

# Deception behaviors in the social and professional networking websites in the scope of the recruitment processes

Inês Filipa Fernandes Ramalho

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Supervision of:

Alzira Duarte, ISCTE Business School, Department of Human Resources and  
Organisational Behavior

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## **Resumo**

Ao longo dos últimos anos o crescimento das plataformas online - sociais e profissionais tem sido massivo por todo o mundo. A inovação e evolução das tecnologias nas sociedades têm vindo a ter um enorme impacto nas organizações, em particular nos processos de recrutamento na área dos Recursos Humanos.

Esta investigação é focada na informação disponibilizada nas plataformas online sociais e profissionais que é fornecida pelos indivíduos no âmbito de processos de recrutamento, bem como a veracidade da mesma. Com a intenção de compreender se os indivíduos disponibilizam informação real, um dos principais objetivos deste estudo é entender os comportamentos de logro por parte dos indivíduos relativamente à informação disponibilizada nestas mesmas plataformas online.

Para dar resposta às questões de investigação e aos objetivos estipulados, foi efetuada uma análise quantitativa, e como instrumento de recolha de dados foi utilizado um questionário online aplicado a uma amostra composta por 340 sujeitos.

**Palavras-Chave:** Recrutamento Online; Processo de recrutamento; Informação Online; Logro

**JEL Classification System:** **D23** – Organizational Behavior; **D85** – Network Formation and Analysis: Theory.

## **Abstract**

For the past years, the growth of the networking websites - social and professional has been massive around the world. The innovation and evolution of the technology in the societies have been making a huge impact in the organizations, in particular, in the recruitment processes of the human resources departments.

This study is focused on the information that is provided on the social and professional online platforms by individuals in the scope of the recruitment processes, as well as the credibility of the same. With the intention of understand if the individuals provide real information, one of the main goals of this research is to realize the deception behaviors of the individuals when posting information in the online platforms.

To give answer to the questions of research and the established goals, it was performed a quantitative analysis and was used has instrumentation of collecting data an online questionnaire that was applied to a composite sample of 340 individuals.

**Key-words:** Recruitment Online; Recruitment process; Information Online; Deception

**JEL Classification System:** **D23** – Organizational Behavior; **D85** – Network Formation and Analysis: Theory.

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## **Introduction**

The rise of the technologies in the labor market changed the way of conducting the business in the companies as well as the way of attraction and recruit employees (Borstoff et al., 2006).

Through the currently existents social and professional networking websites, it's easy nowadays to have access to professional and personal information of any individual. These online platforms provide a chance of accelerate significantly the recruitment process and use this as an advantage in the labor market. However, the practice of using these social and professional networking websites brings up a particular problem for the recruitment process: the validity and reliability of such information.

Although there is potential for the Internet to give us a more relevant and faster information regarding job applicants, discover in a faster way potential job candidates and allow us to reach information beyond the one that is discovered in the traditional methods, research is needed to determine the validity of such data. That is to say, the truthfulness and the credibility of the information (Davison et al., 2012).

The present study has the main goal of understand first in what way the individuals use their professional profile on the networking websites in the scope of disclosure professional information; second if individuals perceive the deception behaviors in study as different; and third if the attitudes and opinions of the Generation Y (the Millennials) are different then the other generations.

This study is structured in five chapters. The first chapter is concerning the literature review based in previous researches and crucial themes to this study, as well as the problematic and consequently research investigations. The second is regarding the methodology of the study, as well as the strategies and collected data. In the third chapter will be presented the description and analysis of the data. And in the fourth chapter, the discussion of the results and therefore the conclusions will be presented.



## Chapter I - Literature Review

### 1.1 - The importance of the Human Resources in the companies

*“If people are the most important asset of the organization the practices adopted need to be of value to an organization in achieving its aims. A particularly important area is that of recruitment and selection.”*

Kempton (1995: 71)

Right, effective and efficient hiring decisions in the human resources processes are critical to any firm’s competitive and strategic position in the labor market in these days. Across time, companies began to understand that the people are truly the key factor to the success (Gomes et al., 2008), instead of the equipment’s as a tool of progress, development and growth of the company.

According to Bezerra and Helal (2009), the recruitment procedure is in these days considered crucial to the companies that want to stay in a high competitive and aggressive market, and with the progress of the society, the human resources area has been identified has a competitive advantage to the companies that want to be successful. The new interest in the human resources area aims to create a more value creation in the companies (Becker et al., 1996).

This concept of “*competitive advantage*” has been characterized by Dessler (2003: 14), as a “*set of factors that allow the companies to distinguish their products or services of their main opposites, with the main goal of elevate their participation in the market*”. So, it’s possible to say that the factor *people* have been more frequently related to the advantages in the labor market. According to Bohlander (2005), the human resources area has been identified has this set of competitive factors in the market as well as the people and their capability of physical working and mental capacity.

Becker and Gerhart (1996), also support the idea that the human resources decisions influence the organizational performance by either improve efficiency or contribute to

revenue growth. Becker and Gerhart also say also that *“the new interest in human resources as a strategic lever that can have economically significant effects on a firm’s bottom line, however, aims to shift the focus more toward value creation”* (1996, p, 780). It’s almost impossible not to conclude that across time, the human resources departments of the companies in the labor market have been increasingly developed with the aim of strategically develop the whole company.

To Milkovich and Boudreau (2000: 136), *“A sustainable competitive advantage occurs when a company implements a strategy of value that was not before, or simultaneously, implemented by the opposites in real or potential way, and when the organization is incapable of copy the benefits of that competitive advantage.”* According to the authors, it’s possible to conclude that the competitive advantage is in possessing a deferential factor that is impossible to duplicate. In other times, these competitive advantages were defined as the equipment’s, tools and the instruments that they had on their control, but in this days, these competitive factors have been identified as the knowledge and the people.

So, we can conclude that the people establish a factor of competitiveness, development and innovation in the society and the people are the most valuable advantage in the market. They are the element that constitute the strategies and operations to lead to company’s profit and growth, so, it’s crucial and vital the recruitment processes so the firms can recruit the right or rights persons to integrate in the human resources departments.

## **1.2 - The Recruitment in the scope of the Human Resources area**

*“Recruitment is the process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications, to apply for jobs with an organization.”*

Milligan et al., (1996: 51)

According to Costello (2006), the recruitment process is the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and at the right time so that the people and the organization can select each other in their

own best short and long term interests. Gomes (2008), also supports the idea that the recruitment is a set of activities that happen with the goal of identify a group of candidates to integrate and company.

Besides the whole action that encompasses the recruitment process in general, what are the sets of activities that the authors refer and that characterizes and compose this action in detail? To answer this question, we can bring Breough e Starke (2000) model of organizational recruitment process that is present in the Figure 1.

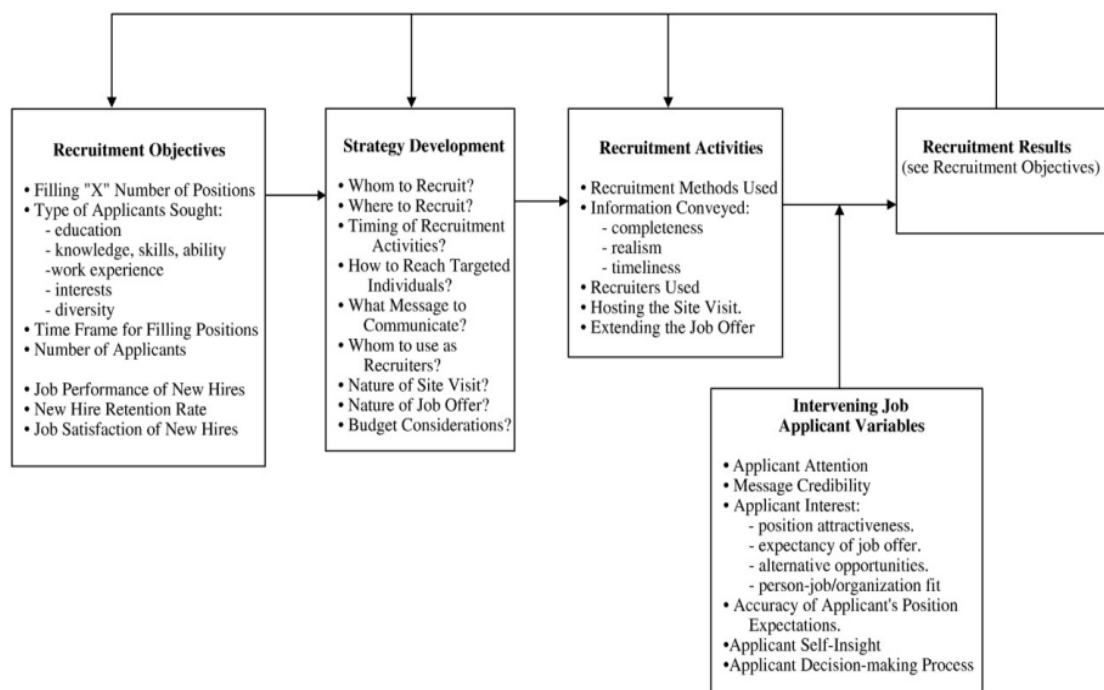


Figure 1- Model of organizational recruitment process (Breough & Starke, 2000)

According to Breough & Starke (2000), in the first phase of the set of activities, the objectives of the recruitment are defined. Characteristics like the number of the people needed, the cost of the filling jobs, the diversity of hires, the quality of applicants, the competences, among others, are elements that must be identified in this first phase in order to proceed to the next step.

With all of the characteristics defined, the second phase aims to develop a strategy to know whom to recruit, where to recruit, when to recruit, the message to communicate and what recruitment sources to use.

Having carefully considered the strategy-oriented questions, an organization next would carry out recruitment and taking in attention several variables like the accuracy of the applicant's expectations, the applicant interest, the attention, the comprehension, among others intervening job applicant elements.

Finally, the final phase is regarding the results of the recruitment process and the performing of the evaluation of the outcomes, specifically, an according to the author *“an employer should compare its recruitment objectives against its recruitment outcomes. Doing such should allow the employer to learn from its experiences so that it can more effectively recruit in the future”* Breugh (2008: 105).

With all of the set of the activities defined, to proceed with the recruitment process the companies can choose among two ways, they can directly recruit the person they need (the recruitment process is elaborated by the own company), or they can appeal to companies that are specialized in this matter of the recruitment process. Câmara et al., (2007) distinguish this matter by defining that exists two ways of recruitment: the direct and indirect recruitment process.

Despite having two ways to accomplish the recruitment process to find the right person (or persons), one thing exists in common: in order to increase this strategy of success in the hiring, selection, and to ensure consistency, organizations are consistently relying on Internet approaches on professional networking websites searches to discover the right person they need (Davinson and Hamilton, 2012).

With the beginning of the era of the Internet, the area of the recruitment in the scope of the human resources in the organizations was forced to adapt. The recruiters changed their ways to recruit and the Internet gained an important role on their daily habits. It is almost impossible not to say that the new technologies have been integrating several changes and transformations in the world, in the people's life's and organizations almost every day.

The new technologies of information and communication have been benefit the methods of recruitment and selection regarding the changes and innovations in these services as Perry and Wilson (2008) point out. Nowadays it's impossible not associate the human

resources area, specifically the recruitment processes, to the internet and other tools used by these firms in this area.

The rise of the new technological world in the labor market changed the ways of conducting the companies and associated strategies including the way to recruit and attract individuals, like Borstoff, Marker and Bennett (2006) affirm, what leads also the way the companies compete between themselves.

*“Why waste weeks looking for a candidate when through the internet the response is almost immediately?”* Martins (2001: 56), cited by Gomes *et al.*, 2008.

### **1.3 - The rise of the Internet and the Social and Professional Networking Websites**

*“Research interest in the topic of employee recruitment has increased substantially over the last thirty years. As an example of this increasing interest, consider that in the first edition of the Handbook of Industrial and Organizational Psychology, less than one page of coverage was given to the topic of recruitment.”*

Breaugh *et al.*, (2000: 405)

The recruitment process all over the world has suffered several changes across time, this is justified by the fact that the hiring process has continually evolved with technology.

In the past, the human resources department in a company was associated to payroll functions and other administrative responsibilities (Moura, 2014) nowadays, *“(…) HR (both the function and the system) contributes directly to the implementation of the operating and strategic objectives of the firms.”* (Becker *et al.*, 1996: 780)

In the old days, between the 50's and the 80's, the most popular recruitment method used by the recruiters was the newspapers, at that time the tool available to recruit people was through the local or national newspaper and the resume of the candidates was received personally or through mail box. Then, only in the 90's with the rise of the internet recruiters were able to use online ads and job advertising (Josh, 2014). This

progress in the methodologies and tools of recruitment were almost drastic, it was a new world in the area of the Human Resources.

Another remarkable fact in the recruitment area happen in the mid 90's when the first online job site was launched. At this point the recruiters has definitely changed their routines and habits and start to recruit online, the e-recruitment was borned (Josh, 2014).

As said before, according to Borstoff, Marker and Bennett (2006), the rise of the information technology in the labor market changed the way of conducting the business in the companies, including the way of attraction and recruitment of individuals. Birgelen, Wetzels and Dolen (2008) also support this idea by affirming that attracting high quality human recourses is considered an asset to the organizations. To develop this strategy, a resource that have been more frequently used is through online recruiting, that is to say, attract candidates by making the use of the Internet and consequently, social and professional networking websites.

As said before, the Internet emerged as a tool of recruitment in the 90's and the online recruitment has been growing in a very fast way during the last years until today (Parry et al., 2008). It's true that the Internet has been present in the several changes that happen around the world across the time, and with no doubt, these changes brought a huge impact regarding the area of recruitment.

Bartram (2000: 261) concluded that *"The Internet has already had a dramatic impact on the way in which recruitment and selection are carried out in North America, and the impact is increasingly being felt in terms of changes in practice in Europe and Asia-Pacific."* The recruitment through the Internet is defined and characterized over an advanced communication system, with the support of a set of tools that allow the reception and screening online of applicants. It's a process that has been progressively used by numerous companies all over the world (Maurer et al., 2007).

Douglas et al., (2009: 4), indicate that *"As the Internet rapidly grew in size and popularity in the mid too late 1990s, organizations began to examine how the new technology could be used to their advantage"*. The Society for Human Resources Management (SHRM) (2008: 6) also follows this idea when affirming that *"The most*

*significant change in recruiting practices has been the rise in the use of online recruiting”.*

Nowadays, there are many companies that use the Internet as the motor of the recruitment process, this behavior is allied with the several associated benefits that the online recruiting process brings: quick and easy access to the information, deeper information available concerning the candidates, direct communication, direct to the information, the costs are less, is a quicker full process - to the publication of the ad, to the response that arrive faster and in greater quantity - and a wider range of applicants can be generated (SHRM, 2008).

Internet technologies have changed several aspects in our lives (Douglas et al., 2009). They changed the way we communicate, how we relate with others, how we think, and most important, changed procedures and routines on our daily basics as said before. The practice of recruiting employees in the companies changed since the mid-1990s (Douglas et al., 2009). By 2002, it was estimated that over 90% of the companies was using the Internet as a way to recruit and select employees, and 70% of the applications was through online CV submission. At that time, 35% of the companies included an online application method as the primary method of applying for jobs (Reynolds, et al., 2009).

This change was due to the fact that the Internet tools allowed the companies to facilitate and accelerate significantly the recruitment process and use this as an advantage concerning the labor market. Not only the companies joined and kept up with the modernization and evolution of the society and apply to the recruitment process, but also the individuals and consequently potential candidates updated their approach to the recruitment companies. To Veger (2006) the recruitment thought the internet consists in taking advantages of the technology. Besides this, the author also supports the idea that the recruitment processes changed a lot since the rise of the internet and this is becoming a more common habit around the world.

Currently, one of the most used tools in the Internet search concerning the recruitment processes are the social and professional networking websites, however, the practice of using these social and professional networking websites brings up a particular problem for the recruitment process: the validity and reliability of such information.

Although there is potential for the Internet to give us a more relevant and faster information regarding the applicants and discover in a direct and faster way potential job candidates, research is needed to determine the validity of such data, in particular, the truthfulness and the accuracy of the information.

As Davison and Hamilton (2012) point out, the Internet screening (notice that screening process consist in evaluating a large number of subjects in order to identify a particular set of attributes or characteristics in the candidates) and recruiting methods allow us to reach information beyond the one that is discovered in the traditional methods. However, questions regarding the validity and truthfulness of the information obtained need absolutely to be addressed (Davison and Hamilton, 2012). So, this theme is going to be the main goal of this research: understand the validity and truthfulness of the information in the social and professional networking websites.

The method of recruitment presented through the use of social and professional networking websites is related to how well they provide reliable and valid job relevant information, but not much is known about the accuracy of the information provided within social and professional networking profiles (Davison and Maraist, 2011). The use of the social and professional networking profiles is drastically increasing, and according to Brodtkin (2008), Kluemper, Rosen (2009) and Sambhi (2009), the most popular social and professional networking websites, the ones that have a bigger number of users, are Facebook, My Space, Twitter and LinkedIn.

A study conducted by the Society for Human Resource Management in 2013 concluded that 77% of 485 organizations reported the use of social and professional networking sites to recruit potential job candidates, an increase from 56% in 2011 (regarding 277 organizations). They also concluded that the main reason to use these social and professional networking websites was to “Be able to recruit passive job candidates who might not otherwise apply or be contacted by the organizations” (80%), and “To be able to target job candidates with a certain set of skills” (69%).

Another fact that is important to emphasize in these key findings study about the recruiting job candidates conducted by the Society for Human Resources Management in 2013 is that the organizations that use social and professional networking sites for



recruitments process use the LinkedIn platform in the majority with a 94% rate. The website Facebook has a data of 54% and Twitter 39%.

One data that is also important to refer is this Society of Human Resources Management study is that some organizations don't use these social or professional networking websites to recruit people because they have a lack of trust, veracity and credibility in the information contained on these networking websites. 26% of 484 companies mentioned this reason.

Concerning Portugal, many managers and human resources professionals are using these social and professional networking websites as a tool for the recruitment and processes. A research conducted in 2010 concluded that the LinkedIn professional networking website is the second platform that is most used in Portugal (53% of 171 companies) by the specialized recruitment organizations to find potential candidates to integrate recruitment processes (Vieira, 2010).

Another study conducted by Almeri, Martins and Paula, this time in 2013, concluded that 100% of the Portuguese organizations (in a universe of 15 companies) use social and professional networking websites when it comes to the recruitment processes and that the majority of those use the LinkedIn platform.

With this data, it is possible to conclude that nowadays the Internet and specifically the Facebook and LinkedIn social and professional website is a crucial tool in what concerns the recruitment processes by the companies in Portugal.

The LinkedIn website is definitely a tool of recruitment that is used every day by human resources professionals and companies, not only in Portugal but around the world too. Thew (2008) affirms that many executive search and recruiting agencies admit to utilizing the LinkedIn network early in the hiring process to find and contact potential candidates.

According to Mondy et al., (2002) the recruitment process based on the Internet is changing so rapidly that is also impossible to stay update. In this sense, empirical researches regarding the online recruiting are scarce (Parry et al., 2008). This send us to

another thing that we have to give attention in this research, the web usability of these social and professional networking platforms in the Internet. It's important to understand what is the existent literature concerning the relevance of the websites and their credibility factors on the Internet and how this can complement this study.

#### **1.4 - Web usability**

*“In every moment, there are thousands of new websites and information's that are created online (...). The facility of production and edition of documents in the internet was crucial for this to happen. (...) Such liberty provides a difficulty to the other users regarding the trustful information that is available online.”*

*Carvalho et al., (2005: 19)*

Nowadays, there are several documents and articles that help us to determine the credibility of the information that we found on the websites online (e.g. *“Indicators of quality and trust of a website”* by Carvalho et al., (2005); *“The quality of the information on web”* by Assis et al., (2001); *The credibility of information on web”* by Serra (2006), among others).

Betsy Richmond in 1996 for example, also had a huge contribution in this subject when the author defined ten criteria when evaluating the credibility and veracity of the resources and information that we found on the Internet websites. This author defined that the criteria of content, credibility, critical thinking, copyright, citation, continuity, censorship, connectivity, comparability, and context should attend as guides of credibility when evaluating what we are reading online. But, besides this, two things we have to keep in mind in this theme, first is that the credibility in the Internet is not uniform, they change according the kind of site visited by the users (Serra, 2006) and second, *“the credibility is the result of a complex amount of several factors”* (Benetti, 2008: 52).

Despite the rich information that is available for the people around the world to understand the credibility of the contents on almost every website online, the weak

existence of data, information and analysis available specifically concerning the LinkedIn or other professional and social networking websites, enables this research to have a better understanding in this matter that is crucial on this research.

Edwards et al., (2015) felt this same difficulty in a study that was focused on the LinkedIn professional website concerning the credibility of the content. In his research, he had the goal of determine the importance of a social presence in the form of a profile picture when individuals are judging credibility and attractiveness of a LinkedIn user's profile, but the lack of data concerning the LinkedIn website information turn out to be a limitation for the author. He affirmed that “(...) *to our knowledge, no other studies have investigated LinkedIn and how user's judge profiles credibility*” (Edwards et al., 2015: 112). This turned out to be an obstacle for him and his research.

As said before, this concern regarding the lack of information concerning the credibility on the social and professional networking websites was also shared by Davison and Maraist in 2011, and Davison and Hamilton in 2012. These authors affirmed that almost no research has investigated the use of the information in the social and professional networking websites until that date. So, we can say that this research is going to be an asset regarding this theme and the lack of information of it.

Such lack of research regarding this matter is very real still in these days, we can affirm and support the fact that there is no doubt that the lack of research regarding the validity and trustful information on the LinkedIn or other social and professional networking website is real around the world. There almost no studies that have conducted a research towards the information that is posted online in these platforms.

Since this theme of web usability and consequently the use of the professionals networking websites is influenced by the people and the generations in our society, it's also important to address attention to this matter and understand the connections between these two subjects. According to Thomas and Ray (2000), the area of the Internet and the consequently the online recruitment will continue to grow at the same time that the generation that grow with the Internet will be able to enter in the labor market.

It's truth that the evolution of our society is associated with the generations and their habits, so, it's also important to know what is the generation that have a higher impact

regarding the usability of the Internet and that consequently changed routines and habits regarding this theme.

## **1.5 - Generation Y**

*“The generations are products of historical facts that deeply influence the values and vision of the world of their members.”*

Conger (1998)

According to Meier, et al., (2010, p, 68), *“Through the years a number of different things such as wars, discoveries, politics, beliefs, and popular culture have all helped shape and define generations.”* These generations are formed by a set of characteristics and *“often reflections of the events occurring in the world around them. A generation can influence styles and trends in business (...).”*

Until today, is well-know the generations that were identified across time according to Berg et al., (2011): the “Silent” born between 1928 and 1945, the “Baby Boomers” born between 1946 and 1964, the “Generation X” born between 1965 and 1979, the “Generation Y” born between 1980 and 1996, and finally the “Generation Z” that were born after 1996.

According to Neto and Franco (2010), the generation of the “Baby Boomers” was characterized by their preoccupations: job, family, stability and their retirement. All of their concerns were regarding their family safety and health. They were defined as optimistic people, determined and work addicted that idealized a new world after the war.

The “Generation X”, the dependents of the “Baby Boomers” generation, was marked by the economic crises. Neto and Franco (2010) concluded that this generation fight for the same values that their parents fought: their family, their job, and the economic stability.

Regarding the “Generation Y” (the Millennials), is important to say that is the generation that has a huge impact on this research due to the fact that is the called the generation of the Internet. Formed by the people that were born between 1980 and 1996,

*“They represent the generation of the results, they born in the time of the technologies, internet and a high security. They are defined hopeful, determine, collective and that have a high academic level (...)”* Silva (2014: 68).

Has time goes by, we can verify a massive tendency of the technological progress due to the fact that is existent and real the necessity of create information and pass it to others. It is impressive the amount of information that is one click of distance and that is available on our laptops, pc's, tablets, TV's, between others.). Nowadays, we cannot contradict the fact that *“exist more information publish online in one week that the information generated on the 19 Century”* Oliveira (2010: 26).

In order to study the credibility and trustfulness of the information that is available online on the social and professional platforms, my focus regarding the population target is in the majority, the population Y, the generation of the Millennials. It's important to know that this generation is not the generation of the paper and the pen, is the generation of the technology. It's of total interest in this research to understand the differences of the behaviors between this generation and the others.

With this defined, some research questions in this study begin to appear: there are differences between the behaviors of the generation Y (the Millennials) and the other generations regarding the kind of information that is provide in the social and professional networking websites?

But, before developing these questions, in first place we have to know what are the different types of behaviors that the individuals can take when posting online information in the social and professional networking websites.

## **1.6 – Deception behaviors**

*“Deception can be understood as the deliberate attempt, whether successful or not, to conceal, fabricate, and/or manipulate in any other way factual and/or emotional information, by verbal and/or nonverbal means, in order to create or maintain in another or in others a belief that the communicator himself or herself considers false.”*

*Jaume Masip et al., (2004: 148)*

The Internet offers several new possibilities for deception to happen and makes them easier to do it (Kendall, 1998; Noonan, 1998). According to Utz (2005), there are several types of deception behaviors on the Internet and is “*proposed that different types of deception in cyberspace are attributed to different motivations*” Utz (2005: 49).

According to Jaume Masip et al., (2004: 148), the concept of deception, as said before, can be “*understood as the deliberate attempt, (...) to conceal, fabricate, and/or manipulate (...), in order to create or maintain in another or in others a belief that the communicator himself or herself considers false*». “*The two most obvious strategies of information manipulation are concealment (in which true information is hidden, thus altering the quantity of information provided) and falsification (in which false information is fabricated and provided).*” Jaume Masip et al., (2004: 155).

So, it's possible to affirm that the concept of deception can take at least two types of behaviors: concealment and falsification.

According to Donath (1999: 52) “*(...) identity concealment often involves merely acts of concealment (...)*”, and in a scope of a recruitment process, the candidates can embrace the behavior of conceal information which means hide any type of information by purpose.

Another behavior that the candidates can take in a scope of a recruitment process is by the opposite behavior, by overvalue the information, which means give information's with an increase of value comparing with the value that the information truly has.

The other behavior that is important not to forget is the deception behavior by the falsification of the information, which means give false or incorrect information in their own social and professional profile as referred before by Jaume Masip et al., (2004). This deception behavior will be also studied in this research as the act of giving false or incorrect information on others social and professional profile (for example, providing false information through professional references).

So, the dimensions and deception behaviors of overvaluation, concealment and falsification will be the dimensions and concepts that this research will support on.

## **1.7 – Problematic and research questions**

The new technologies of information and communication, namely the social and professional networking websites have been generating diverse changes on people professional and personal life's. With these changes and constantly progresses and modifications of systems, the procedures and methods of the companies in every departments and scopes changed as well, being one of the massive changes detect in the recruitment processes of the human resources area.

The Internet gained a primordial role in the human resources departments of every single company in the world, so, it was essential in the literature review acquires and understand the importance of the Internet and the social and professional networking websites.

This research pretends to add information to the theme of validity of the information in the online platforms through the deception behaviors of overvaluation, concealment and falsification the information.

As said before, the validity and credibility of the information in the social and professional networking websites is going to be the focus in this research. The lack of information and research about this theme around the world was a motivation to study this matter. Therefore, the research questions of this study will be:

- 1 – In what way the individuals use their professional profile on the networking websites in the scope of disclosure professional information?;
- 2 – The individuals perceive the three deception behaviors in study as different?;
- 3 – The attitudes and opinions of the Generation Y (the Millennials) are different then the other generations?

To answer the first research question, even though there are not hypothesis raised, there will be done an exploratory analysis of descriptive character focused on the use, knowledge, importance, goals and objectives of use these social and professional networking websites.

To answer the second research question it was elaborated the following hypothesis:

**H1: The deception behaviors are viewed as different from each other for all type of scenario's combinations.**

As referred before, the truthfulness of the information on several online platforms is going to be studied based on three deception behaviors. So, in a first place we want to understand if the respondents perceived the deception behaviors of overvaluation, concealment and falsification based in the scenarios as significantly different from each other's.

**H2: The respondents that agree with the scenario type (overvaluation, concealment or falsification) also tend to embrace the implicit behavior.**

It's crucial in this theme of research to understand the attitudes of the individuals regarding the dimensions and deception behaviors of the study. So secondly, want to understand if the respondents that agree with any type of deception behavior also tend to embrace it.

**H3: It is expected that the intensities of the relationships between deception behaviors within scenarios and within concepts are higher than the intensities between cross-scenarios and -concepts.**

In this research is important to understand the deception behaviors of the respondents when involved in a context (when putting the deception behaviors in scenarios based on a story of a person), and without context, by asking the deception behaviors directly by the concepts names of overvaluation, concealment and falsification of the information. So, in a third place we want to understand if the respondents have an identical opinion regarding the agreement and embracement of the same deception behavior when questioned by a scenario methodology and by the concept.

To answer the third research question it was elaborated the following hypothesis:

**H4: The distribution of the opinions regarding the frequency, agreement and embracement of the deception behaviors is not the same between the individuals.**



Finally, with this research we want to understand if there are different opinions in the sample concerning the frequency of the deception behaviors.

**H5: The mean level of agreement with deception concepts in the Millennials age group is significantly different from the mean level of agreement with deception concepts in the other age group.**

We want to find out if the generation of the Millennials has a significantly different opinion regarding the agreement of the deception behaviors concepts than the other generations.

## Chapter II – Methodology

*“When you can measure what you are speaking about and express it in numbers, you know something about it. And when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind. It may be the beginning of knowledge, but you have scarcely in your thought advanced to the stage of science.”*

W. Thomson (1891: 80)

This chapter is going to describe the methodology that was used to collect the data in this research and then used to analyze according the problems and questions that were identified previously.

### 2.1 – Design of the study

*“In the context of conducting surveys or collecting data, sampling is the selection of a subset of a larger population to survey.”*

Ronald D. Fricker Jr. (2008: 195)

Every research set up the goal of reach reliable and valid results, but for this to happen, a scientific feature that can orientate and develop the area of research idea must be established and accomplished. According to Rajasekar, Philominathan and Chinnathambi (2013: 2), a research methodology “(...) is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena (...). It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.”

With the goal of validate the hypothesis previous defined we want in a first place to understand the familiarization of the respondents regarding the social and professional networking websites, it's important to know how the individuals interact with the technologies.

So, in the first section, the questionnaire was focused on the familiarity of the several social and professional network websites. Besides this, this questionnaire asked also what is the main asset and objective in their opinion to use these online platforms. This section had 1 question.

In the second section, it was required that the individuals indicate the degree of importance of several topics regarding having an online professional profile. On the third section, the goal was to know the importance that the individuals give of having an online professional profile in the perspective of the companies. This section has two questions.

As said before, in this research was important to understand the deception behaviors of the respondents when evolved in a context (when putting the deception behaviors in scenarios based on a story of a person), and without context, asking the deception behaviors directly by the concepts names of overvaluation, concealment and falsification of the information. So, on the fourth, fifth, sixth and seventh sections, the scenarios methodology was employed with the aim of understand the opinion of the respondents regarding the frequency, agreement and embracement of the deception behaviors in the social and professional networking websites. This section has four questions.

In the eighth, ninth and tenth sections, the questionnaire asked the frequency, agreement and embracement of the deception behaviors in the social and professional networking websites without the scenarios methodology. In these sections the questionnaire asked directly the opinion regarding the frequency, agreement and embracement of the concepts names of overvaluation, concealment and falsification. This section has three questions.

Finally, the last section of this questionnaire is concerning with the characterization of the individuals regarding the gender, the age, the academic qualification, the professional situation and the professional area. This section has five questions.

So, in total the questionnaire had 15 questions.

## **2.2- Sample**

One of the most important steps of a dissertation is the definition of a sample target. A sample is characterized by a large number of cases that represent a population of interest for the investigator with the purpose of making generalizations (Freixo, 2009).

Being always present in a research the quality and validity of the results that depend of the sample, this sample is achieved if the units that define it are chose by a process that “(...) *all of the members of the population have the same probability to be part of the sample.*” (Ghiglione et al., 2001: 30).

An empirical study of quantitative character based on a questionnaire was conducted. This questionnaire was available online using the Google Docs - Forms of Google Inc. and the gathered data come from 340 participants.

Data collection for this study was based on a convenience sample. The sample will be characterized in the chapter IV- Presentation and Data Analysis.

## **2.3– Instrumentation**

*“Whatever your own circumstances, the highest quality social research projects are always those which employ the most suitable methods and instruments in the most thoughtful and careful way.”*

Wilkinson el at (2003: 3)

A survey is a crucial tool for collecting and analyzing data from a selected target of individuals. According to Leary (1995), there are different advantages in using an interview methodology versus a questionnaire: questionnaires are less expensive, easier to manage and they allow confidentiality to be assured. Besides this, questionnaires are also simpler to answer, have the appropriateness to particular populations and have a high respondent acceptance for some groups. As I said before, the questionnaire was used via online due to the fact that the internet became an important source of knowledge and an effective medium for research (Rajasekar, Philominathan and Chinnathambi, 2013).

Before the Internet exists, the surveys were generally more expensive to administrate and was very difficult to conduct a professional survey in order to maximize the best information with the lowest costs. Nowadays, the Internet is an asset in terms of research and collecting data that provides an easy access regarding the software's to analyze data, the potential millions of respondents around the world and the costs to do it (Ronald D. Fricker Jr., 2008).

So, a questionnaire has been carried out without any cost in order to have a complete data proceed with the research, and complete the dissertation timely.

De Leeuw (2008: 301) affirms that are several limitations in a research and suggests: *“When designing a survey, the goal is to optimize data collection procedures and reduce total survey error within the available time and budget. In other words, it is a question of finding the best affordable method”*.

With all of the limitations in mind, the Internet survey software that was used in this research as said before was the Google Docs - Forms of Google Inc.

The questionnaire used in this research was based on the Dissertation of Moura (2014) in the first and second section of this questionnaire.

In the questionnaire, a method of closed questions was used with the main goal of getting a simple and accessible characterization. Through closed questions, the individuals were restricting to a possible number of responses defined, being in this way a simpler codification and interpretation.

The first step to the preparation of the questionnaire went through a bibliographic research of recruitment themes in the Internet and social and professional networking websites, and deception behaviors.

After a deep research and analysis of the theme recruitment online and deception behaviors, a table was constructed defining the dimensions, objectives and questions that were analyzed with the application of this questionnaire.

In this questionnaire were used ordinal scales to know the frequency of certain subjects and rank them. It was used a scale of importance of 5 points (1 – Not important; 2 – Not very important; 3 – Slightly important; 4 – Important; 5 – Very important), a scale of credibility of 5 points (1 – Not credible; 2 – Not very credible; 3 – Slightly credible; 4 – Credible; 5 – Very credible), a scale of agreement of 5 points (1 – Totally disagree; 2 –

Disagree; 3 – Don't agree or disagree; 4 – Agree; 5 – Totally agree) and a scale of frequency (1 – Never; 2 – Rarely; 3 – Sometimes; 4 – Frequently; 5 – Always).

## **2.4 – Procedure**

According to Fricker Jr. (2015: 206) “*All survey modes have their strengths and weaknesses; Internet-based surveys are no different in this regard*”. The most difficult factor on this subject was to collect a consistent sample to support the research on time, on the other hand, the strength present on this collection was the large pool of respondents in the Internet that is possible to achieve.

The questionnaire (see Appendix), was available online on the month of May and was shared on Facebook groups of several Universities of Portugal, in the LinkedIn platform and the IBS networking platform of ISCTE Business School.<sup>1</sup>

A pre-test was made in order to validate and review the content, form and clarity of the questions. This pre-test was performed by 8 different people.

When the link to questionnaire was shared, it was clear the theme and the objective of the study, as well as the importance of the collaboration of each person and the time consuming when responding the questionnaire (7 minutes).

Responses were collected automatically on the online platform of Google Docs. After the deadline for the collection of information, the responses have been exported to Excel and subsequently exported to the IBM SPSS where it is carried out the statistical analyses. The reason to use the SPSS (Statistical Package for Social Sciences), software analysis was due to the fact that this program can identify dimensions of individual differences, observe dimensions and describe of individual differences, explore causes of individual differences and explore the long-term consequences of individual differences.

In order to analyze the data, the first step is to reduce the complexity of the input data through an exploratory factor analysis in principal components, with varimax rotation, applied to the importance given to the networks online. The adequacy of these

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<sup>1</sup> ISCTE Business School asked to implement the question 1.2 on the questionnaire of this study.

procedures is verified by (1) the Kaiser-Meyer-Olkin (KMO) coefficient and (2) the rejection of the null hypothesis in the Bartlett’s test of sphericity.

## 2.5– Recodification of the characterization

Since the Generation Y (the Millennials) is one important characteristic in this study, we group the categories “18-25 years”, “26-30 years” and “31-35 years” in one category: the “Generation Millennials”; and the categories “36-40 years”, and “More than 40 years” in another category, the “Others” as we see on table 1.

Table 1- Recodification of the age categories

<b>Old categories</b>	<b>New categories</b>
18 - 25 26 - 30 31 – 35 36 – 39 ≥ 40	Up to 35 years old – Millennials generation  36 years old or more

Regarding the variable of Academic Qualifications, we group the levels “Primary School”, “Basic School” and “High School” in one level, the “Up to High school”, and the levels “Bachelor Degree”, “Master Degree”, and “Doctorate Degree” in another level, the “Bachelor and higher levels of education”.

Table 2- Recodification of the academic qualifications categories

<b>Old categories</b>	<b>New categories</b>
Primary level Middle school High school Bachelor Master Doctorate Post Doctorate	Up to High school  Bachelor and higher levels of education

Regarding the variable Professional Situation, we group the categories “Student”, “Looking for the 1st job”, “Unemployed” and “Retired” (only 6 cases) in one category,

the “People inactive in the labor market”, and the categories “Worker”, and “Student worker” in another category, the “People active in the labor market”.

Table 3- Recodification of the professional situation categories

<b>Old categories</b>	<b>New categories</b>
Student Worker Student worker Retired Looking for the 1st job	Student + Looking for the 1 <sup>st</sup> job + unemployed + Retired (6 cases)  Worker + Student worker



### Chapter III – Presentation and Data Analysis

In terms of distribution of the responses concerning this research, from the total number of 340 individuals, 64,80% (n=221) respondents are males, and the female gender represents 34,90% (n=119) as we can see on Figure 2.

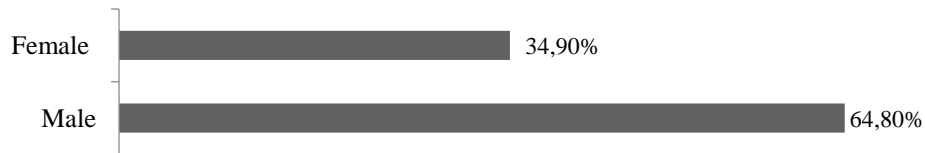


Figure 2 – Gender

Concerning age categories, it was collected in this research 72,90% (n=248) responses of individuals that belong to the Generation Y (the Millennials) and 27,10% (n=92) individuals that have more than 40 years old as we can see on Figure 3.



Figure 3 – Age

These results suggest to incorporate more diversified data regarding the age of the population in our society and allows not to skewing the information from this study.

In terms of the academic qualifications, it is possible to conclude that 21,2% (n=72) of the individuals have the level “Up to High school”, and 78,8% (n=268) of the individuals have the level “Bachelor and higher levels of education” as we see on Figure 4.

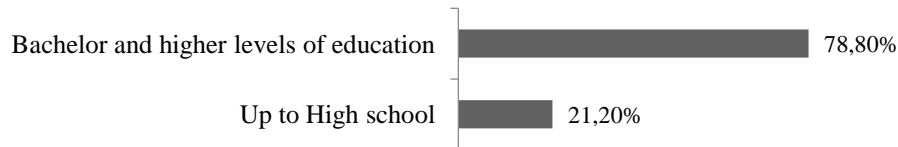


Figure 4 – Academic qualifications

Finally, in order to conclude this characterization of the sample, the percentages regarding the professional situation of the individuals that have participated in this study are represented by 41,2% (n=140) respondents belong to the category “People inactive in the labor market” and for last 58,8% (n=200) belong to the category “People active in the labor market” as we can see on Figure 5.



Figure 5 – Professional situation

As said before, the first phase the questionnaire was focused on the familiarity of the several social and professional networking websites. When questioned about the use of the social and professional networking websites, of the 340 responses, all of the individuals affirmed that know at least one of the online platforms. Regarding the use of these platforms, the answers were not so uniform.

Despite Brodtkin (2008), Kluemper et al., (2009) and Sambhi (2009) affirm that the social and professional networking websites that have a higher number of users is the Facebook, Twitter and LinkedIn, it was important to understand in the sample of the study what were the main social and professional networking websites that people know and have an online profile.

As we can see on Figure 6, of all the social and professional networking platforms available on the questionnaire, the Facebook website is the most well-know and used

platform with 37,90% (n=129)- in second place - the LinkedIn website appears with 27,40% (n=93), Google Plus with 20,60% (n=70), Blogs with 4,40% (n=15) Twitter with 17,90% (n=61) and the Xing website with 0,60% (n=2).

According to this same Figure 6, it's possible to conclude that the Facebook platform is the most used and well-known social and professional networking website.

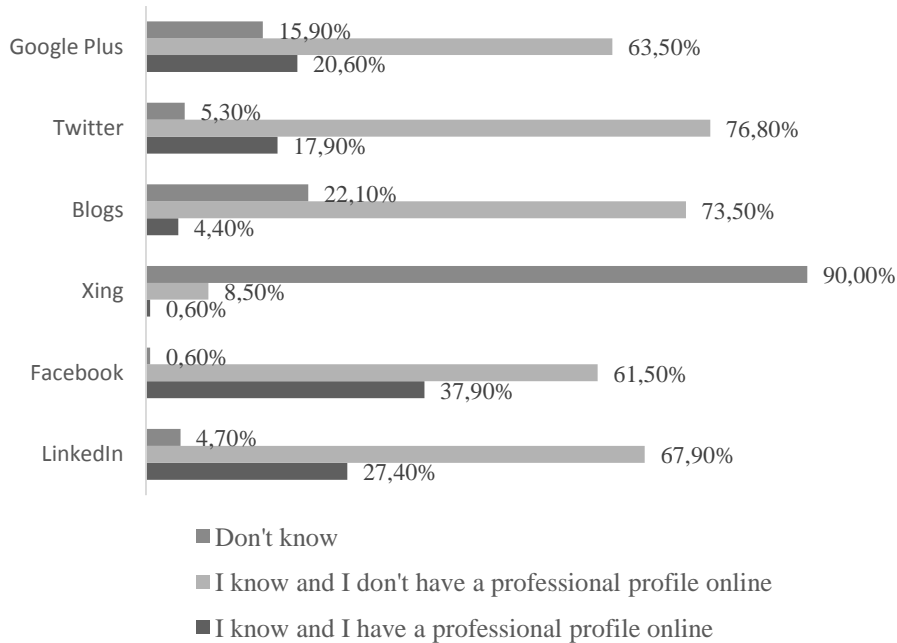


Figure 6 - Used and well-known social and professional networking websites

Regarding the respondents that do not know or use these social and professional networking websites, the data is characterized by Facebook with 0,60% (n=2), LinkedIn with 4,70% (n=16), Xing represents the higher value with 90% (n=309), Blogs with 22,10% (n=75), Twitter with 5,30% (n=18) and finally Google Plus with 15,90% (n=54).

When crossing this data with the sociodemographic characterization, it's possible to conclude that the female gender is the group that most use and know these online platforms except for the Xing website, in this case, the man have a superior percentage when it comes to know this online platform (male with n=17 and female with n=12).

Regarding the academic qualifications, it was also possible to conclude that the individuals with the academic level of “Bachelor and higher levels of education” are the ones that more know and use all of the six social and professional networking websites in study when comparing with the academic level “Up to High school”.

This fact is also possible to conclude when comparing with the age and with the professional situation. This means that the Generation Y (the Millennials) are the ones that more know and use all of these six social and professional networking websites in study when comparing with other generations, and the people active in the labor market also are the ones that more know and use all of these six social and professional networking websites in study when comparing with the people inactive in the labor market.

In another part of this questionnaire, it was analyzed the main advantages of the use of these social and professional networking websites by the users. So, in this matter, this research concluded the following:

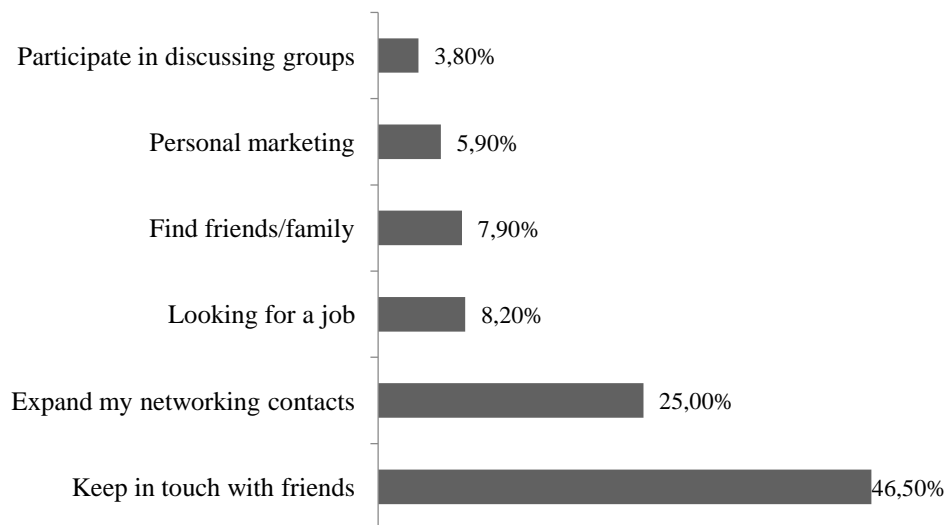


Figure 7 - Advantages in using social and professional networking websites

As we can see on Figure 7, the main advantage regarding the use of these social and professional platforms is to keep in touch with colleagues or friends, so on a first analysis we can conclude that these platforms have a more relational purpose than professional.

Not forgetting the people that don't have any online profile and don't see any advantage in these platforms, it was possible to conclude in the questionnaire that 6,2% (n=21), of the people don't have these profiles due to the fact that they don't think it's important to spread their personal and professional information, 4,4% (n=15) of the people due to the fact that they don't think it's safe to share their personal and professional information, and 2,9% due to several reasons like their professional activities don't allow such sharing and exposition (n=10).

When asked to the candidates what was the advantage or advantages so far that they have gathered by using these social and professional networking websites, the answers also follow the idea mentioned before, 29,7% (n=101) answered that the advantage that they had was regarding the relational part, they referred that was due to the fact that they could recover old colleagues and friends.

In second and third place the professional part emerges, 20,3% (n=69) affirmed that the most advantage that they had was regarding the recruitments processes with the category of "Be recruited to a recruitment process", and 18,2% (n=62) affirmed that it was due to the fact that exist the "Possibility to change job, getting better conditions and having future perspectives". On the other hand, 17,6% (n=60) mentioned that the use of social and professional networking platforms was not useful at the time.

In this questionnaire, we also asked to the individuals the advantages that they think the companies have regarding the use of the social and professional networking websites.

In this question, it was possible to concluded that 34,7% (n=118) of the individuals think that the companies use the social and professional networking platforms due to the fact that the main advantage is to "Find potential candidates with the goal of integrate them in recruitment processes", on the other and only 7,9% (n=27) individuals think that the companies use these platforms to "Validate information about the candidates".

Being the Facebook and the LinkedIn the two most used social and professional platforms by the survey respondents with a percentage of 37,90% and 27,40% each as referred before, it was also important to identify the main objectives of use of these platforms.

Concerning only the Facebook platform, it was concluded that the objective of use that was more referred is the category of "Keep in touch with colleagues/friends" with a

value of 38% (n=49), the category of “Expand my networking contacts” with 31,8% (n=41), the objectives of “Looking for a job” and “Find friends/family” with the same value of 7,8% (n=10), “Personal marketing” with 5,4% (n=7) and finally the category less chosen was “Participate in discussing groups” with 3,9% (n=5).

Concerning now only the LinkedIn platform, it was possible to conclude that the main objective of use of the website by the respondents was in a first place the category of “Keep in touch with colleagues/friends” as also the high value with 65,6% (n=61), in second place the category of “Find friends/family” with the value of 11,8% (n=11), “Expand my networking contacts” with 9,7% (n=9), the objectives of “Participate in discussing groups” and “None” with the same value of 4,3% (n=4), and finally, also with the same value the categories “Looking for a job” and “Personal marketing” with 2,2% (n=2).

With this, we can conclude once again that the main advantages and objectives regarding the use of these social and professional platforms have a more relational purpose than professional.

As said before, in order to analyze the data, the first step was to reduce the complexity of the input data through an exploratory factor analysis in principal components, with varimax rotation, applied to the importance given to several categories in the social and professional networking websites. This variable had the categories of “To have an online professional profile”, “To keep your professional profile online updated”, “To disclose your online professional profile”, “To disclose contents”, “Get for yourself professional references about managers, colleagues, etc” and “Provide professional references to your colleagues / friends”.

So, in order to evaluate the internal structure of the input data related to the importance of social networks online, two components were identified that explain 80.58% of the total variance of the original items with communalities (variances of each item explained by the extracted components) greater than 0.5. From these components two dimensions were constructed after computing their Cronbach’s Alpha coefficients with the dominant items in each factor which should have values equal or greater to 0.7 (Nunnally, 1978).

The dimensions suggested by the factorial structure were named “Importance of having and disclose the online profile” and “Importance of the professional references in the online profile”. We can see the data on the Figure 8.

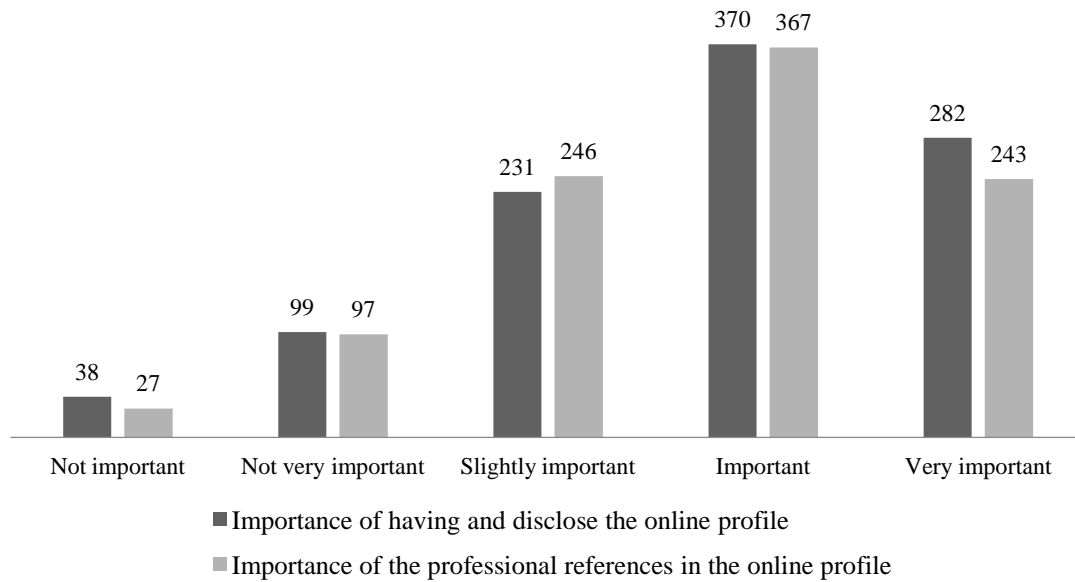


Figure 8 - Importance given to the networks online

As said before, in this study we reduced the complexity of the input data through an exploratory factor analysis in principal components, with varimax rotation, applied to the importance given to the networks online as we can see on table 4.

Table 4- Identified dimensions for the importance of social networks online

<b>To what extent do you think it is important:</b>	<b>PC1</b>	<b>PC2</b>	
To have an online professional profile.	<b>0.890</b>	0.233	Y <sub>1</sub>
To keep your professional profile online updated.	<b>0.889</b>	0.248	
To disclose your online professional profile.	<b>0.828</b>	0.385	
To disclose contents.	0.135	<b>0.818</b>	Y <sub>2</sub>
Get for yourself professional references about managers, colleagues, etc.	0.345	<b>0.818</b>	
Provide professional references to your colleagues / friends.	0.409	<b>0.802</b>	
<b>% Variance</b>	<b>42.86%</b>	<b>37.72%</b>	
<b>Cronbach's Alpha</b>	<b>0.907</b>	<b>0.838</b>	

Attending to the new variables created, the distribution of the importance of having and disclose the online profile Y<sub>1</sub>, is the same across the generation Millennials and the other group, in the sample.

It's possible to conclude that the distribution of the importance of having and disclose the online profile in the generation Millennials group is identical to the importance in the other groups, meaning that the generation gap does not explain that importance.

The distribution of the importance of the professional references in the online profile ( $Y_2$ ) in the generation Millennials group is identical to that importance in the other group, in the sample.

It's possible to conclude also that the distribution of the importance of having and disclose the online profile and the importance of the professional references in the online profile ( $Y_2$ ) in the generation Millennials group is identical to that importance in the other group, meaning that the generation gap does not explain that importance.

Regarding the professional situation, the distribution of the importance of having and disclose the online profile and the importance of the professional references in the online profile ( $Y_1$ ) is the same across the professional situation recoded groups, meaning that the professional situation groups do not explain that importance.

The distribution of the importance of having and disclose the online profile and the importance of the professional references in the online profile ( $Y_2$ ) is the same across the recoded professional situation groups.

We concluded also that the distribution of the importance of having and disclose the online profile and the importance of the professional references in the online profile ( $Y_2$ ) is the same across the two groups of the professional situation group in the sample. The mean ranks are significantly identical in the sample (163.07 vs. 176.4).

So finally, we can to conclude that the distribution of the importance of having and disclose the online profile and the importance of the professional references in the online profile ( $Y_1$ ) is the same across the two gender categories, in the sample.

In this data, the perspective of the respondents concerning the importance that the companies give to the information available in an online profile was addressed.



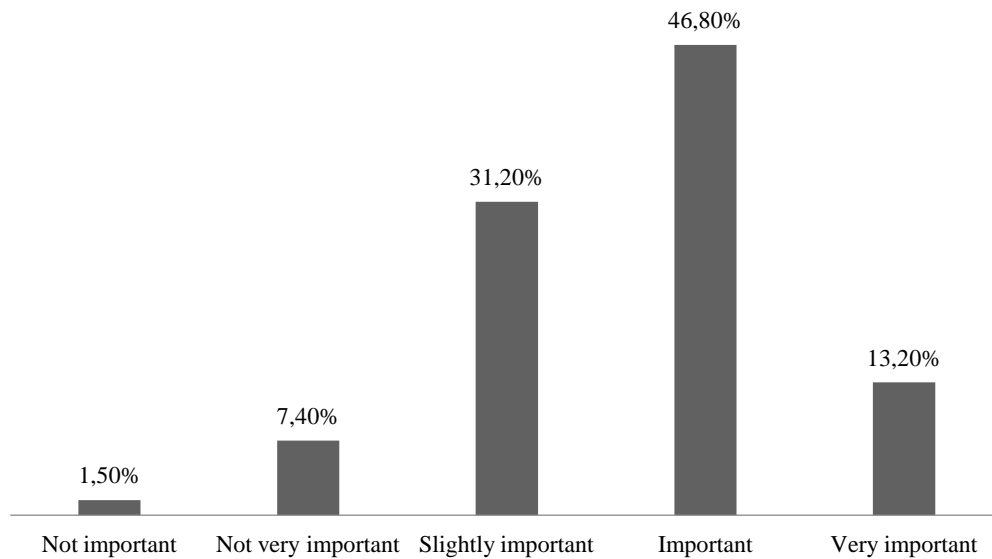


Figure 9 - Importance that companies give to the information that is available on the online platforms: perspective of the respondents

Regarding this matter, we can see on Figure 9 that the category of “Important” is the majority of the opinion of the individuals in this study 46,8% (n=159), on the other hand, the individuals think that the companies give a more “Slightly importance” (31,2% with n=106) than “Very important” (13,2% with n=45) matter to the information’s online provided by the individuals. The mean of this importance on a scale of 1 to 5 is 3,63 and the std. deviation is 0,058.

It’s possible to conclude that despite the individuals think that it’s not the main advantage to the companies to validate information about the candidates regarding the use of the social and professional networking websites (as we concluded before), they think it’s important the importance given by the companies regarding the information available by the candidates in the social and professional networking platforms.

Besides this, it’s also curious to see that when asking to the individuals “What is the credibility attributed by the companies to the information available by the candidates in the social and professional networking websites”, 44,4% (n=151) of the respondents only think that is “Slightly credible”, 34,1% (n=116) consider “Credible”, 13,5% (n=46)

think it's "Not very credible", 6,5% (n=22) and 1,5% (n=5) "Not credible". The mean of this credibility is 3,31 on a scale 1 to 5 and the std. deviation is 0,358.

As said before, in this questionnaire was used a methodology of scenarios with the goal of study the deception behaviors of the overvaluation, concealment and falsification of the information in the social and professional networking platforms.

So, in this questionnaire was created four scenarios (scenario 1 – overvaluation; scenario 2 – concealment; scenario 3 – falsification regarding my online profile; scenario 4 - falsification regarding others online profile) and the same three questions were used for each scenario. First: "In general, what is the frequency that you think this situation and behavior occur?", second: "Regarding this behavior, what is your level of agreement with the solution adopted?", and third: "In an identical situation, would you agree to adopt the same behavior?".

Regarding the first scenario, the scenario of the overvaluation of the information, when asked what is the frequency that the respondents think this situation occur, 57,9% (n=197, being 53 of them belonging to the Generation of the Millennials) answered that is "Frequently" that to happen, 23,5% (n=80, being 53 of them belonging to the Generation of the Millennials) referred that "Sometimes" happen, 13,8% (n=47 being 39 of them belonging to the Generation of the Millennials) think this situation "Always" happen, 4,4% (n=15, being 1 of them belonging to the Generation of the Millennials) "Rarely" occur and 0,3% (n=1) mentioned that "Never" occur the behavior of the overvaluation of the information as we can see on Figure 10.

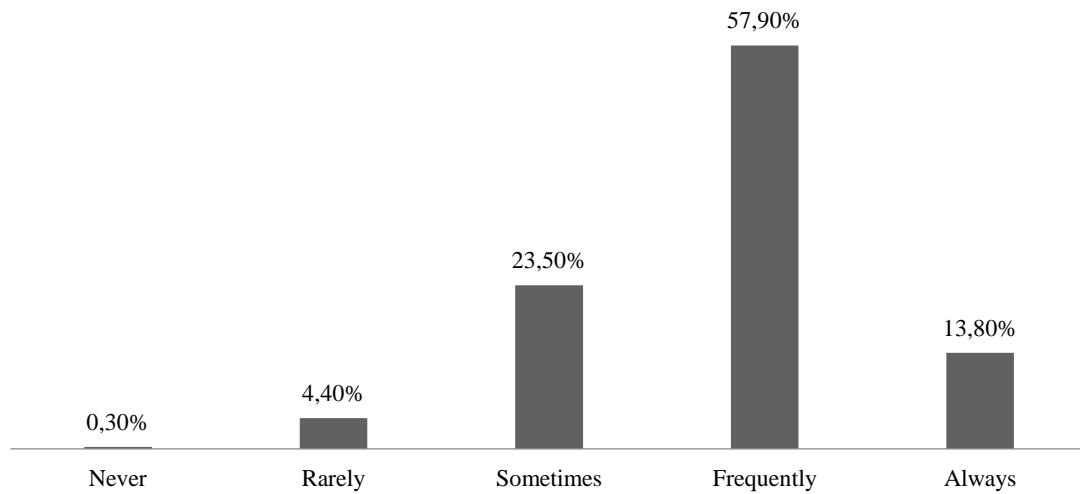


Figure 10 - Frequency of the overvaluation behavior (based in scenario)

Concerning the second question, the level of agreement with the behavior of the overvaluation the information, 37,1% (n=126) mentioned that they “Totally disagree”, 29,4% (n=100) “Disagree”, 20,6% (n=70) “Don’t agree or disagree”, 10,6% (n=36) “Agree” and only 2,4% (n=8) “Totally agree” with this situation.

Finally, the third question, when asked if the individuals in a similar situation embrace this behavior, 46,8% (n=159) answered that they “Totally disagree”, 22,6% (n=77) “Disagree”, 15,6% (n=53) “Don’t agree or disagree”, 11,2% (n=38) and 3,8% (n=13) “Totally agree” as we can see on Figure 11.

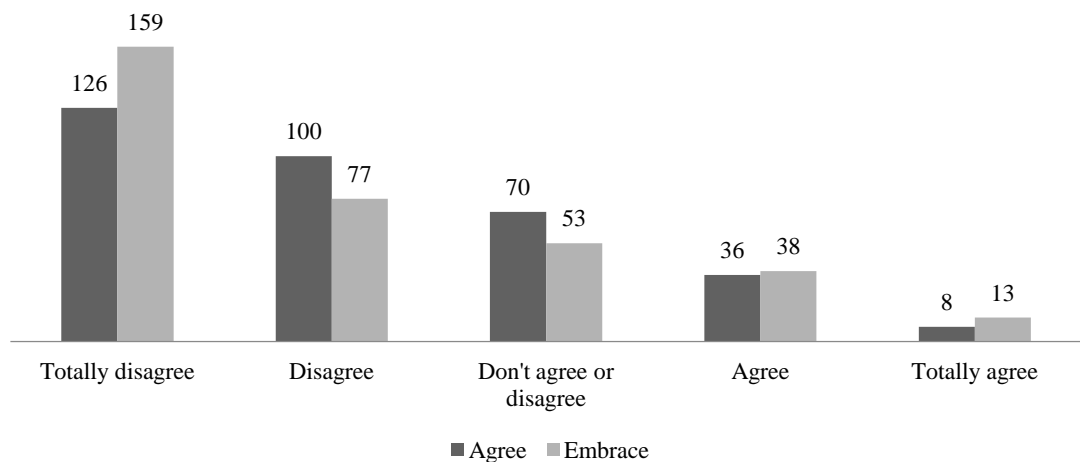


Figure 11 - Level of agreement and embracement of the overvaluation behavior (based in scenario)

Regarding these two variables (agreement and embracement of the overvaluation deception behavior), it was possible to conclude that that they are correlated in a positive and highly strong way. This means that the higher tendency to agree with the overvaluation behavior, the higher tendency to embrace of this same deception behavior (value of 0,809 *Pearson's rho*).

Besides this, it was also possible to find out that the correlation between the variable of frequency of the overvaluation behavior in a context, and the variables agreement and embracement of the same behavior in a context is positive and highly strong. This means that the higher tendency to think it's more frequently the overvaluation behavior to occur, the higher the tendency to agree and embrace of this same deception behavior (value of 0,296 and 0,252 *Pearson's rho*).

Concerning the scenario of the concealment behavior, when asked to the individuals the frequency that they think this situation occur, 39,10% (n=133, being 94 of them belonging to the Generation of the Millennials) think that this happen "Frequently", 23,80% (n=81, being 57 of them belonging to the Generation of the Millennials) "Sometimes", 17,90% (n=61, being 49 of them belonging to the Generation of the Millennials) "Rarely", 13,20% (n=45, being 28 of them belonging to the Generation of the Millennials) "Always" and 5,90% (n=20, all of this 20 individuals belong to the Generation of the Millennials) consider that "Never" happen as we can see on Figure 12.

We can already conclude that the individuals think that is more frequently the people overvalue the information instead of conceal it.

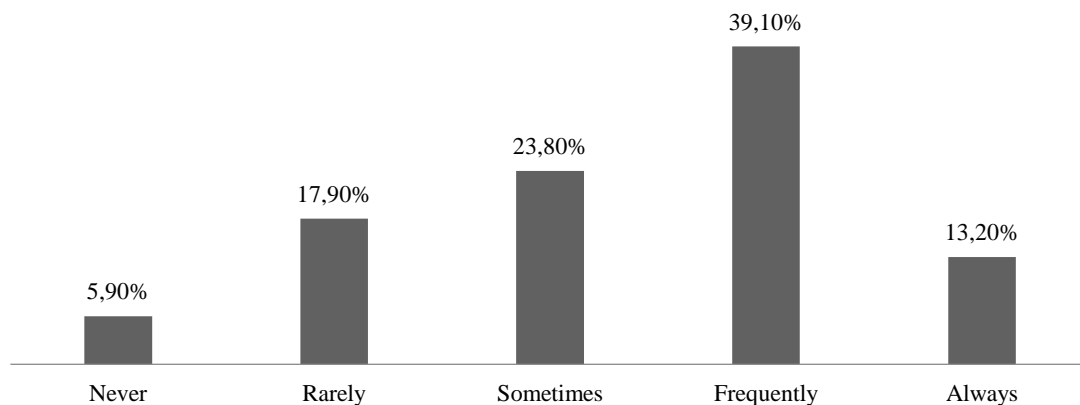


Figure 12 - Frequency of the concealment behavior (based in scenario)

When making the correlation between these two variables (frequency of the overvaluation behavior and concealment behavior), we conclude that they have a positive and highly strong value of 0,232 (*Pearson's rho*). This means that the higher the tendency of the opinion regarding the frequency of the overvaluation behavior, the higher the tendency of the opinion regarding the concealment behavior).

In this research it was possible to conclude that the correlation between the age categories and the variable of the opinion regarding the frequency of the concealment behavior in a context is positive and highly strong, this means that the older the people are, the more they have the tendency to affirm that is very frequently the concealment behavior (value of 0,218 *Pearson's rho*).

The level of agreement in this situation is also similar with the previous situation, 30,3% (n=103) of the inquired people “Totally disagree” with the behavior, 21,5% (n=73) “Don't agree or disagree”, 19,7% (n=67) “Disagree”, 19,1% (n=65) “Agree” and 9,4% (n=32) “Totally agree” as we can see on Figure 13.

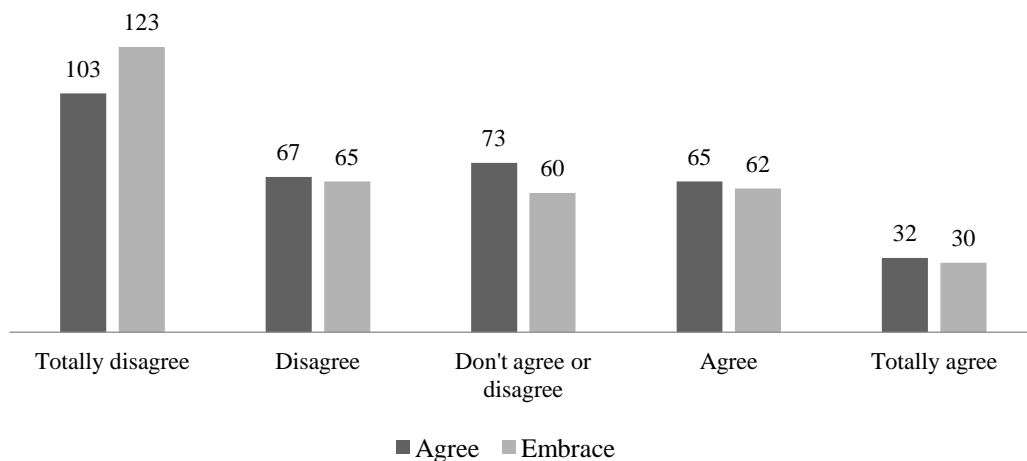


Figure 13 - Level of agreement and embracement of the concealment behavior (based in scenario)

When asked if the individuals in a similar situation embrace the behavior of conceal information, 36,2% (n=123) answered that they “Totally disagree”, 19,1% (n=65)

“Disagree”, 17,6% (n=60) “Don’t agree or disagree”, 18,2% (n=62) “Agree” and 8,8% (n=30) “Totally disagree” as we can see on Figure 13.

Regarding the variables of the frequency and agreement of the concealment behavior, it was also possible to conclude that that they are correlated in a positive and highly strong way. This means that the higher tendency to think is more often to occur the concealment deception behavior, higher tendency to agree with this same deception behavior (value of 0,431 *Pearson’s rho*).

Regarding the variables of the agreement and embracement of the concealment behavior, it was also possible to conclude that that they are correlated in a positive and highly strong way. This means that the higher tendency to agree with the concealment deception behavior, higher tendency to embrace with this same deception behavior (value of 0,852 *Pearson’s rho*).

During this analysis, it was possible to conclude that the correlation between the variable of agreement of the overvaluation behavior and the variable agreement of the concealment behavior in a scenario is positive and highly strong, this means that the higher the tendency to agreement with the overvaluation behavior, the higher the tendency to agreement with concealment behavior (value of 0,369 *Pearson’s rho*).

Besides this, it was also possible to conclude that the higher the tendency to embrace the overvaluation behavior in a scenario, the higher the tendency to agree with the concealment behavior (value of 0,324 *Pearson’s rho*).

Regarding the behavior of falsification the information, when asked the frequency of the behavior, 35,9% of the individuals (n=122, being 89 of them belonging to the Generation of the Millennials) think is “Frequently” to happen, 33,8% (n=115, being 82 of them belonging to the Generation of the Millennials) think it occur “Sometimes”, 18,8% (n=64, being 54 of them belonging to the Generation of the Millennials) think it happens “Rarely”, 7,6% (n=26, being 16 of them belonging to the Generation of the Millennials) “Always” happen and 3,8 (n=13, being 7 of them belonging to the Generation of the Millennials) think that “Never” occur the falsification of the information as we can see on Figure 14.

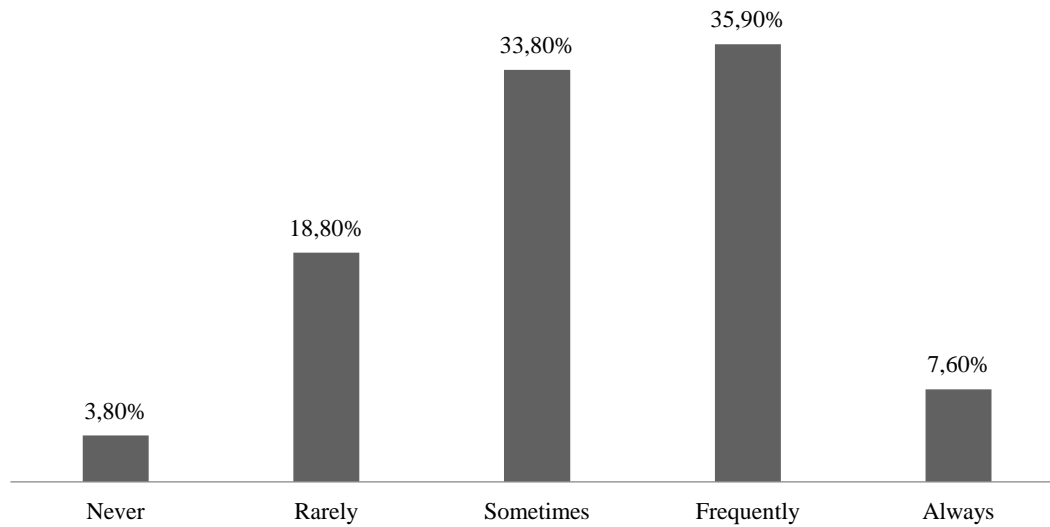


Figure 14 - Frequency of the falsification behavior (based in scenario)

As we can see on Figure 15, in terms of agreement and embracement of the falsification behavior, it's curious to see the category of "Totally agree" has the lower value comparing with all the scenarios. On the opposite, the category of "Totally disagree" has the higher value regarding all the scenarios. During this analysis, it was possible to conclude that the correlation between the variable of frequency of the concealment behavior and the variable of frequency of the falsification behavior in a scenario is positive and highly strong, this means that the higher the tendency to think that is very frequently to occur situations of concealment, the higher the tendency to think that is very frequently to occur situations of falsification (value of 0,363 *Pearson's rho*).

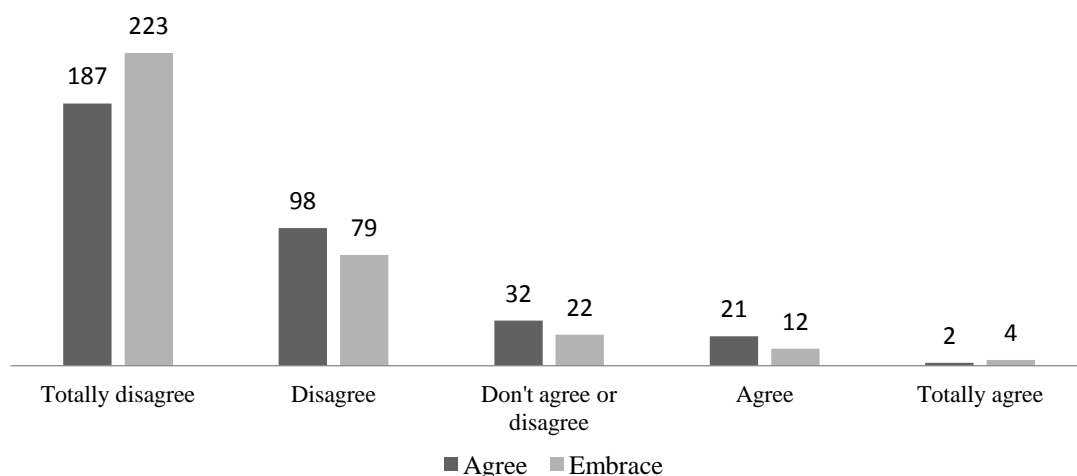


Figure 15 - Level of agreement and embracement of the falsification behavior (based in scenario)

In the last scenario, the individuals were asked about the behavior of provide false information not in their profiles but on others.

When asked the frequency of the situation, 35% of the individuals (n=119) think it is “Frequently” and “Sometimes” happens, 18,2% (n=62) think it happens “Rarely”, 9,4% (n=32) “Always” and 2,4 (n=8) think that “Never” happen as we can see on Figure 16.

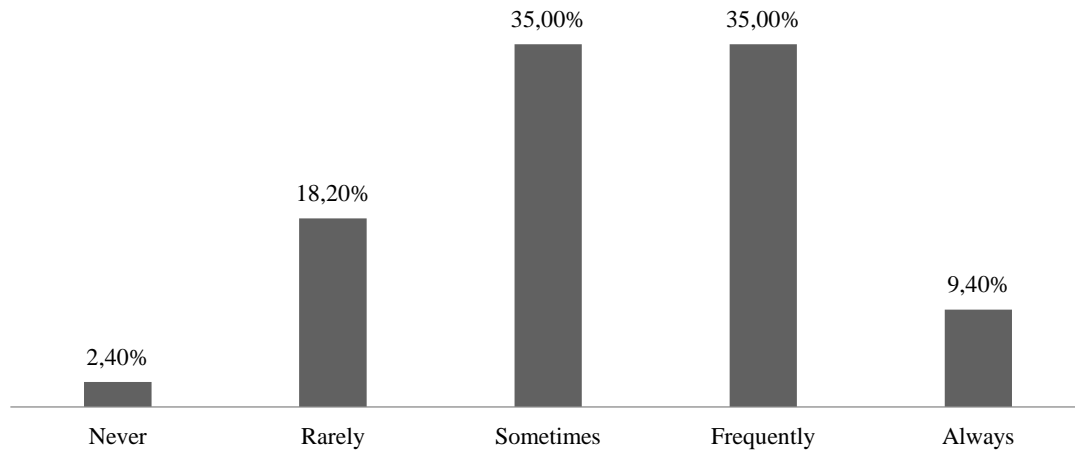


Figure 16 - Frequency of the behavior give wrong information on others profile (based in scenario)

Next, as we can see on Figure 17, in terms of agreement and embracement the same behavior (give false information on others profile), we can see the category of “Totally disagree” is higher in terms of embrace the behavior then agree with them, like on the other scenarios.

We can see also that the level of “Disagree” has a huge difference between the embracement of the behavior and the agreement of the same, for the respondents it’s more likely to them to disagree with the attitude than actually embrace them.



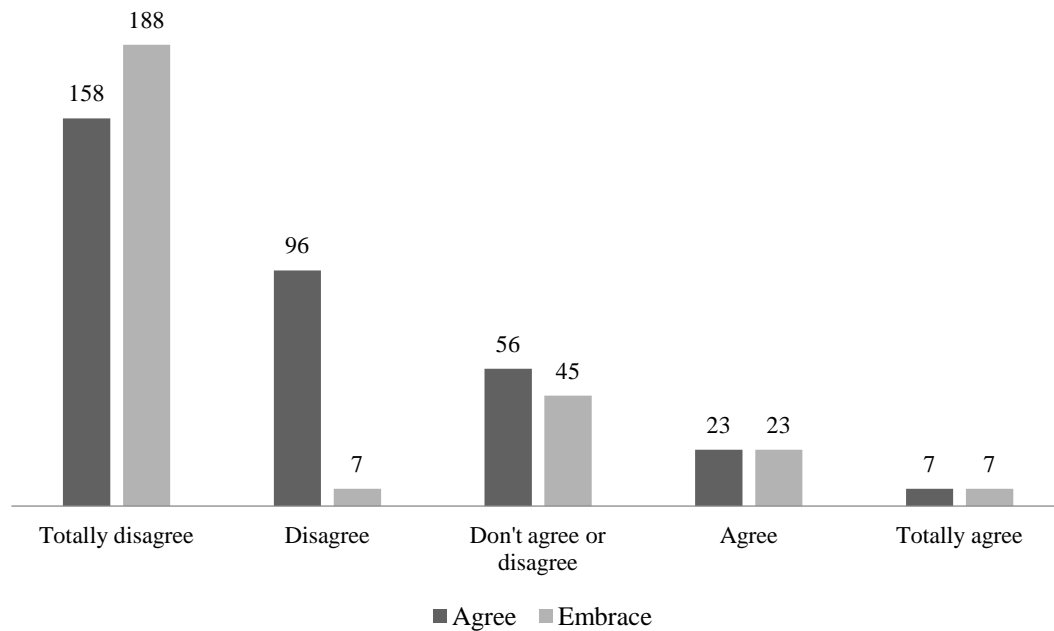


Figure 17 - Level of agreement and embracement of providing wrong information on others profile (based in scenario)

In the last section of the questionnaire, we wanted to know what was the opinion regarding the behaviors of overvaluation, concealment and falsification once again, but this time, without scenarios, just by asking the concepts. So, we asked once again the opinion of the deception behaviors to understand if the opinions were the same and in conformity. (This time was not considered the fourth scenario, the scenario of provide false information on others online profile).

So, in a first place we asked in the opinion of the respondents, what is the frequency of overvalue, conceal and provide false information on the social and professional networking websites.

We can see on Figure 18 the frequency of the overvaluation behavior based in the scenario and without scenario – concept.

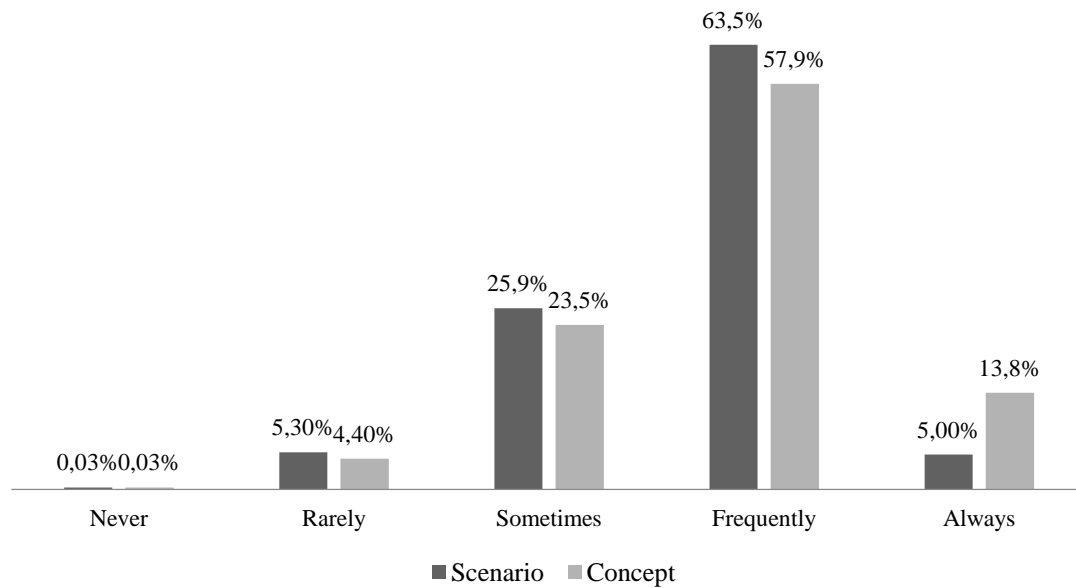


Figure 18 - Frequency of overvaluation behavior (scenario and concept)

It's possible to see that the individuals think the overvaluation behavior occurs more "Frequently", more "Sometimes", more "Rarely" and less "Always" when putting in to context (scenario).

When making the correlations of these two variables (the frequency of the overvaluation behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,263 (*Pearson's rho*). This means that the respondents that think the overvaluation behavior in the scenarios occurs very often, have the tendency to agree also that the overvaluation behavior without the scenario -concept occurs also very often.

Regarding the concealment behavior, we did the same analysis as we can see below on Figure 19.

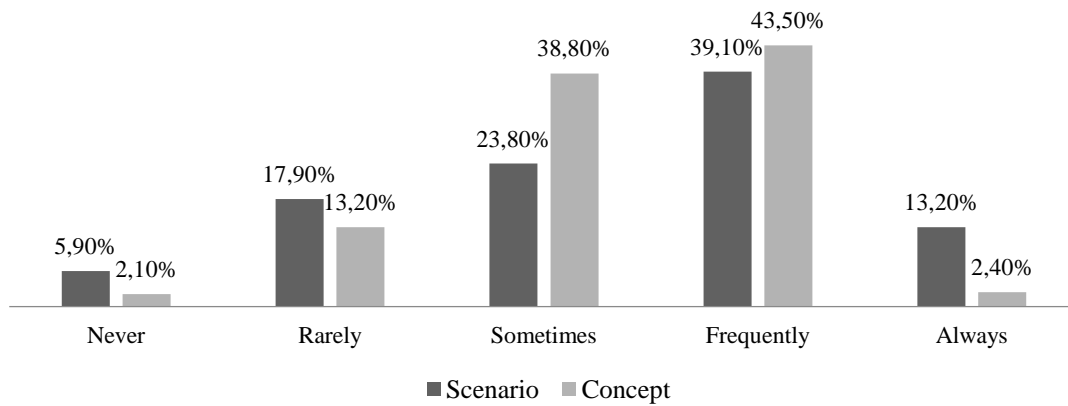


Figure 19 - Frequency of the concealment behavior (scenario and concept)

It's possible to see that the individuals think the concealment behavior occurs more "Frequently", more "Sometimes", less "Always", less "Rarely" and less "Never" when putting without a context (concept).

When making the correlations of these two variables (the frequency of the concealment behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,154 (*Pearson's rho*). This means that the respondents that think the concealment behavior in the scenarios occurs very often, have the tendency to agree also that the concealment behavior without the scenario -concept, occurs also very often.

Regarding the falsification behavior, we did the same analysis as we can see below.

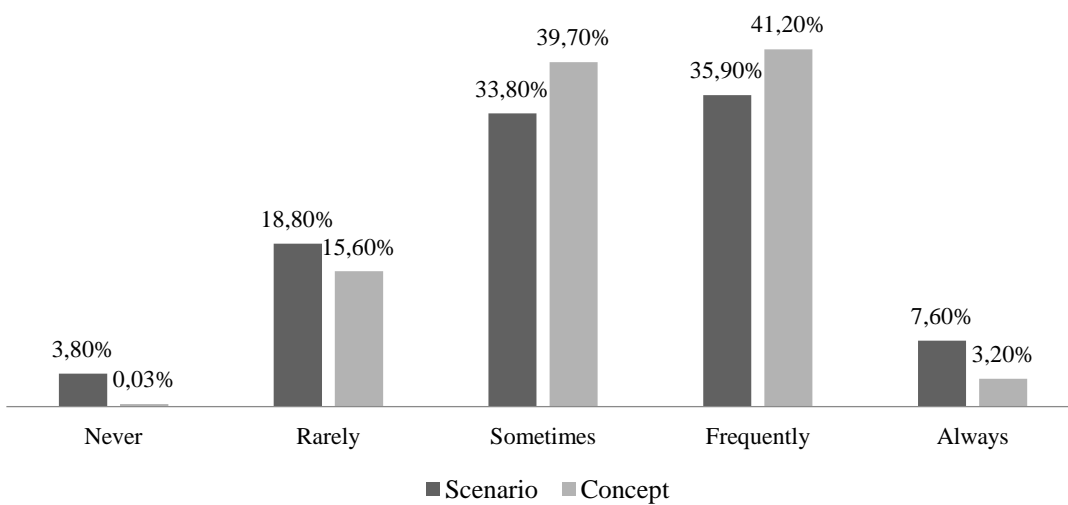


Figure 20 - Frequency of the falsification behavior (scenario and concept)

It's possible to see that the individuals think the concealment behavior occurs more "Frequently", more "Sometimes", less "Always", less "Rarely" and less "Never" when putting without a context (concept). This data shows the same tendency of answers as we see before regarding the concealment behavior.

When making the correlations of these two variables (the frequency of the falsification behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,363 (*Pearson's rho*). This means that the respondents that think the falsification behavior in the scenarios occurs very often, have the tendency to agree also that the falsification behavior without the scenario -concept, occurs also very often.

Next, we did the same thing but this time for the dimension of agreement of the situation instead of the frequency.

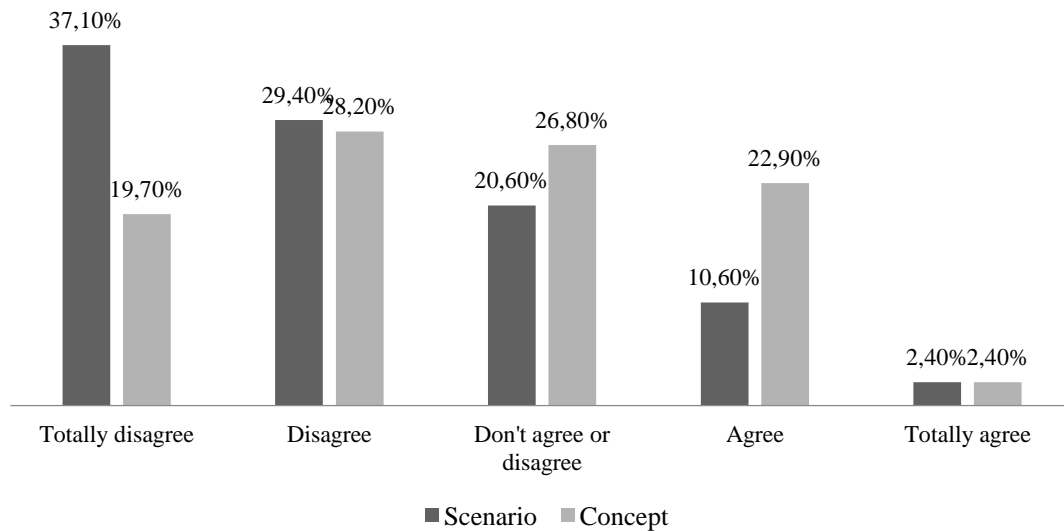


Figure 21 - Agreement with the overvaluation behavior (scenario and concept)

We can see that the individuals have the tendency to "Agree" (22,90%) more with the overvaluation behavior without a context, but "Disagree" more when putting the behavior in a context (24,90%). Besides this, it's also possible to see that when asking the agreement with the overvaluation behavior with a context or without context (concept), the answers are the same when the individuals "Totally agree" (2,40%), but very different when the individuals "Totally disagree" (19,70% vs 37,10%).

When making the correlations of these two variables (the agreement of the overvaluation behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,397 (*Pearson's rho*). We can conclude that the respondents that agree with the overvaluation behavior when presented in the scenario, have the tendency to agree with the overvaluation behavior without the scenario -concept.

Regarding the concealment behavior, we did the same analysis as we can see below on Figure 22.

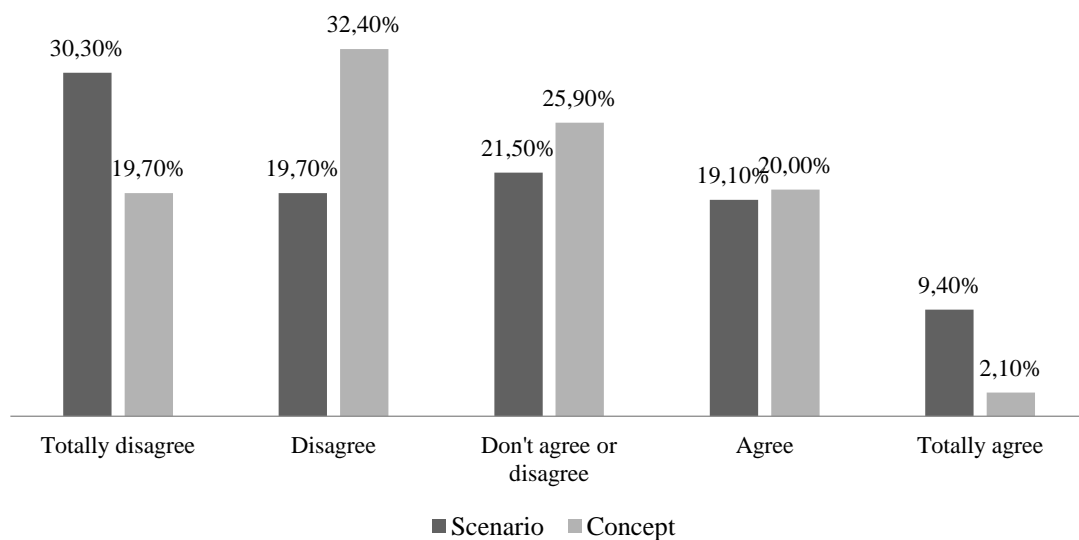


Figure 22 - Agreement with the concealment behavior (scenario and concept)

We can see that the individuals have the tendency to “Agree” (20,00%) and “Disagree” (32,40%) more with the concealment behavior without a context (concept). Besides this, it’s also possible to see that when asking the agreement with the concealment behavior, the respondents “Totally disagree” (30,30%) and “Totally agree” (9,40%) in majority when putting this deception behavior with a context (scenario).

When making the correlations of these two variables (the agreement of the concealment behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,244 (*Pearson's rho*). We can conclude that the respondents that agree with the concealment behavior when presented in the scenario, have the tendency to agree with the concealment behavior without the scenario -concept.

Regarding the falsification behavior, we did the same analysis as we can see below on Figure 23.

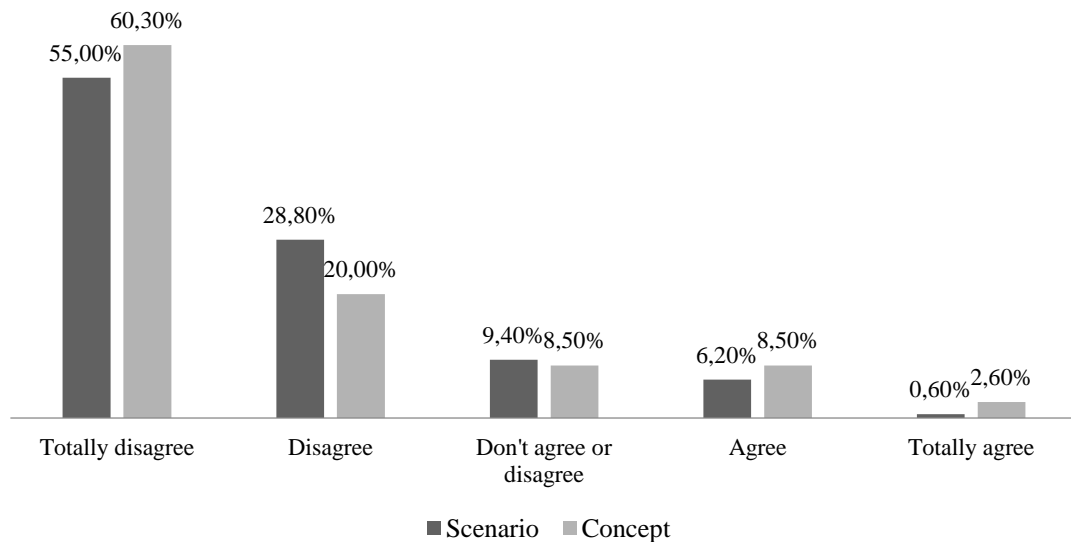


Figure 23 - Agreement with the falsification behavior (scenario and concept)

We can see that the individuals have the tendency to “Agree” (8,50%), “Totally agree” (2,60%) and “Totally disagree” (60,30%) more with the agreement with the falsification behavior without a context (concept).

When making the correlations of these two variables (the agreement of the falsification behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,156 (*Pearson's rho*). We can conclude that the respondents that agree with the falsification behavior when presented in the scenario, have the tendency to agree with the falsification behavior without the scenario -concept.

Next, we did the same thing but this time for the embracement of the situation as we can see on Figure 24.

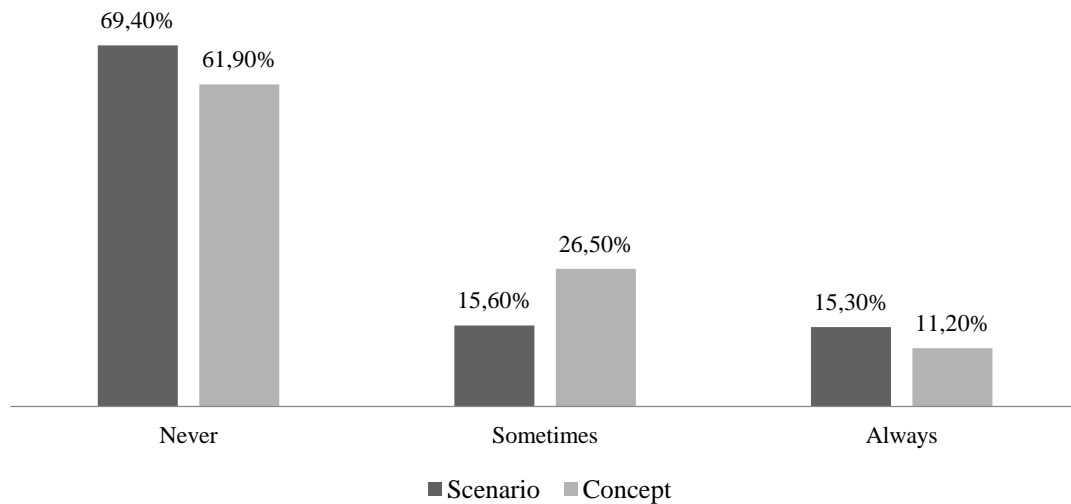


Figure 24 - Embracement of the overvaluation behavior (scenario and concept)

In this case we can conclude that the individuals embrace “Always” and “Never” the overvaluation behavior when asking in a context (15,30% and 69,40%).

When making the correlations of these two variables (the embracement of the overvaluation behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,305 (*Pearson's rho*). With this value is possible to affirm that the respondents that have the tendency to embrace the overvaluation behavior when presented in the scenario also have the tendency to agree with the overvaluation behavior without the scenario -concept.

Next, we did the same thing but this time for the embracement of the concealment behavior as we can see on Figure 25.

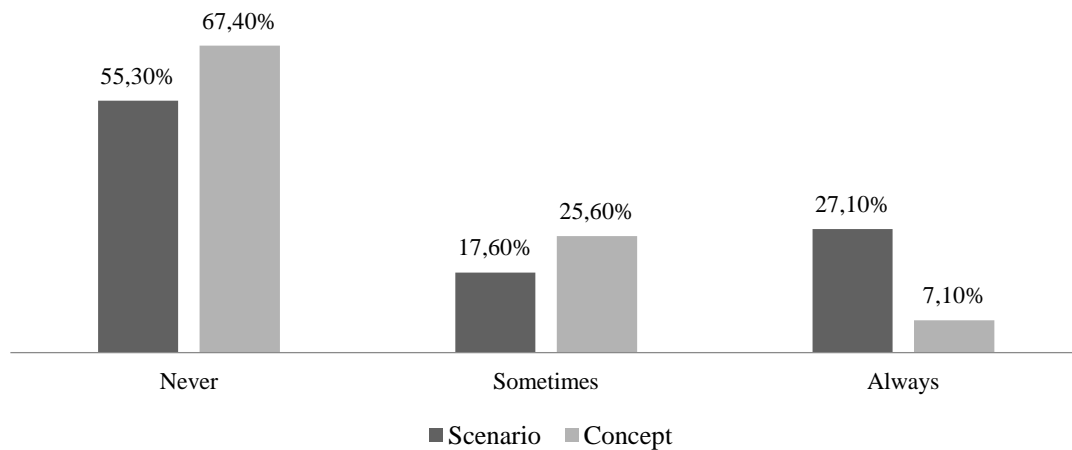


Figure 25 - Embracement of the concealment behavior (scenario and concept)

In this case we can conclude that the individuals embrace “Always” (27,10%) when asking the concealment behavior in a scenario, but “Never” (67,40%) when asking without the scenario.

When making the correlations of these two variables (the embracement of the concealment behavior with the scenario and without scenario - concept), we concluded that they have a value of 0,238 (*Pearson's rho*). With this value is possible to affirm that the respondents that have the tendency to embrace the concealment behavior when presented in the scenario also have the tendency to agree with the concealment behavior without the scenario -concept.

Finally, we performed the same analysis for the embracement of the falsification behavior as we can see on Figure 26.



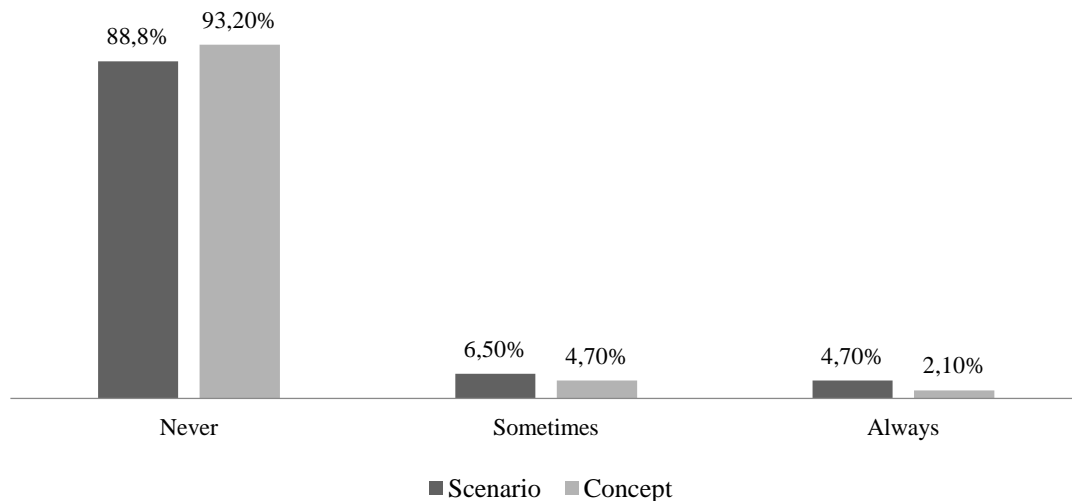


Figure 26 - Embracement of the falsification behavior (scenario and concept)

Regarding the embracement of the falsification behavior we can see that the individuals “Never” (93,20%) consider this deception behavior without scenario (concept), but “Always” (4,70%) with a scenario.

When making the correlations of these two variables (the embracement of the falsification behavior with the scenario and without scenario- concept), we concluded that they have a value of 0,177 (*Pearson's rho*). With this value is possible to affirm that the respondents that have the tendency to embrace the falsification behavior when presented in the scenario also have the tendency to agree with the falsification behavior without the scenario -concept.

It was important in this phase of the study to analyze if the behaviors of the scenarios were understood has different by the respondents.

**H1: The deception behaviors are viewed as different from each other for all type of scenario’s combinations.**

So first we analyzed the level of agreement between the overvaluation and concealment behavior. It is concluded that the mean ranks in the sample are significantly different from each other (95.60 vs. 113.61).

Then we analyzed the level of agreement between the overvaluation and falsification behavior. It is concluded that the mean ranks in the sample are also significantly different from each other (79.67 vs. 69.23).

Finally, we analyzed the level of agreement between the concealment and falsification behavior. It is concluded that the mean ranks in the sample are also significantly different from each other (102.82 vs. 78.43).

Concerning now the embracement of the behaviors, we analyzed the level of embracement between the overvaluation and concealment behavior. It is concluded that the mean ranks in the sample are significantly different from each other (99.35 vs. 104.01).

Then we analyzed the level of embracement between the overvaluation and falsification behavior. It is concluded that the mean ranks in the sample are significantly different from each other (96.788 vs. 59.26).

Finally, we analyzed the level of embracement between the concealment and falsification behavior. It is concluded that the mean ranks in the sample are significantly different from each other (96.788 vs. 59.26).

The validation of the scenarios was made by performing several nonparametric tests for paired samples (Wilcoxon tests as we can see on table 5), but inferring for the sample and several t-tests for the equality of means as well as Mann-Whitney tests with independent samples were performed in order to reach conclusions for the sample.

Table 5 – Validation of the scenarios trough Wilcoxon tests

	Wilcoxon value	Asymp. Sig. (2-tailed)
Agreement between the overvaluation and concealment behavior	-5,835	,000
Agreement between the overvaluation and falsification behavior	-6,997	,000
Agreement between the concealment and falsification behavior	-10,168	,000
Embracement between the overvaluation and concealment	-4,693	,000

behavior		
Embrace between the overvaluation and falsification behavior	-7,561	,000
Embrace between the concealment and falsification behavior	-10,162	,000

From the results, it can be concluded that the scenarios are viewed as significantly different from each other for all types of combinations. So, H1 is confirmed.

As said before, it's matter of interest in this investigation to understand if the respondents that agree with the scenario type (overvaluation, concealment or falsification) also tend to embrace the implicit behavior (H2).

**H2: The respondents that agree with the scenario type (overvaluation, concealment or falsification) also tend to embrace the implicit behavior.**

As we can see on Table 6, when tested the relationship between the level of agreement and embracement of the overvaluation behavior, we have a value of 0.797 (*Spearman's rho*). Regarding the level of agreement and embracement of the falsification behavior, we have a value of 0.805 (*Spearman's rho*). And finally, when tested the relationship between the level of agreement and embracement of the concealment behavior, we have a value of 0.859 (*Spearman's rho*).

Table 6 - The relationship between the degree of agreement and embracement behaviors in different scenarios

	Spearman's rho	Overvaluation Embrace behavior	Concealment Embrace behavior	Falsification Embrace behavior
Overvaluation Degree of agreement		.797		
Concealment Degree of agreement			.859	
Falsification Degree of agreement				.805

With this results we can conclude that the respondents that agree with the scenario type also tend to embrace the implicit behavior (the sign of that relationship is positive and its intensity is strong). This hypothesis is therefore validated and H2 is confirmed.

But, when the comparisons are made between scenarios and concepts (regarding only the behaviors of overvaluation and concealment), the intensity of these relations are much lower than the previously taken as we can see on Table 7 and 8.

Table 7- Comparing the overvaluation scenarios with the corresponding concept

Spearman's rho	Overvaluation in terms of frequency	Overvaluation in terms of agreement	Overvaluation in terms of embracement
Frequency in overvaluation	,280		
Agreement level in overvaluation		,404	
Embracement behavior in overvaluation			,327

Table 8- Comparing the concealment scenarios with the corresponding concept

Spearman's rho	Concealment in terms of frequency	Concealment in terms of agreement	Concealment in terms of embracement
Frequency in concealment	,135		
Agreement level in concealment		,266	
Embracement behavior in concealment			,242

As explained before, in this research is important to understand the deception behaviors of the respondents when evolved in a context (when putting the deception behaviors in scenarios based on a story of a person), and without context, by asking the deception behaviors directly by the concepts names of overvaluation, concealment and falsification of the information.

So, we proceed with the testes to understand if the respondents have an identical opinion regarding the agreement and embracement of the same deception behavior when questioned by a scenario methodology and by the concept (H3).

**H3: It is expected that the intensities of the relationships between deception behaviors within scenarios and within concepts are higher than the intensities between cross-scenarios and -concepts.**

As we can see on Table 9 this hypothesis is validated once the relationships between the *aggregated deception* (joining the three deception behaviors) in terms of agreement and the *aggregated deception* (joining the three deception behaviors) in terms of embracement are higher than the relationship between the *aggregated deception* (joining the three deception behaviors) in terms of agreement and the *concept of deception* (joining the three deception behaviors) in terms of agreement or the *concept of deception* in terms of embracement [ $0.885 > 0.344$  or  $0.885 > 0.319$ ; and  $0.581 > 0.344$  or  $0.581 > 0.332$ ].

Table 9- Relations between the deceptions' scenarios and concepts

Pearson Correlation	Aggregate deception (agreement)	Aggregate deception (embracement)	Concept deception (agreement)	Concept deception (embracement)
Aggregate Embracement (agreement)	1	,885	,344	,319
Aggregate Embracement (embracement)	,885	1	,332	,319
Concept Embracement (agreement)	,344	,332	1	,581
Concept Embracement (embracement)	,319	,319	,581	1

With this we can conclude that is expected that the intensities of the relationships between embracement variables within scenarios and within concepts are higher than the intensities between cross-scenarios and -concepts. H3 is confirmed.

Finally, with this research we want to understand if there are different opinions in the sample concerning the frequency, agreement and embracement of the deception behaviors.

**H4: The distribution of the opinions regarding the frequency, agreement and embracement of the deception behaviors is not the same between the individuals.**

This hypothesis is validated for the scenarios of the overvaluation frequency and the concealment frequency when the grouping variable is Age categories. But, while the mean ranks are significantly different in the sample for the first scenario (overvaluation) with emphasis for the Millennial group (176,30 vs. 154,85 as we can see on Table 10) that are more permissive to situations of overvaluation, in the second scenario (concealment), the mean ranks that are also significantly different tend to favor those that have higher level of qualifications who are more permissive to situations of concealment (176,81 vs. 147,02 as we can see on Table 11). H4 is confirmed

Table 10 – Frequency of the overvaluation behavior vs Age

		<b>Ranks</b>		
Age categories		N	Mean Rank	Sum of Ranks
Frequency of the overvaluation behavior	Generation Millennials	248	176,30	43723,50
	Others	92	154,85	14246,50

Table 11 – Frequency of the overvaluation behavior vs Academic qualifications

		<b>Ranks</b>		
Academic qualifications		N	Mean Rank	Sum of Ranks
Agreement of the overvaluation behavior	Up to high school	72	147,02	10585,50
	Bachelor and higher levels of education	268	176,81	47384,50

Next in the research, we wanted to validate the hypothesis 5.

**H5: The mean level of agreement with deception concepts in the Millennials age group is significantly different from the mean level of agreement with deception concepts in the other age group, in the sample.**

For this hypothesis, we created two new variables. The new variables were: the variable “*Agreement with deception (concept)*”, which includes the variables of agreement of the

three deception behaviors (overvaluation, concealment and falsification) without the scenarios – concept. The variable “*Embracement with deception (concept)*” which includes the variables of embracement of the three dimensions (overvaluation, concealment and falsification) without the scenarios – concept.

As it can be viewed in Table 12, the corresponding means in terms of agreement or in terms of embracement are significantly different from each other (*Sig's* < 0.05).

Table 22 - Sample means of agreement or embracement to deception concept

		<b>Sample mean</b>
<b>Agreement with deception (concept)</b>	Millennials generation	2.3589
	Others	2.087
<b>Embracement with deception (concept)</b>	Millennials generation	1.8575
	Others	1.6268

Therefore, this hypothesis is validated in both cases, meaning that the degree of agreement, in average, is higher for those that belong to the age category *Millennials generation*.

In conclusion, the Generation Millennials has a higher propensity to embrace deception type of behavior. H5 is confirmed.

## **Chapter IV - Discussion of the results and Conclusions**

The elaboration of this study allowed us to understand the credibility and truthfulness of the information in the social and professional networking websites based on three deception behaviors (overvaluation, concealment and falsification).

The literature review permitted to this research to understand the importance of the human resources area and consequently the recruitment processes in the companies in these days; the importance of the Internet that have been growing every day in the scope of the recruitment processes; the influence of the generation of the Millennials and their impact on the society; and finally the main deception behaviors that the individuals can take when presenting information.

In this study was possible to conclude, in terms of frequency, that the individuals think is more frequently the deception behaviors occur when involved in a context (scenario) than without context. Besides this, it was possible to find out that when asked the frequency of the deception behaviors based in the scenario methodology, the individuals think it's more offend to occur the overvaluation behavior, then the concealment behavior and finally the falsification behavior. On the other hand, when asked the same question but without the context the answers are the opposite. The individuals think it happens more offend the falsification behavior, then the concealment behavior and finally the overvaluation behavior.

In terms of agreement, the individuals tend to agree more with the overvaluation and concealment behavior when involved in a context, and with the overvaluation and falsification behavior when they are not involved in a context.

In terms of embracement of the deception behaviors, it's possible to conclude that the individuals tend to embrace more the concealment and overvaluation behavior when involved or not in a context. Being always the falsification behavior the behavior less embraced independently if this deception behavior is involved in a context or is asked directly with the concept name.

With this research, it was also possible to conclude that the respondents that agree with any deception behavior, also tend to embrace the implicit behavior; It's different the opinions of these deception behaviors when asked in a context and without context, they have different perceptions; And finally, the generation of the Millennials have different



opinions regarding the other generations (they are more permissive to situations of overvaluation) and the individuals with the higher level of academic qualification are more permissive to situations of concealment.

In sum, is possible to affirm that the deception behaviors are confirmed in the scope of the recruitment processes, that is to say, the information that is available on the social and professional networking websites provided by the individuals is not truly credible and trustful.

## Chapter V – References

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## Appendix

Factorial analysis in principal components (with the varimax rotation):

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,835
Bartlett's Test of Sphericity	Approx. Chi-Square	1339,618
	Df	15
	Sig.	,000

### Communalities

	Initial	Extraction
2.1. Em que medida acha importante: [Ter um perfil profissional online]	1,000	,846
2.1. Em que medida acha importante: [Manter o seu perfil profissional online atualizado]	1,000	,852
2.1. Em que medida acha importante: [Divulgar o seu perfil profissional online]	1,000	,833
2.1. Em que medida acha importante: [Facultar referências profissionais a colegas / amigos]	1,000	,830
2.1. Em que medida acha importante: [Obter para si referências profissionais (por exemplo chefias, colegas..)]	1,000	,786
2.1. Em que medida acha importante: [Divulgar conteúdos]	1,000	,688

Extraction Method: Principal Component Analysis.

### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,897	64,949	64,949	3,897	64,949	64,949	2,571	42,857	42,857
2	,938	15,631	80,580	,938	15,631	80,580	2,263	37,723	80,580
3	,520	8,659	89,240						
4	,242	4,032	93,271						
5	,229	3,821	97,092						
6	,174	2,908	100,000						

Extraction Method: Principal Component Analysis.

### Rotated Component Matrix<sup>a</sup>

	Component	
	1	2
2.1. Em que medida acha importante: [Ter um perfil profissional online]	,890	,233
2.1. Em que medida acha importante: [Manter o seu perfil profissional online atualizado]	,889	,248
2.1. Em que medida acha importante: [Divulgar o seu perfil profissional online]	,828	,385
2.1. Em que medida acha importante: [Divulgar conteúdos]	,135	,818
2.1. Em que medida acha importante: [Obter para si referências profissionais (por exemplo chefias, colegas..)]	,345	,817
2.1. Em que medida acha importante: [Facultar referências profissionais a colegas / amigos]	,409	,814

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 3 iterations.

CP1: Ter, manter e divulgar o seu perfil profissional online  
 Have, maintain and promote your professional profile online

**Reliability Statistics**

Cronbach's Alpha	N of Items
.907	3

CP2: Divulgar conteúdos, obter referências profissionais e facultar referências profissionais  
 Disclose contents, get and provide professional references

**Reliability Statistics**

Cronbach's Alpha	N of Items
.838	3

COMPUTE

Have\_Maintain\_Promote=mean(Q12\_Poss\_perfil\_prop,Q13\_Mant\_perfil\_prop,Q14\_Divul\_perfil\_prop).

EXECUTE.

COMPUTE

Disclose\_Get\_Provide=mean(Q15\_Facul\_ref\_prop,Q16\_Obter\_ref\_prop,Q17\_Divul\_cont\_prop).

EXECUTE.

---

**H1: The deception behaviors are viewed as different from each other for all type of scenario's combinations.**

**Scenarios' validation:**

**Agreement with the deception behaviors**

**Scenario 1 (overvaluation) vs. scenario 2 (Concealment)**

**Ranks**

		N	Mean Rank	Sum of Ranks
5.2. Concealment (degree of agreement) - 4.2. Overvaluation (degree of agreement)	Negative Ranks	67 <sup>a</sup>	95.60	6405.00
	Positive Ranks	148 <sup>b</sup>	113.61	16815.00
Ties		125 <sup>c</sup>		
Total		340		

a. 5.2. Concealment (degree of agreement) < 4.2. Overvaluation (degree of agreement)

b. 5.2. Concealment (degree of agreement) > 4.2. Overvaluation (degree of agreement)

c. 5.2. Concealment (degree of agreement) = 4.2. Overvaluation (degree of agreement)



**Test Statistics<sup>a</sup>**

	5.2. Concealment (degree of agreement) - 4.2. Overvaluation (degree of agreement)
Z	-5.835 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

**Scenario 1 (Overvaluation) vs. scenario 3 (Falsification)**

**Ranks**

		N	Mean Rank	Sum of Ranks
6.2. Falsification (degree of agreement) -	Negative Ranks	122 <sup>a</sup>	79.67	9719.50
	Positive Ranks	32 <sup>b</sup>	69.23	2215.50
4.2 Overvaluation (degree of agreement)	Ties	186 <sup>c</sup>		
	Total	340		

a. 6.2. Falsification (degree of agreement) < 4.2. Overvaluation (degree of agreement)  
b. 6.2. Falsification (degree of agreement) > 4.2. Overvaluation (degree of agreement)  
c. 6.2. Falsification (degree of agreement) = 4.2. Overvaluation (degree of agreement)

**Test Statistics<sup>a</sup>**

	6.2. Falsification (degree of agreement) - 4.2. Overvaluation (degree of agreement)
Z	-6,997 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000
Exact Sig. (2-tailed)	,000
Exact Sig. (1-tailed)	,000
Point Probability	,000

a. Wilcoxon Signed Ranks Test  
b. Based on positive ranks.

**Scenario 2 (Concealment) vs. scenario 3 (Falsification)**

**Ranks**

		N	Mean Rank	Sum of Ranks
6.2. Falsification (degree of agreement) -	Negative Ranks	176 <sup>a</sup>	102.82	18096.00
	Positive Ranks	23 <sup>b</sup>	78.43	1804.00
5.2 Concealment (degree of agreement)	Ties	141 <sup>c</sup>		
	Total	340		

a. 6.2. Falsification (degree of agreement) < 5.2. Concealment (degree of agreement)  
b. 6.2. Falsification (degree of agreement) > 5.2. Concealment (degree of agreement)  
c. 6.2. Falsification (degree of agreement) = 5.2. Concealment (degree of agreement)

**Test Statistics<sup>a</sup>**

	6.2. Falsification (degree of agreement) - 5.2. Concealment (degree of agreement)
Z	-10.168 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The scenarios are validated as being perceived as different from each other for all pairs of combinations.

**Embracement of the deception behaviors**

**Scenario 1 (Overvaluation) vs. scenario 2 (Concealment)**

**Ranks**

		N	Mean Rank	Sum of Ranks
5.3 Concealment (degree of embracement) in scenario 2 - 4.3 Overvaluation (degree of embracement) in scenario 1	Negative Ranks	66 <sup>a</sup>	99.35	6557.00
	Positive Ranks	138 <sup>b</sup>	104.01	14353.00
	Ties	136 <sup>c</sup>		
	Total	340		

a. 5.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Rita? <

4.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Ana?

b. 5.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Rita? >

4.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Ana?

c. 5.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Rita? =

4.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Ana?

**Test Statistics<sup>a</sup>**

	5.3 Concealment (degree of embracement) in scenario 2 - 4.3 Overvaluation (degree of embracement) in scenario 1
Z	-4.693 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

**Scenario 1 (Overvaluation) vs. scenario 3 (Falsification)**

**Ranks**

		N	Mean Rank	Sum of Ranks
6.3 Falsification (degree of embracement) in scenario 3 - 4.3 Overvaluation (degree of embracement) in scenario 1	Negative Ranks	118 <sup>a</sup>	78,47	9259,50
	Positive Ranks	29 <sup>b</sup>	55,81	1618,50
	Ties	193 <sup>c</sup>		
	Total	340		

a. 6.3 Falsification (degree of embracement) in scenario 3 < 4.3 Overvaluation (degree of embracement) in scenario 1

b. 6.3 Falsification (degree of embracement) in scenario 3 > 4.3 Overvaluation (degree of embracement) in scenario 1

c. 6.3 Falsification (degree of embracement) in scenario 3 = 4.3 Overvaluation (degree of embracement) in scenario 1

**Test Statistics<sup>a</sup>**

	6.3 Falsification (degree of embracement) in scenario 3 - 4.3 Overvaluation (degree of embracement) in scenario 1
Z	-7.561 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

### Scenario 2 (Concealment) vs. scenario 3 (Falsification)

**Ranks**

	N	Mean Rank	Sum of Ranks
6.3 Falsification (degree of embracement) in scenario 3	163 <sup>a</sup>	96.78	15775.50
- 5.3 Concealment (degree of embracement) in scenario 2	21 <sup>b</sup>	59.26	1244.50
Ties	156 <sup>c</sup>		
Total	340		

a. 6.3 Falsification (degree of embracement) in scenario 3 < 5.3 Concealment (degree of embracement) in scenario 2

b. 6.3 Falsification (degree of embracement) in scenario 3 > 5.3 Concealment (degree of embracement) in scenario 2

c. 6.3 Falsification (degree of embracement) in scenario 3 = 5.3 Concealment (degree of embracement) in scenario 2

**Test Statistics<sup>a</sup>**

	6.3 Falsification (degree of embracement) in scenario 3 - 5.3 Concealment (degree of embracement) in scenario 2
Z	-10.162 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
Exact Sig. (2-tailed)	.000
Exact Sig. (1-tailed)	.000
Point Probability	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The scenarios are validated as being perceived as different from each other for all pairs of combinations.

### Importance of social networks online vs Age

The distribution of the importance of having, maintaining and promoting the professional profile online ( $Y_1$ ) is the same across the generation millennials and the other group, in the sample.

COMPUTE Undervaluation\_Concealment=mean (Q26\_Omiss\_Freq, Q29\_Falsifi\_Freq).  
 EXECUTE.  
 COMPUTE Undervaluation\_Concealment =mean (Q27\_Omiss\_Conc, Q30\_Falsifi\_Conc).  
 EXECUTE.

**Mann-Whitney Test**

		Ranks		
Age categories recoded		N	Mean Rank	Sum of Ranks
Y <sub>1</sub>	Millennials Generation	248	170,28	42229,00
	Others	92	171,10	15741,00
	Total	340		

Test Statistics <sup>a</sup>	
	Latent_1
Mann-Whitney U	11353,000
Wilcoxon W	42229,000
Z	-,069
Asymp. Sig. (2-tailed)	,945

a. Grouping Variable: Age categories recoded

**Decision:** do not reject H<sub>0</sub>.

The distribution of the importance of disclosing contents, getting and providing professional references online (Y<sub>2</sub>) in the generation millennials group is identical to that importance in the other group, in the sample.

		Ranks		
Age categories recoded		N	Mean Rank	Sum of Ranks
Y <sub>2</sub>	Millennials Generation	248	170,82	42364,00
	Outros	92	169,63	15606,00
	Total	340		

Test Statistics <sup>a</sup>	
	Latent_2
Mann-Whitney U	11328,000
Wilcoxon W	15606,000
Z	-,100
Asymp. Sig. (2-tailed)	,920
Exact Sig. (2-tailed)	,921
Exact Sig. (1-tailed)	,460
Point Probability	,000

a. Grouping Variable: R\_Faixas\_Et

**Decision:** do not reject H<sub>0</sub>.

## Importance of social networks online vs Professional situation

The distribution of the importance of having, maintaining and promoting the professional profile online ( $Y_1$ ) is the same across the recoded professional situation groups.

### Kruskal-Wallis Test

		Ranks	
Professional situation recoded		N	Mean Rank
$Y_1$	Estudantes+desempregados+à procura de emprego	134	170,90
	Trabalhadores+Trabalhadores estudantes	200	171,71
	Reformados	6	121,33
	Total	340	

### Test Statistics<sup>a,b</sup>

	Latent_1
Chi-Square	1,560
df	2
Asymp. Sig.	,458

a. Kruskal Wallis Test

b. Grouping Variable:

R\_Situacao\_Prof

**Decision:** do not reject  $H_0$ .

The distribution of the importance of disclosing contents, getting and providing professional references online ( $Y_2$ ) is the same across the recoded professional situation groups.

		Ranks	
Professional situation groups		N	Mean Rank
$Y_2$	Estudantes+desempregados+à procura de emprego+ Reformados	134	163,07
	Trabalhadores+Trabalhadores estudantes	200	176,40
	Total	340	

### Test Statistics<sup>a,b</sup>

	Latent_2
Chi-Square	2,108
df	2
Asymp. Sig.	,348

a. Kruskal Wallis Test

b. Grouping Variable:

R\_Situacao\_Prof

**Decision:** do not reject  $H_0$

## Importance of social networks online vs Academic qualifications

The distribution of the importance of having, maintaining and promoting the professional profile online ( $Y_1$ ) is the same across the recoded academic qualification groups in the sample.

### Mann-Whitney Test

		Ranks		
Recoded academic qualifications		N	Mean Rank	Sum of Ranks
$Y_1$	Até ao ensino Secundário	72	152,92	11010,50
	Licenciatura ou mais	268	175,22	46959,50
	Total	340		

Test Statistics <sup>a</sup>	
	Latent_1
Mann-Whitney U	8382,500
Wilcoxon W	11010,500
Z	-1,724
Asymp. Sig. (2-tailed)	,085
Exact Sig. (2-tailed)	,085
Exact Sig. (1-tailed)	,042
Point Probability	,000

a. Grouping Variable: R\_Hab

**Decision:** do not reject  $H_0$

The distribution of the importance of disclosing contents, getting and providing professional references online ( $Y_2$ ) is the same across the recoded academic qualification groups.

		Ranks		
Recoded academic qualifications		N	Mean Rank	Sum of Ranks
$Y_2$	Até ao ensino Secundário	72	169,43	12199,00
	Licenciatura ou mais	268	170,79	45771,00
	Total	340		

Test Statistics <sup>a</sup>	
	Latent_2
Mann-Whitney U	9571,000
Wilcoxon W	12199,000
Z	-,105
Asymp. Sig. (2-tailed)	,916
Exact Sig. (2-tailed)	,917
Exact Sig. (1-tailed)	,458
Point Probability	,000

a. Grouping Variable: R\_Hab

**Decision:** do not reject  $H_0$ .

### Importance of social networks online vs Gender

The distribution of the importance of having, maintaining and promoting the professional profile online ( $Y_1$ ) is the same across the male and female groups, in the sample.

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
$Y_1$	Male	119	172,66	20546,50
	Female	221	169,34	37423,50
	Total	340		

Test Statistics <sup>a</sup>	
	Latent_2
Mann-Whitney U	12892,500
Wilcoxon W	37423,500
Z	-,300
Asymp. Sig. (2-tailed)	,764
Exact Sig. (2-tailed)	,765
Exact Sig. (1-tailed)	,382
Point Probability	,000

a. Grouping Variable: 11. Género

**Decision:** do not reject  $H_0$ .

The distribution of the importance of disclosing contents, getting and providing professional references online ( $Y_2$ ) is the same across the male and female groups, in the sample.

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
$(Y_2)$	Male	119	172,66	20546,50
	Female	221	169,34	37423,50
	Total	340		

Test Statistics <sup>a</sup>	
	Latent_2
Mann-Whitney U	12892,500
Wilcoxon W	37423,500
Z	-,300
Asymp. Sig. (2-tailed)	,764
Exact Sig. (2-tailed)	,765
Exact Sig. (1-tailed)	,382
Point Probability	,000

a. Grouping Variable: 11. Género

**Decision:** do not reject  $H_0$ .

## Construction of new variables

### CONSTRUCTION OF THE FOLLOWING LATENT VARIABLES (using COMPUTE):

Q26 and Q36 ↔ Concealment in terms of frequency  
 Q27 and Q39 ↔ Concealment in terms of agreement  
 Q28 and Q42 ↔ Concealment in terms of embracement  
 Q29 and Q37 ↔ Falsification in terms of frequency  
 Q30 and Q40 ↔ Falsification in terms of agreement  
 Q31 and Q43 ↔ Falsification in terms of embracement  
 Q23 and Q35 ↔ Overvaluation in terms of frequency  
 Q24 and Q38 ↔ Overvaluation in terms of agreement  
 Q25 and Q42 ↔ Overvaluation in terms of embracement  
 Logro\_Agregada\_Conco Deception (aggregate in terms of agreement)  
 Logro\_Agregada\_Adesao Deception (aggregate in terms of embracement)  
 Logro\_Conceito\_Conc Deception (concept in terms of agreement)  
 Logro\_Conceito\_Adesao Deception (concept in terms of embracement)

## Deception behaviors vs Professional Situation

Group Statistics

R_R_Prof	N	Mean	Std. Deviation	Std. Error Mean
Logro_Agregado _Conc	140	2,0107	,80179	,06776
Estudantes+desempregados+à procura de emprego+Reformados Trabalhadores+Trabalhadores estudantes	200	2,1100	,84162	,05951

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregado _Conc	Equal variances assumed	1,186	,277	-1,092	338	,276
	Equal variances not assumed			-1,101	308,086	,272

T-TEST GROUPS=R\_R\_Prof(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Agregada\_Adesao  
 /CRITERIA=CI(.95).



Professional situation recoded	N	Mean	Std. Deviation
Logro_Agregada_ Adesao Estudantes+desempregados+à procura de emprego+Reformados	140	1,9232	,80237
Trabalhadores+Trabalhadores estudantes	200	1,9525	,81150

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregada_ Adesao	Equal variances assumed	,275	,600	-,329	338	,742
	Equal variances not assumed			-,330	301,389	,742

T-TEST GROUPS=R\_R\_Prof(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Conceito\_Conc  
 /CRITERIA=CI(.95).

#### Group Statistics

Professional situation recoded	N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_Conc Estudantes+desempregados+à procura de emprego+Reformados	140	2,3405	,91743	,07754
Trabalhadores+Trabalhadores estudantes	200	2,2467	,95355	,06743

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceito_Conc	Equal variances assumed	,583	,446	,907	338	,365
	Equal variances not assumed			,913	306,347	,362

T-TEST GROUPS=R\_R\_Prof(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Conceito\_Adesao  
 /CRITERIA=CI(.95).

#### Group Statistics

R_R_Prof	N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_Adesao Estudantes+desempregados+à procura de emprego+Reformados	140	1,8667	,71279	,06024
Trabalhadores+Trabalhadores estudantes	200	1,7450	,70650	,04996

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceito_Adesao	Equal variances assumed	,485	,487	1,557	338	,120
	Equal variances not assumed			1,555	297,605	,121

## Deception behaviors vs Age

### Group Statistics

R_Faixas_Et		N	Mean	Std. Deviation	Std. Error Mean
Logro_Agregada_	Geração Millennials	248	2,0786	,81940	,05203
Conc	Outros	92	2,0435	,84646	,08825

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregada_	Equal variances assumed	,261	,610	,348	338	,728
_Conc	Equal variances not assumed			,343	158,222	,732

T-TEST GROUPS=R\_Faixas\_Et(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Agregada\_Adesao  
 /CRITERIA=CI(.95).

### Group Statistics

R_Faixas_Et		N	Mean	Std. Deviation	Std. Error Mean
Logro_Agregada_	Geração Millennials	248	1,9446	,80873	,05135
_Adesao	Outros	92	1,9293	,80548	,08398

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregada_	Equal variances assumed	,001	,974	,154	338	,878
_Adesao	Equal variances not assumed			,155	163,371	,877

T-TEST GROUPS=R\_Faixas\_Et(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Conceito\_Conc  
 /CRITERIA=CI(.95).

### Group Statistics

R_Faixas_Et		N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_	Geração Millennials	248	2,3589	,94127	,05977
Conc	Outros	92	2,0870	,90699	,09456

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceit	Equal variances assumed	,895	,345	2,390	338	,017
o_Conc	Equal variances not assumed			2,431	168,341	,016

T-TEST GROUPS=R\_Faixas\_Et(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Conceito\_Adesao  
 /CRITERIA=CI(.95).

**Group Statistics**

R_Faixas_Et	N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_ Geração Millennials	248	1,8575	,71759	,04557
Adesao Outros	92	1,6268	,66638	,06947

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceito_ Adesao	Equal variances assumed	,852	,357	2,684	338	,008
	Equal variances not assumed			2,777	174,251	,006

**Deception behaviors vs Academic qualifications**

**Group Statistics**

R_Hab	N	Mean	Std. Deviation	Std. Error Mean
Logro_Agregada Até ao ensino Secundário	72	1,9931	,78831	,09290
_Conc Licenciatura ou mais	268	2,0896	,83571	,05105

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregada _Conc	Equal variances assumed	,529	,468	-,880	338	,379
	Equal variances not assumed			-,910	117,499	,365

T-TEST GROUPS=R\_Hab(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Agregada\_Adesao  
 /CRITERIA=CI(.95).

**Group Statistics**

R_Hab	N	Mean	Std. Deviation	Std. Error Mean
Logro_Agregada_ Até ao ensino Secundário	72	1,8368	,71719	,08452
Adesao Licenciatura ou mais	268	1,9683	,82812	,05059

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregada _Adesao	Equal variances assumed	1,758	,186	-1,229	338	,220
	Equal variances not assumed			-1,335	126,652	,184

T-TEST GROUPS=R\_Hab(1 2)  
/MISSING=ANALYSIS  
/VARIABLES=Logro\_Conceito\_Conc  
/CRITERIA=CI(.95).

**Group Statistics**

R_Hab	N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_ Até ao ensino Secundário	72	2,4398	1,09891	,12951
Conc Licenciatura ou mais	268	2,2438	,88842	,05427

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceito_ Conc	Equal variances assumed	7,930	,005	1,577	338	,116
	Equal variances not assumed			1,396	97,326	,166

T-TEST GROUPS=R\_Hab(1 2)  
/MISSING=ANALYSIS  
/VARIABLES=Logro\_Conceito\_Adesao  
/CRITERIA=CI(.95).

**Group Statistics**

R_Hab	N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_ Até ao ensino Secundário	72	1,8426	,77312	,09111
_Adesao Licenciatura ou mais	268	1,7823	,69381	,04238

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceito_ _Adesao	Equal variances assumed	,241	,624	,638	338	,524
	Equal variances not assumed			,600	103,755	,550

## Deception behaviors vs Gender

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Logro_Agregada	Male	119	2,0861	,85954	,07879
_Conc	Female	221	2,0600	,80874	,05440

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregada	Equal variances assumed	,300	,584	,278	338	,781
_Conc	Equal variances not assumed			,273	229,359	,785

T-TEST GROUPS=Q44\_Genero(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Agregada\_Adesao  
 /CRITERIA=CI(.95).

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Logro_Agregada	Male	119	1,9727	,87078	,07982
_Adesao	Female	221	1,9231	,77149	,05190

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Agregada_	Equal variances assumed	,668	,414	,540	338	,589
Adesao	Equal variances not assumed			,521	217,946	,603

T-TEST GROUPS=Q44\_Genero(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=Logro\_Conceito\_Conc  
 /CRITERIA=CI(.95).

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_	Male	119	2,2353	,96096	,08809
Conc	Female	221	2,3122	,92745	,06239

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceito_	Equal variances assumed	,717	,398	-,720	338	,472
Conc	Equal variances not assumed			-,713	234,421	,477

T-TEST GROUPS=Q44\_Genero(1 2)  
 /MISSING=ANALYSIS

/VARIABLES=Logro\_Conceito\_Adesao  
/CRITERIA=CI(.95).

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Logro_Conceito_	Male	119	1,7031	,64628	,05924
Adesao	Female	221	1,8446	,73957	,04975

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Logro_Conceito_	Equal variances assumed	1,924	,166	-1,758	338	,080
Adesao	Equal variances not assumed			-1,830	270,850	,068

**H4: The distribution of the opinions regarding the frequency, agreement and embracement of the deception behaviors is not the same between the individuals.**

**Ranks**

		R_Faixas_Et	N	Mean Rank	Sum of Ranks
4.1 Em geral, com que frequência acha que ocorrem situações deste tipo?	Geração Millennials		248	176,30	43723,50
	Outros		92	154,85	14246,50
	Total		340		

**Test Statistics<sup>a</sup>**

	4.1 Em geral, com que frequência acha que ocorrem situações deste tipo?
Mann-Whitney U	9968,500
Wilcoxon W	14246,500
Z	-2,012
Asymp. Sig. (2-tailed)	,044
Exact Sig. (2-tailed)	,044
Exact Sig. (1-tailed)	,022
Point Probability	,000

a. Grouping Variable: R\_Faixas\_Et

**Ranks**

		R_Faixas_Et	N	Mean Rank	Sum of Ranks
5.1 Em geral, com que frequência acha que ocorrem situações deste tipo?	Geração Millennials		248	161,67	40093,00
	Outros		92	194,32	17877,00
	Total		340		

**Test Statistics<sup>a</sup>**

	5.1 Em geral, com que frequência acha que ocorrem situações deste tipo?
--	---

Mann-Whitney U	9217,000
Wilcoxon W	40093,000
Z	-2,839
Asymp. Sig. (2-tailed)	,005
Exact Sig. (2-tailed)	,004
Exact Sig. (1-tailed)	,002
Point Probability	,000

a. Grouping Variable: R\_Faixas\_Et

#### Ranks

R_Hab	N	Mean Rank	Sum of Ranks
4.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Ana?	72	147,02	10585,50
Até ao ensino Secundário			
Licenciatura ou mais	268	176,81	47384,50
Total	340		

#### Test Statistics<sup>a</sup>

	4.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Ana?
Mann-Whitney U	7957,500
Wilcoxon W	10585,500
Z	-2,432
Asymp. Sig. (2-tailed)	,015
Exact Sig. (2-tailed)	,015
Exact Sig. (1-tailed)	,007
Point Probability	,000

a. Grouping Variable: R\_Hab

		Importance attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Credibility attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Frequency of the overvaluation behavior (in scenario)	Agreement with the overvaluation behavior (in scenario)	Embracement of the overvaluation behavior (in scenario)	Frequency of the concealment behavior (in scenario)	Agreement with the concealment behavior (in scenario)	Embracement of the concealment behavior (in scenario)	Frequency of the falsification behavior (in scenario)	Agreement with the falsification behavior (in scenario)	Embracement of the falsification behavior (in scenario)	Frequency of the overvaluation behavior (without scenario)	Frequency of the concealment behavior (without scenario)	Frequency of the falsification behavior (without scenario)	Agreement with the overvaluation behavior (without scenario)	Agreement with the concealment behavior (without scenario)	Agreement with the falsification behavior (without scenario)	Embracement of the overvaluation behavior (without scenario)	Embracement of the concealment behavior (without scenario)	Embracement of the falsification behavior (without scenario)	Age	Academic qualifications
Importance attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Pearson Correlation	1	,626**	,021	,006	,079	-,031	-,014	,035	,022	,039	,068	-,050	-,043	-,059	-,017	,000	,004	,068	,066	,064	-,156**	-,082
Credibility attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Pearson Correlation		1	-,061	,070	,122*	-,023	-,008	,030	-,075	,037	,080	-,134*	-,035	-,107*	,106	,034	,061	,146**	,069	,116*	-,142**	-,066
Frequency of the overvaluation behavior (in scenario)	Pearson Correlation			1	,296**	,252**	,232**	,090	,098	,385**	,075	,079	,263**	,106	,348**	,114*	,117*	,170**	,048	,051	,085	-,094	-,075
Agreement with the overvaluation behavior (in scenario)	Pearson Correlation				1	,809**	,139	,369**	,264*	,031	,469**	,435**	,032	,142**	,043	,397**	,224**	,196**	,351**	,204**	,114*	-,081	-,057
Embracement of the overvaluation behavior (in scenario)	Pearson Correlation					1	,114	,324**	,284**	,012	,387**	,420**	,089	,151**	,042	,313**	,204**	,171**	,305**	,199**	,118*	-,087	,005
Frequency of the concealment behavior (in scenario)	Pearson Correlation						1	,431**	,431**	,363**	,121*	,154**	-,014	,154**	,115*	,019	,033	,075	-,013	,065	,033	,218**	,017
Agreement with the concealment behavior (in scenario)	Pearson Correlation							1	,852**	,114*	,357**	,290**	,084	,143**	,113*	,224**	,244**	,125*	,122*	,243**	,025	,091	-,014
Embracement of the concealment behavior (in scenario)	Pearson Correlation								1	,119	,254**	,273**	,119*	,140**	,161**	,216**	,239**	,147**	,144**	,238**	,063	,077	-,023



		Importance attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Credibility attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Frequency of the overvaluation behavior (in scenario)	Agreement with the overvaluation behavior (in scenario)	Embracement of the overvaluation behavior (in scenario)	Frequency of the concealment behavior (in scenario)	Agreement with the concealment behavior (in scenario)	Embracement of the concealment behavior (in scenario)	Frequency of the falsification behavior (in scenario)	Agreement with the falsification behavior (in scenario)	Embracement of the falsification behavior (in scenario)	Frequency of the overvaluation behavior (without scenario)	Frequency of the concealment behavior (without scenario)	Frequency of the falsification behavior (without scenario)	Agreement with the overvaluation behavior (without scenario)	Agreement with the concealment behavior (without scenario)	Agreement with the falsification behavior (without scenario)	Embracement of the overvaluation behavior (without scenario)	Embracement of the concealment behavior (without scenario)	Embracement of the falsification behavior (without scenario)	Age	Academic qualifications
Frequency of the falsification behavior (in scenario)	Pearson Correlation									1	,252	,247	,178	,117	,363	-.023	,050	,104	,007	,098	,033	,066	-.040
Agreement with the falsification behavior (in scenario)	Pearson Correlation									1	,834	,016	,115	,126	,217	,169	,156	,228	,140	,116	-.055	-.050	
Embracement of the falsification behavior (in scenario)	Pearson Correlation									1	-.028	,042	,092	,170	,148	,185	,193	,080	,177	,028	-.026		
Frequency of the overvaluation behavior (without scenario)	Pearson Correlation												1	,165	,366	,096	,125	,031	,120	,070	-.047	-.203	-.067
Frequency of the concealment behavior (without scenario)	Pearson Correlation												1	,262	,164	,230	,144	,085	,192	,073	-.030	-.045	
Frequency of the falsification behavior (without scenario)	Pearson Correlation												1	,077	,077	,243	,002	,015	,149	-.101	-.200		
Agreement with the overvaluation behavior (without scenario)	Pearson Correlation														1	,611	,607	,644	,342	,293	-.197	-.071	
Agreement with the concealment behavior (without scenario)	Pearson Correlation														1	,579	,332	,542	,289	-.120	-.034		
Agreement with the falsification behavior (without scenario)	Pearson Correlation															1	,289	,242	,490	-.075	-.088		
Embracement of the overvaluation behavior (without scenario)	Pearson Correlation																1	,426	,404	-.224	-.048		

		Importance attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Credibility attributed by the companies regarding the information available by the candidates in the online platforms: perspective of the respondents	Frequency of the overvaluation behavior (in scenario)	Agreement with the overvaluation behavior (in scenario)	Embracement of the overvaluation behavior (in scenario)	Frequency of the concealment behavior (in scenario)	Agreement with the concealment behavior (in scenario)	Embracement of the concealment behavior (in scenario)	Frequency of the falsification behavior (in scenario)	Agreement with the falsification behavior (in scenario)	Embracement of the falsification behavior (in scenario)	Frequency of the overvaluation behavior (without scenario)	Frequency of the concealment behavior (without scenario)	Frequency of the falsification behavior (without scenario)	Agreement with the overvaluation behavior (without scenario)	Agreement with the concealment behavior (without scenario)	Agreement with the falsification behavior (without scenario)	Embracement of the overvaluation behavior (without scenario)	Embracement of the concealment behavior (without scenario)	Embracement of the falsification behavior (without scenario)	Age	Academic qualifications		
Embracement of the concealment behavior (without scenario)	Pearson Correlation																					1	,389*	-,114	,021
Embracement of the falsification behavior (without scenario)	Pearson Correlation																						1	-,092	-,059
Age	Pearson Correlation																							1	,232**
Academic qualifications	Pearson Correlation																								1

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

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

# A utilização de redes sociais online em processos de recrutamento e seleção

Cada vez mais as redes sociais online são utilizadas no âmbito de processos de recrutamento e seleção. Este estudo visa caracterizar a utilização destas redes na perspetiva dos candidatos. O presente questionário tem como finalidade a recolha de dados para a dissertação final no âmbito do Mestrado em Gestão de Recursos Humanos, do ISCTE • Instituto Universitário de Lisboa. A sua participação neste estudo é muito importante. Não existem respostas certas ou erradas. Pedimos que seja o mais espontâneo possível. Garantimos confidencialidade e total anonimato. Os dados biográficos solicitados serão usados unicamente para análise estatística.

Por favor, agradeço que responda até dia 30 de Maio.

Se houver alguma questão relativa ao presente questionário, por favor contacte [inesamalho1992@gmail.com](mailto:inesamalho1992@gmail.com).

Muito obrigado pela sua colaboração.

\*Obrigatório

## Secção I

1.1. Conhece e/ou usa alguma destas redes sociais online? \*

	Não conheço	Conheço, mas não tenho perfil profissional online	Conheço, e tenho perfil profissional online
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Xing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Plus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Secção II

2.1. Em que medida acha importante:

	Nada importante	Pouco importante	Importância moderada	Importante	Muito importante
Ter um perfil profissional online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manter o seu perfil profissional online atualizado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Divulgar o seu perfil profissional online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facultar referências profissionais a colegas / amigos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obter para si referências profissionais de uma pessoa com credibilidade profissional (por ex.: chefia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Divulgar conteúdos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.2. A utilização de redes sociais online já alguma vez lhe permitiu um contacto no âmbito de um processo de recrutamento? \*

- Sim
- Não

2.3. Que vantagens já teve por usar uma rede social profissional online: \*

- Encontrar o primeiro emprego
- Possibilidade de mudar de emprego, melhorando condições e perspectivas de futuro
- Ser recrutado para processos de seleção
- Reencontro com antigos colegas/amigos
- Contacto com novas pessoas
- Participação em grupos de discussão
- Não foi útil, até ao momento
- Outra: \_\_\_\_\_

## Secção III

3.1. Na perspectiva das empresas, qual acha que é a principal vantagem decorrente da utilização de redes sociais online? \*

- Encontrar potenciais candidatos com o objectivo de serem integrados em processos de recrutamento
- Anunciar ofertas de emprego
- Disponibilizar informações sobre a própria empresa
- Validar a informação sobre os candidatos
- Aumentar notoriedade
- Employer Branding
- Outra: .....

3.2. Na sua opinião qual a importância atribuída pelas empresas à informação disponibilizada pelos candidatos nas redes sociais online? \*

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Nada importante						Muito importante

3.3. Na sua opinião, qual a credibilidade atribuída pelas empresas à informação disponibilizada pelos candidatos nas redes sociais online? \*

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Nada credível						Muito credível

## Secção IV

4. Leia o seguinte texto: Enquanto procurava ofertas de emprego na rede social online onde tem uma conta, Ana encontrou uma oferta de uma empresa na sua área profissional. Ao ver os detalhes da oferta, Ana reparou que possuía todos os requisitos obrigatórios para integrar o processo de recrutamento menos um, o nível de Inglês. Enquanto a empresa pedia fluência na língua Inglesa, Ana apenas detinha um domínio satisfatório. Não querendo perder esta oportunidade de finalmente arranjar um emprego após 2 anos desempregada, Ana modificou o seu perfil profissional, referindo que detinha fluência no idioma Inglês na esperança de conseguir este novo emprego.

4.1 Em geral, com que frequência acha que ocorrem situações deste tipo? \*

	1	2	3	4	5	
Raramente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muito frequente

4.2. Na situação descrita, qual o seu grau de concordância com a solução adotada pela Ana? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acordo

4.3 Numa situação idêntica à descrita, concordaria em adoptar a solução proposta pela Ana? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente em acordo

## Secção V

5. Leia o seguinte texto: Enquanto procurava ofertas de emprego na rede social online onde tem uma conta, Rita encontrou uma oferta de uma empresa na sua área profissional. Ao ver os detalhes da oferta, Rita reparou que possuía todos os requisitos obrigatórios para integrar o processo de recrutamento, e detinha ainda um Mestrado na mesma área quando apenas era solicitado a Licenciatura. Não querendo perder esta oportunidade de finalmente arranjar um novo emprego após 2 anos desempregada, Rita omitiu informação no seu perfil profissional, referindo que detinha apenas a Licenciatura na esperança de conseguir este novo emprego.

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5.1 Em geral, com que frequência acha que ocorrem situações deste tipo? \*

	1	2	3	4	5	
Raramente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muito frequentemente

5.2. Na situação descrita, qual o seu grau de concordância com a solução adotada pela Rita? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente em acordo

5.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Rita? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente em acordo

## Secção VI

6. Leia o seguinte texto: Enquanto procurava ofertas de emprego na rede social online onde tem uma conta, Rui encontrou uma oferta de uma empresa que despertou o seu interesse. Ao ver os detalhes da oferta, Rui reparou que possuía todos os requisitos obrigatórios para integrar o processo de recrutamento menos um, experiência a nível internacional. Enquanto a empresa pedia como requisito uma experiência a nível internacional de 6 meses, Rui apenas possuía experiência a nível nacional. Não querendo perder esta oportunidade de arranjar um novo emprego, Rui modificou o seu perfil profissional na rede social, referindo que possuía uma experiência a nível internacional de 6 meses na esperança de conseguir este novo emprego.



6.1 Em geral, com que frequência acha que ocorrem situações deste tipo? \*

	1	2	3	4	5	
Raramente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muito frequente

6.2. Na situação descrita, qual o seu grau de concordância com a solução adotada pelo Rui? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente em acordo

6.3 Numa situação idêntica à descrita, concordaria em adoptar a solução proposta pela Rui? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente em acordo

## Secção VII

7. Leia o seguinte texto: Enquanto Mário ajudava um amigo a procurar ofertas de emprego na rede social online onde ambos têm uma conta, Mário encontrou uma oferta de uma empresa fora da área profissional em que o seu amigo tinha experiência. Ao verem os detalhes da oferta, Mário e o amigo reparam que este último possuía todos os requisitos obrigatórios para integrar o processo de recrutamento menos um, experiência naquela área profissional em concreto. Não querendo que o amigo perdesse esta oportunidade de arranjar um novo emprego, Mário decidiu recomendá-lo profissionalmente, referindo que este possuía uma experiência de cerca de 6 meses na área profissional em questão, na esperança de conseguir este novo emprego.

7.1 Em geral, com que frequência acha que ocorrem situações deste tipo? \*

	1	2	3	4	5	
Raramente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Muito frequente

7.2. Na situação descrita, qual o seu grau de concordância com a solução adotada pelo Mário? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente em acordo

7.3 Numa situação idêntica à descrita, concordaria em adotar a solução proposta pela Mário? \*

	1	2	3	4	5	
Totalmente em desacordo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente em acordo

## Secção VIII

8. Na sua opinião, nos perfis profissionais apresentados online, com que frequência é que as pessoas: \*

	Nunca	Raramente	Por vezes	Frequentemente	Sempre
8.1. Sobrevalorizam informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2. Desvalorizam/omitem informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3. Falsificam informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Secção IX

9. Em que medida concorda que as pessoas nos seus perfis profissionais online: \*

	Discordo totalmente	Discordo	Não discordo nem concordo	Concordo	Concordo totalmente
9.1. Sobrevalorizam informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.2. Desvalorizam/omitem informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.3. Falsificam informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Secção X

10. No elaboração do seu perfil profissional online, em que medida consideraria: \*

	Nunca	Raramente	Por vezes	Frequentemente	Sempre
10.1. Sobrevalorizar informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.2. Desvalorizar/omitir informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.3. Falsificar a sua informações	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Secção XI

11. Género \*

- Masculino  
 Feminino

12. Faixa etária \*

- 18-25 anos
- 26-30 anos
- 31-35 anos
- 36-40 anos
- Mais de 40 anos

13. Habilitações Literárias (completas) \*

- Ensino Primário
- Ensino Básico
- Ensino Secundário
- Licenciatura
- Mestrado
- Doutoramento
- Outra: \_\_\_\_\_

14. Situação profissional \*

- Estudante
- Trabalhador
- Estudante/Trabalhador
- Desempregado
- Reformado
- À procura do primeiro emprego
- Outra: \_\_\_\_\_

15. Qual a sua área profissional? \*

- Artes e Humanidades
- Ciências Sociais, Jornalismo ou Informação
- Gestão ou Direito
- Ciências Naturais ou Matemática
- Tecnologias de Informação
- Engenharia Civil, Mecânica ou similar
- Agronomia, Medicina Veterinária ou similar
- Medicina Humana
- Serviços
- Outra: .....