

**The Effect of Group Norms and Personal Work Values on
Counterproductive Workplace Behaviors: An Empirical Study of St.
Lucia's Young Workers**

by

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ABSTRACT

This research examined the influence of personal (demographics and work values) and situational (group behavioral norms) factors on the propensity to engage in counterproductive work behaviors (misuse of resources and misuse of information) among Business Administration graduates. A quantitative vignette or factorial survey approach was used in the study. Three questionnaires, containing a subset of vignettes representing different factors of the situational variable, were administered to respondents. A range of statistical analysis methods namely Pearson's correlation, hierarchical regression, T-tests and one-way ANOVA was used to test the sixteen (16) proposed hypotheses. Results indicate that none of the examined demographic variables had a significant influence on the propensity to engage in CWB. Of the five work values examined, only three had a significant influence on the propensity to engage in CWB. The hypothesized relationships between group behavioral norms and the propensity to engage in CWB received little overall support. In addition, post- hoc interviews found that the study was affected by social desirability bias, Hawthorne effect as well as limitations in design.

Keywords: Counterproductive work behavior, Work values



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CHAPTER I INTRODUCTION

This chapter provides a general overview of the study. It includes a brief introduction, problem statement, describes the sample setting and provides details such as the purpose of the study, research questions, and contribution of study, limitations and delimitations as well as definition of key terms.

Background of the Study

Counterproductive work behavior is a pervasive and expensive problem that affects organizations all over the world. Much research has focused on studying this issue. However, developing countries are sadly underrepresented and ignored. Moreover, despite the large volume of research carried out over the past decade there is still lots of uncharted territory. Although many situational and personal variables (as well as combinations of these) have been studied, there are still many yet to be examined and methodological approaches that are still underutilized. Research that examines employees' work behavior is always relevant and in demand. This is because an organization's success is often heavily dependent on the conduct of individual employees. This is especially true when it comes to counterproductive work behavior (CWB).

This study examined the relationship between demographic variables, namely; sex, religious commitment, work experience as well as socioeconomic status and CWB. The other independent variables that were examined with relation to CWB are group behavioral norms (situational factor) and work values (personal factor). Also important is the relationship between the mentioned independent variables and CWB among young workers. Group behavioral norms involve patterns (norms) of CWB behavior which is displayed within a work group. The study examined how these behavioral norms affect a person's propensity to engage in CWB. Work values are what people consider important to them in a work context. Examples of these are security, economic returns and independence. Several

studies have suggested that there is a link between demographics and CWB. Also documented (by more than five studies), is the relationship between group norms and CWB. Although it appears that there has been no previous research directly examining the relationship between work values and CWB, they appear to be related. This relationship was also examined in this study.

Problem Statement

The 19 -25 age group is a vital part of St. Lucia's workforce. Members of this group occupy many entry -level positions in all economic sectors. Research has suggested that CWB is a major problem in organizations and that most CWB is covert. Moreover, it is suggested that younger workers are more likely to engage in CWB. To date there appears to be no studies on CWB conducted in St. Lucia among young workers. In addition, researchers have yet to determine an exact set of antecedents which contribute to CWB. Consequently, employers have very little knowledge and awareness of CWB and the factors that contribute to it. Also there appears to be no studies examining the combination of antecedents proposed by this study. As a result their impact on CWB is unknown. This study will help to fill in the knowledge void which exists regarding CWB.

Sample Setting

St. Lucia is a small nation (population of approximately 165,595) located in the Eastern Caribbean. The country, a former French and then British colony, gained independence in 1979. Many of the social institutions including Government, Judiciary, and Education are patterned after the British system. Compulsory education begins at Primary school and lasts for seven years, this followed by five years of Secondary education at the end of which students write the Caribbean Examinations Council (CXC) exams to obtain their first set of work relevant qualifications. Some students (who perform well at CXC) move on to tertiary level studies. The most popular tertiary level programs are Advanced

Level studies in selected subjects and Diploma or Associates degree programs in Business Administration, Hospitality Studies, Technical/Vocational Studies, Agricultural Studies, Nursing and Teacher Education. These programs are all offered by the Sir Arthur Lewis Community College, the only tertiary level institution on the island. It is customary for young people to work after they finish either Secondary school or a two year tertiary level education. Most of them work several years before going back to school for a Bachelors degree.

The largest age groups within St. Lucia's population are 20-24 and 15-19. Less than 1% of the population holds a university degree (stats.gov.lc). These figures draw attention to the importance of young workers to the viability and overall productivity of the workforce. Majority of the entry level positions in all economic sectors are occupied by young people with tertiary and secondary education.

The information presented above highlights the importance of examining the influence of personal and situational factors on the propensity to engage in counterproductive work behavior among the Business Administration graduates of the Sir Arthur Lewis community college.

Purpose of Study

The main purposes of this study were:

- 1) To examine/determine the influence of situational factors (group behavioral norms) and personal factors (demographics and work values) on the propensity to engage in counterproductive work behaviors (misuse of resources and information) among Business Administration graduates.
- 2) To examine the interaction between situational factors (group behavioral norms) and personal factors (work values) on the propensity to engage in counterproductive work behaviors (misuse of resources and information) among Business Administration

graduates.

Research Questions

The following research questions guided the study:

- 1) What influence does the following demographic variables: sex, religious commitment, work experience and socioeconomic status; have on the propensity to engage in CWB (misuse of resources and information) among business administration graduates?
- 2) What influence does amount and consistency in group norms have on the propensity to engage in CWB (misuse of resources and information) among business administration graduates?
- 3) What influence does the following work values: security, economic returns, associates and independence; have on the propensity to engage in CWB (misuse of resources and information) among business administration graduates?
- 4) Are the previously mentioned work values moderated by group norms in influencing the propensity to engage in CWB (misuse of resources and information) among business administration graduates?

Contribution of Study

One of the major contributions of this study is that it employs an uncommon, and in some instances, a novel approach to the study of Counterproductive work behavior (CWB). Most of the studies carried out over the past ten years clamp all forms of CWB together. Few existing studies examine specific forms of counterproductive work behavior. The studies that do separate CWB, all focus on the more extreme forms such as theft and violence. This study takes a novel approach by focusing on the more subtle forms, namely misuse of resources and misuse of information. Also, it appears that no previous research has used work values as a personal factor in the study of CWB. In addition, this study uses a new conceptualization of group norms developed by Miles, Paquin and Kivlighan (2011).

This is the first time this is being used to study counterproductive work behavior. Moreover, the proposed quantitative vignette design has not been used very often to study CWB.

The other contributions of the study are as follows.

First, it is a contribution to the ongoing body of research which examines the influence of personal and situational factors on counterproductive work behavior. It examines a different combination of personal and situational factors and also focuses on less studied forms of counterproductive behavior. Moreover, it will be conducted in a developing country, an area that is underrepresented in this and most other types of research.

Second, it is important to examine this issue of personal versus situational factors because such an inquiry can inform the formulation and adoption of organizational policies. This type of research can provide justification for the tailoring of practices within organizations. A tailoring of practices might be as basic as asking a job candidate questions that would help to deduce his/her work values or as complex as administering ethics or personality tests. Other practices might involve monitoring and implementing policies to influence norms so that counterproductive work behavior is discouraged or reduced.

In addition, such research builds awareness of counterproductive work behavior among managers and decision makers. This awareness is important since counterproductive work behavior can harm organizations in a variety of ways including affecting the bottom line. Moreover, the less examined, more subtle forms of counterproductive work behavior such as those examined in this research can be just as harmful to organizations. Yet they have not been given as much attention as other more extreme forms of counterproductive work behavior such as theft and violence. This research contributes to this neglected niche.

Finally, it is beneficial to carry out this research among Business Administration graduates because this is the most popular area of tertiary level study. Moreover, graduates of this department occupy many of the entry level positions in the public and private sector.

These positions include customer service representatives, tellers, cashiers, sales and accounting clerks, receptionists and administrative and office assistants (salcc.edu.lc “Job Training data”, 2004 - 2010). They can be considered a core or critical group within St. Lucia’s workforce. For all of these reasons, they are worthy of consideration in research such as this, especially since a high level of counterproductive work behavior among this group can be very troublesome for employers.

Limitations

This research examined only the listed personal factors (demographics and work values) and situational factors (group behavioral norms) on the propensity to engage in counterproductive work behavior namely, misuse of resources and misuse of information among Business Administration graduates in St. Lucia. Therefore, the findings or results cannot be generalized beyond the given population. The interactions examined are among a limited number of situational and personal factors with a limited number of counterproductive work behaviors and as a result the, findings by no means settle the ongoing debate on which factors (situational or personal) are most dominant in influencing counterproductive work behavior.

Definition of Terms

Counterproductive work behavior is “any intentional behavior on the part of an organization member viewed by the organization as contrary to its legitimate interests” (Sackett, 2002, p.5)

Personal Factors can be defined as conditions/predispositions/characteristics which exist within or are part of an individual’s make up or psyche. The personal factors examined in this research are demographics and work values. Demographics are descriptive characteristics which can be used to classify individuals. Demographic variables to be examined are gender, religious commitment, work experience and socioeconomic status.

Work values “refer to what a person wants out of work in general and also which components of a job are important to their work satisfaction” (Duffy & Sedlacek, 2007, p.359). Work values to be examined are security, economic returns, achievement, associates and independence.

Situational Factors are conditions (tangible or intangible) that exist within the work environment. The situational factor to be examined is group behavioral norms. Group behavioral norms are “implicit or explicit shared agreements among group members about relevant behaviors, ways of thinking and modes of affective expression” (Miles, Paquin & Kivlighan, 2011, p.2).





CHAPTER II LITERATURE REVIEW

This chapter presents the theoretical basis of the study by presenting existing literature on the variables to be examined. It provides detailed definitions, relevant information and explanations on all of the variables and by so doing will enable the reader to fully understand and appreciate the study. More importantly, the hypotheses and the basis from which they were derived are presented in this chapter.

Counterproductive Work Behavior

Definition and Categories of CWB

Counterproductive work behavior (CWB) is defined as “any intentional behavior on the part of an organization member viewed by the organization as contrary to its legitimate interests.” (Sackett, 2002, p. 5). According to this definition, whether behavior is considered counterproductive would depend on whether or not the organization views it as such. Therefore, a behavior may be frequently performed by many employees within the organization and as a result is not viewed as deviant among employees because it does not violate the group norm. However, this behavior may be considered counterproductive by the organization because it is contrary to its interests (Sackett, 2002). Another important characteristic of counterproductive work behavior is that it represents behaviors that are discretionary, that is, individuals make conscious choices about whether or not to engage in such behaviors (Mount, Ilies & Johnson, 2006).

Although most commonly referred to as counterproductive work behavior (Bayram, Gursakal & Bilgel, 2009; Bowling, Burns & Beechr, 2010; Bowling & Gruys, 2010; Hitlan & Noel, 2009; Jones, 2009; Khan, Afzal & Zia, 2010; Lau, Au & Ho, 2003; Marcus & Schuler, 2004; Mikulay, Neuman & Finkelstein, 2001; Sackett, 2002; Semmer, Tschan, Meier, Facchin & Jacobshagen, 2010; Spector, 2011; Spector & Fox, 2010; Wu & Lebreton, 2011) this type of behavior is also called workplace deviance (Bennett & Robinson, 2000;

Diefendorff & Mehta, 2007) as well as deviant workplace behaviors (Appelbaum & Shapiro, 2006). Despite the different terms used to refer to this type of behavior the examples presented are the same. The most commonly cited examples are theft, absenteeism, vandalism, poor performance, gossip and violence (Appelbaum & Shapiro, 2006).

Hollinger and Clark (1983) lay the foundation for the study of counterproductive work behaviors by developing a list of counterproductive behaviors and collecting self-report data from a large number of employees in different industries. They suggested that counterproductive behaviors can be grouped into two categories, namely; property deviance and production deviance. In 1995, Robinson and Bennett developed a typology of workplace deviance in which they classified deviant behaviors along two dimensions based on the severity (minor versus serious) and target (organizational versus interpersonal). Gruys and Sackett (2003) used existing literature to identify 87 separate counterproductive behaviors which they then categorized into 11 categories based on the domains which the behavior encompassed. Table 2.1 presents these categories.

The categories of interest in this study are misuse of resources and misuse of information. There are thirteen (13) specific behaviors listed in these categories. However, only eight will be examined by this study. The behaviors under misuse of resources to be examined are as follows: spend time on the internet for reasons not related to work, make personal calls at work, make personal copies at work, use email for personal purposes and play computer games during work time. Behaviors under misuse of information to be examined are as follows: discuss clients' confidential matters with unauthorized personnel, lie to supervisors to cover up a mistake and intentionally fail to give coworkers necessary information (Gruys and Sackett, 2003).

These categories and particular counterproductive work behaviors were chosen for several reasons. First, they are the more subtle and less studied forms of CWB. Second,

these behaviors can be easily described and captured in vignettes. Finally, these behaviors are associated with less negative social desirability than other forms of CWB such as theft and vandalism. If they are viewed as less socially undesirable then respondents may be more willing to admit that they would engage in these behaviors.

Table 2.1

Gruys and Sackett: 11 Categories of Counterproductive Work Behavior

CWB dimensions	Examples
Poor attendance	Going to work late, missing work without notifying the company
Poor quality of work	Intentionally performing below standards, intentionally completing careless work
Alcohol use	Having work performance influenced by alcohol consumption, consuming alcohol at work
Drug use	Selling drugs on company property, arriving at work under the influence of drugs
Misuse of information	Intentionally neglecting to tell others necessary information, providing false information to the company
Unsafe behaviors	Not following safety procedures, endangering the safety of other employees
Inappropriate verbal actions	Arguing with other employees, verbally abusing other employees
Inappropriate physical actions	Physically attacking another employee, making unwanted sexual advances toward another employee
Theft and related behaviors	Giving away services for free, inappropriately using employee discounts
Destruction of property	Deliberately sabotaging company production, defacing or destroying the property of other employees
Misuse of time and resources	Conducting personal business at work, working unnecessary overtime

Note. From “Reconsidering the dispositional basis of counterproductive work behavior: The role of aberrant personality”, by J. Wu and J. Lebreton. 2011, *Personnel Psychology*, 64, p. 595. New York, USA: Wiley Periodicals.

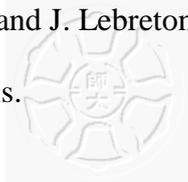
Table 2.2 classifies the category of counterproductive work behavior to be examined in this study as minor in severity with the organization as the target.

Table 2.2

Gruys and Sackett 11 Categories of Counterproductive Work Behavior Categorized Using Robinson and Bennett Typology

	Organizational	Interpersonal
Severe	Property deviance (A) Destruction of property	Personal aggression (B) Inappropriate verbal actions Inappropriate physical actions
Minor	Production deviance (C) Alcohol use Drug use Misuse of time and resources Poor attendance Poor quality work Theft and related behaviors	Political deviance (D) Misuse of information Unsafe behaviors

Note. From “Reconsidering the dispositional basis of counterproductive work behavior: The role of aberrant personality”, by J. Wu and J. Lebreton. 2011, *Personnel Psychology*, 64, p. 595. New York, USA: Wiley Periodicals.



Effects of CWB

Counterproductive work behaviors are estimated to cost organizations billions each year (Appelbaum, 2006; Bennett & Robinson, 2000; Milkulay et. Al, 2001; Lau et. Al, 2003; Bowling & Gruys, 2010). Researchers suggest that the total cost lies between \$6 to \$200 billion annually (Appelbaum, 2006; Bennett & Robinson, 2000). Employee theft alone is estimated to cost between \$40 to \$120 billion (Bennett & Robinson, 2000). It has also been suggested that these behaviors may be responsible for as much as 30% of all business failures (Fine, Horowitz, Weigler & Basis, 2010). Counterproductive work behavior affects all organizations, in all industries and at all levels. Bennett and Robinson (2000) describe workplace deviance as a “pervasive and expensive problem for organizations (p.349).

According to Bowling and Gruys (2010), the estimates represent “direct costs” (p.54) and do not include or reflect the negative consequences that CWBs have on the well-being

of the organizations and their members. They point to the indirect costs which result from CWB. These include loss of productivity, decline in staff morale, damage to the organization's reputation, loss of customers as well as damage to the mental and physical health of individuals. Jones (2009) suggests that coworkers' job performance and level of cooperation also suffer when an individual or individuals within a work group engage in CWB. Appelbaum and Shapiro (2006), also include loss of work time, high rate of turnover and employee stress in their list of indirect costs. In their 2010 study on the impact of CWB in Pakistan, Khan et. al. found that CWB has a negative and significant impact on organizational performance. They also suggest that CWB decreases the efficiency of organizations especially as it relates to the utilization of resources. In summary, there is general consensus among scholars that CWB is pervasive and affects organizations directly (financial loss) as well as indirectly. Moreover, the total or overall cost of CWB cannot be accurately estimated and is most likely staggering.

Antecedents of CWB

Most researchers believe that CWB is the manifestation of a latent trait whether individual or situational (Marcus and Schuler, 2004). Robinson and Greenberg (1998) describe antecedents as stemming from three broad sources, namely, individual factors, social factors and interpersonal factors as well as organizational factors. Sackett and Devore (2001) followed suit by presenting six CWB antecedent categories. These are personality variables, job characteristics, work group characteristics, organizational culture, and injustice and control systems. According to Bennett and Robinson (2003) research that (a) considered workplace deviance as a reaction to experiences at work and (b) examined workplace deviance as a reflection of employees' personality have been most prevalent.

Over the past decade, a large body of research has focused on examining the effects of various personality traits on counterproductive work behavior. These include the five

factor model (specifically agreeableness, emotional stability and conscientiousness), trait anger, aggression, negative affectivity, locus of control and self- control (Spector, 2011). Wu and Lebreton (2011) added to this list by suggesting a link with aberrant personality traits, namely; narcissism, machiavellianism and psychopathy. Undoubtedly, personality is one of the most commonly examined antecedents of counterproductive work behavior. Other commonly used personal factors include integrity or honesty (Oppler et. al, 2008), job satisfaction, motivation, demographics (Lau et. al, 2003), revenge motive (Hung, Chi & Lu, 2009) and mental ability (Marcus, Wagner, Poole, Powell & Carswell, 2009)

A wide range of situational factors as antecedents of CWB have also been studied. These include organizational justice/injustice, stress, coworker/supervisor interaction and group norms. Lau et. al (2003), divided situational variables (factors) into three categories, namely, organizational, work and contextual. Organizational factors encompass supervisory monitoring, group influence, organizational policy and organizational characteristics. Antecedents related to the job fall under the work category. These include job complexity, high-risk occupations and task independence. The contextual factors category refers to a mix of variables in the environment that is relevant to the individual's decision to engage or refrain from CWB. These include employment rate, economic prosperity and opportunity.

There is general agreement among scholars that CWB is influenced by both individual and situational factors (Mikulay et. al., 2001). However, there is no conclusive research to suggest which set of factors exert the most influence. This is because there is such a wide range of personal and situational factors as well as combinations of the two to be examined or tested. Thus, there is still a large gap in research and for this reason the personal versus situational factors debate is ongoing.

While it is impossible to review all of the studies examining the antecedents of CWB conducted over the last ten years, the following table (2.3) provides a review of some

recent research.

Table 2.3

Review of Recent Research on the Antecedents of Counterproductive Work Behavior

Author	Antecedent	CWB	Findings
Mikulay, Neuman and Finkelstein (2001)	Personal: integrity Situational: group norms, risk, desirability	All forms of CWB	CWB is influenced by both individual characteristics and situational factors. There was limited support for an interactional relationship between person and situational factors as a motivation for CWB. Integrity of participants had a consistent impact on the likelihood of CWB
Marcus and Schuler (2004)	Situational: triggers, opportunities Personal: self-control, propensities	All forms of CWB	Self-control exerts an influence on counterproductive behavior. The level of influence depends on the values of situational factors particularly opportunity. The effects of the other antecedents depend on the absence of effective internal constraints
Mount, Ilies and Johnson (2006)	Personality traits and job satisfaction	Interpersonal and organizational CWB	Agreeableness had a direct relationship with interpersonal CWB; Conscientiousness had a direct relationship with organizational CWB and job satisfaction had a direct relationship to both interpersonal and organizational CWB. Job satisfaction partially mediated the relationship between Agreeableness and both types of CWB



(continued)

Table 2.3 (continued)

Author	Antecedent	CWB	Findings
Diefendorff and Mehta (2007)	Motivational traits: personal mastery, competitive excellence and behavioral activation system (BAS) sensitivity Personality: avoidance motivation	Interpersonal and organizational CWB	Personal mastery was negatively related to deviance, BAS sensitivity was positively related to deviance and competitive excellence was unrelated to deviance. Avoidance motivation was positively related to organizational deviance.
Roberts et.al (2007)	Personal: background factors- diagnosed adolescent conduct disorder, criminal conviction records, intelligence, personality traits Situational: work conditions	All forms of CWB	People diagnosed with childhood conduct disorder were more prone to commit CWB in young adulthood and these associations are mediated by personality traits. Criminal convictions that occurred before entering the workforce were unrelated to CWB.
Oppler, Lyons, Ricks (2008)	Financial history	All forms of CWB	Employees with undesirable financial history were significantly more likely to engage in CWB
Hitlan and Noel (2009)	Situational: work place inclusion Personal: personality (Big 5)	Interpersonal and organizational CWB	Exclusion by coworkers was related to interpersonal CWB while exclusion by supervisors was related to organizational CWB. The relationship between exclusion and personality was strongest for employees exhibited less behavioral constraints.



(continued)

Table 2.3 (continued)

Author	Antecedent	CWB	Findings
Hung, Chi and Lu (Taiwan, 2009)	Perceived coworker loafing	Interpersonal and organizational CWB	Perceived loafing was positively related to Organizational and Interpersonal CWB. A revenge motive towards the organization fully mediated the relationship between perceived loafing and organizational CWB. A revenge motive towards coworkers fully mediated the relationship between perceived loafing and Interpersonal CWB
Jones (2009)	Situational: injustice Personal: desire for revenge	Interpersonal and organizational CWB	Employees tend to direct their CWB toward the source of perceived mistreatment. Desires for revenge explain part but not all CWB
Fine, Horowitz, Weigler and Basis (2010)	Personal: integrity, demographics Situational: employee engagement, security control norms	Theft 	All three variables were moderately related to CWB. Employee engagement and security control norms moderated the relationship between integrity and CWB
Semmer et. al (2010)	Study 1: illegitimate tasks, effort- reward imbalance Study 2: illegitimate tasks, organizational justice and personality (conscientiousness, agreeableness)	All forms of CWB	Illegitimate tasks were associated with all forms of CWB. Illegitimate tasks were associated more strongly with CWB directed against the organization. Conscientiousness predicted organizational CWB whereas agreeableness predicted interpersonal CWB

Note. This table was compiled by the author for the purpose of this study.

Demographics and Counterproductive Work Behavior

Several studies have yielded findings about demographics and counterproductive work behavior. Age, tenure, sex, economic condition, family size, family responsibility, educational level as well as religious participation have all been examined with reference to CWB. Mikulay et. al. (2001), propose that new, younger and part-time workers are most likely to engage in CWB. Hollinger and Clark in their 1983 study also discovered higher levels of CWB among this group. Fine et. al (2010), also concede that this group is more prone to CWB and suggest that this is so because these individuals tend to hold lower status and lower paying jobs and may be less committed, loyal and satisfied than other employees. In their study of attendance behavior, Bowling, Burns and Beehr (2010) found that when compared with older workers, younger workers were more likely to arrive to work late. Similarly, Semmer et al. (2010) found that older workers generally engaged in less CWB especially towards the organization. Gruys and Sackett (2003) reported similar findings, specifically a significant negative relationship between age and CWB.

Studies have also found that males engage in more CWB than females (Henle, 2005; Lau, Au & Ho, 2003). Bowling et. al (2010) found that men were more likely to engage in early departure than women. Diefendorff and Mehta (2007) reported that “sex was a significant predictor of both [interpersonal and organizational] forms of deviance, with men being more likely to engage in deviant behavior” (p.975).

Studies examining the relationship between tenure and CWB have yielded mixed results. In a 1977 study, workers with longer tenure had higher rates of absenteeism, while a 1996 study revealed that workers with shorter tenure were late more often (Lau, Au & Ho, 2003). Milkulay et al (2001) found that tenure had a negative relationship to all forms of CWB, while Diefendorff and Mehta (2007) found that tenure was positively related to interpersonal deviance. Gruys and Sackett (2003) examined both work experience and tenure

and reported that both had a negative relationship with all forms of CWB. Educational level was associated with higher CWB towards individuals (Semmer, et. al, 2010).

Economic conditions seem to affect CWB. Poor employees, those undergoing economic hardship as well as those with an unfavorable financial history were found to engage in more CWB specifically, drug and alcohol use, theft and misuse of resources (Lau, Au &Ho, 2003; Oppler et. al, 2008). Bayram et. al, (2009) found a significant negative relationship between monthly income and all forms of CWB.

Family size and family responsibility have also been linked to CWB. A study on absenteeism and lateness found that women with a larger number of dependents, those with elementary school children as well as those with large family sizes had higher rates of lateness and absenteeism. In general, workers with greater kinship responsibilities reported higher absence rates. Religious participation on the other hand showed a negative relationship to certain forms of CWB including, drug and alcohol use and theft (Lau, Au &Ho, 2003).

Having reviewed the findings of many previous studies, the following hypotheses regarding the relationship between demographic factors and CWB are therefore proposed:

Hypothesis 1: Demographics will have an effect on the propensity to engage in counterproductive work behaviors.

Hypothesis 1a: Males will generally display a higher propensity to engage in both misuse of resources and misuse of information.

Hypothesis 1b: Employees with high religious commitment will have a lower propensity to engage in both misuse of resources and misuse of information

Hypothesis 1c: Work experience is negatively related to the propensity to engage in CWB.

Hypothesis 1d: Employees of high socioeconomic status will have a lower propensity to engage in both misuse of resources and misuse of information.

Group Norms

Defining group norms

Table 2.4 presents four definitions of group norms. These have all been used in various studies and all reflect similar core ideas or concepts about group norms.

Table 2.4

Definitions of Group Norms

Author(s) and Year	Definition of Group Norms
Feldman, 1984	Group norms are the informal rules that groups adopt to regulate and regularize group members' behavior
Yalom, 1995	Group norms are an unwritten code of behavioral rules that are rarely discussed explicitly and learned by observing the behavior of the other group members
Cialdini & Trost, 1998	Group norms are guidelines for acceptable and unacceptable behavior that develop through interactions among group members and are informally agreed on by group members
Mikulay et. al, 2001	Group norms- a normative context created by coworkers on the unacceptability (or acceptability) of a certain behavior

Note. This table was compiled by the author this study.

It should be noted that all definitions include the word behavior. This is because behavior is an essential component of norms and one of the key functions of group norms is to prescribe, regulate and influence behavior.

Group Behavioral Norms

Lieberman, Golant and Altman (2004) define group behavioral norms as “implicit or explicit shared agreements among group members about relevant behaviors, ways of thinking and modes of affective expression” (cited in Miles, Paquin & Kivlighan, 2011, p.2). This definition is very similar to those of group norms. It is safe to assume then that group behavioral norms, in essence, govern or guide behavior. Although, one can argue that all group norms are essentially behavioral norms in that they all lead to or away from particular behavior. Moreover, all the definitions of group norms presented in table 2.4 include the

word “behavior” which suggests the group norms are essentially or primarily concerned with behavior. The focus of this study is group behavioral norms and this appears to be indistinguishable from group norms. Therefore the words group norms and group behavioral norms will be used interchangeably.

Characteristics of Group Norms

Several scholars suggest that the development of group norms is inevitable. According to Yalom (1995), norms “must be established [to] guide the interaction of the group”. These norms usually develop gradually and informally as group members learn what behaviors are necessary for the group to function effectively. Group norms govern or guide all aspects of the group including relationships, interaction, leadership and behavior. Norms provide the basis for predicting the behavior of others. They enable group members to anticipate each other’s actions. Norms can also provide justification for group activities to its members, emphasize the informal processes in organizations and reinforce the roles of individual members (Feldman, 1984). Most authors concede that group norms are mostly implicit but nevertheless have a strong and consistent influence on group members’ behavior (Cialdini, Kallgren & Reno, 1991; Cialdini & Trost, 1998; Deutsch & Gerald, 1955; Feldman, 1984; Smithikrai, 2008; Reno, Cialdini & Kallgren, 1993; Yalom, 1995). The way in which group norms influence behavior will be examined in a separate section, attention will now be given to the various types and categories of norms.

Over the past few decades several authors have introduced ways of conceptualizing norms or refined existing concepts. Cialdini, Kallgren and Reno (1991) proposed the existence of two types of norms (descriptive and injunctive). Descriptive norms develop from observing what other group members do in certain situations. The more the group behaves in the same way in a given situation, the more likely it is that group members will view this behavior as appropriate and as a result are more likely to exhibit this behavior

themselves. Injunctive norms on the other hand, do not describe appropriate behavior but prescribes it. This means that group members conform to a certain norm in order to receive social approval.

Pillutla and Chen (1999) categorized group norms as implicit and perceived. Implicit norms refer to the behavioral expectation of what one “ought to do “in a given situation. Perceived norms on the other hand refer to the observed behavior patterns from others in a given situation. They suggest that perceived norms more strongly influence group member’s behavior than implicit norms.

Miles et. al. (2011) recently developed a totally novel way of conceptualizing group norms. They admit that the old focus (of most past research) which is members’ perceptions of group norms is important however “equally or perhaps more powerful maybe the ways in which these perceptions of behavioral norms relate to the actual observable behaviors within the group” (p.3). Prior to their breakthrough study in 2011; there was “no research on how the observable behaviors of the other group members relates to the behavior of the individual group members” (p.3). In the study, they conceptualized group behavioral norms as consisting of two components: amount and consistency. Amount refers to the average amount of the behavior exhibited in the group where as consistency refers to the extent to which all members exhibit the behaviors. When the amount of a behavior being displayed in a group is high, this means that some members engage in the given behavior very often, others infrequently and others may not engage at all (in such a situation the mean amount is high). When there is consistency in a group behavioral norms it means that all the members engage in the observed behavior at approximately the same amount (in such a situation standard deviation of observed behavior among group members will be low). This new conceptualization has only been investigated in one study and the results prove that this is a valid way to examine the influence of group behavioral norms on

individual behavior (Miles et.al, 2011). Amount and consistency are the two factors of group norms which will be investigated in this study.

Group Norms and Work Groups

Group norms within work groups are of particular interest in this study. Like all other groups, work groups develop distinct norms which serve the purposes highlighted in the preceding definitions. These norms serve to predict, govern and guide members' behavior as well as ensure the survival of the group. An understanding of how these norms develop is important to the overall appreciation of how they work.

According to Feldman (1984), most (work) group norms develop in one or more of the following ways; explicit statements by supervisors (or important group members) or coworkers, critical events in the group's history, primacy and carry-over behaviors from past situations. Supervisors (who are not necessarily part of the group) can establish norms by communicating expectations for the group. Similarly group leaders or important members can explicitly set norms about behaviors such as attendance or absence. Critical events in the group's history help to establish precedent and also reflect lessons that the group has learnt from the past and as a result are translated into norms that may help to avoid (if the event was negative) or ensure the reoccurrence (if the event was beneficial) of these events. Primacy refers to the first behavior pattern that emerges in a group which tends to set group expectations. Therefore, in order to continue to fulfill these expectations, norms are established. Norms that develop through primacy often do so to simplify what behavior is expected of group members. Carry over refers to situations where individual group members bring with them expectations and behaviors from other work groups that they belonged to previously. If these norms serve the new or current situation then they may take root and become part of the new group (Feldman, 1984).

Norms and Individual Behavior

Norms function through what is referred to as social controls. People have a need to belong and to gain approval and acceptance from others. These basic human needs are the reasons why group norms are so powerful. Norms are enforced through rewards and punishment (Ehrhart & Nauman, 2004). Essentially when a person conforms to group norms they are rewarded with acceptance and social approval. On the other hand, failure to conform to norms might lead to sanctions or punishment such as rejection, isolation and exclusion. One of the key functions of group norms is to define the legitimate power of the group over the individual; this is done through punishing norm infractions (Feldman, 1984).

Several theories have been developed to explain how norms influence human behavior. Social Learning Theory developed by Bandura (1971) asserts that people learn appropriate or acceptable behavior through observing and imitating the behavior of others. The desire or motivation to imitate or reproduce others' behavior is provided through either positive (rewards, social acceptance) or negative (punishment, exclusion) reinforcement. The theory also purports that the more productive the work behavior that is modeled by one's group members, the more likely it is that one will behave in accordance with these models, especially when the behavior has positive social consequences. For example, seeing others behave counterproductively (with little or no punishment) causes individuals to expect that they will encounter the same situation if they imitate these behaviors (Bandura, 1971). Thus, individuals are likely to engage in CWB if they believe that these behaviors will bring the same (pleasant) consequence that they observed through the behavior of others. According to Social Information processing theory, individuals tend to develop attitudes and behaviors that are aligned with normative group behaviors (Fine et. al, 2010). Both of these theories suggest that individuals are heavily influenced by the behavior of others especially the people they are in constant contact with.

Although not referred to as a theory, the concept of normative conduct was developed and made popular through several studies conducted by Cialdini, Reno and Kallgren. These have contributed to our understanding of how norms work to influence behavior in several ways. Firstly, in response to criticisms that norms are vague and cannot be adequately ascribed as a cause of behavior, they proposed that norms are neither “general nor vague” but rather there are specific types of norms. They argue that once the type of norm is established and made the focal point then the “magnitude of their power to guide human conduct can be appreciated” (Reno, Cialdini & Kallgren, 1993, p. 104). They divided norms into two types; injunctive and descriptive (these were previously defined). These ideas served as the basis for studies conducted by several other scholars who were able to not only prove the existence of these two types of norms but also their ability to influence behavior.

Secondly, Cialdini et. al (1990), suggest that in order for norms to work (influence behavior) they have to be activated either by being made salient or by being focused on. One of the ways in which norms can be made salient is if there is clearly observable action. Nine studies on the effect of norms on littering behavior conducted in 1990, set up experiments in which subjects were exposed to several observable behaviors related to littering. Based on the results they concluded that norms “affect human behavior systematically and powerfully” (Cialdini, Kallgren & Reno, 1991, p.230). All of the studies found that when norm salience was high, subjects littered more (Cialdini, Kallgren & Reno, 1991). The idea of norm activation is very useful in designing studies based on group norms in that researchers have to ensure that the norms that they want to study are activated. In this study, the group norms concerning CWB are activated in two ways, first they are made salient (the vignette presents behavior that can be clearly observed) and secondly the situation presented in the vignette causes the respondent to focus on the norms being

displayed.

Group Behavioral Norms and Counterproductive Work Behavior

Many scholars suggest that work group behavioral norms are one of the factors that influence counterproductive work behavior. Several studies have examined the influence of work group norms on CWB and other forms of work behavior. Some of these are presented below.

One of the first studies to examine the effect of norms on CWB (referred to as deviance in the study) was conducted by Hollinger and Clark (1982). They concluded that informal sanctions and normative behavior by coworkers were more important in explaining both property and production deviance than the formal responses or controls initiated by management. Even before this often cited landmark study, Altheide, Adler, Adler and Altheide (1978) had proposed that normative behavior among fellow employees can determine not only the type but also the amount of CWB in an organization. This conclusion was drawn from a study which showed that individuals will seldom steal from their employers if that type of behavior is not tolerated by their coworkers (cited in Fine et. al, 2010). Another 1988 study also revealed that employees who had a close association with coworkers who stole were more likely to steal (Lau, Au &Ho, 2003). These are all breakthrough studies since at that time the concept of group norms was not as well defined as it is today and yet scholars were already realizing its influence on CWB.

In 1991, Kamp and Brooks replicated Hollinger and Clark's 1983 study of employee theft. Their findings supported most of the conclusions drawn in the earlier study. The study highlighted the importance of informal work group norms in regulating employee theft. It was found that coworker influence was stronger than management sanctions in encouraging and discouraging theft. Moreover, coworkers' attitudes and behaviors predicted employee counterproductive behavior more strongly than management attitudes in three out of four

cases. Perceived coworker attitudes towards counter productivity helped to determine the employee's own degree of participation in theft. Results also suggested that informal coworker sanctions are a stronger determinant of theft than formal management sanctions. All of the above conclusions were reached by Hollinger and Clark in 1983. Thus it can be seen that the influence of group norms on employee theft is as strong as ever.

Kamp and Brooks (1991) also suggest that within each organization and within each level of the organization there exists a climate that can be unfavorable or favorable towards counterproductive behaviors. Group norms directly contribute to this climate in that if workers believe (perception of group norms) that their coworkers tolerate certain CWB then they are more likely to engage in that behavior. In addition to the findings presented previously, their study also suggests that organizations with a "tolerant climate" towards CWB tend to have higher rates of CWB than organizations with "a less tolerant climate" (p. 10).

Mikulay et. al's (2001) vignette quantitative study on the effect of various situational and personal factors on CWB found that, contrary to their expectations, counterproductive work behavior was not more likely to occur in a work setting where group norms were favorable to CWB. Their study, which focused particularly on absenteeism, theft and vandalism, revealed that these were not more likely to occur in a group environment that was not strongly opposed to CWB. These findings are starkly different from that of other studies on group norms and CWB. In an effort to account for the unexpected findings, the authors suggest that the use of vignettes might not have conveyed the norms in a realistic way and so participants did not internalize them. This is one of the few studies that have used this approach in examining group norms and CWB. Although they did not mention this in their discussion, Mikulay et. al may also consider the fact that they focused on the most socially undesirable forms of CWB (theft and vandalism) and this might have affected how

their vignettes were received by the participants. Perhaps the less severe and more common behaviors to be examined in this study will yield different results.

In their 2004 study, Ehrhart and Nauman applied the concept of group norms to the study of Organizational Citizenship behavior (OCB). Their findings suggested that work groups develop norms about exhibiting OCB and these norms directly influenced the type and level of OCB that members engaged in. If group norms can influence OCB then it is not illogical to assume that the same is true for counterproductive work behavior. Moreover, it is reasonable to assume that if work groups have norms about OCB then they may also have norms regarding CWB and that these norms would influence the type and level of CWB just as OCB norms influence the type and level of OCB.

Consistency and Amount in Group Behavioral Norms and CWB

In their study Miles, Paquin and Kivlighan examined the relationship between group behavioral norms about intimate behavior and individual group members' intimate behaviors in interpersonal growth groups and trauma recovery groups. They applied the newly developed concept of amount and consistency in group norms to the study. They introduced a new member into each of the two types of groups in order to answer the following questions: (1) if all the members of the group are engaging in all or most of the intimate behaviors (consistency in group norm) then would the newcomer consider this behavior to be a group norm and therefore engage in it as well? (2) what would the newcomer do if some of the group members engage in a large number of intimate behaviors and other members are engaging in few or no intimate behaviors? The results of the study suggested that amount was more influential than consistency. In essence the study does validate the proposed conceptualization and does suggest that this approach is beneficial for use in other studies. However, it is important to note that this was the first study to conceptualize group norms in this manner and also that it was carried out in groups that are

made up of people who would not necessarily fit popular societal stereotypes (inmates at a correctional facility and people attending therapy sessions). Using this concept to study work groups may yield different results.

For the purpose of this study amount and consistency is defined as follows. Amount refers to a situation where the group mean of CWB is high, some of the group members frequently engage in a large number of CWBs while other members engage in a few or no CWBs (just as used in the study by Miles, Parquin and Kivlighan (2011)). Consistency refers to a situation where standard deviation is low, the group mean is low/moderate and all the members of the group engage in all or most of the CWBs to be studied. Based on the findings of the many studies discussed previously, it is reasonable to assume that group norms have a direct relationship to CWB and that if an individual witnesses or observes coworkers engaging in CWB then he/she is more likely to engage in CWB. Moreover, the amount and consistency of CWB norms displayed within a group will influence a person's propensity to engage in this behavior. Therefore the following hypotheses are proposed:

Hypothesis 2: Amount and consistency in CWB group norms will have an effect on the propensity to engage in CWB.

Hypothesis 2a: Consistency in CWB group norms will be positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 2b: Amount of CWB group norms will be positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Work Values

The concept of work values has existed for several decades. Its definition, measurement and study have amassed a substantial body of research over the years. Table 2.5 traces the emergence of the concept of work values. Although it stops at 1985, researchers today are still using the measures and concepts of these early scholars to refine and contribute to the existing body of knowledge on Work values.

Table 2.5

Tracing the Concept of Work Values

Author	Year	Contribution
Super	1950	From a study of career development of young men, he concluded that differences in values are indicators of different satisfactions individuals seek and derive from work (Zytowski, 1994)
	1957	Term “work values” was used. Work values was considered as important as abilities and interests in an individual’s career development (Zytowski, 1994)
	1970	First formal assessment of work values (Work Values Inventory WVI). He named 15 work values. (Grace & Lee, 1976)
Zytowski	1970	Raised the question of how many work values there are (Zytowski, 1994)
Ginzberg, Alderfer	1972	Identify two or three types of work values 1) Intrinsic 2) Extrinsic 3) Social/Relational (Ros, Schwartz & Surkiss, 1999)
Rounds	1981	Developed a measure for work values (MIQ) (Zytowski, 1994)
Pryor	1983	Developed a measure for work values (WAPS) (Zytowski, 1994). 13 work values were used.
Elizur	1984	Added a fourth type of work value (Prestige) to the existing three (Ros et. al, 1999)

Values are defined as “desirable states, objects, goals, or behaviors, transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behavior” (Busacca, Beebe and Toman, 2010, p.3). Busacca, et. al. (2010) described values as an important determinant of human behavior, playing a role in the establishment of personal goals and work-related motivations. They also found values to be empirically linked to organizational behavior, academic performance, career decision making, marital satisfaction, and various demographic variables. Work values emerge when general values are projected onto the domain of work. They govern the contexts of work, vocational and occupational (Busacca et. al, 2010).

Work values “refer to what a person wants out of work in general and also which components of a job are important to their work satisfaction” (Duffy & Sedlacek, 2007, p.359). Ordered by importance, work values serve as guiding principles for evaluating work outcomes and settings and for choosing among work alternatives (Ros et. al, 1999). These values represent relatively stable goals that people attempt to reach through their participation in work. Therefore, work values directly influence an individual’s work behavior. Looking for a job, taking part in training, changing jobs and balancing work and family all depend more on work values than on general values (Busacca et. al, 2010). Studies have supported the idea that values, and by extension work values, are learned during formative years and remain fairly consistent over the course of a person’s life (Parry & Urvin, 2011). This is an important consideration when examining individuals’ work values.

Much attention has been given to measuring and documenting the work values of various groups including students, managers, nurses, engineers, generations (Barnes, 2003; De Cooman, Gieter, Pepermans, DuBois, Caers & Jegers, 2008; Frieze, Olson, Murrell & Selvan, 2006; Nejati, Salamzadeh & Farzad, 2010; Zhang, Wang, Yang & Teng, 2007).

Inevitably, it was realized that work values are by no means homogeneous and vary among individuals as well as within groups. This is because, at any one point in time, a person can be placed into different groups or categories based on gender, age, culture, occupation, socioeconomic status, generational cohort and educational background among others. Due to varied group membership and consequently varied influences, a person may develop several layers of or variations in values (Nejati et. al, 2010).

In his article, *Work values: Some demographic and cultural correlates*, Peter Warr (2008) highlighted some of the variables that may influence work values. These are culture and the demographic variables: gender, education and age. Similarly, Nejati, Salamzadeh and Farzad (2010) examined the influence of four demographic variables, namely, age, gender, education, position, and work experience on five work values. It was found that all of these exert some influence over work values. Moreover, different variables exerted influence over different values.



Measuring Work Values

Super's Work Values Inventory is still being used by researchers today (Barnes, 2003; Duffy & Sedlacek, 2007; Zytowski, 1994) and is considered to be one of the most effective measures of work values (Zytowski, 1994). Super proposed the existence of 15 work values. These are as follows: altruism, security, aesthetics, surroundings, creativity, supervisory relations, intellectual stimulation, associates, independence, variety, management, and way of life, achievement, prestige and economic returns. Five of these (security, associates, independence, achievement and economic returns) are examined in this study. These were chosen because a preliminary qualitative inquiry of ten St. Lucian workers revealed that these were consistently ranked among the top ten. Table 2.6 defines the 15 work values.

Table 2.6

Super's Work Values Defined

Work Value	Definition
Altruism	a work value present in work enabling one to contribute to the welfare of others
Esthetic	a value inherent which permits one to make beautiful things and to contribute beauty to the world
Creativity	a value associated with work which permits one to invent new things, design new products or develop new ideas
Intellectual stimulation	associated with work which provides opportunities for independent thinking and for learning how and why things work
Achievement	a value associated with work which gives one a feeling of accomplishment in doing a job well
Independence	associated with work which permits one to work in his own way, as slowly or as fast as he wishes
Prestige	associated with work which gives one standing in the eyes of others and evokes respect
Management	associated with work which permits one to plan and lay out work for others
Surroundings	a value associated with work which is carried out under pleasant conditions, environmental in nature
Economic returns	a value or goal associated with work which pays well and enables one to have the things he wants
Security	a value of goal associated with work which provides one with the certainty of having a job even in hard times
Supervisory relations	a value associated with work which is carried out under a supervisor who is fair and with whom one can get along
Associates	a value characterized by work which brings one into contact with fellow workers whom he likes
Way of life	associated with the kind of work that permits one to live the kind of life he chooses and to be the type of person he wants to be
Variety	associated with work that provides the opportunity to do different types of jobs

Note. Adapted from "Work Values of Community College students," by J. Grace. 1974,

Published by Middlesex Community College, Massachusetts.

Work Values and Counterproductive Work Behavior

Several scholars have proposed that work values affect work behavior. This idea is well documented in the findings of research. Schwartz (1994), who is one of the leading scholars in values research, argues that values “guide [the] selection or evaluation of behavior” (p.23). Three separate studies conducted in the 1990’s (Dose, 1997; Meglino & Ravlin, 1998; Roe & Ester, 1999) all concluded that work values “play a functional role in work-related central processes and outcomes” (Zhang et. al, 2007). Before that, England (1967) suggested that values “enable the understanding of individual’s behaviors at work.” Later, Warr (2008) stated that work values are important because they “both directly influen[ce] employee behavior and experiences and also act as significant moderators” (p.753). Since work values are said to influence work behavior then one can assume that this also includes counterproductive work behavior.

This assumption is further supported by the list of work behaviors that research has suggested is linked to work values. Zhang et. al (2007), citing previous research, point to work behaviors or outcomes such as job satisfaction, motivation, organizational commitment, work performance and vocational streaming. Warr (2008) added job attitudes and vocational interests to this list. In their 2006 longitudinal study investigating the relationship between work values and work behavior as well as work outcomes, Frieze et. al. found that certain work values were related to higher salary levels and the number of hours worked. Behaviors such as changing companies and receiving more promotions were also found to be significantly related to work values. Earlier studies had already generated similar findings, in 1974 England and Lee found that less financially successful managers placed low value on achievement and greater value on security (Frieze et. al, 2006). Overall, there is sufficient empirical evidence to link work values to work outcomes and behavior.

Work values affect work behavior because according to Warr (2008) “individuals seek

to attain what they value [and as a result] activities are initiated and sustained”(p.752). This suggests that individuals will behave and continue to behave in certain ways if that behavior will help them attain what they value. It is important to point out that in his explanation Warr never defines or categorizes the “activities”. Therefore one can assume that a person (in a work context) might engage in productive as well as counterproductive behaviors in order to attain or fulfill his or her work values.

Two studies indirectly linked work values to CWB. Locke (1976) and later Mitra, Jenkins and Gupta (1992) suggest that when individuals cannot use or express their work values in a particular job, this may cause feelings of dissatisfaction which may result in withdrawal from work, absenteeism, tardiness or intentions to leave. These individuals may also experience jealousy and envy and that may affect not only their performance but that of coworkers as well. Although these studies did not directly set out to investigate work values and CWB, the listed behaviors that result from unexpressed or unfulfilled work values are notably counterproductive. Moreover, both of these studies imply the need for a direct investigation into work values and CWB.

Security, Economic Returns, Associates, Achievement, Independence and CWB

Although no studies that directly examined work values and CWB were uncovered, other studies point to the possibility that they are related. Roberts et. al (2007) proposed that the fear of losing one’s job serves as a deterrent for engaging in CWB. The work value of security includes the fear of losing one’s job and so they provide some justification for assuming that this work value will negatively affect the propensity to engage in CWB. Roberts et. al (2007), also found that work autonomy was negatively related to CWB. Work autonomy is similar to the work value of independence as it entails a worker being largely responsible for his/her own work. Again it can be assumed that a person with a high value for independence will be less likely to engage in CWB. Traits such as the need for achievement

and desire for financial gain have been found to influence CWB such as theft and fraud (Marcus and Schuler, 2001). Need for achievement and desire for financial gain are closely related to the work values of achievement and economic returns. A relationship is therefore implied just as in the previous examples. Studies of group norms and CWB (Hollinger and Clark, 1982; Kamp and Brooks, 1991; Ehrhart and Nauman, 2004) point to the strong influence that coworkers have on individuals. It is not illogical to assume that a person who has a high value for associates would be even more susceptible to their influence.

With regard to the relationship between work values and counterproductive work behavior, the following hypotheses are proposed:

Hypothesis 3: Work values will have an effect on the propensity to engage in CWB.

Hypothesis 3a: A high value for economic returns is positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3b: A high value for independence is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3c: A high value for associates is positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3d: A high value for security is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3e: A high value for achievement is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Interaction Between Group Norms and Work Values

Many scholars concede that CWB is influenced by a combination of personal and situational factors (Appelbaum & Shapiro, 2006; Fine et. al, 2010; Hitlan & Noel, 2009; Kamp & Brooks, 1991; Lau et. al, 2003; Marcus & Schuler, 2004; Milkulay et. al, 2001; Semmer et. al, 2010; Smithikrai, 2008; Spector, 2011). Many studies of CWB have

examined the effect of different combinations of personal and situational factors (Fine et. al, 2010; Hitlan & Noel, 2009; Kamp & Brooks, 1991; Marcus & Schuler, 2004; Milkulay et. al, 2001; Roberts et. al, 2007; Semmer et. al, 2010; Smithikrai, 2008). Examples of these and the personal and situational factors which they examined as well as the outcome of the study were summarized earlier in this chapter in table 2.3. Many of these studies proposed a moderated relationship between personal and situational factors (Fine et. al, 2010; Hitlan & Noel, 2009; Marcus & Schuler, 2004; Mount et. al, 2006; Roberts et. al, 2007). Some of the studies uncovered have examined the influence of group norms with personal factors such as integrity, personality and various personal attributes (Kamp & Brooks, 1991; Milkulay et. al, 2001). The studies cited in the preceding sentence examined the interaction between group norms and the personal factors of interest and in both cases a moderated relationship was suggested.

Although no studies were uncovered that examined the exact factors of group norms with the exact personal factors that this study sets out to examine, it is well documented in research in general and in CWB research in particular that the effect of personal variables are sometimes moderated by situational factors. Thus this study will attempt to determine whether the work values to be examined are moderated by group norms in influencing the propensity to engage in CWB. Regarding the interaction between group norms and work values the following hypotheses are proposed:

Hypothesis 4: Work values when moderated by group norms will have an effect on the propensity to engage in CWB.

Hypothesis 4a: A high value for economic returns when moderated by group norms is positively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4b: A high value for independence when moderated by group norms is negatively

related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4c: A high value for security when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4d: A high value for associates when moderated by group norms is positively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4e: A high value for achievement when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information.

Social Desirability and Response Bias

Social desirability is a type of response bias whereby subject/respondents deny socially undesirable traits and claim socially desirable ones. It also includes the tendency to say things which place the speaker in a favorable light. Social desirability, therefore can be regarded as “a distortion of responses in a socially desirable direction” (Nederhof, 1984, p.264). According to Fisher and Katz (2000), social desirability has the potential to attenuate, inflate or moderate the relationships between variables. A large number of studies have shown that social desirability may seriously bias data, both in the laboratory and in surveys (Fisher & Katz, 2000; Furnham, 1985; Joinson, 1999; Nederhof, 1985; Reynolds, 1982). These studies have found that this bias can account for up to 10% or more of variance. Therefore it has been viewed as a major disadvantage of self report measures (Furnham, 1985). In fact, social desirability is considered one of the most common sources of bias affecting the validity of experimental and survey research findings (Reynolds, 1982). As a result appropriate measures must be adopted to control the effect of social desirability

bias in studies.

Nederhof (1985) suggests that this type of response bias can be dealt with through “detection and measurement” (p. 265). This means that researchers should include a social desirability scale in their questionnaire especially in studies dealing with subjects or issues that are likely to be considered socially undesirable. One very commonly used social desirability scale is the Marlowe-Crowne Social desirability scale and its shortened versions developed by Strahan and Gerbasi (1972). The reliability of both the longer and shortened versions of the scale has been proven by several studies ((Nederhof, 1984; Reynolds, 1982). Once social desirability has been measures and it is realized that this has contributed to response bias or in other words, social desirability response bias has been detected then the researcher may, according to Nederhof (1984), employ three tactics. These are rejecting the data of high –scoring respondents, correcting the data of high scorers or simply merely registering the impact of social desirability.

It has been recognized that social desirability bias is an issue that may affect this study and as a result a short version of the Marlowe-Crowne social desirability scale was included in the questionnaire. If social desirability bias is detected, the third tactic suggested by Nederhof (1984) will be employed, that is, the impact of social desirability will be registered and discussed when the findings are presented.



CHAPTER III METHODOLOGY

This chapter provides details of the methodological approach used in this study. It presents the research framework, the hypothesis to be tested and the research procedure. It also provides details on the questionnaires used in the study. The sampling procedure, data collection and data analysis process are also explained.

Research Framework

Figure 3.1 depicts the research framework used in the study. The demographic features, the two dimensions of the situational factor as well as the work values that will be examined are all outlined.

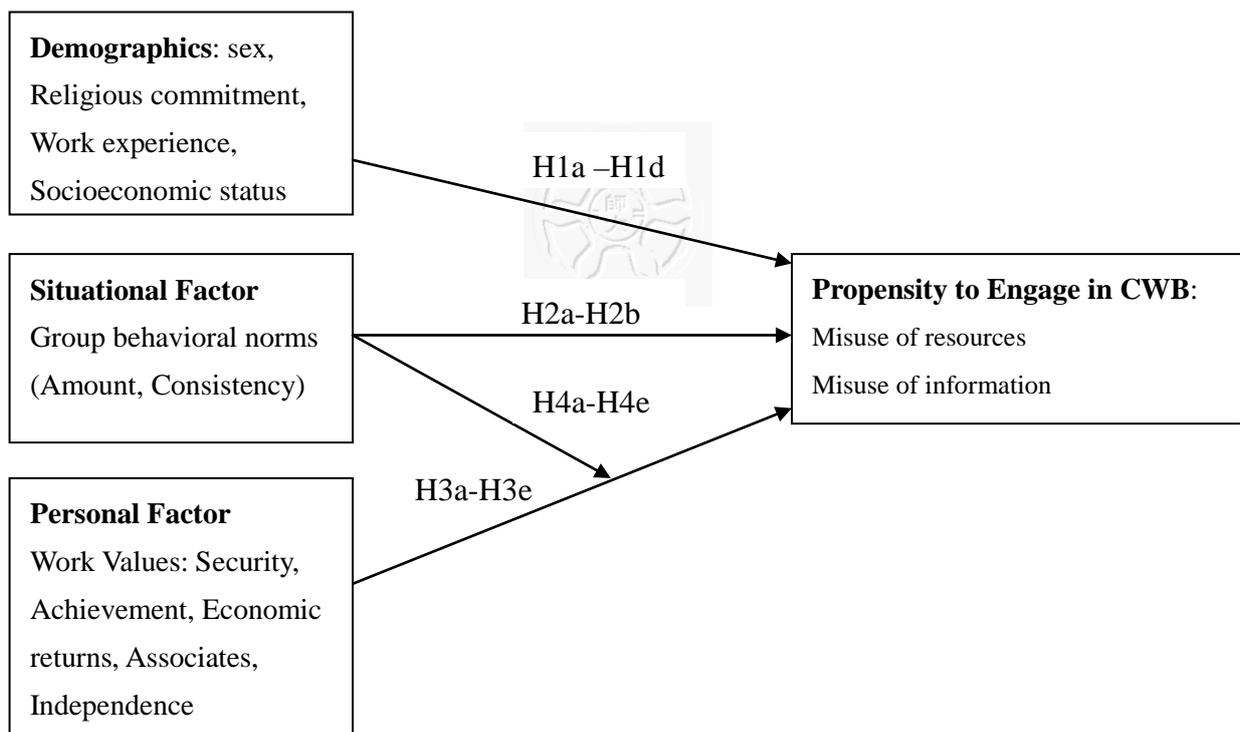


Figure 3.1. Research Framework

The counterproductive work behaviors which fall under misuse of resources are as follows: spend time on the internet for reasons not related to work, make personal calls at work, make personal copies at work, use email for personal purposes and play computer games during work time. Behaviors under misuse of information are as follows: discuss

clients' confidential matters with unauthorized personnel, lie to supervisors to cover up a mistake and intentionally fail to give coworkers necessary information (Gruys and Sackett, 2003).

Hypotheses

Hypothesis 1a: Males will generally display a higher propensity to engage in both misuse of resources and misuse of information.

Hypothesis 1b: Employees with high religious commitment will have a lower propensity to engage in both misuse of resources and misuse of information.

Hypothesis 1c: Work experience is negatively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 1d: Employees of high socioeconomic status will have a lower propensity to engage in both misuse of resources and misuse of information.

Hypothesis 2a: Consistency in CWB group norms will be positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 2b: Amount of CWB group norms will be positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3a: A high value for economic returns is positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3b: A high value for independence is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3c: A high value for associates is positively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3d: A high value for security is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 3e: A high value for achievement is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information.

Hypothesis 4a: A high value for economic returns when moderated by group norms is positively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4b: A high value for independence when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4c: A high value for security when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4d: A high value for associates when moderated by group norms is positively related to the propensity to engage in both misuse of resources and misuse of information.

Hypothesis 4e: A high value for achievement when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information.

Research Method

This study can be classified as a quantitative vignette study. Simply put this research combines a vignette experiment and a traditional survey. This method has also been referred to as a factorial survey. This is because it combines the ideas from multivariate experimental designs with sample survey procedures. A vignette is “a short, carefully constructed description of a person, object or situation, representing a systematic combination of characteristics” (Atzmuller & Steiner, 2010, p.128). This method has been used in the fields of psychology, sociology, marketing as well as education and training and is currently

gaining popularity in other fields such as Social Sciences. Atzumuller & Steiner (2010) describe it as “promising but too infrequently used” for investigating the beliefs, attitudes and judgments of respondents (p.128).

Vignettes allow a researcher to introduce and manipulate factors. The number of vignettes constructed represents a full factorial combination of all the factors under investigation (Taylor, 2006). One of the most unique aspects of a vignette is that it makes it possible to analyze the effects of people’s judgments through the systematic varying of the characteristics presented in the situation description (Alexander & Becker, 1978). As a result, it is especially useful for examining beliefs and decision making. The size of vignette samples used in research varies from small designs with only four (representing two factors with only two factor levels) to large designs with thousands. Usually respondents are not given an entire set of vignettes but a carefully selected subset (Rossi, Sampson, Bose, Jasso & Passel, 1974). This study utilizes only four vignettes representing two (2) factors applied to two situations. Each respondent is given a subset of two. The procedure for constructing and assembling vignette packs outlined by Jasso (2006) as well as the factorial survey process outlined by Taylor (2006) was used to guide the methodology decisions of this study.

Vignettes are also an effective way to overcome the problems associated with self report (Alexander & Becker, 1978) especially when soliciting responses for topics (such as counterproductive work behaviors) that are considered socially undesirable/unacceptable. Respondents may be unwilling to admit that they have engaged in CWB. However, when presented with hypothetical situations featured in vignettes, they may be more willing to concede and admit to the fact that they would engage in CWB. The fact that the vignette attempts to present a realistic situation that may actually exist in the work environment of respondents (Veal, 2002) makes it possible for this research to accurately capture

respondents' propensity to engage in the listed CWBs.

In addition, vignettes allow for flexibility in research design as they can be presented in different forms such as text vignettes (in keyword, dialogue or narrative style) or as cartoons, pictures, audio or video. The form adopted in this study is the narrative style. For all of the reasons presented in the preceding paragraphs, the choice of methodology to be used in this study is valid and justifiable.

Sample Setting

The population of interest in this research is graduates of the Business Administration department of the Sir Arthur Lewis Community College who are between the age of 19 - 25 and who have had at least three months of full-time or part-time work experience. The total population is approximately 3000 – 4000 students (calculations based on statistics from www.stats.gov.lc). This population was chosen because this is the largest group within the population (stats.gov.lc) and graduates of Business Administration occupy a large number of positions within the public and private sector.

Instruments

The instruments consisted of four sections. Section one solicited demographic information, section two contained questions on work values, section three presented the vignette sets and questions on counterproductive work behavior and section four contained the social desirability scale.

Work values

The section on work values was adapted from Super's Work Values Inventory. Permission was sort from Donald E. Super's son who holds the rights to Super's Work Values Inventory. This is a scale of 45 items designed to test 15 work values. Items relevant to the work values to be examined were extracted; each work value is represented by three items. The wording of three statements was changed to ensure respondents' comprehension.

Statement 8 was changed from “are one of the gang” to “are part of the team or crew”. The word “crew” is a colloquial term commonly used by the population from which the sample will be drawn. Statement 34 was changed from “have good contacts with fellow workers” to “have frequent contact with fellow workers”. Statement 39 was changed from “are paid enough to live right” to “are paid enough to live well”. The following are sample items from the work values section of the questionnaire: “can get a raise” for economic returns, “have freedom in your own area” for independence, “have frequent contact with fellow workers” for associates, “are sure of always having a job” for security, “get the feeling of having done a good days work” for achievement. Please refer to the appendix for remaining items.

Group norms and counterproductive work behavior

Four vignettes were developed for this study. The first two presented a situation that dealt with misuse of resources. The first two vignettes had the following features: (a) length of tenure (three months) (b) opportunity (equal access to resources) (c) work group size (6 persons of undefined gender) (d) one feature of group behavioral norms (amount or consistency) (e) description of observed counterproductive work behavior (misuse of resources). The second two dealt with misuse of information and had the following features: (a) opportunity (equal access to information) (b) one feature of group behavior norms (amount or consistency) and (c) description of observed counterproductive behavior (misuse of information).

The measure for counterproductive work behavior was based on Gruys and Sackett (2003). Four items depicting misuse of resources were chosen from the category labeled misuse of time and resources and three items were chosen from the misuse of information category. The items were chosen based on the researcher’s interest and also the ease with which the stated behavior could be captured in a vignette. Sample items for misuse of resources are as follows: “spend time on the internet for reasons not related to work” and

“make personal calls at work”. Sample items for misuse of information are as follows: “talk to other people about clients” and “retain information for your own use when you are supposed to pass it on to a coworker” (refer to appendix for remaining items).

Social desirability

The social desirability measure was taken from Strahan and Gerbasi (1972). It is a short version of the Marlow-Crowne Social Desirability Scale consisting of ten (10) true or false items. Sample items for Social desirability are as follows: “I am always willing to admit when I make a mistake”, “I have never deliberately said something that hurt someone’s feelings” and “there have been occasions when I felt like smashing things”.

Three separate questionnaires (A, B and C) were compiled. All three had identical content for demographics, work values, counterproductive behavior and Social Desirability. Questionnaire A had a vignette for misuse of resources which portrayed amount in group behavioral norms and a vignette for misuse of information which also portrayed amount in group behavioral norms. Questionnaire B had a vignette for misuse of resources which portrayed consistency in group behavioral norms and a vignette for misuse of information which also portrayed consistency in group behavioral norms. Questionnaire C portrayed no group norms.

Before they were posted online, the questionnaires were piloted with a group of 30 respondents (St. Lucian students studying in Taiwan). Respondents were asked to provide feedback about the quality of the vignettes and the clarity of the language used in the questionnaire. This feedback resulted in several modifications being made to the wording of the questions in section three.

Reliability testing of the instrument after data collection produced the results reported in table 3.1. The cronbach alpha for each of the scale variables is reported and as shown in the table is considered to be acceptable. Originally, each work value was measured by three

items, however after they were tested for reliability, four questions were deleted to make the measure for the individual work values more reliable.

Table 3.1

Results of Reliability Testing for Scale Items

Variable	Cronbach Alpha	No. of Items
Religious commitment	.791	2
Economic Returns	.759	2
Independence	.674	2
Associates	.739	2
Security	.788	2
Achievement	.634	3
Misuse of Resources	.790	5
Misuse of Information	.700	3

Data Collection

Questionnaires were posted online (using Google docs) and Facebook as well as other social networking sites was used to reach suitable participants. This was the best way to reach this population because they are widely dispersed. Moreover this age group is technologically savvy and actively participates in online networking. For these reasons, a platform which utilizes technology was the best means to contact and engage them. Three questionnaires were posted, each presenting a different vignette set. The first questionnaire (A) will contained two vignettes, one presenting amount in group behavioral norms for misuse of information and the other presenting amount in misuse of information. The second questionnaire (B) also contained two vignettes, one presenting consistency in misuse of resources and the other presenting consistency in misuse of information. The third questionnaire (C) presented two vignettes stating that there are no observable group norms. Links were randomly sent to participants ensuring that the same number was sent for each of the questionnaires.

Approximately 300 participants were contacted and invited to complete the questionnaires for this research. Data collection was conducted during the months of February and March. First a message, inviting recipients to participate in the research, accompanied by the questionnaire link was sent. This was followed (a week later) by a reminder. The researcher also used Facebook instant messaging to encourage participation. A total of 203 questionnaires (Questionnaire A = 67 responses, Questionnaire B = 68 responses and Questionnaire C = 68 responses) were collected, resulting in a response rate of approximately 67%.

This study utilized the concepts of experimental design. The following visually represents the method that was used to collect data from participants.

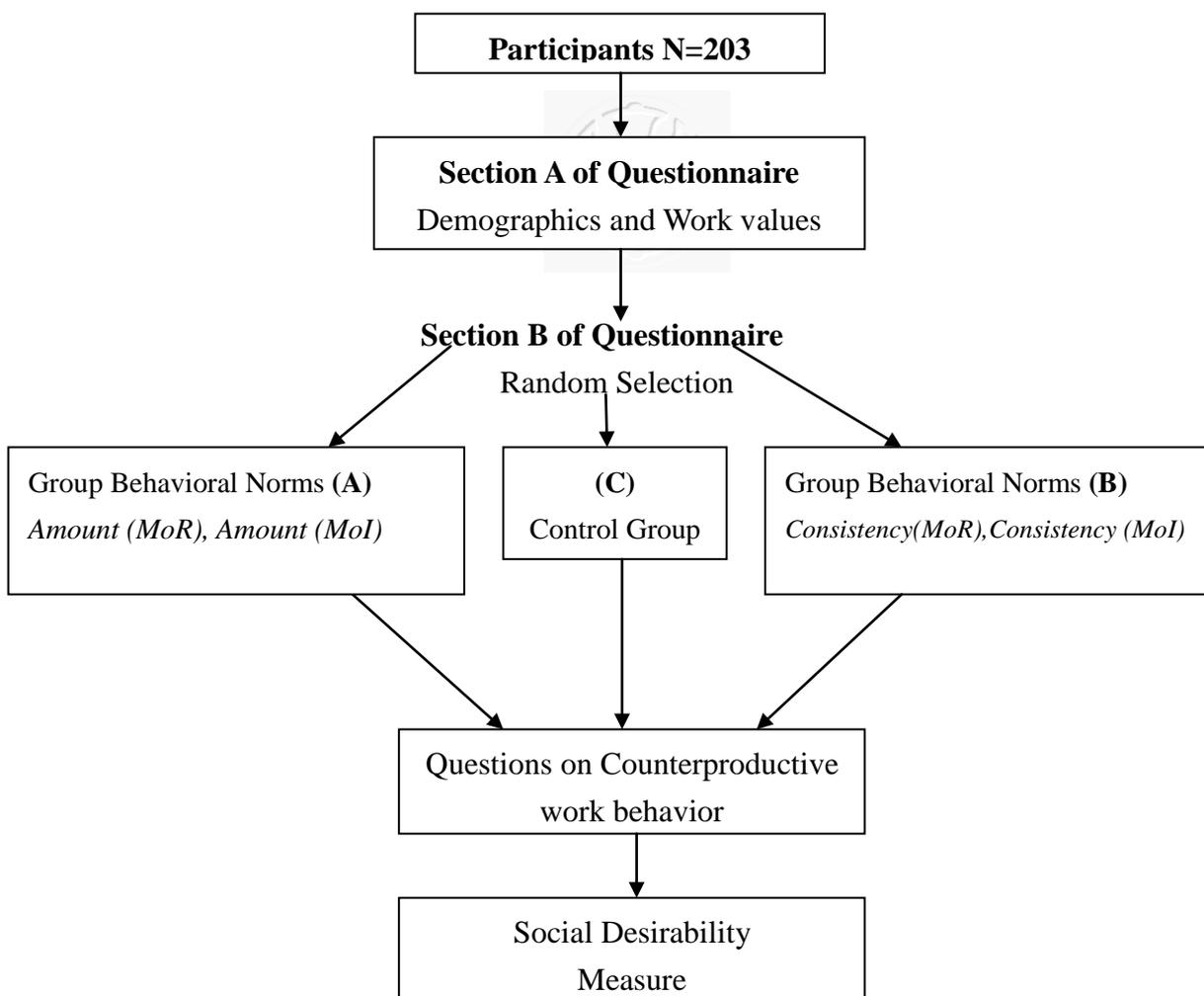


Figure 3.2. Data collection process

Data Analysis

SPSS version 19 was used to conduct statistical analysis of the data collected for this study. After data was collected, descriptive statistics (mean, standard deviation, frequency) and Pearson's correlation was used to give an overview of the sample profile as well as an overview of the relationship between variables.

Hypothesis testing was then carried out using a variety of methods. Hierarchical regression was used to test hypotheses 3a to 3d and 4a -4e. This is because these measure the relationship between counterproductive work behavior and independent variables that are measured using a liker scale (work values and religious commitment). For testing the moderation effect featured in hypotheses 4a -4e, a new independent variable was created by first centering the continuous variable data (work values) and then multiplying the centered data by the categorical variable (group norms). Independent sample T-test was used to test hypotheses 1a. This is because the independent variables featured in this hypothesis are categorical variables with two categories (sex). ANOVA was used to test hypotheses 1c, 1d as well as 2a and 2b, since they feature categorical independent variables represented by more than two categories (work experience, socioeconomic status and group norms including the control group).

Research Procedure

Figure 3.3 outlines the research procedure followed during the course of this study.

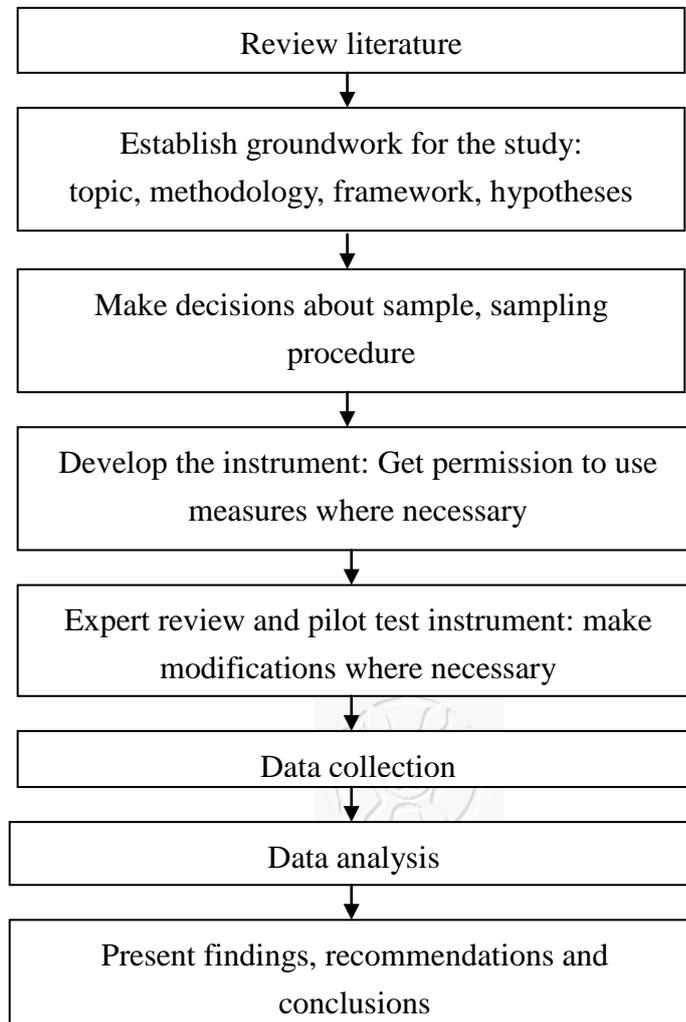


Figure 3.3. Research procedure



CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter presents the findings of the study. It reports the results of the various statistical analysis procedures used to test the proposed hypotheses. It also provides an explanation and a brief discussion of each result. In addition the chapter contains the findings obtained from a series of Post-hoc interviews conducted in order to gain a deeper understanding of the unexpected results of the quantitative inquiry.

Descriptive Statistics

Table 4.1 presents the results of the descriptive analysis. Table 4.2 presents the means and standard deviations of the major variables of the study.

Table 4.1

Results of Descriptive Statistics

Feature	Categories	Number	(%)
Treatment	Questionnaire A	67	33
	Questionnaire B	68	34
	Questionnaire C	68	34
Gender	Male	67	33
	Female	136	67
Work experience (part-time and full-time combined)	less than 1 year	55	27
	1-2 years	62	31
	2-4years	39	19
	Over 4years	47	23
Average monthly salary of main breadwinner in EC dollars	Under \$1,000	29	14
	\$1,001 - \$3,000	144	71
	\$3,001 - \$5,000	23	11
	Over \$ 5,000	7	3

Note. EC \$1 is equivalent US \$0.37

Table 4.2

Results of Descriptive Statistics (means and standard deviations)

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Work Experience	203	1	4	2.38	1.117
Socioeconomic Status	203	1	4	2.04	.628
Religious Commitment	203	1	5	2.78	1.206
Social Desirability	203	0	10	5.58	2.138
Economic Returns	203	1	5	4.59	.605
Independence	203	2	5	3.81	.757
Associates	203	1	5	3.51	.761
Security	203	1	5	4.73	.565
Achievement	203	3	5	4.55	.480
Consistency (group norms)	203	0	1	.33	.473
Amount (group Norms)	203	0	1	.33	.471
Misuse of Resources	203	1	5	2.70	.893
Misuse of Information	203	1	4	1.77	.751

Note: Work experience and socioeconomic status were represented by four categories.

Religious commitment, work values, misuse of resources and misuse of information were measured using a 5-point likert scale. Social desirability was scored from 0 to 10.

There are several noteworthy results from the descriptive analysis. As indicated in table 4.1 most of the respondents were female. This is a true reflection of the population since there are more female students enrolled in tertiary level institutions than male (stats.gov.lc). The average amount of work experience among participants is approximately two (2) years. More than half (144) of the participants are from lower middle income families whereas only seven (7) of them are from high income families. The level of religious commitment among members of the sample is relatively low (mean 2.78 std. 1.206). The work values which are ranked highest among this population are security, economic returns and achievement. The work value which ranked the lowest is associates. Responses suggest that respondents were generally unlikely engage in misuse of resources

(mean 2.70 std .893) and very unlikely to engage in misuse of information (mean 1.77 std .751).

Correlational Analysis

The results of correlational analysis of all variables are reported in table 4.3. There are several variables that display significant correlations. The demographic variables had the following significant correlations. Gender has a negative significant correlation to economic returns and achievement. This suggests that within the sample and possibly the population, women have higher value for economic returns and achievement than men. Work experience shows a positive significant relationship to social desirability and security. Therefore suggesting that as the amount of work experience a respondent acquires increases so does his or her value for job security. This may be due to the fact that people with more work experience are most likely on the higher end of the sample age range and may have more responsibility (family and/or financial commitments) and so they place greater value on security. Religious commitment is negatively correlated with the work value of independence.

The control variable, social desirability, is negatively correlated to both misuse of resources and misuse of information. This suggests that participants with a high level of social desirability are less likely to admit to the fact that they would engage in CWB. This is not a surprising result since most forms of CWB are considered socially undesirable and so respondents are likely to under report their tendency or propensity to engage in those behaviors.

Work values also showed some interesting correlations. Economic returns positively correlates with all other work values. Independence is positively related to security and achievement. Associates is positively related to security and achievement is negatively correlated to both misuse of resources and misuse of information. This suggests that a

person who values achievement is less likely to engage in both types of CWB. The only component of group norms which appears to be related to CWB is amount, which shows a significant negative correlation to misuse of resources.



Table 4.3

Results of Correlational Analysis

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Gender														
2 Work Experience	-.045													
3 Socioeconomic status	.090	.119												
4 Religious commitment	-.072	.078	.008											
5 Social Desirability	-.057	.079	-.017	-.023										
6 Economic Returns	-.207**	.140*	-.068	-.085	-.126									
7 Independence	-.124	.085	.010	-.162*	-.126	.385**								
8 Associates	.069	-.033	-.053	.059	.092	.150*	.110							
9 Security	-.087	.148*	.051	.079	-.041	.639**	.273**	.153*						
10 Achievement	-.191**	.060	-.051	-.003	.001	.438**	.248**	.099	.463**					
11 Consistency (group norms)	.012	.018	.005	-.166*	-.011	.103	.038	.034	.131	.146*				
12 Amount (group norms)	-.003	.078	.056	.154*	.164*	-.051	-.090	-.007	-.041	-.082	-.498**			
13 Misuse of Resources	.004	.043	-.009	-.003	-.243**	.038	-.094	.069	.106	-.158*	.033	-.189**		
14 Misuse of Information	.034	.033	-.047	-.085	-.215**	.004	.005	-.104	-.099	-.207**	-.093	-.120	.427**	

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Hypotheses Testing

Effect of Demographics on CWB

The hypotheses (1a-1d) dealing with the effect of demographics on CWB were tested using T-test procedures (hypothesis 1a), linear regression (1b) and one-way ANOVA (1c and 1d).

Table 4.4 presents the results of the independent sample T-test which compared male and female respondents' propensity to engage in both types of CWB. Results indicate that there is no significant difference between males and females with regard to the propensity to engage in both misuse of resources and misuse of information. This conclusion is also supported by the results of the correlational analysis (table 4.3) as well as hierarchical regression (tables 4.9 and 4.10). Therefore it can be concluded that hypothesis 1a is not supported.



Table 4.4

Results of Independent Sample T-test (gender)

	Gender	N	Mean	Std. Deviation	t-test	Sig
Misuse of Resources	Female	136	2.70	.915	0.056	0.956
	Male	67	2.70	.852		
Misuse of Information	Female	136	1.75	.756	0.476	0.635
	Male	67	1.80	.745		

Results of linear regression (table 4.5) show that religious commitment has no significant influence on both misuse of resources or misuse of information. This is also evident in the results of the hierarchical regression which are presented in tables 4.9 and 4.10. Therefore, the findings clearly indicate that Hypothesis 1b is not supported.

Table 4.5

Results of Linear Regression (religious commitment)

Variable	Standardized Coefficients (Beta)	
	Misuse of Resources	Misuse of Information
Religious Commitment	-.003	-.085
R ²	.000	.007
Adjusted R ²	-.005	.002

*** $P < 0.001$, ** $P < 0.01$, * $P < 0.05$

Results of one-way ANOVA (tables 4.6) indicate that there are no significant differences between various levels of work experience and socioeconomic status regarding the propensity to engage in misuse of resources and misuse of information. These results are also supported by correlational analysis (table 4.3) and hierarchical regression (tables 4.9 and 4.10). Therefore it can also be concluded that hypotheses 1c and 1b are not supported.

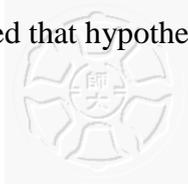


Table 4.6

Results of One-Way ANOVA (work experience and socioeconomic status)

		Sum of Squares	df	Mean Square	F	Sig.
Work Experience						
Misuse of Resources	Between Groups	2.233	3	.744	.933	.426
	Within Groups	158.757	199	.798		
	Total	160.990	202			
Misuse of Information	Between Groups	.529	3	.176	.309	.819
	Within Groups	113.501	199	.570		
	Total					
Socioeconomic Status						
Misuse of Resources	Between Groups	2.059	3	.686	.859	.463
	Within Groups	158.931	199	.799		
	Total	160.990	202			
Misuse of Information	Between Groups	.453	3	.151	.264	.851
	Within Groups	113.577	199	.571		
	Total	114.030	202			

Effect of Group Norms on CWB

The differences between the different factors of group norms (amount in group norms, consistency in group norms and no group norms [control group]) with regard to the propensity to engage in both misuse of resources and misuse of information was tested using one-way ANOVA. Table 4.7 presents the results of this analysis. The results indicate that there are significant differences between the groups namely; amount in group norms, consistency in group norms and no group norms (control group) for both misuse of resources and misuse of information.

Table 4.8 indicates where these between group differences lie. For misuse of resources,

there is a significant negative difference between amount in group norms (1) and the control group (3). This means that respondents exposed to the vignettes portraying amount in group norms reported a significantly lower propensity to engage in misuse of resources than the respondents who were exposed to vignettes portraying no group norms. Therefore respondents in the control group reported a significantly higher propensity to engage in misuse of resources. This result is the opposite of what was hypothesized, it seems that when faced with a situation where some members frequently engage in CWB (amount in group norms), respondents did not perceive there to be a group norm that supports this behavior and so were unlikely to engage. Moreover, it seems that respondents in the control group (not faced with descriptions of group norms) simply admitted to the fact that they were likely to engage in the listed behaviors. It is also important to note that there was no significant difference between amount in group norms and consistency in group norms for misuse of resources. Although it is not significant, the mean difference between consistency in group norms and amount in group norms is positive (.281), suggesting that the respondents who were exposed to consistency in group norms had a higher propensity to engage in misuse of resources than those exposed to amount in group norms.

For misuse of information, both amount in group norms and consistency in group norms showed a significant negative difference when compared to the control group. This means that respondents who were exposed to the two factors of group norms reported a lower propensity to engage in misuse of information than the respondents who were not exposed to any factor of group norms. Again, this is the opposite of what is hypothesized. It appears that when faced with group norms respondents are less likely to engage in misuse of information than those who were not presented with a group norm. It appears that both hypotheses 2a and 2b are not supported.

Table 4.7

Results of One-Way ANOVA Comparing Factors of Group Norms

		Sum of		Mean Square	F	Sig.
		Squares	df			
Misuse of Resources	Between Groups	6.546	2	3.273	4.239*	.016
	Within Groups	154.444	200	.772		
	Total	160.990	202			
Misuse of Information	Between Groups	5.207	2	2.603	4.785*	.009
	Within Groups	108.823	200	.544		
	Total	114.030	202			

* $P < 0.05$

Table 4.8

Results of Scheffe's Multiple Comparison Test for Inner Group Differences

Dependent Variable	(I) Group	(J) Group	Mean	Std. Error	Sig.
	Norms	Norms	Difference (I-J)		
Misuse of Resources	1	2	-.281	.151	.180
		3	-.434*	.151	.018
	2	1	.281	.151	.180
		3	-.153	.151	.598
	3	1	.434*	.151	.018
		2	.153	.151	.598
Misuse of Information	1	2	-.030	.127	.973
		3	-.353*	.127	.022
	2	1	.030	.127	.973
		3	-.324*	.127	.040
	3	1	.353*	.127	.022
		2	.324*	.127	.040

Note. 1 = Amount in group norms, 2 = Consistency in group norms, 3 = no group norms

* $P < 0.05$

Effect of work values and moderating effect of group norms on CWB

Hypotheses 3 and 4 were tested using Hierarchical regression. The results (tables 4.9 and 4.10) of hierarchical regression reconfirm the fact that the tested demographic variables appear to have no influence on both categories of CWB. Social desirability shows a significant negative influence on both categories of CWB. This result is not unexpected and suggests that respondents may have underreported their propensity to engage in CWB because of the social undesirability of these behaviors especially those listed under misuse of information.

The results support a direct relationship between work values and both categories of CWB. The work values which appear to have the strongest influence on misuse of resources are independence, security and achievement. Independence and achievement both negatively influence misuse of resources. These results support the hypothesized relationships and suggest that workers who value independence and achievement will be more unlikely to engage in misuse of resources. An unexpected result is the fact that security has a positive significant relationship to misuse of resources. It was hypothesized that this work value would be negatively related to CWB, however, the results indicate otherwise. The work value that has the strongest influence on misuse of information is achievement. It shows a significant negative relationship and as a result, supports the proposed hypothesis.

The hypothesized moderated relationship between work values and group norms, on the other hand, received little support. None of the interaction terms had a significant influence on either categories of CWB. This suggests that both work values and group norms have a direct influence on CWB.

Hierarchical regression results also point to the influence of group norms on both forms of CWB. Although the influence is the opposite of what was hypothesized, in that

both of the group norms show negative influence on both categories of CWB. Amount in group norms shows a significant negative relationship to misuse of resources, moreover, its negative influence is much greater than that of consistency in group norms. This suggests that a person who observes only some members of a group frequently engaging in misuse of resources is more unlikely to engage in that behavior than a person who observes all the members of a group occasionally engaging in misuse of resources.

Both types of group norms are negatively related to misuse of information. This could be because misuse of information is influenced by factors other than behavior observed within the work group. Factors such as informational and procedural justice (Jones, 2009), attraction to group, norm strength as well as the leadership style of immediate supervisors (Ehrhart & Naumann, 2004) may exert more influence on misuse of information. For example, just observing colleagues lying to supervisors and withholding information for their own purposes might not be considered sufficient justification for a person to imitate those behaviors. However, if the person feels that procedures dealing with the dissemination of information is unjust or if the supervisor has an authoritarian style of leadership then he/she might believe that engaging in misuse of information is justified.

Altogether the independent variables of this study explain 14-15% (R^2 model 4 = .139 and model 5 = .148) of the propensity to engage in misuse of resources and 8% (R^2 = .083) of the propensity to engage in misuse of information. Although both of these can be considered a very low percentage, there is still value in the findings. As far as misuse of resources is concerned, the effects of these variables are statistically significant (0.001) within that sample. This means that these variables do influence this form of CWB and attention should be paid (by managers, supervisors and researchers) to them. Also the results suggest that there are other factors and combinations of factors that have even greater influence on misuse of resources and misuse of information. The fact that these

variables do not significantly influence misuse of information, points to the fact that these behaviors are influenced by a different set of variables and that the antecedents of the various forms of CWB are not the same.



Table 4.9

Results of Hierarchical Regression for Misuse of Resources

Predictor Variables	Misuse of Resources				
	<i>Standardized coefficients (Beta)</i>				
	<i>Model 1</i>	<i>Model 2</i>	<i>Model 3</i>	<i>Model 4</i>	<i>Model 5</i>
<u><i>Demographics</i></u>					
Gender	.007	-.007	-.004	-.070	-.099
Work experience	.045	.066	.077	.085	.084
Socioeconomic status	-.015	-.020	-.010	-.024	-.022
Religious commitment	-.006	-.014	.005	-.057	-.065
Social desirability		-.250***	-.219***	-.247***	-.284**
<u><i>Group Norms</i></u>					
Group Norms (Consistency)			-.065	-.073	-.077
Group Norms (Amount)			-.192*	-.208***	-.217***
<u><i>Work Values</i></u>					
Economic Returns				-.028	-.323
Independence				-.172*	-.030
Associates				.112	.155
Security				.250***	.409***
Achievement				-.255***	-.103
<u><i>Interaction Terms</i></u>					
Economic Returns x Consistency					.127
Economic Returns x Amount					.212
Independence x Consistency					-.068
Independence x Amount					-.176
Associates x Consistency					.006
Associates x Amount					-.087
Security x Consistency					-.002
Security x Amount					-.170
Achievement x Consistency					-.110
Achievement x Amount					-.159
R ²	.002	.064	.091	.190	.241
Adjusted R ²	-.018	.040	.058	.139	.148
ΔR ²		.062	.027	.100***	.050
F-value	.105	2.683**	2.779**	3.725***	2.597***

*** $P < 0.001$, ** $P < 0.01$, * $P < 0.05$

Table 4.10

Results of Hierarchical Regression for Misuse of Information

Predictor Variables	Misuse of Information				
	<i>Standardized coefficients (Beta)</i>				
	<i>Model 1</i>	<i>Model 2</i>	<i>Model 3</i>	<i>Model 4</i>	<i>Model 5</i>
<u><i>Demographics</i></u>					
Gender	.034	.022	.025	.007	.005
Work experience	.048	.066	.081	.081	.091
Socioeconomic status	-.055	-.060	-.050	-.052	-.074
Religious commitment	-.086	-.093	-.100	-.080	-.096
Social desirability		-.222***	-.197**	-.179**	-.199**
<u><i>Group Norms</i></u>					
Group Norms (Consistency)			-.201**	-.171*	-.193*
Group Norms (Amount)			-.176*	-.183*	-.190*
<u><i>Work Values</i></u>					
Economic Returns				.114	-.113
Independence				-.014	-.107
Associates				-.064	-.035
Security				-.052	.164
Achievement				-.219***	-.188
<u><i>Interaction Terms</i></u>					
Economic Returns x Consistency					.050
Economic Returns x Amount					.243
Independence x Consistency					.124
Independence x Amount					.021
Associates x Consistency					-.017
Associates x Amount					-.010
Security x Consistency					-.033
Security x Amount					-.214
Achievement x Consistency					.020
Achievement x Amount					-.049
R ²	.013	.062	.097	.146	.183
Adjusted R ²	-.007	.038	.064	.092	.083
ΔR ²		.049	.035*	.050	.037
F-value	.635	2.585*	2.982***	2.712***	1.831**

*** $P < 0.001$, ** $P < 0.01$, * $P < 0.05$

Table 4.11 provides an overview of the results of hypothesis testing. Overall, findings indicate that all but one of the proposed hypotheses was supported fully supported.

Table 4.11

Overview of the Results of Hypotheses Testing

Hypothesis	Results
Hypothesis 1a: Males will generally display a higher propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 1b: Employees with high religious commitment will have a lower propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 1c: Work experience in negatively related to the propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 1d: Employees of high socioeconomic status will have a lower propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 2a: Consistency in CWB group norms will be positively related to the propensity of an individual to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 2b: Amount of CWB group norms will be positively related to the propensity of an individual to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 3a: A high value for economic returns is positively related to the propensity of an individual to engage in both misuse of resources and misuse of information	Not supported

(continued)

Table 4.11 (continued)

Hypothesis	Results
Hypothesis 3b: A high value for independence is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information	Partially supported
Hypothesis 3c: A high value for associates is positively related to the propensity of an individual to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 3d: A high value for security is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 3e: A high value for achievement is negatively related to the propensity of an individual to engage in both misuse of resources and misuse of information	Supported
Hypothesis 4a: A high value for economic returns when moderated by group norms is positively related to the propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 4b: A high value for independence when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 4c: A high value for security when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 4d: A high value for associates when moderated by group norms is positively related to the propensity to engage in both misuse of resources and misuse of information	Not supported
Hypothesis 4e: A high value for achievement when moderated by group norms is negatively related to the propensity to engage in both misuse of resources and misuse of information	Not supported

Post- Hoc Interviews

In an attempt to explain the unexpected findings of this research as well as the large number of unsupported hypotheses, a series of post hoc interviews were conducted with questionnaire respondents. The semi-structured interviews were conducted using Facebook chat, Msn messenger or Skype. The following questions were used to guide the interviews:

1. What did you think about the questionnaire?
2. Why did you answer the way you did? What (thought process) guided your response?
3. What other factors, apart from the observed behavior of coworkers, would influence your decision to engage in the behaviors listed in the questionnaire?
4. (After a brief explanation of results) What do you think about the results?

Only seven interviews were conducted because many of the respondents who were contacted were either reluctant to participate or complained that they had filled out the questionnaire so long ago (approximately three to one month) that they couldn't sufficiently remember the experience to provide useful responses to the first two questions. A copy of the questionnaire was sent to each participant prior to the interview in an effort to help them recall the experience. Table 4.12 provides a brief description of the participants in the order in which they were interviewed.

Table 4.12

Post –Hoc Interview Participants

ID	Gender	Age	Questionnaire answered
CH	Male	24	Questionnaire A
KJ	Male	20	Questionnaire B
NH	Female	22	Questionnaire B
JD	Female	24	Questionnaire C
IM	Female	22	Questionnaire B
TA	Female	23	Questionnaire C
GL	Male	19	Questionnaire A

Findings

In response to question one, four of the participants said that that questionnaire was not like any they have ever been exposed to before. Two of them said that they thought it was very “interesting” especially the scenarios or vignettes. Another interviewee said that the scenario adequately described some of what he had observed in his own work place. One of the interviewees said that the questionnaire was “tricky” and “hard to figure out” meaning that she had a hard time deducing its purpose. Similar sentiments were expressed by at least three other participants. One of them said that it was hard for her to imagine what she would really do if placed in the situation. Another stated that there was not enough information provided in the vignettes (he referred to it as scenario) to help him make a decision about whether to engage in the listed behaviors. Four of the interviewees said that they found the social desirability scale to be disconcerting, especially since there were only two options i.e. true or false.



Responses to question one suggest several important issues that may help in explaining some of the unexpected results of the study. First, it is possible that in answering the questionnaire respondents were actively trying to decide what the purpose/motive/objective of the questionnaire was and what kind of responses were expected. Secondly, it is also suggested that the vignettes were not elaborate enough or did not portray the group norms factor in a realistic or relatable way. Finally, it appears that some respondents felt uncomfortable with the social desirability scale.

Generally, the participants had difficulty responding to question two, some of them could not recall how they answered (especially those who answered the questionnaire immediately after the invitations which were sent out in February), and others could not give concrete reasons for their answers. It took several follow-up questions to come up with the reasons listed in the following table (4.13).

Table 4.13

Reasons for Interviewees' Responses

Interviewee ID	Answer to Question 2: Why did you answer the way you did /what (thought process) guided your response?
CH	If I were in that environment, how would I react
KJ	Tried to think of how I would react in situations like that
NH	Personal opinion (I think that behavior is wrong)
JD	Personal experiences (from years of working)
IM	I know that some of this is wrong so I wouldn't do it
TA	Think of what I did in the past
GL	Thought of what I was capable of doing

Note. Responses were paraphrased

Responses to question two indicate that the situation presented in the vignette was not foremost in the minds of most respondents when they selected their answers. As a result it seems that the group norms concept was not focused on as it should be. According to Cialdini et. al (1990), in order for norms to influence behavior they have to be activated or focused on and in this case it appeared that the group norms were not adequately activated and so it did not serve to sufficiently influence the participants' responses. Also the responses suggest that respondents were trying to be socially desirable in responding to the questionnaires. Two of the interviewees stated that they knew the behaviors were "wrong" and so would not admit to being likely to engage in them.

Question three yielded the most responses. Interviewees provided many another factors that they felt were important to consider before they would decide to engage in the behaviors listed in the questionnaire. It is important to note that some of the responses were very similar in nature whereas others were unique to particular respondents. This suggests that different individuals would consider different factors in deciding whether or not to

engage in CWB. Table 4.14 provides an overview of the responses and the frequency at which they occurred.

Table 4.14

Overview and Frequency of Responses for Question 3

Theme/Response	Frequency
Is it (listed behaviors) breaking the rules of the organization?	6
Is that type of behavior acceptable to or Ok with the supervisor or manager?	3
Would others know that I engaged in those behaviors?	4
What are other workers in the organization (apart from that group of workers) doing?	5
Are the people who are engaging in this behavior my age or older? How long have they been working in the organization? I would like to know more about the workers engaging in the behavior.	6
Have people been fired for engaging in that type of behavior? Will I be fired if I do?	7
Am I being paid and treated fairly?	6

Note. Respondents who mentioned similar considerations or factors were grouped together.

Responses to question three indicate that there were many factors other than the observed behavior of coworkers which respondents would consider in deciding whether or not to engage in the CWBs listed in the questionnaire. Therefore, it may have been difficult for respondents to ignore all of these other factors and base their decision solely on the group norm factors featured in the vignettes. One very interesting consideration is the fact that some of the interviewees would consider if the people engaging in the behavior was their age. This suggests that people do not blindly follow group norms but try to decide if the group reflects or is a reflection of themselves (this suggests the idea of group

identification or attraction). Therefore it may not be as simple as observing the behavior of others but observing the behavior of others who are similar to oneself. It might be that if the observer identifies with (because of similar age or tenure) the people engaging in the behavior then they may be more likely to engage in it as well. It is also important to note that the considerations expressed by the interviewees all refer to factors that have been examined with regard to CWB by previous studies. The following table (4.15) classifies respondents' responses under theoretical concepts examined by previous studies of CWB.

Table 4.15

Responses to Question 3 Classified According to Theory

Theme/Response	Theoretical concept
Is it (listed behaviors) breaking the rules of the organization?	Organizational sanctions and controls (Hollinger & Clark, 1982)
Is that type of behavior acceptable to or Ok with the supervisor or manager?	Management attitudes (Kamp & Brooks, 1991)
Would others know that I engaged in those behaviors?	Opportunity (Marcus & Schuler, 2004)
What are other workers in the organization (apart from that group of workers) doing?	Organizational culture (Kamp & Brooks, 1991)
Are the people who are engaging in this behavior may age or older? How long have they been working in the organization?	Group Identification (Terry & Hogg, 1996) Social identity theory (Jetten, Postmes & Mcauliffe, 2002)
Have people been fired for engaging in that type of behavior? Will I be fired if I do?	Fear of (formal/organizational) sanctions (Hollinger & Clark, 1982)
Am I being paid and treated fairly?	Perceived injustice (Jones, 2009) Job satisfaction (Mount et. al, 2006)

Each of the theoretical concepts is briefly defined/described below. Organizational sanctions and controls refer to systems/policies that exist within an organization to address delinquent or deviant behavior (Hollinger & Clark, 1982). Management attitudes include the way in which managers (and those in authority) perceive events which occur within an organization. Opportunity refers to a situation that facilitates or inhibits a behavior by enhancing or restricting access to desired outcomes (Marcus & Schuler, 2004). Organizational culture is made up of the values and behaviors that contribute to the social and psychological environment of an organization (Kamp & Brooks, 1991). Group identification and social identity theory both involve the extent to which a person feels that a group reflects his/her values, characteristics and beliefs. When a person strongly identifies with a group then he/she will value membership within that group (Terry & Hogg, 1996). The concept of justice within an organization refers to the idea of fairness in the processes that resolves disputes and allocates resources (Jones, 2009). Job satisfaction is the extent to which an individual is content with his or her job (Mount et. al, 2006).

In responding to question four, most respondents couldn't adequately provide an explanation for the findings of the study. All of the respondents conceded to the fact that CWB existed in the organizations in which they worked and that they had observed the same or similar behaviors in their workplace. One of the respondents (GL) said that "many people engage in this type of behavior [misuse of resources] but would not admit it". Three other respondents (KJ, CH, and IM) also expressed the same sentiment mentioned above. One of the three (CH), said that "people will create a false impression to show that they are [being] good". All of the respondents said that people are indeed influenced by what other do and that this was true in the work environment as well. They also said that people would often do what they see others doing.

These responses point to several things. First, the element of social desirability is being

suggested by the fact that people would not admit to this type of behavior because they want to create a favorable impression. Secondly, the overall responses suggest that this type of behavior is prevalent in St. Lucia's organizations despite the fact that the respondents reported a low propensity to engage in these behaviors. Finally, the responses suggest that people are indeed influenced to a certain extent by the behavior of others suggesting that group behavioral norms does have some influence on behavior.

Discussions

Findings obtained from the post-hoc interviews as well as a review of additional literature have provided some explanations of the unexpected findings of this study. It can be concluded that the four factors highlighted below led to the results obtained. These factors are Social desirability response bias, Hawthorne effect, other aspects of group norms not examined in the study and study design. Each or these are examined in further detail.

Social Desirability Response Bias

In designing the study, it was anticipated that social desirability bias was likely to affect the results. This has proven to be true and is reflected in the quantitative results (correlational analysis and hierarchical regression) as well as the post-hoc interview findings. It appears that this bias has resulted in participants reporting a much lower propensity to engage in both misuse of resources and misuse of information. Moreover, the most socially undesirable behaviors (misuse of information) showed a much lower propensity. The effect of this Social desirability response bias may have overshadowed or overcrowded the group norms factors examined in this study and led to results which indicate that these factors have no significant influence.

Hawthorne Effect

The concept of Hawthorne effect is longstanding and well established. It occurs when subjects improve or modify their behavior being experimentally measured in response to the

fact that they know they are being studied and not in response to any particular experimental manipulation (Merrett, 2006). This could result in inaccurate findings. Information obtained from post-hoc interviews suggest that some of the respondents of this study were actively trying to deduce the purpose of the research and may have been trying to provide the type of answers that they believed were expected. If the respondents felt that the questionnaire was “tricky” or had an underhanded motive of trapping them into admitting bad behavior then they may have consciously or unconsciously denied or underreported their propensity to engage in the CWBs listed in the questionnaires. This would definitely affect the results of the study and show that CWB was very unlikely when most of the literature suggest that CWB is very common and pervasive.

Other Aspects of Group Norms Not Examined in the Study

It appears that the relationship between group norms and CWB depends on more complex intervening variables than those proposed in this study. Other studies examining aspects of group norms in isolation have also come to similar conclusions (Dittes & Kelley, 1956; Cristensen, Rothgerber, Wood & Matz, 2004). In attempting to examine the influence of specific aspects of group norms on behavior, all of the authors mentioned previously found that other unexamined and wide ranging factors affected their results. This also appears to be the case in this study.

The other factors that may have stronger influence are suggested by the findings of post-hoc interviews as well as literature. Dittes and Kelly (1955) found that there were several variables influencing a person’s conformity to a group’s norms among these is the extent to which he/she is attracted to or values membership in the group. A similar conclusion was reached by Kiesler (2000), who pointed out that there are at least fifteen studies indicating that the degree of adherence to group norms by an individual is a “direct function” of his/her attraction to the group (p.559). Jetten et. al (2002) as well as Terry and

Hog (1996) suggest that group identification plays a critical role in conformity to group norms. Terry and Hog (1996), found that the effects of the behavioral norms of a reference group were evident only for people who identified strongly with that reference group. Jetten et. al (2002), also found that people who do not strongly identify with a group take a more individualistic stance towards the group and are more likely to disregard that group's norms. The post-hoc interview findings also suggest that identification with the group may also affect the influence of that group's norms on a person's behavior. Therefore it appears that there are other factors of group norms that have a stronger influence on a person's behavior than the ones examined in this study. Two of these may be an individual's level of attraction and/or identification with the group. This would certainly help to explain why the hypothesis related to the two factors of group norms received little support.

Study Design

The use of vignettes may not have been the best way to convey group norms. It is also possible that the vignettes did not adequately convey the norm or adequately lead to norm-focus. This idea of norm –focus, is similar to the concept of norm activation discussed in the literature review section of this study. Norm-focus refers to the extent to which the person exposed to the norm focuses on it. In a study where they manipulated (via experimental design) the level of norm focus among two groups of participants, Kallgren, Reno and Cialdini (2000), found that those exposed to high norm-focus conformed more than those exposed to less/low norm-focus. Therefore, suggesting that if norm-focus is low then the influence of the norm on behavior is weakened. In this study the use of vignettes or the use of vignettes that didn't encourage norm focus, may have affected or more specifically lowered the norm-focus, thus producing results where it appears that group norms do not have a significant impact on participants' behavior.

Mikulay et. al's (2001) vignette quantitative study CWB was affected by similar

factors. The results of their study indicated that, contrary to their expectations, CWB was not more likely to occur in a work setting where group norms were favorable to CWB. In an effort to account for the unexpected findings, the authors suggested that the use of vignettes might not have conveyed the norms in a realistic way and so participants did not internalize them. This therefore, further strengthens the evidence suggesting that this study was affected by the use of vignettes and/or the quality or adequacy of the vignettes used.

Put together, all of the factors presented above can account for the results/findings obtained by the study. In addition to the contributions made by the quantitative inquiry, the post-hoc interviews have contributed to an understanding of the factors that affected the way in which the study was received by participants. This information is invaluable in informing future research of this nature.





CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter contains a summary of the major findings of the study, followed by an explanation of the practical implications and then a section which details research implications. The latter part of the chapter presents limitations and suggestions for future research.

The design of this study could best be described as quantitative vignette or factorial survey. Three questionnaires were administered to the population (graduates of Business administration who are between the ages of 19-25), one conveying amount in group behavioral norms, another conveying consistency in group behavioral norms and one which served as a control group conveying no group norms. A total of 203 responses were collected. Seven post-hoc interviews were conducted after the quantitative data was statistically analyzed to help explain and account for the unexpected results.

Conclusions

The major findings of this study, summarized according to the four research questions presented in chapter one, are as follows. In answer to the first research question, it was found that none of the examined demographic variables (gender, religious commitment, work experience and socioeconomic status) had a significant influence on the propensity to engage in CWB. With regard to the second research question, findings revealed that amount and consistency in group norms had some limited influence on the propensity to engage in CWB. Amount in group norms was significantly negatively related to both forms of CWB and respondents who were exposed to this factor, when compared to the control group, were significantly less likely to engage in misuse of resources. Both of these results are the opposite of what was expected. Moreover, consistency in group norms proved to have very little influence on CWB. In answer to the third research question, the study found that work values do have some influence on the propensity to engage in CWB. Of the five work

values examined, only three had a significant influence on the propensity to engage in CWB, namely; achievement, independence and security. With regard to the final research question, the study revealed that work values are not moderated by group norms in influencing CWB.

Post- Hoc interviews found that the study was affected by social desirability response bias, Hawthorne effect as well as limitations in design, all of which contributed to the unexpected or unusual results. Social desirability bias occurred because the counterproductive work behaviors (especially those under the heading misuse of information) examined are socially undesirable and this led to respondents underreporting their propensity to engage. The experimental component as well as the unusual nature of the questionnaire, gave rise to a certain level of Hawthorne effect which affected the results. The use of vignettes (to convey group norms) did not encourage norm-focus because the situations were not realistic or relatable. This led to results indicating that norms have little to no effect on the propensity to engage in CWB. Despite the mentioned shortcomings, the study has spawned conclusions which can inform business practices as well as guide future research. These conclusions are presented in the subsequent sections of this chapter.

Practical Implications

These findings give rise to some practical implications. Firstly, the research suggests that there are many antecedents of CWB, therefore in trying to reduce CWB managers and supervisors must implement a wide range of practices. Secondly, since the antecedents are so many, managers and supervisors need to examine their own organizations to look for possible causes that may be unique to their organization and come up with solutions that work for them.

Moreover, employers should also expect that employees will not readily admit to engaging in CWB. Therefore, managers may consider implementing measures to detect and monitor CWBs. Implementation of such measures can activate the Hawthorne effect

whereby employees, aware of the fact that they are being monitored for CWB, may modify their behavior. This modification can be manifested as reduced engagement in CWB, reduced intention to engage in CWB and also reduced opportunities to successfully execute CWBs. All of these manifestations can result in less CWB.

Finally, since it appears that people who value independence and achievement are less likely to engage in misuse of resources, companies can consider including these work values as selection criteria for employees. Managers and supervisors can help retain employees who display a tendency to value these things by fulfilling their need, for example, allowing them some measure of freedom in performing their duties and giving them constant feedback. This would ensure that these employees do not engage in CWB thus contributing to group norms that do not encourage CWB and serving as role models for others.

Research Implications

This study has examined a novel set of variables in reference to CWB, namely; amount and consistency in group norms and work values. Moreover, it didn't focus on the perception of group norms by the respondents but rather the actual observable behavior of members of the work group. In so doing, it has added a new dimension to the body of research on this topic.

Despite the somewhat disappointing results, this study made some noteworthy contributions. It has proven that work values do have some influence on the propensity to engage in CWB (specifically achievement, security and independence). Although there appears to be limited support for the two factors of group norms examined in the study, the findings point to the fact that other aspects of group norms such as attraction and group identification (which were not examined in this study), may have stronger influence on individual behavior. Both qualitative and quantitative findings suggest that vignettes should

not be used to portray group norms because they are not able to adequately convey important information which is necessary for respondents to focus on the norms and adequately envision its effect on their behavior.

The study has also demonstrated some useful considerations for carrying out research on counterproductive work behavior. The need to minimize and deal with social desirability bias has been emphasized, since it was found to have affected the overall result. The study certainly suggests that any inquiry into CWB should include a measure for social desirability so that it can be detected and possibly dealt with (using some of the procedures presented in chapter two). Therefore, this is an aspect of study design that warrants careful consideration. In addition, if the research design contains experimental components, then allowances should be made for possible Hawthorne effect. This study has shown that this effect can also occur in factorial surveys.

Overall, the findings obtained from this study suggest that there are many other situational and personal factors that influence counterproductive work behavior (misuse of resources and misuse of information) apart from amount and consistency in group norms and work values. Therefore, there is still room for other research examining other combinations of factors.

Limitations

The sample used in this study can be classified as non-random and as a result is not representative of young St. Lucian workers. For this reason, the results are not generalizable. In addition, the use of single informant reporting could potentially introduce common method bias. The use of vignettes was intended to reduce this potential bias however, success in this regard cannot be proven. Since the hypotheses in this study include variables that are categorical as well as continuous, common method bias cannot be verified with popular tests such as Harmon's one factor test (Podsakoff, Mackenzie & Podsakoff, 2003).

The study only examined a limited number of possible antecedents of CWB which altogether explain a small percentage of the propensity to engage in misuse of resources and misuse of information. Moreover, the results of this study were likely affected by several factors including social desirability response bias and Hawthorne effect. Both of these need to be taken into consideration when examining the findings.

Suggestions for Future Research

Future studies of this nature should explore/employ other methodological approaches such as observation and other qualitative methods to study group norms and CWB. Such methods may reduce common method and social desirability bias, both of which this type of research is susceptible to. Moreover, different approaches can be used to convey or explore the existence of group norms. For example, using self report, multiple sources or observation to find out if group norms exist within the respondents' work environment may be more beneficial and may yield more conclusive results. Perhaps future researchers can focus on respondents' perception of amount and consistency of group norms within their work group and see how that perception is related to CWB or other types of work behavior. Also, there are other aspects of group norms not examined in this study (but may have a stronger influence on CWB) that can be considered in future research. These include attraction and group identification. In addition, future researchers may consider examining all 15 work values because the others (not used in the study) may also have an effect on CWB. Finally, researchers who study CWB should include components in their research that makes allowances for social desirability bias. This must include measuring social desirability by including such as measure in the questionnaire or interview and possibly implementing corrective measures if severe bias has been detected.

Despite the numerous challenges and necessary considerations, this area of research is worth pursuing because Counterproductive work behavior is a pervasive problem which

negatively affects organizations and any research which aims to uncover its antecedents is beneficial. This study is a contribution to this ongoing effort.



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A

APPENDIX A: QUESTIONNAIRE A

Dear Respondent,

Thank you for participating in this study. The topic of my thesis is “The effect of work values and group norms on work behavior: An empirical study of St. Lucia’s young workers”. This questionnaire consists of 4 sections, with a total of 43 items. Your responses will be kept confidential and your feedback is appreciated.

Germaine Mitchel

Section A: Demographics

Sex: Male Female

How often do you attend church?

Not at all Rarely Sometimes Often Very often

How actively do you participate in your religion?

Inactive Rarely active Somewhat active Active Very active

Altogether, how much work experience do you have (part-time and full-time combined)?

- Less than one year
- 1 - 2 years
- 3 - 4 years
- Over 4 years

Average monthly salary of the main breadwinner in your family in EC dollars.

- Under \$1000
- \$1,001 - \$3000
- \$3,001 - \$5,000
- Over \$ 5,000

Section B: Work Values

The following statements represent values which people consider important in their work.

Please rate the following statements based on what you look for/value.

	<i>Work in which you ...</i>	Unimportant	Of little importance	Moderately important	Important	Very Important
1	can get a raise					
2	have freedom in your own area					
3	are part of the team or crew					
4	know your job will last					
5	get the feeling of having done a good days work					
6	know the results when you have done a good job					
7	are sure of always having a job					
8	make your own decisions					
9	have pay increases that keep up with the cost of living					
10	form friendships with your fellow employees					
11	have frequent contact with fellow workers					
12	are paid enough to live well					
13	are your own boss					
14	are sure of another job within the company if your present job ends					
15	see the results of your efforts					

Section C: Scenarios

Please read the following scenario carefully and answer the questions that follow.

You have been an employee of company A for *three months*.
 You share your work space with six (6) other employees who are *performing similar tasks*.
 All of you *have equal access to the department’s computers, printers, photocopiers and telephones*.
 From the first day you started working in the organization you observe/notice that **three of your colleagues often/frequently engage in all or most of the following behaviors:**

- *Using the telephone to make personal calls*
- *Using the internet to send personal emails and browse social networking sites during work hours*
- *Using the computer to play games during work hours*
- *Printing and photocopying personal documents*

Other coworkers occasionally engage in a few of the behaviors listed above and others engage in none.

From your understanding of the above scenario, you would conclude that

16. only some members of the work group frequently engage in the listed behaviors

True

False

Your responses to the following questions should be based on the above scenario, carefully consider the situation described. If you are placed in the situation presented in the scenario,

	<i>when the need arises, you would...</i>	Very Unlikely	Unlikely	Not sure	Likely	Very Likely
17	spend time on the internet for reasons not related to work					
18	make personal calls at work					
19	make personal copies at work					
20	use email for personal purposes					
21	play computer games during work time					

Please read the following addition to the given scenario carefully and answer the questions that follow.

While performing your work duties, *you and your coworkers have access to information about clients/customers. Three of your colleagues often/frequently engage in all or most of the following behaviors:*

- *talk among themselves and with other employees outside the department about customers*
- *not pass on information to coworkers when they are supposed to*
- *withhold information from the supervisor to cover up mistakes*

Other coworkers occasionally engage in a few of the behaviors listed above and others engage in none of the listed behaviors.

From your understanding of the above scenario, you would conclude that

22. only some members of the work group frequently engage in the listed behaviors

True

False

Your responses to the following questions should be based on the above scenario, carefully consider the situation described. If you are placed in the situation presented in the scenario,

	<i>when the need arises, you would...</i>	Very Unlikely	Unlikely	Not sure	Likely	Very Likely
23	talk to other people about clients					
24	withhold certain information from your supervisor when you make a mistake					
25	retain information for your own use when you are supposed to pass it on to a coworker					

Section D

For each of the following questions, indicate whether the statement is **True** or **False**.

		True	False
26	I am always willing to admit when I make a mistake.		
27	I always try to practice what I preach.		
28	I never resent being asked to return a favor.		
29	I have never been annoyed when people express ideas very different from my own.		
30	I have never deliberately said something that hurt someone's feelings.		
31	I like to gossip at times.		
32	There have been occasions when I took advantage of someone.		
33	I sometimes try to get even rather than forgive and forget.		
34	At times I have really insisted in having things my own way.		
35	There have been occasions when I felt like smashing things.		

Are you between the ages of 19-25? Yes No

Did you study Management of Business (at A' Level)? Yes No

Did you pursue any of the following programs at the Sir Arthur Lewis Community College:
Business Administration/ Office Administration? Yes No

Did you attend the Post secondary department of the Vieux Fort Comprehensive School?
 Yes No



APPENDIX B: QUESTIONNAIRE B

B

Dear Respondent,

Thank you for participating in this study. The topic of my thesis is “The effect of work values and group norms on work behavior: An empirical study of St. Lucia’s young workers”. This questionnaire consists of 4 sections, with a total of 43 items. Your responses will be kept confidential and your feedback is appreciated.

Germaine Mitchel

Section A: Demographics

Sex: Male Female

How often do you attend church?

Not at all Rarely Sometimes Often Very often

How actively do you participate in your religion?

Inactive Rarely active Somewhat active Active Very active

Altogether, how much work experience do you have (part-time and full-time combined)?

- Less than one year
- 1 - 2 years
- 3 - 4 years
- Over 4 years

Average monthly salary of the main breadwinner in your family in EC dollars.

- Under \$1000
- \$1,001 - \$3000
- \$3,001 - \$5,000
- Over \$ 5,000

Section B: Work Values

The following statements represent values which people consider important in their work.

Please rate the following statements based on what you look for/value.

	<i>Work in which you ...</i>	Unimportant	Of little importance	Moderately important	Important	Very Important
1	can get a raise					
2	have freedom in your own area					
3	are part of the team or crew					
4	know your job will last					
5	get the feeling of having done a good days work					
6	know the results when you have done a good job					
7	are sure of always having a job					
8	make your own decisions					
9	have pay increases that keep up with the cost of living					
10	form friendships with your fellow employees					
11	have frequent contact with fellow workers					
12	are paid enough to live well					
13	are your own boss					
14	are sure of another job within the company if your present job ends					
15	see the results of your efforts					

Section C: Scenarios

Please read the following scenario carefully and answer the questions that follow.

You have been an employee of company A for *three months*.
 You share your work space with six (6) other employees who are *performing similar tasks*.
 All of you *have equal access to the department's computers, printers, photocopiers and telephones*.
 From the first day you started working in the organization you observe/notice that **all of your colleagues engage in all or most of the following behaviors at least once or twice a month:**

- *Using the telephone to make personal calls*
- *Using the internet to send personal emails and browse social networking sites during work hours*
- *Using the computer to play games during work hours*
- *Printing and photocopying personal documents*

From your understanding of the above scenario, you would conclude that within this work group,

16. all of the employees engage in at least one of the listed behaviors

True False

Your responses to the following questions should be based on the above scenario, carefully consider the situation described. If you are placed in the situation presented in the scenario,

	<i>when the need arises, you would...</i>	Very Unlikely	Unlikely	not sure	Likely	Very Likely
17	spend time on the internet for reasons not related to work					
18	make personal calls at work					
19	make personal copies at work					
20	use email for personal purposes					
21	play computer games during work time					

Please read the following addition to the given scenario carefully and answer the questions that follow.

While performing your work duties, *you and your coworkers have access to information about clients/customers*. It is not uncommon for **all of your colleagues to do all or most of the following at least once or twice a month:**

- *talk among themselves and with other employees outside the department about customers*
- *not pass on information to coworkers when they are supposed to*
- *withhold information from the supervisor to cover up mistakes.*

From your understanding of the above scenario, you would conclude that within this work group,

22. all of the employees engage in at least one of the listed behaviors

True False

Your responses to the following questions should be based on the above scenario, carefully consider the situation described. If you are placed in the situation presented in the scenario,

	<i>when the need arises, you would...</i>	Very Unlikely	Unlikely	Not sure	Likely	Very Likely
23	talk to other people about clients					
24	withhold certain information from your supervisor when you make a mistake					
25	retain information for your own use when you are supposed to pass it on to a coworker					

Section D

For each of the following questions, indicate whether the statement is **True** or **False**.

		True	False
26	I am always willing to admit when I make a mistake.		
27	I always try to practice what I preach.		
28	I never resent being asked to return a favor.		
29	I have never been annoyed when people express ideas very different from my own.		
30	I have never deliberately said something that hurt someone's feelings.		
31	I like to gossip at times.		
32	There have been occasions when I took advantage of someone.		
33	I sometimes try to get even rather than forgive and forget.		
34	At times I have really insisted in having things my own way.		
35	There have been occasions when I felt like smashing things.		

Are you between the ages of 19-25? Yes No

Did you study Management of Business (at A' Level)? Yes No

Did you pursue any of the following programs at the Sir Arthur Lewis Community College:
Business Administration/ Office Administration? Yes No

Did you attend the Post secondary department of the Vieux Fort Comprehensive School?
 Yes No



APPENDIX C: QUESTIONNAIRE C

C

Dear Respondent,

Thank you for participating in this study. The topic of my thesis is “The effect of work values and group norms on work behavior: An empirical study of St. Lucia’s young workers”. This questionnaire consists of 4 sections, with a total of 43 items. Your responses will be kept confidential and your feedback is appreciated.

Germaine Mitchel

Section A: Demographics

Sex: Male Female

How often do you attend church?

Not at all Rarely Sometimes Often Very often

How actively do you participate in your religion?

Inactive Rarely active Somewhat active Active Very active

Altogether, how much work experience do you have (part-time and full-time combined)?

- Less than one year
- 1 - 2 years
- 3 - 4 years
- Over 4 years

Average monthly salary of the main breadwinner in your family in EC dollars.

- Under \$1000
- \$1,001 - \$3000
- \$3,001 - \$5,000
- Over \$ 5,000

Section B: Work Values

The following statements represent values which people consider important in their work.

Please rate the following statements based on what you look for/value.

	<i>Work in which you ...</i>	Unimportant	Of little importance	Moderately important	Important	Very Important
1	can get a raise					
2	have freedom in your own area					
3	are part of the team or crew					
4	know your job will last					
5	get the feeling of having done a good days work					
6	know the results when you have done a good job					
7	are sure of always having a job					
8	make your own decisions					
9	have pay increases that keep up with the cost of living					
10	form friendships with your fellow employees					
11	have frequent contact with fellow workers					
12	are paid enough to live well					
13	are your own boss					
14	are sure of another job within the company if your present job ends					
15	see the results of your efforts					

Section C: Scenarios

Please read the following scenario carefully and answer the questions that follow.

You have been an employee of Company A for *three months*.
 You share your work space with six (6) other employees who are *performing similar tasks*.
 All of you *have equal access to the department's computers, printers, photocopiers and telephones*.
There are no observable norms regarding the following behaviors:

- *Using the telephone to make personal calls*
- *Using the internet to send personal emails and browse social networking sites during work hours*
- *Using the computer to play games during work hours*
- *Printing and photocopying personal documents*

From your understanding of the above scenario,

16. you cannot tell if members of the group engage in the listed behaviors

True False

Your responses to the following questions should be based on the above scenario, carefully consider the situation described. If you are placed in the situation presented in the scenario,

	<i>when the need arises, you would...</i>	Very Unlikely	Unlikely	not sure	Likely	Very Likely
17	spend time on the internet for reasons not related to work					
18	make personal calls at work					
19	make personal copies at work					
20	use email for personal purposes					
21	play computer games during work time					

Please read the following addition to the given scenario carefully and answer the questions that follow.

While performing your work duties, *you and your coworkers have access to information about clients/customers. There are no observable norms regarding the following behaviors:*

- *talking with other employees outside the department about customers*
- *not passing on information to coworkers when they are supposed to*
- *withholding information from the supervisor to cover up mistakes*

From your understanding of the above scenario,

22. you cannot tell if members of the group engage in the listed behaviors

True False

Your responses to the following questions should be based on the above scenario, carefully consider the situation described. If you are placed in the situation presented in the scenario,

	<i>when the need arises, you would...</i>	Very Unlikely	Unlikely	Not sure	Likely	Very Likely
23	talk to other people about clients					
24	withhold certain information from your supervisor when you make a mistake					
25	retain information for your own use when you are supposed to pass it on to a coworker					

Section D

For each of the following questions, indicate whether the statement is **True** or **False**.

		True	False
26	I am always willing to admit when I make a mistake.		
27	I always try to practice what I preach.		
28	I never resent being asked to return a favor.		
29	I have never been annoyed when people express ideas very different from my own.		
30	I have never deliberately said something that hurt someone's feelings.		
31	I like to gossip at times.		
32	There have been occasions when I took advantage of someone.		
33	I sometimes try to get even rather than forgive and forget.		
34	At times I have really insisted in having things my own way.		
35	There have been occasions when I felt like smashing things.		

Are you between the ages of 19-25? Yes No

Did you study Management of Business (at A' Level)? Yes No

Did you pursue any of the following programs at the Sir Arthur Lewis Community College:
Business Administration/ Office Administration? Yes No

Did you attend the Post secondary department of the Vieux Fort Comprehensive School?
 Yes No



APPENDIX D: LETTER GRANTING PERMISSION

From: Charles Super [mailto:charles.super@uconn.edu]

Sent: Thursday, January 26, 2012 11:18 AM

To: 'Germaine Mitchel'

Cc: 'Dr. Rosa Yeh'

Subject: RE: Super's Work Values Inventory

Dear Ms. Mitchel,

I hereby grant permission for use of Super's WVI for your thesis research.

With best wishes,

-CMS

Charles M. Super, PhD

Co-Director, Center for the Study of

Culture, Health and Human Development

Professor of Human Development and Pediatrics

348 Mansfield Rd, Unit 2058

University of Connecticut, Storrs, CT 06269-2058

Tel: +860-486-1595 Fax: +860-486-3452

<http://www.chhd.uconn.edu/>

email: Charles.Super@UConn.edu

From: Germaine Mitchel [mailto:anngeemit@hotmail.com]

Sent: Tuesday, January 24, 2012 11:39 PM

To: Super, Charles

Cc: Dr. Rosa Yeh

Subject: Super's Work Values Inventory

Dear Mr. Super,

I am a second year international Graduate student of National Taiwan Normal University. I have chosen the following as my thesis topic: "*The effect of group norms and work values on counterproductive workplace behavior: An empirical study of St. Lucia's young workers.*" I am in the process of preparing my thesis proposal and would like your permission to use Super's Work Values Inventory as one of the measures in my research. If you require any additional information, please feel free to contact me or my thesis advisor.

Thanking you in anticipation of a favorable response.

Sincerely,

Germaine Ann Mitchel

Thesis Advisor: Dr. Rosa Yeh, (rosayeh@ntnu.edu.tw)