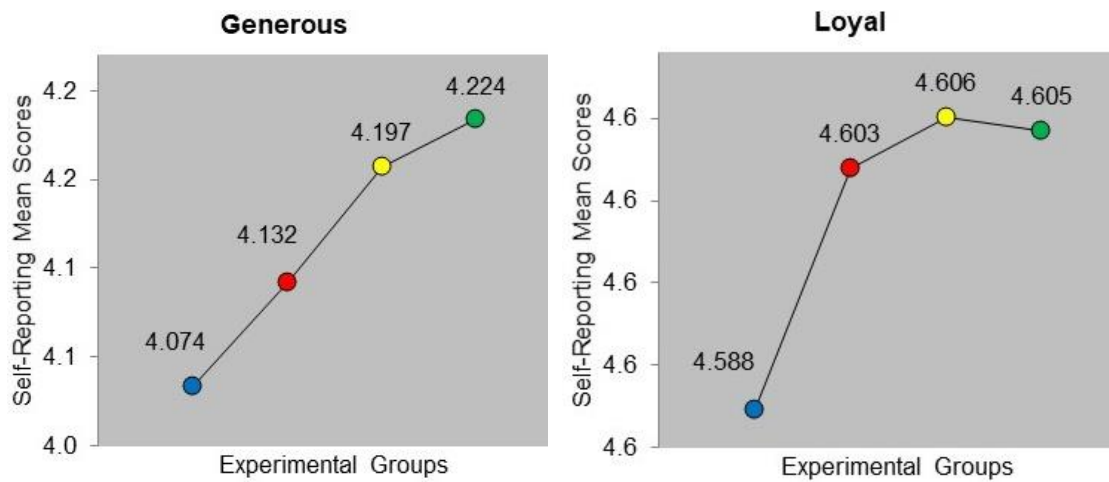**Figure 5.13: Hypothesis 2a: Tukey Comparisons of Means, Significant**

Figure 5.14: Hypothesis 2a: Tukey Comparisons of Means, Insignificant

The null hypothesis; that there is no statistically significant difference between the means, is rejected, and the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is partially accepted.

5.5.2 Hypothesis 2b

Hypothesis 2b: The sample mean for self-presentation on the dimension of <u>possession of disapproved of personality traits</u> will be highest if knowledgeable is a discrete characteristic of the anticipated audience, lowest if powerful is a discrete characteristic of the anticipated audience, and lower than when no audience is anticipated but higher than when only a powerful audience is anticipated if both knowledgeable and powerful audience characteristics are anticipated.

Tukey pair-wise comparison results indicate that there are no statistically significant differences between the means for any dimension tested. While no statistically significant differences in means were found, the hypothesised directions of relationship between means were confirmed for a number of dimensions tested.
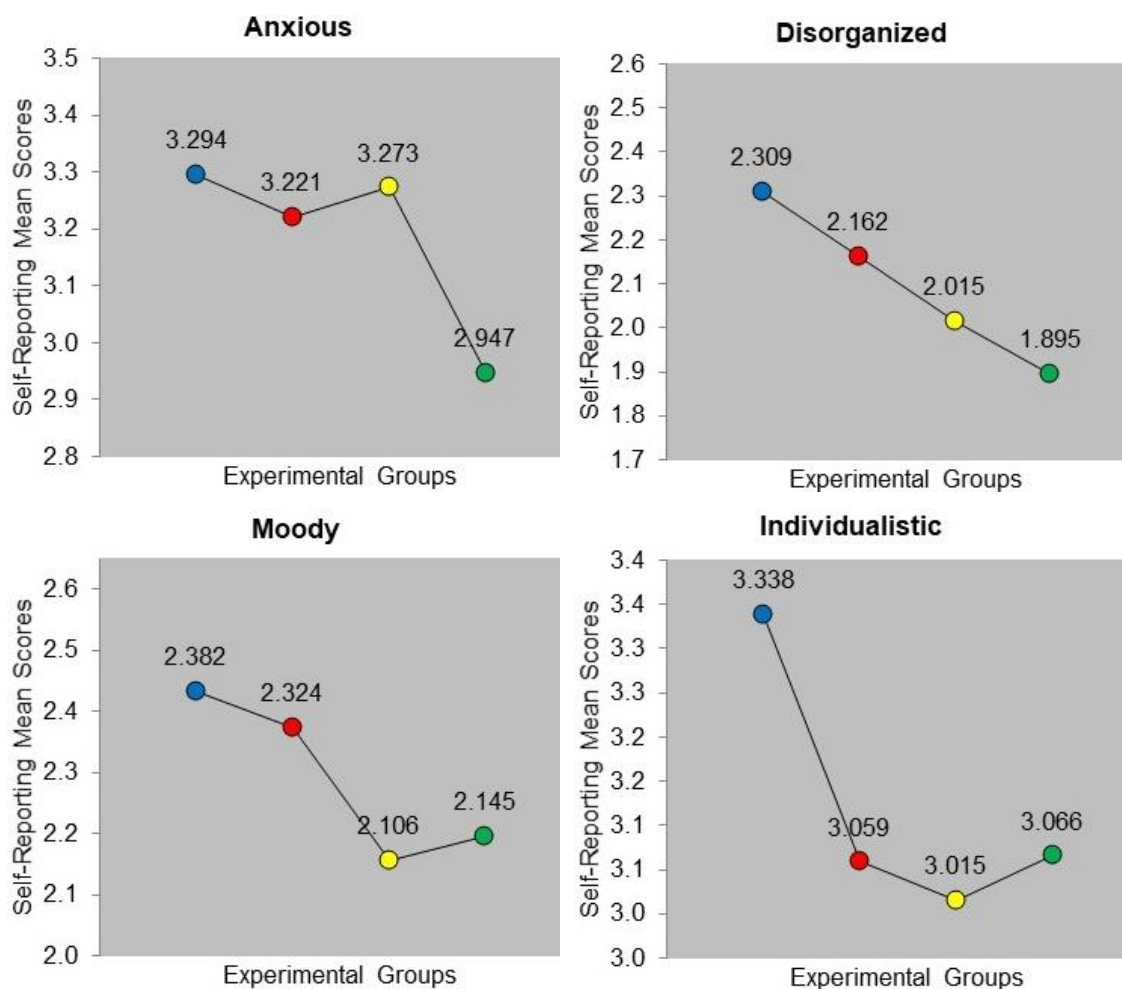

Figure 5.15: Hypothesis 2b: Tukey Comparisons of Means, Insignificant

Based on the absence of statistically significant evidence supporting the hypothesis, the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is rejected, and the null hypothesis; that there is no statistically significant difference between the means, is accepted.

5.5.3   Hypothesis 2c

Hypothesis 2c: Self-presentation on the dimension of <u>possession of individually valued but socially disapproved of personality traits</u> is below a baseline where no audience is anticipated if an audience is anticipated.

Tukey pair-wise comparison results indicate that there are statistically significant differences between the means for two dimensions tested. For a further four dimensions in this category tested, while no statistically significant differences in means were found, the hypothesised directions of relationship between means were confirmed.
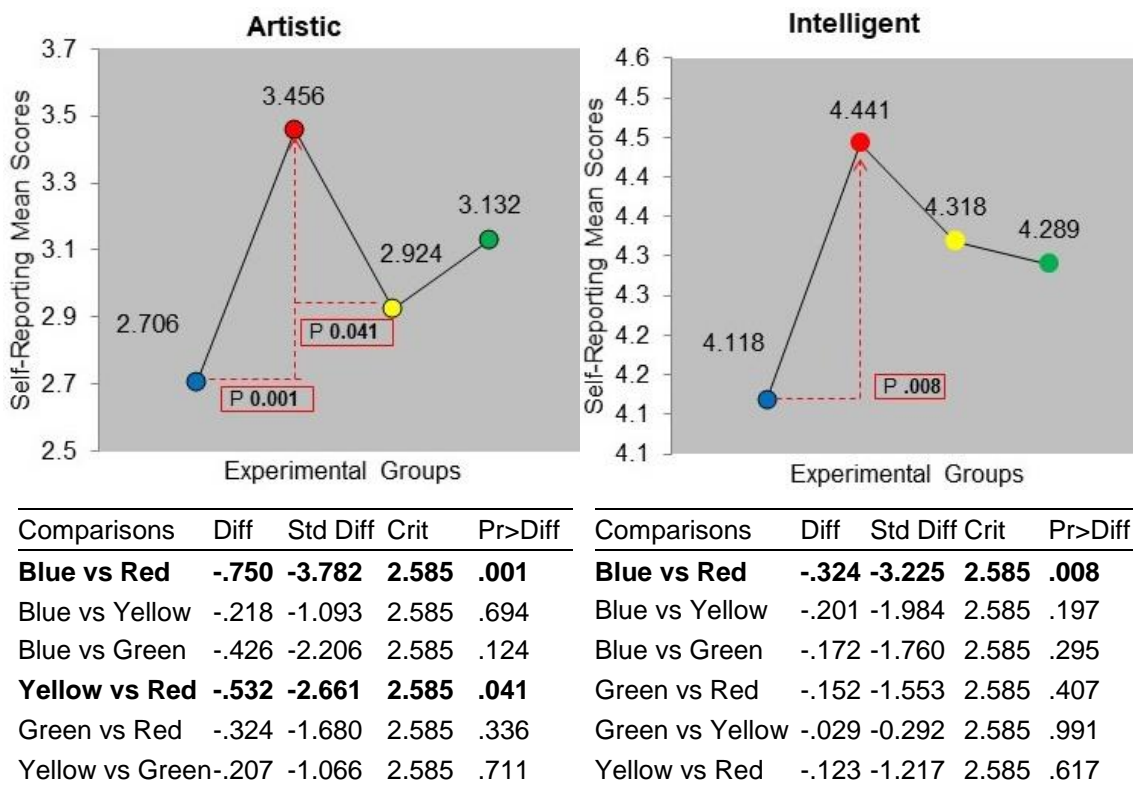

Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	**-.750**	**-3.782**	**2.585**	**.001**
Blue vs Yellow	-.218	-1.093	2.585	.694
Blue vs Green	-.426	-2.206	2.585	.124
Yellow vs Red	**-.532**	**-2.661**	**2.585**	**.041**
Green vs Red	-.324	-1.680	2.585	.336
Yellow vs Green	-.207	-1.066	2.585	.711

Comparisons	Diff	Std Diff	Crit	Pr>Diff
Blue vs Red	**-.324**	**-3.225**	**2.585**	**.008**
Blue vs Yellow	-.201	-1.984	2.585	.197
Blue vs Green	-.172	-1.760	2.585	.295
Green vs Red	-.152	-1.553	2.585	.407
Green vs Yellow	-.029	-0.292	2.585	.991
Yellow vs Red	-.123	-1.217	2.585	.617

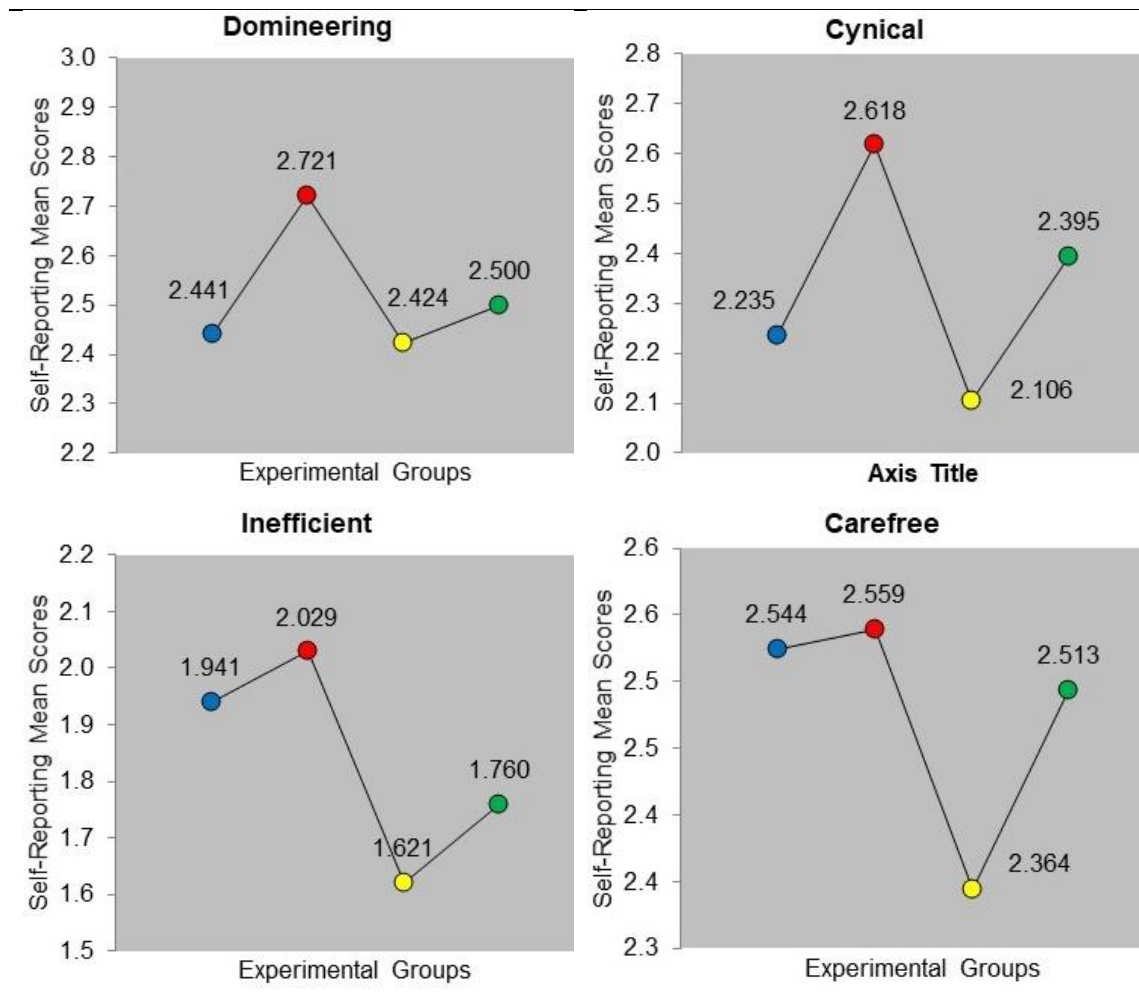**Figure 5.16: Hypothesis 2c: Tukey Comparisons of Means, Significant**

Figure 5.17: Hypothesis 2b: Tukey Comparisons of Means, Insignificant

Based on limited evidence statistically supporting the hypothesis and some visually compelling but not statistically significant evidence, the alternative hypothesis; that there is statistically significant difference between the means and the differences between the means are in the directions hypothesised, is partially accepted, and the null hypothesis; that there is no statistically significant difference between the means, is rejected.

5.5.4 Principal Component Analysis of Personality Traits Presentation

The research proposition two, that hypothesises the operation of adaptation of self-presentation for audience based on a universally shared social normative value judgement system applied to personality traits, is testable by analysing for a relationship between variation in comprehension of the value of personality traits and variation in presentation of identification with personality traits.

A principal components analysis (PCA) of subjects' responses to personality trait questions reveals four quadrants of categories of personality trait value judgement, which

can be categorised as *clear positive*, being traits that are unanimously interpreted as positive to possess, *clear negative*, being traits that are unanimously interpreted as negative to possess, or socially disapproved of, *unclear positive*, being traits for which the social value is unclear but more positive than negative, and *unclear negative*, being traits for which the social value is unclear but are seen as more negative than positive.
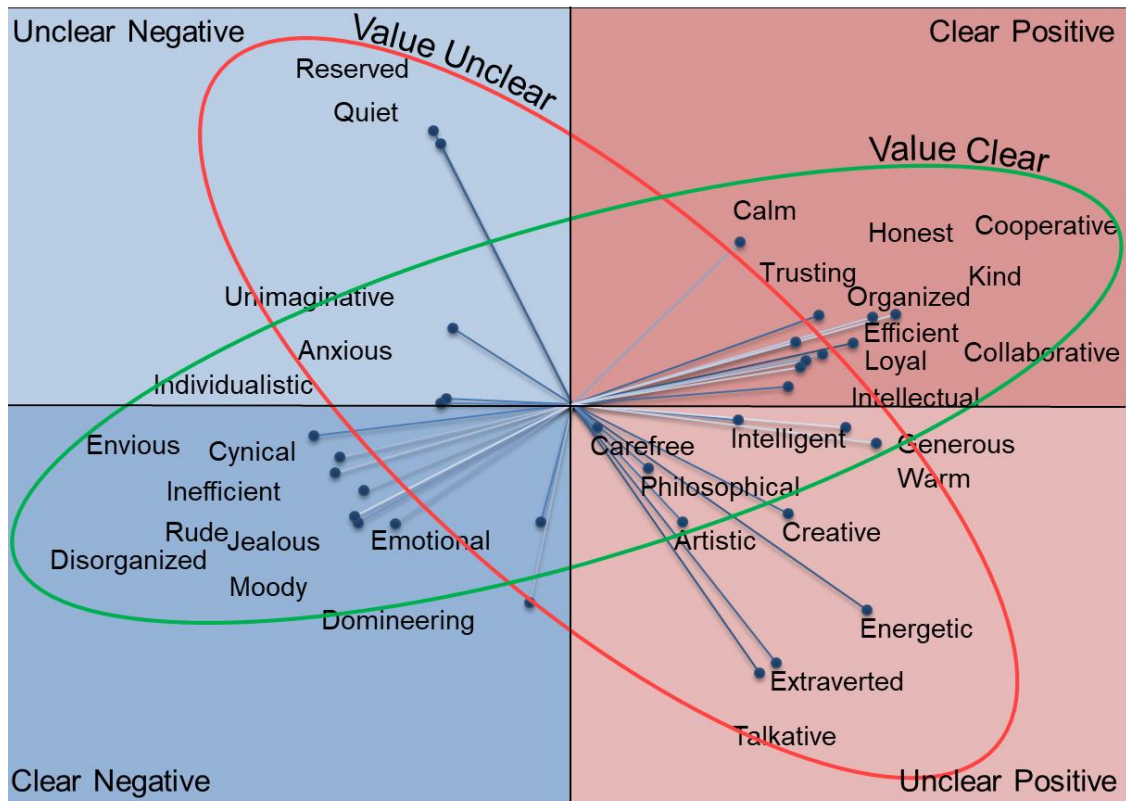

Figure 5.18: PCA of Personality Dimension Quadrants

Observing the self-presentation trends by experimental group for each personality trait dimension and categorised according to the location of each personality dimension in its principal component analysis quadrant reveals that a clear relationship exists between the clarity of shared understanding amongst research subjects of the value of the personality trait and the self-presentation behaviour.
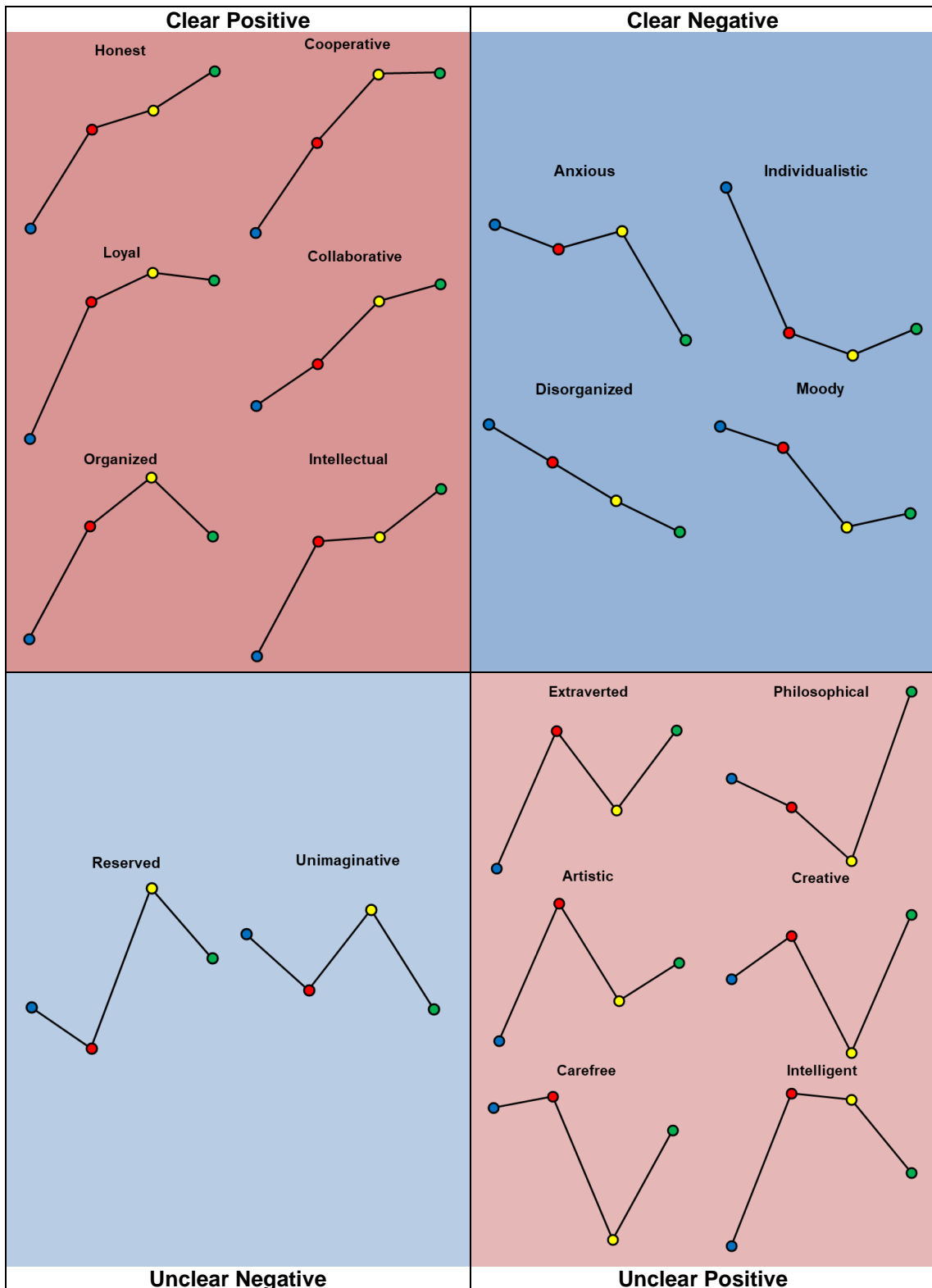
Figure 5.19: Self-Presentation Trends Grouped by PCA Quadrants

Presentation of *clear positive* personality traits that are clearly understood to be positive or socially valued conform to the hypothesised self-presentation behaviour; of being lowest for anticipation of a knowledgeable audience, anchored by accountability, i.e. not wanting to conflict with others' perceptions, and highest for anticipation of a powerful

audience as greater identification with the trait will be assumed by the self-presenter to enhance their status in the eyes of the powerful audience.

Conversely, presentation of *clear negative* personality traits that are clearly understood to be negative or socially disapproved of conform to the hypothesised self-presentation behaviour; of being highest for anticipation of a knowledgeable audience, anchored by accountability, and lowest for anticipation of a powerful audience as lesser identification with the trait will be assumed by the self-presenter to enhance their status in the eyes of the powerful audience.

As hypothesised, personality traits for which the value is unclear, whether marginally more positive or negative, display unclear presentation trends, with this hypothesised to be a result of the lack of clear shared understanding of the social value, i.e. self-presenters are unsure of the interpretation of possession of the trait by an audience.

5.6   Hypothesis 3 Results

The data used to test survey satisficing effects is the personality trait section of the questionnaires as these are performed on a 5-point Likert scale that provided a neutral response option. The results conform to hypothesised behaviour. The highest effort devoted towards responses, as measured by the lowest return of neutral responses, was the yellow group where the maximum possible audience presence was anticipated, being an audience with both the characteristics of knowledge and power. The lowest effort towards responses was made by the red group where no audience for responses was anticipated. It seems that the anticipation of a powerful audience (green group) elicits marginally more effort than anticipation of a knowledgeable audience (blue group) suggesting that in a self-presentation exercise more importance in determining behaviour is ascribed to a powerful audience than a knowledgeable audience.
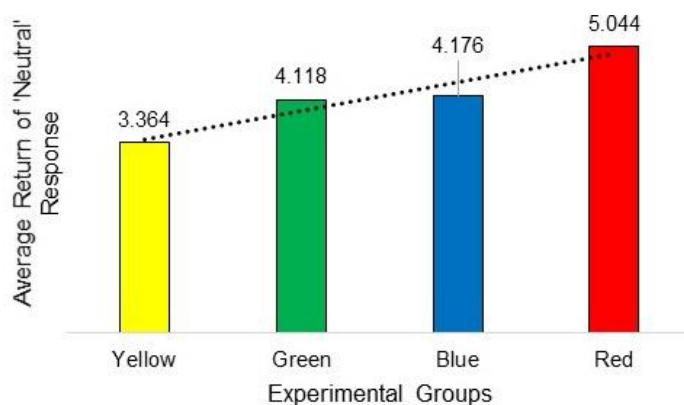

Figure 5.20: Average Returns of 'Neutral' Responses to Personality Trait Questions

5.7 Summary of Results

Table 5.17: Hypotheses Results

Pair-wise Comparisons	Blue vs Green	Blue vs Red	Blue vs Yellow	Red vs Yellow	Red vs Green	Yellow vs Green	Accept Alternative
Hypothesis 1a	.001	.049	.007				Yes
Hypothesis 1b	.013				.004		Yes
Hypothesis 1c	.011				.016		Yes
Hypothesis 1d							No
Hypothesis 1e		.034					Yes
Hypothesis 1f							Yes
Hypothesis 1g	.018						Yes
Hypothesis 1h							Invalid
Hypothesis 1: Alternative hypothesis is accepted on preponderance of evidence							
Hypothesis 2a	.000		.003		.032		Yes
	.008		.012				
	.018						
	.019						
Hypothesis 2b							No
Hypothesis 2c		.001		.021			Yes
		.008					
Hypothesis 2: Alternative hypothesis is accepted on preponderance of evidence							
Hypothesis 3a							Yes
Hypothesis 3: Alternative hypothesis is accepted							

Chapter Six: Discussion of Results

6.1 Introduction

The results from data analysis revealed a number of findings, on the asymmetrical influence of the two audience characteristics on self-presentation behaviour, confirmation of the operation of social desirability bias, identification as a leader being a key feature of impression management, and evidence for shared comprehension of the value structure embedded in self-presentation contexts influencing behaviour. The theoretical model of self-presentation behaviour is confirmed by the research, with modifications made based on the research results.

6.2 Powerful Audience is a Stronger Influence on Behaviour than Knowledgeable Audience

The theoretical model predicted four different outcomes of self-presentation behaviour in relation to four different scenarios of anticipated audience characteristics; anticipation of discretely knowledgeable audience, no audience, knowledgeable and powerful audience and anticipation of discretely powerful audience. Results indicate support for statistically significant differences between four of the six possible pairs, but very limited evidence of difference between red and yellow (no audience, and knowledgeable and powerful combined) and no evidence for difference between yellow and green (knowledgeable and powerful combined and powerful only).

Pair-wise Comparisons	Blue vs Green	Blue vs Red	Blue vs Yellow	Red vs Yellow	Red vs Green	Yellow vs Green
Hypothesis 1a	.001	.049	.007			
Hypothesis 1b	.013				.004	
Hypothesis 1c	.011				.016	
Hypothesis 1d						
Hypothesis 1e		.034				
Hypothesis 1f						
Hypothesis 1g	.018					
Hypothesis 1h						
Hypothesis 2a	.000		.003		.032	
	.008		.012			
	.018					
	.019					
Hypothesis 2b						
Hypothesis 2c		.001		.021		
		.008				
Hypothesis 3a						
Total Pr>Diff	8	4	2	1	3	0

The theoretical model of self-presentation behaviour posited that the presence of both audience characteristics of knowledgeable and powerful in the self-presentation decision situation is expected to moderate average reporting on the dimension of the self in proportion to the expected weighting or likelihood of each audience characteristic's presence. The results suggest the theoretical model should be revised as it appears that anticipation of a powerful audience exerts a much stronger influence on self-presentation behaviour than anticipation of knowledgeability of the dimensions being assessed.

However, in the experimental scenario, these audience characteristics were allocated to discrete audience groups, being class mates and the course instructor respectively. In this case self-presenters appeared to discount the consequences of conflicting with knowledgeable others views in favour of seeking rewards from a powerful audience. The effect on self-presentation behaviour hypothesised in the theoretical model for the anticipation of both characteristics of the audience may be more observable if both characteristics were combined in the same audience, for example an immediate superior in the workplace who has direct knowledge of the dimensions being presented on. By making the two audience characteristics tested for discretely allocated to different physical audience entities seemed to allow for discounting of the influence of the knowledgeable audience in favour of managing impression for the powerful audience, but were these characteristics to be possessed by the same entity the effect would more likely be as originally hypothesised as the knowledgeability of the audience would have to be considered.

The experimental design therefore has a limitation in that the accountability influence hypothesised to be exerted by the audience with knowledgeability of the dimensions being reported on, being the self-presenters' class mates, is limited to the extent that the research subjects will work with these people for a limited time into the future and so any potential negative consequences foreseen from conflicting with their views can be more easily discounted as it will have no long-term effect. presentation. However, the effects observed here differ from other experiments testing the influence of knowledgeable others on self-presentation, which typically have no influence outside of the experiment itself (Leary, Allen and Terry, 2011). Nevertheless, it is surprising how entirely the effects of anticipation of the characteristic of power suppressed the effect of knowledge in the audience and implies that seeking rewards is a much stronger influence on behaviour than avoiding negative consequences and operates to discount consideration of negative consequences in many circumstances.

This phenomenon is also evident in the lack of any significance in difference in means when testing for self-presentation behaviour for negative or socially disapproved of dimensions for hypothesis 2b. This implies that, for positively valued dimensions the attraction of gaining rewards from a powerful audience for increasing reported ratings is strong enough to significantly affect behaviour. For negative or socially disapproved of dimensions the operation of social desirability bias may operate to predispose individuals against self-identifying with these so the baseline position is below reality and the scope for further reduction for a powerful audience is on a diminishing scale.

Another hint of the stronger influence of a powerful audience on self-presentation behaviour than a knowledgeable audience is in the results of hypothesis 3, where anticipation of a powerful audience increased engagement with the self-presentation exercise (an average of 4.118 neutral responses per research subject) more than anticipation of a knowledgeable audience (an average of 4.176 neutral responses per research subject).

6.3   Confirmation of Social Desirability Bias as a Baseline State

Compliance with obligations was tested for by meeting attendance, which is a dimension that fellow group members can be expected to have reasonably complete knowledge of therefore comfortably possessing the characteristic of knowledgeability, but which the course instructor may be expected to have some knowledge of too, or there being an expectation of negative consequences from lying about as the veracity of the claim could be interrogated, therefore also activating the accountability process. When anticipating no audience, the self-presenter does not consider the consequences of lying and so a largely unconsciously motivated estimate is provided that is enhanced compared to reality by the operation of social desirability bias. This result reveals the self-deception component of a social desirability bias that was theorised to operate as a baseline for the red group who anticipate no physical audience (Zerbe and Paulhus, 1987; Paulhus, 1986). Hypothetically, the self-presenter would have no incentive to lie about meeting attendance if reporting anonymously, however when made to be accountable and consider the consequences of misrepresenting the facts by anticipating an audience with knowledge, or potential knowledge, about the dimension being reported on, the rating is revised downwards significantly from this baseline, implying that the normal, or uninterrogated, perception of one's own performance or other dimension of the self is enhanced compared to reality.

6.4 Leadership is a Strong Identifier of Value

The incidence of subjects reporting that they were leaders of their groups persistently outnumbers the actual limits on leadership incidence, assuming that there would be one leader per group. The incidence of self-proclaimed leadership, calculated by division of the number of self-proclaimed leaders in each class by the number of groups in each class, exceeds the natural limits by an order of magnitude of 2.1x at the low end (blue group) and 3.3x at the high end (green group).

If assuming that the experimental treatment is explaining some of this variation two points are of interest. Firstly, that even at the low end of proclamation of leadership, subject to the same effect of conservation by anticipating view by a knowledgeable audience which is assumed to be especially consequential in this case, as one can imagine an individual wishing not to contradict a fellow group member's perception of who the leader for the group is or has been, the incidence of identification as a leader far exceeds the supposed natural limits on the number of leaders in the class, here by more than 2x. This suggests a disconnect between perception and reality on leadership status within a group within the type of scenarios which this research setting makes especially clear being in the absence of formal hierarchical structures that assign leadership roles. In the class setting and within groups, leaders are not assigned but rather the group dynamics are left to play themselves out and multiple factors will come into effect when determining leaders, if any are established, including personality traits, gender, race, age and professional experience. This type of scenario absent formal hierarchical structures for assigning leadership roles may result in a 'multiple leader' phenomenon.

Secondly, assuming that the initial conditions are comparable across the experimental groups, the experimental treatment has the same effect on self-proclamation of leadership as with other research questions due to the direction of the change in incidence, increasing from blue to green. In other words, when subjects anticipate an audience who can reward them based on their assessment or presentation of the self they increase likelihood of identifying as a leader. Clearly, leadership is interpreted as a positive quality to present to others.

6.5 Dimension Value Structure Determines Self-Presentation Behaviour

The assumption contained in the proposition 1, that performance is a category for self-presentation that has a simple value structure that applies to all the dimensions of

performance and that therefore similar trends in presentation are expected, proved to be incorrect. Take the dimensions of group performance (hypothesis 1d) and compliance with obligations (1e) tested where the self-presentation behaviour trends differ from the remainder of dimensions of performance tested for.

The argument is that this is because of the unique features of the dimension being reported on and the social context setting within which the dimension is being reported on which together constitute the unique value structure for the dimension in relation to the audience. However, the theoretical model of self-presentation behaviour still accounts for the observed behaviour.

The audience in this conception is located in the external context that is constructed of social norms and value structures, such that when there is some conflict or disconnect between internal conception of the utility of a dimension of the self to the self and the perceived external assessment of the dimension's utility there will be a significant difference between the privately held view and the view presented to an audience.

For presentation of assessment of group performance, the self-presenter's private assessment of group performance may be lower than for an audience of any type as there is an incentive to avoid conflict with group members potentially caused by communicating a sense of poor performance through the proxy of group performance. Coupled to this there is likely an incentive to inflate stated assessment of group performance for both audience types, but for a powerful audience more so as their lack of knowledge of the dimension being reported on provides more freedom to embellish.

The social context in which this research was performed, a business school, is presumed to have affected the self-presentation of certain dimensions that are certain to be presented differently in a different context. For instance, the sample mean for the personality trait of artistic was highest under the anonymous (red group) conditions and significantly lower for the knowledgeable and knowledgeable and powerful audience characteristics combined groups. Self-presenters deliberately lowered their statement of identification with this personality trait when an audience was present. Would this be the case if the same study was performed in an art school? Artistic may be a trait that is not valued highly in a business school context, or at least self-presenters may perceive that it would not be valued highly by peers and authority figures, so it is suppressed, but privately individuals may believe themselves to be artistic. In a different social context where this personality trait is valued, for instance an art school, the opposite effect would

likely apply, being artificial inflation of identification with the trait when anticipating an audience that, in this context, would value the trait.

The unique value structure of a dimension being reported on in a self-presentation exercise influencing the resultant behaviour in keeping with the theoretical model is particularly evident for reporting on identification with personality traits. When the meaning or value of a dimension of the self is well understood in its broader environment, being by definition the environment in which the audience, then the effect of adapting responses for the audience is more pronounced. When the meaning or value of a dimension in the context of the social context is poorly understood, the effect of modification for audience, of impression management, is poorly realised or absent.

The theoretical model still works to explain these dynamics in self-presenting behaviour as the logic of adapting self-presenting to manage the impression on an audience still applies, but the complex interplay of the dimensions being reported on and their value structure embedded in the particular social context in which they are being evaluated is not adequately accounted for in the theoretical model of self-presentation behaviour developed in this research.

6.6 Revised Theoretical Model

The social context's influence on the value structure of dimensions that can be reported on in a self-presentation exercise, and therefore the attendant self-presentation behaviour, is recognised as sufficiently important to require modification of the theoretical model. The theoretical model is therefore modified to introduce an additional behavioural mediator, of social context, which provides the shared understanding of the value structure for the dimension being reported upon and determines the behavioural alternatives and their impacts on different audiences. Previous research has not proposed this concept as a feature of self-presentation behaviour, arguing rather that individual's have specific goals in specific situations that determine their behaviour (Leary, Allen and Terry, 2011), whereas this research proposes that on average people have the same goals in the same situation and refer to the same shared understanding of the value structure assigned to dimensions in a given social context.
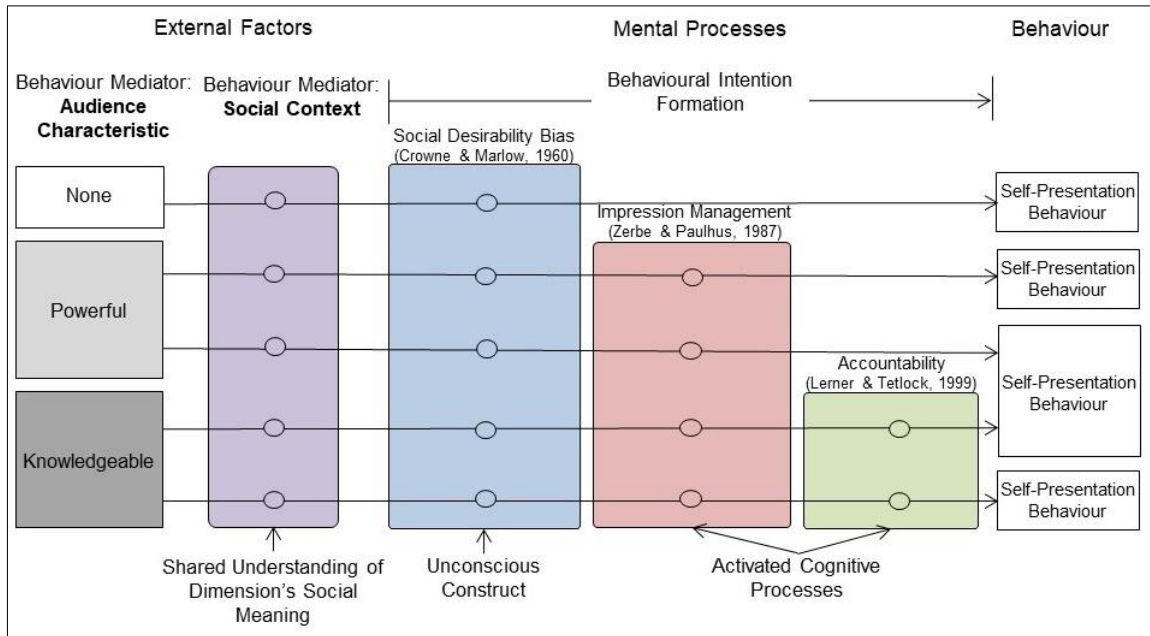
Figure 6.1: Revised Theoretical Model of Self-Presentation Behaviour

The behavioural mediator of social context is theorised to constitute a shared understanding of the value structure embedded in the dimension being reported on, as this research has demonstrated an average effect for specific dimensions of the self or of performance reported on. The evaluation of identification with personality traits, as a special category of self-presentation, revealed that there is a shared understanding of positively valued personality traits, a shared understanding of negative value traits, and categories of uncertainly positively and negatively valued traits amongst research subjects that manifests in shared behaviour. Furthermore, the expectation is that this behaviour observed is specific to the context in which it was observed, being a business school, as revealed by high ratings for dimensions that can be assumed to be disapproved of in this context, such as being highly artistic, but which would be highly valued in other contexts such as at an art school. In the theoretical model of self-presentation behaviour, incorporating this element of the social context and assuming that it provides a shared understanding amongst self-presenters of the value structure of dimensions being assessed in the context of the self-presentation exercise, allows for greater predictive power for average behavioural outcomes.

Chapter Seven: Conclusions

7.1 General Conclusions

The theoretical model of self-presentation behaviour developed in this research has proved effective at explaining and predicting reporting on performance and dimensions of the self in a specific context with specific audience types anticipated. However, a number of changes to the theoretical assumptions have emerged from the research.

The effects on self-presentation behaviour demonstrated in this research are considered to be an especially noteworthy demonstration of the phenomenon as, despite the exercise being executed in the context of a course titled Leadership and Corporate Accountability, that emphasises honesty, humility and accountability, the effects observed were still significant despite the expectation that subjects would more carefully consider the honesty and authenticity of their behaviour compared to other settings.

The research has demonstrated that people adapt the impression they makes on others by modifying their reports of what they do (performance) and who they are (personality) depending on the context and the audience they anticipate, but this effect of impression management, or social desirability reporting, could also apply to any other aspect of life, such as reporting on what people like (preferences) and what they want (desires), essentially any dimension of the self, because the act of reporting on the self is an act of negotiating the impression of the self within the social realm.

Recognising that people adapt their presentation of the self to this degree and with this regularity has significant implications, not only for the effectiveness of self-evaluations in the workplace, the most common real-world application of self-presentation practice, but for the use of self-reported data in any aspect of life that is used for decision making. What this research has demonstrated is that, while adaptation of how the self is presented is happening continually, the factors that determine in what ways and by how much it is adapted are complex. Nevertheless, this research has presented a theoretical model of self-presentation behaviour that can provide a basis for predicting self-presentation behaviour in different contexts and therefore ascertaining true results more readily.

The modifications made to the theoretical model of self-presentation behaviour are to reduce the number of hypothesised different self-presentation behavioural outcomes in

relation to anticipated audiences by removing the expectation that when both powerful and knowledgeable audience characteristics are anticipated the effect on self-presentation will be significantly different from when only powerful audience characteristic is anticipated. However, the proviso is that the originally theorised effect may apply in circumstances where both characteristics are combined in the same audience and not discrete as in this experiment.

The original assumption that self-presentation behaviour would be adapted towards one of two poles at either end of the rating scale typically embodied by one of the two audience characteristics of powerful or knowledgeable, was challenged by the results of data analysis which pointed to the interplay of the specific dimension being reported on and it being situated in a contextually-derived value structure in determining behavioural outcomes. The assessment of the effect of anticipated audience on reporting behaviour is demonstrated very strongly and predictably in the case of performance evaluation as the dimensions associated with it are well understood by all participants in terms of objectives in relation to types of audience. For powerful audiences the objective is very well defined as enhancing reported performance, and for knowledgeable audience type accountability operates strongly, as the dimension of performance is by nature a visible as work product is an activity, and therefore easily verifiable. Assessing the predictive power of the theoretical model for the dimensions of personality the effects are more various. Personality traits are expressed in behaviour but have an internal component that may be to a greater or lesser extent known by others. People may not also clearly understand their own possession of traits, and some traits have ambiguous value structure, as reflected in the random reporting behaviour.

As a general principle of predicting self-presentation behaviour this research proposes that the effects of adaptation of self-presentation increase in direct relation to the strength with which the value structure of a dimension is understood by the self-reporter. The challenge for designers of effective self-evaluation instruments is to understand the value structure for dimensions reported on and the ways in which this will interact with audience characteristics to produce self-presentation behaviour.

7.2   Implications for Design of Self-Presentation Instruments

This research provides a useful macro framework for estimating the scale and direction of self-presentation variability on average in a given population. The propositions of this research have been demonstrated in previous research (Lerner and Tetlock, 1999;

Crowne and Marlow, 1960; Gosling et al., 2002; Zerbe and Paulhus, 1987; Krosnick, 1999) lending validity to the research findings, but in this research they are demonstrated to apply in a predictable way and to two dimensions of self-presentation, being reporting on performance and on personality.

As a rule of thumb, the theoretical model could be applied using the assumption that anticipation of knowledgeable audience and powerful audience will form two poles, low and high respectively, for influence on self-presentation scores. However, this applies most commonly to reporting on dimensions with a clear value structure such as performance or clearly socially valued or disapproved of personality traits. In this case the recommendation is to have a knowledgeable audience characteristic present if the purpose of the evaluation is for granting rewards such as performance bonuses.

In cases where the dimensions being reported on have a simple value structure, the following framework can be used to develop instruments with the desired outcomes.
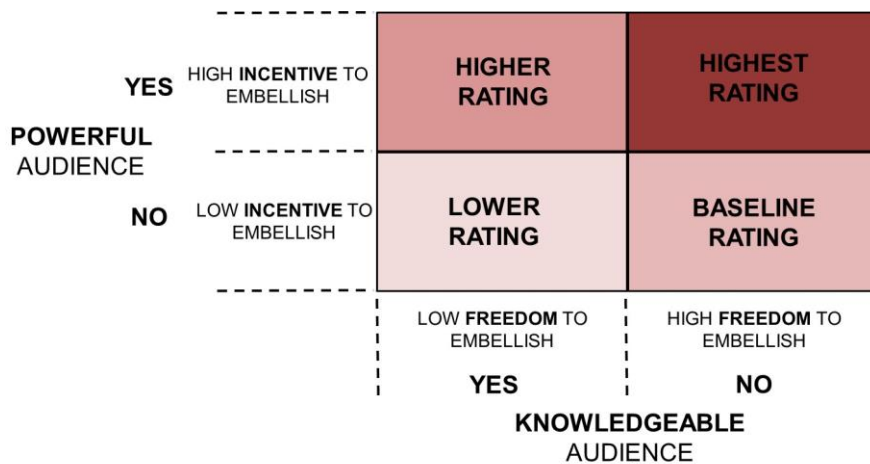
Figure 7.1: Contextual Outcomes Framework for Design of Self-Presentation Instruments

7.3   Recommendations for Further Research

This research was performed in a specific context of a business school and a sub-context of subjects' enrolment in a course that as a whole psychologically primed subjects to be honest and accountable. This setting for the research undoubtedly has an effect on findings, in part by supporting the hypothesis that the social context in which self-presentation takes place provides a shared understanding of value structure of dimensions being assessed, which replication of the research in a substantially different setting, such as an art school, would further support.

This research did not gather independently verifiable measures of the dimensions subjects' reported on, which precludes analysis of the individual factors that cause unique variability in self-presentation behaviour. This research demonstrated that people on average adapt their self-presentations in response to anticipation of two specific characteristics of an audience. The extent of variability in self-presentation behaviour will differ in individuals according to factors such as personality. However, this study does not delve into these factors in individuals affecting the scale of variability in self-presentation behaviour. It may be that some individuals modulate their rating far more than other individuals, perhaps by discounting the potential of negative effects in the scenario of the presence of knowledgeable factors. In this sense, psychopathy, being significant deviation from the behavioural mean for a particular variable, is not within the scope of this study and should be studied in future.

It would be interesting to investigate whether the strength of the characteristics of the audience studied here being modified, for instance the knowledge of the dimensions being reported on held by an audience being greater or lesser, would produce different results. The finding in this research that self-presenters are willing to discount the consequences of conflicting with knowledgeable others' views when having the opportunity to gain rewards from a powerful audience may be a function of estimated time to be spent with knowledgeable audience members in future. It may be that longer time to be spent together in future with a knowledgeable audience, for instance with a long-term co-worker, may increase the importance of this factor in determining self-presentation behaviour. Future research could investigate the different effects of different degrees of possession of the influencing audience characteristics of knowledge and power. Likewise, future research can test differences between the characteristics of knowledge and power being discrete and combined in the same audience.

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Appendices

Appendix A: Research Questionnaire

Questionnaire

Name: _____ (except Red Group)

Syndicate No. ____ (except Red Group)

<div style="border:1px solid black">

Instructions (Blue Group)

This questionnaire is designed to evaluate your own performance on group tasks within your Syndicate during this course.

Your responses **will not** be shared with the lecturer and will have absolutely no bearing on your grades for this course.

Your evaluations of your own performances **will be** shared amongst all members in your Syndicate.

Reflection on your own performance, your strengths and weaknesses, is important for your personal development.

Please carefully consider your responses and be honest.

</div>

<div style="border:1px solid black">

Instructions (Red Group)

This questionnaire is designed to evaluate your own performance on group tasks during this course. The questionnaire is for **your own reference only**.

Your responses **will not** be shared with the lecturer and will have absolutely **no** bearing on your grades for this course.

Your evaluations of your own performances **will not** be shared with your class nor members in your Syndicate.

Reflection on your own performance, your strengths and weaknesses, is important for your personal development.

Please carefully consider your responses and be honest.

</div>

<div style="border:1px solid black">

Instructions (Yellow Group)

This questionnaire is designed to evaluate your own performance on group tasks within your Syndicate during this course.

Your responses **will be** shared with the lecturer and **will** have a bearing on your grades for this course.

Your evaluations of your own performance **will also be** shared with members in your Syndicate.

Reflection on your own performance, your strengths and weaknesses, is important for your personal development.

Please carefully consider your responses and be honest.

</div>

Part 1: Personal Performance Evaluation

Indicate your level of agreement with the following statements:

1. I have contributed greatly towards my Syndicate's tasks **(related to the presentation and debate)** for the Leadership and Corporate Accountability (LCA) course.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

2. I am satisfied with my contribution to my Syndicate's tasks for the LCA course.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

3. I have been a constructive and engaged Syndicate member throughout the LCA course.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

4. My fellow Syndicate members would have appreciated my input and contributions during the LCA course.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

5. I feel my Syndicate has functioned well together as a group during the LCA course.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

6. I attended all Syndicate meetings for the LCA course.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

7. I consider my role in my Syndicate to be the leader for the LCA course, whether officially assigned the role by my fellow Syndicate members or unofficially fulfilled by my actions.

Agree	Disagree
☐	☐

If you answered 'Agree' to the previous question, i.e. you do consider yourself to be the Syndicate leader for this course, indicate your level of agreement with the statement:

8. I believe my fellow Syndicate members have been happy with my leadership for the LCA course.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

Part 2: Personal Contribution to Syndicate Tasks

For the tasks performed in your Syndicate for the LCA course related to the presentation and debate, rate **your own personal contribution** out of a total of 100% for **each task** (i.e. all Syndicate members together contributed 100% to the completion of each specific task measured):

Syndicate Tasks	My Personal Contribution out of 100%	
Idea Generation	_____ %	was my contribution out of 100% total Syndicate members' contributions to **Idea Generation**
Research	_____ %	was my contribution out of 100% total Syndicate members' contributions to **Research**
Writing / Content Creation	_____ %	was my contribution out of 100% total Syndicate members' contributions to **Writing/Content Creation**
Presenting / Debating	_____ %	was my contribution out of 100% total Syndicate members' contributions to **Presenting/Debating**

Part 3: Personality Traits

Please use the below list of common human traits to describe yourself as accurately as possible. Describe yourself as you really are compared to other people you know, not as you wish to be.

Is it inaccurate or accurate that you are:

Collaborative

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Talkative

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Energetic

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Quiet

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Extraverted

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Reserved

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Honest

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Creative

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Intellectual

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Unimaginative

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Artistic

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Intelligent

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Philosophical

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Individualistic

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Envious

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Emotional

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Anxious

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Carefree

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Jealous

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Trusting

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Moody

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Calm

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Efficient

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Disorganised

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Domineering

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Cynical

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Inefficient

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Organised

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Kind

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Loyal

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Cooperative

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Warm

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Rude

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Generous

Inaccurate	Somewhat Inaccurate	Neither	Somewhat Accurate	Accurate
☐	☐	☐	☐	☐

Part 4: Demographic Details

1. **Gender:** ☐ Female ☐ Male ☐ Other

2. **Race:** ☐ Asian ☐ Black ☐ Coloured ☐ White ☐ Other

3. **Age:** _____

4. **Employment Status:** ☐ Employed ☐ Unemployed ☐ Self-employed
   ☐ Part-time Employed ☐ Full-time Student

5. **If Employed, Position in Company:** ☐ Executive ☐ Manager ☐ Mid-level
   ☐ Entry-level

Appendix B: Letter Requested from Ethical Clearance Committee

GIBS MBA Student: Thomas Jackson
Student Number: 17382263

16 October 2017

To: Head of Research
Gordon Institute of Business Science

Permission for MBA Research to be performed at GIBS

Permission is sought for conducting research as part of MBA student Thomas Jackson's research project at the Gordon Institute of Business Science (GIBS), using GIBS MBA students as research subjects.

The proposed research, entitled "The Effects of Anticipated Audience on Self-Evaluation Scoring", addresses the research problem of how to ensure accuracy and reliability in individuals' evaluations of their own performance. The research theorises that the audience for self-evaluations influences the magnitude of scoring.

The study proposes use of a quasi-experimental design using intact classes of MBA students at the Gordon Institute of Business Science (GIBS) assigned to the different experimental scenarios used to test the research hypotheses. A statistical analysis of variance (ANOVA) will be used to assess the effect of the four experimental scenarios, or independent variables on the dependent variable, being students' self-evaluations of performance.

The experimental conditions are created by priming research participants to expect particular types of end audiences and end uses for their responses to research questions. This will be achieved by providing instructions to the different experimental groups immediately prior to completion of the research questionnaire.

Any risk to respondents from participation in the research is in the form of respondents' anticipated potential social harm from exposure of evaluation of personal and others' performance. This risk is minimised as it exists temporarily only as anticipated risk and will never convert into material risks in future, as the stated end-uses for research responses will not in fact transpire.

This potential for harm will be minimised by holding a debrief session with each experimental group immediately following completion of the research questionnaire, at which it will be explained that participants' responses will not be used for the purposes of affecting course marks and/or used to assess syndicate group members performance, and will instead only be used for the research purposes as stipulated prior to commencement of participation in the research, with full confidentiality and anonymity conditions applied. Consent for participation in the research will be requested as per standard approach, assuring participants of confidentiality and aggregate reporting of data.

Permission to conduct research at GIBS: Granted ☒ / Not Granted ☐

Signed

/10/17

~~Head of MBA Research at GIBS~~

Executive Director: Academic Programmes

Appendix C: Ethical Clearance Letter

Gordon Institute of Business Science
University of Pretoria

Thomas Jackson

Dear Thomas

Please be advised that your application for Ethical Clearance has been approved.

You are therefore allowed to continue collecting your data.

We wish you everything of the best for the rest of the project.

Kind Regards

GIBS MBA Research Ethical Clearance Committee