

# (DIS)HONESTY, PSYCHOPATHY, AND THEIR RELATION TO EMPATHIC CONCERN

By Connie L. Agnello

The goal of the present research was to examine the relation between honesty-humility and psychopathy, along with their relationship to empathic concern and helping behavior by manipulating perspective taking and measuring feelings of empathic concern for willingness to help a person in need. Measures of psychopathy were assessed using the SRP- III, and the PPI-R: SF. The personality dimension of honesty-humility was measured using a portion of the HEXACO-PI-R: SR (100 item version). Empathic concern was evaluated using the 6 items that Batson (2011) suggests best defines the construct. Based on previous work, it was hypothesized that (a) psychopathy and honesty-humility would be negatively associated with one another; (b) psychopathy would be negatively associated with empathic concern and helping; and (c) honesty-humility would be positively associated with empathic concern and helping. A perspective taking manipulation was used to further examine whether the associations of the traits of empathic concern and helping would be mitigated if the participants actively imagined the perspective of the person in need. Correlational analyses revealed a negative relation between honesty-humility and the psychopathy measures. When measures of psychopathy were decomposed into facet measures of fearless dominance, impulsive antisociality, coldheartedness, Factor 1 (primary psychopathy), and Factor 2 (secondary psychopathy), only individuals higher in Factor 1 reported significantly lower levels of empathic concern (after controlling for gender). Logistic regression analyses indicated that the interaction between coldheartedness and perspective taking significantly predicted helping behavior, such individuals higher in coldheartedness were less likely to help, but only when participants were asked to imagine the other's perspective.

(DIS)HONESTY, PSYCHOPATHY,  
AND THEIR RELATION TO EMPATHIC CONCERN AND HELPING

by

Connie L. Agnello

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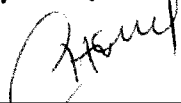
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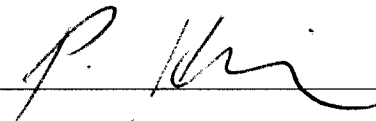
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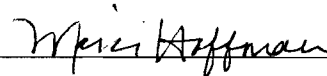
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I lovingly dedicate this thesis to my husband, Dan and to my children, Jenny, Katie and Bria who inspired and supported me each step of the way through a wealth of patience and understanding.

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### **(Dis) Honesty, Psychopathy, and Their Relation to Empathic Concern**

Over a century ago, P.T. Barnum was credited for saying, “There’s a sucker born every minute” (Vitale and Gitomer, 2006). Since then, this phrase has become synonymous with con men and criminals. However, there is a fine line between getting customers to spend money on harmless sideshow entertainment and conning individuals out of their life savings, as done by Bernie Madoff. Whereas the first instance could describe someone making an honest living, the second instance describes manipulative and callous behavior that might reflect psychopathic tendencies. The fine line between dishonesty and psychopathy may lie within the structure of the emotional and motivational processes that underlie both. Ashton and Lee (2005) conceptualize honesty-humility as a combination of traits, including sincerity, fairness, greed avoidance, and modesty. Individuals low in honesty-humility, or conversely high in dishonesty, tend to be egocentric and manipulative. These individuals seek to use others for personal gain and possess personality traits that seem similar to those present in psychopathy, which is characterized by an interpersonal affective lifestyle of callousness, manipulation, and irresponsibility (Ashton, Lee, & Son, 2000; Hare & Neumann, 2007; Lee & Ashton, 2005; Lee, Ashton, Morrison, Cordery, & Dunlop, 2008). As such, both dishonesty and psychopathy seem likely to show inverse associations with a capacity to feel empathic concern for others.

Given the recent addition of honesty-humility within the structure of personality (Ashton & Lee, 2005), research examining the construct has focused on its relation to other dimensions of personality, interpersonal relationships, and social behavior.

Although some previous research has examined the relation between psychopathy and honesty-humility (Ashton et al., 2000) and psychopathy and empathic concern (Lishner et al., 2011), no research has examined how the two personality constructs relate to empathic concern simultaneously. Given that both higher-psychopathy and higher-dishonesty individuals show little regard for the welfare of others, it is likely such individuals may experience less empathic concern for others who are in need. Furthermore, if these traits are linked to a lower tendency to experience empathic concern, then an important question is “why?” The present research sought to answer this question by examining how variation in psychopathy and dishonesty predicts empathic concern and helping behavior following a manipulation of perspective taking, an antecedent of empathic concern.

### **Honesty-Humility**

Recent cross-cultural lexical studies on personality structures by Ashton and Lee (2005) suggest a six-factor model of personality referred to as the HEXACO model. The HEXACO’s basic structure is similar to the Big Five in that they both consist of the same underlying constructs. Specifically, traits of extraversion, conscientiousness, openness to new experience, agreeableness, and emotional stability within the HEXACO parallel traits comprising the Big Five. Whereas in the Big Five, the constructs of honesty-humility were parceled out into smaller facets within both agreeableness and conscientiousness, Ashton and Lee (2005) suggest the additional personality construct is necessary to describe personality fully, thus they proposed the sixth honesty-humility construct.

Honesty-Humility consists of interrelated traits of sincerity, fairness, greed avoidance, and modesty that reflect an individual's intrapersonal motivations and orientations toward positive interpersonal relationships (Ashton & Lee, 2005). Individuals higher in sincerity are more genuine in their relationships, whereas individuals lower in sincerity are more likely to flatter and manipulate others for personal gain. People lower in fairness are more likely to lie, cheat, and take advantage of others, whereas people higher in fairness are more likely to consider others when making decisions. Greed avoidance reflects motivation for social and financial status: individuals higher in greed avoidance are not strongly motivated to obtain financial reward or social status, whereas individuals lower in greed avoidance seek to obtain and flaunt financial rewards and social status. Individuals higher in modesty view themselves typical of others, whereas individuals lower in modesty view themselves more superior to and more important than others. Overall, individuals higher in honesty-humility tend to consider the feelings and needs of others, whereas individuals lower in honesty-humility tend to take advantage of and manipulate others for personal or financial gain while displaying a sense of superiority over others.

The addition of the dimension of honesty-humility to the personality lexicon has led to an influx of research examining the role of honesty-humility in relation to other dimensions of personality, as well as its role in academic and business contexts. Honesty within the workplace is a major concern for many companies because it not only addresses an employee's overall level of ethics, but also his or her interpersonal interactions with others. Research on honesty and humility using the HEXACO model suggests that honesty-humility is a viable psychological construct that meaningfully

predicts employee performance, counterproductive work behavior, and positive employee relations (Johnson, Rowatt, & Petrini, 2011; Lee et al, 2008). With this in mind, Hilbig and Zetter (2009) examined the role of honesty-humility in relation to cooperative behavior using an economic decision paradigm. In general, individuals lower in honesty-humility tended to make more selfish decisions unless an opponent was in a position to retaliate. However, when comparing individual behavior to group behavior, Cohen, Gunia, Kim-Jun, and Murnighan (2009) found that groups acted more strategically than individuals in that they not only tended to lie more than individuals, but also lied less depending on the advantageousness of the situation. The relation of honesty-humility to counterproductive workplace behavior and perceived organizational politics was further explored by Zetter and Hilbig (2010). Correlational analyses indicated that for individuals who scored higher in honesty-humility, the construct was relatively stable; however, for individuals who scored lower in honesty-humility, the construct was a relatively situation-specific state. Specifically, individuals lower in honesty-humility were more likely to adapt their behavior to fit the situation to gain advantages within the workplace (Zetter & Hilbig, 2010). In addition, honesty-humility was found to positively correlate with dispositional empathy in a study examining academic honesty and cheating in relation to honesty, empathy, and courage (Staats, Hupp, & Hagley, 2008).

### **Psychopathy**

Psychopathy is characterized by a superficial, manipulative interpersonal style, and by a callous and remorseless affective orientation toward others. At times, this may include irresponsible, impulsive, delinquent, and/or criminal behavior. The main facets of

psychopathy were identified by Cleckley (1976) based on his clinical interviews with institutionalized individuals in connection with Antisocial Personality Disorder.

Cleckley's preliminary list of psychopathic characteristics led to Hare's development of the Psychopathy Checklist (PCL), which was revised and reformatted to accommodate the clinical assessment in forensic settings of both adults (PCL-R) and adolescents (PCL-YV), along with the PCL-SV for the use in non-incarcerated forensic individuals (Hare & Neumann, 2008). Hare's PCL has given researchers the ability to study psychopathy as a separate construct from antisocial personality disorder.

Psychopathy is conceptualized by four factors that include interpersonal (superficial manipulative), affective (lack of remorse, callous), lifestyle (impulsive, irresponsible, parasitic), and antisocial (behavior problems, delinquency) tendencies. However, the four factors seem to cluster into two core factors. The first factor, defined as primary psychopathy, comprises an interpersonal and affective orientation characterized by emotional callousness and manipulation. The second factor, defined as secondary psychopathy, consists of impulsive and irresponsible antisocial behavior (Patrick, 2006).

A variety of research has examined the relation of psychopathy to emotional and empathic dysfunction, response delay, deficits in fear/anxiety, and personality. For example, Blair, Jones, Clark, and Smith (1997), found that higher-psychopathy men are less responsive (as measured by skin conductance activity) to an emotional distress cue (eg., picture of crying baby), but not to physical threat cues (eg., picture of male angry face) than are lower-psychopathy men (Blair et al., 1997). Blair (2005) argued that psychopathy involves an empathic dysfunction in which higher-psychopathy individuals

have a biological impairment in the processing of fearful, sad, and possibly disgust emotional facial expressions of others. Therefore, they are unable to create an emotional or empathic association to such expressions, which leads to problems of socialization. Moreover, Blair (2008) argues that genetic and environmental factors such as SES, contribute to the emotional and empathic dysfunction of psychopathic individuals.

Research suggests that cognitive processing in higher-psychopathy individuals is not affected by emotional stimuli as much as it is in lower-psychopathy individuals. For example, response latency time increases in lower-psychopathy individuals when target stimuli are bracketed by emotional stimuli, whereas higher-psychopathy individuals do not display any response latency (Mitchell, Richell, Leonard, & Blair, 2006). According to Patrick (2006), Newman's proposed response-modulation theory hypothesizes that higher-psychopathy individuals are unable to "delay a dominate response in order to assimilate feedback from the environment" due to a cognitive deficit that is regulated by the perceived importance of the dominant response or task (Patrick, 2006, pp. 150). This suggests that higher-psychopathy individuals' responses are determined by the initial importance that they have placed on the task prior to and without the benefit of any situational cues.

Lykken (1995) believes psychopathy is best understood using his low-fear hypothesis which proposes that higher-psychopathy individuals' fearlessness impedes behavior. Results from his studies indicate that those higher in primary psychopathy display lower levels of anxiety and lower physical response to fearful stimuli, and display passive avoidance to aversive stimuli (Patrick, 2006). Research by Siegel (1978) demonstrated that higher-psychopathy individuals displayed a deficiency in avoiding

negative consequences, which supports Lykken's low-fear hypothesis (Patrick, 2006). In addition, Gray's (1970) hypothesis of a Behavioral Inhibition System (BIS), based on animal learning theory, also may explain higher-psychopathy individuals' lack of fear in terms of a deficit of anxiety over punishment. Specifically, individuals who were low on BIS activation tend to display less anxiety during conflicts (Patrick, 2006).

Overall, there are several scales used to assess psychopathy, starting with Cleckley's checklist which led to Hare's Self-Report Scale (SRP) (Paulhus, Neumann, & Hare, in press) and his Psychopathy Checklists (PCL-R, PCL- SV, and PCL- YV), along with Lilienfeld's Psychopathic Personality Inventory (PPI-R). The large variety of measures suggest multiple methods of assessment, which stimulated Skeem, Polaschek, Patrick and Lilienfeld (2011) to conceptualize psychopathy within a triadic model that is composed of, disinhibition (impulse control problems), boldness (calmness or fast recovery in stressful or threatening situations) and meanness (lack of empathy, coldheartedness, rebelliousness, and exploitativeness).

### **Empathic Concern**

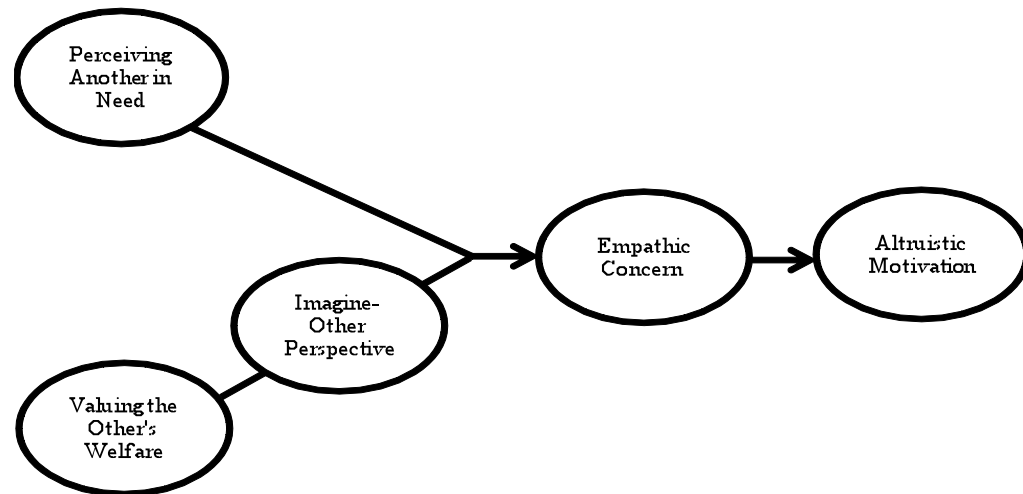
Empathic concern is an "other-oriented emotion elicited by and congruent with the perceived welfare of someone in need" (Batson, 2011, p. 11). It is an experience that is best captured by terms such as "sympathy," "compassion," "tenderness," and the like one feels for another individual. Empathic concern is experienced when one perceives need in another whom he or she values (Batson, Eklund, Chermok, Hoyt, and Ortiz, 2007). Moreover, research reviewed by Batson (2011) demonstrates that empathic



concern produces altruistic motivation to increase the welfare of those for whom empathic concern is experienced.

There are two primary antecedents of empathic concern: perceiving need and valuing the welfare of the person in need. The perception of need is influenced not only by taking into consideration the person's state, but also his or her situation. For example, although someone may see another individual fall, the degree of perceived need changes depending on whether that fallen person was alone or whether they were with other people (Darley & Latané, 1968). The value of the person in need tends to change depending on whether he or she is a family member, a friend, or a stranger (Graziano, Habashi, Sheese, & Tobin, 2007). Moreover, studies on empathic concern and helping have examined the role of perspective taking by manipulating whether participants adopt an imagine-self or imagine-other perspective (Batson, 2011; Batson, Early, & Salvarani, 1997). Empirical evidence shows that by adopting an imagine-self orientation, participants may focus more on their own needs and will be less likely to help, whereas participants who adopt an imagine-other orientation can be induced to feel more empathic concern and subsequently may place greater value on the person in need (Batson et al., 2007; Batson et al., 2003; Batson, Turk, Shaw, & Klein, 1995). In general it is believed that valuing the welfare of another predisposes one to adopt his or her perspective, which evokes empathic concern when combined with a perception of need (Batson, 2011).

Figure 1 shows the relation of the two antecedents for empathic concern, which provides a source of altruistic motivation.



*Figure 1.* Antecedents of Empathic Concern and Altruism. (Adopted from Batson, 2011)

### **Psychopathy and Empathic Concern**

According to Cleckley and Hare's diagnostic checklists, one of the main characteristics of psychopathy is the inability to experience empathy toward others (Hare & Neumann, 2007; Hare & Neumann, 2008; Patrick, 2006). One possible explanation for this is that higher-psychopathy individuals have an inability or impairment in processing expressions associated with fear, sadness, and disgust (Blair, 2005). Moreover, higher-psychopathy individuals' cognitive processing, which is not affected by emotional stimuli, may affect the ability for the formation of empathic reactions (Mitchell, et al., 2006). However, results from recent research by Lishner, et al. (2011) that directly tests the association between psychopathic traits and state affective empathy are more mixed. Within two studies they examined both university students (study 1) and forensic

inpatients (study 2). For both studies, participants were asked to rank a set of faces displaying various expressions (angry, sad, happy, fearful, and infant faces) according to likeability prior to reading a story that was either neutral or depicted an older couple in need. After ranking each set of faces and reading each article, participants' emotional reactions were assessed. Their findings suggested that some psychopathic traits were not negatively, but at times, positively associated with emotional contagion, one form of affective empathy discussed in literature (Lishner, Cooter, & Zald, 2008). Moreover, in students, state changes in emotional reactions and empathic concern reactions were affected by the stimuli in the predicted manner, but little evidence of a negative association between psychopathy and their reactions was found in either student or forensic inpatients. The findings seem to conflict with Blair's (2005) suggestion that higher-psychopathy individuals have an impairment in the capacity to experience empathy.

### **Empathic Concern and Honesty-Humility**

Examining the relation between empathic concern and dimensions of personality bring out the possible underlying patterns for the prosocial motivations of helping behavior. Past research in personality has found correlations between agreeableness and honesty-humility (Ashton & Lee, 2005). Correlations between agreeableness and the experience of empathic concern also have been reported in the literature (Graziano et al, 2007). This pattern of correlation suggests a likely association between honesty-humility and empathic concern.

## **The Present Research**

The goal of the present research was to explore the relation between honesty-humility and psychopathy, as well as the ability to experience empathic concern and helping. Prior research by Lee and Ashton (2005) has established a negative relation between honesty and psychopathy. In addition, a positive relation has been established between honesty and agreeableness (Ashton & Lee, 2005), along with a positive relation between agreeableness, with feelings of empathic concern and helping behavior (Graziano et al., 2007). These findings, along with the theoretical claim that psychopathy is negatively related to empathic concern and helping suggests that both psychopathy and (dis)honesty should show positive relations with each other and negative relations with empathic concern, and subsequently, helping behavior.

Given that numerous studies have established the viability of perspective taking to evoke empathic concern (Batson et al., 1997; Batson et al., 2003) participants were randomly assigned to one of two conditions, a no-perspective or an imagine-other perspective. In the guise of evaluating students' attitudes toward potential types of media for the university paper, students were asked to read an article about a fellow student in need. Participants' were then be asked to rate their feelings of empathic concern produced by the news article. Upon completion of the questionnaires, students were given an opportunity to assist the student in need.

Consistent with previous findings, several hypotheses were proposed. The first was that individuals higher in psychopathy will be lower in honesty-humility (Hypothesis 1). A second hypothesis was that psychopathy will evidence a negative relation, and honesty-humility a positive relation, with feelings of empathic concern for and helping of

a person in need when participants are provided no-perspective instructions (Hypothesis 2). Given that valuing others is a prerequisite of empathic concern, when participants were provided with imagine-other perspective instructions competing hypothesis were proposed: If the relations of psychopathy and honesty to empathic concern and helping result from individual differences in global valuing of others' welfare then adopting an imagine-other perspective should reduce or eliminate these relations (Hypothesis 3a). In contrast, if the relations of psychopathy and honesty to empathic concern and helping result from a more fundamental biological impairment in the capacity to experience empathic concern regardless of valuing, then adopting an imagine-other perspective should have no effect of these relations (Hypothesis 3b).

## **Method**

### **Participants**

One hundred and sixty-six university students enrolled in introductory psychology classes at a Midwestern university were recruited as participants for the study. Five participants were excluded after participation due to high suspicion. Participants volunteered using the psychology department's SONA system which is an online participant recruitment system for research. Basic demographics (age and sex) were obtained from participants. All of the students who participated received partial credit for a course research requirement or course extra credit.

### **Materials and Procedure**

#### **Study Introduction.**

Participants took part in the study individually. Upon arrival, participants were met by a researcher who escorted them to a small research cubicle and gave them an Informed Consent Form (Appendix A) to read over and sign should they decide to participate. Participants were left alone while they read and filled out the consent form and all of the following materials and questionnaires. Participants were instructed to open the cubicle door to notify the researcher when they had finished and were asked to turn off any electronic devices they may have had, including cell phones and i-pods.

If they decided to participate, participants were given a brief introduction (Appendix B) to the study, stating that the purpose of the study was to examine students' reactions to mass media and the researchers were testing pilot articles for two new

proposed columns for the student newspaper. When participants finished reading the introduction, the researcher asked them to choose a number between 1 and 8 ostensibly to determine which article they would read. The researcher left and returned with the corresponding numbered file folder that contained brief reading instructions and the article. Upon return, the researcher provided participants with a confidentiality envelope in which to place all questionnaires, a procedure designed to reduce motivation to respond in a socially desirable manner.

### **Perspective Manipulation.**

Participants were first given a confidentiality envelope to place all of their responses in. They were then given a folder containing the article and reading instructions. Participants were randomly assigned to receive one of two sets of reading instructions. Those assigned to the imagine-other perspective condition received the following instructions (Appendix C):

While you are reading the article, try to imagine the perspective of the person in the article. Specifically try to imagine how he or she thinks and feels about his or her situation. (To imagine what she thinks and feels, do not try to imagine how you would feel if you were in the situation. Just try to imagine the person's perspective as you read the interview).

Those in the no-perspective condition received reading instructions but were given no instructions about what perspective to adopt (Appendix D).

### **Need Situation.**

Regardless of what number participants chose, they were given the same article about an ostensible university undergraduate student (Katie Banks; Appendix E), whose parents recently died in an accident while on their way home from a birthday party for a family friend. The story starts off with a quote from her describing how traumatic and horrible it has been. She was awarded guardianship of her three younger siblings (ages 4, 7, and 10) and was now responsible for raising them while she was struggling to finish school. She was not only having difficulty balancing all of the demands of her time, but she was also having financial trouble caring for her siblings and school expenses. Although she was worried about graduating, she was trying to maintain a positive attitude for her siblings and was asking for help by seeking aid and donations from local, state, and national agencies.

### **Measurement of Empathic Concern.**

When participants were finished reading the article they completed a Reactions Questionnaire (Appendix F). The Reactions Questionnaire consisted of 20 emotional adjectives, including those used in past research to assess empathic concern (*compassionate, sympathetic, soft-hearted, warm, moved, and tender*). Participants were asked to rate the adjective using a 7-point scale (*1 = not at all, 7 = extremely*).

### **Measurement of Helping.**

When the researcher returned to the cubicle to collect the Reactions Questionnaire from participants, the researcher handed participants a sealed letter from Dr. Lishner (Appendix G) that reminded them that although “their” pilot article was about a real individual, pilot articles were not published. The letter explained that Dr. Lishner was



giving the participants an opportunity to help out the person in the article, and included an Assistance Form (Appendix H). The Assistance Form had spaces available for the participant to indicate whether they would have liked to help, the number of hours they would have been willing to help, along with spaces for their name and phone number. Participants were told that should they wish to help, an additional envelope would be provided as a matter of privacy for the participants. The researcher would then forward all Assistance Form envelopes directly to Dr. Lishner.

### **Ancillary Measures.**

After the helping measure, the researcher gave participants an Article Evaluation Form (Appendix I). The Article Evaluation form contained measures of imagine-other, imagine-self, and objective-detached perspective taking.

### **Personality Measures.**

Upon completion of the Article Evaluation form, participants were given an envelope that had on top of it a brief introduction (Appendix J) regarding the enclosed Self-Perceptions and Demographics Questionnaires (Appendix K through Appendix R). The brief introduction informed participants that the questionnaires help the researcher understand what participants were like as individuals given that who people are as individuals tends to influence the types of articles people tend to find interesting. Three enclosed questionnaires used to measure psychopathy and honesty included the Self-Report Psychopathy Scale-III (Appendix K), a truncated version of the HEXACO-PI R that consisted of the Honesty-Humility scale (Appendix M) and the PPI-R: SF (Appendix N). Participants were then instructed to take as much time as needed to answer the questionnaires, and to place them into the envelope when finished. Appendixes L, O, P,

Q, and R were used as filler items to detract participants from the main purpose of the study.

### **Debriefing.**

When participants had completed all of the Self-Perceptions Questionnaires, the researcher returned to the cubicle to debrief participants. Debriefing started with a semi-structured interview (Appendix S) designed to assess participants' reactions of the study and to probe for past similar experiences to the need situation and suspicion of the cover story. After the semi-structured interview, participants were given a debriefing form (Appendix T) that explained the actual purpose of the study and the reasons for using deception. Finally, the researcher reassured participants of any lingering concerns, asked them not to discuss the study with others, and thanked them for their time and effort.

## Results

### Preliminary Analysis

Prior to analysis, index scores were created for the personality measures by averaging the item ratings overall and within each of their respective subscales after reverse coding applicable items. Given that not all of the measures use the same scale, (SRP-III and Honesty-Humility's scale ranges from 1 = disagree strongly to 5 = *agree strongly*, the PPI-R's scale ranges from 1 = *false* to 4 = *true*), all scores were standardized prior to conducting multiple regression analysis.

Overall reliability for the SRP-III was  $\alpha = .87$ . Additional indexes were created by merging the SRP-III's Interpersonal Manipulation and Callous Affect into one scale (Factor 1,  $\alpha = .85$ ) and Erratic Lifestyle and Criminal Tendencies into one scale (Factor 2,  $\alpha = .75$ ). Overall reliability for the PPI-R was  $\alpha = .85$ . To incorporate measures similar to those within the triadic model, three new subscales were developed that were comprised of items within the PPI-R. The first subscale was Fearless Dominance (FD), which included Social Influence, Fearlessness, and Stress Immunity items ( $\alpha = .85$ ). The second subscale was Impulsive Antisociality (IA), which included Machiavellian Egocentricity, Blame Externalization, Rebellious Nonconformity, and Carefree Nonplanfulness items ( $\alpha = .85$ ). The third scale was Coldheartedness (CH) with overall reliability of  $\alpha = .71$ . Overall reliability for Honesty-Humility (HH) was  $\alpha = .86$ .

An empathic concern index score (EC) was created by averaging the item ratings of *compassionate, softhearted, moved, warm, and sympathetic*. Reliability for EC was  $\alpha = .75$ . This index was then standardized for regression analysis. A condition variable

(0 = *no perspective*; 1 = *imagine-other perspective*) was created as were interaction terms for each personality score with the condition variable. A dichotomous measure of helping (0 = *no helping* versus and 1 = *helping*) was used to assess helping.

### **Bivariate Correlations**

As expected and as shown in Table 1, there were significant correlations between all of the psychopathy measures (Factor 1, Factor 2, FD, IA, and CH), except for between FD and CH. As predicted, there were significant negative correlations between HH and all of the psychopathy measures. Moreover, although there was not a significant relation between EC and Helping, there were significant correlations between EC and Factor 1 ( $r = -.21$ ), and Helping and CH ( $r = -.32$ ). However, HH was not significantly correlated with either EC or Helping. Gender was significantly correlated with all of the measures except IA and Helping. Regression analyses were performed to further explore these relations.

Table 1.

Bivariate and Partial Correlations between Factor 1, Factor 2, FD, IA, CH, HH, EC, Helping and Gender. (n = 154-161).

	1	2	3	4	5	6	7	8
1 Fact 1	-	0.51*	0.22*	0.57*	0.43*	-0.66*	-0.16*	-0.10
2 Fact 2	0.57*	-	0.32*	0.61*	0.14	-0.51*	-0.04	0.03
3 FD	0.29*	0.35*	-	0.31*	0.09	-0.13	-0.08	0.15
4 IA	0.58*	0.62*	0.32*	-	0.15	-0.53*	-0.08	0.01
5 CH	0.48*	0.20*	0.13	0.18*	-	-0.40*	-0.12	-0.30*
6 HH	-0.68*	-0.54*	-0.17*	-0.54 *	-0.43*	-	0.02	0.12
7 EC	-0.21*	-0.08	-0.12	-0.10	-0.15	0.05	-	0.14
8 Help	-0.13	0.00	0.12	-0.01	-0.32*	0.15	0.15	-
9 Gender	-0.35*	-0.26*	-0.26*	-0.14	-0.21*	0.22*	-0.18*	0.09

Note: \*  $p < .05$ . Bivariate correlations are presented below diagonal. Partial correlations controlling for gender are presented above the diagonal.

## Regression Analysis

### Empathic concern.

Hierarchical multiple regressions were performed using each of the psychopathy measures (Factor 1, Factor 2, FD, IA, and CH), to predict EC. For each psychopathy measure three multiple regression models were examined. The first model included gender as the single predictor of EC, the second model included gender along with the perspective condition variable and the respective psychopathy measure, and the third model included all of the measures in the second model along with the interaction of perspective condition and the respective psychopathy measure. In all cases, the inclusion of the interaction term did not significantly improve the prediction of EC above that of the second model (all  $\Delta R^2$ 's  $< .01$ ,  $ps > .23$ ). As shown in Table 2, the only psychopathy measure that significantly predicted EC was Factor 1 (see Model 2 for Factor 1 in Table 2).

A multiple regression analysis using the same three models was also performed using HH to predict EC. The interaction model did not improve fit beyond that of the second model,  $\Delta R^2 = .007$ ,  $p = .28$ , nor did HH significantly predict EC in Model 2 (see Table 2).

Table 2.

Summary of Model 2 Multiple Regression Analysis for Variables Predicting Empathic Concern. (n = 157-158)

Variable	<i>B</i>	SE <i>B</i>	$\beta$	<i>P</i>
Factor 1 (.04)				
Gender	0.42	0.26	0.14	0.10
Perspective	-0.27	0.17	-0.12	0.12
Factor 1	-0.19	0.10	-0.17*	0.05
Factor 2 (.02)				
Gender	0.56	0.25	0.18*	0.03
Perspective	-0.26	0.17	-0.12	0.14
Factor 2	-0.05	0.09	-0.04	0.63
Fear Dominance (.02)				
Gender	0.53	0.25	0.17*	0.04
Perspective	-0.26	0.17	-0.12	0.14
FD	-0.09	0.09	-0.08	0.32
Impulsive Antisociality (.02)				
Gender	0.52	0.25	0.17*	0.04
Perspective	-0.24	0.17	-0.11	0.16
IA	-0.08	0.09	-0.08	0.34
Coldheartedness (.03)				
Gender	0.52	0.24	0.17*	0.34
Perspective	-0.26	0.17	-0.12	0.14
CH	-0.13	0.09	-0.12	0.14
Honesty-Humility (.02)				
Gender	0.58	0.25	0.19*	0.02
Perspective	-0.26	0.17	-0.12	0.14
HH	0.03	0.09	0.02	0.76

Note: \*  $p < .05$ ,  $\Delta R^2$  for Model 2 relative to Model 1 in parenthesis.

### **Helping.**

Logistic regression analyses were performed to determine whether any of the psychopathy measures (Factor 1, Factor 2, FD, IA, and CH), perspective, and their respective interactions were good predictors of helping. As in the previous multiple regression analysis, the same three regression models were examined, except that helping was predicted instead of EC.

As shown in Table 3, Coldheartedness was the only significant predictor of helping, Wald's  $\chi^2(1) = 14.11, p < .01, B = -.73, SE = .19$ . However, as indicated by a significant change in  $R^2$  between Model 3 and Model 2,  $\Delta$ Wald's  $\chi^2(1) = 11.69, p < .05$ , this association was qualified by an interaction between Coldheartedness and perspective manipulation. In all other cases the inclusion of the interaction term did not significantly improve the prediction of Helping (all  $\Delta$ Wald's  $\chi^2(1) < 3.70, ps > .05$ ).

To get a better understanding of the results related to Coldheartedness, follow-up partial correlational analysis (controlling for gender) were performed. In the no-perspective condition, there was a significant negative correlation between Coldheartedness and Helping,  $r = -.48, p < .001$ , whereas, the correlation was not significant in the imagine-other perspective condition,  $r = -.11, p = .31$ .

A logistic regression analysis was also performed using HH as a predictor. HH was not a significant predictor within model 2, nor did adding the interaction term improve prediction,  $\Delta$ Wald's  $\chi^2(1) = 1.36, p > .05$ .

Table 3.

Summary of Model 2 Logistic Regression Analyses for Variables Predicting Helping.

Personality Variable	<i>B</i>	(SE)	Wald's $\chi^2$	<i>p</i>	Exp ( <i>B</i> )
Factor 1					
Gender	0.26	0.51	0.26	0.61	1.30
Perspective	-0.16	0.33	0.23	0.63	0.85
Factor 1	-0.24	0.19	1.72	0.19	0.78
Factor 2					
Gender	0.53	0.50	1.12	0.29	1.69
Perspective	-0.15	0.33	0.21	0.65	0.86
Factor 2	0.05	0.18	0.09	0.77	1.05
Fear Dominance					
Gender	0.75	0.50	2.23	0.14	2.11
Perspective	-0.18	0.33	0.30	0.58	0.83
FD	0.33	0.18	3.41	0.07	1.39
Impulsive Antisociality					
Gender	0.46	0.49	0.89	0.35	1.59
Perspective	-0.17	0.33	0.27	0.60	0.84
IA	0.01	0.17	0.00	0.96	1.01
Coldheartedness					
Gender	0.19	0.52	0.14	0.71	1.21
Perspective	-0.16	0.35	0.21	0.64	0.85
CH	-0.73*	0.19	14.11	0.00	0.48
Honesty-Humility					
Gender	0.33	0.49	0.46	0.50	1.40
Perspective	-0.24	0.33	0.50	0.48	0.79
HH	0.31	0.18	3.08	0.08	1.37

Note: \*  $p < .05$ . All  $df = 1$

### Partial Correlations Controlling for Gender

Given, the results of the various regression analyses, the clearest approach to understanding the association among the various personality measures, EC, and helping



is to examine partial correlations controlling for gender (except in the case of the relation between CH and helping). When controlling for gender, partial correlations indicated significant positive relations between the psychopathy measures of Factor 1, Factor 2, and FD (see Table 1). However, CH was only significantly related to Factor 1, but not to Factor 2, FD or IA. After controlling for gender, HH was no longer correlated with FD. Overall, a significant negative correlation was found between Factor 1 and EC ( $r = -.16$ ), but not with Helping ( $r = .13$ ), whereas CH was significantly correlated with Helping ( $r = -.30$ ) and not EC ( $r = .15$ ).

## Discussion

The goal of the present research was to determine the relation between psychopathy and honesty-humility and their relation to empathic concern and helping. In examining the construct of psychopathy, it became apparent that psychopathy could be conceptualized and measured in several different ways. In the past, psychopathy was viewed as comprising two core factors, an interpersonal-affective factor and a behavior-lifestyle factor. However, recent research has conceptualized psychopathy in a triadic model comprised of the core components of disinhibition, boldness, and meanness. Although, the present research used several accepted scales for measuring psychopathy (SRP-III, and the PPI-R: SF), individual subscales within the PPI-R were recompartmentalized into three components (Fearlessness Dominance, Impulsive Antisocial and Coldheartedness) to mirror the triadic model (Skeem, Polaschek, Patrick, & Lilienfeld, 2011). Therefore, these three components plus the primary (Factor 1) and secondary (Factor 2) components of the SRP-III were explored in relation to honesty-humility, empathic concern, and helping. As expected, the majority of the psychopathy measures were correlated with each other, except for Coldheartedness which correlated with Factor 1.

Whereas past studies have found a positive relation between empathic concern and helping, this study failed to replicate these findings, even though the effect was positive. Unlike other studies, there was no effect of the perspective manipulation on empathic concern and helping. However, this would be expected given that in previous work comparison between perspectives usually included an imagine-other (focus on the

other's feelings) and an objective condition (focus on the mechanics of the writing). In this study the objective condition was not used so that participants' natural inclination could be determined. Individuals in the no-perspective condition may have adopted an imagine-other perspective on their own, thereby eliminating any significant differences between the perspective conditions.

Given that all of the measures of psychopathy exhibited significant negative correlations with Honesty-Humility, Hypothesis 1 was supported (individuals higher in psychopathy will be lower in honesty-humility). However, only the measure of Factor 1 psychopathy was a significant predictor of empathic concern (but not of helping behavior), suggesting individuals who display higher levels of Factor 1 are less likely to experience empathic concern. This is consistent with the claim that individuals have an affective-interpersonal orientation that is characterized by lower tendency to experience empathy. One would therefore expect that because higher-psychopathy individuals experience less empathic concern that they would be less likely to help others. However, Factor 1 psychopathy was not a significant predictor of helping behavior (although the effect was in the direction predicted). These findings suggest that there may be other underlying motives (depending on the circumstance) among higher-psychopathy individuals that lead to helping compared to lower-psychopathy individuals.

Although the interaction between Coldheartedness and perspective taking was a significant predictor of helping, it was not significant in predicting empathic concern. Given how this significant negative correlation was reduced when participants adopted an imagine-other perspective, Hypothesis 2 and Hypothesis 3a may be partially supported (a negative relation between psychopathy and empathic concern and helping in a no

perspective condition, whereas adopting an imagine-other perspective should reduce or eliminate associations related to individual differences in the global valuing of others). However, in that the only significant correlations were found between Factor 1 and empathic concern, and between Coldheartedness and Helping, Hypothesis 3a and 3b can neither be definitively confirmed nor disconfirmed. Again, the lack of expected follow through from empathic concern to helping behavior is perplexing.

The interaction between Coldheartedness and perspective taking on helping indicate Coldheartedness is a significant predictor of helping behavior, but only when participants naturally adopt a perspective. This association is eliminated, however, when participants followed instructions to adopt the person in need's perspective. Overall, a number of significant bivariate correlations between the personality measures were reduced when controlling for gender. In the three cases Factor 2 and Coldheartedness, Impulsive Antisociality and Coldheartedness, and Fearlessness Dominance and Honesty-Humility significant correlations were eliminated when controlling for gender. As with the relation between Factor 1 psychopathy and empathic concern, the relation between Coldheartedness and helping may suggest other underlying egoistic motives contrary to empathic concern (which may be related to one's gender) may facilitate helping.

As predicted, honesty-humility was negatively related to the majority of the psychopathy measures. The only exception was Fearless Dominance when controlling for gender. Moreover, all correlations between Honesty-Humility and both empathic concern and helping were reduced after controlling for gender. Honesty-Humility also failed to predict empathic concern and helping. This suggests Honesty-Humility is a distinct construct, in which measurement scales assess for sincerity, fairness, greed avoidance,

and modesty, but may fail to assess other components within interpersonal relationships that are captured by and best characterized psychopathy.

### **Limitations**

One possible reason for some of these results may be low power to detect small but meaningful association. Overall, although there were initially 166 participants, five were eliminated due to high levels of suspicion. Of the remaining 161, six additional participants failed to complete some of the measures, while fourteen others skipped an individual item or two. This left only 141 participants who actively completed all of the measures. However, there are several other concerns and limitations that are related to the time frame in which the majority of the study was conducted. The study was conducted during the University's interim period between semesters, where students have the opportunity to add a class between semesters. This condensed period (where a fourteen week class is compressed into a three week period) may have minimized the students' perception of available time to help the person in need.

In addition, the female participants were run by female researchers and the male participants were run by a male researcher to minimize any concerns related to gender biasness or social desirability. This makes it unclear whether controlling for gender held constant variability of the variables shared with participant gender, with researcher gender, or a combination thereof.

Finally, given that Factor 1 significantly predicted empathic concern and Coldheartedness predicted helping, it may be that using these measures in combination provides a more valid index of the affective-interpersonal dimension of psychopathy. Use

of such an index may predict both the empathic concern and helping in the hypothesized manner.

### **Conclusions and Implications**

Taking into consideration the aforementioned limitations, this study suggests there is a negative relation between psychopathy and honesty-humility. However, whereas some measures of psychopathy were negatively associated with empathic concern and helping (Factor 1 and Coldheartedness, respectively), Honesty-Humility failed to mirror either of these findings. Thus, although related psychopathy and honesty-humility seem to be distinct constructs.

Though past work has shown perspective taking manipulations induce empathic concern, including affective empathy for individuals higher in psychopathy, this was not the case for this study. In all cases, perspective taking and/or the interaction of perspective taking with all the psychopathy measures, failed to significantly predict empathic concern. This suggests that for individuals higher in psychopathy, the inability to experience empathic concern may be a stable trait. On the other hand, the interaction of perspective taking induced helping for only individuals higher in coldheartedness, thereby suggesting the desire to help others in need is variable and dependent on the individual and situation at hand.

With this in mind, using multiple measures (SRP-III and the PPI-R: SF) to evaluate traits (such as callousness and coldheartedness, respectively) within the interpersonal-affective component of psychopathy may better describe the relation between psychopathy, empathic concern and helping. Adding an alternative yet

complementary measure such as honesty-humility may aid in identifying and defining these associations and their specific nature within each construct. Moreover, incorporating perspective manipulations help to address the motivational subtleties that differentiate between the distinct constructs of psychopathy and honesty-humility.

## Appendix A

### Student Newspaper Pilot Articles Study: Informed Consent



## **Student Newspaper Pilot Articles Study: Informed Consent**

### **University of Wisconsin Oshkosh**

The Department of Psychology supports the practice of protecting human participants in research. The following information is provided so that you can decide whether you wish to participate in the present study. Your participation is solicited but is strictly voluntary. We assure you that your name and responses will remain confidential.

If you decide to participate in this study, you will be asked to read a pilot news article. You will then be asked to complete questionnaires that assess your thoughts about and reactions to the article you read.

If you agree to participate, you will be free to withdraw at any time and will still receive credit for the amount of time spent in the study. If you decide not to participate in this study, please let the researcher know and he or she will excuse you from the study. You do not need to tell the researcher your reasons for choosing not to participate. If you do decide to withdraw from the study, any information collected from you up to that point will then be destroyed.

All results will be recorded confidentially. We will not release information about you in any way or form that could identify you.

If you have any questions, please ask us or contact:

**David A. Lishner, Ph.D.**  
**Department of Psychology**  
**University of Wisconsin Oshkosh**  
**Oshkosh, WI 54901**  
**lishnerd@uwosh.edu**  
**920-915-2014**

If you have any complaints about your treatment as a participant in this study, please call or write:

**Chair, Institutional Review Board for**  
**Protection of Human Participants**  
**c/o Grants Office**  
**UW Oshkosh**  
**920-424-1415**

Although the chairperson may ask for your name, all complaints are kept in confidence.

**Consent Statement:** By signing the statement below, I am confirming that I am at least 18 years old and have received an explanation of the study. I agree to participate. I understand that my participation in this study is strictly voluntary, and that I may withdraw at any time.

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 Date

## Appendix B

### Student Newspaper Pilot Articles Study: Introduction

### **Student Newspaper Pilot Articles Study: Introduction**

This study is being conducted by Dr. Lishner in the Department of Psychology, as a service for the student newspaper. The newspaper staff is thinking about adding two new columns to the paper: “News from the Personal Side” and “Student Accomplishments.” For the past few years, Dr. Lishner, whose research interests deal with audience response to mass media, has pilot-tested various news columns for the student newspaper.

As a participant in this study, you will be asked to randomly select one of eight brief pilot news articles, either from “News from the Personal Side” or “Student Accomplishments.” Your reactions to the article will be assessed using questionnaires. Although the news articles used in this study are pilot articles, their content is factual. These articles have not and will not be printed in the newspaper; they will only be read by participants in this research.

At this time, please open the door to let the research assistant know you are ready to continue.

## Appendix C

### Student Newspaper Pilot Article Instructions

#### Imagine-Other Perspective

### **Student Newspaper Pilot Article Instructions**

On the next page is the pilot article you selected. Students who participated earlier in the study said they found it useful to read the articles by following the reading instructions listed below. We ask that you try to adopt a similar perspective while you read the article. Please read the following instructions carefully. Once you have the instructions in your mind.

**While you are reading the article, try to imagine the perspective of the person in the article. Specifically try to imagine how he or she thinks and feels about his or her situation. (To imagine what she thinks and feels, do not try to imagine how you would feel if you were in her situation Just try to imagine the person's perspective as you read the interview).**

Once you have a good sense of the instructions in your mind, please open the folder, read the article, and then fill out the reactions questionnaire provided to you.

## Appendix D

### Student Newspaper Pilot Article Instructions

#### No Perspective

### **Student Newspaper Pilot Article Instructions**

On the next page is the pilot article you selected. Please open the folder, read the article and fill out the reactions questionnaire provided to you.

## Appendix E

News from the Personal Side: Article



### **News from the Personal Side: UWO Student Struggles after Loss of Parents**

“This has been a total nightmare. I still feel like I’m living a horrible dream,” Katie Banks said.

Last week, Banks’s parents, Henry and Sue Banks, and her 12-year old sister, Jennifer, were killed in a head-on collision ten miles west of Madison.

The Banks family has resided in Oshkosh for only 4 months. At the time of the accident, they were returning to their former hometown to attend a birthday party for a friend of the family.

Banks, a student at the University of Wisconsin Oshkosh, is now faced with completing her college degree and taking care of her three surviving siblings—Annie, age 10; Matthew, age 7; and Zoe, age 4.

Banks has been granted temporary guardianship of her siblings. “I’ll be honest. I’m really worried about graduating on time while providing for my brother and sisters,” Banks said.

She is currently struggling with earning enough money to balance the costs of caring for her siblings and paying for school-related expenses. Banks is currently seeking donations from local, statewide, and national sources to help her and her siblings get through this difficult time.

Despite her fears, Banks tries to remain positive, “I realize life will have to go on some way or another. I just keep reminding myself that with luck things will turn out as best they can.”

## Appendix F

### News from the Personal Side: Reactions Questionnaire

### News from the Personal Side: Reactions Questionnaire

**Directions:** Please circle the number that best describes the degree to which you experienced each of these emotional reactions while reading the news article. Do not worry if you didn't experience several of these emotions; only a few may be relevant to the particular article you read. However, please be sure to circle a response for each emotion.

	not at all						extremely
1. happy	1	2	3	4	5	6	7
2. sad	1	2	3	4	5	6	7
3. compassionate	1	2	3	4	5	6	7
4. alarmed	1	2	3	4	5	6	7
5. troubled	1	2	3	4	5	6	7
6. softhearted	1	2	3	4	5	6	7
7. distressed	1	2	3	4	5	6	7
8. joyful	1	2	3	4	5	6	7
9. low-spirited	1	2	3	4	5	6	7
10. warm	1	2	3	4	5	6	7
11. worried	1	2	3	4	5	6	7
12. moved	1	2	3	4	5	6	7
13. upset	1	2	3	4	5	6	7
14. tender	1	2	3	4	5	6	7
15. sympathetic	1	2	3	4	5	6	7
16. disturbed	1	2	3	4	5	6	7
17. heavy-hearted	1	2	3	4	5	6	7
18. elated	1	2	3	4	5	6	7
19. disconcerted	1	2	3	4	5	6	7
20. sorrowful	1	2	3	4	5	6	7

## Appendix G

Letter from Dr. Lishner

Dear participant reading the Katie Banks article,

The student newspaper and I would like to thank you for participating in our study. Your cooperation and assistance are appreciated.

Because Katie's story will not be printed in the paper, it occurred to me that her need is still genuine and some participants might be willing to assist her. I've contacted Katie and although she was initially reluctant, she decided that she would be grateful to receive some assistance from anyone who is interested in giving it.

Basically, Katie needs some of your time. The student newspaper has provided her a list of organizations in the Oshkosh and Fox Cities regions, as well as state and national organizations, which might be willing to offer her financial assistance to help her and her family during this difficult time. She is currently working on a letter that she plans to send to these potential donors, but because her situation is urgent and her own time is limited, she needs help preparing the letters, stuffing and addressing envelopes, and keeping the necessary records of who has been contacted. If you wish to help Katie in this endeavor, the newspaper is willing to provide you with all the necessary materials, including postage. You can prepare the letters at home and at your own convenience.

Please consider whether you would like to assist Katie. Please keep in mind that your participation in this study in no way obligates you to help Katie. However, regardless of what you decide, you have been provided a form on which to indicate your decision. If you decide to help, please write your name and phone number in the space provided so that you can be contacted. Finally, please put the form in the envelope and then give the envelope to the research assistant so he or she can pass it on to me. If you decide to assist Katie, then I will pass along that information to a newspaper staff member.

Sincerely,

David Lishner, Ph.D

Appendix H  
Assistance Form

ASSISTANCE FORM

Do you wish to assist Katie? Please indicate your response below:

No \_\_\_\_\_ Yes \_\_\_\_\_

If no, leave the rest blank.

If yes, Advance-Titan will contact you to discuss the best way to provide you with the necessary materials. Please indicate below the total number of hours you would be available over the next few weeks along with your name and phone number.

Number of hours available \_\_\_\_\_

NAME

\_\_\_\_\_

PHONE

\_\_\_\_\_

Thank you for considering this opportunity to help Katie. Please enclose this form in the provided envelope, seal it, and return it to the research assistant.

## Appendix I

Article: Evaluation Form



## Article: Evaluation Form

**Directions:** Please answer each of the following questions.

1. What was discussed in your article? \_\_\_\_\_

2. How interesting was the news article?

Not at all							Extremely
	1	2	3	4	5	6	Interesting
							7

3. How likely would you be to read an article like this from the student newspaper?

Not at all							Very Likely
	1	2	3	4	5	6	7

4. How worthwhile are articles of this nature?

Not at all							Extremely
	1	2	3	4	5	6	Worthwhile
							7

5. How likeable did you find the person in the article?

Not at all							Extremely
	1	2	3	4	5	6	Likely
							7

6. To what extent do you value the person in the article?

Not at all							Very Much
	1	2	3	4	5	6	7

7. How much do you value the welfare of the person in the article?

Not at all							Very Much
	1	2	3	4	5	6	7

8. To what extent did the person in the article seem vulnerable?

Not at all							Extremely
	1	2	3	4	5	6	Vulnerable
							7

9. How great was the current need of the person in the article?

Not at all							Very Great
	1	2	3	4	5	6	7

10. To what extent did you imagine the thoughts and feelings of the person in the article?

Not at all

Very Much

1            2            3            4            5            6            7

11. To what extent did you imagine yourself in the situation of the person in the article?

Not at all

Very Much

1            2            3            4            5            6            7

12. To what extent were you objective and detached while reading the article?

Not at all

Very Much

1            2            3            4            5            6            7

13. How similar to yourself did you perceive the person in the article to be?

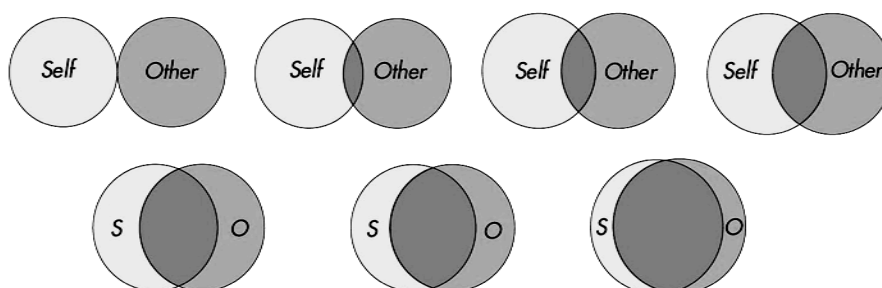
Extremely

Not at all  
Similar

1            2            3            4            5            6            7

14. Below are seven pictures that depict possible ways of viewing the relationship between two people. Please circle one of these seven pictures that best indicates the extent to which you feel that you and the person in the article are connected.

Circle the picture below which best describes your relationship



15. To what extent do you see yourself and the person in the article as part of the same group?

Not at all						Very Much
1	2	3	4	5	6	7

16. To what extent would you use to term “we” to describe your relationship with the person in the article?

Not at all						Very Much
1	2	3	4	5	6	7

## Appendix J

### Introduction to Personal Perspective Questionnaires

This envelope contains several Personal Perspective Questionnaires that help us understand students and therefore, the types of articles they may find interesting. Please fill out each one and place it back into the envelope. Take as much time you need to answer each questionnaire with the response that best describes you. The researcher will not look at it, but forward it onto the person who does data collection.

Please open the door to let the researcher know you are finished.

## Appendix K

### Self Perceptions Questionnaire 1



1	2	3	4	5
Disagree	Disagree	Neutral	Agree	Agree
Strongly				Strongly

- \_\_\_\_\_ 26. I feel so sorry when I see a homeless person.
- \_\_\_\_\_ 27. It's fun to see how far you can push people before they get upset.
- \_\_\_\_\_ 28. I enjoy doing wild things.
- \_\_\_\_\_ 29. I have broken into a building or vehicle in order to steal something or vandalize.
- \_\_\_\_\_ 30. I don't bother to keep in touch with my family any more.
- \_\_\_\_\_ 31. I find it difficult to manipulate people.
- \_\_\_\_\_ 32. I rarely follow the rules.
- \_\_\_\_\_ 33. I never cry at movies.
- \_\_\_\_\_ 34. I have never been arrested.
- \_\_\_\_\_ 35. You should take advantage of other people before they do it to you.
- \_\_\_\_\_ 36. I don't enjoy gambling for real money.
- \_\_\_\_\_ 37. People sometimes say that I'm cold-hearted.
- \_\_\_\_\_ 38. People can usually tell if I am lying.
- \_\_\_\_\_ 39. I like to have sex with people I barely know.
- \_\_\_\_\_ 40. I love violent sports and movies.
- \_\_\_\_\_ 41. Sometimes you have to pretend you like people to get something out of them.
- \_\_\_\_\_ 42. I am an impulsive person.
- \_\_\_\_\_ 43. I have taken hard drugs (e.g., heroin, cocaine).
- \_\_\_\_\_ 44. I'm a soft-hearted person.
- \_\_\_\_\_ 45. I can talk people into anything.
- \_\_\_\_\_ 46. I never shoplifted from a store.
- \_\_\_\_\_ 47. I don't enjoy taking risks.
- \_\_\_\_\_ 48. People are too sensitive when I tell them the truth about themselves.
- \_\_\_\_\_ 49. I was convicted of a serious crime.
- \_\_\_\_\_ 50. Most people tell lies every day.
- \_\_\_\_\_ 51. I keep getting in trouble for the same things over and over.
- \_\_\_\_\_ 52. Every now and then I carry a weapon (knife or gun) for protection.
- \_\_\_\_\_ 53. People cry way too much at funerals.



1	2	3	4	5
Disagree	Disagree	Neutral	Agree	Agree
Strongly				Strongly

\_\_\_\_\_ 54. You can get what you want by telling people what they want to hear.

\_\_\_\_\_ 55. I easily get bored.

\_\_\_\_\_ 56. I never feel guilty over hurting others.

\_\_\_\_\_ 57. I have threatened people into giving me money, clothes, or makeup.

\_\_\_\_\_ 58. A lot of people are “suckers” and can easily be fooled.

\_\_\_\_\_ 59. I admit that I often “mouth off” without thinking.

\_\_\_\_\_ 60. I sometimes dump friends that I don’t need any more.

\_\_\_\_\_ 61. I would never step on others to get what I want.

\_\_\_\_\_ 62. I have close friends who served time in prison.

\_\_\_\_\_ 63. I purposely tried to hit someone with the vehicle I was driving.

\_\_\_\_\_ 64. I have violated my probation from prison.

## Appendix L

### Perceptions of Self Questionnaire 2

## Perceptions of Self Questionnaire 2

**Directions:** The items below inquire about what kind of person you think you are. Each item consists of a *pair* of characteristics, with the letters A-E in between. For example:

Not at all artistic      A.....B.....C.....D.....E      Very artistic

Each pair describes contradictory characteristics—that is, you cannot be both at the same time, such as very artistic and not at all artistic. The letters form a scale between the two extremes. You are to choose a letter which describes where you fall on the scale. For example, if you think you have no artistic ability, you would choose A, if you think you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth.

- |                              |                           |                          |
|------------------------------|---------------------------|--------------------------|
| 1. Not at all independent    | A.....B.....C.....D.....E | Very independent         |
| 2. Very submissive           | A.....B.....C.....D.....E | Very dominant            |
| 3. Very passive              | A.....B.....C.....D.....E | Very active              |
| 4. Very rough                | A.....B.....C.....D.....E | Very gentle              |
| 5. Very home oriented        | A.....B.....C.....D.....E | Very worldly             |
| 6. Gives up very easily      | A.....B.....C.....D.....E | Never gives up easily    |
| 7. Never cries               | A.....B.....C.....D.....E | Cries very easily        |
| 8. Not at all self-confident | A.....B.....C.....D.....E | Very self-confident      |
| 9. Feels very inferior       | A.....B.....C.....D.....E | Feels very superior      |
| 10. Little need for security | A.....B.....C.....D.....E | Strong need for security |
| 11. Fragile                  | A.....B.....C.....D.....E | Strong                   |
| 12. Not at all confident     | A.....B.....C.....D.....E | Very confident           |

## Appendix M

### Perceptions of Self Questionnaire 3

### Perceptions of Self Questionnaire 3

**Directions:** On the following page you will find a series of statements about you. Please read each statement and decide how much you agree or disagree with that statement. Then write your response in the space next to the statement using the following scale:

1	2	3	4	5
Disagree	Disagree	Neutral	Agree	Agree
Strongly				Strongly

Please answer every statement, even if you are not completely sure of your response.

- \_\_\_\_\_ 1. If I want something from a person I dislike, I will act very nicely toward that person in order to get it.
- \_\_\_\_\_ 2. I sometimes can't help worrying about little things.
- \_\_\_\_\_ 3. If I knew that I could never get caught, I would be willing to steal a million dollars.
- \_\_\_\_\_ 4. Having a lot of money is not especially important to me.
- \_\_\_\_\_ 5. In social situations, I'm usually the one who makes the first move.
- \_\_\_\_\_ 6. I am an ordinary person who is no better than others.
- \_\_\_\_\_ 7. I rarely hold a grudge, even against people who have badly wronged me.
- \_\_\_\_\_ 8. I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed.
- \_\_\_\_\_ 9. I would be tempted to buy stolen property if I were financially tight.
- \_\_\_\_\_ 10. I plan ahead and organize things, to avoid scrambling at the last minute.
- \_\_\_\_\_ 11. I would like to live in a very expensive, high class neighborhood.
- \_\_\_\_\_ 12. I wouldn't want people to treat me as though I were superior to them.
- \_\_\_\_\_ 13. I am interested in learning about history and politics of other countries.
- \_\_\_\_\_ 14. If I want something from someone, I will laugh at that person's jokes.
- \_\_\_\_\_ 15. I would never accept a bribe, even if it were very large.
- \_\_\_\_\_ 16. When it comes to physical danger, I am very fearful.
- \_\_\_\_\_ 17. I would like to be seen driving around in a very expensive car.
- \_\_\_\_\_ 18. I think that I am entitled to more respect than the average person.
- \_\_\_\_\_ 19. The first thing that I always do in a new place is make friends.
- \_\_\_\_\_ 20. I wouldn't pretend to like someone just to get that person to do favors for me.

1	2	3	4	5
Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly

- \_\_\_\_\_ 21. I'd be tempted to use counterfeit money, if I were sure I could get away with it.
- \_\_\_\_\_ 22. I am usually quite flexible in my opinions when people disagree with me.
- \_\_\_\_\_ 23. I would get a lot of pleasure from owning expensive luxury goods.
- \_\_\_\_\_ 24. I want people to know that I am an important person of high status.
- \_\_\_\_\_ 25. I have sympathy for people who are less fortunate than I am.
- \_\_\_\_\_ 26. People often call me a perfectionist.
- \_\_\_\_\_ 27. I try to give generously to those in need.
- \_\_\_\_\_ 28. It wouldn't bother me to harm someone I didn't like.
- \_\_\_\_\_ 29. People see me as a hard-hearted person.
- \_\_\_\_\_ 30. People have often told me that I have a good imagination.

## Appendix N

### Self Perceptions Questionnaire 4

## Self Perceptions Questionnaire 4

**Directions:** This test measures different personality characteristics – that is, the ways in which people’s personality styles make them different from each other. Starting on the next page, read each statement carefully and decide how false or true it is as a description of you. Then mark the best choice in the space provided.

1) False          2) Mostly False          3) Mostly True          4) True

Even if you feel that a statement is neither false nor true about you, or if you are not sure which answer to choose, select the answer that is the closest to describing you.

Try to be as honest as you can. Please be sure to give your own opinion about whether each statement is false or true about you.

1) False	2) Mostly False	3) Mostly True	4) True
----------	-----------------	----------------	---------

- \_\_\_ 1. Dangerous activities like skydiving scare me more than they do most people.
- \_\_\_ 2. I have always seen myself as something of a rebel.
- \_\_\_ 3. I am easily flustered in pressured situations.
- \_\_\_ 4. I would find the job of a movie stunt person exciting.
- \_\_\_ 5. I might like to hang out with people who "drift" from city to city with no permanent home.
- \_\_\_ 6. A lot of people have tried to “stab me in the back.”
- \_\_\_ 7. I get mad if I don’t receive special favors I deserve.
- \_\_\_ 8. I am hardly ever the center of attention.
- \_\_\_ 9. It might be exciting to be on a plane that was about to crash but somehow landed safely.
- \_\_\_ 10. A lot of times, I worry when a friend is having personal problems.
- \_\_\_ 11. I tend to get crabby and irritable when I have too many things to do.
- \_\_\_ 12. I get mad when I hear about the injustices in the world.
- \_\_\_ 13. I don’t let everyday hassles get on my nerves.
- \_\_\_ 14. I could be a good "con artist."
- \_\_\_ 15. I have a talent for getting people to talk to me.



1) False

2) Mostly False

3) Mostly True 4) True

- \_\_\_ 16. I might like to travel around the country with some motorcyclists and cause trouble.
- \_\_\_ 17. In conversations, I'm the one who does most of the talking.
- \_\_\_ 18. I feel sure of myself when I'm around other people.
- \_\_\_ 19. Parachute jumping would really scare me.
- \_\_\_ 20. When people lend me something, I try to get it back to them quickly.
- \_\_\_ 21. I like to stand out in a crowd.
- \_\_\_ 22. It would be fun to fly a small airplane by myself.
- \_\_\_ 23. In school or at work, I try to "stretch" the rules just to see what I can get away with.
- \_\_\_ 24. I've often been betrayed by people I trusted.
- \_\_\_ 25. It would break my heart to see a poor or homeless person walking the street night.
- \_\_\_ 26. Some people say that I am a "worry wart."
- \_\_\_ 27. It bothers me a lot when I see someone crying.
- \_\_\_ 28. I get stressed out when I'm "juggling" too many tasks.
- \_\_\_ 29. It's easy for me to go up to a stranger and introduce myself.
- \_\_\_ 30. I don't care about following the "rules"; I make up my own rules as I go along.
- \_\_\_ 31. I've been the victim of a lot of bad luck.
- \_\_\_ 32. I'm hardly ever the "life of the party."
- \_\_\_ 33. I've thought a lot about my long-term career goals.
- \_\_\_ 34. Some people have gone out of their way to make my life difficult.
- \_\_\_ 35. I sometimes lie just to see if I can get someone to believe me.
- \_\_\_ 36. I like my life to be unpredictable and surprising.
- \_\_\_ 37. I get very upset when I see photographs of starving people.
- \_\_\_ 38. I might like flying across the ocean in a hot-air balloon.
- \_\_\_ 39. I worry about things even when there's no reason to.
- \_\_\_ 40. When I am doing something important, like taking a test or doing my taxes, I check them over first.

1) False	2) Mostly False	3) Mostly True	4) True
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- \_\_\_ 41. People I thought were my “friends” have gotten me into trouble.
- \_\_\_ 42. I think long and hard before I make big decisions.
- \_\_\_ 43. I tell people only the part of the truth they want to hear.
- \_\_\_ 44. I get blamed for many things that aren’t my fault.
- \_\_\_ 45. I feel bad about myself after I tell a lie.
- \_\_\_ 46. I quickly get annoyed with people who do not give me what I want.
- \_\_\_ 47. I would like to have a "wild" hairstyle.
- \_\_\_ 48. I’m the kind of person who gets “stressed out” pretty easily.
- \_\_\_ 49. I usually think about what I’m going to say before I say it.
- \_\_\_ 50. Some people have made up stories about me to get me in trouble.
- \_\_\_ 51. I watch my finances closely.
- \_\_\_ 52. I am a daredevil.
- \_\_\_ 53. I would like to hitchhike across the country with no plans.
- \_\_\_ 54. I try to use my best manners when I’m around other people.
- \_\_\_ 55. I often place my friends’ needs above my own.
- \_\_\_ 56. If I can’t change the rules, I try to get others to bend them for me.

## Appendix O

### Self Perceptions Questionnaire 5

## Self Perceptions Questionnaire 5

**Directions:** On the following pages, there are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes *you*. So that you can describe yourself in an honest manner, your responses will be kept in absolute confidence. Please read each statement carefully, and then write a number on the blank that corresponds to the number on the scale.

### Response Options

- 1: Very Inaccurate
- 2: Moderately Inaccurate
- 3: Neither Inaccurate nor Accurate
- 4: Moderately Accurate
- 5: Very Accurate

- \_\_\_\_\_ 1. Do a lot in my spare time.
- \_\_\_\_\_ 2. Love to daydream.
- \_\_\_\_\_ 3. Can't stand confrontations.
- \_\_\_\_\_ 4. Am easy to satisfy.
- \_\_\_\_\_ 5. React quickly.
- \_\_\_\_\_ 6. Like to begin new things.
- \_\_\_\_\_ 7. Demand quality.
- \_\_\_\_\_ 8. Can manage many things at the same time.
- \_\_\_\_\_ 9. Laugh aloud.
- \_\_\_\_\_ 10. Willing to try anything once.

## Appendix P

### Self Perceptions Questionnaire 6

## Self Perceptions Questionnaire 6

**Directions:** On the following page you will find a series of statements about you. Please read each statement and decide how much you agree or disagree with that statement. Then write your response in the space next to the statement using the following scale:

4 = strongly agree  
3 = agree  
2 = disagree  
1 = strongly disagree

Please answer every statement, even if you are not completely sure of your response.

- \_\_\_\_\_ 1. Success is based on survival of the fittest; I am not concerned about the losers.
- \_\_\_\_\_ 2. For me, what's right is whatever I can get away with.
- \_\_\_\_\_ 3. In today's world, I feel justified in doing anything I can get away with to succeed.
- \_\_\_\_\_ 4. My main purpose in life is getting as many goodies as I can.
- \_\_\_\_\_ 5. Making a lot of money is my most important goal.
- \_\_\_\_\_ 6. I let others worry about higher values; my main concern is with the bottom line.
- \_\_\_\_\_ 7. People who are stupid enough to get ripped off usually deserve it.
- \_\_\_\_\_ 8. Looking out for myself is my top priority.
- \_\_\_\_\_ 9. I tell other people what they want to hear so that they will do what I want them to.
- \_\_\_\_\_ 10. I would be upset if my success came at someone else's expense.
- \_\_\_\_\_ 11. I often admire a clever scam.
- \_\_\_\_\_ 12. I make a point of trying not to hurt others in my pursuit of my goals.
- \_\_\_\_\_ 13. I enjoy manipulating other people's feelings.
- \_\_\_\_\_ 14. I feel bad if my words or actions cause someone else to feel emotional pain.
- \_\_\_\_\_ 15. Even if I were trying very hard to sell something, I wouldn't lie about it.
- \_\_\_\_\_ 16. Cheating is not justified because it is unfair to others.
- \_\_\_\_\_ 17. I find myself in the same kinds of trouble, time after time.
- \_\_\_\_\_ 18. I am often bored.
- \_\_\_\_\_ 19. I find that I am able to pursue one goal for a very long time.
- \_\_\_\_\_ 20. I don't plan anything very far in advance.
- \_\_\_\_\_ 21. I quickly lose interest in tasks I start.
- \_\_\_\_\_ 22. Most of my problems are due to the fact that other people just don't understand me.

4 = strongly agree  
3 = agree  
2 = disagree  
1 = strongly disagree

- \_\_\_\_\_ 23. Before I do anything, I carefully consider the possible consequences.
- \_\_\_\_\_ 24. I have been in a lot of shouting matches with other people.
- \_\_\_\_\_ 25. When I get frustrated, I often “let off steam” by blowing my top.
- \_\_\_\_\_ 26. Love is overrated.

## Appendix Q

### Demographics and Beliefs Questionnaire 1



## Demographics and Beliefs Questionnaire 1

**Directions:** Please answer each of the following questions as truthfully as possible. Please keep in mind there are no right or wrong answers.

1. What is your gender? (check one)

\_\_\_\_\_ Male

\_\_\_\_\_ Female

2. What is your age? \_\_\_\_\_

3. What year are you in school?

\_\_\_\_\_ Freshman

\_\_\_\_\_ Sophomore

\_\_\_\_\_ Junior

\_\_\_\_\_ Senior

4. How many credits are you taking this current semester? \_\_\_\_\_

5. Do you have a job?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If yes, about how many hours do you work per week? \_\_\_\_\_

6. What is your ethnicity?

\_\_\_\_\_ Caucasian

\_\_\_\_\_ African American

\_\_\_\_\_ Asian

\_\_\_\_\_ Hispanic/Latino

\_\_\_\_\_ Native American

\_\_\_\_\_ Indian/Pakistani

\_\_\_\_\_ Other

## Appendix R

### Demographics and Beliefs Questionnaire 2

## Demographics and Beliefs Questionnaire 2

**Directions:** Read each statement carefully. Then indicate the extent to which you agree or disagree by circling the number following each statement. The numbers and their meaning are indicated below:

If you agree strongly, circle 3

If you agree somewhat, circle 2

If you agree slightly, circle 1

If you disagree slightly, circle -1

If you disagree somewhat, circle -2

If you disagree strongly, circle -3

1. Never tell anyone the real reason you did something unless it is useful to do so.  
3      2      1      -1      -2      -3
2. The best way to handle people is to tell them what they want to hear.  
3      2      1      -1      -2      -3
3. One should take action only when sure it is morally right.  
3      2      1      -1      -2      -3
4. Most people are basically good and kind.  
3      2      1      -1      -2      -3
5. It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.  
3      2      1      -1      -2      -3
6. Honesty is the best policy in all cases.  
3      2      1      -1      -2      -3
7. There is no excuse for lying to someone else.  
3      2      1      -1      -2      -3
8. Generally speaking, men won't work hard unless they're forced to do so.  
3      2      1      -1      -2      -3
9. All in all, it is better to be humble and honest than to be important and dishonest.  
3      2      1      -1      -2      -3

10. When you ask someone to do something for you, it is best to give the real reasons for wanting it rather than giving reasons which carry more weight.

3      2      1                      -1      -2      -3

11. Most people who get ahead in the world lead clean, moral lives.

3      2      1                      -1      -2      -3

12. Anyone who completely trusts anyone else is asking for trouble.

3      2      1                      -1      -2      -3

13. The biggest difference between most criminals and other people is that the criminals are stupid enough to get caught.

3      2      1                      -1      -2      -3

14. Most men are brave.

3      2      1                      -1      -2      -3

15. It is wise to flatter important people.

3      2      1                      -1      -2      -3

16. It is possible to be good in all respects.

3      2      1                      -1      -2      -3

17. Barnum was wrong when he said that there's a sucker born every minute.

3      2      1                      -1      -2      -3

18. It is hard to get ahead without cutting corners here and there.

3      2      1                      -1      -2      -3

19. People suffering from incurable diseases should have the choice of being put painlessly to death.

3      2      1                      -1      -2      -3

20. Most men forget more easily the death of their father than the loss of their property.

3      2      1                      -1      -2      -3

Appendix S  
Debriefing Script

### Debriefing Script

**Researcher:** Before we begin the tasks, I would like to take a few minutes to get your reactions to the study up to this point in your own words. Would it be okay if I wrote down any comments you may have?

*[Participants almost always answer “yes” to this question.]*

**Researcher:** Great! So, what are your reactions to the study so far?

*[Any comments made by participant are written down. This open-ended question is followed by more specific questions about different aspects of the study if the participant does not spontaneously discuss them. For example, the researcher should ask about the following:]*

What did you think about the news article?

Have you or anyone you know been in a similar situation? Or that has been in a car accident?

What did you think about the feelings questionnaire? What did you think about the evaluation form?

What did you think about Dr. Lishner’s Letter?

What do you think we were trying to look at in this study?

**Researcher:** At any point during the study did you think there was something more to the study? Did you at any point think that maybe there was something more to the study than what I’ve told you so far? Now that I mention it, can you think of any aspect of the study that seems strange or unusual?

***If they begin to figure out the study:** “Great! That’s right! As you are starting to figure out, there is more to the study than you were originally told. What I’d like to do now is have you read over some information that will explain in more depth what the study was about. I will leave you alone to read over this information. When you are finished reading it, just open the door a crack and I will answer any additional questions you might have about the study.”*

***If yes, and participant brings up an irrelevant deception in study ....**That actually wasn’t going on, but you are on the right track. As you are starting to figure out there is more to the study than you were originally told. What I’d like to do now is have you read over some information that will explain in more depth what the study was about. I will leave you alone to read over this information. When you are finished reading it, just open the door a crack and I will answer any additional questions you might have about the study.”*

*If no, then . . . That's good! Actually, there is more to the study than you were originally told. What I'd like to do now is have you read over some information that will explain in more depth what the study was about. I will leave you alone to read over this information. When you are finished reading it, just open the door a crack and I will answer any additional questions you might have about the study."*

After the participant has read the Debriefing Information page (Appendix M) and has opened the cubicle door the researcher will return to answer any questions the participant may have.

**Researcher:** Okay, now that you have read everything about the purpose of this study do you have any additional questions or concerns? As you can see there were some misleading aspects of this study. Do you understand the reasons for including those aspects and are you okay with that?

**Researcher:** Do you have any other questions or comments at this time? Can you think of any ways that we can improve the study?

**Researcher:** The last thing we ask is that you not discuss this study with anyone, at least until the end of the semester, so that other people have the opportunity to experience the study in a realistic manner. Would that be okay with you?

**Researcher:** Well, thank you for participating in the study and thank you for telling me about your reactions. It is very helpful for us and we really appreciate it!

## Appendix T

### Student Newspaper Pilot Articles Study: Debriefing Information



## Student Newspaper Pilot Articles Study: Debriefing Information

Thank you for participating in this study. The purpose of this form is to provide you more in-depth information about the study. The actual purpose of this study is not to study people's reactions to pilot news articles. Rather, the actual purpose of this study is to examine whether men and women differ in their emotional reactions to reading about someone in need. One factor that might affect differences between men and women's emotional responses is whether participants believe the primary purpose of a study is to measure emotional reactions (or not).

To examine this issue we randomly assign half the participants to a condition in which they were explicitly told the purpose of the study was to examine emotional and empathic reactions to the article. The other half of participants were assigned to a condition in which they were only told that their reactions to the article were of interest. Given these different impressions of the purpose of the study, we then had you complete measure of your emotional reactions after reading the article. All participants received the same article and all participants were given an unexpected opportunity to assist the person in the article. By doing this, we are able to see how the different experimental conditions might influence differences in how men and women respond when encountering a person in need.

As you may have guessed by now, there were a number of misleading things that you were told about this study. First, the study is not being conducted in collaboration with the student newspaper. The student newspaper is in no way affiliated with this study. Second, there was only one article, not eight, and the person and event you read about were fictional. Consequently the helping opportunity also was fictional. Regardless of how you responded on the assistance form, you will not be contacted to provide assistance in the future. The purpose for giving you this misleading information was not to trick you. Rather, it was given to you to allow us to keep constant the person in need and the need situation that was described so that we could precisely determine whether or not the two experimental conditions we created were solely responsible for men's and women's emotional reactions to encountering a person in need. If we told participants the full truth about the purpose of the study in the beginning and that the other article is actually not real, then participants may experience the situation as fictional or as pretend. This could lead participants to react very differently from how they would react in real-life situations when encountering people in need. Also, in some circumstances, if participants know about the actual purpose of a study, then they may feel compelled to report their reactions in an untruthful manner. For these reasons, when psychologists examine certain psychological processes they may withhold some information about a study or provide participants with some information about the study that is misleading. We realize that you may feel a bit uncomfortable about having been told misleading information, but we want to assure you that it only was done to ensure that your experience in this study was as realistic as possible. Furthermore, it is important to remember that there is no correct or incorrect behavior or response to any of the questionnaires or materials in this study. However, if you still have any concerns about this study, then please speak with the research assistant about your concerns or contact Dr. David Lishner (at [lishnerd@uwosh.edu](mailto:lishnerd@uwosh.edu)). Either of these individuals will be more than happy to talk with you about any concerns you may have.

Again, thank you very much for your participation. We value the time and energy you spent in this study and it is our hope that the data you have provided will help us to better understand human psychology.

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