The Face of Chinese Faking

Describing Impression Management and Faking in the Employment Interview by Chinese Job Seekers

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Chapter 1 - Introduction

1.1. Subject

With the increasing attention on China in the past decade, there has been surprisingly little research that has dealt with impression management (IM) and faking in the employment interview in China, despite the fact that dishonest impression management and faking might occur in the employment interview, and has a negative impact on recruiter's judgment. This thesis is therefore devoted to analyzing impression management and faking behaviors in the employment interview in China by conducting a faking behavior survey (N_{Total}=152) as well as interviews with career trainers, HR experts and survey respondents. This thesis thus contributes to the literature on research of interview faking behavior (IFB) in China by focusing on the correlations between diverse personal factors and interview faking behavior.

1.2. Problem area

There seems to be a gap in the collective knowledge of the academic community. It appears that there is very little knowledge at present how Chinese job seekers fake in the employment interview.

And yet although it is not known how they fake, it is ALMOST known for certain that they do fake[1]. Research on faking tells us this (Law et al 2002), knowledge of Chinese conditions tells us this (Mengisen 2008), and sometimes insight into human nature tells us this. But yet it is not known, and as it is not known recruiters must rely on personal understanding, experience, and sometimes intuition[2] to make judgment about whether or not, and how, a Chinese job seeker is faking. As such, in not knowing, the recruiter must thread carefully in a minefield of assumptions, prejudice, and bias in rendering judgment.

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[1] In Interview 1 when asked about whether or not he had experienced faking in China "of course i have, i have experienced that in Denmark as well as in China, and of course in China it is a bigger industry to falsify university certificates and all that" (Interview with Jacob Schultz (time 19:58-20:16))

[2] "*…if you are a recruiter, especially if you've gotten to my age, or have done it for many years, you just get it by intuition. You understand is this candidate, or is this referee cheating, is he only telling all the positive stuff…*" Interview with Jacob Schultz (time 26:58-27:19)

The results of not knowing are evident in China. Several studies have shown that recruiters for major MNC's in China only believe that about 10% of Chinese job seekers are actually suitable for employment (Wu 2010; Farell & Grant 2005). A large part of what detracts from their suitability is exactly the lack of trust in the job seekers qualifications, based on the prejudice towards perhaps Chinese education quality or some bad experiences. In the absence of actual knowledge on faking, recruiters are likely to make subjective and perhaps misguided decisions.

Yet exploratory research into the phenomenon of faking reveals that an assumption that Chinese job seekers fake is quite logical, as several academic studies on faking revealed that there are a multitude of reasons why a job seeker might fake (Levashina & Campion 2006). The results show that an individual's internal factors such as: Personality[3], Biodata scores[4], Oral, Social[5], and Cognitive ability[6], Personal integrity[7], work experience[8], use of information[9], use of Interview coaching or training[10], and previous amount of unfair[11] or

[3] Persons with high traits of Machiavellianism, self-monitoring, need for approval, or self-consciousness have been found to engage more in faking behavior. (DePaulo, 1992; Barrick & Mount, 1996; Furnham, 1986; McFarland & Ryan, 2000; Sackett & Harris, 1984; Sackett & Wanek, 1996; Toris & DePaulo, 1984 in Levashina & Campion 2006:299)

[4] In a study of Hong Kong graduates self-reporting of Biodata scores, persons with poor Biodata scores have been found to fake more to compensate for their Biodata scores. (Law, Mobley, Wong 2002)

[5] A study by Riggio, Tucker, and Throckmorton (1988) found that persons with good oral and social abilities defined as expressiveness, and social tactfulness were better able to deceive an audience of student volunteers. (in Levashina & Campion 2006:303).

[6] A study by Cataldi (1996) found that persons with high cognitive ability were better able to adjust their faking behavior to the risk of getting caught, as well as construct and maintain complex lies and deceit. (in Levashina & Campion 2006:303)

[7] Several studies have found that persons with low personal integrity will be more likely to engage in faking behavior. (Sackett & Wanek 1996), (Whitley 1998, and Ones & Viswesvaran 1998, in Levashina & Campion 2006:305)

[8] Jeske and Whitten (1975) found in a study that participants were more capable of faking if they had knowledge of or experience with the role being faked. (in Levashina & Campion 2006:304)

[9] Keenan and Scott (1985) found that applicants that spent a greater amount of time reading the company's brochure were more likely to succeed in the interview, as these applicants were better able to adjust their answers to the discovered information. (in Levashina & Campion 2006:310)

[10] Studies by Barbee & Kiel (1973) as well as Maureer, Solamon, Andrews, & Troxtel (2001) have found that the performance of job-seekers improves as a result of interview coaching or training, but it is unclear if this is a result of an increase in faking, or a decrease in mistakes. (in Levashina & Campion 2006:306)

[11] Studies by Wells (2004) found that employees who feel unfairly treated are more likely to commit fraud. (in Levashina & Campion 2006:306)

unsuccessful interviews[12] can all contribute to the decision by an individual to use faking behavior.

Furthermore studies have found that an individual's faking behavior can be influenced by external factors such as: the risk of getting caught[13], competition for the job[14], personal integrity of competitors[15], the verifiability of information[16], the number of interviewers[17], stereotypes[18], interviewer preparedness[19], as well as the type of interview of questions[20].

Obviously there are many internal and external factors that may contribute to faking behavior, yet it is not certain that these factors lead to faking behavior by Chinese job seekers, as none of these studies involve participants from Mainland China, and no studies have been found testing this in China[21]. However exploratory research into the conditions faced by Chinese job seekers reveal numerous elements that might influence faking behavior by Chinese job seekers.

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[12] A study by Levashina & Campion (2006:306) found that many candidates felt forced to fake after performing poorly in several interviews where they answered honestly.

[13] A study by Tourangeau, Smith & Rasinski (1997) found that candidate thinking that the risk of getting caught is high, motivates the candidates to respond honestly.

[14] Studies by Pandey & Rastagi (1979) have shown that job seekers are more likely to engage in faking as competition for the job increases. Moreover Ant tribe study – unemployed Chinese graduates fake because they believe their competitors for the job also fake. (Lian 2009)

[15] Whitley (1998) found in a study on cheating that students that perceive other students cheat and get away with it, are more likely to cheat themselves. Moreover Murphy (1993) was found that "*People who believe that others engage in dishonest behavior tend to behave fraudulently themselves"* (in Levashina & Campion 2006:305)

[16] In a study Atwater (1980 in Levashina & Campion 2006:308) found using 58 employees and 231 job applicants that verifiable items were faked less, moreover Becker and Colquitt (1992) have found in studies that Biodata that is faked tends to be less historical, objective, discrete, or verifiable, and more job relevant.

[17] A study by Arvey & Campion (1982) found that sharing of observations among interviewers is a key determinant of faking detection, and that using a single interviewer therefore reduces the likelihood of detecting faking. (in Levashina & Campion 2006:309)

[18] A study by Braun (1962) found that when participants were asked to fake belonging to an occupational group, the faking behavior was greatly affected by the participant's knowledge of the characteristics of the group, as well as if stereotypes existed concerning the group. (in Levashina & Campion 2006:304)

[19] Schlenker (1980) has found that if the interviewer does not have access to background data such as the CV of the applicant, the applicant is more likely to fake. (in Levashina & Campion 2006:309)

[20] Stevens and Kristof (1995) investigated two types of IM tactics and they found the applicants engage more in self-promotion than ingratiation tactics, however structured interview can reduce the use of ingratiation.

[21] I have conducted a wide search for literature primarily relying on online databases and search engine, and reviewing exclusively English language sources and literatures references. Thus it is not possible to say with certainty that no studies or research exists; however to the best of my effort and with the tools available, I have not been able to find academic studies dealing with this issue.

First of all, historically China is famous for its copy industry and IP infringement. According to the consulting firm A.T. Kearney, has gone through 6 stages from primitive textile knockoffs to advanced technology piracy (AT Kearney 2005). As a result, China accounts for two-thirds of the world's bogus and pirated goods (Fakes 2005)

Secondly a great number of businessmen, professionals, university principals, professors, researchers and students have been exposed for academic fraud, plagiarism, and fake credentials. (Kwong 2010) For instance one of China's most prominent and admired businessmen Tang Jun, a self-made man who started as a copy boy and ended up as the CEO of Microsoft in China, was exposed to have lied about all of his education, and only hold degrees from US diploma mills. (Xu 2010) Tang Jun's case received particular attention due to his celebrity status, however his case is just one in a very long line of cases relating to faking, particularly in the academic community. (Chen 2010)

A major consequence of all this counterfeiting, cheating and faking is the erosion of trust, especially the interpersonal trust that serves as the glue in a functional society begins to erode. Thus it becomes increasingly difficult for Chinese individuals or organizations to trust the claimed characteristics, qualifications and competence of job seekers. (Mengisen 2008, Wines 2010) This erosion of trust may yet again contribute to more faking, as studies (Murphy 1993; Whitley 1998 in Levashina & Campion 2006) show an individual's lack of trust in the integrity of competitors, leads to greater extents of faking by the individual. Thus a vicious circle of faking and mistrust can be created.

Thirdly China has seen an unprecedented expansion of university level education, to the extent that China currently educates the most university graduates every year of any country in the world. Up from around 1 million in 2000 to 6.5 million in 2009 (Wu 2010, Zhou and Jing 2009).
However the domestic demand of knowledge intensive positions for highly educated labor has not been able to keep up with the increase in university enrollment and graduation (Hogg 2009). Government statistics showed that in 2008 the employment rate for graduates was less than 70%, which means that

1.5 million graduates failed to find a job. (Wu 2009) Therefore new university graduates have to compete with experienced job seekers and other graduates who are still jobless. (Hogg 2009) Moreover this expansion of education may have diluted the quality of education by stretching teaching talent and competences to the limit, resulting in a large number of graduates with nearly useless educations. (Cavanagh 2007, Bjørkman & Lu 1999:20)

Another serious problem in China is widespread corruption and nepotism. Often the major determinant of success in recruitment may not be the candidate's qualifications and characteristics, but rather the nature of the candidates' Guanxi[22] (personal connections), or the extent to which the candidate is ready to bribe decision makers[23]. (Gold et al 2002:19) This leads to unfair treatment in interviews which studies (Wells 2004 in Levashina & Campion 2006) have found to be related to faking behavior.

Those without either connections or resources to bribe are therefore left to fend for themselves in a very tough environment. Currently unemployment and underemployment among university graduates and other highly qualified individuals in China has reached around 40% (Zhou & Jing 2009; Wu 2009), hence the situation may be described as critical. (Giles et al 2004) The term "Ant tribe"[24] (Lian 2009, Ford 2009, Zhao & Qian 2009) has even been developed in Chinese academia specifically to describe the multitude of unemployed, or underemployed university graduates living in squalor on the outskirts of most major cities in China. The combination of parental expectations of success, dismal employment opportunities, and awful living conditions may be a strong motivator for Chinese job seekers to use any measure possible to gain a well paying or secure job, faking behavior among this group may therefore be

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[22] A detailed explanation and analysis on Chinese Guanxi, please see Wu, Li Yuan (2010): " Shortage amid Plenty-A critical review of talent recruitment by western MNCs in China" Page 96-101.

[23] Based on an in-depth study of 100 job seekers, who acquired 392 jobs between 1992 and 1997, researchers found that more than half of these job shifts used Guanxi to gain employment and the Chinese labour institutional structure is still problematic therefore people are still relying very much on Guanxi to achieve advantages. (Gold et al 2002:19)

[24] *"There are more than 100,000 young graduates in Beijing who belong to "Ant tribe". They were born in the 1980s and now live in Beijing. More than 80 percent of those I talked to have a job, and their average salary is around 2,200 yuan ($320) a month. But their daily expense is relatively low, e.g their average monthly rent is only 377 yuan, while most spend about 530 yuan on food. It seems hard for them to settle down because they frequently change jobs."* (Zhao&Qian 2009)

widespread.

Another element that may contribute to faking is that it is relatively difficult to conduct thorough reference checking in China, due in part to a complicated residence permits system for migrant workers among cities and provinces. (Danish trade Council China 2005, Si 2010, Admin 2010) Moreover official statistics also shed some light on the extent of faking in China,

"A government survey found that in 2000 more than 500,000 people had falsified their diplomas to be from prestigious universities…not only false diploma are used but the candidates also provide the companies with false information about earlier work experience and job titles." (Danish Trade Council China 2005)

As a result of China being famous for IP infringement and faking, numerous prominent persons being discovered faking, a low level of trust in society, intense competition among graduates resulting in desperate conditions for many graduates, widespread corruption and nepotism, as well as difficulties in performing reference checks, it is possible to assume Chinese jobseekers fake during the job interview.

There is therefore an acute need to determine how Chinese job seekers engage in faking in the job interview, and if there are difference in the faking behavior of Chinese job seekers based on their personal characteristics.

Thus the problem formulation of this thesis is as follows:

1.3. Problem formulation

How do Chinese jobseekers engage in faking behavior during the employment interview?

1.4. Elaborations

Chinese jobseekers refers to people who are born in China and have received an education in China, such as high school, college, bachelor, master, MBA degree, PhD or further. These individuals have spent the majority of their adult lives living, studying or working in China. They are sometimes also referred to as job candidates, job applicants, or interviewees in this thesis.

It is also important to note that China or Chinese only refers to the People's republic of China sometimes is also called "Mainland China", which does not include Hong Kong, Macao and Taiwan in this thesis. In particular this thesis focuses on Chinese jobseekers who are fresh university graduates or have between 1 to 10 years work experience. This is typically the group that has experienced the Chinese economy booming, increased competition for employment, fast expansion of university enrollment, the impact of the one child policy, as well as been educated in the contemporary Chinese education system.

Faking behavior is the fundamental concept of this thesis that greatly influences the choice of research method, collection of data, and analysis. It thus requires clarification before the research can proceed. In this section however only the scope and definition of faking behavior will be presented here. The in-depth theoretical discussion on the definition as well as the interrelationship with impression management will be presented in the Chapter 3 Presentation of Theory.

Faking behavior is mainly discussed in this thesis as occurring within the scope of the employment interview. This means that faking or intentional response distortion in written tests or exams such as personality tests, or emotional intelligence test, as well as faking in group, or case work, does not fall within the scope of analysis. Faking behavior is often referred to as Interview faking behavior (IFB) in the thesis.

In this thesis faking behavior is defined as any activity that involves somehow conveying untruthful information during the employment interview. This might either be through direct lies, or little white lies, as well as exaggerations, understatements, omissions, and even body language or other forms of non-verbal communication intended to give a dishonest impression. In other words faking behavior is defined in this thesis to encompass all interactions during the employment interview that involve impression management intended to dishonestly give a good impression, as opposed to impression management intended to give of a truthful or honest impression of the individual.

Employment interview in this thesis refers to a selection interview during the job recruitment process in an organization. The main purpose of a job interview is to identify the best candidate for the job position for the company. There are different types of job interviews based on the purpose of and expectation from the interview, such as the appraisal, disciplinary, motivational and selection interviews. (Chamorro-Premuzic & Furnham 2010:33) Selection interview is the main type of interview that is investigated and analyzed in this thesis. An employment interview can have many different forms, like one-to-one interview, panel interview, telephone interview, and internal interview (Clifford 2006)

The core characteristics of an employment interview in this thesis are that the interviewer(s) and interviewee(s) regardless of the amount of participants should be in the same location so that they can have face-to-face interaction with each other. This means that verbal communication and body gestures are the main methods of interaction during the interview.

1.5. Hypotheses

Based on the exploratory research outlined, as well as qualitative research interviews with HR professionals, and academics. I have identified 6 variables that I believe might affect the faking behavior of Chinese job seekers. These are: Educational level, Work experience, Interview experience, Foreign MNC work experience, Career training, use of sources of information.

Based on these variables and the outlined problem area 8 testable hypotheses have been developed that will be tested by a quantitative survey analysis.

These are:

H1: Chinese jobseekers do engage in various faking behaviors during the job interview.

H2: Other things being equal, the magnitude of faking behaviors would be directly proportional to the level of education respondents have.[25]

[25] Education level could be argued as an indicator of an individual's cognitive ability. As it is presumed that job seekers will a high level of cognitive ability in China, will naturally seek higher-level education to improve their abilities of getting good employment, and best utilize their cognitive ability. As the studies (Cataldi 1996 in Levashina & Campion 2006:303) show that cognitive ability may increase faking behavior

H3: Other things being equal, the magnitude of faking behaviors would be directly proportional to the years of work experience respondents have.[26]

H4: Other things being equal, the magnitude of faking behaviors would be directly proportional to the number of employment interviews respondents have experienced.[27]

H5: Other things being equal, the magnitude of faking behaviors would be inversely proportional to the respondents having experience working in a foreign MNC.[28]

H6: Other things being equal, the magnitude of faking behaviors would be directly proportional to the respondents having received career counseling or career training.[29]

H7: Other things being equal, the magnitude of faking behaviors would be directly proportional to the amount of information channels respondents might use.[30]

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[26] The impact of knowledge or experience with the role being faked, as measured by the person's work experience, as it is assumed that work experience is likely to increase a person's ability to successfully fake an occupational role, due to greater exposure to other occupations from being in a workplace environment.

[27] The impact of exposure to unfair treatment in interviews as well as unsuccessful job interviews. This will be measured by the amount of interviews experienced, as it is believed that the number of interviews experienced increases the likelihood that some of these interviews have been unsuccessful or unfair towards the respondent, thus resulting in greater incentive to fake as found in studies (Wells 2004; Levashina & Campion 2006).

[28] The large majority of studies have been conducted with western participants, or in a western setting, as such the studies generally reflect the recruitment practices of western organizations. However there may be considerable differences between the tolerated and acceptable levels and types of faking behavior in Domestic organizations, and those of western organization. Chinese currently entering the labor market are likely to be exposed to both the Chinese recruitment process, and western recruitment processes during their work life, as China currently and in recent decades has experienced massive inflows of FDI. It is my personal belief that a more formal job interview process, and greater emphasis on integrity, in foreign MNCs in China discourages faking. And those candidates that have worked in a foreign MNC therefore fake less.

[29] Studies (Barbee & Kiel 1973; Maureer, Solamon, Andrews, & Troxtel 2001, in Levashina & Campion 2006:306-8) indicate that career training and coaching may result in an increase in faking behavior. Moreover sources show that direct teaching in how to fake and lie does exist in China.
"…one particularly candidate's teacher remarked when teaching a class of factory girls how to fake their way into white collar positions "People who are too honest in this society will lose out,"" (Mengisen 2008)
H6 is also inspired by research interviews with two professors and career trainers at KAIST, as both were quite relaxed about faking, especially lower degrees of faking such as ingratiation or slight exaggeration during job interview. As one professor stated about candidates possibly faking to create the image of being a better fit
"in fact from my perspective, I don't care about that. I'm trying to get my students a job, I want my student to get a job, so if they want to be dogmatic in the style of interviewing people and selection process, it's their fault. My desire is to get my student a job and I want to help them as much as possible to get a job" (Professor Joe Dewberry)

H8: Other things being equal, respondents using either A (Published interview strategy books by HR experts) D (Tips from experienced friends), or E (Online information) as their main source of information, are likely to perform a higher magnitude of faking behaviors than respondents using either B (Campus career guide center) or C (Campus career information forum) as their main source of information.[31]

[30] Usage of sources of information in preparation for the job interview has been found to be related to faking behavior (Keenan & Scott 1985 in Levashina & Campion 2006:310)

[31] Not all sources of information is likely to be equally relevant or useful, it is my personal assumption that respondents using interview strategy books, tips from experienced friends, and online sources as their most important source of information, are likely fake more. On the other hand respondents using campus career centers or campus career forums as their main source of information are likely to fake as these sources need to preserve the integrity of the institution, and can therefore not share faking tips with the candidate, of the kind that may be found on the internet or from friends.

Chapter 2 - Methodology

2. Research design

The main purpose of this thesis is to analyze Chinese job seekers' faking behavior in the employment interview. The unit of analysis is the faking behavior of Chinese job seekers in the employment interview, and the research design used is a 3 stage approach of exploratory research in developing the 8 hypotheses, followed by descriptive research in the analysis, and finalized by explanatory research in the discussion of possible explanations, all occurring within the framework of a deductive study.

2.1. Unit of analysis

The reason why Chinese job seekers were chosen as the unit of analysis is primarily the increasingly international and domestic Chinese interest in setting up operations in Mainland China that require highly skilled labor. (Farrell and Grant 2005, Downing, Rouleau, Stuber 2008) This intensifies the need for research that investigates how Chinese job seekers may fake. With this knowledge recruiters may make hiring decisions on a more informed basis, possibly reducing the occurrence of risk factors associated with faking.

Furthermore China has been chosen due to my personal interest in Chinese recruitment and faking. Arising from the fact that I am a Mainland Chinese studying abroad in Denmark, this offers me a less ethnocentric perspective from which I can review and analyze the faking behavior of fellow Chinese nationals. However my perspective may also be slightly distorted, idealized, or biased, as I am not in the environment on a daily basis. I must therefore largely rely upon collection of secondary sources data to form an opinion of the process of recruitment in China. The best secondary sources are typically the stories of Chinese job seekers published online, however these also typically contain a lot of personal bias.

It is also important to note that this thesis mainly focuses on faking behavior in the employment interview not faking behavior in the whole recruitment process.

A lot of research has investigated faking in personality tests (McFarland 2003; Goffin & Christiansen 2003; Birkelabd et al 2006), psychometric testing (Edens et al 2001), Biodata (Law et al 2002, Graham 2002, Chamorro-Premuzic & Furnham 2010:62-74) and so on. However there is very little research that has been done on faking in the employment interview (Levashina & Campion 2006,2007). Especially no such research has found on faking in the employment interview in Mainland China, this thesis is therefore investigating a previously unexplored subject, and the research is therefore structured accordingly.

Secondly research on faking in personality tests have shown that it is possible to fake your personality (Goffin & Christiansen 2003) so if one can fake in the personality test, it is possible to argue they can also fake in the interview, for instance by pretending to have the personality, values, beliefs that the company is looking for. Such faking in the employment interview should be even more difficult to detect and deal with. Therefore data collection cannot only rely on observations or recruiter's impressions of faking, but must involve disclosure of information by the actual job seekers/fakers.

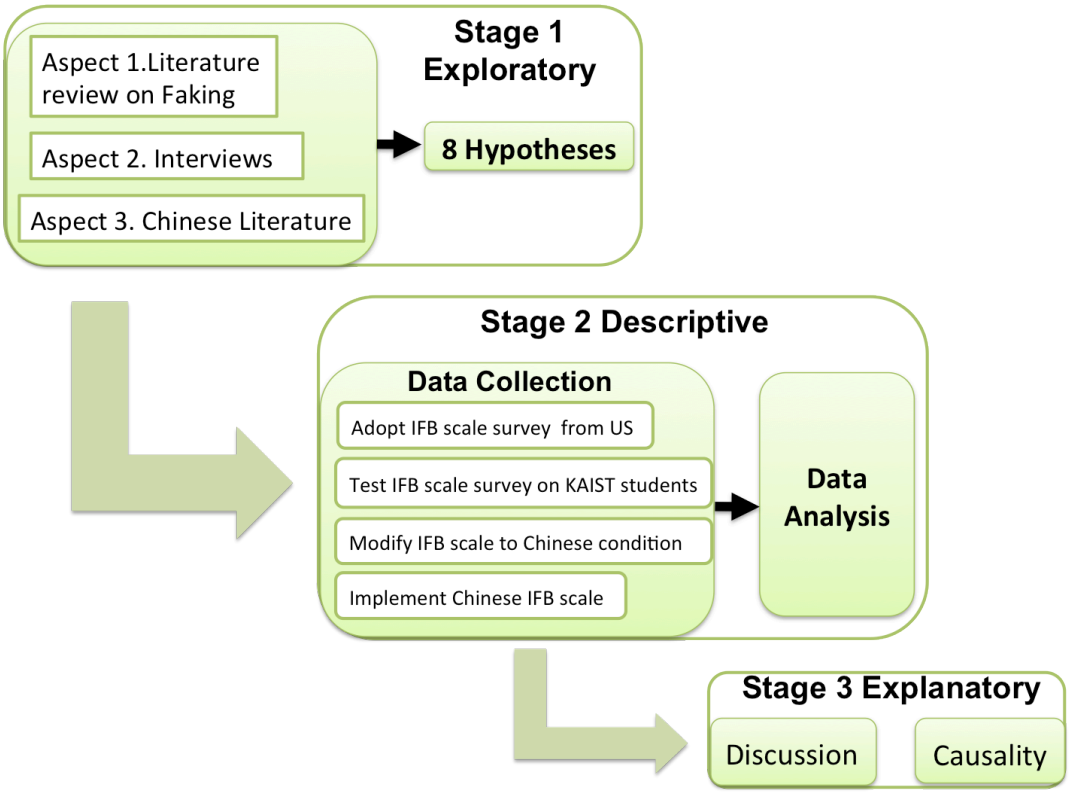
2.2. Deductive study

In terms of the research design guiding the whole research, a deductive approach (Bryman2004:9), which is shown in Figure 1 was selected as the overall research design for this thesis. Figure 1 shows that 8 hypotheses were developed based on an extensive literature review on faking theory, interviews, and Chinese literature on economic and labor market conditions, as well as Chinese social and educational conditions. As such these Hypotheses are seen as deductively developed, as they rely upon theory and literature rather than actual observations. These hypotheses were then tested using a survey of Chinese respondents based on a faking behavior scale developed by Levashina & Campion (2007), finally the data was analyzed and the results were compared with the results of other studies and the assumptions of theory.

2.3. The 3 stages of the research design

The research design is divided into the three stages of Exploration, Description, and Explanation. This division was made based on a widely recognized framework of conducting social research. (Babbie 2010:92-100)

Figure 1: Deductive research method



(Source: Author)

2.3.1. Stage 1: Exploratory research

An exploratory research design is the starting point of this research, as the unit of analysis is largely unexplored. The exploratory research focuses on discovering and mapping what research and studies exist that deal with aspects relevant to the unit of analysis, as well as whether or not the problem actually exists. (Babbie 2010:92)

The purpose is to develop a framework that can be used for further research, test if the unit of analysis can be researched with a more extensive study, and provide myself a better understanding of faking by Chinese job seekers. Thus the exploratory research stage involved 3 aspects. **The first aspect** was an extensive

literature review of theory and studies of faking behavior in general, and research on possible causal relations that explain faking behavior. **The second aspect** was qualitative interviews to explore the interviewees' perspectives on, and experiences with faking behavior by job seekers, estimations of the extent of faking by job seekers, discussion of if faking is really a problem, and the possible risks associated with faking. Finally **the third aspect** was collection of secondary data from Chinese literature, online sources, and previous research (Wu 2010), to develop an understanding of the environment in which Chinese job seekers live, and which factors and conditions in China might affect a Chinese job seeker's faking behavior.

These three aspects were then combined to create 8 Hypotheses about the faking behavior of Chinese job seekers. The hypotheses were designed to be tested by the quantitative research.

2.3.2. Stage 2: Descriptive research

Descriptive research seeks to describe and uncover what actually exists, without trying to explain why it exists. The descriptive research in this thesis is undertaken based on the hypotheses developed in the exploratory research, as a means of testing whether the hypotheses actually reflect reality. Thus the descriptive research design is not concerned with causality, but rather with knowing fact. The quantitative data analysis of this research is primarily a descriptive analysis, undertaken with the purpose of shedding light on the under-researched social phenomenon of faking behavior in employment interviews in China, but not research possible causal relations and explanations for why such an extent of faking exists in employment interviews in China. This is because the research depends heavily on quantifiable data, as opposed to a qualitative study or cultural analysis. As a result, the research will not pursue such interesting avenues of research as the impact of Confucian values, interpersonal network (Guanxi), respect and honor (face), or similar cultural and social values that characterize recruitment in China. It is the belief of the researcher that such causality could only be satisfyingly explored by conducting extensive in-depth qualitative interviews with Chinese participants.

Instead the research uses quantitative data to illuminate and clarify the phenomenon of faking in China, as well as indicate possible relations between the faking behavior of Chinese respondents, and respondents educational level, work experience, interview experience, foreign MNC experience, career training, and access to information. On the basis of the descriptive research it will therefore not be possible to make conclusions about why these relations exist. However some possible causal relations have been discovered in the course of research, and these will be presented as part of the explanatory research in discussion as inspiration for further research.

The choice to focus primarily on descriptive research in the analysis, and thus refrain from concluding on causal relations, is based on the recognition that the nature of the quantifiable data collected, makes it exceedingly difficult to arrive at a deeper understanding of the causes behind observable phenomenon. Thus although the effect is evident, and outlined as the observable phenomenon, the cause cannot be narrowed down simply by relying on the categorization of respondents based on the hypotheses. For example the results of analyzing H3 show a difference in faking behavior between respondents with more than 2 years work experience, and respondents with 2 or less years work experience. This result could be argued as an indication of a relationship between respondents' work experience and faking behavior. Nevertheless this result is not sufficient to conclude that Chinese job seekers' faking behavior is caused by their work experience. This is because the underlying causes that might explain the relationship have not been sufficiently explored. The inability to conclude on causal relations is therefore a major limitation of the quantitative research method used in the thesis. That being said the descriptive research design should provide at good starting point for a discussion of possible causal relations in stage 3 explanatory research section. Moreover the descriptive research may serve as data for other explanatory research seeking to further research the possible causalities discovered in this research.

The main criterion of evaluation for the descriptive research analysis will be the internal validity and reliability of collected data, moreover as the research relies on a IFB scale developed and tested by other researchers (Levashina & Campion

2007) the external validity of findings compared to findings using the same scale, is also an important criterion of evaluation.

2.3.3. Stage 3: Explanatory research

The purpose of the explanatory research stage is to determine if causal relations can be found that can explain the findings uncovered in the descriptive research stage. (Babbie 2010:94) The explanatory research will not be a main part of the analysis, but rather occur if relevant after analyzing the data in each hypothesis, as the data collected in the research is insufficient to make definitive conclusions, without relying on several assumptions. The explanatory research will be based on a nomothetic explanatory approach, which means that the explanatory research will be focused on finding a few independent variables that may explain variations in the dependent variables.[32]

3. Research method

As shown in Figure 1, stage 2 Data collection and Data analysis are the two main parts of the analysis, and thus require further explanation in terms of the method that are used to achieve the purpose. First of all the explanations for choices made in theory, method, and selection of sources are presented. Following this, the Quantitative method in the form of a Chinese survey is presented in detail with an outline of the sample, survey design, measures, coding, as well as limitations and reflections.

3.1. Choice of theory

The theories used in the thesis were chosen on the basis of relevance for understanding and describing the faking behavior of Chinese job seekers, with less emphasis on the ability of theory to explain faking behavior. Thus the theoretical framework consists of Impression Management (IM) theory, and Faking theory. IM theory is seen as the foundation for faking theory, as faking

[32] Thus by using independent variables and dependent variables the explanatory research relies on the method of the Chinese survey that will be outlined later in Research method.

theory focuses on the practice of performing dishonest impression management. These issues will be discussed further in chapter 3 Presentation of theory.

While impression management theory has seen a lot of research and discussion since Goffman (1959) coined the concept in 1959, faking theory is still in the process of being explored and understood academically. Therefore the selection of available studies and perspectives has been rather limited. However interesting results might have been achieved if the perspective of the research had been changed from focusing on the faking behavior of Chinese job seekers, and instead been focused on the hiring decisions of recruiters.

This perspective would have recognized that ultimately it is not the IM or faking of the job seeker that determines recruitment, but rather the subjective impression formed by the recruiter about the IM of the job seeker. These impressions can be stereotypes, bias by the recruiters. (Searle 2003:13) Thus if the recruiter has formed the impression that the job seeker is faking, it is irrelevant to the outcome whether or not the job seeker actually is faking (Wu 2010). Such an alternative theoretical approach would rely on "recruiter oriented IM" (Rosenfeld, Giacalone, Riordan 2002; Kristof-Brown et al 2002) "fit theory" (Sekiguchi 2007, Parsons et al 1999), personnel selection (Searle 2003, Anderson et al 2005), successful employment interview tactics (Clifford 2006) reference checking (Levashina and Campion 2009, Andler & Herbst 2003) and faking detection techniques (Andler & Herbst 2003); and probably involve development of hypothesis to be tested by in-depth qualitative interviews with Chinese recruiters, or possibly a quantitative survey.

The result of a thesis with such a theoretical perspective would be a description of the bias and impressions that exist among Chinese recruiters, however the major limitation of this approach would be the inability to contrast the Chinese recruiters' impressions, with the reality of faking by Chinese job seekers, as there would be no data on the actual faking behavior of Chinese job seekers.

Conversely a major limitation of the theoretical perspective of my thesis is the inability to contrast actual faking behavior by Chinese job seekers with Chinese recruiters perceptions of their faking behavior, to determine if a discrepancy

exists that leads to problematic hiring decisions, as there is no data on the actual impressions of recruiters on faking by Chinese job seekers. Ideally further research could combine both theoretical perspectives.

3.2. Choice of methods

A quantitative survey method was chosen as the main method for the data collection. This decision was based on the fact that a survey would enable the research to attain a sample size sufficient to identify general trends and tendencies in respondents' answers. Furthermore the exploratory research revealed that an excellent survey on faking behaviors called the IFB scale had already been developed and tested extensively by Levashina & Campion (2007). Thus by using this survey the thesis could build on the work of other researchers, rather than starting from scratch. Also in using the IFB scale the descriptive research would be comparable to the findings of US studies, as well as any future studies using the same scale.

Other alternatives were considered for the primary research method for data collection, these were a focus group study, an experimental study, observations, and a series of in-depth qualitative interviews.

Focus groups were not used due to the perceived difficulty in gaining honest responses from participants if the answers would have to be given in the presence of peers or even strangers. This view stems from the theory on faking which defines two purposes of faking, one being job desirability and the second being social desirability (Levashina and Campion 2006:301). The assumption is that in a focus group participants would engage in social desirability faking, and not be honest about their usage faking behaviors. Moreover studies have shown that *"the more public one's behavior is, the more likely one is to concerned with how it appears to others and how to control others' reaction, and more motivated one is to impress manage*" (Arkin, Appelman & Berger 1980: Leary& Kowalski 1990 in Levashina 2005:2) It was therefore felt that the anonymity offered by the survey design would help to reduce the influence of social desirability faking.

An experimental study was considered. In this experiment participants would have been asked to fill out a recruitment related test or questionnaire, which

would contain bogus items.[33] Faking behavior would then be measured by responses to bogus items, and correlated with the respondent's personal information to determine if patterns exist. The reason why this approach was not chosen is that first of all it would require access to participants that are not aware of the experiment being conducted. To achieve this either students or actual job seekers would have to be used, which involves contacting a Chinese firm or university and persuading them to let me conduct the research, this was not considered feasible. Secondly there is an ethical dimension to such an experiment that would require careful consideration and processing of data, as revealing faking behavior may affect the recruitment opportunities of faking job seekers, thus possibly affecting the livelihood of research participants. It is my belief that as a researcher I have a duty to discern the truth, but also a duty to protect unwitting participant in the research from harm that the research may cause. As I could see no feasible way to fulfill both duties, the experimental method was not pursued.

An observation method of sitting in on recruitment interviews to observe faking behavior was considered, however the exploratory research revealed quite clearly that some individuals are capable of faking even their personality, there is therefore little that suggest that I would be able to spot faking behavior better than a trained recruiter. It was therefore felt that faking behavior could only be recorded by tricking fakers with bogus items as described in experimental method, or having individuals self-report their faking behavior.

In-depth interviews was therefore the only other real alternative to the quantitative survey method, as the incentive to use social desirability faking would be reduced if the interviewee was someone I was not personally acquainted with, and if it was made clear that I was functioning as a researcher and anonymity could be given if desired. The reason why this approach was not chosen is that the in-depth interview is an excellent method for discovering possible causal relations in explanatory research, but the method is less suited

[33] A bogus item is a question or statement that cannot be, but is presented as fact. For instance a participant might have been asked how many times per month he reads a journal that does not exist. (Levashina et al. 2009:274)

for descriptive research when seeking to describe general social phenomenon. Exploration and description must generally come before explanation, and as neither existed concerning the faking behavior of Chinese job seekers at the time, the in depth interview method was not chosen. However I have carried out an in-depth interview after analyzing and describing the results of the quantitative survey, and I plan to conduct more interviews in the interim period between submission of this thesis, and the thesis exam. Moreover in-depth interviews were used in the exploratory research stage as described earlier.

Finally, there are also limitations in conducting the quantitative survey method. The main problem is that there is no way of determining if the respondents are giving fake answers or not. Thus the results of the survey may not reflect the actual faking behavior of respondents. However as responses are anonymous, and the results show a good distribution of answers, it does not seem to indicate that responses have been faked.

3.3. Choice of sources

The research makes use of primary and secondary sources of data. The exploratory research, and the explanatory research rely heavily upon secondary sources of data. Whereas the descriptive research relies almost solely upon primary data collected with the survey method.

The secondary data was collected from a range of sources, primarily academic journals, books and studies accessed through online scientific databases. However in the exploratory stage, important sources of information were also online newspapers and articles with a high editorial standard, research published by consultancy or recruitment firms, Chinese language job websites, as well as various other online and offline sources.

In using these more un-academic sources care has been taken not to be influenced by their inherent bias, and view each piece of information as part of a grand mosaic, rather than rely on any single interesting source. It should however be noted that due to the relatively low amount of published research on faking, I have necessarily been forced to rely upon a lower than optimal amount

of academic sources. In particular this thesis may have been influenced by inherent bias in the research of Levashina & Campion (2005,2006,2007,2009).

This bias has in part been offset by collection of data from primary sources in the form of exploratory research interviews, as well as collection of survey data, Therefore it is my opinion that the research involved in this thesis reflects a wide search for information that is only to a limited extent influenced by personal bias, source bias, and ethnocentric bias.

3.4. Method of Chinese survey

As a quantitative survey method was chosen for data collection, this section will present in detail the survey method including a critical review of the survey design process, and the method of coding and data analysis.

Please see Appendix 5 for an English version of the Chinese survey of IFB scale. Moreover see Appendix 7 for the English version survey tested at KAIST, and Appendix 8 for the original IFB scale survey developed by Levashina & Campion (2006)

3.4.1. Sample

In order to answer all 8 Hypotheses, a Chinese survey on Interview Faking Behavior was collected from 3 different sources (2 major Chinese cities: Shenzhen and Nanjing and one Online). There are 152 respondents in total that have participated in this survey.

Data collection took place in Shenzhen between the 6th to the 14th of December 2010 at a college[34] and an IT company[35], for a total of 69 respondents; In Nanjing between the 15th to the 17th of December 2010 at one IT company[36] and an American pharmaceutical company[37], for a total of 23 respondents; and Online at

[34] The college is called Shenzhen Polytechnic. http://www.szpt.edu.cn/
Also it is important to note that College education in China is either a preparatory education for students who want to pursue a bachelor degree, or a vocational education, which prepares students' for future employment.
[35] ShenZhen Cultraview Digital Technology Co., Ltd http://www.cultraview.com/enindex.asp
[36] The name is Nanjing Castle system Technology Ltd. http://www.castle.net.cn/
[37] The name of the company is "XenoBiotic Laboratories, Inc. (XBL)" http://www.xbl.com/
Chinese subsidiary is called XBL-China http://www.xbl-china.com/english/index.asp

http://www.zhijizhibi.com/ a survey website, this online survey[38] is still ongoing but data collection from the online survey was stopped on the 10th of January 2011 to facilitate data analysis. The data therefore includes 61 respondents from the online survey. These 3 different sources were chosen primarily because these were the sites I was able to gain access that were likely to have respondents within the desired grouping. Moreover conducting the survey in Shenzhen, Nanjing, and Online increased the likelihood that the sample would be random, rather than reflect any certain societal or cultural grouping. As both Shenzhen and Nanjing are major Chinese cities with populations of several million people.

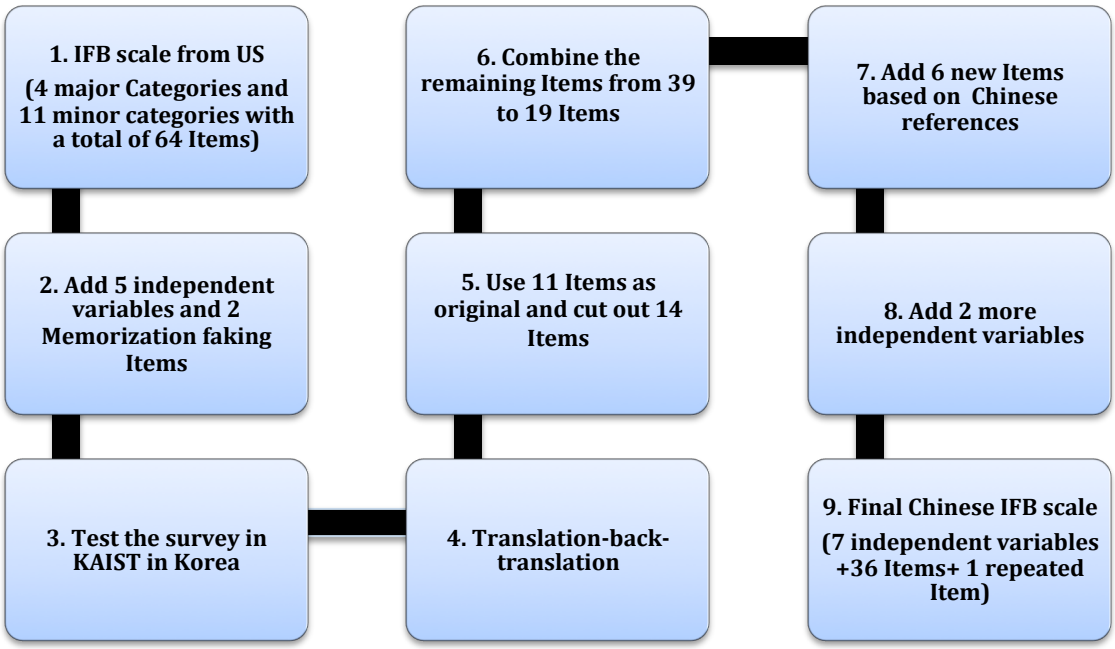
As work experience and educational level were two of the independent variables, it is possible to estimate that most respondents were most likely born in the late 70's or early 80's. And since over half the responses were from respondents in major Chinese cities, and most of rural China has quite poor Internet access. It is also possible to estimate that most of the respondents are urban Chinese. Thus most respondents are expected to have grown up with the effects of China's rapid economic growth, the one child policy, large foreign presence in China, and an educational system focused on competition and results. Moreover most respondents are likely to have experienced a high level of competition when seeking a job. Thus the respondents should match the desired target group of the research.

3.4.2. Survey design

As shown in Figure 2 the Chinese survey of IFB has gone through 9 stages.

[38] The online survey is in Chinese and a translated version by Google translate can be found in Bibliography as "online survey 2010".
It's important to state that there is no reason to suspect that each respondent to the online survey is not a unique respondent, as the survey websites prevents new respondents with the same IP address as an existing respondent from completing the survey. Moreover respondents would have no incentive to complete multiple versions of the survey, as there are no possible rewards such as a participation in a contest associated with completion of the survey.

Figure 2: The method design of Chinese survey



(Source: Author)

Stage 1: the Interview Faking Behavior scale (IFB) developed by Julia Levashina and Michael Campion (2007) was chosen as the basis for the Chinese IFB survey. The original IFB scale was developed in English, and primarily applied in the US to study the faking behavior of American students interviewing for student jobs and internship positions (Levashina & Campion 2007:1640). The IFB scale requires respondents to answer questions based on an ordinal scale of 1 to 5 with 1 being "To no extent", 2 being "To a little extent", 3 being "To a moderate extent", 4 being "To a considerable extent", and 5 being "To a very great extent". Please see Appendix 8 for reference.

The original IFB scale contains 64 unique dependent variable[39] questions divided into 4 major categories (Slight Image Creation, Extensive Image Creation, Image Protection, and Ingratiation) and 11 minor categories (Embellishing, Tailoring, Fit Enhancing, Constructing, Inventing, Borrowing, Omitting, Masking, Distancing, Opinion Conforming, and Interviewer or Organization Enhancing),

[39] The dependent variables are the responses to faking questions 1 to 37 studied in the analysis. In the analysis of hypothesis 2 to 8 it is changes in the dependent variables that are measured as the independent variable is changed. (Fink 1995:9)

The meaning of these categories and their relation to theory will be outlined in chapter 3 Presentation of theory.

Stage 2: 5 independent variables[40] were designed based on the hypotheses, for use, in connection with the original IFB scale, in a control study of the survey method in South Korea. The two "Channel of information" independent variables were not included at this time. (Please see Appendix 7 for a reference of the survey.) This is because even though Koreans and Chinese to some extent share similar cultural values such as Confucianism (Ackerson 1997), Korean jobseekers might use different channels to acquire recruitment related information, as both countries have gone through different development stages, which might have impact on citizens' social behavior (Lopes &Fletcher 2004:750). Since the unit of analysis of this research is urban Chinese jobseekers, it seemed unnecessary to test the correlations between Korean job information channels and their faking behavior. Furthermore 2 questions relating to memorization faking (INENH65, and INENH66) were added, as these questions were designed to attain a small measure of the impact of the Confucian culture that China and Korea shares), for a total of 73 unique questions.

Stage 3: In the control study performed in South Korea in November 2010 of the original English IFB scale. Respondents (29) were selected at random among students at the Korean Advanced Institute of Science and Technology (KAIST) Business School[41], and feedback concerning the length and structure of the survey was asked from respondents following completion of the survey. A significant proportion of respondents felt that the survey was far too long, and took too much time to complete; moreover some respondents felt that some of the questions were repetitive or redundant. I therefore chose to modify the US IFB scale.

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[40] Independent variables are also called explanatory or predictor variables, as they are used to explain or predict an outcome, result, or response, which are the dependent variable questions in this thesis. The independent variable is thus used to explain and understand the dependent variable, and is independent in that the independent variable may be the cause, but not the causal effect in the research. (Fink 1995:9)

[41] Access to respondents at KAIST business school was facilitated by Professors Joe Dewberry and Jason Lawrence from KAIST business school's career center. Both professors were interviewed as part of the research. For more details see Appendix 3.

Stage 4: Before modifying the US IFB survey; the original taxonomy of the IFB scale had to be translated into Mandarin Chinese, as the general English level of the average Chinese is still relatively low compared to for instance Danes. To eliminate data errors caused by the language barrier, Mandarin Chinese as the survey language was preferred. Moreover in order to assure equivalence of the survey in the Chinese and English version, translation-back-translation (Brislin 1980:431-437) was implemented on all Items[42]. Although there are also some differences in meaning, arising from difficulties in performing direct translation.[43] This might have an impact on the external validity of the research.

Stage 5: Based on the control study performed at KAIST, it was decided that a number of questions would have to be cut out, if the Chinese survey was to achieve a significant sample size in China. The fundamental principal guiding the cutting in this stage was that questions should be cut that could either be interpreted differently a Chinese context, or the meaning of which was repeated by other questions. For instance Item ICINV 32 "I told some "little white lies" in the interview" was cut out, because the direct translation of "little white lies" into Chinese is "secret" and Chinese don't use this phrase the same way as in the US. (See Appendix 10: Cutting reasons of US IFB survey to Chinese version)

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[42] The taxonomy of IFB from US was translated by the researcher into Chinese first, which was then back-translated into English to assess the quality of the researchers Chinese translation. (This back-translation was performed by a personal acquaintance who is a Chinese bachelor student residing in Denmark, the translator was unaware of the original IFB scale), meanwhile 2 other translations of the original IFB scale into Chinese were performed, one by a Chinese PhD student living in Sweden, and the other by a professional translation company in Shenzhen China. Each question from the original IFB scale (Levashina & Campion 2007) to be included in the Chinese survey was then chosen from one of these three Chinese translations.

[43] The Chinese survey uses Levashina's (2007) ordinal scale of 1 to 5, however the direct translation of the scale is as follows: "1" being "Basically none" (基本没有－this phrase in Chinese does not share the exact same meaning as the English phrase "to no extent", it actually refers to "very little", which means that under normal circumstances, it would be extremely rare or almost never happen. The reason why "Basically none" was chosen instead of "to no extent" in Chinese is because there is no good way in Chinese to express "to no extent" without using "never". Moreover it has been my intention to not use "never" so that the respondents will answer with their behavior given normal circumstance. This means that when people choose 1 as the answer, it is assumed that a 1 reflects a faking behavior than the respondent would normally not use. See detailed explanations in Appendix 9: Substantive differences in meanings between Mandarin Chinese and English

Stage 6: The decision to combine several questions was also based on an evaluation of the degree of overlap that existed between questions, and the extent to which the question would be relevant in a Chinese context. The 39 questions that were combined into 19 questions were found to be relevant, but include a considerable degree of overlap. Efforts were therefore made to convert multiple original questions into a single Chinese question covering all the main points of the original questions. With the exception of Q16 (using Masking for an Omitting question), Q17 (using Chinese literature review), Q20 (using information from Interview 4), and Q21 (using Chinese literature review), all the combined questions were created using only original IFB questions within the same minor category. This was done to increase the reliability of the categories used and enhance the external validity of the research.

Stage 7: After reviewing numerous Chinese literatures on Interview strategy and tactics written by Chinese experts in recruitment with backgrounds in academia and/or human resources (Le 2008, Yingjiesheng 2009) as well as online sources (51jobs, Yingjiesheng), it was decided that it was necessary to add more items to the Chinese survey, as the IFB scale questions did not sufficiently reflect Chinese characteristics of faking in the employment interview. The literature was reviewed with emphasis on determining if important, interesting, or unique strategies and tactics related to faking were outlined, that were not covered by the questions posed in the original IFB scale. (Levashina & Campion 2007) For instance, Q12 "In order to seem smarter, I try to pretend that I understand some topic or concept, even though I don't." this Item was inspired based on an article review of common complaints of Chinese HR expert. (Yao 2010) This is often argued as a typical Chinese faking behavior, which is so embedded within the Confucian society that people do it often to show respect to others. (Wu 2010:53-58)

The found strategies were formulated directly from the literature in Chinese, and included in the pool of faking behaviors considered for inclusion into the Chinese survey. Consequently, 6 additional questions were created. These are ICTA6, ICTA7, ICCO12, IPMA23, IPMA24 and MEM36.

The 6 questions generated from the Chinese literature review were placed in categories based on the researchers interpretation of Levashina & Campion's (2007) explanation of each category. It is therefore recognized that these questions generated by the researcher may have been miss-categorized. That the 6 questions generated from the Chinese context were not subjected to a factor analysis may reduce the validity of findings, this issue will be discussed in greater detail in reflections and limitations.

Stage 8: Exploratory research revealed that access to information may be an important determinant of faking behavior, as hypothesized in H7 and H8. Therefore Independent variable question 6 and 7 were added to the Chinese survey to collect data on the respondent's usage of information in preparation for the employment interview.

Stage 9: Please see Appendix 5 for the finalized version of the Chinese survey given to respondents. It is important to note that the last question (MEM37) of the paper version Chinese IFB survey is a repeated question, and thus the same as question 6 (ICTA6). This is due to an error in printing, but has provided a great opportunity to analyze the consistency and possibly honesty of respondents' answers in the survey, by comparing their answers to Q6 and Q37. This reveals that out of 92 respondents that were given Q37 in the paper survey, 65% (n=60) answered the same in Q37 as in Q6. This indicates that most respondents gave honest answers to the survey.

3.4.3. Measures

As mentioned before, the survey is divided into the two categories of independent variables (Question 1-7), and dependent variables (ICEM1-MEM36). (Fink 1995:9)

Question 1 to 5 each measures a different independent variable (Q1 Education, Q2 Work experience, Q3 Interview experience, Q4 MNC experience, and Q5 Career training), Q1, Q2, and Q3 are ordinal[44] questions, as an inherent order

[44] Ordinal questions are typically used in questions that ask respondents to answer questions based on a scale with an inherent order between possible answers, such as a scale of 1 to 5, or bad, to very good. (Fink 1995:5-6)

exists among the possible answers. (Fink 1995:5; Bryman 2004: 227) Q4 and Q5 are dichotomous[45] questions (Fink 1995:5; Bryman 2004: 227) with only two possible answers of yes or no available. Q6 and Q7 measure the same independent variable (Q6 and Q7 source of information), but with different emphasis[46]. Each independent variable is match with a hypothesis and is thus used directly for categorization in the analysis.

Please see Appendix 6: Detailed explanations of the design of independent variables for reference.

A correlation analysis[47] was used to check if there is any overlap, trends, or redundancy between the respondent's answers in Q1 to Q5[48]. The correlations are shown in Table 1.

Table 1: Correlations between independent variable questions 1 to 5

Correlations	Q1	Q2	Q3	Q4	Q5
Q1	-				
Q2	0.06	-			
Q3	0.15	0.36	-		
Q4	0.09	0.14	0.14	-	
Q5	-0.13	0.01	0.07	0.08	-

The correlation between each question was checked using the MS-Excel Correl function. This revealed no strong positive or negative correlation among the questions[49], which means that all independent variables from Q1 to Q5 are considered relevant for further analysis.

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[45] The definition of a dichotomous question is a question with only two possible answers. (Fink 1995:5)

[46] The emphasis in question 6 is on establishing the diversity of sources of information used by respondents in preparing for job interviews, whereas question 7 measures which source of information respondents find the most important in preparing for the job interview.

[47] A correlation analysis measures how well two sets of arrayed data are related to each other in a range of -1 to +1 with being a perfect negative correlation, which means that the two sets of data are perfect opposite matches, and +1 being a perfect positive correlation, which means that the two sets of data are perfect similar matches. Thus if Q1 had a correlation of +1 with Q2, an answer of 2 in Q1 would always result in an answer of 2 in Q2.

[48] If was not possible to check how answers in Q6 and Q7 correlates with respondent's answers in Q1 to 5 because the answer format is different, with respondents choosing multiple answers in Q6, and 22% also doing so unintended in Q7.

[49] This is because e.g. the strongest correlation was 0.36 between respondents' answers to Q2 and Q3. This seems logical, as an increase in years of work experience, would typically mean going through a greater amount of job interviews, and vice versa, yet with a correlation 0.36 the relationship is not so strong that interview experience can be used to reliably predict work

3.4.4. Coding

In order to analyze the answers from Chinese respondents, certain coding techniques have been used.

Q1, Q2, Q3, Q6, and Q7 were transformed into dichotomous "yes" or "no" questions[50]. The purpose of doing so is that firstly the respondents' answers could then in MS Excel be turned into simple 1's and 0's so that complex analysis could be carried out much more easily. Secondly it made it possible to present the numerous results of the analysis in a short and concise way, using as few as possible data points.

Here is an example of how it was done: to answer H2 a distinction was made in answers to independent variable Q1 between respondents' educational background: A (College) B (Bachelor), C (Master), or D (PhD), or E (Other). This distinction was termed as a question "**Does the respondent have an educational level higher than bachelor?**" so respondents that have College, Bachelor and Other are coded as "NO" = "0" and Master PhD as "Yes"= "1". This derived independent variable question is thus coded as Q1Y.[51] This distinction is made because High School, college, or bachelor education is assumed to be the basic education, an urban young individual may be expected to have. Master and PhD degrees are considered as higher education. As shown in Table 2 almost half (70 respondents) have a College degree.

Table 2: Distribution of respondents' answers in Q1

1. Education	Percentage	Count
1A: College	46%	70
1B: Bachelor	34%	52
1C: Master	14%	22
1D: PhD	3%	4

experience, and vice versa. Therefore as the correlation between Q2 and Q3 is not strong enough to eliminate either Q2 or Q3, and no other significant correlations exist.

[50] it was not necessary to convert Q4 and Q5 as these were already dichotomous questions.

[51] Each of the derived independent variable questions was given a code in the analysis to facilitate identification and division of respondents. When analyzing responses a candidate that fit the requirements of the theoretical question posed was given a number 1 in the analysis, and a candidate that didn't fit the requirement was given a number of 0. This was done to make it easier to count and divide respondents based on any of the 7 questions. E.g. only selecting the answers of respondents with master or PhD education, was done by identifying all the respondents with a 1 in Q1Y using the Excel function "CountIF()".

1E: Other	3%	4
Total	100%	152

Following the technique just presented before the result of Q1Y is outlined below in Table 3.

Table 3: Distribution of respondents' answers in Q1Y

Q1Y: Education	Percentage	Count
Master or PhD	17%	26
College, Bachelor, or Other	83%	126

The same method was applied to Q2, Q3, Q6, and Q7. Q2 is used for answering H3, based on a distinction of "**Does the respondent have over 2 years work experience?**" The result is outlined below in Table 4.

Table 4: Distribution of respondents' answers in Q2Y

Q2Y: Work experience	Percentage	Count
Over 2 years of work experience	49%	74
2 or less years of work experience	51%	78

Drawing the line at 2 years work experience is a subjective decision that reflects my assessment that more than 2 years work experience would be necessary for an individual to fully adjust to working full time in an organization, and acquire some of the experience and faking skills required to manipulate the recruitment process.

For Q3 the distinction is "**Does the respondent have more than 5 employment interview experiences?**"

The distinction is made at 5 job interviews due to my subjective assessment that at least more than 5 job interview experiences are required for respondents to develop the degree of knowledge, experience, and familiarity with the job interview process that is required for interview experience to have an impact on the faking behavior of respondents. It is believed in the H4 that more interview experiences leads to a higher magnitude of faking behavior due to 1) Increased capabilities arising from greater knowledge of constructs being measured. 2) More exploitable opportunities to fake due to greater familiarity with the

interview structure and process, and 3) higher willingness to fake arising from interview experience as a substitute for interview coaching. The result is outlined below in Table 5.

Table 5: Distribution of respondents' answers in Q3Y

Q3Y: Interview experience	Percentage	Count
More than 5 interview experiences	20%	30
5 or less interview experiences	80%	121

Answering H5 and H6 did not require coding of data, as Q4 and Q5 were already dichotomous questions. To answer H7 a distinction was made in answers to Q6 based on a question posed as "**Has the respondent used 3 or more sources of information?**"

This is because the purpose of Q6 is to measure the extent to which respondents conducted a wide search for information in preparation for the job interview. The underlying assumption being that the more widely the respondent searched for information in preparation for the job interview, the higher the chance would be that this search for information would result in faking behavior. This is based on the belief that a wide search for information may yield insight into the recruitment process, such as knowledge of constructs being measured, the structure and process of the job interview, frequently asked questions, and similar, that would enable the respondent to prepare better for engaging in faking behavior.

Based on my subjective judgment the line was drawn at 3 or more sources as information, as I felt that using at least 3 sources of information reflects the degree of searching for information and preparation required for the effort to have an effect on faking behavior. The result is outlined below in Table 6.

Table 6: Distribution of respondents' answers in Q6Y

Q6Y: Amount of sources	Percentage	Count
3 or more sources used	41%	62
Less than 3 sources used	59%	90

To answer H8 two distinctions were made in answers to Q7, this was done because H8 called for comparing respondents that answered either A, D, or E,

with respondents answering either B or C. Thus excluding respondents that answered F from both categories. It was therefore necessary to pose two questions. The first question was posed as "**Has the respondent answered either A, D or E in Q7?**" This derived independent variable question was coded as Q7Y. The second question was posed as "**Has the respondent answered either B or C in Q7?**" This derived independent variable question was coded as Q7N.

This division between respondents was made because it is believed that A, D, and E as sources of information are believed to generally encourage or enable a greater extent of faking, for instance online information on the specific recruitment processes of major firms is widely available. Whereas B and C as campus career services belong to official educational institutions, and are therefore likely to be held to a higher standard of integrity, and as a result discourage faking. The belief is therefore that respondents using campus career services as their most important source of information will exhibit higher personal integrity, and engage in less faking than respondents using various unofficial sources. The results are outlined below in Table 7.

Table 7: Distribution of respondents' answers in Q7Y and Q7N

Q7Y & Q7N: Main source of information	Percentage	Count
Main source A, D, or E	76%	116
Not A, D, or E	24%	36
Main source B or C	32%	48
Not B, or C	68%	104
More than 1 main source	22%	33

To test if a hidden trend exists between the derived independent variable questions used to convert Q1, Q2, Q3, Q6, and Q7 into dichotomous questions, as well between the derived independent variable questions and Q4 and Q5, a MS-Excel correlation analysis was used. Please see Appendix 12 for detailed analysis. Based on the grouping mentioned above, a coding analysis was performed in MS-Excel. The methods used to arrive at the data presented in the analysis Chapter is briefly described in Appendix 13: A detailed outline of the steps used in analysis of data.

Besides the method, numerous other forms of analysis have been performed on the data to determine if there were any hidden trends, the results of these forms

of analysis have not been described in the analysis, as they did not yield any noteworthy results. The main forms of analysis used in the survey analysis are most of the forms of analysis generally associated with descriptive statistics, (Trochim 2006b) and thus includes but is not limited to: Average, Median, Mode, Standard deviation, Ranking, Count, Count-Answers, Answer Frequencies, Count-If, Variance, Confidence Interval, Correlation, and Percentiles (Stanford University Academic Computing 2005). All these forms of analysis were done using MS-Excel. (A more detailed outline can be found in Appendix 2, moreover the analysis spreadsheet has been included on a CD along with the interview material.)

3.4.5. Reflection and limitation

A major limitation in the collection of data is the reliance on self-reported (Searle 2003:15) data from Chinese respondents, as such the validity and reliability of the data is vulnerable to faking by respondents. It is difficult to determine what exact incentive a respondent would have to intentionally fake responses to the survey, perhaps the respondent may have some lingering doubts about the anonymity of the survey, this could be relevant as most of the paper surveys were administered in workplace environments. For the online survey this problem should be reduced. However respondents may also have engaged in self-deception when answering the survey. That means that they might truly believe in an idealized version of themselves and their faking behavior. It may therefore be possible that the actual percentages of extensive faking are higher, however I cannot arbitrarily add to or modify the data, based on my perception of possible self-deception by respondents. Therefore the analysis will clearly present the data as it is, with the validity and reliability of the findings being open to discussion and debate.

Another major limitation is that the collection of data did not occur immediately following an employment interview. This reduces the validity of the findings and increases the chance of self-deception, as respondents must rely on their recollection of past faking behavior.

As a statistical descriptive thesis the lack of more advanced statistical analysis may be viewed as a limitation of the research. However in-depth analysis of the distribution of data, variance among responses, means, standard deviations, and so forth for nearly all imaginable combinations of data strongly indicates that analysis such as for instance ANOVA[52] analysis would not have revealed anything significant. The major drawback from not having performed such an analysis is the lack of information about the confidence level of the findings. However a generic confidence level of 95% ($P<0.05$) is used for determining the predictive validity of the data. According to sample size calculation (Creative Research Systems 2010), with the survey's sample size ($n=152$) and a of $p<0.05$ results can be generalized to the overall population of Chinese job seekers with a confidence interval of about 8%, however the confidence interval decreases the stronger the trend is. Therefore it is felt that accepting a 5% chance of the findings occurring by chance is sufficient considering the size of the overall population of Chinese job seekers compared to the sample size, as a higher confidence level of 99% might lead to a false sense of certainty about the predictive validity of the results, even though the confidence interval would be higher.

Exploratory Factor Analysis (EFA)[53] was considered for use in determining if the categorization of individual questions had a basis on actual relationship. However as the original IFB scale had already been subjected to an extensive EFA analysis, and the categorization of the Chinese faking behavior and faking categories are based on the original IFB scale, performing an EFA analysis would likely not result in any new findings. Instead the correlation between each individual question on faking behavior was analyzed using MS-Excel, this correlation analysis gave a strong indication that an EFA was not necessary, as all questions were highly correlated with other questions within the same category. (See analysis 9 in the workbook 2 of the MS-Excel spreadsheet for a detailed outline.)

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[52] ANOVA is short for ANalysis Of VArience between groups, and is typically performed to determine if hidden trends exist between groups of data.

[53] Exploratory Factor Analysis is typically performed to determine if factors exist that can create groupings of data that are statistically sound. Thus an EFA analysis would determine if grouping questions by the minor and major categories would be correct.

Chapter 3 - Presentation of theory

Chapter 3 contains a presentation of impression management theory, faking theory, a faking model for understanding the necessary conditions for faking to occur in the employment interview, as well as a presentation of the different categories of faking behavior used in the analysis.

4. Impression management theory in employment interview literature

Impression management (IM) has generally been defined as the attempt to control and determine the impression others form of the actor. (Goffman 1959, Ellis et al, 2002; Lopes & Fletcher, 2004; Schlenker, 1980) As such an impression is a fluid social construct, vulnerable to sudden changes dependent on the reaction or cues from the audience. (Goffman 1959:59) Sustaining a positive impression and avoiding a negative impression is therefore usually the goal of impression management, and impression management tactics are the ways in which this goal may be accomplished. (Goffman 1959, Rosenfeld; Giacalone; Riordan 2002)

In this research IM is defined as IM by the job seeker in the job interview. As such IM will primarily consist of the job seeker's attempt to control and determine the impression the recruiter forms about the job seeker, regarding the job seeker's behavior, motivation, and other attributes. (Ellis et al., 2002; Lopes & Fletcher, 2004; Schlenker, 1980)

IM theory was first conceptualized by Goffman (1959) as a way of understanding how individuals cope with everyday social interaction. Further studies have since researched the usage of IM in a job interview setting. (Ellis, West, Ryan, & DeShon, 2002; Gilmore & Ferris, 1989; Kacmar, Delery, & Ferris, 1992; Kristof-Brown, Barrick, & Franke, 2002; Lopes & Fletcher, 2004; Stevens & Kristof, 1995; Levashina & Campion 2006)

Research has shown that IM can play an important part in the job interview, as the interviewee uses IM to create a positive impression in order to increase

chances of recruitment. For instance it has been proven that the use of IM tactics by interviewees can affect interviewer ratings. (Kacmar et al., 1992; Kristof-Brown et al., 2002; Levashina & Campion 2006) and that IM influences selecting decisions, such as interviewer evaluations of fit. (Gilmore & Ferris1989; Kacmar et al1992; Stevens & Kristof 1995; Levashina & Campion 2006) However not all job candidates use IM to the same extent, or are equally skilled at IM (Ellis et al., 2002; Turnley & Bolino, 2001; Levashina & Campion 2006).

The purpose of the employment interview from job seeker's perspective is to get the job, while the recruiter is trying to acquire comprehensive data about the job seeker. Meanwhile the job seeker is also trying his/her best to prove that he/her is the best fit for the organization. (Tsai et al 2005, Kacmar et al 1992) The vital issue is how does one employ IM during the job interview? Some research shows that IM may be used deceptively to create false impressions and fake responses. (Stevens & Kristof 1995; Levashina & Campion 2007) so when job seekers intentionally distort their answers, what is the nature of IM then? Is it deceptive or honest, when do "little white lies" cross the line? What is the difference between IM and faking?

To a certain extent there is an overlap and confusion in terms in the conceptualization of IM and faking. This is because IM has been defined differently in personality literature and social behavior in organizations literature. (Levashina & Campion 2006:299-301)

On one hand, there are researchers (Leary & Kowalski 1990) that argue that any IM effort that seeks to portray an image that differs from reality is deceptive in nature, and as such IM itself is deceptive in nature as IM primarily involves portraying a positive (or otherwise appropriate) image that might differ from the reality. This perspective is known as the **narrow view** of IM (Rosenfeld et al 2002, 6-11, Rosenfeld 1997), and generally tends to define IM and faking, as being the same. This is derived from the definition of IM in personality literature.

Alternatively other researchers (Gilmore et al 1999, Schlenker 1980) argue that IM is not only deceptive in nature but instead a constant negotiation of impressions in which the job seeker might engage in dishonest IM, but might also

engage in honest IM, with the purpose of creating an accurate impression. As IM depends on the subjective evaluation of the audience in forming their impression, the audience (depending on the circumstances) may be as likely to disbelieve honest IM, as believe dishonest IM. (Wu 2010) IM in presentation of factual information may therefore be as important for the candidate, as IM when presenting deceptive information. IM is thus seen as a vital part of social interaction, and in particular as a vital component of the job interview, regardless of the truthfulness of the information conveyed. (Lopes & Fletcher 2004) This is known as the **expansive view** of IM (Rosenfeld et al 2002:6-11), which is derived from the definition of IM in the social behavior in organizations literature. IM in employment interviews literature generally adopts the Expansive view. (Levashina & Campion 2006) The expansive view is therefore the definition of IM and faking used in this thesis.

To sum up, there are two types of IM, deceptive and honest. The deceptive IM is equal to intentional distortion (dishonest IM), which can be interpreted as similar to faking. And honest IM means that E.g. during an employment interview, job seekers can try their best to present themselves without lying about their credentials.

4.1. Impression Management tactics

There are a number of generally accepted tactics the interviewee may use when performing IM, these are Job Oriented impression management, Self Oriented Impression Management, Other Oriented Impression Management, and Defensive Impression Management. (Rosenfeld, Giacalone, Riordan 2002)

Job oriented IM: Creating a good impression through, hard work, performance of duties, achieving results, getting good grades, getting accepted to a good university, accepting responsibility, or similar are examples of job oriented impression management. (Rosenfeld, Giacalone, Riordan 2002) The cardinal principle in job oriented IM is that the action "speaks for itself" and thus requires no further emphasis or promotion by the performer of job oriented IM.

Research shows that individuals with a Confucian cultural background, as most Chinese have, will be likely to use job oriented IM in their daily interaction with

superiors and colleagues. (Xin 2004) However job-oriented IM is unlikely to be useful in job interviews, as the interviewees will be expected to actively promote their own merits, rather than let their results "speak for them". The type of Job oriented IM a job seeker could do is for instance the faking behavior in Q5 in the Tailoring category, of distorting work experiences and qualifications based on the information about the job and company corporate culture.

Self-oriented IM: Presenting personal characteristics, interests, hobbies, values, beliefs, attitude or similar, and promoting personal merits, capabilities, possible contributions, accomplishments, opportunities, or similar, are all examples of self-oriented impression management. (Rosenfeld, Giacalone, Riordan 2002) As outlined above self-oriented IM is typically divided into IM related to self-presentation and IM related to self-promotion. **Self-presentation** is defined as a more neutral form of letting the audience know about personal information, whereas **self-promotion** is defined as a form of letting the audience know about personal information, that is biased towards emphasizing the positive traits of the individual. As such self-presentation can be seen as "telling about yourself", whereas self-promotion can be seen as "selling yourself".

Moreover Baumeister (1989) argued that there are two kinds of IM in terms of self-presentation, one is "pleasing the audience" by changing behavior to look better, based on other people's opinions, values or beliefs. The other is "self-construction" which refers to constructing an identity that fits one's own personal ideas and desires, based on personal values and preferences.

Other oriented IM: Creating a favorable impression of the job seekers view of the recruiter or the organization through complimenting, approving, flattering, flirting, showing respect, or similar, are ways of performing other oriented IM. (Rosenfeld, Giacalone, Riordan 2002) Other oriented IM is also known as Ingratiation, and is one of the ways in which job seekers may influence the recruiter in job interviews.

Research shows that people are likely to ingratiate themselves with authorities that have power to disperse valued outcomes (Stirres, Jones 1969; Levashina & Campion 2006) and that candidate ingratiation with job interviewers increases

as competition for the job becomes more intense. (Pandey, Rastagi 1979; Levashina & Campion 2006)

Defensive IM: Protecting an established impression by means of excuses, explanations, distancing, diversion of blame, apologies, or similar, are examples of defensive impression management tactics. In terms of faking defensive IM can be a vital tactic, as defensive IM can be used to deflect suspicion, thwart detection, and mend damage to the recruiter's impression of the candidate. (Rosenfeld, Giacalone, Riordan 2002)

Research shows that admission of guilt and apologies tend to be the IM tactics of last resort, as they are likely to result in the worst outcome, given that the individual has a somewhat plausible defense. (Rosenfeld, Giacalone, Riordan 2002)

5. Faking theory in the employment interview

Most of faking related research has been done in the personality literature the common definition of faking in employment interview is therefore derived from personality literature.[54] According to Levashina & Campion's research on faking models in 2006, they define *"faking as dishonest impression or intentional distortion of responses to interview questions or misrepresentation in order to create a good impression."* (Levashina & Campion2006: 301)

Other researchers also defined faking as the acts in the job interview of manipulating fraudulently the recruiter's impression of the candidate so as to make the candidate appear better or other than he/she really is. (Comrey & Backer, 1975; Furnham, 1986; Stark, Chernyshenko, Chan, Lee, & Drasgow, 2001 in Levashina & Campion2006) As such faking theory is an offshoot of impression management theory that seeks to explain and understand how individuals engage in dishonest impression management, and under which circumstances faking may occur. What constitutes a fraudulent manipulation is however a

[54] It is important to note that majority of these studies were developed within the last few decades. As such the research on faking in job interviews is still in its infancy, therefore the findings of the few studies that exist sometimes directly contradict each other, with no strong trend or consensus emerging. (Levashina & Campion 2009:272)

contested issue, as most impression management involves the portrayal of an image that may not be in full accord with reality, or involve information about which there is no objectively correct answer. (Rosenfeld, Giacalone, Riordan 2002) (E.g. Should claiming to be funny be considered as faking, if others do not find you funny?)

Faking research distinguishes between self-deception, intentional faking, social desirability faking, and job desirability faking. (Levashina & Campion 2006)

Self-deception vs. Intentional Faking: The job seeker engaging in faking's lack of awareness concerning the true state of affairs distinguishes self-deception from intentional faking. (Levashina 2005) In intentional faking the person engaging in faking is fully aware of the untruthfulness of the image being portrayed. Therefore some researchers argue that the lack of intent is a redeeming feature, and thus distinguish between types of faking, not based on the nature of information being faked, but rather based on the motives of the person faking. (Levashina & Campion 2006) This distinction supposes information concerning the faker's awareness and intent, this information is inherently restricted to the faker, and can therefore only be contemplated, rather than known, by the audience. Such a distinction is thus problematic to apply in practical research.

Social desirability vs. Job desirability: Depending on the circumstances the person faking in the job interview may seek to achieve two common goals, social desirability, or job desirability. Social desirability faking is the act of claiming positive traits, and denying negative traits, with the goal of being viewed as a "good person". (Levashina & Campion 2006) As such social desirability faking may involve claiming to hold socially desirable values, beliefs and attitudes, while denying socially undesirable elements. Or involve faking personality, temperament, and cognitive ability. Essentially social desirability faking involves creating an **Ideal-self**, (Levashina & Campion 2006) and is therefore also referred to in the research as **Ideal-self faking**.

Job desirability on the other hand is focused on the specific job situation, and in the job interview involves responding fraudulently in accordance with a specific

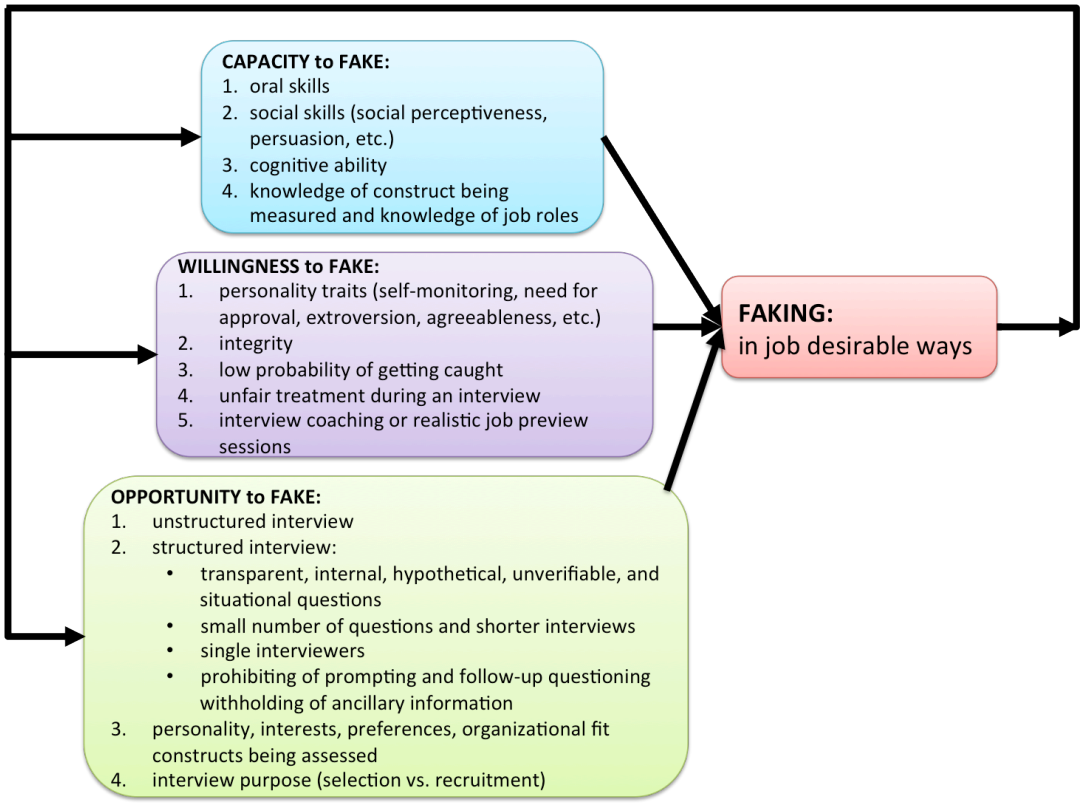
social role. (Levashina & Campion 2006) The social role is typically the fakers understanding of the best role for the job, and as such faking depends upon the faker's perception of what the recruiter is looking for in a candidate. Job desirability thus involves **role-faking** and is therefore also referred to in the research as **role-faking**.

5.1. Model of faking likelihood in the employment interview

Faking does not always occur, which means that the right conditions must be present at the same time for faking to occur. Research and studies have resulted in a number of theories on the necessary conditions for faking to occur, such as the "Model of faking likelihood in the employment interview" (Levashina & Campion (2006). This thesis makes use of the Faking model developed by Levashina & Campion (2006), as this model was the basis upon which the IFB scale used in the survey was developed. As such using a similar theoretical framework enables a better comparison of the findings of the research. Moreover an extensive literature review of theoretical perspectives on faking, has revealed that Levashina & Campion's (2006) Faking model does not differ substantially from other models or theories on the necessary conditions for faking to occur. (Goffin and Boyd 2009, McFarland and Ryan 2006)

Levashina & Campion's (2006) model of faking likelihood in employment interview (see Figure 3) outlines three necessary conditions that must be fulfilled for faking behavior to occur, these are Willingness, Capability, and Opportunity.

Figure 3:Model of faking likelihood in the employment interview



(Source: Levashina & Campion's (2006))

Willingness: That the job seeker is willing to carry out faking behavior is a necessary condition for faking to occur, as an unwilling candidate will not fake. The willingness of the candidate can be influenced by five factors these are: 1) Personal integrity, the lower the integrity, the more willing the job seeker will be to fake. 2) The job seeker's personality, as studies have found that personality traits such as agreeableness, extroversion, self-monitoring of IM, and need for approval are likely to increase willingness to fake. (Levashina & Campion 2006) 3) The probability of getting caught, as faking is associated with risk of exposure, the willingness to fake is related to the probability of getting caught, and thus related to the job seeker's knowledge of detection and monitoring measures used by the recruiter. 4) Unfair treatment during the/an interview will increase the person's willingness to fake, as the job seeker may feel that the interview process is biased. 5) Interview coaching or realistic job preview sessions may increase the willingness to fake, as the job seeker may feel better suited to tackle

the recruiter's measures to detect faking, thus decreasing probability of getting caught.

Capability: Besides being willing the job seeker must also possess the capability to fake in the job interview this capability is determined by four factors: 1) The oral skills of the job seeker, as good oral presentation, debate, and argumentation skills may result in the candidate being able to convincingly lie and fake during the job interview. 2) The social skills of the job seeker, as a job seeker skilled at persuasion, ingratiation, or perceptive to the attitudes and opinions of others, can convincingly lie and fake during the job interview. 3) The cognitive ability of the job seeker is an important factor, as persons with higher cognitive ability are found to be capable of constructing more convincing and elaborate fake stories, experiences or similar. (Levashina & Campion 2006) Moreover job seekers with high cognitive ability have been found to generally have less to compensate for with faking, and may therefore fake less, reducing the chance of getting caught. (Law et al 2002) 4) Knowledge of constructs being measured and job roles increase capability to fake, as the job seeker is more capable of successfully performing role-faking.

Opportunity: Given the willingness and the capability to fake, the job seeker must still have the opportunity to fake. The existence of such an opportunity depends largely the conditions of the job interview, and has been found to be influenced primarily by the structure of the interview, the types of questions being asked, and the items being assessed in the interview, and the purpose of the interview. (Levashina & Campion 2006) In particular research finds that the questions most likely to increase the opportunity to fake are questions where the right answer is easy to determine, occur in an unstructured interview, involve hypothetical, subjective, internal or unverifiable information, occur in short interviews, or are posed as situational questions rather than background questions. (Levashina & Campion 2006)

Verifiability of information is as discussed above an important determinant of whether or not the opportunity to fake exists. However none of the studies on faking examined have investigated the impact of the verifiability of information

faked on interview faking behavior. The following definitions are therefore developed by my.

Objective verification is defined in the thesis as verifiable fact relating to the background, qualification, experience, and events of the individual engaging in faking, the key issue being that the information can be verified as being either true or false. Example, a job seeker may claim to be a graduate of a particular university, have a certain GPA, or have been involved in a particular corporate project. This information can be verified by checking the relevant records or individuals involved, provided that records have been kept.

Subjective verification is defined in the thesis as referable information relating to the personal characteristics of the job seeker engaging in faking, the key issue being that subjective information depends on the extent to which the job seeker has been successful in conveying a certain impression to the referees. As such subjectively verifiable information is not fact, but depends on the impression that each referee has of the job seeker.
Example, The job seeker may claim to be an outgoing person and a team player, this information is essentially not verifiable fact, although personality tests can come close, therefore to verify this the recruiter must rely on information from references or former employers, and in particular the impression that references or former employers have of the job seeker.

Severity of faking: being caught faking does not necessarily result in elimination from consideration for recruitment, in fact faking may often be expected and by some viewed as a positive sign that the job seeker cared enough about the job, to engage in faking. (Dewberry 2010)

The severity of faking as determined by the resulting consequences of being caught, thus depends to a great extent on the individual recruiter. However a proposition can be made that general trends do exist in recruiter's evaluation of severity, one can suppose that being caught faking academic credentials and diplomas would be of high severity, as the recruiter would be unable to trust the qualifications of the job seeker, whereas being caught faking laughing at the recruiters jokes might be of rather low severity, as the revealed information is

unlikely to discredit the general impression the recruiter has formed concerning the job seeker. As such distinguishing between the severities of faking is an important aspect of conducting research on faking, as a lack of such distinction can lead to false conclusions concerning the practical implications and results of discovered faking behavior. In this research an educated guess is therefore made concerning the possible severity of being caught faking each response to the survey, on a scale of **low, moderate** and **high**.

5.2. Presentation of faking behavior categories

For the purpose of using the categories developed by Levashina & Campion (2006) to analyze the data, it is important to present how these categories the meaning of each category. There are 5 Major categories, and 11 minor categories, each will be outlined below.

The faking behavior categories were created by Levashina & Campion (2006) based on three sources: 1) A review of literature on IM influencing faking behavior in organization 2) Content analysis of popular press books that provide strategies or recommendations to people on how to succeed in employment interview 3) Conducting semi structured interviews with 35 job candidates to discover possible faking behavior (Levashina & Campion 2006)

Based on these three sources, the researchers first identified 125 faking behaviors, which were then cut down to 64 in two thorough reviews by doctoral students that eliminated 61 faking behavior Items. These faking behaviors were arranged into the categories based on an Exploratory Factor Analysis.

Slight Image Creation: refers to a job seekers attempt to create an image of a good candidate for the job. So when job seekers do slight image creation, they mainly exaggerate, but the statements are still close to the truth. There are 3 minor categories that belong to this major category.

- Embellishing refers to overstating or embellishing answers beyond a reasonable description of the truth.
- Tailoring refers to modifying or adapting answers to fit the job.
- Fit Enhancing: refers to creating the impression of a fit with the job or organization in terms of beliefs, values, or attitudes.

It is also important to mention that some of the faking behaviors in this category such as "exaggerating future goals" to some extent are not considered as faking by career trainer or job candidates. To many it is just a part of necessary impression management to present yourself. Thus this category can be interpreted as low severity.

Extensive Image Creation means that job seekers invent an image of a good candidate for the job. So when they engage in extensive image creation they will develop new stories such as lies. Three minor categories are as follows:

- Constructing refers to building stories by combining and arranging work experiences to provide better answers.
- Inventing refers to "cooking up" better answers
- Borrowing refers to answering based on the experiences or accomplishments of others

Image Protection means that the job seeker defends an image of a good candidate for the job. So when they engage in image protection, they intentionally avoid mentioning possibly work-related negative information. Also three minor categories:

- Omitting refers to not mentioning some things in order to improve answers.
- Masking refers to disguising or concealing aspects of background to create better answers.
- Distancing refers to improving answers by separating from negative events or experiences.

Ingratiation means that job seekers try to gain favor with the interviewer to improve the appearance of a good candidate for the job. So the main purpose of doing ingratiation is to make the recruiters to like them in order to get the job. 2 subcategories:

- Opinion Conforming refers to expressing beliefs, values, or attitudes held by the interviewer or organization
- Interviewer or Organization Enhancing refers to insincerely praise or compliment the interviewer or organization

Memorization means that the job seeker remembers "by heart" answers to frequently asked questions, to give the impression of being knowledgeable about subjects.

Chapter 4 - Analysis & Discussion

6. Analysis of the 8 Hypotheses

Chapter 4 outlines the analysis of each of the 8 hypotheses, followed by a part conclusion. Interesting or relevant findings are discussed, and possible causal explanations outlined.

6.1. Hypothesis 1

H1: Chinese jobseekers do engage in various faking behaviors during the job interview.

To test H1, the answers of all respondents to the Chinese survey will be analyzed using IM and faking theory. The results of analyzing all responses will be outlined in **Table 8** to show the percentage of respondents using each category of faking behaviors as well as the average amount of questions within the category the respondents indicated faking behavior in. The total amount of questions each category has is indicated in parentheses next to the category name.

Appendix 4: Averages rates of faking, responses, and US survey data contains a range of numbers that may be interesting for the reader, to gain greater insight into the faking behavior of Chinese respondents, but which did not fit the scope of the data analysis. In particular the average rates of faking, rather than the percentages of faking might be interesting to review as they sometimes give a better indication of actual faking behavior.

Following this, Figure 4 presents percentages of respondents using faking behavior in each individual question is shown in a chart, this gives a general impression of tendencies rather than exact information on percentages.

Both the table and the figure use two categories of faking, the first being General faking, and the second being Extensive faking. General faking is defined as any response indicating faking behavior, means that when a respondent chooses either 2, 3, 4, or 5, s/he is faking. Extensive faking on the other hand indicates a

high degree of faking behavior, thus Extensive faking is defined as a response of either 4 or 5.

Finally the percentages of the Chinese survey will be compared to the percentages of three IFB scale studies from the US conducted by Levashina & Campion (2007), in order to determine the differences between Chinese faking behavior and American faking behavior.

Table 8: Faking by all respondents in categories

FAKING BY ALL RESPONDENTS	General faking		Extensive faking	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	93%	5.52	34%	0.74
1.1 Embellishing (3)	85%	1.97	16%	0.18
1.2 Tailoring (4)	79%	2.10	16%	0.24
1.3 Fit enhancing (2)	81%	1.45	20%	0.31
2. Extensive Image Creation (7)	74%	2.93	18%	0.41
2.1 Constructing (3)	66%	1.30	14%	0.22
2.2 Inventing (2)	39%	0.66	5%	0.07
2.3 Borrowing (2)	66%	0.97	11%	0.13
3. Image Protection (11)	93%	7.16	46%	1.56
3.1 Omitting (3)	87%	2.11	26%	0.42
3.2 Masking (5)	88%	3.24	39%	0.74
3.3 Distancing (3)	78%	1.81	20%	0.39
4. Ingratiation (8)	92%	5.42	38%	1.05
4.1 Opinion conforming (4)	88%	2.84	27%	0.51
4.2 Interviewer enhancing (4)	89%	2.58	29%	0.55
5. Memorization (2)	74%	1.09	22%	0.32
Total (37)	98%	22.11	61%	4.11

Some of the more interesting results outlined in Table 8 are that in total 98% and thus nearly all respondents to the survey have used some form of faking behavior. This is actually in accordance with Goffman's perspective that IM is method individual uses everyday to cope with daily social interaction. (Goffman 1959:) Participating in a job interview is not a daily activity for most job seekers, however if people engage in IM on a daily basis, should there really be any surprise in seeing a result of 98% respondents having faked during their job interviews? Additionally on average respondents indicated using around 22 out of 37 outlined faking behaviors. This means that not only 98% of all respondents fake; but they also on average engage in over half the outlined faking behaviors.

However the Extensive faking results provide a new angle on the same story, thus although 98% of respondents fake, only 68% of respondents had extensive faking in at least one category, and on average respondents only had extensive faking in about 4 out of 37 questions. This indicates that although nearly all respondents faked, the large majority of their faking behaviors were only slight or moderate levels of faking rather than extensive faking. By comparing general results on Slight and Extensive Faking Creation, it seems that Chinese job seekers faking behavior is rather conservative, and that not all job seekers use IM to the same extent, or are equally skilled at IM (Ellis et al., 2002; Turnley & Bolino, 2001; Levashina & Campion 2006)

Another interesting result is the difference between the percentages of faking in the major categories. With Extensive Image Creation (74% (2.93/7)), and Memorization (74% (1.09/2)) being used by a considerably lower percentage of respondents' than Slight Image Creation (93% (5.52/9)), Image Protection (93% (7.16/11)), and Ingratiation (92% (5.42/8)).

The Memorization percentage and amount may be misleading as only about half of respondents were given the second memorization question (MEM37), as that question was only presented in the paper survey. Thus an average amount of 1.09 may indicate that nearly all respondents used Memorization faking behaviors. The memorization faking behavior was especially designed for Chinese job seekers, based on Chinese literature; the finding thus shows that the assumption that Chinese Job seekers use Memorization is confirmed.

The relatively lower percentages and average amount in Extensive Image Creation indicates that respondents make less use of self-oriented IM. In particular fewer respondents use self-promotion tactics of inventing or constructing stories to fake. Moreover the percentages and amounts of Extensive faking in Extensive Image Creation (18% (0.41/7)), indicate that only very few respondents have performed a great deal of fraudulent self-promotion IM.

Lower percentages and amounts of faking behavior, may therefore be related to the severity of faking. The results show a relationship of faking behaviors of high severity, having lower percentages and amounts of both General and Extensive

faking, whereas faking behavior of low severity is related to higher percentages and amounts of both General and Extensive faking. Yet still 74% use faking behavior of high severity in Extensive Image Creation.

Another interesting finding is that Image Protection has the highest percentage and average amount of faking behavior in both General (93% (7.16/11)) and Extensive Faking (46% (1.56/11)). The results therefore show that respondents use Defensive IM tactics with the highest frequency in both general and extensive faking, moreover as the Image Protection category relates to Ideal-self faking, the results show that most frequency used form of faking is Ideal-self faking. This is further substantiated by Ingratiation in General (92% (5.42/8) and Extensive faking (38% (1.05/8), as Ingratiation is an Other-oriented IM tactic also generally associated with social desirability (also known as Ideal-self faking).

In Slight Image Creation the percentages and average amounts are about the same as Image Protection and Ingratiation, indicating that respondents also make high use of Self-presentation IM, in faking behaviors of low or moderate severity. Typically with the purpose of demonstrating job-desirability, and thus in the form of role-faking.

6.1.1. Discussion

Why do nearly all respondents use defensive IM?

A possible explanation for the use of defensive IM is that, due to the intense level of competition in China, the group of job seekers that actually make it to the interview stage of major companies, are selected from a very large pool of applicants, and should nearly all possess the necessary qualifications for the job. [55] Thus the job seeker should be acutely aware of the level of competition, and thus the ease at which the may be substituted with another qualified applicant. Moreover due to the level of competition among applicants for the job, the

[55] This would be because in many major firms before a candidate can enter the actual interview stage, a candidate would have to pass through selection rounds, such as CV screening, phone interview, group assessment, various forms of written exams, case analysis sessions, and etc. For instance with Novo Nordisk China, among about 4000 applicants, only 20 of them actually manage to go to the final interview. (Candygreen 2008)

recruiters are in a strong position to demand perfection from the job seeker, in all aspects of the job seekers personal and professional life. As such the Chinese job seeker may actually be more concerned about the risks associated with honesty, rather than the risks associated with faking, as recruiters expect Chinese job seekers to present an idealized self. Thus it could be said that not only is the willingness to fake with defensive IM in Image Protection high, the willingness to be honest would probably be low, as honesty is not encouraged or rewarded.

Why is self-promotion IM in Constructing, Inventing, and Borrowing the least commonly used faking behavior?

A possible explanation is that claiming to have certain credentials or qualifications in China may be so common that it is an almost futile effort, as almost all candidates possess a long list of extra qualifications gained from various educational institutions, many of which may be diploma mills.[56] As such it is possible that the job seekers will generally not put much effort into constructing, inventing, or borrowing personal credentials, qualifications, or experiences, as these claims are unlikely to be believed anyway. The Oral, Social, and Cognitive ability of the job seeker may therefore be a key determinant of the job seekers capability of using Self-promotion IM faking, as without trust in the credibility of diplomas and certificates, the job seeker must rely on personal persuasiveness to convince the recruiter.

Another possible explanation is that Constructing and Inventing in particular sometimes requires the capability to improvise answers to prevent recruiters from detecting the faking. However Chinese job seekers may be more oriented towards memorizing answers to questions, and thus not as good at improvisation in the job interview. This is further supported by Memorization percentages of 74% in general, and 22% Extensively, indicates that Chines job seekers may have a preference for faking behaviors that can be prepared and

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[56] *"A government survey found that in 2000 more than 500,000 people had falsified their diplomas to be from prestigious universities…not only false diploma are used but the candidates also provide the companies with false information about earlier work experience and job titles." (Danish Trade Council China 2005)*

memorized in advance of the job interview, as such inventing or constructing may simply have too much uncertainty attached for Chinese job seeker to feel confident in their capability to perform these faking behaviors. Moreover the verifiability of information may increase the likelihood of getting caught, reducing willingness to fake.

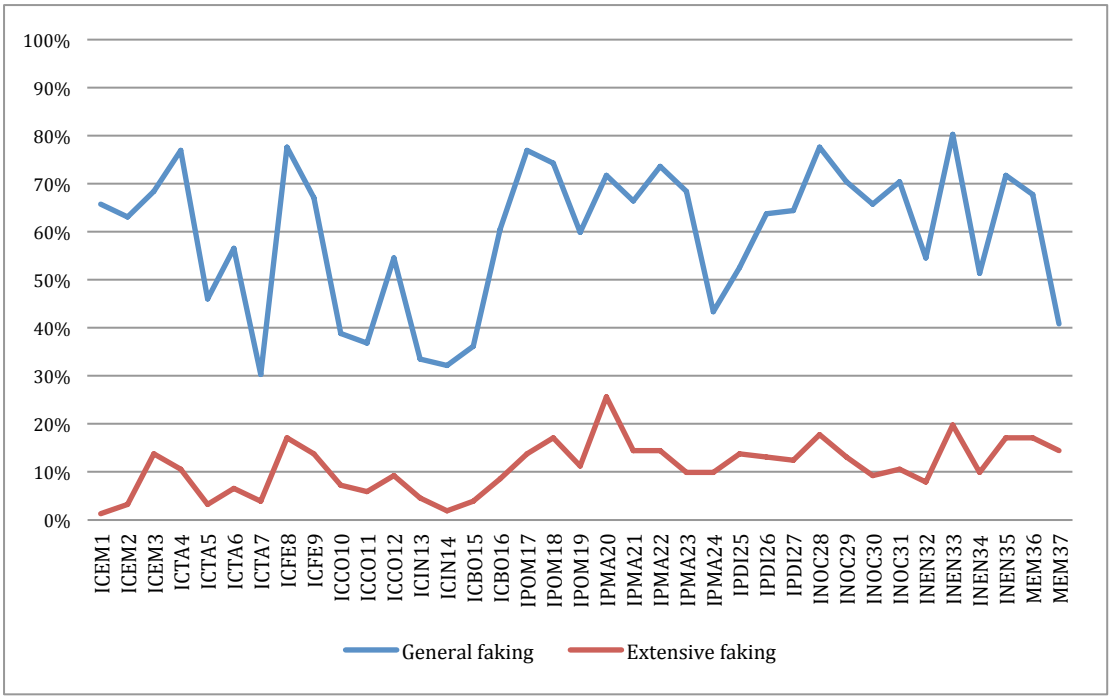
Why is Other Oriented IM so common?

The high degree of Other Oriented IM may be explained by the Chinese custom of giving "face" and respect to superiors and betters, as well as a Confucian culture, and the intense focus in China on establishing and maintaining "Guanxi" or personal connections. Thus Chinese job seekers may be quite aware that their prospects in the recruitment process depend largely upon the extent to which they succeed in ingratiating themselves with the recruiter.

6.1.2. Individual questions

Moving on to the General and Extensive faking percentages in each faking behavior question outlined in Figure 4 the results show a trend quite similar to the percentages for categories outlined in Table 8. There are however some noteworthy exceptions and fluctuations.

Figure 4: Faking in all questions by all respondents'



The most striking fluctuations and exceptions are the percentages in Q7 (30%) in the Tailoring category (79%), Q12 (55%) in the Constructing category (45%), Q16 (61%) in the Borrowing category, and Q24(43%) in the Masking category.

Interestingly Q7, Q12, and Q24 were all created by me based on the review of Chinese literature on job interview IM strategies, therefore the low percentages in Q7 and Q24 are extra surprising, as these are recommended strategies for Chinese job seekers, developed in a Chinese context by Chinese HR experts and academics.

6.1.3. Prediction

Based on a statistical analysis of standard deviations and confidence interval it is possible to predict the range in which similar respondents to a similar survey would use faking behavior. This analysis uses confidence level of 95%, which means that there is a 5% probability that these findings occurred by chance.

Table 9: Prediction of general faking by respondents to a similar survey

GENERAL FAKING PREDICTION					
	Base Percentage	Standard Deviation	Confidence Interval	Min. Percentage	Max. Percentage
1. Slight Image Creation	93%	0.26	4%	89%	97%
1.1 Embellishing	85%	0.36	6%	79%	91%
1.2 Tailoring	79%	0.41	7%	72%	85%
1.3 Fit enhancing	81%	0.39	6%	75%	87%
2. Extensive Image Creation	74%	0.44	7%	67%	81%
2.1 Constructing	66%	0.48	8%	58%	73%
2.2 Inventing	39%	0.49	8%	32%	47%
2.3 Borrowing	66%	0.48	8%	58%	73%
3. Image Protection	93%	0.26	4%	89%	97%
3.1 Omitting	87%	0.34	5%	81%	92%
3.2 Masking	88%	0.33	5%	82%	93%
3.3 Distancing	78%	0.41	7%	72%	85%
4. Ingratiation	92%	0.27	4%	88%	96%
4.1 Opinion conforming	88%	0.32	5%	83%	93%
4.2 Interviewer enhancing	89%	0.32	5%	84%	94%
5. Memorization	74%	0.44	7%	67%	81%
Total	98%	0.14	2%	96%	100%
Confidence level	(P< 0.05)				

Table 9 shows the predicted minimum and maximum percentages of faking behavior in each category. Thus it can be predicted with a great deal of certainty that 96-100% of respondents would have at least 1 faking behavior in a similar survey, whereas the percentages for Extensive Image Creation in particular are quite uncertain with confidence intervals of about 7-8%. Based on the analysis Chinese job seekers can be predicted to nearly always make use of Defensive, Self-presentation, and Other-oriented IM of low to moderate severity, with a strong emphasis on social desirability through Ideal-self faking. Whereas about half of the respondents can be predicted to use any form of self-promotion oriented IM of high severity focused on establishing job-desirability through role-faking.

Table 10: Prediction of extensive faking by respondents' to a similar survey

EXTENSIVE FAKING PREDICTION	Base Percentage	Standard Deviation	Confidence Interval	Min. Percentage	Max. Percentage
1. Slight Image Creation	34%	0.48	8%	27%	42%
1.1 Embellishing	16%	0.37	6%	10%	22%
1.2 Tailoring	16%	0.37	6%	10%	22%
1.3 Fit enhancing	20%	0.40	6%	14%	27%
2. Extensive Image Creation	18%	0.38	6%	12%	24%
2.1 Constructing	14%	0.35	6%	8%	19%
2.2 Inventing	5%	0.22	4%	2%	9%
2.3 Borrowing	11%	0.31	5%	6%	15%
3. Image Protection	46%	0.50	8%	38%	54%
3.1 Omitting	26%	0.44	7%	19%	33%
3.2 Masking	39%	0.49	8%	31%	47%
3.3 Distancing	20%	0.40	6%	13%	26%
4. Ingratiation	38%	0.49	8%	30%	45%
4.1 Opinion conforming	27%	0.45	7%	20%	34%
4.2 Interviewer enhancing	29%	0.46	7%	22%	36%
5. Memorization	22%	0.41	7%	15%	28%
Total	61%	0.49	8%	53%	69%
Confidence level	(P< 0.05)				

Table 10 shows that only in Image Protection can over half of the respondents be predicted to use Extensive faking in Image Protection (54%), however even in Image protection the percentage may be as low as 38%. Furthermore an interesting result is that less than 10% of respondents can be predicted to

Extensively use Inventing related faking behaviors, indicating that job seekers entirely inventing work-experience, stories, or similar in the job interview as a self-promotion tactic are an almost non-existent minority.

In summary the prediction analysis shows that although it can be predicted that almost all respondents would have used faking behaviors, it can also be predicted that far less than half in most categories would have used any of these faking behaviors extensively. This indicates that although one should expect Chinese job seekers to use faking behaviors in the employment interview, the faking, lies, flattery, undisclosed information, or similar, is likely to be on a small scale, rather than full-blown faking completely removed from reality.[57]

When it comes down to it, Chinese job-seekers may not be very different from any other job-seekers, trying to give a good impression to get the job. To shed light on if this could be the case, the findings of the Chinese survey will now be compared to 3 other studies using the IFB scale conducted by Levashina & Campion.

6.1.4. Comparison with US studies

As the Chinese survey uses a modified version of the IFB scale, containing only 30 questions taken or modified from the original 64 questions on the IFB scale, as well as 6 questions from Chinese conditions, the findings are not directly comparable. As the percentage for categories are calculated based on whether or not the respondent had a single faking behavior within that category, the US studies using the original IFB scale will logically have higher percentages. Moreover the original IFB scale did not contain a memorization category, making comparison for this category impossible. Nevertheless it is still interesting to compare if differences exist in the categories, as comparison can give a good indication of the relative position of Chinese job seekers. Comparison of the studies outlined in Table 11 does reveal some interesting results.

[57] This finding is further supported by informal research interviews I conducted while in Shenzhen China, in these interviews most respondents told me that they would only for instance fake knowing something, if they knew at least about 60% of the subject. Otherwise it's not safe to do so.

Table 11: Comparison of Chinese survey results with US studies

COMPARISON OF STUDIES	This thesis	Levashina & Campion (2006)		
	China (n=152)	Study 3 (n=589)	Study 5 (n=85)	Study 6 (n=151)
1. Slight Image Creation	92%	99%	95%	85%
1.1 Embellishing	84%	96%	86%	72%
1.2 Tailoring	79%	97%	92%	73%
1.3 Fit enhancing	80%	95%	91%	
2. Extensive Image Creation	74%	92%	80%	65%
2.1 Constructing	66%	71%	64%	52%
2.2 Inventing	39%	88%	75%	58%
2.3 Borrowing	66%	43%	34%	28%
3. Image Protection	92%	96%	86%	87%
3.1 Omitting	86%	85%	74%	79%
3.2 Masking	87%	84%	82%	60%
3.3 Distancing	78%	75%	59%	60%
4. Ingratiation	91%	99%	95%	77%
4.1 Opinion conforming	88%	96%	95%	77%
4.2 Interviewer enhancing	88%	97%	92%	
5. Memorization	74%			
Total	98%	99%	99%	93%

One interesting finding is that generally the percentages found in the Chinese survey match the findings of the US surveys quite well, which is surprising given the lower quantity of questions in the Chinese survey. In particular the Image Protection category shows that Chinese respondents generally use as high, or higher a percentage of defensive IM as US respondents. The most interesting finding however is within the Extensive Image Creation category, where the Inventing percentage of Chinese respondents (39%) is much lower than the percentages of US respondents (88%/75%/58%). While on the other hand the Borrowing percentages of Chinese respondents (66%), are much higher than those of US respondents (43%/34%/28%). This finding is surprising as both Inventing and Borrowing are self-promotion IM tactics, both are considered of high severity as Inventing involves a great deal of lying, and Borrowing involves claiming accomplishments that are truly another persons. Moreover both are most likely forms of intentional job desirability faking, through role-faking. The considerable difference in the faking percentages is therefore surprising, in particular it may be interesting for further research to investigate why Inventing

would seem to be acceptable faking behavior in whereas in China it appears to be unacceptable, and vice versa.

6.1.5. Discussion

Why is Inventing less common among Chinese respondents than US respondents?

The considerable difference between the self-reported faking behavior of Chinese and US respondents in Inventing indicates that there may be a more fundamental societal or cultural factor at play which reduces the frequency at which Chinese respondents Invent stories or work experiences in the job interview. One possible explanation is a difference in the types skills and capabilities that are developed by Chinese and US nationals as a result of differences in the educational systems. With a strong emphasis on memorization, multiple choice examination, and objective fact, the Chinese educational system may nurture strong cognitive abilities, but neglect the development of oral and social skills through debate, presentations, creative writing, group work, and questioning.[58] Thus the Chinese educational system may contribute to Chinese job seekers lacking the capabilities necessary for performing Inventing related faking behavior, in particular the Chinese job seeker may have poorer social perceptiveness, and persuasiveness than a US counterpart.

Why is Borrowing[59] faking behavior much more common among Chinese respondents than US respondents?

Faking behavior in borrowing is seen as affected by personal integrity, personality, and likelihood of getting caught in willingness, and the social persuasiveness of the faker in capabilities. However as I see it the issue in

[58] These neglected elements are however assumed to be given greater emphasis in the US educational system, especially for higher education. Especially the need to argue your personal point of view is assumed to be an important component in developing the ability to improvise, required for successfully pulling off Inventing faking behavior. The neglect of these aspects in Chinese education may largely be explained by a Confucian tradition in education. (Cheung, Lenis Lai-Wan (2008, Liu 2004, Cavanagh, Sean 2007)

[59] In the case of borrowing the language used may have been a factor. The word borrow implies a mutual exchange where the borrower can except the item returned and perhaps compensation, whereas if the word "stole" had been used this would have implied that the person who's work experience it is, is affected by the theft. Responses in Borrowing are therefore assumed to be cases of the respondent agreeing with other people that it is okay to borrow their work experiences (stories, accomplishments, etc.).

borrowing is not so much explaining why the faker uses this form of faking behavior, but rather why a Chinese national would be more likely to agree to share personal stories and experiences for use in faking behavior. One possible explanation comes from the Chinese cultural phenomenon of Guanxi (Personal connections) (Gold et al 2002), as well as collectivism in China. It can be argued that due to the focus on building a network, and a more collectivist culture in China, many Chinese will be less reserved about sharing their work experience with close friends and associates, as there exists an implicit understanding that this favor will either be returned when needed, or repaid by gifts or other favors. (Yang 1994)

The US on the other hand would appear to have a more individualistic culture, in which individuals are supposed to "make it on their own". (Becker and Marecek 2008) Borrowing may therefore not be as socially acceptable in the US, resulting in lower willingness by US respondents to Borrow compared to Chinese respondents.

6.1.6. Conclusion

Thus the conclusion from analyzing the data is that H1 is supported, Chinese job seekers do use various forms of faking behaviors, however there is very little evidence to support that Chinese job seekers fake to a very great extent, or fake more than their American counterparts, with perhaps the only exceptions being the extent to which Chinese job seekers perform defensive IM to protect the impression the recruiter has of them, and the extent to which Chinese job seekers borrow experiences and stories that happened to someone else.

6.2. Hypothesis 2

H2: Other things being equal, the magnitude of faking behaviors would be directly proportional to the level of education respondents have.

To determine if educational level has an impact on the magnitude of faking by respondents, the faking behavior percentages and average amounts for the two groups defined in the method chapter will be outlined. Thus the faking percentages and average amounts of respondents with a Master or PhD education will be compared to those of respondents with College, Bachelor, or

Other education. In 3 out of 4 cases "Other education" is High School education, however 1 respondent in the "Other" category has a post-doctorate.

Table 12: Faking behavior by respondents grouped by Educational level

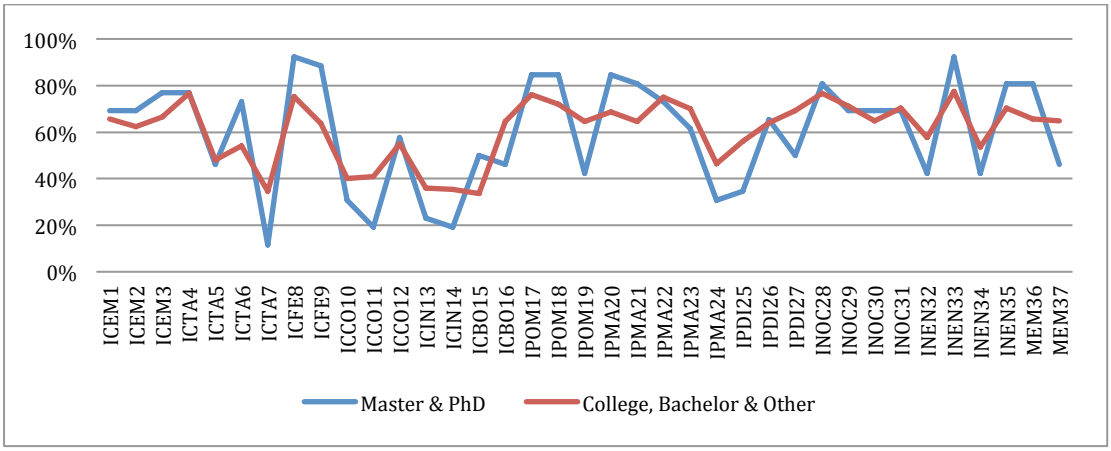
EDUCATIONAL LEVEL	Master & PhD		College, Bachelor & Other	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	96%	6.04	94%	5.44
1.1 Embellishing (3)	88%	2.15	84%	1.94
1.2 Tailoring (4)	92%	2.08	86%	2.10
1.3 Fit enhancing (2)	92%	1.81	79%	1.38
2. Extensive Image Creation (7)	81%	2.46	80%	3.04
2.1 Constructing (3)	65%	1.08	66%	1.35
2.2 Inventing (2)	27%	0.42	42%	0.72
2.3 Borrowing (2)	62%	0.96	67%	0.98
3. Image Protection (11)	92%	6.92	94%	7.23
3.1 Omitting (3)	88%	2.12	86%	2.12
3.2 Masking (5)	88%	3.31	90%	3.22
3.3 Distancing (3)	73%	1.50	79%	1.88
4. Ingratiation (8)	96%	5.46	91%	5.42
4.1 Opinion conforming (4)	88%	2.88	88%	2.82
4.2 Interviewer enhancing (4)	92%	2.58	88%	2.59
5. Memorization (2)	85%	1.27	72%	1.06
Total (37)	96%	22.15	98%	22.19

Table 12 shows that the two groupings are relatively similar in nearly all categories and have nearly the same total faking behavior percentages (96%/98%), the only considerable differences are found in the Fit Enhancing (92%/79%), Inventing category (27%/42%), indicating that respondents with a lower level of education use more self-promotion and role faking in the job interview, whereas respondents with higher level of education use more self-presentation role faking. Both types of faking would appear to have the same purpose, however Fit Enhancing may be seen as a more indirect, subtle, and sophisticated form of faking that requires knowledge of the organization, job, or recruiter, whereas Inventing may be seen as a more direct, obvious, and risky approach, that is more severe and vulnerable to verification.

Looking at percentages shown in Figure 5 for each individual question reveals that although the two groupings have almost equal faking behavior in nearly all

categories, there are considerable differences between the two groupings faking behaviors.

Figure 5: Faking behavior in all questions grouped by Educational level



While the faking behavior percentages of respondents with college, bachelor, or other remain rather stable in a general range of about 40% to 80% depending on the question. The percentages for the master and PhD fall within a much wider range percentages as low as 12% in Q7, and as high as 92% in Q8. Interestingly the two groups follow a similar trend, as low percentages by respondents with College, Bachelor or Other education is matched by even lower percentages by respondents with Master and PhD education, and vice versa for high percentages.

This trend indicates that respondents with a master or PhD may use a more calculated and planned approach to faking, whereas the faking behavior of respondents with College, Bachelor or Other is more randomly distributed. Thus the results may indicate that a higher level of education results in a greater use of intentional IM and faking strategies, whereas a lower level of education results in less consistent IM and faking behavior patterns.

The evidence of the survey thus suggest that level of education is not directly proportional to the magnitude of faking, on the contrary a lower level of education has been found to increase the magnitude of Question 7, 11, and 24 related faking, yet on average the magnitude of faking between respondents with education above bachelor, and those with bachelor or college education is about equal. However respondents with higher levels of education seem to be more conscious about faking strategies.

6.2.1. Discussion

Why does higher education result in higher fluctuations in faking percentages?

One possible explanation concerning capability to fake is that a higher level of education and presumably higher cognitive ability, gives respondents with higher level education superior insight into which faking behaviors are most likely to result in success, resulting in higher percentages in faking behaviors likely to succeed, and lower percentages in faking behaviors unlikely to succeed. A study by White, Moffitt & Silva (1989) found that:

"people with high mental ability are… more likely to consider all possible consequences of their actions and choose those beneficial to them… for example they might reason that because faking is so easy, there must be mechanism to detect faking.. so they should not fake as much as they could. On the other hand, people with low mental abilities are less likely to anticipate and evaluate all possible consequences of their actions and thus they fake." (White, Moffit & Silva 1989; Levashina, Morgenson & Campion 2009)

It is assumed that mental ability or cognitive ability is correlated to the respondent's level of education. Thus the faking capability of highly educated respondents is affected by cognitive, ability, and knowledge of constructs being measured, while the willingness to fake is affected by superior insight into the probability of getting caught. Whereas the faking behavior of respondents with lower levels of education is primarily determined by the respondent's willingness to fake influenced primarily by personal integrity, and to a lesser extent by an evaluation of the likelihood of getting caught.

6.3. Hypothesis 3

H3: Other things being equal, the magnitude of faking behaviors would be directly proportional to the years of work experience respondents have.

To determine if an increase in work experience results in an increase in the magnitude of faking, respondents have been divided into a group of respondents with more than 2 years work experience (51% (n=78)), and a group of

respondents with 2 or less years work experience (49% (n=74)), as discussed in the method chapter.

Table 13: Faking behavior in categories grouped by Work experience

WORK EXPERIENCE	More than 2 years work		2 or less years work	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	93%	4.90	96%	6.14
1.1 Embellishing (3)	81%	1.74	88%	2.21
1.2 Tailoring (4)	81%	1.81	92%	2.38
1.3 Fit enhancing (2)	75%	1.36	87%	1.55
2. Extensive Image Creation (7)	73%	2.27	87%	3.56
2.1 Constructing (3)	60%	1.03	71%	1.56
2.2 Inventing (2)	25%	0.41	54%	0.91
2.3 Borrowing (2)	60%	0.84	72%	1.10
3. Image Protection (11)	95%	6.60	94%	7.72
3.1 Omitting (3)	86%	2.08	87%	2.15
3.2 Masking (5)	90%	2.95	90%	3.51
3.3 Distancing (3)	75%	1.58	81%	2.04
4. Ingratiation (8)	92%	5.04	92%	5.79
4.1 Opinion conforming (4)	88%	2.68	88%	2.97
4.2 Interviewer enhancing (4)	86%	2.36	91%	2.81
5. Memorization (2)	70%	1.01	78%	1.18
Total (37)	99%	19.84	97%	24.38

The results outlined in Table 1 indicate that respondents' with more than 2 years of work experience generally engage in less faking behavior than respondents with 2 or less years of work experience. In particular the differences in average amount of questions faked is considerable, as respondents with 2 or less years of work experience fake a higher average amount in every category, culminating in a difference in total average questions of 24.38 to 19.84 nearly 4.5 more questions. This shows that not only do respondents with 2 or less years of work experience use faking behavior in higher percentages, they also tend to use about 2/3 of the outlined faking behaviors, indicating that respondents with limited work experience could be expected to use any possible form of faking behavior. Self-promotion IM is again used by the lowest percentages, but to a considerable higher extent by respondents with 2 or less years work experience as the biggest difference is found in the Inventing category where only 25% of respondents

with more than 2 years of work experience use Inventing, as opposed to 54% of respondents with 2 or less years of work experience.

Figure 6: Faking behavior in all questions grouped by Work experience

Looking at the percentages for each question shown in Figure 6 a clear pattern emerges as respondents with 2 or more years of work experience consistently have somewhat lower percentages of Faking Behavior, with big differences of around 20% in questions relating to Tailoring (Q4), Constructing (Q10, Q11), and Inventing (Q13, Q14).

Based on the outlined evidence there is a strong general trend of respondents with 2 or less years of work experience faking more than respondents with more than 2 years of work experience. H3 is therefore rejected and it would seem that the opposite of the assumption made in H3 is actually true, that the magnitude of faking behaviors is inversely proportional to the years of work experience that respondents have.

6.3.1. Discussion

Why does less work experience generally result in more faking?

A possible explanation for this finding may be that job seekers with less work experience, generally tend to be newer to the job market, and are therefore likely to be among the group of job seekers facing up to 40% unemployment for fresh graduates. (Zhou & Jing 2009; Wu 2009) Possibly these respondents have even experienced conditions similar to those faced by the so-called “ant tribes”, with

dismal living conditions, prospects for a job, and intense competition. (Lian 2009) To escape from this situation, or perhaps to avoid ending up in this situation, fresh job seekers would have a higher need to secure a job relatively quickly, for instance in the case of fresh graduates, they would need to secure a job before the next batch of students graduate in the summer/winter, adding further competition. This needs dimension is overlooked in the faking model; however it is possible to assume need creates willingness to fake. Thus higher willingness by fresh job seekers due to a critical need to secure a job outweighs higher capability to fake by experienced job seekers with better ability to perform role faking.

Alternatively the results may be an inherent sampling error that occurs when a random sample of respondents are asked to reflect upon their faking in job interviews, rather than using a selected group of individuals responding immediately following their job interviews as Levashina (2006) did in her studies in the US. The problem is that if a lot of time has elapsed for a respondent between their most recent job interview, and answering the Chinese survey. The respondent may be more prone to self-deception, believing in an idealized version of used faking behavior. This would be more likely to occur with respondents with work experience of more than 2 years, as some respondents' may have kept the same job for years. Thus the considerable difference between the two groups in Extensive Image Creation related questions may be due to sampling error, as it is assumed that respondents would be more likely deceive themselves when self-reporting faking behavior of high severity, and which is also more likely to be considered as unethical.

6.4. Hypothesis 4

H4: Other things being equal, the magnitude of faking behaviors would be directly proportional to the number of interviews respondents have experienced.

Testing H4 again requires 2 groups as outlined in methodology. The first group is comprised of respondents with 5 or less interview experiences and thus consists of 80% (121) of the respondents. The second group is comprised of respondents

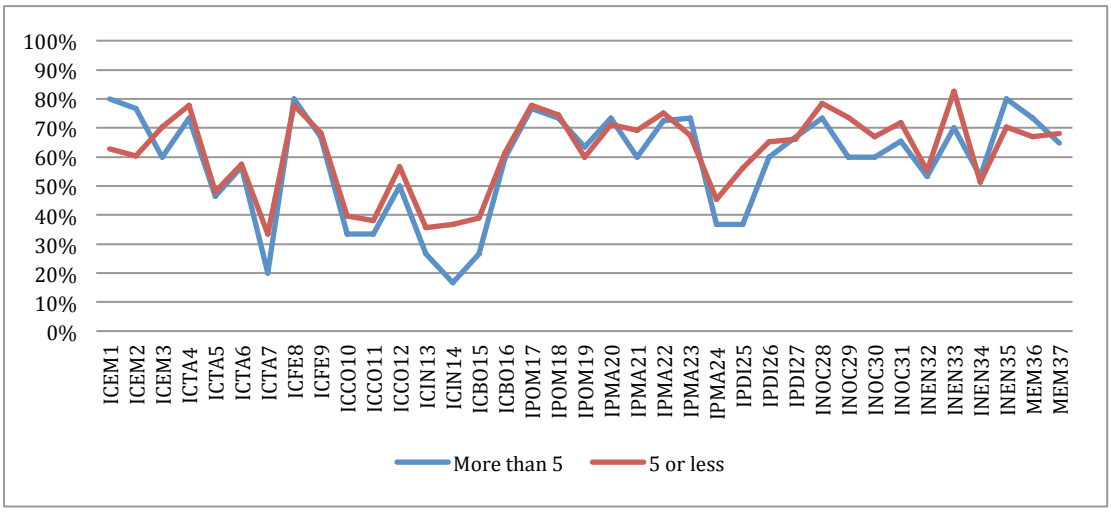
with more than 5 interview experiences and thus consists of 20% (30) of respondents.

Table 14: Faking behavior in categories grouped by Interview experience

INTERVIEW EXPERIENCE	More than 5 interviews		5 or less interviews	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	97%	5.57	94%	5.54
1.1 Embellishing (3)	90%	2.17	83%	1.93
1.2 Tailoring (4)	90%	1.93	86%	2.14
1.3 Fit enhancing (2)	83%	1.47	81%	1.45
2. Extensive Image Creation (7)	83%	2.47	79%	3.06
2.1 Constructing (3)	67%	1.17	65%	1.34
2.2 Inventing (2)	30%	0.43	42%	0.73
2.3 Borrowing (2)	67%	0.87	66%	1.00
3. Image Protection (11)	93%	6.90	94%	7.25
3.1 Omitting (3)	93%	2.13	85%	2.12
3.2 Masking (5)	93%	3.13	89%	3.26
3.3 Distancing (3)	83%	1.63	77%	1.86
4. Ingratiation (8)	90%	5.13	93%	5.50
4.1 Opinion conforming (4)	87%	2.57	88%	2.90
4.2 Interviewer enhancing (4)	83%	2.57	90%	2.60
5. Memorization (2)	73%	1.10	74%	1.10
Total (37)	100%	21.17	98%	22.44

The results outlined in Table 14 show that the percentages and average amounts of faking in the categories and in total are generally the same regardless of respondent's interview experience, as there are no discernable significant difference in the faking percentages of respondents with 5 or less interviews, and respondents with more than 5 interviews.

Figure 7: Faking behavior in all questions grouped by Interview experience



The percentages for the two groups in every question outlined in Figure 7 show that some differences do exist between the faking behavior of respondent's with more than 5 interview experiences, and respondents with 5 or less interviews. The percentages generally follow the same trend, and generally do not differ considerably, however considerable differences can be found in questions relating to Embellishing (Q1, Q2), Tailoring (Q7), Inventing (Q13, Q14), Borrowing (Q15), Distancing (Q23, Q24), Opinion Conforming (Q29, Q30), and Interviewer Enhancing (Q33, Q35).

Each difference consists of respondents with 5 or less interview experiences having a higher percentage of faking, with the exception of Embellishing (Q1, Q2), and Q35 of Interviewer Enhancing in which respondents with more than 5 interview experiences have higher percentages of faking. This indicates that respondents with more than 5 interview experiences could be more cautious about performing self-promotion IM, or faking with high severity.

Based on the evidence there is no basis to support H4 as the number of interviews experienced has been found to inversely affect the magnitude of faking by respondents in the majority of questions.

6.5. Hypothesis 5

H5: Other things being equal, the magnitude of faking behaviors would be inversely proportional to the respondents having experience working in a foreign MNC.

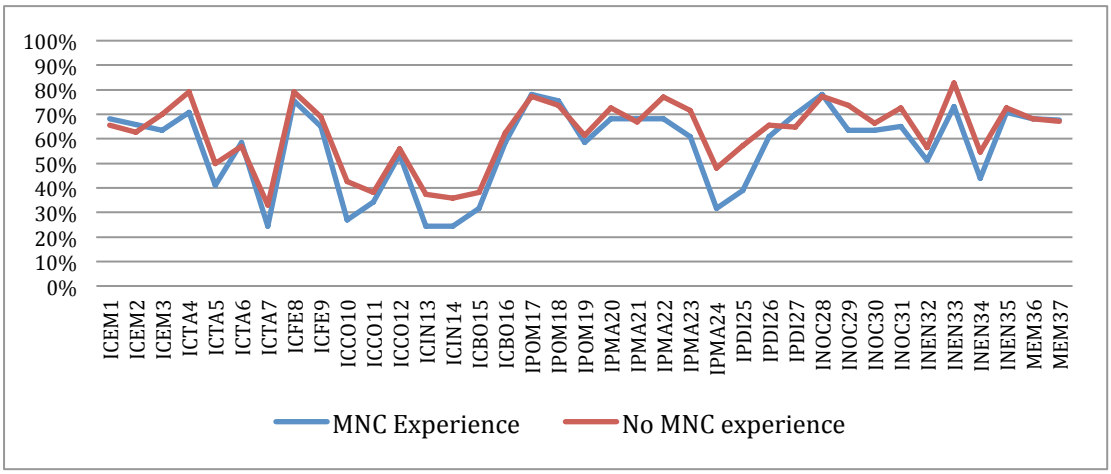
To test H5 respondents were divided based on their answer in independent variable question 4, with respondents that did have foreign MNC work experience in one group (28% (42)), and respondents that answered that they did not have MNC work experience in the other group (72% (110)).

Table 15: Faking behavior in categories grouped by MNC experience

MNC Experience	MNC Experience		No MNC experience	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	100%	5.29	93%	5.64
1.1 Embellishing (3)	93%	1.98	82%	1.98
1.2 Tailoring (4)	88%	1.93	86%	2.17
1.3 Fit enhancing (2)	76%	1.39	84%	1.48
2. Extensive Image Creation (7)	76%	2.54	82%	3.09
2.1 Constructing (3)	66%	1.15	65%	1.36
2.2 Inventing (2)	29%	0.50	44%	0.73
2.3 Borrowing (2)	63%	0.90	67%	1.00
3. Image Protection (11)	90%	6.78	95%	7.33
3.1 Omitting (3)	85%	2.12	87%	2.12
3.2 Masking (5)	88%	2.98	91%	3.33
3.3 Distancing (3)	78%	1.68	78%	1.86
4. Ingratiation (8)	90%	5.07	93%	5.56
4.1 Opinion conforming (4)	90%	2.68	87%	2.89
4.2 Interviewer enhancing (4)	88%	2.39	89%	2.66
5. Memorization (2)	73%	1.20	75%	1.06
Total (37)	100%	20.88	97%	22.67

The results outlined in Table 15 show that the percentages and average amounts are generally evenly distributed, with respondents with MNC experience having somewhat higher percentages in Slight Image Creation and Embellishing, and somewhat lower percentages in Inventing, however the general trend is for both groups to have pretty much the same faking percentages.

Figure 8: Faking behavior in all questions grouped by MNC experience



Looking at the percentages for the whole range of questions shown in Figure 8 reveals that differences do exist between the two groups. The percentages for respondents with MNC experience are generally lower or the same as respondents without experience. The biggest differences between the two groups are found in Constructing (Q10, Q11), Inventing (Q13, Q14), and Masking (Q24). Where respondents with MNC experience score between 10-20% lower than respondents without MNC experience. Indicating that respondents with MNC experience are less likely to use self-promotion of high severity.

The data therefore only supports H5 with regards to Inventing, and no general trend indicates that MNC reduces the magnitude of faking. H5 is therefore rejected.

6.6. Hypothesis 6

H6: Other things being equal, the magnitude of faking behaviors would be directly proportional to the respondents having received career counseling or career training.

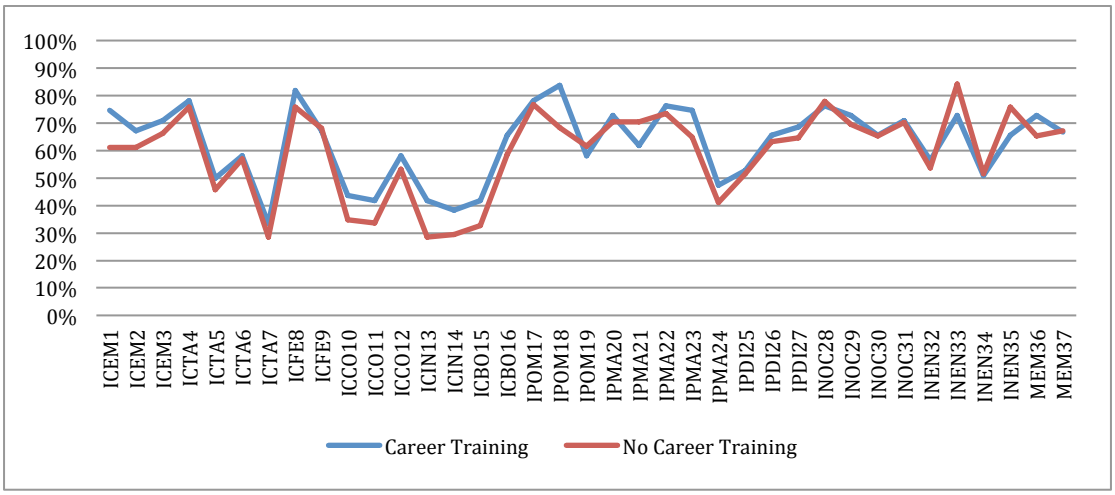
To test H6 the respondents were divided into another two groups. The first group consisting of respondents that received career training or counseling (36% (55)), and the second group consisting of respondents that have not received career training or counseling (64% (96)).

Table 16: Faking behavior in categories grouped by Career training

CAREER TRAINING	Career Training		No Career Training	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	95%	5.78	95%	5.38
1.1 Embellishing (3)	87%	2.13	83%	1.88
1.2 Tailoring (4)	84%	2.16	88%	2.06
1.3 Fit enhancing (2)	84%	1.48	80%	1.43
2. Extensive Image Creation (7)	82%	3.31	79%	2.69
2.1 Constructing (3)	67%	1.44	64%	1.21
2.2 Inventing (2)	45%	0.80	36%	0.59
2.3 Borrowing (2)	69%	1.07	64%	0.91
3. Image Protection (11)	93%	7.38	95%	7.03
3.1 Omitting (3)	89%	2.20	85%	2.06
3.2 Masking (5)	89%	3.33	91%	3.17
3.3 Distancing (3)	82%	1.85	76%	1.78
4. Ingratiation (8)	89%	5.31	94%	5.47
4.1 Opinion conforming (4)	87%	2.85	88%	2.82
4.2 Interviewer enhancing (4)	87%	2.45	89%	2.65
5. Memorization (2)	76%	1.13	73%	1.07
Total (37)	98%	22.91	98%	21.64

Table 16 indicates that the faking behavior percentages and amounts for respondents with career training are generally slightly higher or similar to those of respondents without career training, however no considerable differences exist between the two groups.

Figure 9: Faking behavior in all questions grouped by Career training



The percentages for each question shown in Figure 9 further indicates that respondents with career training tend to have slightly higher percentages in questions relating to Slight Image Creation, Extensive Image Creation, and Image

Protection. Whereas respondents without career training have higher percentages of faking behavior in questions relating to Ingratiation. Yet again no considerable differences exist.

The data therefore weakly supports H6, however this may simply be due to chance, as no significant differences exist.

6.7. Hypothesis 7

H7: Other things being equal, the magnitude of faking behaviors would be directly proportional to the amount of information channels respondents might use.

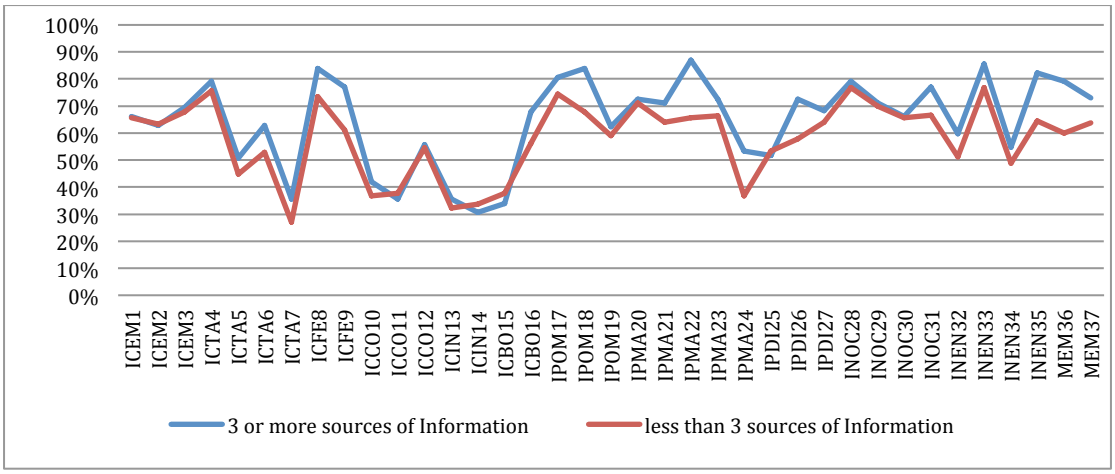
To test hypothesis 7 respondents are again divided into two groups, the first group consisting of respondents that used 3 or more sources of information (41% (62)), and the second group consisting of respondents that used 2 or less sources of information (59% (90)).

Table 17: Faking behavior in categories grouped by Use of sources of information

AMOUNT OF INFORMATION	3 or more sources of Information		Less than 3 sources of Information	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	97%	5.85	93%	5.29
1.1 Embellishing (3)	84%	1.98	86%	1.97
1.2 Tailoring (4)	90%	2.27	84%	1.97
1.3 Fit enhancing (2)	85%	1.60	78%	1.34
2. Extensive Image Creation (7)	84%	3.00	78%	2.88
2.1 Constructing (3)	65%	1.32	67%	1.29
2.2 Inventing (2)	40%	0.67	39%	0.66
2.3 Borrowing (2)	71%	1.02	62%	0.93
3. Image Protection (11)	97%	7.71	92%	6.78
3.1 Omitting (3)	92%	2.26	83%	2.01
3.2 Masking (5)	95%	3.52	87%	3.02
3.3 Distancing (3)	82%	1.90	76%	1.74
4. Ingratiation (8)	97%	5.74	89%	5.20
4.1 Opinion conforming (4)	90%	2.92	87%	2.78
4.2 Interviewer enhancing (4)	95%	2.82	84%	2.41
5. Memorization (2)	81%	1.23	69%	1.00
Total (37)	100%	23.53	97%	21.13

The faking percentages and average amounts in categories shown in Table 17 indicate that a trend exists in that respondents using 3 or more sources of information generally have higher percentages and amounts of faking behavior than respondents using 2 or less sources of information, this trend exists in nearly all categories, with the exception being Embellishing and Constructing in which respondents using 2 or less sources of information have a slightly higher percentage. Some considerable difference can be found in the Ingratiation category, in particular with Interviewer or Organization enhancing [60] (95%/84%), indicating that the information that respondents gather may be information that aids them in performing other oriented IM, with the purpose of faking social desirability. Thus the use of information channels may have as a purpose to discover information about the interviewer or the organization, to improve other oriented IM efforts.

Figure 10: Faking behavior in all questions grouped by Use of sources of information



The faking percentages in each question shown in Figure 10 indicate that respondents using 3 or more sources of information generally tend to fake more in nearly every question, than respondents using 2 or less sources of information. The greatest differences are found in questions relating to Fit Enhancing (Q8), Omitting (Q17, Q18), Masking (Q21, Q22, Q23, and Q24), Distancing (Q26), Opinion Conforming (Q31), and Interviewer Enhancing (Q35). Thus indicating

[60] The full category name of Interviewer or Organization Enhancing would be too long for the table, so it is only put as Interviewer Enhancing on the tables.

that respondents using 3 or more sources of information generally find more chances to use faking behavior and IM tactics, perhaps due to greater knowledge of the interview situation, interviewer, and/or organization.

The data therefore supports H7, as a strong trend exists which indicates that using a greater amount of sources of information does indeed result in a greater magnitude of faking behavior.

6.8. Hypothesis 8

H8: Other things being equal, respondents using either A, D, or E as their main source of information, are likely to perform a higher magnitude of faking behaviors than respondents using either B or C as their main source of information.

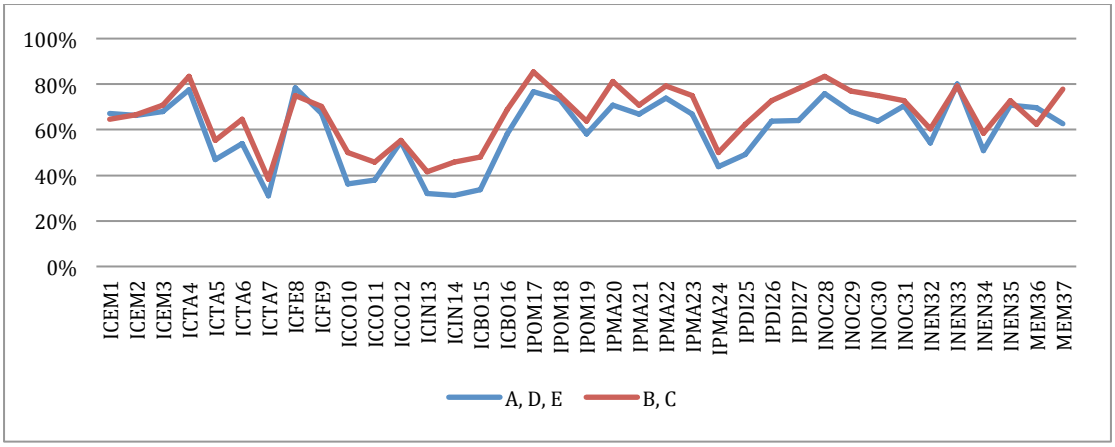
To test hypothesis 8 the respondents are divided into two groups as outlined in the methodology. The A, D, E group consists of 76% (116) of respondents, and the B, C group consists 32% of respondents (48). There is overlap between the two groups as 22% (33) of respondents had more than 1 answer in independent variable question 7.

Table 18: Faking behavior in categories grouped by Main source of information

SOURCE OF INFORMATION	A, D, or E		B, or C	
	Percentage	Average amount of questions	Percentage	Average amount of questions
1. Slight Image Creation (9)	97%	5.55	94%	5.85
1.1 Embellishing (3)	87%	2.02	85%	2.02
1.2 Tailoring (4)	88%	2.07	90%	2.40
1.3 Fit enhancing (2)	83%	1.46	75%	1.43
2. Extensive Image Creation (7)	78%	2.83	85%	3.54
2.1 Constructing (3)	64%	1.28	73%	1.50
2.2 Inventing (2)	39%	0.63	46%	0.89
2.3 Borrowing (2)	64%	0.91	73%	1.17
3. Image Protection (11)	94%	7.04	98%	7.90
3.1 Omitting (3)	86%	2.08	92%	2.23
3.2 Masking (5)	91%	3.19	94%	3.53
3.3 Distancing (3)	78%	1.76	83%	2.10
4. Ingratiation (8)	92%	5.34	94%	5.79
4.1 Opinion conforming (4)	87%	2.77	92%	3.08
4.2 Interviewer enhancing (4)	89%	2.56	90%	2.71
5. Memorization (2)	74%	1.11	71%	1.06
Total (37)	98%	21.86	100%	24.15

The faking percentages and average amounts in categories outlined in Table 18 indicate that respondents answering A, D, E generally have lower or the same faking percentages and average amounts as respondents answering B, or C across nearly all categories, with the exception being Fit Enhancing, in which the A, D, E group has a slightly higher percentage. The trend thus shows that the B, or C group has higher percentages of faking in nearly all categories.

Figure 11: Faking behavior in all questions grouped by Main source of information



The faking percentages in individual questions outlined in Figure 11 also show a strong trend of higher faking percentages by respondents in the B, or C group in nearly all questions, with the only noteworthy exception being in Memorization (Q36). The biggest differences can be found in Tailoring (Q5, Q6), Constructing (Q10, Q11), Inventing (Q13, Q14), Borrowing (Q15), Masking (Q20), Distancing (Q25, Q26, Q27), and Opinion Conforming (Q28, Q29, Q30, Q31). The data thus suggests a strong trend of respondents using campus services engaging in higher percentages of faking.

The data therefore strongly contradicts the assumptions of H8, and H8 is therefore rejected as the evidence shows that using campus services as the main source of information actually increases the magnitude of faking behaviors.

6.8.1. Discussion

Why does using campus or external career centers as the main source of information result in higher degrees of faking?

A possible explanation is that Campus career centers and counselors are incentivized to secure jobs for their graduates, as graduate employment rate may affect University rankings and enrollment. Thus campus career centers typically facilitate the contact between graduating job seekers and firms, this may increase the level of trust the recruiter is willing to show the job seeker, leading to better opportunities to fake. The data indicates that it is this connection that makes the difference in faking, and not tips or training from the career center, as H6 was only weakly supported. This explanation is further supported by 2 research interviews with professors/campus career trainers at the prestigious Korean University KAIST Business School. These career trainers generally showed little concern for any faking behavior the job seeker might use, arguing that their main concern was to get their students a job. As Professor Joe Dewberry put it:

"*…in fact from my perspective, I don't care about that. I'm trying to get my students a job, I want my student to get a job, so if they want to be dogmatic in the style of interviewing people and selection process, it's their fault. My desire is to get my student a job and I want to help them as much as possible to get a job…"* (Professor Joe Dewberry 121:6-12:38)

Thus the explanation may be that Campus career centers provide entry to the employment interview for Chinese job seekers, with the reputation of the institution, resulting perhaps is less detection measures, and thus a lower chance of getting caught, as the preliminary stages may be avoided altogether.

6.9. Part Conclusion

Having analyzed the data from the Chinese survey, and outlined possible explanations for interesting findings, the results show that H2, H3, H4, H5, and H8 are rejected by the data, H6 is weakly supported, with only H1, and H7 being strongly supported by the data.

The Chinese survey thus shows that: 1) Nearly all the respondents have used faking, and can be predicted to use faking, but that the large majority do not use

extensive faking. Moreover Chinese respondents are generally quite similar to US respondents, with the exception of lower use of Inventing and higher use of Borrowing. (H1). 2) Higher educational level results in higher fluctuations of faking behavior (H2) 3) There is an inverse relationship between work (H3), or interview experience (H4) and faking behavior 4) MNC experience reduces the higher severity forms of faking, but otherwise has little impact (H5). 5) Career training may result in a small increase in faking behavior (H6) 6) Using a higher amount of information sources increases faking (H7), in particular relying on campus or external career centers results in higher faking (H8).

Chapter 5 – Conclusion and Perspective

7. Conclusion

The findings of this master thesis give a piece of the giant jigsaw puzzle it is to determine the faking behavior of Chinese job seekers. Admittedly 152 respondents to a survey is just a drop in the ocean when compared to the millions of Chinese job seekers out there. After all, some jobs gets applicants from over 40 times the number of respondents in this survey. However the consistency of the findings in this survey, as well as the randomness of the sample, lends credence to the validity of the results achieved. On the basis of this, it is possible to conclude that Chinese job seekers will generally fake a little bit, in most categories. But only a small proportion will fake to a considerable or great extent. Moreover although there are some differences among respondents based on their personal background, the average aggregated percentages of faking by respondents are very similar regardless of personal background.

Additionally the comparison finds that Chinese job seekers fake the same or less than US respondents across nearly all categories. Yet as outlined at the outset of this thesis the general consensus seems to be that faking is a serious issue in recruitment in China. How can this be if most Chinese fakers generally do not fake more than their US counterparts?

The thesis research points towards an answer. There seems to be a higher standard when it comes to recruitment in China. Due to the intense level of competition, even for relatively simple positions Chinese job applicants are generally submitted to a grueling regime of IQ tests, English proficiency tests, competence exam, math, logic, reasoning, personality tests, casework, teamwork ability assessments, and so forth. Sometimes the process lasts days, before the field of applicants is finally whittled down to a manageable size for personal interviews. One has to ask, if this were a position in any other country, would the standard be as high? If demand started to actually meet supply of labor in China, would firms still pass on applicants who fake a little too much in order to impress?

8. General perspective

The natural continuation of the thesis research would be to further explore the possible causal relations discussed in the analysis. Such research would primarily consist of explanatory research based on in-depth qualitative interviews, exploring the motives and social factors that determine faking behavior. With this knowledge it may be possible to identify certain groups, personalities, or types of people, that would be more prone to using faking behavior in China, and possibly develop recruitment strategies based on this knowledge.

Another perspective that would be interesting to explore in greater detail is the actual impressions that recruiters have about Chinese job seekers, and determine if this impression correlates with the findings of the research, based on this knowledge it would be possible to suggest areas in which further clarification and dissemination of knowledge is necessary.

An interesting avenue that could be pursued in further research is to investigate how important and relevant faking behavior is to specific jobs and positions in China. For some positions faking behavior may be very problematic, whereas in other positions using faking behavior may actually be a job requirement, for instance in certain customer service jobs. Such research could make use of a survey method, surveying hiring managers.

Finally the thesis research is rather limited in scope, as the survey only included 152 respondents. Therefore further research should focus on expanding the sample size, to enhance the validity and reliability of the data, moreover it would be optimal if a similar survey could be conducted with respondents being surveyed immediately following their employment interview, as this may reduce the chance of respondent self-deception.

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- Interview with Professor Jason Lawrence from KAIST
- Group discussion with Kicheol Ohm (Team manager at Posco Steel South Korea), Changki Lee (Senior manager at Tongyang Cement South Korea)
- Interview with a IT professional working briefly in Denmark

Off record:

- Talk to young Chinese graduates who are currently working in China
- Talk to HR employees working in China

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Appendix

Appendix 1: Conversion of IFB scale into Chinese survey

In Embellishing the 6 questions in the original IFB scale was converted into 3 questions by combining ICEMB1 and ICEMB6 to create ICEM1, using ICEMB2 as ICEM3, cutting ICEMB3, and combining ICEMB4 and ICEMB5 to create ICEM2.

In Tailoring the 6 questions in the original IFB scale was converted into 2 questions by using ICTAI7 as ICTA4, cutting ICTAI8, combining ICTAI9, ICTAI10, ICTAI11, and ICTAI12 into ICTA5. 2 additional questions were created as ICTA6 and ICTA7 based on the Chinese literature review.

In "Fit Enhancing" the 5 questions in the original IFB scale was converted into 2 questions by combining ICFIT13 and ICFIT15 into ICFE8, combining ICFIT14 and ICFIT16 into ICFE9, and cutting ICFIT17.

In "Constructing" the 7 questions in the original IFB scale was converted into 2 questions by combining ICCON18, ICCON19 and ICCON22 into ICCO10, combining ICCON20, ICCON21 and ICCON23 into ICCO11, and cutting ICCON24. 1 additional question was created as ICCO12 based on the Chinese literature review.

In "Inventing" the 8 questions in the original IFB scale was converted into 2 questions by combining ICINV25, and ICINV27 into ICIN13, combining ICINV29 and ICINV31 into ICIN14 and cutting ICINV26, ICINV28, ICINV30, and ICINV32.

In "Borrowing" the 4 questions in the original IFB scale was converted into 2 question by using ICBOR36 as ICBO15, and combining ICBOR33, ICBOR34, and ICBOR35 with the addition of information gained from the Chinese literature review into ICBO16.

In "Omitting" the 6 questions in the original IFB scale was converted into 3 questions by combining IPOMI37, IPMAS43 (Masking) with the addition of information gained from the Chinese literature review into IPOM17, combining IPOMI38, IPOMI39 into IPOM18, using IPOMI42 as IPOM19, and cutting IPOMI40, and IPOMI41.

In “Masking” the 7 questions in the original IFB scale was converted into 3 questions by combining IPMAS44 with information gained from interviews in South Korea to create IPMA20, combining IPMAS45 with the addition of information gained from the Chinese literature review into IPMA21, combining IPMAS46 and IPMAS48 into IPMA22, and cutting IPMAS47, and IPMAS49. 2 additional questions were created as IPMA23, and IPMA24 based on the Chinese literature review.

In “Distancing” the 3 questions in the original IFB scale was converted into 3 questions by using IPDIS50 as IPDI25, using IPDIS51 as IPDI26, and using IPDIS52 as IPDI27.

In “Opinion Conforming” the 8 questions in the original IFB scale was converted into 4 questions by combining INCON53 and INCON55 into INOC28, combining INCON56, and INCON57 into INOC29, using INCON58 as INOC30, combining INCON54, INCON59, and INCON60 into INOC31.

In “Interviewer or Organization Enhancing” the 4 questions in the original IFB scale was converted into 3 questions by using INENH61 as INEN33, using INENH62 as INEN34, using INENH63 as INEN35, and cutting INENH64. 1 additional question was created as INEN32 based on the Chinese literature review.

An additional category of “Memorization” was created with question MEM36 based on the Chinese literature review.

Appendix 2: Methods used to analyze the data in MS Excel

The following 25 items were analyzed in addition to the steps described in Appendix 13, each analysis can be found numbered in the MS Excel spreadsheet:

1. The proportion of respondents falling within the defined categories in independent variables (1Y, 2Y, 3Y, 4, 5, 6Y, 7Y, 7N).
2. The proportion of respondents, and frequency at which respondents falling within one independent variable category, fell within another independent variable category. E.g.. The frequency at which respondents that were found to have answered yes in 1Y also answered yes in 2Y, 3Y, 4, 5, 6Y, or 7Y.
3. The correlation between respondents' original answers in questions 1, 2, 3, 4, and 5.
4. The correlation between respondents' derived answers in questions 1Y, 2Y, 3Y, 4, 5, 6Y, 7Y, and 7N.
5. Respondents total average answer in dependent variable Q1 to Q37, as well as the median, mode, %difference, standard deviation, variance, confidence interval, and predictable minimum and maximum values.
6. The ordinal answers (1, 2, 3, 4, and 5) count and answer frequency for each dependent variable Q1 to Q37. E.g. the amount and % of respondents answering 1 in Q1. As well as the total average answer frequency, median, mode and range for each ordinal answer (1, 2, 3, 4, and 5). E.g. the total average frequency at which respondents answered 2.
7. The ordinal answer (1, 2, 3, 4, and 5) frequency for each dependent variable Q1 to Q37 grouped by major category (Slight Image Creation, Extensive Image Creation, Image Protection, and Ingratiation), as well as verifiability of faking behavior (Objective and Subjective).
8. Respondents total average answer in dependent variable minor categories (E.g. Embellishing), as well as the median, standard deviation, variance, confidence interval, and predictable minimum and maximum values.
9. Correlations between respondents' answers in each dependent variable questions, using the Correl function.

10. Correlations between respondents' average scores in the minor categories, using the Correl function.
11. Correlations between respondents' average scores in the major categories, using the Correl function.
12. Correlation between respondents' average scores in objectively verifiable questions, and subjectively verifiable questions.
13. Respondent average scores in dependent variable questions Q1 to Q37, grouped by derived independent variables (E.g. 1Y), as well as the difference between the average scores of respondents answering yes or no in each derived independent variable. (E.g. the average scores of respondents in Q1 of respondents found to be in the yes category in 1Y (education of master or PhD), compared to the average scores of respondents found to be in the no category in 1Y (education of college, bachelor, or other), yielding a result of 1.88 for 1Y = yes, and 1.86 = no, and thus a 1% difference ((1.88/1.86)-1)).
14. An in-depth analysis of the differences between average scores in dependent variable Q1 to Q37 of respondents based on their original response in independent variable question 1 (education).
15. Analysis of the percentiles for each dependent variable question with percentiles of 10%, 5%, and 1%, as well as analysis of the percentiles for major category dependent variable questions.
16. Analysis of the average scores, median, standard deviation, and variation of dependent variables grouped by major categories (E.g. Slight image creation)
17. Analysis of the average scores, median, standard deviation, and variation of dependent variables grouped by verifiability of faking behavior (Objective and Subjective).
18. Analysis of the frequency and severity (faking (X>1), moderate faking (X>2), extensive faking (X>3)) of faking behavior depending on the verifiability of faking behavior (Objective and Subjective), and Correlated to each independent variable.
19. Analysis of the frequency of faking behavior (X>1) in each dependent variable question, as well as the count, standard deviation, confidence

interval, predictable minimum and maximum frequencies, correlations with each independent variable, and total average faking percentiles and frequency.

20. Analysis of the total average faking (X>1) frequency by minor categories, as well as the count, standard deviation, confidence interval, and predictable minimum and maximum frequency.
21. Analysis of the average faking (X>1) frequency in each dependent variable question grouped by derived independent variable categories, as well as analysis of the count, standard deviation, confidence interval, predictable minimum and maximum frequencies, as well as the difference in average faking frequencies between yes and no answers in derived independent variable categories.
22. Analysis of the frequency of extensive faking behavior (X>3) in each dependent variable question, as well as the count, standard deviation, confidence interval, predictable minimum and maximum frequencies, correlations with each independent variable, and total average faking percentiles and frequency.
23. Analysis of the total average extensive faking (X>3) frequency by minor categories, as well as the count, standard deviation, confidence interval, and predictable minimum and maximum frequency.
24. Analysis of the total average faking frequency (X>1) in each dependent variable grouped by verifiability of faking behavior, including analysis of frequency, count, and correlation with each independent variable. As well as total average frequency, count and correlations with independent variables of objective and subjective faking.
25. Analysis of the total average extensive faking frequency (X>3) in each dependent variable grouped by verifiability of faking behavior, including analysis of frequency, count, and correlation with each independent variable. As well as total average frequency, count and correlations with independent variables of extensive objective and subjective faking.

Appendix 3: Detailed description of Qualitative interviews

Interview 1: Jakob Schultz, co-founder Bondo & Schultz

What	Interview with a Danish search firm Bondo & Schultz also deal with recruitment in China and have office in Shanghai China.
When	Monday November 22, 2010, Danish time 10am
Who	Jakob Schultz, one of the founders of Bondo & Schultz
Where	Jakob was receiving a skype online call from me in his office in Denmark.
How Long	The whole interview was around 45 minuets.
Language	English
Issues discussed	First 10 minuets, we were mainly discussing his recruitment process in China, his related experiences such as challenge and difficulties, as well as his view on Chinese talent. Following that, we move to his experiences with faking during job interview.
Follow up	
Recording	A sound recording program called "Audacity" was installed in my mac book, and then while I was using my mac book to call, I used Audacity to record the whole interview.
Documentation	I prepared a two-page document with all possible interview questions before the interview and also made some notes during interview.
Summarization	Jakob consider language and culture as the major issues of recruitment in China, in terms of faking, he is aware of the problem but relaxed about it. He is mainly using follow up questions, thorough reference checks, as well as intuition based on years of recruiting experiences to detect and deal with faking problem.

Interview 2: Professor Joe Dewberry, KAIST Business School

What	Interview with KAIST professor who also does training and counseling of young graduates.
When	24 November, 2010 Korean time 4:45pm
Who	Joe Dewberry, Director/ Professor of International Center of KAIST Business School
Where	The interview was carried out in his office in KAIST business school. It was located in 4th floor, room 444.
How long	Some KAIST students interrupted the interview a few times, but they didn't occupy too much time, so the interview was around one hour in total.
Language	English
Issue discussed	We discussed the method, tips, tactics of how he helps the graduates and the impact on students' IM. He mentioned the challenges that he normally has to help Korean students to overcome. We discussed the definition of faking and cultural influences on IM.
Follow up	
Recording	I used the same program "Audacity" to record the whole interview.
Documentation	Interview notes and computer program files
Summarization	Korean students have the following problems: 1. they are very modest, 2. give direct answer yes or no 3. the style of communicating 4. language barrier lead to memorize the answer 5. no eye-contact In terms of a job interview, he believes it is important, normal and necessary for a job applicant to create a better impression than they really are. He also argued that certain degree of faking such as exaggeration, omitting and masking, ingratiation is necessary

Interview 3: Professor Jason Lawrence, KAIST Business School

What	Interview with KAIST professor who is also does training and counseling of young graduates.
When	29 November, 2010 Korean time 12:00am
Who	Jason Lawrence, Professor at the Global Leadership Institute of KAIST Business School
Where	The interview was carried out in his office in KAIST business school. It was located on the 2nd floor, room 7209.
How long	The interview was around one hour in total.
Language	English
Issue discussed	We were mainly discussing the definition and degrees of faking, as well as the extent faking required for faking to shift from being acceptable, to being unacceptable.
Recording	I used the same program "Audacity" to record the whole interview.
Documentation	Interview notes and computer program files
Summarization	On the basic level, as a career consultant at KAIST, Jason kind of shares the same beliefs as Professor Joe. He said that to some degree faking is acceptable, but it depends on to which degree. Another interesting point he made is that with the degrees of faking, some form of faking are more acceptable than others, for instance he felt that omitting some of your weaknesses is a lower degree of faking than exaggeration of your strengths. Jason felt that when you make a choice to not mention some of your weaknesses for instance, it's not as serious as intentionally exaggerating some of your advantages that you might partly have or not have at all.

Interview 4: Kicheol Ohm, Team manager, Posco Steel South Korea & Changki Lee, Senior manager, Tongyang Cement South Korea.

What	In one of Jason's classes, I had an opportunity to join and ask questions to two senior managers from Posco and Tongyang Cement. Jason was also part of the discussion group.
When	29 November, 2010 Korean time 17:00-19:00pm
Who	Jason Lawrence, Professor of Global Leadership Institute of KAIST Business School. Kicheol Ohm, a team manager in Posco Korea and have been working with HR and recruitment for many years. Changki Lee, a senior manager in finance department at Tongyang Cement.
Where	The interview was carried out in one of the meeting rooms in KAIST business school.
How long	The interview was around two hours in total.
Language	English
Issue discussed	We were mainly discussed their experiences with faking in recruitment process. Their definition of faking and the methods they use to detect faking. We also discussed the definition of talent.
Recording	I used the same program "Audacity" to record the whole conversation.
Documentation	Interview notes and computer program files
Summarization	Mr Lee believes that talent is determined 50% by personal attitude, 30% by educational background, and 20% by previous job experiences. In terms of faking detection, Mr Ohm mainly uses his intuition that builds on years of experience. He pays a lot of attention to body signals, e.g. where people put their feet, how they put their legs, eye contact, and different blinks from eye contact. Mr. Lee also asks the same questions to the same person in different stages of the recruitment process to test if the applicant's response changes. Mr. Lee also asks probing follow up questions.

Interview 5: Interview with Chinese IT Professional working briefly in Denmark

What	Interview with a Chinese respondent who wished to remain anonymous
When	23 January, 2011
Who	A Chinese young worker born in 1983 with a master degree in IT currently working for a major Danish IT firm
Where	The interview was carried out in Copenhagen Business School
How long	The interview was around two hours in total.
Language	English and Chinese
Issue discussed	I asked him about his opinion on faking and the faking behavior of other Chinese, as well as his experiences with job-hunting in China.
Recording	I used the same program "Audacity" to record the whole interview.
Documentation	Interview notes and computer program files
Summarization	First of all, he admits that Chinese engage in faking in the employment interview. The main reasons that they do so in his opinion is that Chinese are "forced" to due to the extremely intense level of competition, low quality education and prevalent nepotism.
Usage	I used some of his arguments in the discussion section where I need to explain why Chinese faking behavior look like so.

Appendix 4: Averages rates of faking, responses, and US survey data

Table 19: Average General faking percentage, and Extensive faking percentage in categories.

AVERAGES	Average General faking percentage	Average Extensive faking percentage
1. Slight Image Creation	64%	8%
1.1 Embellishing	66%	6%
1.2 Tailoring	52%	6%
1.3 Fit enhancing	72%	15%
2. Extensive Image Creation	42%	8%
2.1 Constructing	43%	7%
2.2 Inventing	33%	3%
2.3 Borrowing	48%	6%
3. Image Protection	65%	14%
3.1 Omitting	70%	14%
3.2 Masking	65%	15%
3.3 Distancing	60%	13%
4. Ingratiation	68%	13%
4.1 Opinion conforming	71%	13%
4.2 Interviewer enhancing	64%	14%
5. Memorization	54%	16%
Total	60%	11%

Table 20: Average response, Median response, Standard deviation, and Variance in categories

AVERAGES	Average response	Median response	ST DEV	Variance
1. Slight Image Creation	1.97	2.00	0.99	0.99
1.1 Embellishing	1.98	2.00	0.92	0.85
1.2 Tailoring	1.81	2.00	0.94	0.88
1.3 Fit enhancing	2.30	2.00	1.12	1.26
2. Extensive Image Creation	1.64	1.00	0.92	0.84
2.1 Constructing	1.69	1.00	0.96	0.93
2.2 Inventing	1.48	1.00	0.80	0.65
2.3 Borrowing	1.73	1.00	0.93	0.87
3. Image Protection	2.18	2.00	1.15	1.31
3.1 Omitting	2.24	2.00	1.11	1.23
3.2 Masking	2.20	2.00	1.15	1.33
3.3 Distancing	2.09	2.00	1.17	1.36
4. Ingratiation	2.16	2.00	1.07	1.15
4.1 Opinion conforming	2.19	2.00	1.04	1.08
4.2 Interviewer enhancing	2.12	2.00	1.10	1.22
5. Memorization	2.30	2.00	1.20	1.44
Total	2.03	2.00	1.07	1.15

Table 21: Average General and Extensive faking percentages in all questions

AVERAGES	Average General faking percentage	Average Extensive faking percentage
ICEM1	66%	1%
ICEM2	63%	3%
ICEM3	68%	14%
ICTA4	77%	11%
ICTA5	46%	3%
ICTA6	57%	7%
ICTA7	30%	4%
ICFE8	78%	17%
ICFE9	67%	14%
ICCO10	39%	7%
ICCO11	37%	6%
ICCO12	55%	9%
ICIN13	34%	5%
ICIN14	32%	2%
ICBO15	36%	4%
ICBO16	61%	9%
IPOM17	77%	14%
IPOM18	74%	17%
IPOM19	60%	11%
IPMA20	72%	26%
IPMA21	66%	14%
IPMA22	74%	14%
IPMA23	68%	10%
IPMA24	43%	10%
IPDI25	53%	14%
IPDI26	64%	13%
IPDI27	64%	13%
INOC28	78%	18%
INOC29	70%	13%
INOC30	66%	9%
INOC31	70%	11%
INEN32	55%	8%
INEN33	80%	20%
INEN34	51%	10%
INEN35	72%	17%
MEM36	68%	17%
MEM37	41%	14%

Table 22: Average response, Median response, Standard Deviation, and Variance in All questions

AVERAGES	Average response	Median response	ST DEV	Variance
ICEM1	1.9	2	0.76	0.58
ICEM2	1.8	2	0.80	0.63
ICEM3	2.2	2	1.12	1.24
ICTA4	2.2	2	0.94	0.89
ICTA5	1.7	1	0.85	0.73
ICTA6	1.9	2	0.98	0.96
ICTA7	1.5	1	0.81	0.65
ICFE8	2.4	2	1.11	1.22
ICFE9	2.2	2	1.13	1.27
ICCO10	1.6	1	0.90	0.81
ICCO11	1.6	1	0.94	0.88
ICCO12	1.9	2	1.02	1.05
ICIN13	1.5	1	0.85	0.73
ICIN14	1.5	1	0.75	0.57
ICBO15	1.5	1	0.81	0.66
ICBO16	2.0	2	1.00	0.99
IPOM17	2.3	2	1.06	1.13
IPOM18	2.3	2	1.16	1.35
IPOM19	2.0	2	1.08	1.17
IPMA20	2.5	2	1.33	1.76
IPMA21	2.2	2	1.11	1.24
IPMA22	2.3	2	1.11	1.22
IPMA23	2.1	2	1.00	1.00
IPMA24	1.8	1	1.08	1.17
IPDI25	2.0	2	1.23	1.50
IPDI26	2.1	2	1.16	1.35
IPDI27	2.1	2	1.11	1.23
INOC28	2.4	2	1.10	1.20
INOC29	2.2	2	1.07	1.14
INOC30	2.0	2	0.97	0.94
INOC31	2.1	2	1.00	1.00
INEN32	1.9	2	1.02	1.04
INEN33	2.5	2	1.12	1.26
INEN34	1.9	2	1.04	1.08
INEN35	2.3	2	1.13	1.27
MEM36	2.3	2	1.16	1.35
MEM37	2.3	2	1.26	1.59

Table 23: Comparison of base Rate of Faking Behavior between Chinese survey and US studies

Note: US studies do not have the Memorization type, so there is no data. Percentages are rounded

Type of Faking Behavior	Percentage of candidates using faking behavior				Means and (standard deviations) of job candidates' faking behavior use			
	China	US			China	US		
	Chinese (N=152)	Study3 (N=589)	Study5 (N=85)	Study6 (N=151)	Chinese (N=152)	Study3 (N=589)	Study5 (N=85)	Study6 (N=151)
Slight Image Creation	93%	99%	95%	85%	2.03(0.25)	2.49(0.74)	2.22(0.83)	1.85(0.69)
Embellishing	85%	96%	86%	92%	1.98(0.21)	2.39(0.86)	2.05(0.91)	1.65(0.67)
Tailoring	79%	97%	92%	73%	1.81(0.32)	2.56(0.84)	2.29(0.94)	2.05(0.93)
Fit enhancing	81%	95%	91%		2.30(0.16)	2.52(0.89)	2.30(0.92)	
Extensive Image Creation	74%	92%	80%	65%	1.64(0.13)	1.68(0.72)	1.62(0.74)	1.38(0.56)
Constructing	66%	71%	64%	52%	1.69(0.17)	1.71(0.85)	1.66(0.86)	1.42(0.71)
Inventing	39%	88%	75%	58%	1.48(0.04)	1.82(0.76)	1.81(0.81)	1.43(0.58)
Borrowing	66%	43%	34%	28%	1.73(0.31)	1.50(0.81)	1.38(0.76)	1.30(0.65)
Image Protection	93%	96%	86%	87%	2.18(0.07)	2.09(0.74)	1.91(0.77)	1.78(0.72)
Omitting	87%	85%	74%	79%	2.24(0.18)	2.28(0.93)	2.06(1.00)	2.16(0.96)
Masking	88%	84%	82%	60%	2.20(0.27)	2.01(0.84)	1.87(0.84)	1.58(0.77)
Distancing	78%	75%	59%	60%	2.10(0.08)	1.99(0.91)	1.78(0.93)	1.59(0.79)
Ingratiation	92%	98%	95%	77%	2.22(0.13)	2.76(0.87)	2.63(0.96)	1.90(0.90)
Opinion conforming	88%	96%	95%	77%	2.19(0.14)	2.56(0.91)	2.52(0.95)	1.90(0.90)
Interviewer or organization enhancing	89%	96%	92%		2.12(0.29)	2.97(1.02)	2.73(1.08)	
Memorization	74%				2.31(0.06)			
Total	98%	99%	99%	93%	2.03(0.18)	2.25(0.63)	2.09(0.71)	1.73(0.61)

(The US studies is from Levashina &Campion 2006:1650)

Appendix 5: Survey of Chinese Faking Behavior during job interview in China

Questionnaire of faking behaviour during job interview in China

Part 1. Basic information

1. What is your highest education level?
A. College B. Bachelor C. Master D. PhD E. others

2. How many years of work experience do you have?
A. 0 B. 1-2 C. 3-4 D. more than 5

3. How many job interviews have you experienced?
A. 0 B.1-5 C. 6-10 D. more than 10

4. Have you worked at a foreign MNC before?
A. Yes B. No

5. Have you received any either campus or outside campus career counselling or training?
A. Yes B. No

6. During the preparation of applying for a job, which information channel mentioned below would you employ in order to increase your recruitment capability? （multiple choices）
A. Published interview strategy books by HR experts
B. Campus career guide Center C. Campus career information forum
D. Tips from experienced friends E. Online information
F. Other

7. All the information channels mentioned above, which one is in your opinion the most effective one?
A. Published interview strategy books by HR experts
B. Campus career guide Center C. Campus career information forum
D. Tips from experienced friends E. Online information
F. Other

Part 2 faking behaviour questionnaires

Please think about your last employment interviews that you had. What strategies from the list have you used during your interview? Rate the extent to which you used each strategy by circling appropriate number.

To no extent	To a little extent	To a moderate extent	To a considerable	To a very great extent
1	2	3	4	5

Your answers will remain completely confidential and anonymous. We have no way of connecting the answers back to you. Please answer as honestly as possible.

I. SLIGHT IMAGE CREATION (to make an image of a good candidate for the job) Embellishing (to overstate or embellish answers beyond a reasonable description of the truth)						
ICEM1	I said that I am an expert in an area even though I am only familiar with it.	1	2	3	4	5
ICEM2	I exaggerated my responsibilities, performance and its impact on my previous jobs.	1	2	3	4	5
ICEM3	I said that it would take less time to learn the job than I knew it would.	1	2	3	4	5
Tailoring (to modify or adapt answers to fit the job)						
ICTA4	In order to emphasis I'm a better fit, I distorted my answers based on the comments or reactions of the interviewer.	1	2	3	4	5
ICTA5	I distorted my work experiences and qualifications based on the information about the job and company corporate culture.	1	2	3	4	5
ICTA6	In order to make my English seems more fluent than my real level, I practised and memorized my answers in English.	1	2	3	4	5
ICTA7	In order to make a good impression, I prepared some funny jokes and interesting stories before hand.	1	2	3	4	5
Fit Enhancing (to create the impression of a fit with the job or organization in terms of beliefs, values, or attitudes)						
ICFE8	I enhanced my fit with the job in terms of attitudes, values, or beliefs.	1	2	3	4	5
ICFE9	I inflated the fit between my values and goals and values and values and goals of the organization.	1	2	3	4	5
II. EXTENSIVE IMAGE CREATION (to invent an image of a good candidate for job)						

Constructing (to build stories by combining arranging work experiences to provide better answers)						
ICCO10	I told stories that contained both real and fictional work experiences.	1	2	3	4	5
ICCO11	I constructed fictional stories or modified examples to explain the gaps in my work experiences.	1	2	3	4	5
ICCO12	In order to seem smarter, I try to pretend that I understand some topic or concept, even though I don't.	1	2	3	4	5
Inventing (to cook up better answers)						
ICIN13	I claimed that I have skills and work experiences that I do not have.	1	2	3	4	5
ICIN14	I invented some work situations or accomplishments that did not really occur.	1	2	3	4	5
Borrowing (to answer based on the experiences or accomplishments of others)						
ICBO15	I described team accomplishments as primarily my own.	1	2	3	4	5
ICBO16	I borrowed work experiences of other people and made them sound like my own.	1	2	3	4	5
III. IMAGE PROTECTION (to defend an image of a good candidate for the job) Omitting (to not mention some things in order to improve answers)						
IPOM17	When ask directly, I tried to say nothing about my real job-related weaknesses, especially those are not easily remedied or "translate" to become advantages.	1	2	3	4	5
IPOM18	I tried to avoid discussion of job tasks that I may not be able to do, as well as my lack of skills or experiences.	1	2	3	4	5
IPOM19	When asked directly, I did not mention my true reason for quitting previous job.	1	2	3	4	5
Masking (to disguise or conceal aspects of background to create better answers)						
IPMA20	I did not reveal my true career intentions about working with the hiring organization.	1	2	3	4	5

IPMA21	I try to show the desirable personalities based on the job/company requirement, even though are not my true personalities.	1	2	3	4	5
IPMA22	I did not to mention the problems that I had in past job; instead I talked mainly about my strengths to mask my weaknesses.	1	2	3	4	5
IPMA23	In order to avoiding answer some difficult questions, I try to give recruiter complements or ask back.	1	2	3	4	5
IPMA24	In order to control interview topics, I did research on interviewers' background, and intentionally added their interested topics to my answers, so that guided them to ask what I want to be asked.	1	2	3	4	5
Distancing (to improve answers by separating from negative events or experiences)						
IPDI25	I tried to suppress my connection to negative events in my work history.	1	2	3	4	5
IPDI26	I clearly separated my self from my past work experiences that would reflect poorly on me.	1	2	3	4	5
IPDI27	I tried to convince the interviewer that factors outside of my control were responsible for some negative outcomes even though it was my responsibility.	1	2	3	4	5
IV. INGRATIATION (to gain favour with the interviewer to improve the appearance of a good candidate for the job) Opinion Conforming (to express beliefs, values, or attitudes held by the interviewer or organization)						
INOC28	I tried to adjust my answers to the interviewer's values and beliefs and incorporate them in my answers as my own.	1	2	3	4	5
INOC29	I tried to appear similar to the interviewer in terms of values, attitudes, or beliefs.	1	2	3	4	5
INOC30	I tried to express enthusiasm or interest in anything the interview appeared to like even if I did not like it.	1	2	3	4	5
INOC31	I did not express my opinion when they contradicted the interview's opinions.	1	2	3	4	5
Interviewer or Organization Enhancing (to insincerely praise or compliment						

the interviewer or organization)						
INEN32	In order to win the favour of the interviewers, I ask their opinion on one thing, then go along with it.	1	2	3	4	5
INEN33	I laughed at the interviewers jokes eve when they were not funny.	1	2	3	4	5
INEN34	I exaggerated the interviewer's qualities to create the impression that I think highly of him/her.	1	2	3	4	5
INEN35	I exaggerated my positive comments about the organization.	1	2	3	4	5
MEM36	I memorized all the answers of the questions, which are often asked during job interviews.	1	2	3	4	5
MEM37	In order to make my English seems more fluent than my real level, I practised and memorized my answers in English.	1	2	3	4	5

Appendix 6: Detailed explanations of the design of independent variables

In Q1 there is a clear progression the possible answers concerning educational level between “college”, “bachelor”, “master”, and “PhD”, whereas answer 5 “Other” cannot be ranked.

In Q2 an inherent order exists between answers 1 to 4 starting with “0 years of work experience”, “1-2 years of work experience”, “3-4 years of work experience”, and finally answer 4 “more than 5 years work experience”.

Q3 follows the same structure as question 2, ranking answers based on interview experience with “0 interviews” first, followed by “1-5 interviews”, “6-10 interviews”, and finally “more than 10 interviews”.

Questions 4, 5, 6, and 7 are considered nominal (aka. Categorical) questions (Fink 1995:4; Bryman 2004: 227) as there exists no inherent order between the categories in the questions.

Question 6 and 7 contain 6 possible answers, (A: B: C: D: E: F:) in question 6 the respondent can choose any number of answers, and in question 7 respondents are asked to choose only one answer. 22% (33) of respondents did not comply with the intended format of question 7, and instead selected more than 1 answer.

Appendix 7: Survey of IFB that is tested in KAIST

Part 1. Basic Information

Your answers will remain completely confidential and anonymous. None of the following questions will be used to identify you:

1. How many years of work experience do you have?

   A. 0 B. 1-2 C. 3-4 D. more than 5

2. How many job interviews have you experienced?

   A. 0 B. 1-5 C.6-10 D. more than 10

3. Have you ever worked at a Non-Korean Multinational corporation?
   A. Yes B. No

4. Have you had any career counseling?

   A. Yes B. No

5. Have you had any job interview training?
   A. Yes B. No

Part 2

Please think about your last employment interviews that you had. What strategies from the list have you used during your interview? Rate the extent to which you used each strategy by circling appropriate number.

To no extent	To a little extent	To a moderate extent	To a considerable	To a very great extent
1	2	3	4	5

Your answers will remain completely confidential and anonymous. I have no way of connecting the answers back to you. Please answer as honestly as possible.

ICEMB1	I said that I am an expert in an area even though I am only familiar with it.	1	2	3	4	5
ICEMB2	I said that it would take less time to learn the job than I knew it would.	1	2	3	4	5
ICEMB3	I exaggerated my future goals	1	2	3	4	5
ICEMB4	I exaggerated my responsibilities on my previous jobs	1	2	3	4	5
ICEMB5	I exaggerated the impact of my performance in my	1	2	3	4	5

	past jobs					
ICEMB6	I used example of my best performance to answer questions about my everyday performance.	1	2	3	4	5
ICTAI7	During the interview, I distorted my answers based on the comments or reactions of the interviewer.	1	2	3	4	5
ICTAI8	During the interview, I distorted my answers to emphasize what the interview was looking for.	1	2	3	4	5
ICTAI9	I distorted my answers based on the information about the job I obtained during the interview.	1	2	3	4	5
ICTAI10	I distorted my work experience to fit the interviewer's view of the position.	1	2	3	4	5
ICTAI11	I distorted my qualifications to match qualifications required for the job.	1	2	3	4	5
ICTAI12	I tried to find out about the organization's culture and then use that information to fabricate my answers.	1	2	3	4	5
ICFIT13	I enhanced my fit with the job in terms of attitudes, values, or beliefs.	1	2	3	4	5
ICFIT14	I inflated the fit between my values and goals and values and values and goals of the organization.	1	2	3	4	5
ICFIT15	I inflated the fit between my credentials and needs of the organization.	1	2	3	4	5
ICFIT16	When asked, I did not mention any disagreements with the organization's philosophies.	1	2	3	4	5
ICFIT17	I tried to use information about the company to make my answers sound like I was a better fit than I actually was.	1	2	3	4	5
ICCON18	I told fictional stories prepared in advance of the interview to best present my credentials.	1	2	3	4	5
ICCON19	I fabricated examples to show my fit with the organization.	1	2	3	4	5
ICCON20	I made up stories about my work experiences that were well developed and logical.	1	2	3	4	5
ICCON21	I constructed fictional stories to explain the gaps in my work experiences.	1	2	3	4	5
ICCON22	I told stories that contained both real and fictional work experiences.	1	2	3	4	5
ICCON23	I combined modified and distorted my work experiences in my answers.	1	2	3	4	5
ICCON24	I used made-up stories for most questions.	1	2	3	4	5
ICINV25	I claimed that I have skills that I do not have.	1	2	3	4	5
ICINV26	I made up measurable outcomes of performed tasks.	1	2	3	4	5
ICINV27	I claimed work experiences that I do not actually have.	1	2	3	4	5
ICINV28	I promised that I could meet all job requirements (e.g. working late or on weekends). Even though	1	2	3	4	5

	I probably could not.					
ICINV29	I misrepresented the description of an event.	1	2	3	4	5
ICINV30	I stretched the truth to give a good answer.	1	2	3	4	5
ICINV31	I invented some work situations or accomplishments that did not really occur.	1	2	3	4	5
ICINV32	I told some "little white lies" in the interview.	1	2	3	4	5
ICBOR33	My answers were based on examples of job performance of other employees	1	2	3	4	5
ICBOR34	When I did not have a good answer, I borrowed work experiences of other people and made them sound like my own.	1	2	3	4	5
ICBOR35	I used other people's experiences to create answers when I did not have good experiences of my own.	1	2	3	4	5
ICBOR36	I described team accomplishments as primarily my own.	1	2	3	4	5
IPOMI37	When ask directly, I tried to say nothing about my real job-related weaknesses.	1	2	3	4	5
IPOMI38	I tried to avoid discussion of job tasks that I may not be able to do.	1	2	3	4	5
IPOMI39	I tried to avoid discussing my lack of skills or experiences.	1	2	3	4	5
IPOMI40	I tried not to admit that I did not know an answer.	1	2	3	4	5
IPOMI41	I did not mention that I believed I needed additional training to so the job.	1	2	3	4	5
IPOMI42	When asked directly, I did not mention my true reason for quitting previous job.	1	2	3	4	5
IPMAS43	I tried to mention only my limitations that are easily remedied	1	2	3	4	5
IPMAS44	I did not reveal my true career intentions about working with the hiring organization.	1	2	3	4	5
IPMAS45	I tried not to show my true personality	1	2	3	4	5
IPMAS46	When asked directly, I did not mention some problems that I had in past jobs	1	2	3	4	5
IPMAS47	I did not reveal requested information that might hurt my chances of getting a job.	1	2	3	4	5
IPMAS48	I talked mainly about my strengths to mask my weaknesses.	1	2	3	4	5
IPMAS49	I covered up some "skeletons in my closet"	1	2	3	4	5
IPDIS50	I tried to suppress my connection to negative events in my work history.	1	2	3	4	5
IPDIS51	I clearly separated my self from my past work experiences that would reflect poorly on me.	1	2	3	4	5
IPDIS52	I tried to convince the interviewer that factors outside of my control were responsible for some negative outcomes even though it was my responsibility.	1	2	3	4	5

INCON53	I tried to adjust my answers to the interviewer's values and beliefs.	1	2	3	4	5
INCON54	I tried to agree with interviewer outwardly even when I disagree inwardly.	1	2	3	4	5
INCON 55	I tried to find out interviewer's view and incorporate them in my answers as my own.	1	2	3	4	5
INCON56	I tried to express the same opinions and attitudes as the interviewer.	1	2	3	4	5
INCON57	I tried to appear similar to the interviewer in terms of values, attitudes, or beliefs.	1	2	3	4	5
INCON58	I tried to express enthusiasm or interest in anything the interview appeared to like even if I did not like it.	1	2	3	4	5
INCON59	I did not express my opinion when they contradicted the interview's opinions.	1	2	3	4	5
INCON60	I tried to show that I shared the interviewer's views and ideas even if I did not.	1	2	3	4	5
INENH61	I laughed at the interviewers jokes eve when they were not funny	1	2	3	4	5
INENH62	I exaggerated the interviewer's qualities to create the impression that I think highly of him/her.	1	2	3	4	5
INENH63	I exaggerated my positive comments about the organization.	1	2	3	4	5
INENH64	I complimented the organization on something, however insignificant it may actually be to me.	1	2	3	4	5
INENH65	I prepared and memorized my answers to interview questions to make myself look like a better fit for the organization.	1	2	3	4	5
INENH66	I memorized most of my answers in order to make my English level seem higher than my actual English level.	1	2	3	4	5

Appendix 8: Taxonomy of Faking Behaviors and Interview Faking Behavior Scale

Taxonomy of faking behavior and the interview faking behavior scale

Please think about your last employment interviews that you had. What strategies from the list have you used during your interview? Rate the extent to which you used each strategy by circling appropriate number.

To no extent	To a little extent	To a moderate extent	To a considerable	To a very great extent
1	2	3	4	5

Your answers will remain completely confidential and anonymous. We have no way of connecting the answers back to you. Please answer as honestly as possible.

I. SLIGHT IMAGE CREATION

(to make an image of a good candidate for the job)

Embellishing (to overstate or embellish answers beyond a reasonable description of the truth)

ICEMB1	I said that I am an expert in an area even though I am only familiar with it.	1	2	3	4	5
ICEMB2	I said that it would take less time to learn the job than I knew it would.	1	2	3	4	5
ICEMB3	I exaggerated my future goals	1	2	3	4	5
ICEMB4	I exaggerated my responsibilities on my previous jobs.	1	2	3	4	5
ICEMB5	I exaggerated the impact of my performance in my past jobs	1	2	3	4	5
ICEMB6	I used example of my best performance to answer questions about my everyday performance.	1	2	3	4	5
Tailoring (to modify or adapt answers to fit the job)						
ICTAI7	During the interview, I distorted my answers based on the comments or reactions of the interviewer.	1	2	3	4	5
ICTAI8	During the interview, I distorted my answers to emphasize what the interview was looking for.	1	2	3	4	5
ICTAI9	I distorted my answers based on the information about the job I obtained during the interview.	1	2	3	4	5

ICTAI10	I distorted my work experience to fit the interviewer's view of the position.	1	2	3	4	5
ICTAI11	I distorted my qualifications to match qualifications required for the job.	1	2	3	4	5
ICTAI12	I tried to find out about the organization's culture and then use that information to fabricate my answers.	1	2	3	4	5
Fit Enhancing (to create the impression of a fit with the job or organization in terms of beliefs, values, or attitudes)						
ICFIT13	I enhanced my fit with the job in terms of attitudes, values, or beliefs.	1	2	3	4	5
ICFIT14	I inflated the fit between my values and goals and values and values and goals of the organization.	1	2	3	4	5
ICFIT15	I inflated the fit between my credentials and needs of the organization.	1	2	3	4	5
ICFIT16	When asked, I did not mention any disagreements with the organization's philosophies.	1	2	3	4	5
ICFIT17	I tried to use information about the company to make my answers sound like I was a better fit than I actually was.	1	2	3	4	5
II. EXTENSIVE IMAGE CREATION (to invent an image of a good candidate for job) Constructing (to build stories by combining arranging work experiences to provide better answers)						
ICCON18	I told fictional stories prepared in advance of the interview to best present my credentials.	1	2	3	4	5
ICCON19	I fabricated examples to show my fit with the organization.	1	2	3	4	5
ICCON20	I made up stories about my work experiences that were well developed and logical.	1	2	3	4	5
ICCON21	I constructed fictional stories to explain the gaps in my work experiences.	1	2	3	4	5
ICCON22	I told stories that contained both real and fictional work experiences.	1	2	3	4	5
ICCON23	I combined modified and distorted my work experiences in my answers.	1	2	3	4	5
ICCON24	I used made-up stories for most questions.	1	2	3	4	5

Inventing (to cook up better answers)						
ICINV25	I claimed that I have skills that I do not have.	1	2	3	4	5
ICINV26	I made up measurable outcomes of performed tasks.	1	2	3	4	5
ICINV27	I claimed work experiences that I do not actually have.	1	2	3	4	5
ICINV28	I promised that I could meet all job requirements (e.g. working late or on weekends). Even though I probably 1could not.	1	2	3	4	5
ICINV29	I misrepresented the description of an event.	1	2	3	4	5
ICINV30	I stretched the truth to give a good answer.	1	2	3	4	5
ICINV31	I invented some work situations or accomplishments that did not really occur.	1	2	3	4	5
ICINV32	I told some "little white lies" in the interview.	1	2	3	4	5
Borrowing (to answer based on the experiences or accomplishments of others)						
ICBOR33	My answers were based on examples of job performance of other employees	1	2	3	4	5
ICBOR34	When I did not have a good answer, I borrowed work experiences of other people and made them sound like my own.	1	2	3	4	5
ICBOR35	I used other people's experiences to create answers when I did not have good experiences of my own.	1	2	3	4	5
ICBOR36	I described team accomplishments as primarily my own.	1	2	3	4	5
III. IMAGE PROTECTION (to defend an image of a good candidate for the job) Omitting (to not mention some things in order to improve answers)						
IPOMI37	When ask directly, I tried to say nothing about my real job-related weaknesses.	1	2	3	4	5
IPOMI38	I tried to avoid discussion of job tasks that I may not be able to do.	1	2	3	4	5
IPOMI39	I tried to avoid discussing my lack of skills or experiences.	1	2	3	4	5
IPOMI40	I tried not to admit that I did not know an answer.	1	2	3	4	5

IPOMI41	I did not mention that I believed I needed additional training to so the job.	1	2	3	4	5
IPOMI42	When asked directly, I did not mention my true reason for quitting previous job.	1	2	3	4	5
Masking (to disguise or conceal aspects of background to create better answers)						
IPMAS43	I tried to mention only my limitations that are easily remedied	1	2	3	4	5
IPMAS44	I did not reveal my true career intentions about working with the hiring organization.	1	2	3	4	5
IPMAS45	I tried not to show my true personality	1	2	3	4	5
IPMAS46	When asked directly, I did not mention some problems that I had in past jobs	1	2	3	4	5
IPMAS47	I did not reveal requested information that might hurt my chances of getting a job.	1	2	3	4	5
IPMAS48	I talked mainly about my strengths to mask my weaknesses.	1	2	3	4	5
IPMAS49	I covered up some "skeletons in my closet"	1	2	3	4	5
Distancing (to improve answers by separating from negative events or experiences)						
IPDIS50	I tried to suppress my connection to negative events in my work history.	1	2	3	4	5
IPDIS51	I clearly separated my self from my past work experiences that would reflect poorly on me.	1	2	3	4	5
IPDIS52	I tried to convince the interviewer that factors outside of my control were responsible for some negative outcomes even though it was my responsibility.	1	2	3	4	5
IV. INGRATIATION (to gain favor with the interviewer to improve the appearance of a good candidate for the job) Opinion Conforming (to express beliefs, values, or attitudes held by the interviewer or organization)						
INCON53	I tried to adjust my answers to the interviewer's values and beliefs.	1	2	3	4	5
INCON54	I tried to agree with interviewer outwardly even when I disagree inwardly.	1	2	3	4	5
INCON 55	I tried to find out interviewer's view and incorporate them in my answers as my	1	2	3	4	5

	own.					
INCON56	I tried to express the same opinions and attitudes as the interviewer.	1	2	3	4	5
INCON57	I tried to appear similar to the interviewer in terms of values, attitudes, or beliefs.	1	2	3	4	5
INCON58	I tried to express enthusiasm or interest in anything the interview appeared to like even if I did not like it.	1	2	3	4	5
INCON59	I did not express my opinion when they contradicted the interview's opinions.	1	2	3	4	5
INCON60	I tried to show that I shared the interviewer's views and ideas even if I did not.	1	2	3	4	5
Interviewer or Organization Enhancing (to insincerely praise or compliment the interviewer or organization)						
INENH61	I laughed at the interviewers jokes eve when they were not funny	1	2	3	4	5
INENH62	I exaggerated the interviewer's qualities to create the impression that I think highly of him/her.	1	2	3	4	5
INENH63	I exaggerated my positive comments about the organization.	1	2	3	4	5
INENH64	I complimented the organization on something, however insignificant it may actually be to me.	1	2	3	4	5

Appendix 9: Substantive differences in meanings between Mandarin Chinese and English

The Chinese survey uses Levashina's (2007) ordinal scale of 1 to 5, however the direct translation of the scale is as follows:

"1" being "Basically none" (基本没有－this phrase in Chinese does not share the exact same meaning as the English phrase "to no extent", it actually refers to "very little", which means that under normal circumstances, it would be extremely rare or almost never happen. The reason why "Basically none" was chosen instead of "to no extent" in Chinese is because there is no good way in Chinese to express "to no extent" without using "never". Moreover it has been my intention to not use "never" so that the respondents will answer with their behavior given normal circumstance. This means that when people choose 1 as the answer, it is assumed that a 1 reflects a faking behavior than the respondent would normally not use. See detailed explanations in

2 being "at a little extent" (少量的程度上－this phrase in Chinese actually share almost the same meaning as in English.)

3 being "at a medium extent" (中等的程度上－ the word "moderate" in Chinese can also be translated as "medium", "appropriate", "temperate", but "medium" is semantically more neutral. In order to avoid misunderstanding of the exact meaning of "moderate" in Chinese context, a direct translation of "medium" was chosen over the rest, this is because for instance "appropriate" in Chinese can be understood as both "moderate" and "suitable")

4 "at a considerable extent" (可观的程度上－the translation of "considerable" in Chinese is more or less the exact translation as in English.)

5 "at a very big extent" (很大程度上－the original English term is "to a very great extent" and the translation of "great" in Chinese is often understood as very nice, mighty, important and large amount, therefore in order to resemble "to a very great extent", a direct translation of "at a very big extent" was chosen.)

Appendix 10: Cutting reasons of US IFB survey to Chinese version

IFB scale	Used as	Chinese literature		Reason
ICEMB1	ICEM1			
ICEMB2	ICEM3			
ICEMB3	cut			Extensive overlap with other Embellishing questions
ICEMB4	ICEM2			
ICEMB5	ICEM2			
ICEMB6	ICEM1			
ICTAI7	ICTA4			
ICTAI8	cut			ICTAI 8 is repetitive with ICTAI 7 and ICTAI 10, because "…what interviewer is looking for" can be interpreted as in accordance with interviewer's opinion, view, comment, especially in the Chinese translation.
ICTAI9	ICTA5			
ICTAI10	ICTA5			
ICTAI11	ICTA5			
ICTAI12	ICTA5			
		ICTA6		The sources of Chinese interview strategy books and online references recommend Chinese jobseekers to memorize the CV content and self introduction in English, especially if the interview is going to be conducted in English.
		ICTA7		
ICFIT13	ICFE8			
ICFIT14	cut			In the statement, "the value and goals of the organization" can be interpreted as part of organization needs, so it is repetitive with ICFIT15
ICFIT15	ICFE9			
ICFIT16	ICFE9			
ICFIT17	cut			This statement seems general and unfocused; it doesn't incorporate any specific action or behavior. "information about the company" can be the company philosophy, values and goals. Thus this is more a summary of the whole category.
ICCON18	ICCO10			
ICCON19	ICCO10			
ICCON20	ICCO11			
ICCON21	ICCO11			
ICCON22	ICCO10			

ICCON23	ICCO11			
ICCON24	cut			This statement also seems more like a summary of the rest.
		ICCO12		
ICINV25	ICIN13			
ICINV26	cut			The translation of ICINV26 in Chinese can be understood similar as statement ICEMB5 *" I exaggerated the impact of my performance in my past jobs"*
ICINV27	ICIN13			
ICINV28	cut			In China, taking extra hours or working on weekends, is considered as normal working conditions. It is therefore not considered as a faking behavior. It also overlaps with ICFIT13.
ICINV29	ICIN14			
ICINV30	cut			This question sums up many of the IFB questions.
ICINV31	ICIN14			
ICINV32	cut			It is not clear for Chinese to understand what the exact meaning of "little white lies". And when I did the survey in Korea, many people asked me what this statement meant.
ICBOR33	ICBO15			
ICBOR34	ICBO16	ICBO16		
ICBOR35	ICBO16			
ICBOR36	ICBO16			
IPOMII37	IPOM17	IPOM17		
IPOIMI38	IPOM18			
IPOIMI39	IPOM18			
IPOIMI40	cut			This one is actually a bit similar to ICCO12 a you pretend you know, even though you don't know.
IPOIMI41	cut			According to the references I went through related to possible interview questions, in China, people care very much about their "face", and it is not very likely that any candidate will self-report that they need extra training without being asked. And for the same reason, if the recruiters understand Chinese culture, it is not likely that they will ask directly like this.

IPOIMI42	IPOM19			
IPMAS43	IPOM17			
IPMAS44	IPMA20	IPMA20 (Korea)		
IPMAS45	IPMA21	IPMA21		
IPMAS46	IPMA22			
IPMAS47	cut			"the information might hurt the chance of getting a job" can be a problem with the job seekers personality, problems with other employee or bosses, difficulties with job tasks. So it is also a sum up question.
IPMAS48	IPMA22			
IPMAS49	cut			It is a general question and in Chinese language there is no exact or direct translation of "skeletons in my closet". It was just translated as "secret". So it was not necessary to explain this in detail.
		IPMA23		
		IPMA24		
IPDIS50	IPDI25			
IPDIS51	IPDI26			
IPDIS52	IPDI27			
INCON53	INOC28			
INCON54	INOC31			
INCON55	INOC28			
INCON56	INOC29			
INCON57	INOC29			
INCON58	INOC30			
INCON59	INOC31			
INCON60	INOC31			
INENH61	INEN33			
INENH62	INEN34			
INENH63	INEN35			
INENH64	cut			In Chinese translation INENH64 is similar to INENH63
		MEM36		

Appendix 11 Detailed outline of respondents' answers on Independent variables from Q1-Q7

Table 24: Distribution of respondents' answers in Q1

1. Education	Proportion	Count
1A: College	46%	70
1B: Bachelor	34%	52
1C: Master	14%	22
1D: PhD	3%	4
1E: Other	3%	4
Total	100%	152

shows the distribution of respondents' education level. Of the 4 respondents with "Other" education 3 of them have a high school degree and 1 has a post doctorate degree.

Table 25: Distribution of respondents' answers in Q2

2. Work experience	Proportion	Count
2A: 0 years	20%	30
2B: 1-2 years	32%	48
2C: 3-4 years	26%	39
2D: 5 or more years	23%	35
Total	100%	152

Table 25 shows the distribution of respondents' work experience. That 20% do not have any work experience might be due to the fact that one of the places I conducted the survey is a college institution called Shenzhen Polytechnic. Some of respondents may therefore be the last year's students that might have already started their career hurting and have experienced the job recruitment process, but not really worked full time yet. This may also indicate that at least 75% of the respondents are in their 20's or early 30's.

Table 26: Distribution of respondents' answers in Q3

3. Interview experience	Proportion	Count
3A: 0 interviews	10%	15
3B: 1-5 interviews	70%	106

3C: 6-10 Interviews	11%	17
3D: More than 10 Interviews	9%	13
Total	99%	151

Table 26 shows the distribution of respondents' employment interview experiences. As presented the majority respondents only have 1-5 times of interview experiences. 10% (15) of respondents never had an interview experience before. I consider this interesting rather than an error of data collection as a closer look at the original answer sheets, reveals that among these 15 respondents who never had an employment interview experience, 6 of them actually have 2 to 4 years of work experience. One of the reasons to explain this could be they have used their Guanxi (personal connections) to get the job without going through the recruitment process. (Gold et al 2002:19) The faking model states that unfair treatment in the recruitment process may increase an individual's willingness to fake (Reis & Burns 1982). If it is true that some individuals are able to bypass the job interview due to personal connections, this could be seen as unfair treatment of job candidates.

Table 27: Distribution of respondents' answers in Q4 and Q5

	Proportion	Count
4. Yes MNC work experience	28%	42
4N. No MNC work experience	72%	110
5. Yes Career training	36%	55
5N. No Career training	64%	96

Table 27 shows the distribution of respondents based on whether they have at any time worked at a MNC and whether they have had any Career training. Career training mainly refers to the campus career center or outside campus career training, which means private institutions such as recruitment agencies.

Table 28: Distribution of respondents' answers in Q6

6. Sources of data		
6A Published interview strategy books by HR experts:	30%	46
6B Campus career guide Center:	33%	50
6C Campus career information forum:	31%	47
6D Tips from experienced friends:	77%	117
6E Online information:	55%	83
6F Other:	7%	10
6sum: amount of sources	2.3	353

Table 28 shows the result of how the 152 respondents answered questions 6 "During the preparation of applying for a job, which information channels mentioned below would you employ in order to increase your employment capability?" respondents were allowed to choose more than one answer. As listed above, the most frequent source respondents choose to use is "D. Tips from experienced friends". This indicates that Chinese respondents share experience internally among personal acquaintances, and possibly provide each other with knowledge of the structure of the job interview, increasing the opportunity to fake. The second most used source is "E online information". Online Job search engines are one of the most popular online resources developed in China within the past decade. They provide Comprehensive recruitment services, and some of the popular ones such as 51job.com, yingjiesheng.com, and zhaopin.com have millions of online users. It is therefore possible to find on these websites comprehensive guides to the recruitment process of many major firms in China, possibly increasing the opportunity to fake of respondents using "Online information".

It is interesting to look at the answer of option "F Other" 7% (10). Among these 10 respondents, 6 left it blank and 4 of them have written in the box that "more job interview experiences and work experiences" are their choice of sources to improve their employment capability. This is possibly an affirmative support of Hypothesis 3 and 4 where interview experiences and work experience are used as independent variables to analyze respondents' faking behavior.

Table 29: Distribution of respondents' answers in Q7

FREQUENCY/COUNT	Proportion	Count
7: primary source of data		
7A:Published interview strategy books by HR experts:	15%	23
7B:Campus career guide Center:	19%	29
7C:Campus career information forum:	14%	22
7D:Tips from experienced friends:	53%	80
7E:Online information:	24%	37
7F: Other:	8%	12
Total	134%	203
More than 1 source	22%	33

Table 29 shows the result of which source of information Chinese respondents consider the most effective one. "D Tips from experienced friends" is the respondents' favorite. This further indicates that information sharing among friends is quite common in China. This might have a connection with China's collectivist culture, in that it is often considered as a social and moral obligation to share good fortune with close friends. This further indicates that knowledge sharing among friends may increase faking behavior as opportunity to fake increase. (Levashina and Campion 2006)

Among respondents who chose option "F: Other", 5 wrote in the survey that more work experiences and interview experiences is an effective source to help them to improve, this lends support to Hypothesis 3 and 4. Interestingly there is one respondent who wrote "personal charm" in the box. This indicates that the physical appearance in the job interview might also be an important factor during the recruitment process in China.

Appendix 12: Correlations

Table 30: Correlations between derived independent variable questions

Correlation	Q1Y	Q2Y	Q3Y	Q4	Q5	Q6Y	Q7Y	Q7N
Q1Y	-							
Q2Y	-0.06	-						
Q3Y	0.04	0.24	-					
Q4	0.11	0.08	0.10	-				
Q5	-0.16	-0.08	0.00	0.08	-			
Q6Y	0.16	-0.03	0.06	-0.03	-0.07	-		
Q7Y	0.01	0.08	0.20	0.00	-0.03	-0.01	-	
Q7N	-0.16	-0.12	-0.16	-0.01	-0.04	0.01	-0.62	-

The correlation analysis reveals two noteworthy correlations exist, the first being a correlation of 0.24 between Q2Y and Q3Y, this is good as there was also a correlation between Q2 and Q3 discussed earlier. This indicates that converting the data for these two questions into the derived independent variable questions has not corrupted the data. Moreover the correlation is again not strong enough to consider eliminating Q2Y or Q3Y from the analysis. The second noteworthy correlation is a negative correlation of -0.62 between Q7Y and Q7N, this correlation is actually surprisingly low, as Q7Y and Q7N are derived from the same question (Q7). If no respondents had answered "F: Other", and all respondents had only chosen 1 answer in Q7 as intended, then the correlation between Q7Y and Q7N would have been a perfect -1. That the correlation is only -0.62 indicates that many respondents have answered either "F: Other" or chosen more than 1 answer. Eliminating either Q7Y or Q7N may therefore lead to a false conclusion so both are analyzed to answer H8.

To test if Levashina's (2007) categories can be applied in a meaningful way to the Chinese survey, the correlation between each Chinese question was analyzed using the MS-Excel Correl function. This analysis revealed that each question was generally strongly positively correlated to other questions within the same category, and to a lesser extent positively correlated to questions outside their category. The analysis further revealed that all 6 questions developed from the Chinese literature review achieved average positive correlations of at least 0.50 with other questions in the same category, indicating that the categorization has

not been faulty. The correlations between minor and major categories have been outlined in table Table 31, and Table 32.

Table 31: Correlations between respondents answers in minor categories

	ICEM	ICTA	ICFE	ICCO	ICIN	ICBO	IPOM	IPMA	IPDI	INOC	INEN	MEM
ICEM	-											
ICTA	0.65	-										
ICFE	0.34	0.48	-									
ICCO	0.62	0.74	0.36	-								
ICIN	0.54	0.65	0.30	0.86	-							
ICBO	0.55	0.70	0.36	0.72	0.68	-						
IPOM	0.54	0.56	0.32	0.53	0.50	0.52	-					
IPMA	0.51	0.69	0.47	0.59	0.53	0.62	0.68	-				
IPDI	0.49	0.60	0.30	0.56	0.54	0.50	0.64	0.74	-			
INOC	0.49	0.60	0.29	0.62	0.53	0.53	0.58	0.66	0.70	-		
INEN	0.55	0.62	0.34	0.68	0.62	0.60	0.60	0.67	0.69	0.83	-	
MEM	0.41	0.55	0.39	0.44	0.34	0.45	0.48	0.60	0.59	0.57	0.60	-

Table 32: Correlations between respondents' answers in major categories

	1	2	3	4	5
1. Slight Image creation	-				
2. Extensive Image Creation	0.75	-			
3. Image Protection	0.71	0.67	-		
4. Ingratiation	0.63	0.69	0.77	-	
5. Memorization	0.57	0.45	0.63	0.61	-

Appendix 13: A detailed outline of the steps used in analysis of data

1) Coding of responses to dependent variable questions by either General faking (responses of 2,3,4, or 5 were coded as "1", responses of 1 were coded as "0") or Extensive faking (responses of 4, or 5 were coded as "1", responses of 1, 2, or 3 were coded as "0"). For example if respondent No. 5 answered "3 to a moderate extent", "1 to no extent", and "2 to a little extent" in Q1, Q2, and Q3, the responses would be coded "1","0","1" for general faking, and "0","0","0" for Extensive faking.

2) Sorting of step 1 based on the relevant independent variable coding for answering the hypothesis, thus in H2 responses were sorted by coding in Q1Y with the responses for respondents being coded "1" in Q1Y in one pool, and responses for respondents coded as "0" in Q1Y in a second pool. Continuing the example, if respondent No. 5 answered "3" in independent variable Q1, and "1" in independent variable Q2, the respondent would be grouped in the "1" pool for Q1Y, and in the "0" pool for Q2Y.

3) Averages of step 2 coding to determine the average faking percentages in all individual questions for respondents in a group. Continuing the example, the response of respondent No. 5 in Q1 would be averaged with all other responses in Q1 by respondents that were also coded as "1" in Q1Y, this results in a percentage.

4) Sorting of step 2 responses into minor and major categories, based on the rule that if the sum of a respondents responses in a category is 1 or higher, the code "1" is given, if 0 the code "0" is given. Continuing the example, respondent nr. 5 would be coded as "1" for the embellishing category, as Q1, Q2, and Q3 all belong to the Embellishing category, and at least 1 of Q1, Q2, or Q3 were given a "1" in step 1. Furthermore respondent No. 5 would also be given a "1" in the Slight Image Creation category, as the respondent had at least 1 question coded "1" in the 9 questions that make up Slight Image Creation.

5) Average of coding in step 4 to determine the percentage of faking in each category, using the same procedure as in step 3, just with responses in categories instead.

Appendix 14: Chinese version of Interview Faking Behavior Survey

求职面试诚信度问卷调查

第一部分 基本资料

1. 请问您的最高学历是什么？

A.大专　B. 本科　C. 硕士　D.博士　E. 其它 _____

2. 请问您有几年的工作经验？

A. 0　B.1-2 年　C. 3-4 年　D. 多于 5 年

3. 请问您经历过几次企业应聘面试的机会？

A. 0　B.1-5 次　C. 6-10 次　D. 多于 10 次

4. 请问您在外企工作过吗？

A. 有过　B. 没有过

5. 请问您接受过校内或校外应聘培训吗？

A. 有过　B. 没有过

6. 请问在准备应聘时，您会采用哪些信息渠道去提高自己的应聘能力？（可以多选）

A. 专家出版的关于面试技巧的书　B. 校园就业指导中心
C. 校园求职论坛 BBS　D.找有经验的朋友取经
E. 网络面经　F. 其它 _____

7. 请问以上信息渠道中，您认为哪一个能最有效的提高自己的应聘能力？

A. 专家出版的关于面试技巧的书　B. 校园就业指导中心
C. 校园求职论坛 BBS　D.找有经验的朋友取经
E. 网络面经　F. 其它 _____

第二部分 工作面试行为调查

请仔细回忆一下您企业求职的面试经历。从以下所列出的清单中选择您可能采用过的战略技巧，根据您使用它们的程度的不同，在适合的程度上画圈。
您的答案是完全保密和匿名的。我们是无法用此调查问卷的任何答案去确认您的身份，所以请尽量诚实的回答所有的问题。

基本没有	少量的程度上	中等的程度上	可观的程度上	很大程度上
1	2	3	4	5

ICEM1	在面试过程中，我夸张描述了自己的业务精通程度。	1	2	3	4	5
ICEM2	在面试过程中，我夸张描述了自己过去的工作职责范围与工作表现及其影响。	1	2	3	4	5
ICEM3	我说我对新工作可以很快就上手，即使我当时知道实情不一定是这么回事。	1	2	3	4	5
ICTA4	为了强调自己是合适的人选，我根据面试官的观点和反应，粉饰了自己的答案。	1	2	3	4	5
ICTA5	我根据工作岗位的要求和企业文化的不同，扭曲了自己的工作经验和工作资历。	1	2	3	4	5
ICTA6	我反复练习和强记硬背一些英文的回答，让我得英文得水平听上去比俄哦实际得真实水平要高。	1	2	3	4	5
ICTA7	为了能使自己显的与众不同，从而留下好印象，我事先精心准备好了一些笑话或是有趣的故事。	1	2	3	4	5
ICFE8	我试着拉近自己在工作态度上，价值观念上和信念上与工作要求之间的匹配程度。	1	2	3	4	5
ICFE9	我试着拉近自己在工作态度上，价值观念上和信念上与公司需求和公司哲学之间的匹配程度。	1	2	3	4	5
ICCO10	为了更好的展现自己去证明我是企业需要的合适人选，我精心构思了一些是半真半假的工作经历故事。	1	2	3	4	5
ICCO11	为了解释工作经验不足， 我编造了一些修改过的和歪曲的工作经验的例子。	1	2	3	4	5
ICCO12	为了能给面试官留下好印象，就算我不明白讨论的话题，我仍然不懂装懂，尽量表现出听的懂的样子。	1	2	3	4	5
ICIN13	我编造了一些自己其实并没有的工作技能或工作经验。	1	2	3	4	5
ICIN14	我虚构了一些并未实际发生过的工作情形或工作成绩。	1	2	3	4	5
ICBO15	我把团队的成绩说成是自己的成绩。	1	2	3	4	5
ICBO16	我根据不同渠道的“面经”资料借用别人的工作例子和工作经验去充实自己的回答。	1	2	3	4	5
IPOM17	我尽量避免去谈论自己的弱点，尤其是那些不易克服的，和不能转化成优点的弱点。	1	2	3	4	5
IPOM18	我尽量避免去谈论那些自己不能胜任的工作或自己缺乏的技能和经验。	1	2	3	4	5
IPOM19	当被直接问到时，我并没有提到我辞去之前工作的真实原因。	1	2	3	4	5
IPMA20	我没有透露自己在此公司工作的真正职业意向, 比如就算我不想长期在此公司工作，我还是会表现出自己是想长期干下去的。	1	2	3	4	5
IPMA21	我根据工作和公司的需求去展现自己的性格，虽	1	2	3	4	5

	然这可能不是我的真实性格。					
IPMA22	我尽量不去提及在过去工作中的一些问题,而是主要讨论我的优势，以掩盖我的不足。	1	2	3	4	5
IPMA23	当遇到困难的问题和不感兴趣的问题，我通过称赞对方和回问的方法去避免直接回答这些问题。	1	2	3	4	5
IPMA24	为了能控制一些面试的话题，我详细调查了面试官的背景，将他感兴趣的话题融如自己答案里去，从而引导他问那些我已经有所准备的话题。	1	2	3	4	5
IPDI25	我试着去隐瞒一些自己和工作中不良事件的关系。	1	2	3	4	5
IPDI26	我明确的避免了过去工作经历中反映我自己缺点的事情。	1	2	3	4	5
IPDI27	我尽力说服面试官，一些不良结果是因为一些我不能控制的的因素造成的。	1	2	3	4	5
INOC28	我尽量表现出很同意面试官观点的样子，并把这些观点融入我的回答中，作为我自己的观点。	1	2	3	4	5
INOC29	在价值观、态度和信念方面，我尽量表现得与面试官相似。	1	2	3	4	5
INOC30	我尽力表现出自己对面试官喜欢的东西的热情和兴趣，即使我并不喜欢。	1	2	3	4	5
INOC31	当我的观点，意见和想法与面试官的不同时，我并没有表达出我真实的想法。	1	2	3	4	5
INEN32	为了能博得面试官得欢心，我问一些他对某一个问题得看法，然后自己在旁边附和。	1	2	3	4	5
INEN33	当面试官讲笑话时，我会笑，即使我觉得这些笑话并不好笑。	1	2	3	4	5
INEN34	我试着夸大面试官的才能，让他／她觉得我很欣赏他／她。	1	2	3	4	5
INEN35	我夸大了自己对企业的认可和肯定。	1	2	3	4	5
MEM36	我精心准备和强记硬背一些经常会被问到的面试问题，让我自己显得是一个更加合适的人选。	1	2	3	4	5
MEM37	我反复练习和强记硬背一些英文的回答，让我的英文的水平听上去比我实际的真实水平要高。	1	2	3	4	5

衷心感谢您的参与和配合，这是给予我们的莫大鼓励。