

Supplementary Online Information for:
Disentangling Dishonesty: An Empirical Investigation of the Nature of Lying and Cheating

Data and materials can be accessed here:
https://osf.io/54xgh/?view_only=d9d4ab6613dd4d73a63ced8102ba9dd1

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Table S1*Exclusion Criteria for Each Study*

This table displays the number of participants I sought to recruit, the total number of observations recruited, and the number of observations excluded based on each exclusion criterion in each study. The preregistration document linked below each study lists and explains each of the exclusion criteria.

<u>Pilot Study</u>	
Intended # of participants	225
Total observations recruited	271
<u>Exclusion Criteria</u>	<u>Observations Excluded</u>
Duplicate or Missing ID	32
Duplicate IP Address	2
Consent	0
Final Attention Check	43
Final <i>N</i>	194

Preregistration link: <https://aspredicted.org/fk4m-8jq8.pdf>

<u>Study 1</u>	
Intended # of participants	400
Total observations recruited	525
<u>Exclusion Criteria</u>	<u>Observations Excluded</u>
Duplicate or Missing ID	23
Duplicate IP Address	1
Consent	32
Introductory Attention Checks	67
Study Completion	12
Final <i>N</i>	390

Preregistration link: <https://aspredicted.org/vjmw-b5s2.pdf>

The preregistration of Study 1 does not include the Study Completion criteria. I make this exclusion so that all included participants had the full 90 seconds to complete the Typing Speed Task. The results remain the same without this exclusion.

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Study 2

Intended # of participants	550
Total observations recruited	730
Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	11
Duplicate IP Address	0
Consent	42
Preliminary Attention Checks	112
Study Completion	19
Final <i>N</i>	546

Preregistration link: <https://aspredicted.org/j2mf-mpjg.pdf>

Study 3

Intended # of participants	700
Total observations recruited	796
Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	10
Duplicate IP Address	0
Consent	17
Preliminary Attention Checks	89
Study Completion	51
Final <i>N</i>	629

Preregistration link: <https://aspredicted.org/bgzf-nvc5.pdf>

Study 4

Intended # of participants	1,500
Total observations recruited	1,725
Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	52
Duplicate IP Address	6
Consent	54
Preliminary Attention Checks	19
Comprehension Checks	43
Study Completion	117
Final <i>N</i>	1434

Preregistration link: <https://aspredicted.org/ys7k-gcy2.pdf>

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Study 5

Intended # of participants	500
Total observations recruited	555

Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	4
Duplicate IP Address	0
Consent	7
Preliminary Attention Checks	6
Comprehension Checks	3
Study Completion	33
Final <i>N</i>	502

Preregistration link: <https://aspredicted.org/8y9t-bg3h.pdf>

Study 6

Intended # of participants	800
Total observations recruited	825

Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	12
Duplicate IP Address	4
Consent	10
Preliminary Attention Checks	9
Comprehension Checks	4
Study Completion	1
Final <i>N</i>	785

Preregistration link: <https://aspredicted.org/77td-f9nz.pdf>

Study S1

Intended # of participants	300
Total observations recruited	419

Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	48
Duplicate IP Address	0
Consent	0
Final Attention Check	93
Final <i>N</i>	278

Preregistration link: <https://aspredicted.org/wp9c-p3rn.pdf>

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Study S2

Intended # of participants	600
Total observations recruited	637
Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	1
Duplicate IP Address	0
Consent	1
Preliminary Attention Checks	51
Dropped out of the study prior to random assignment	3
Final <i>N</i>	581

Preregistration link: <https://aspredicted.org/4yr6-hh2w.pdf>

Study S3

Intended # of participants	600
Total observations recruited	640
Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	1
Duplicate IP Address	0
Consent	18
Preliminary Attention Checks	39
Dropped out of the study prior to random assignment	4
Final <i>N</i>	578

Preregistration link: <https://aspredicted.org/ff82-qqv3.pdf>

Study S4

Intended # of participants	75
Total observations recruited	81
Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	2
Duplicate IP Address	0
Consent	1
Preliminary Attention Checks	7
Study Completion	2
Final <i>N</i>	69

Preregistration link: <https://aspredicted.org/8j7r-wnqk.pdf>

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Study S5

Intended # of participants	700
Total observations recruited	818

Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	12
Duplicate IP Address	2
Consent	26
Preliminary Attention Checks	86
Study Completion	66
Final <i>N</i>	626

Preregistration link: <https://aspredicted.org/3r73-gfx8.pdf>

Study S6

Intended # of participants	100
Total observations recruited	102

Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	0
Duplicate IP Address	0
Consent	0
Preliminary Attention Checks	1
Comprehension Checks	2
Study Completion	1
Final <i>N</i>	98

Preregistration link: <https://aspredicted.org/zrv7-vc63.pdf>

Study S7

Intended # of participants	200
Total observations recruited	205

Exclusion Criteria	Observations Excluded
Duplicate or Missing ID	2
Duplicate IP Address	0
Consent	3
Preliminary Attention Checks	3
Comprehension Checks	2
Study Completion	1
Final <i>N</i>	194

Preregistration link: <https://aspredicted.org/7nz7-stq9.pdf>

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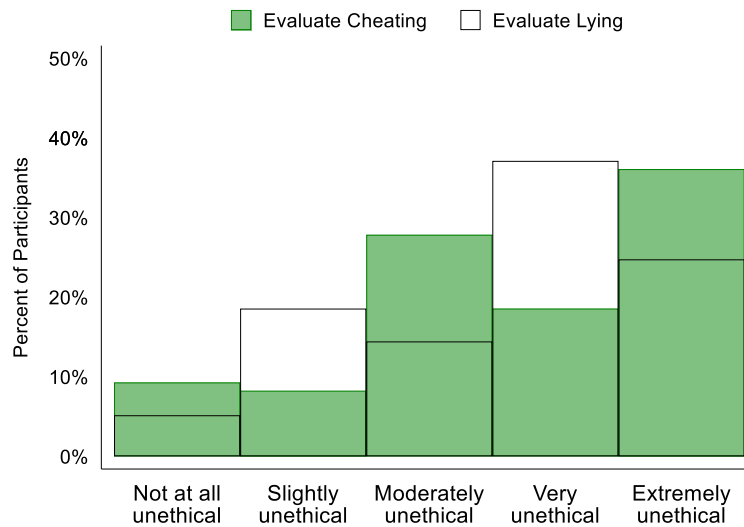
Study S8		
Intended # of participants		800
Total observations recruited		876
Exclusion Criteria	Observations	Excluded
Duplicate or Missing ID	12	
Duplicate IP Address	0	
Consent	68	
Preliminary Attention Checks	11	
Comprehension Checks	5	
Study Completion	0	
Final <i>N</i>	780	
Preregistration link: https://aspredicted.org/j5my-kj9g.pdf		

Figure S1

Distribution of Ethicality Judgments in the Pilot Study

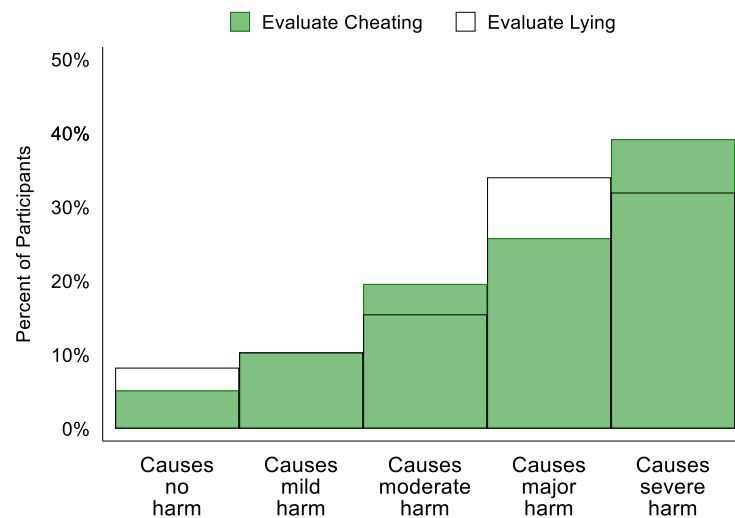
Panel A. *Ethicality*

To what extent do you think [copying and pasting the character string \ overreporting one's performance] in the Typing Speed Task is unethical?



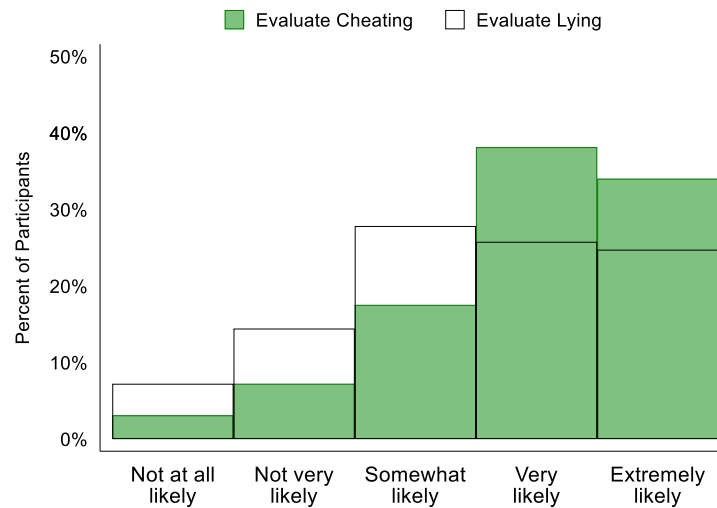
Panel B. *Harm*

To what extent do you think [copying and pasting the character string \ overreporting one's performance] in the Typing Speed Task harms the researcher conducting the study?



Panel C. *Consequences*

How likely do you think it is that the experimenter who conducted the study rejected the HITs of participants who [copied and pasted the character string \ overreported their performance]?



Note. Each panel shows overlapping histograms of participants' answers to one of the dependent measures in the Pilot Study. Participants assigned to the Evaluate Cheating condition (shown in green) read about prior participants copying and pasting character strings and participants assigned the Evaluate Lying condition (shown in white) read about prior participants overreporting the number of character strings that they typed. All participants in the study are represented in the figure ($N = 194$).

Table S2*Bayesian Analysis of Pilot Data*

At the request of an anonymous reviewer, I analyzed the data from the Pilot Study using a Bayesian framework. The tables below show the results of three Bayesian linear regressions that examine the relationship between the three dependent measures and participants' condition assignment. The results are consistent with the preregistered analyses. Participants found lying and cheating in the Typing Speed Task to be similarly unethical and harmful and judged cheating to be more likely to lead to harsher punishment.

Ethicality

	Mean	SD	MCSE	95% credible Interval
Evaluate Cheating	0.07	0.18	0.006	[-0.29, 0.42]
Constant	3.57	0.13	0.004	[3.31, 3.82]
σ^2	1.58	0.17	0.004	[1.28, 1.95]

Note. MCMC interactions = 12,5000, Burn-in = 2,500, MCMC sample size= 10,000, $N = 194$, Acceptance Rate = 0.32. Stata 18's default model parameters were used to conduct this test.

Harm

	Mean	SD	MCSE	95% credible Interval
Evaluate Cheating	0.13	0.18	0.005	[-0.23, 0.47]
Constant	3.71	0.13	0.004	[3.47, 3.96]
σ^2	1.52	0.16	0.003	[1.25, 1.86]

Note. MCMC interactions = 12,5000, Burn-in = 2,500, MCMC sample size= 10,000, $N = 194$, Acceptance Rate = 0.34. Stata 18's default model parameters were used to conduct this test.

Consequences

	Mean	SD	MCSE	95% credible Interval
Evaluate Cheating	0.46	0.17	0.005	[0.14, 0.79]
Constant	3.46	0.12	0.003	[3.23, 3.70]
σ^2	1.30	0.13	0.003	[1.06, 1.58]

Note. MCMC interactions = 12,5000, Burn-in = 2,500, MCMC sample size= 10,000, $N = 194$, Acceptance Rate = 0.37. Stata 18's default model parameters were used to conduct this test.

Figure S2

The Typing Speed Task in Study 1

Below is the character string.

Type the character string as many times as you can into the textbox below.

Aa1Bb2Cc3Dd4Ee5

Number Correct: 0

This page will automatically advance after 90 seconds.

Note. The “Number Correct” value increased by one each time participants typed or pasted the character string correctly. Participants in the Opportunity to Lie condition could not paste text into the textbox. To prevent these participants from pasting text, I used a paste event listener that fired whenever the participant initiated a “paste” action through the browser’s user interface. The listener then prevented the default paste action from occurring. This code is available in the data repository.

Table S3*Underreporting and Overreporting Behavior in the Typing Speed Task*

	(A) Sample size	(B) Percent of sample who underreported their performance	(C) Percent of sample who overreported their performance	(D) Mean # of strings misreported (SE)	(E) <i>p</i> value testing whether the value in (D) is different from zero	(F) Mean # of strings overreported recoding all underreporting as accurate (SE)	(G) <i>p</i> value testing whether the value in (F) is different from zero
Study 1	192	28%	26%	0.41 (0.20)	.042	0.83 (0.18)	<.001
Study 2	274	11%	36%	0.68 (0.11)	<.001	0.81 (0.11)	<.001
Study S1	278	28%	19%	0.25 (0.18)	.169	0.69 (0.17)	<.001
Study S2	289	13%	27%	0.44 (0.10)	<.001	0.59 (0.09)	<.001
Study S3	288	16%	31%	0.39 (0.09)	<.001	0.59 (0.08)	<.001

Note. In the character string version of Typing Speed Task, participants were presented with a counter above the textbox that provided real-time feedback about the number of character strings that they correctly typed (see Figure S2). Despite this feedback, some participants underreported the number of character strings that they typed. I do not classify underreporting behavior to be lying as it is likely unintentional. The large majority of participants who underreported their performance in each study did so by one or two character strings. Column A shows the number of participants who were eligible to self-report their performance. Column B shows the percent of participants who underreported their performance and Column C shows the percent of participants who overreported their performance. Column D shows the raw average number of character strings participants misreported (i.e., the number of character string participants reported minus the number of character strings participants typed). Column E shows the *p* value testing whether the value in Column D is different from zero using an empty OLS regression. In accordance with the preregistration documents, I classify participants who underreported their performance as “honest” in all studies and recode these participants’ reported performances to accurately reflect the number of strings that they typed. Column F shows the average number of character strings participants

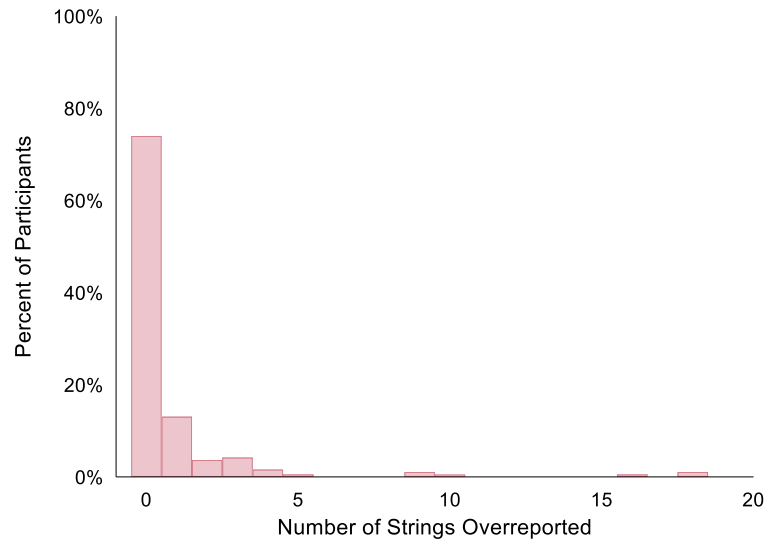
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overreported after making this change. In Column G, shows the p value testing whether the value in column F is different from zero using an empty OLS regression. For Studies S2 and S3, this table shows participants' first round behavior. These analyses reveal that while some participants underreported their performance, the participants who overreported their performance (and lied) did so to a much larger extent. I focus on how participants' overreporting behavior compares to cheating behavior.

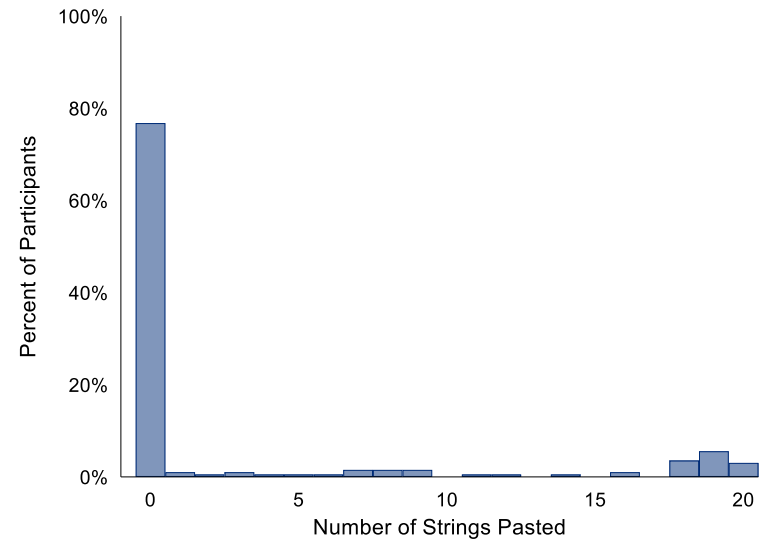
Figure S3

Pattern of Cheating and Lying in Study 1 with Honest Participants Included

Panel A. *Opportunity to Lie condition*



Panel B. *Opportunity to Cheat condition*



Note. Panel A shows the distribution of unethical behavior for participants assigned to the Opportunity to Lie condition ($N = 192$). Panel B shows the distribution of unethical behavior for participants assigned to the Opportunity to Cheat condition ($N = 198$). Honest participants are represented as having zero strings overreported (Panel A) and pasted (Panel B).

Study S1

Study S1 retests the effects of Study 1 in a within subjects design. Participants in this study have the opportunity to both lie and cheat in the Typing Speed Task used in Study 1.

Method

Participants

I posted a study to Prolific for 300 participants from the United States. After following the preregistered data exclusion plan (Table S1), the final sample consisted of 278 people (121 women, 151 men, five indicated a different gender identity, one preferred not to state; $M_{age} = 34.40$, $SD_{age} = 12.13$). Participants earned \$0.50 plus a potential bonus for completing the study. The study was preregistered here: <https://aspredicted.org/wp9c-p3rn.pdf>.

Procedure and Materials

Upon entering the study, participants read the Typing Speed Task instructions described in the Pilot Study. Participants then proceeded to the task and had 90 seconds to type the character string: *Aa1Bb2Cc3Dd4Ee5*. As in Study 1, the textbox was limited to 314 characters ensuring that the string could not be pasted or typed more than 20 times.

After 90 seconds, participants proceeded to the next page where they learned that their bonus would be determined by their reported performance. Participants then entered the number of times they correctly typed the string. Participants could self-report typing a maximum of 25 strings – five strings more than the textbox limit. This afforded all participants, including those who chose to maximally cheat, the opportunity to lie and overreport their performance. Participants completed the study by answering a brief demographics questionnaire.

Results

Analysis

In accordance with the preregistration, I classified participants as “honest,” “cheaters,” “liars,” and “lying cheaters” depending on their actions in the Typing Speed Task. Specifically, I classified a participant as “honest” if they accurately reported the number of strings that they typed. I classified a participant as a “cheater” if they pasted the string into the textbox at least once and accurately reported the combined total number of strings that they pasted and typed. I classified a participant as a “liar” if they did not paste the string into the textbox, but overreported the number of strings that they typed. I classified a participant as a “lying cheater” if they pasted the string at least once and then overreported the total number of strings that they pasted and typed.

I measured dishonesty as the number of strings a participant either pasted to create or misreported. The extent to which participants cheated ranged from 0-20 strings and the extent to which participants lied ranged from 0-25 strings. All participants are included in all statistical tests.

Results

As shown in Figure S4 (Panel A), 36% of participants chose to behave unethically. Seventeen percent of participants cheated by pasting text into the text box and another 17% lied by overreporting their performance. Just five participants (1.8% of sample) both cheated in the task and lied by overreporting their performance. On average, participants honestly typed 5.02 character strings ($SD = 3.77$).

The *truth-stretching hypothesis* characterized lying behavior, but not cheating behavior. As shown in Figure S5, more than half of the participants who lied did so by one or two

character strings (Panel A). Most cheaters, however, cheated by 10 or more strings (Panel B). Whereas only one participant lied to the maximum level, nine participants (3% of the sample) cheated to the maximum level ($z = 2.55$, $p = .011$). On average, cheaters inflated their performance by roughly three times the amount that liars did ($M_{\text{strings pasted}} = 2.31$, $SE = 0.34$; $M_{\text{strings overreported}} = 0.69$, $SE = 0.17$, $t(277) = 4.15$, $p < .0001$, $d = 0.25$, Figure S4 Panel B). The distribution of lying differed significantly from the distribution of cheating ($p < .0001$, $N = 278$, *one-sample Kolmogorov–Smirnov test*). Together, these results offer additional support that cheaters in the Typing Speed Task are willing to engage in larger magnitudes of unethical behavior than liars.

Discussion

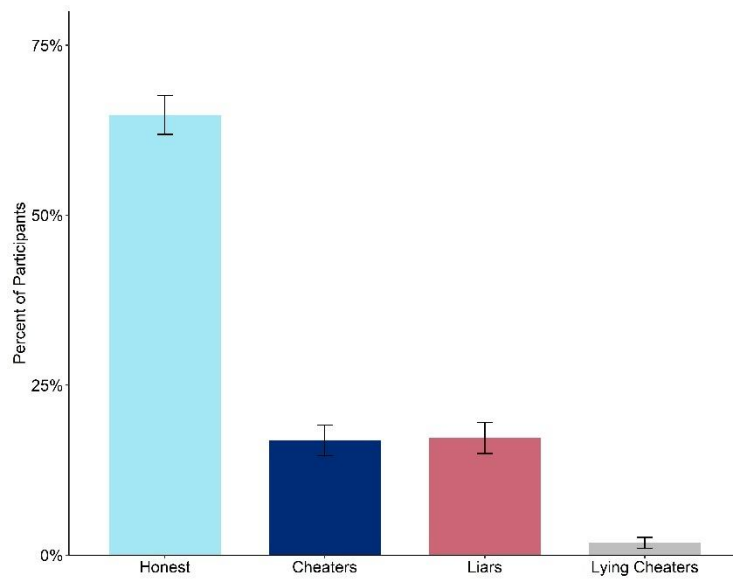
Study S1 provides further evidence that cheating more often leads to larger magnitudes of dishonesty than lying. In Study S1, many cheaters cheated by the maximum amount possible when presented with the opportunity to cheat – cheating on all 20 character strings. However, these same participants chose not to overreport their performance. This latter finding suggests that people’s willingness to engage in dishonesty is dependent on the nature of the dishonesty.

I note that the classification of lying behavior may have been too broad in this study. Underreporting rates in this study were higher than in the other studies that use this version of the Typing Speed Task (see Table S3). This suggests that some of the participants classified as “liars” in accordance with the preregistration may have been making an honest mistake when they reported their performance.

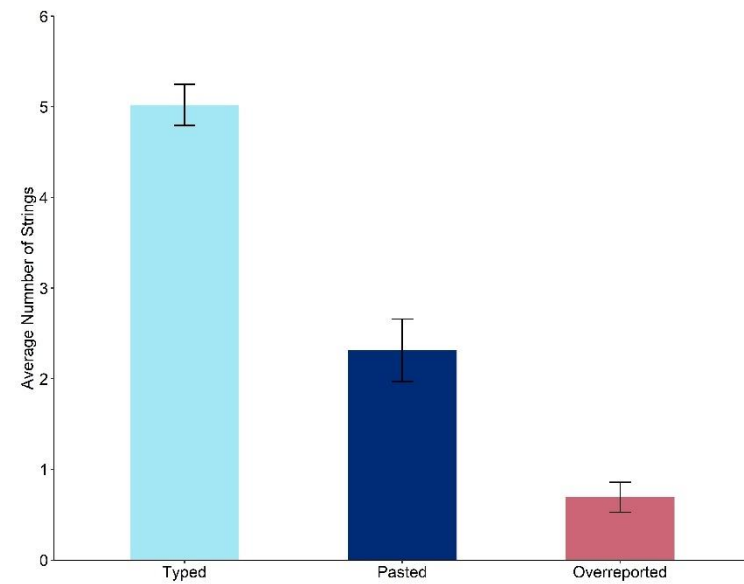
Figure S4

Rate and Magnitude of Cheating and Lying in Study S1

Panel A. Rates of Dishonesty in Study S1



Panel B. Average Performance in Study S1

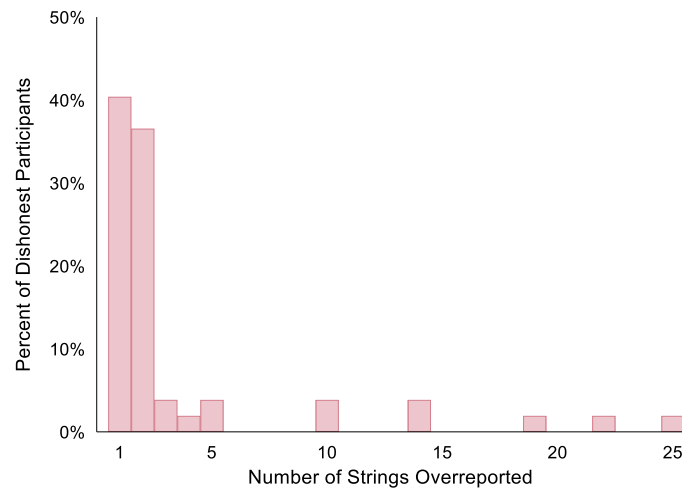


Note. This figure depicts the proportion of participants who chose to be honest, cheat, lie, and cheat and lie (Panel A) and the average number of strings that participants chose to type, paste, and overreport (Panel B) in Study S1 ($N = 278$). Each error bar represents ± 1 SEM derived using an OLS regression without predictors.

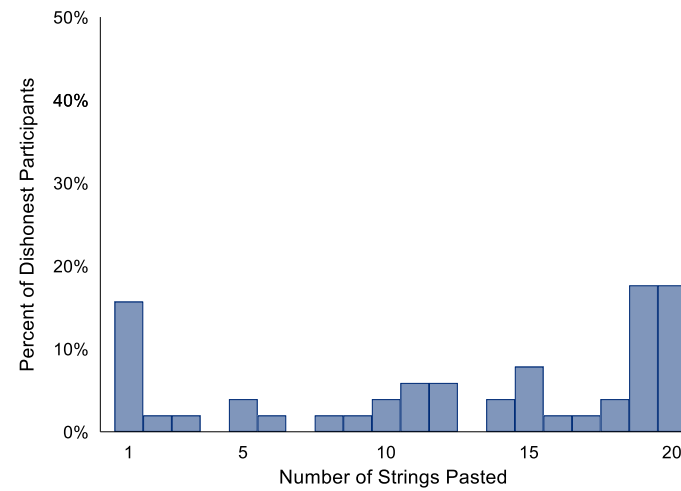
Figure S5

Patterns of Cheating and Lying in Study S1

Panel A. *Lying Behavior*



Panel B. *Cheating Behavior*

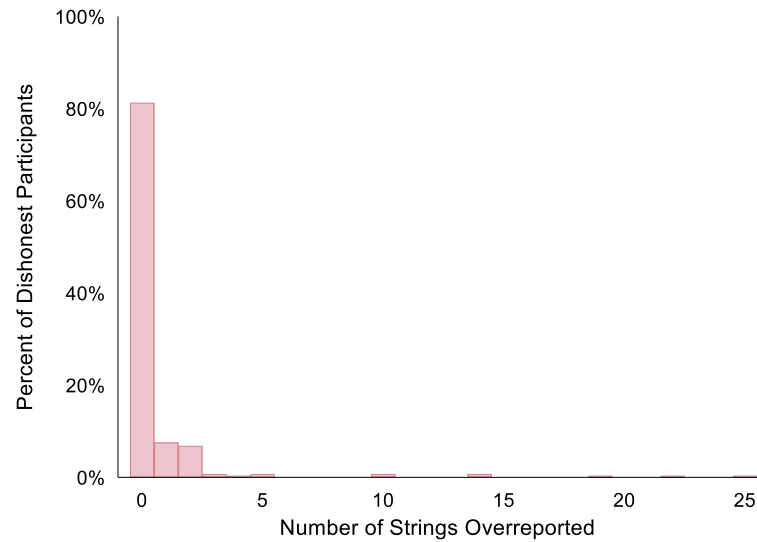


Note. Panel A shows the distribution of unethical behavior for liars ($N = 52$). Panel B shows the distribution of unethical behavior for cheaters ($N = 51$). Honest participants are not shown. See Figure S6 for representation of honest participants.

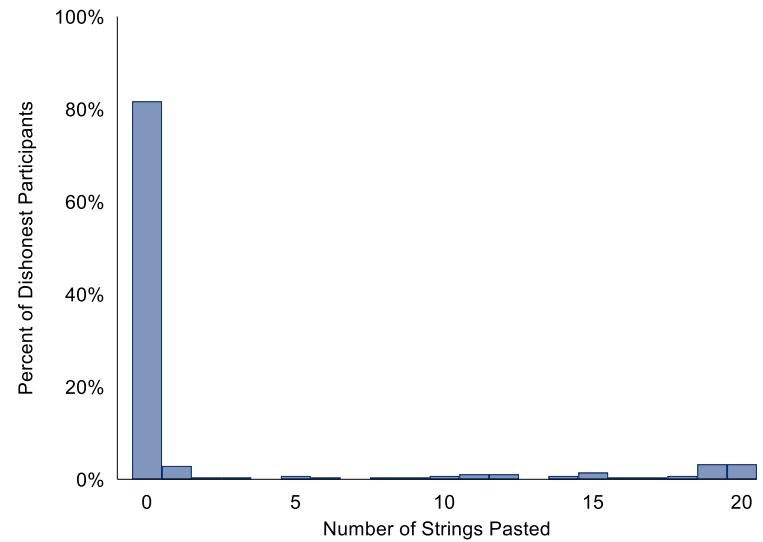
Figure S6

Pattern of Cheating and Lying in Study S1 with Honest Participants Included

Panel A. *Lying Behavior*



Panel B. *Cheating Behavior*



Note. Panel A shows the distribution of participants' overreporting behavior. Panel B shows the distribution of participants' pasting behavior. Honest participants are represented as having zero strings overreported (Panel A) and pasted (Panel B). Participants who both pasted and overreported their performance ($N = 5$) are represented in both panels.

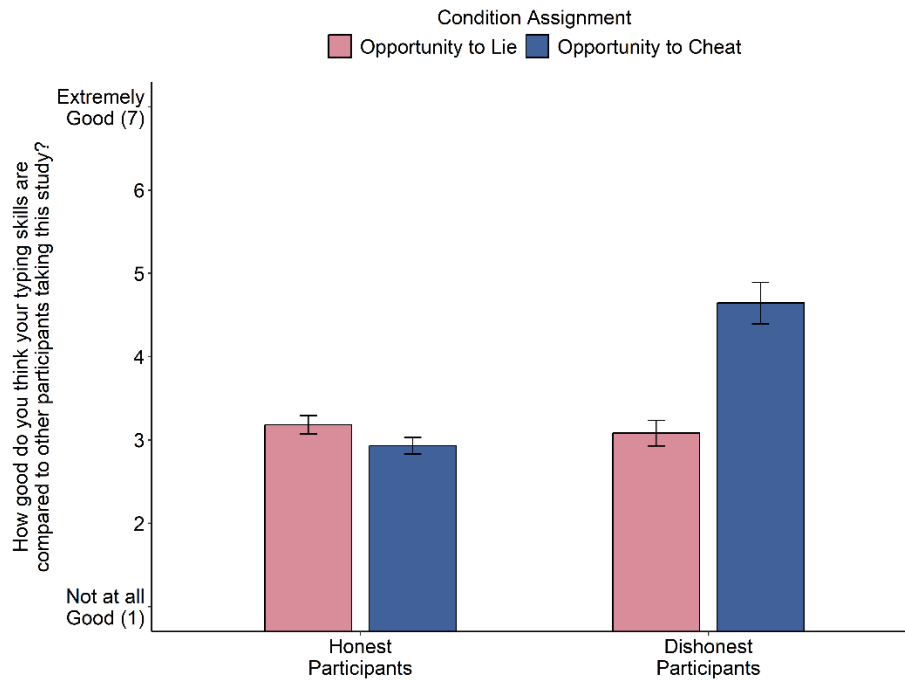
Table S4*Mean Ratings of Each Post-Task Measure for Dishonest and Honest Participants in Study 2*

	<i>N</i>	Clever <i>M</i> (<i>SE</i>)	Excited <i>M</i> (<i>SE</i>)	Intelligent <i>M</i> (<i>SE</i>)	Guilty <i>M</i> (<i>SE</i>)	Upset <i>M</i> (<i>SE</i>)	Nervous <i>M</i> (<i>SE</i>)	Perceived ability <i>M</i> (<i>SE</i>)
Dishonest Participants (Opp. to Cheat)	45	2.56 (0.21)	2.42 (0.20)	2.42 (0.20)	1.87 (0.19)	1.31 (0.11)	1.96 (0.19)	4.64 (0.25)
Dishonest Participants (Opp. to Lie)	98	1.64*** (0.10)	1.96* (0.12)	2.09 (0.11)	1.27** (0.07)	1.68* (0.10)	1.97 (0.12)	3.08*** (0.15)
Honest Participants (Opp. to Cheat)	227	1.57*** (0.06)	1.93* (0.07)	2.07 (0.07)	1.23*** (0.04)	1.93*** (0.07)	2.20 (0.08)	2.93*** (0.10)
Honest Participants (Opp. to Lie)	176	1.59*** (0.07)	1.89* (0.08)	2.03+ (0.08)	1.18*** (0.05)	1.63* (0.07)	1.90 (0.09)	3.18*** (0.11)

Note. This table shows the mean ratings of each of the post-task measures in Study 2 for honest and dishonest participants. I compared the mean rating of cheating participants to the mean ratings of the other three groups of participants using OLS regressions with robust standard errors. *** $p < .001$, ** $p < .01$, * $p < .05$, + $p < .1$.

Figure S7

Perceived Ability Following Cheating and Lying in Study 2

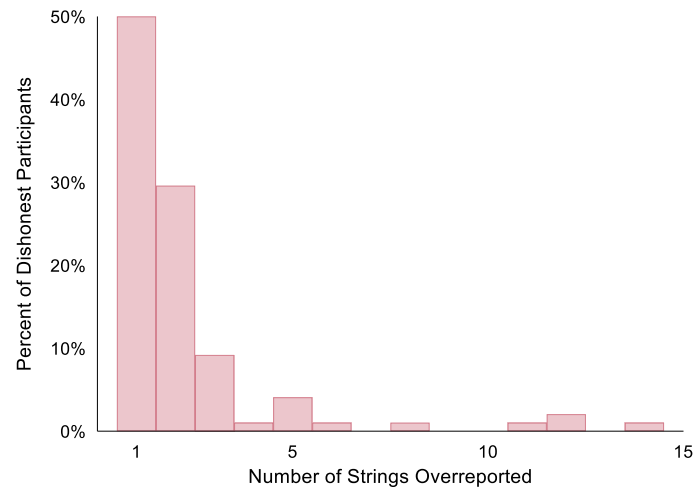


Note. On average, cheaters reported that their typing skills were significantly better than others. Liars did not. Point estimates represent the marginal effects of an OLS regression with robust standard errors. Each error bar represents ± 1 SEM.

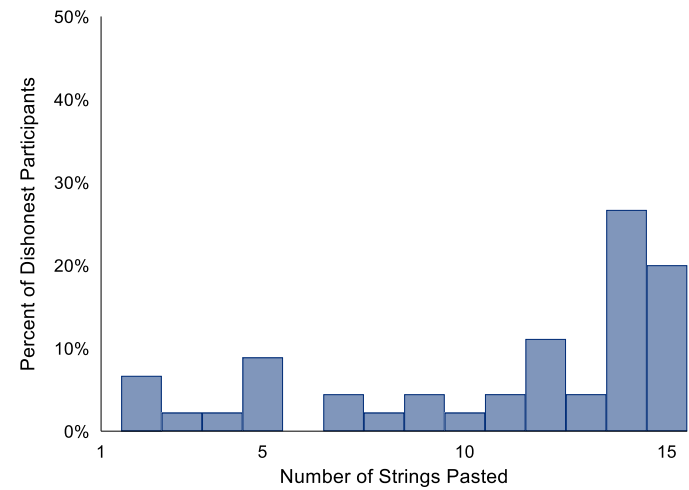
Figure S8

Patterns of Cheating and Lying in Study 2

Panel A. *Lying Behavior*



Panel B. *Cheating Behavior*

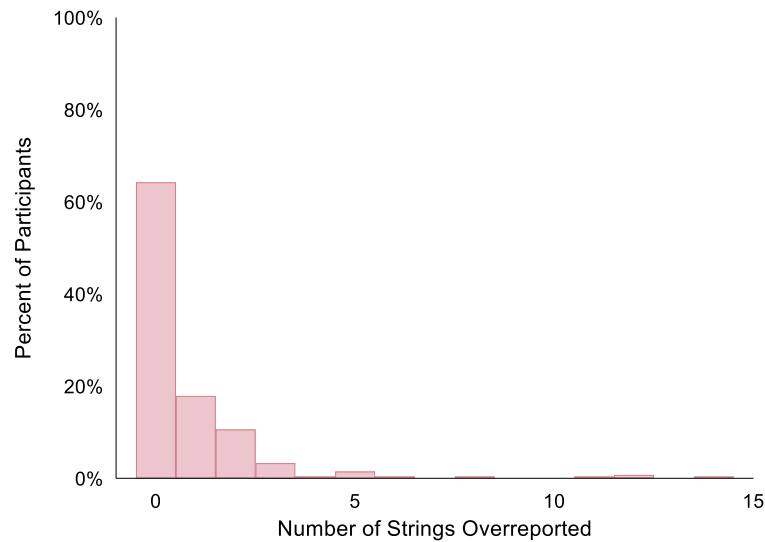


Note. Panel A shows the distribution of unethical behavior for liars ($N = 98$). Panel B shows the distribution of unethical behavior for cheaters ($N = 45$). Honest participants are not shown. See Figure S9 for a representation of honest participants.

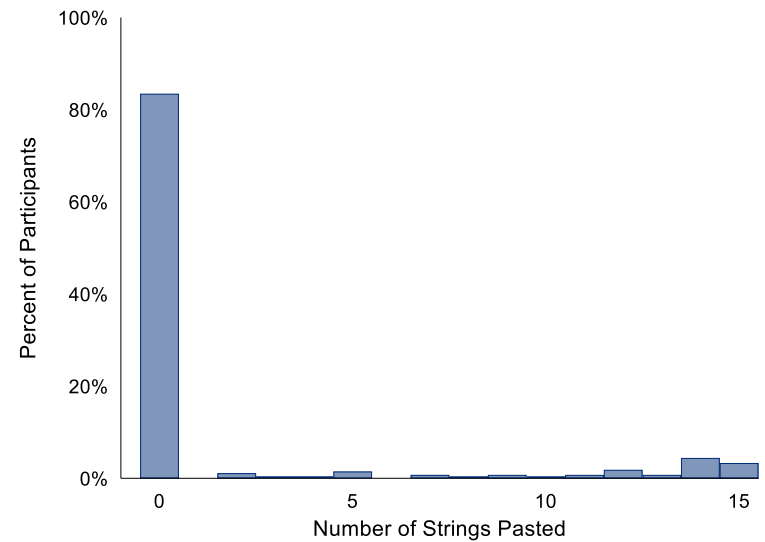
Figure S9

Pattern of Cheating and Lying in Study 2 with Honest Participants Included

Panel A. *Opportunity to Lie condition*



Panel B. *Opportunity to Cheat condition*



Note. Panel A shows the distribution of unethical behavior for participants assigned to the Opportunity to Lie condition ($N = 274$). Panel B shows the distribution of unethical behavior for participants assigned to the Opportunity to Cheat condition ($N = 272$). Honest participants are represented as having zero strings overreported (Panel A) and pasted (Panel B).

Table S5*Interaction Effects on Each Post-Task Measure in Study 2*

Dependent Variable		Treatment	(Dis)honesty	Treatment * (Dis)honesty	Constant
Clever	Coefficient	-0.01	0.06	0.93	1.59
	(SE)	(0.09)	(0.12)	(0.25)	(0.07)
	<i>p</i> value	.890	.638	<.0001	<.0001
Excited	Coefficient	0.04	0.07	0.42	1.89
	(SE)	(0.11)	(0.14)	(0.25)	(0.08)
	<i>p</i> value	.715	.603	.094	<.0001
Intelligent	Coefficient	0.05	0.06	0.28	2.02
	(SE)	(0.11)	(0.13)	(0.25)	(0.08)
	<i>p</i> value	.661	.636	.259	<.0001
Guilty	Coefficient	0.05	0.09	0.55	1.18
	(SE)	(0.06)	(0.09)	(0.21)	(0.05)
	<i>p</i> value	.397	.297	.009	<.0001
Upset	Coefficient	0.30	0.06	-0.67	1.63
	(SE)	(0.10)	(0.12)	(0.18)	(0.07)
	<i>p</i> value	.003	.633	<.0001	<.0001
Nervous	Coefficient	0.30	0.07	-0.31	1.90
	(SE)	(0.12)	(0.14)	(0.25)	(0.09)
	<i>p</i> value	.010	.621	.211	<.0001
Perceived Ability	Coefficient	-0.25	-0.10	1.82	3.18
	(SE)	(0.15)	(0.19)	(0.33)	(0.11)
	<i>p</i> value	.091	.597	<.0001	<.0001

Note. Table S5 shows the interaction effect of condition assignment and participants' choice to be honest or dishonest on each post-task measure in Study 2 using an OLS regression with robust standard errors. Each column represents the predictor variables in each model. Treatment takes the value 1 for participants assigned to the Opportunity to Cheat condition and 0 for participants assigned to the Opportunity to Lie condition. (Dis)honesty takes the value 1 for participants who chose to act dishonestly and the value 0 for participants who chose to act honestly. The Treatment*(Dis)honesty variable represents the interaction term of the two binary variables. All participants in Study 2 are included in these analyses ($N = 546$)

Table S6*Pairwise Correlations of Post-Task Measures in Study 2**Opportunity to Cheat Condition (N = 272)*

Variables	(clever)	(excited)	(intelligent)	(guilty)	(upset)	(nervous)	(ability)
clever	1.00						
excited	0.39	1.00					
intelligent	0.61	0.34	1.00				
guilty	0.37	0.23	0.21	1.00			
upset	-0.04	0.04	-0.06	0.25	1.00		
nervous	-0.00	0.22	-0.03	0.35	0.44	1.00	
ability	0.44	0.26	0.42	0.15	-0.23	-0.13	1.00

Opportunity to Lie condition (N = 274)

Variables	(clever)	(excited)	(intelligent)	(guilty)	(upset)	(nervous)	(ability)
clever	1.00						
excited	0.48	1.00					
intelligent	0.70	0.47	1.00				
guilty	0.24	0.20	0.19	1.00			
upset	0.06	0.13	0.03	0.48	1.00		
nervous	0.08	0.26	0.05	0.35	0.49	1.00	
ability	0.35	0.33	0.36	0.03	-0.12	-0.08	1.00

Note. This table shows the Pearson correlations for each of the post-task measures used in Study 2 in each condition.

Table S7*Intent to Treat Analysis in Study 2*

Dependent Variable		Treatment	Constant
Clever	Coefficient	0.13	1.61
	(SE)	(0.09)	(0.06)
	<i>p</i> value	.133	<.0001
	Cohen's <i>d</i>	0.13	
Excited	Coefficient	0.09	1.91
	(SE)	(0.09)	(0.07)
	<i>p</i> value	.317	<.0001
	Cohen's <i>d</i>	0.09	
Intelligent	Coefficient	0.08	2.05
	(SE)	(0.09)	(0.06)
	<i>p</i> value	.382	<.0001
	Cohen's <i>d</i>	.07	
Guilty	Coefficient	0.13	1.21
	(SE)	(0.06)	(0.04)
	<i>p</i> value	.043	<.0001
	Cohen's <i>d</i>	0.17	
Upset	Coefficient	0.18	1.65
	(SE)	(0.09)	(0.06)
	<i>p</i> value	.042	<.0001
	Cohen's <i>d</i>	0.17	
Nervous	Coefficient	0.23	1.92
	(SE)	(0.10)	(0.07)
	<i>p</i> value	.020	<.0001
	Cohen's <i>d</i>	0.20	
Perceived Ability	Coefficient	0.07	3.15
	(SE)	(0.13)	(0.09)
	<i>p</i> value	.617	<.0001
	Cohen's <i>d</i>	0.04	

Note. This table shows the main effect of condition assignment on each of the post-task measures in Study 2 using an OLS regression with robust standard errors. Treatment takes the value 1 for participants assigned to the Opportunity to Cheat condition and 0 for participants assigned to the Opportunity to Lie condition. All participants in Study 2 are included in these analyses ($N = 546$).

Choosing Dishonesty-enabling Environments

Do unethical actors seek out opportunities to engage in unethical behavior? While recent scholarship has emphasized the importance of investigating the behavioral consequences of dishonesty (Efron, 2022; Gerlach & Teodorescu, 2022), scholars have found conflicting results. In some cases, unethical actors do seek out opportunities to engage in unethical behavior. This work has shown that in some situations, people who are likely to act dishonestly do opt in (Gross et al., 2018; Houdek et al., 2021), but in others situations, however, self-selection is less evident (Van Zant et al., 2022; Vranka et al., 2021). For example, Van Zant and colleagues provided participants with an opportunity to engage with the same negotiating partner a second time after completing their initial negotiation. Despite earning more money than honest participants, participants who were given the opportunity to lie were less likely to opt into another negotiation with the same partner.

Aligned with these conflicting results in the lab, education researchers have found that different types of dishonesty correlate with different individual differences and behavioral patterns (Cuadrado et al., 2021; Lee et al., 2020). More than sixty percent of students who report to have cheated by paying someone else to write their paper report that they made this choice more than once (Curtis & Clare, 2017). Students who lie, however, may not do so repeatedly. The majority of students who reported that they lied by feigning to be ill to avoid an assignment report that they did not choose to use the same lie again (Kapoor et al., 2022).

Distinguishing lying from cheating may help reconcile these conflicting findings. Consistent with the assertion that cheating, compared to lying, promotes greater feelings of cleverness and enjoyment, I hypothesize that individuals who cheat will be more likely to opt

into future opportunities to cheat than individuals who lie will be to opt into future opportunities to lie.

Studies S2

In Studies S2 and S3, I explore whether liars or cheaters will be more likely to opt into future opportunities to engage in unethical behavior. In this study, after participants completed the Typing Speed Task, participants were offered an incentivized choice: they could either complete a second round of the Typing Speed Task or they could complete an unrelated questionnaire.

To address potential concerns of an income effect, participants learned at the start of the study that they would earn a bonus payment for only one of the rounds of the task. After participants completed the first round, they learned that only the second round, and not the first round, would earn a bonus payment. This feature of the design provided the opportunity to investigate participants' choices after the first round of the task without variation in participants' earnings.

Method

Participants

A power analysis showed that I would need 588 participants per condition for 80% power to detect a 10 percentage point effect (assuming a base rate of 25%). I posted a study to Prolific for 600 participants from the United States. I analyzed the 581 participants who were both randomly assigned to an experimental condition and retained following the preregistered data exclusion plan (Table S1). Five hundred and seventy four people completed the study (304 women, 258 men, ten indicated a different gender identity, and two preferred not to state; $M_{age} =$

37.32, $SD_{age} = 12.96$). Participants earned \$1.00 for completing the study. The study was preregistered here: <https://aspredicted.org/4yr6-hh2w.pdf>.

Procedure and Materials

Participants learned that they would complete two rounds of the Typing Speed Task. In one round, the “Bonus Round,” participants would earn a \$0.04 bonus each time they correctly typed the character string. In the “No Bonus Round,” participants would not earn a bonus. On the same page, participants also learned that they would complete the first round of the Typing Speed Task and then would learn whether the first round was the “Bonus Round” or the “No Bonus Round” (see Figure S10).

Participants were randomly assigned to an Opportunity to Lie condition ($N = 291$) or an Opportunity to Cheat condition ($N = 290$) and completed the first round of the Typing Speed Task. After completing the first round, participants learned that they just completed the “No Bonus Round” and learned what they would have earned if the first round had been incentivized.

Except for the change in the incentives, the first round of the Typing Speed Task was similar to the task used in Study 2. Participants had 60 seconds to type the character string: *Aa1Bb2Cc3Dd4Ee5*. Participants in the Opportunity to Lie condition could not paste text and were asked to self-report the number of strings that they had typed (text entry, 0-15 strings). Participants in the Opportunity to Cheat condition could paste up to 15 character strings and were not asked to self-report their performance.

After participants completed the first round of the Typing Speed Task, they were presented with an incentivized choice. Participants learned that, for the next part of the study, they could either complete the “Bonus Round” of the Typing Speed Task or they could complete

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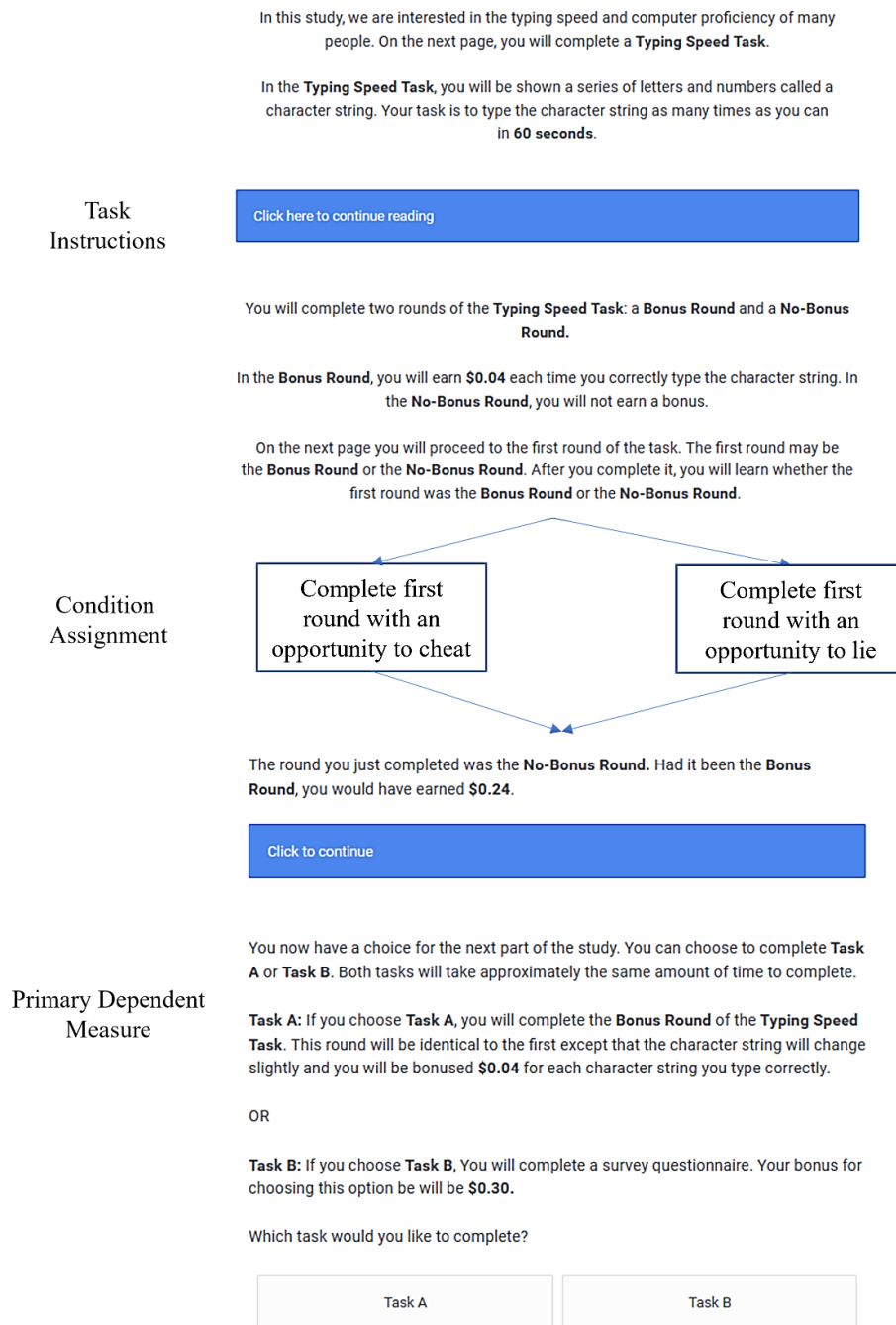
a survey questionnaire. Participants learned that the “Bonus Round” would be identical to the first round that they just completed, except that the character string would be slightly different, and that they would earn \$0.04 each time they correctly typed the character string. Participants further learned that if they opted to complete the survey, they would earn a fixed bonus of \$0.30. Participant’s choice was the primary dependent measure of the study.

After making their choice, participants who opted to complete the “Bonus Round” had 60 seconds to type the character string: *Bv6Jk7Qw8Py9Ds0*. As in the first round of the study, participants in the Opportunity to Cheat condition could paste text in the second round. Similarly, participants in the Opportunity to Lie condition self-reported their performance in the second round. Participants who opted to complete the survey answered 15 questions. For example, participants were asked, “How often do you eat breakfast in the morning?” (1 = *Never*, 5 = *Always*). All participants completed the study by completing a brief demographics questionnaire.

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Figure S10

Instructions in Study S2



Note. The bonus participants would have earned in the first round of the Typing Speed Task was based on their first-round performance. For participants assigned to the Opportunity to Cheat condition, the bonus was determined by the number of strings participants generated (by pasting or typing) in the first round. For participants assigned to the Opportunity to Lie condition, the bonus was determined by the number of strings participants reported typing in the first round.

Results

Analysis

I focused on the following question: Are people who lie or cheat in the first round more likely to opt into an opportunity to lie or cheat in the second round? To test this, I conducted an OLS regression with robust standard errors to assess the interaction between participants' condition assignment and their decision to act unethically on their choice to complete the second round. As in Study 2, I preregistered the same criteria to identify participants as “honest,” “liars,” or “cheaters” and assessed the magnitude of unethical behavior.

Results

By opting into a second chance to complete the Typing Speed Task, both liars and cheaters could earn the same total amount of money by engaging in unethical behavior. However, participants who cheated in the first round were more likely to opt into a second chance to cheat than participants who lied in the first round were to opt into a second chance to lie. Overall, participants assigned to the Opportunity to Cheat condition were more likely to choose to complete the second round of the Typing Speed Task (27%) compared to participants assigned to the Opportunity to Lie condition (17%, $\chi^2(N = 576, 1) = 8.50, p = .004$). As shown in Figure S11, this effect was driven by participants who cheated (interaction effect: $B = 0.42, SE = 0.09, p < .0001$). Most unethical participants in the Opportunity to Cheat condition (70%) chose to complete the Typing Speed Task in the second round; only 20% of honest participants in the Opportunity to Cheat condition chose to complete the Typing Speed Task in the second round ($\chi^2(N = 288, 1) = 46.63, p < .0001$). In contrast, relatively few unethical participants in the Opportunity to Lie condition (23%) chose to complete the Typing Speed Task in the second

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round; and only 15% of honest participants in the Opportunity to Lie condition chose to complete the Typing Speed Task in the second round ($\chi^2(N = 288, 1) = 2.57, p = .109$).

Once again, I find stronger support for the *truth-stretching hypothesis* for lying than for cheating. Consistent with the preregistration, I focus these analyses on participants' first round behavior. Whereas participants in the Opportunity to Lie condition lied by a small amount ($M_{\text{strings overreported}} = 0.59, SE = 0.09$), participants in the Opportunity to Cheat condition engaged in more unethical behavior ($M_{\text{strings pasted}} = 1.67, SE = 0.26, t(577) = 3.95, p < .0001, d = 0.33$, Figures S12 & S13). Participants were more likely to claim all 15 character strings in the Opportunity to Cheat condition (6%) than in the Opportunity to Lie condition (0%, $p < .0001$, *two-sided Fisher's exact test*) and the overall pattern of dishonesty differed significantly across conditions ($p = .022, N = 579, \text{Kolmogorov-Smirnov test}$).

In exploratory analyses, I investigated how the magnitude of unethical behavior in the first round influenced the decision to opt into the Typing Speed Task in the second round. I compared cheaters who cheated by fewer than eight strings and would have earned less than 30 cents (i.e., the amount of the opt out option) to cheaters who cheated by more than eight strings. I find that both groups opted to complete the second round of the task at a similar rate (55% v. 75%, respectively, $p = .262, N = 43, \text{two-sided Fisher's exact test}$) and that cheaters who cheated by fewer than eight strings opted into the second round at a significantly higher rate than honest participants (20%, $p = .013, N = 256, \text{two-sided Fisher's exact test}$).¹

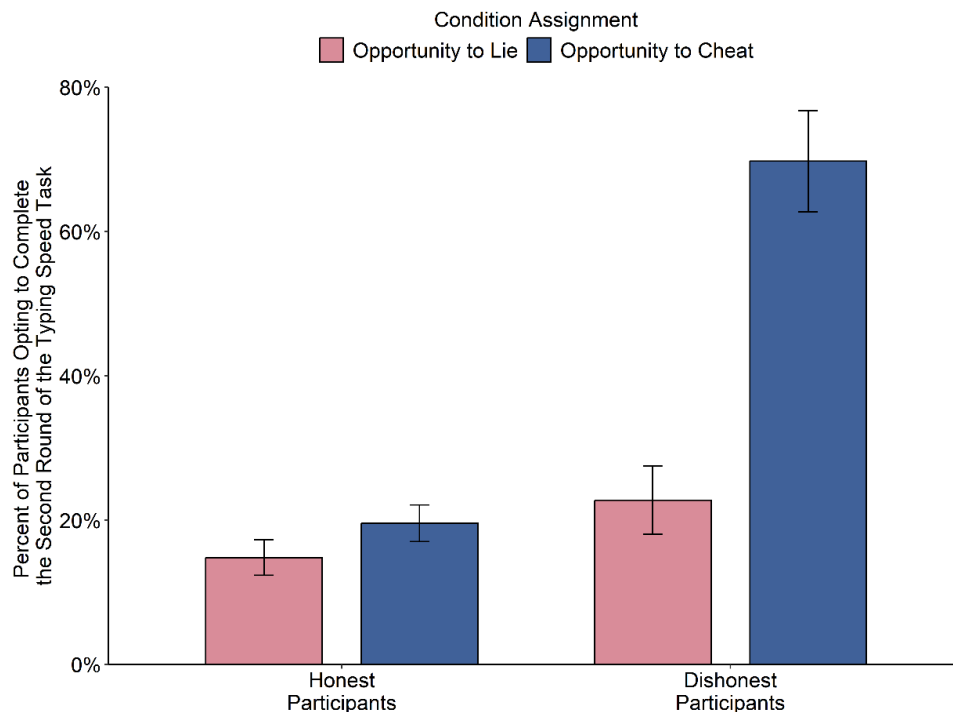
¹ A similar analysis cannot be conducted for participants in the Opportunity to Lie condition due to sample size. Only four participants in the Opportunity to Lie condition overreported their performance by eight or more strings. All four of these participants opted to complete the questionnaire.

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In secondary analyses, I explored how participants behaved in the second round of the task. As in the first round and in Studies 1 and 2 liars behaved in accordance with the *truth-stretching hypothesis*, but cheaters engaged in significantly more unethical behavior in the second round of the task (see Figure S14, Tables S8 and S9 for details).

Figure S11

Participants' Choice to Opt into a Dishonesty-Enabling Environment in Study S2

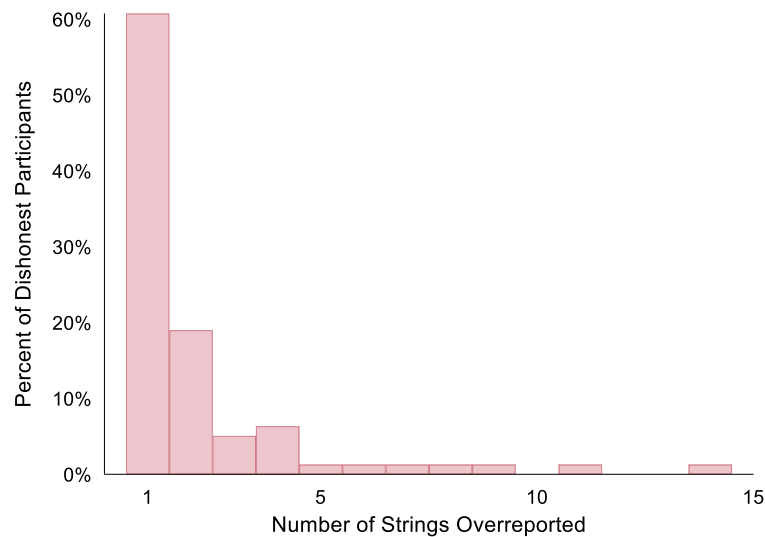


Note. After participants completed the first round of the Typing Speed Task, they were given an opportunity to either complete a second round of the task or complete an unrelated questionnaire. This figure shows the percentage of participants who opted in to complete a second round of the task. Participants who cheated in the first round were especially likely to opt into a second opportunity to cheat. Error bars represent ± 1 SEM.

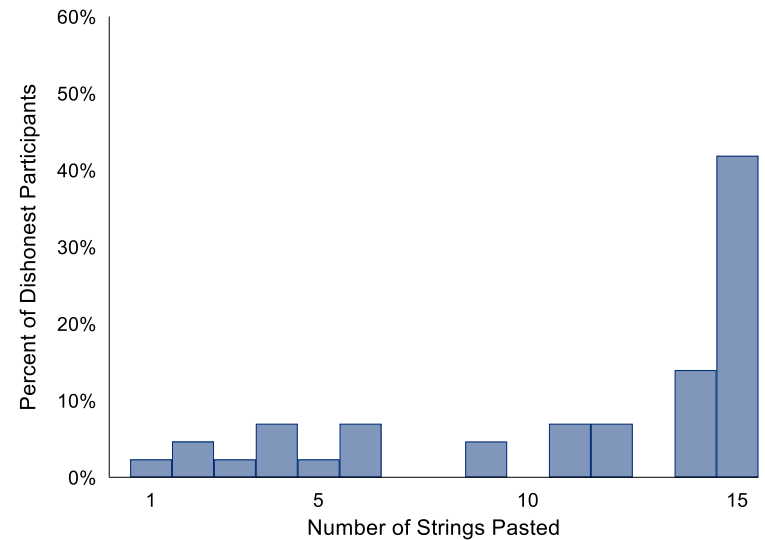
Figure S12

Pattern of Cheating and Lying in Round 1 in Study S2

Panel A. *Opportunity to Lie condition*



Panel B. *Opportunity to Cheat condition*

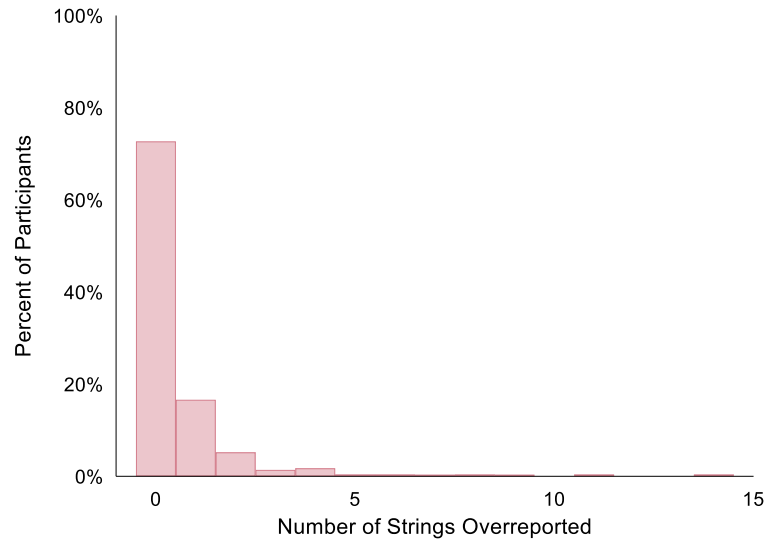


Note. Panel A shows the distribution of unethical behavior for participants assigned to the Opportunity to Lie condition ($N = 79$). Panel B shows the distribution of unethical behavior for participants assigned to the Opportunity to Cheat condition ($N = 43$). See Figure S13 for a representation of honest participants.

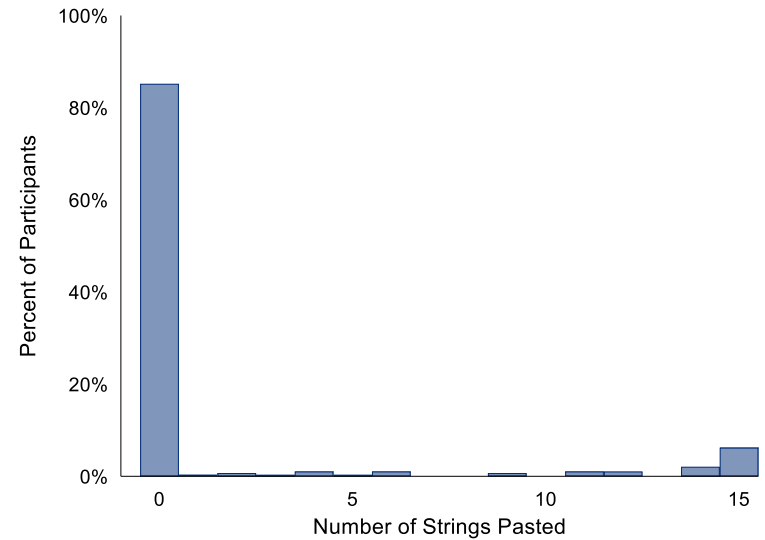
Figure S13

Pattern of Cheating and Lying in Round 1 in Study S2 with Honest Participants Included

Panel A. *Opportunity to Lie condition*



Panel B. *Opportunity to Cheat condition*



Note. Panel A shows the distribution of unethical behavior for participants assigned to the Opportunity to Lie condition ($N = 291$). Panel B shows the distribution of unethical behavior for participants assigned to the Opportunity to Cheat condition ($N = 290$). Honest participants are represented as having zero strings overreported (Panel A) and pasted (Panel B).

Study S3

Study S3 advances this research in three ways. First, I aim to replicate the primary findings of Study S2 that showed that cheaters are more likely than liars to opt into dishonesty-enabling environments. Second, I aim to conceptually replicate the results of Study 2, that showed that cheaters feel more clever and more enjoyment than liars after engaging in dishonesty. I aim to extend these two findings by assessing whether these cognitive and emotional changes mediate the moderation effect of participants' condition assignment and unethical behavior on their subsequent choice to opt into a dishonesty-enabling environment.

Method

Participants

Using the same power calculation as in Study S2, I posted a study to Prolific for 600 participants from the United States. After following the preregistered data exclusion plan (Table S1), 578 participants were randomly assigned to an experimental condition and 572 completed the study (282 women, 278 men, nine indicated a different gender identity, three preferred not to state; $M_{\text{age}} = 34.00$, $SD_{\text{age}} = 12.04$). All 578 participants are included in all analyses. Participants earned \$1.00 for completing the study. The study was preregistered here:

<https://aspredicted.org/ff82-qqv3.pdf>.

Procedure and Materials

Participants completed the same study procedure as Study S2 with one exception. Immediately after participants completed the first round of the Typing Speed Task, participants were asked three questions to assess their feelings of cleverness and enjoyment. I used two items to assess feelings of cleverness; "To what extent do you feel clever?" and "to what extent do you

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feel intelligent?” To assess enjoyment, participants were asked “How much did you enjoy the first round of the Typing Speed Task?” All items were assessed on a five-point scale (1 = *Very Slightly / Not at all*, 5 = *Extremely*).

Results

Analysis

I preregistered the same set of analyses as Study S2 as well as an analysis to test the mediating effects of cleverness and enjoyment on the interaction between participants’ condition assignment and choice to act unethically. The internal consistency of the two items that assessed cleverness was sufficiently high ($\alpha = .87$) and so I averaged the two items to create a composite measure of subjective cleverness. In accordance with the preregistration, I treated participants’ sense of enjoyment as a separate mediator. I used the *bruceR* package in R (Bao, 2023) to conduct each moderated mediation model (Hayes, 2017) with 10,000 bootstrap resamplings of the data.

Results

I conceptually replicated the results of the previous studies. I again found that the *truth-stretching hypothesis* applies more to lying behavior than to cheating behavior (see Figures S15 and S16). As in Study S2, I found that participants’ choice to continue to the second round of the Typing Speed Task was moderated by the interaction between participants’ condition assignment and participants’ decision to act unethically in the first round (Figure S17). As in Study 2, I found that cheaters felt more clever and more enjoyment after completing the task relative to other participants (Figure S18 & Table S10).

Mediation Analysis. Feelings of cleverness and enjoyment separately mediated the interaction effect of participants’ condition assignment and decision to act unethically on their choice to complete the second round of the Typing Speed Task. I found a significant indirect

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effect of condition assignment on participants' choice to continue to the second round via feelings of cleverness for participants who acted unethically ($B = 0.04$, $p = .040$, 95% CI [0.01, 0.08]) but not for honest participants ($B = 0.00$, $p = .547$, 95% CI [-0.01, 0.01], Figure S19). Similarly, I found a significant indirect effect of condition assignment on participants' choice to continue to the second round via feelings of enjoyment for participants who acted unethically ($B = 0.07$, $p = .005$, 95% CI [0.03, 0.12]), but not for honest participants ($B = 0.00$, $p = .628$, 95% CI [-0.01, 0.02], Figure S20). Together, these results show that participants who cheated felt more clever and more enjoyment than other participants and these positive experiences were associated with an increased likelihood to opt into a second opportunity to act unethically.

Discussion

In this study, I show that the experience and opportunity to cheat leads people to be more likely to seek an opportunity to engage in unethical behavior than the experience and opportunity to lie. These findings are consistent with prior work that has studied lying and found that people are averse to opting into future opportunities to lie (Van Zant et al., 2022). Importantly, however, these studies show that this aversion does not extend to all types of unethical behavior.

In addition, I again find support for the *truth-stretching hypothesis* for lying behavior, but not for cheating. I document this in both an initial and a subsequent round of behavior. I also show that compared to participants who lied, participants who cheated felt more clever and more enjoyment (conceptually replicating Study 2), and that these positive feelings were associated with an increased likelihood of opting into a second opportunity to act dishonestly.

Comparing Participants' First and Second Round Behavior in Studies S2 & S3

In Studies S2 and S3, participants who chose to complete the second round of the Typing Speed Task had two opportunities to engage in unethical behavior. In both studies, participants'

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opportunity to act unethically affected their degree of dishonesty in the second round of the task. In support of the *truth-stretching hypothesis*, participants in the Opportunity to Lie condition engaged in relatively low-levels of dishonesty in the second round of the task. In contrast to this pattern, participants assigned to the Opportunity to Cheat condition became more dishonest in the second round of the task.

In line with the results from the first round, participants assigned to the Opportunity to Cheat condition were, on average, more dishonest than participants in the Opportunity to Lie condition (Study S2: $M_{\text{strings pasted}} = 6.05$, $SE = 0.81$, $M_{\text{overreported}} = 0.94$, $SE = 0.29$, $t(125) = 5.96$, $p < .0001$, $d = 0.89$; Study S3: $M_{\text{strings pasted}} = 6.82$, $SE = 0.77$, $M_{\text{overreported}} = 0.88$, $SE = 0.32$, $t(147) = 7.13$, $p < .0001$, $d = 1.09$) and were more likely to submit the profit-maximizing report (Study S2: 29% vs. 0%, $p < .0001$, $N = 127$, *two-sided Fisher's exact test*; Study S3: 28% vs. 1%, $p < .0001$, $N = 149$, *two-sided Fisher's exact test*) in the second round of the task.

As shown in Figure S14, participants assigned to the Opportunity to Lie condition who completed both rounds of the task engaged in a similar level of dishonesty in both rounds (Study S2: $M_{\text{1st round strings overreported}} = 0.71$, $SE = 0.20$, $M_{\text{2nd round strings overreported}} = 0.94$, $SE = 0.29$, $t(48) = 0.81$, $p = .419$; Study S3: $M_{\text{1st round strings overreported}} = 0.75$, $SE = 0.26$, $M_{\text{2nd round strings overreported}} = 0.88$, $SE = 0.32$, $t(66) = 0.74$, $p = .459$). In contrast to this pattern, participants assigned to the Opportunity to Cheat condition who completed both rounds significantly increased their level of dishonesty in the second round of the task (Study S2: $M_{\text{1st round strings pasted}} = 4.62$, $SE = 0.74$, $M_{\text{2nd round strings pasted}} = 6.05$, $SE = 0.81$, $t(77) = 3.57$, $p = .001$; Study S3: $M_{\text{1st round strings pasted}} = 4.10$, $SE = 0.66$, $M_{\text{2nd round strings pasted}} = 6.82$, $SE = 0.77$, $t(81) = 5.02$, $p < .0001$). Using a mixed linear model clustered at the participant level, I identified a significant interaction between participants' condition assignment and round number on the magnitude of dishonesty (Study S2: $B_{\text{interaction effect}}$

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= 1.21, $SE = 0.49$, $z = 2.49$, $p = .013$; Study S3: $B_{interaction\ effect} = 2.59$, $SE = 0.57$, $z = 4.54$, $p < .0001$, Figure S14) and on participants' likelihood to profit maximize (Study S2: $B_{interaction\ effect} = 0.09$, $SE = 0.04$, $z = 2.41$, $p = .016$; Study S3: $B_{interaction\ effect} = 0.17$, $SE = 0.05$, $z = 3.78$, $p < .0001$). I note that these analyses are exploratory and do not demonstrate causality – participant's decision to complete the second round of the task is correlated with their decision to act dishonestly in the second round.

Figure S14

Magnitude of Unethical Behavior in Studies S2 & S3



Note. This figure shows the average number of strings participants generated unethically in Studies S2 and S3 for participants who opted to complete both rounds of the Typing Speed Task (Study S2: $N = 127$, Study S3: $N = 149$). A mixed linear model revealed a significant interaction effect between participants' condition assignment and round number on the average magnitude of dishonesty (Study S2: $B_{\text{interaction effect}} = 1.21$, $SE = 0.49$, $z = 2.49$, $p = .013$; Study S3: $B_{\text{interaction effect}} = 2.59$, $SE = 0.57$, $z = 4.54$, $p < .0001$). Error bars represent 95% CIs.

Table S8*Magnitude of Dishonesty in Rounds 1 & 2 in Studies S2 & S3*

	(1) Round 1 All participants <i>M</i> (<i>SE</i>) <i>N</i> = 579	(2) Round 1 Subset Who Opted to Complete Round 2 <i>M</i> (<i>SE</i>) <i>N</i> = 127	(3) Round 2 <i>M</i> (<i>SE</i>) <i>N</i> = 127
Study S2			
Opp. to Cheat	1.67 (0.26)	4.62 (0.74)	6.05 (0.81)
Opp. to Lie	0.59 (0.09)	0.71 (0.20)	0.94 (0.29)
Study S3			
Opp. to Cheat	1.79 (0.25)	4.10 (0.66)	6.82 (0.77)
Opp. to Lie	0.59 (0.08)	0.75 (0.26)	0.88 (0.32)

Note. This table shows the average number of dishonest strings participants submitted in each condition in each round in Studies S2 and S3. Column 1 includes all participants and shows the average number of dishonest strings submitted in the first round. Column 2 shows the average number of dishonest strings submitted in the first round for the subset of participants who chose to complete the second round of the Typing Speed Task. Column 3 shows the average number of dishonest strings submitted in the second round.

Table S9*Likelihood of Profit Maximizing Dishonesty in Rounds 1 & 2 in Studies S2 & S3*

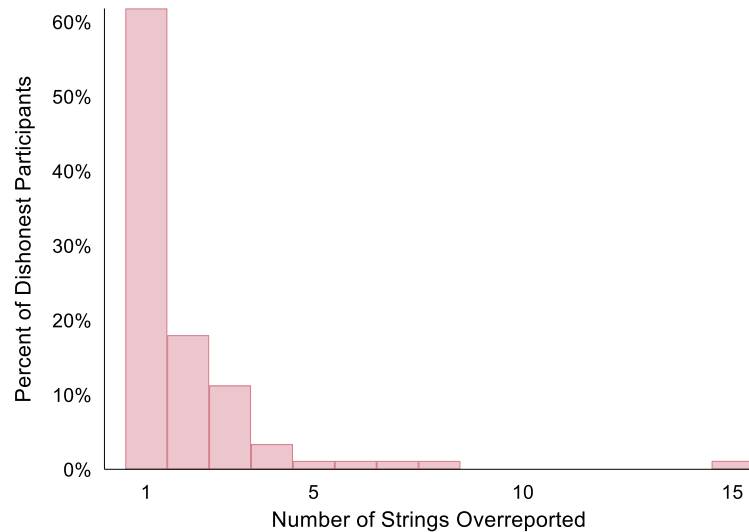
	(1) Round 1 All participants	(2) Round 1 Subset Who Opted to Complete Round 2	(3) Round 2
Study S2	<i>N</i> = 579	<i>N</i> = 127	<i>N</i> = 127
Opp. to Cheat	6%	21%	29%
Opp. to Lie	0%	0%	0%
Study S3	<i>N</i> = 577	<i>N</i> = 149	<i>N</i> = 149
Opp. to Cheat	4%	11%	28%
Opp. to Lie	0.4%	1%	1%

Note. This table shows the percentage of participants who engaged in the profit-maximizing level of dishonestly (i.e., claimed 15 character strings) in each condition in each round in Studies S2 and S3. Column 1 includes all participants and shows the rates of profit maximization in the first round. Column 2 shows the rates of profit maximization in the first round for the subset of participants who chose to complete the second round of the Typing Speed Task. Column 3 shows the rates of profit-maximization in the second round.

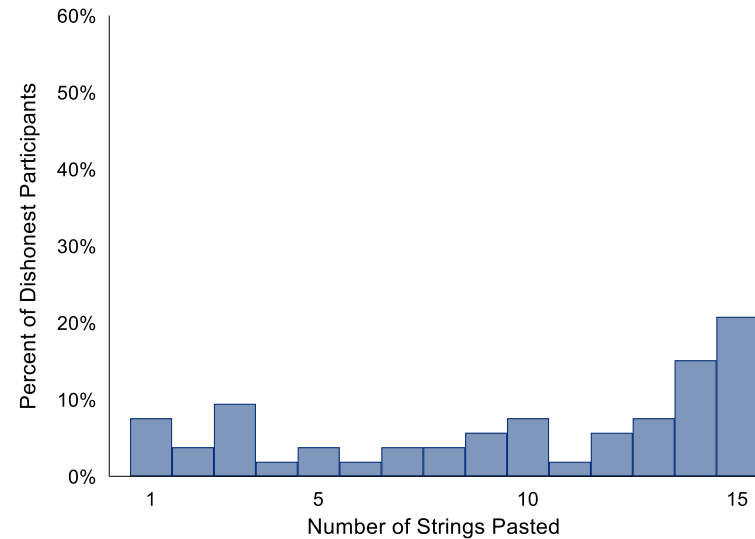
Figure S15

Pattern of Cheating and Lying in Round 1 in Study S3

Panel A. *Opportunity to Lie condition*



Panel B. *Opportunity to Cheat condition*



Note. Panel A shows the distribution of unethical behavior for participants assigned to the Opportunity to Lie condition ($N = 89$).

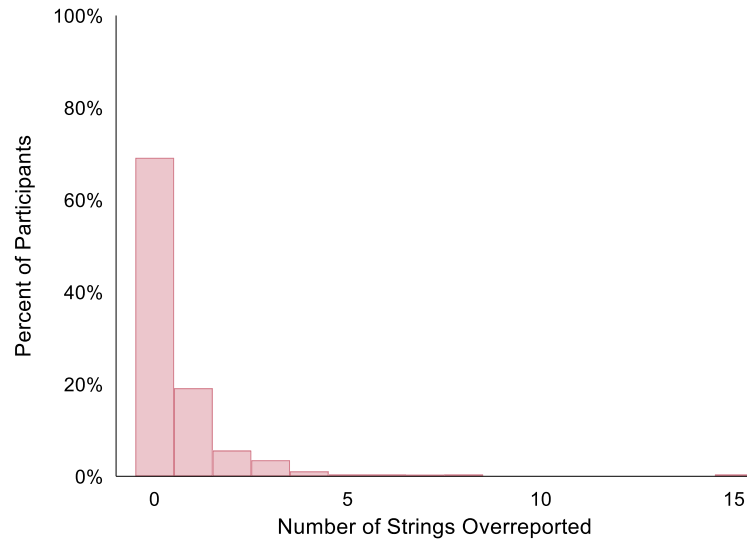
Panel B shows the distribution of unethical behavior for participants assigned to the Opportunity to Cheat condition ($N = 53$).

Study S3 conceptually replicated the finding that the *truth-stretching hypothesis* applies more to lying than cheating behavior. Participants in the Opportunity to Cheat condition were dishonest by a larger magnitude ($M_{\text{strings pasted}} = 1.76$, $SE = 0.25$) than participants in the Opportunity to Lie condition ($M_{\text{strings overreported}} = 0.59$, $SE = 0.08$, $t(575) = 4.47$, $p < .0001$, $d = 0.37$) in the first round of the task. Participants in the Opportunity to Cheat condition were more likely (4%) to profit maximize than participants in the Opportunity to Lie condition (0.4%, $p = .006$, *two-sided Fisher's exact test*). Overall, the distribution of dishonesty differed across conditions ($p = .021$, $N = 577$, *Kolmogorov–Smirnov test*). See Figure S16, for representation of honest participants.

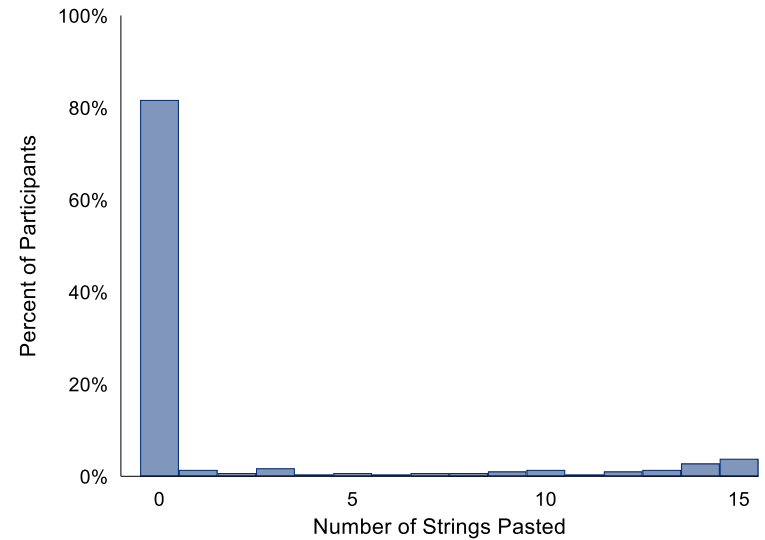
Figure S16

Pattern of Cheating and Lying in Round 1 in Study S3 with Honest Participants Included

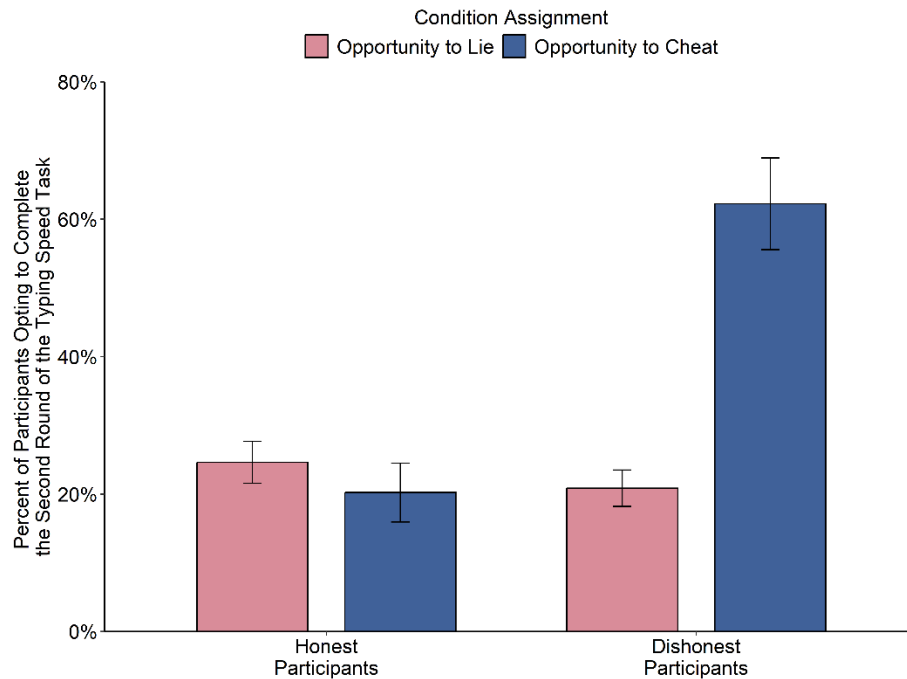
Panel A. *Opportunity to Lie condition*



Panel B. *Opportunity to Cheat condition*



Note: Panel A shows the distribution of unethical behavior for participants assigned to the Opportunity to Lie condition ($N = 288$). Panel B shows the distribution of unethical behavior for participants assigned to the Opportunity to Cheat condition ($N = 289$). Honest participants are represented as having zero strings overreported (Panel A) and pasted (Panel B).

Figure S17*Participants' Choice to Opt into a Dishonesty-Enabling Environment in Study S3*

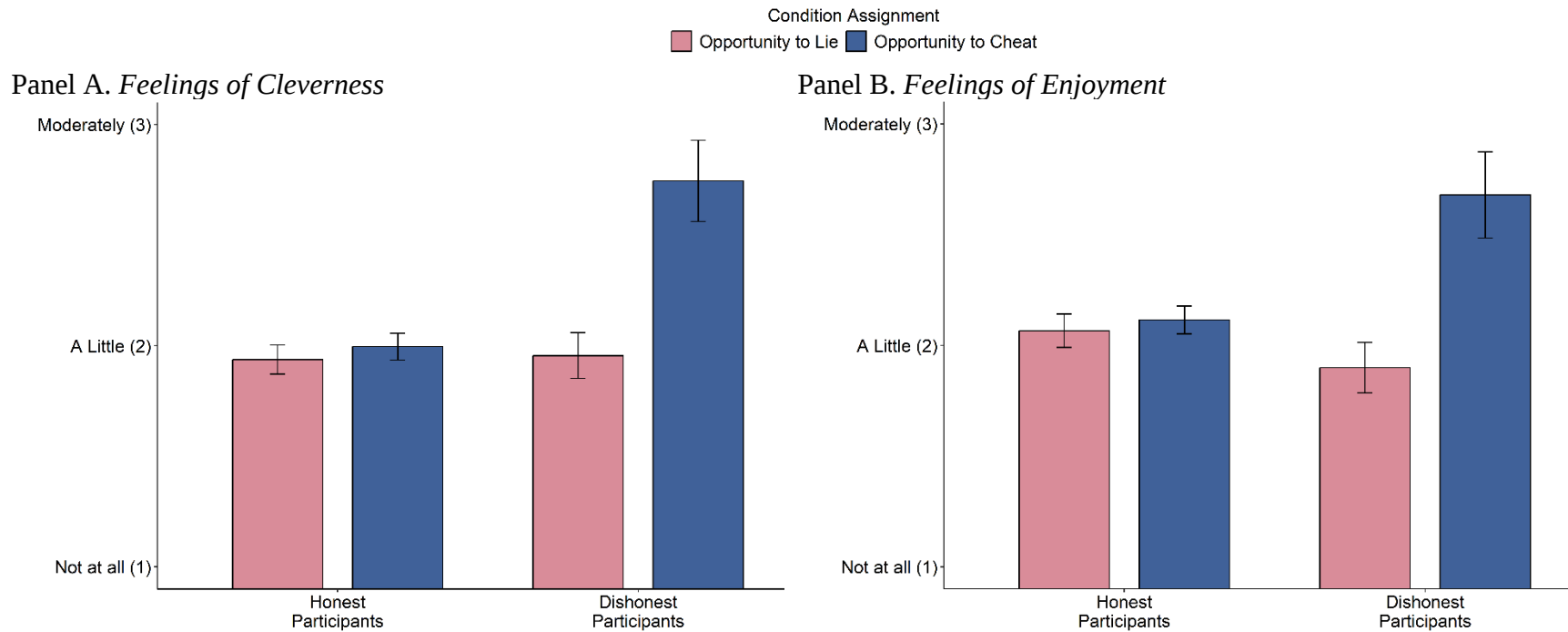
Note. After participants completed the first round of the Typing Speed Task, they were given an opportunity to either complete a second round of the task or complete an unrelated questionnaire. This figure shows the percentage of participants who selected to complete the second round of the task across participants' condition assignment and their decision to act unethically in the first round. Each error bar represents ± 1 SEM from an OLS regression with robust standard errors.

I replicate the primary results of Study S2 ($B_{\text{interaction effect}} = 0.46$, $SE = 0.09$, $p < .0001$). This interaction was again driven by dishonest participants in the Opportunity to Cheat condition. Most (62%) of these participants opted to complete the second round whereas the minority of honest (25%) and dishonest (20%) participants in the Opportunity to Lie condition and honest participants in the Opportunity to Cheat condition (21%) made the same choice ($ps < .0001$). Collapsing across participants' decisions to act unethically, participants assigned to the Opportunity to Cheat condition were directionally more likely (28%) to choose to complete the incentivized round relative to participants assigned to the Opportunity to Lie condition (23%), though this effect was insignificant in this study, $\chi^2 (N = 576, 1) = 2.04$, $p = .154$.

I replicate the exploratory analysis in Study S2. Participants in the Opportunity to Cheat condition who pasted fewer than eight character strings in the first round ($N = 17$) were similarly likely to choose to complete the second round of the task (59%) as participants ($N = 36$) who pasted eight or more character strings (64%, $p = .768$, $N = 53$, *two-sided Fisher's exact test*) and more likely to choose to complete the second round than honest participants (21%, $p = .001$, $N = 252$, *two-sided Fisher's exact test*).

Figure S18

Affective Response Following Cheating and Lying in Study S3



Note. This figure shows the relationship between participants' opportunity (i.e., condition assignment) and choice to be honest or dishonest on cleverness (Panel A) and enjoyment (Panel B). Each panel shows the marginal effects of an OLS regression with robust standard errors. Each error bar represents ± 1 SEM.

I conceptually replicate the findings of Study 2. I found a significant interaction between participants' condition assignment and their behavior on feelings of cleverness ($B_{interaction\ effect} = 0.73$, $SE = 0.23$, $p = .001$) and feelings of enjoyment ($B_{interaction\ effect} = 0.73$, $SE = 0.25$, $p = .003$). Both interaction effects were driven by dishonest participants in the Opportunity to Cheat condition. These participants felt more clever and reported higher levels of enjoyment than honest participants in either condition and unethical participants in the Opportunity to Lie condition ($ps < .0001$).

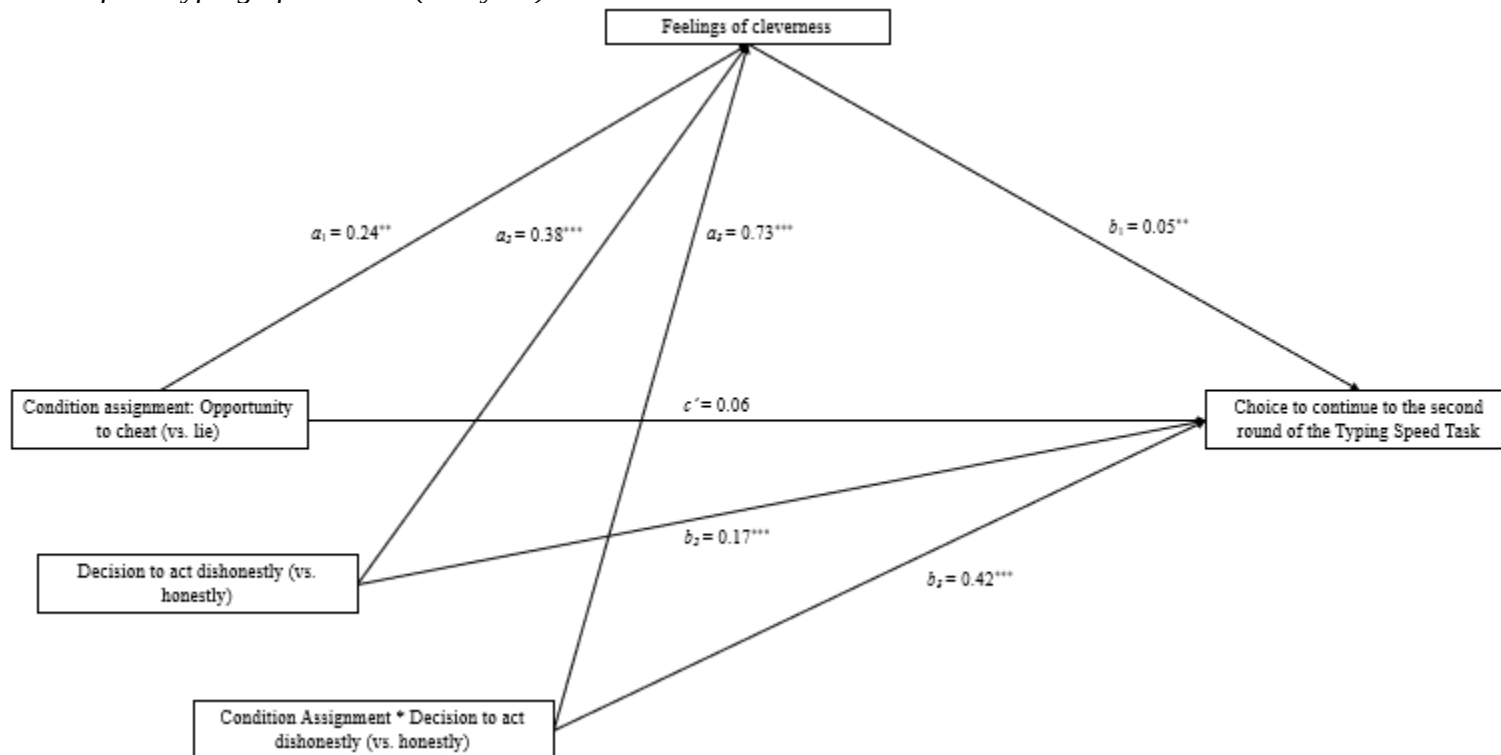
Table S10*Intent to Treat Analysis in Study S3*

Dependent Variable		Treatment	Constant
Aggregated Measure of Cleverness	Coefficient	0.19	1.94
	(SE)	(0.08)	(0.06)
	<i>p</i> value	.023	<.001
	Cohen's <i>d</i>	0.19	
Enjoyment	Coefficient	0.20	2.01
	(SE)	(0.09)	(0.06)
	<i>p</i> value	.023	<.001
	Cohen's <i>d</i>	0.19	

Note. This table shows the main effect of condition assignment on each of the mediating variables in Study S3 using an OLS regression with robust standard errors. Treatment takes the value 1 for participants assigned to the Opportunity to Cheat condition and 0 for participants assigned to the Opportunity to Lie condition. All participants in Study S3 are included in these analyses ($N = 576$).

Figure S19

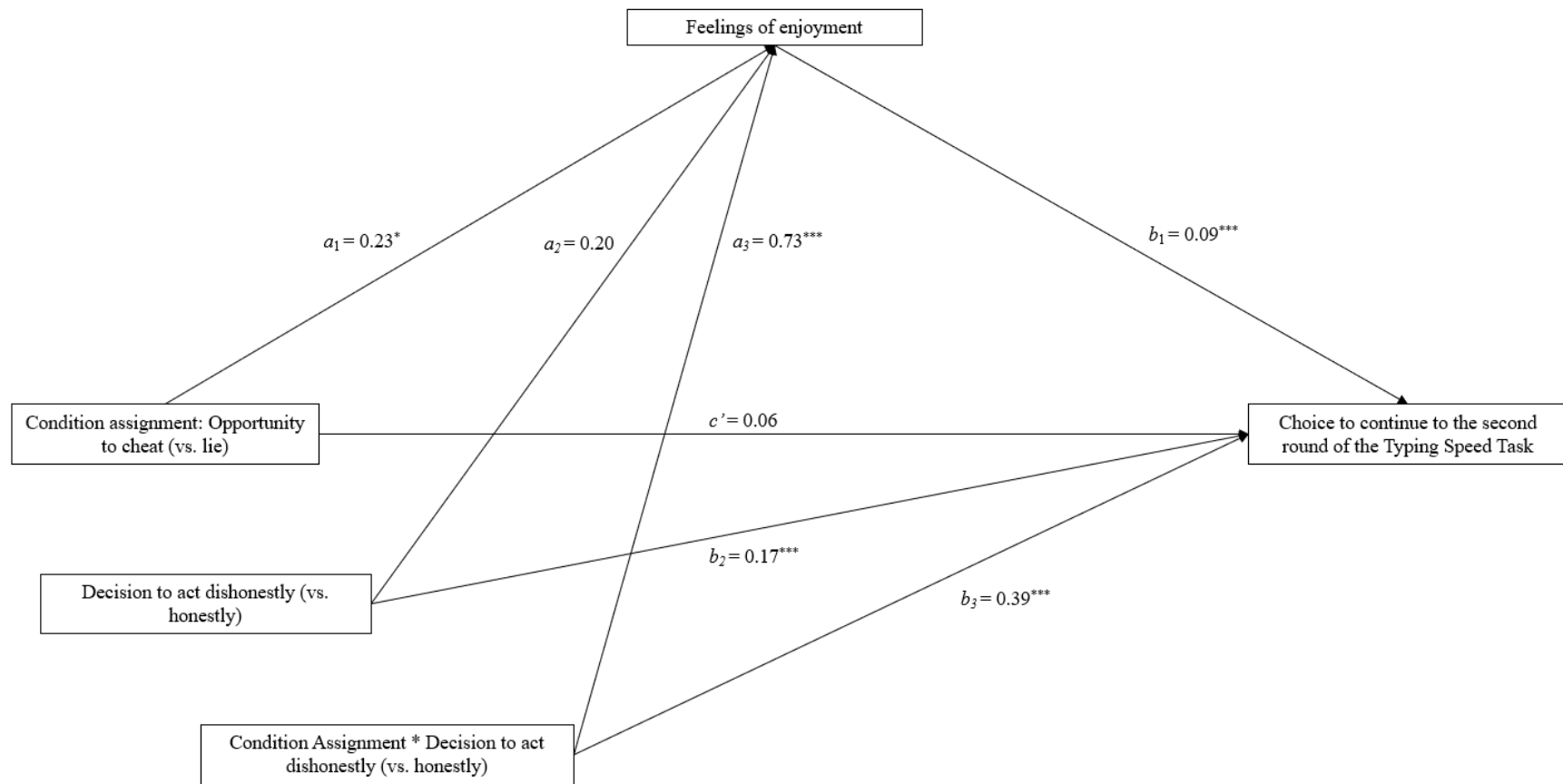
Feelings of Cleverness Mediate the Moderation Effect of Condition Assignment and (Un)ethical Behavior on Opting to Complete a Second Round of the Typing Speed Task (Study S3)



Note. This figure shows the results of a structural equation model testing whether feelings of cleverness mediated the moderation effect of participants' condition assignment and behavior on their likelihood to opt into a second round of the Typing Speed Task. I found a significant indirect effect of cleverness for unethical participants but not for ethical participants. Predictors are grand-mean centered. * $p < .05$, ** $p < .01$, *** $p < .001$.

Figure S20

Feelings of Enjoyment Mediate the Moderation Effect of Condition Assignment and (Un)ethical Behavior on Opting to Complete a Second Round of the Typing Speed Task (Study S3)



Note. This figure shows the results of a structural equation model testing whether feelings of enjoyment mediated the moderation effect of participants' condition assignment and behavior on their likelihood to opt into a second round of the Typing Speed Task. I found a significant indirect effect of enjoyment for unethical participants but not for ethical participants. Predictors are grand-mean centered. * $p < .05$, *** $p < .001$

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Figure S21

Instructions for Studies 3 and S5

In this study, you may be asked to use a word processor on your computer.

Before proceeding, please open a word processor (e.g., Notepad, Microsoft Word, Pages, etc.).

When you have done so, click the button below.

☒ I have opened a word processor.



-----PAGE BREAK-----

In this study, we are interested in the typing speed of many people. On the next page, you will complete a **Typing Speed Task**.

In the **Typing Speed Task**, you will be shown a paragraph of text. Your task is to type the paragraph into your word processor in **60 seconds** without errors or typos. If you type the paragraph correctly in the allotted time, you will earn a **\$0.30 bonus**.

We will provide you with a **\$0.10 bonus** for completing this study, regardless of whether you type the paragraph correctly or incorrectly.



-----PAGE BREAK-----

On the next page, you will start the **Typing Speed Task**. You will see a paragraph of text. You will have **60 seconds** to type the paragraph into your word processor. Click the button below to begin.

[Click Here to Begin the Task](#)

-----PAGE BREAK-----

00:46

In a cozy little house, a dog named Max and a cat named Luna shared an extraordinary friendship. Max, a spirited golden retriever, loved bounding around the backyard, while Luna, an elegant gray tabby, preferred perching on the window sill. They chased each other playfully through sunlit hallways, their paws pitter-pattering on the hardwood floors. Max taught Luna the joy of adventure, and Luna showed Max the art of tranquility. Their days were filled with mischief and laughter, their nights with warmth and companionship.

This page will automatically advance after 60 seconds.

00:46

Note. Participants spent 60 seconds on the typing page. For participants in the Opportunity to Cheat condition, the paragraph was plain text. For participants in the Opportunity to Lie condition, the paragraph was an image. The paragraph was generated using artificial intelligence, significantly limiting participants' capacity to find the paragraph online. The positions of the arrow buttons in the figure are slightly adjusted for readability.

Study S4

This study was conducted to see how well participants could honestly type the focal paragraph used in Studies 3, 4, and S5.

Method

Participants

I posted a study to Prolific for 75 participants from the United States. After following the preregistered data exclusion plan (Table S1), the final sample consisted of 69 people (34 women, 28 men, five indicated a different gender identity, two preferred not to state; $M_{age} = 37.99$, $SD_{age} = 13.08$). Participants earned \$0.75 for completing the study. The study was preregistered here: <https://aspredicted.org/8j7r-wnqk.pdf>.

Procedure and Materials

Participants read the task instructions used in Study 3 with one exception. Rather than type the paragraph in their own word processor, participants learned that they would type the paragraph into a textbox. On the typing page, participants saw the same 84-word paragraph used in Study 3 and typed the paragraph into a textbox located below the paragraph. I prevented participants from cheating by disabling participants' ability to paste text into the textbox. After the allotted sixty seconds, participants completed the study by indicating their age and gender.

Results

The results of this study support the operationalization of dishonesty in Studies 3, 4, and S5. No participant typed the paragraph without error. Two participants typed all the words in the paragraph, but these participants made a couple of typos. On average, participants typed

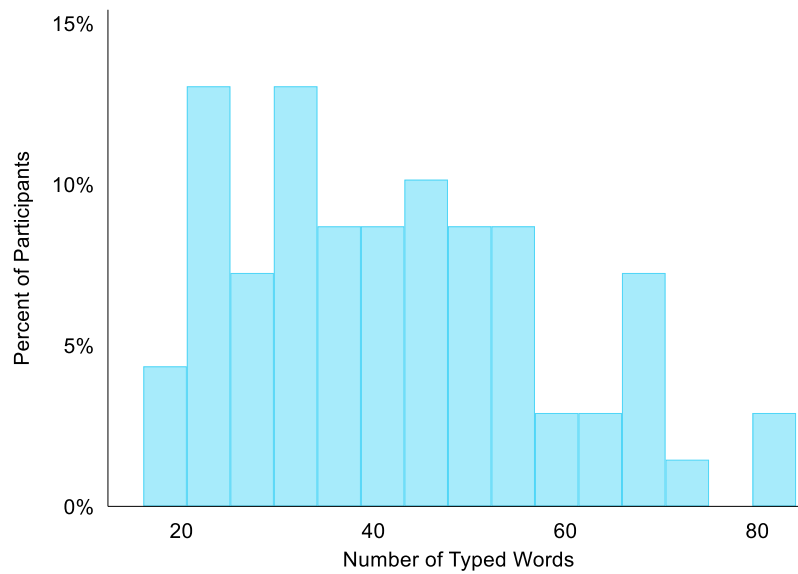
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approximately half the number of words in the paragraph ($M_{\text{words}} = 42.19$, $SD_{\text{words}} = 16.52$).

Figure S22 shows the distribution of typed words.

Figure S22

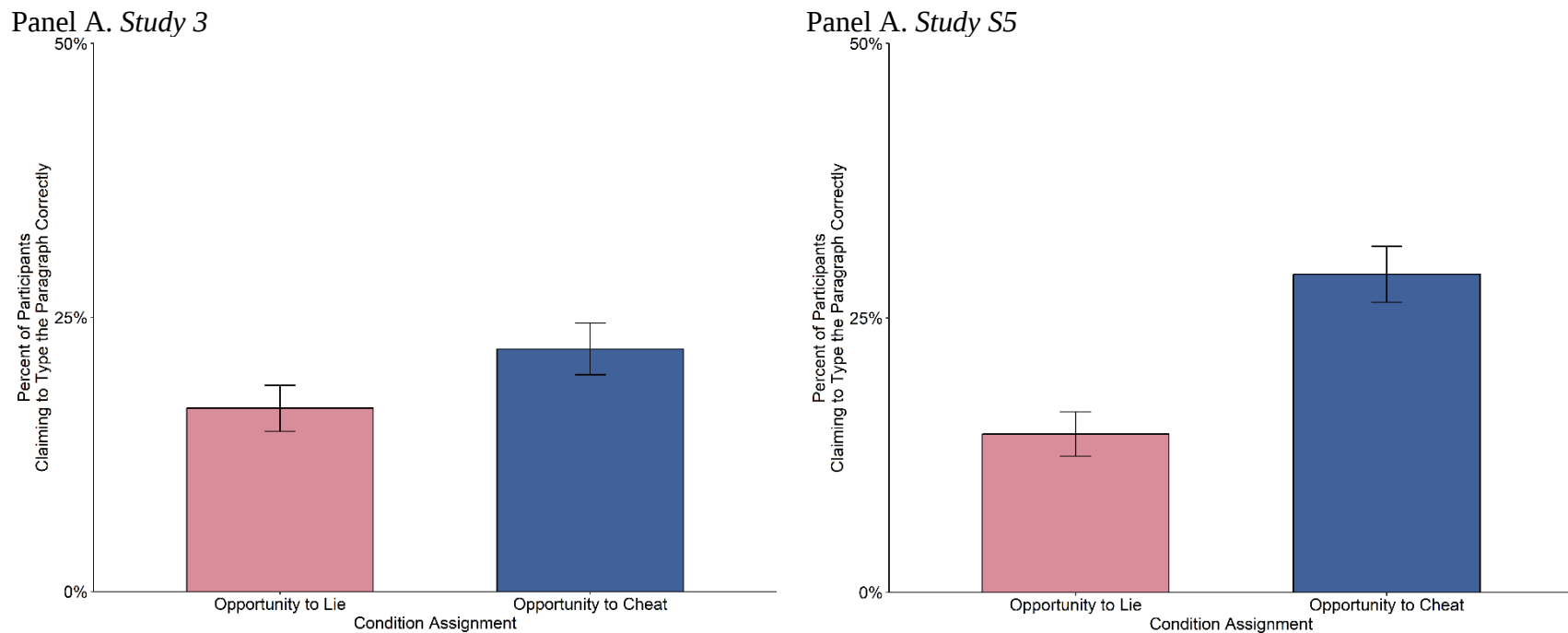
Distribution of Words Typed in Study S4



Note. Participants in Study S4 were asked to type the 84-word paragraph used in Studies 3, 4 and S5 into a textbox. This figure shows a histogram of the number of words typed.

Figure S23

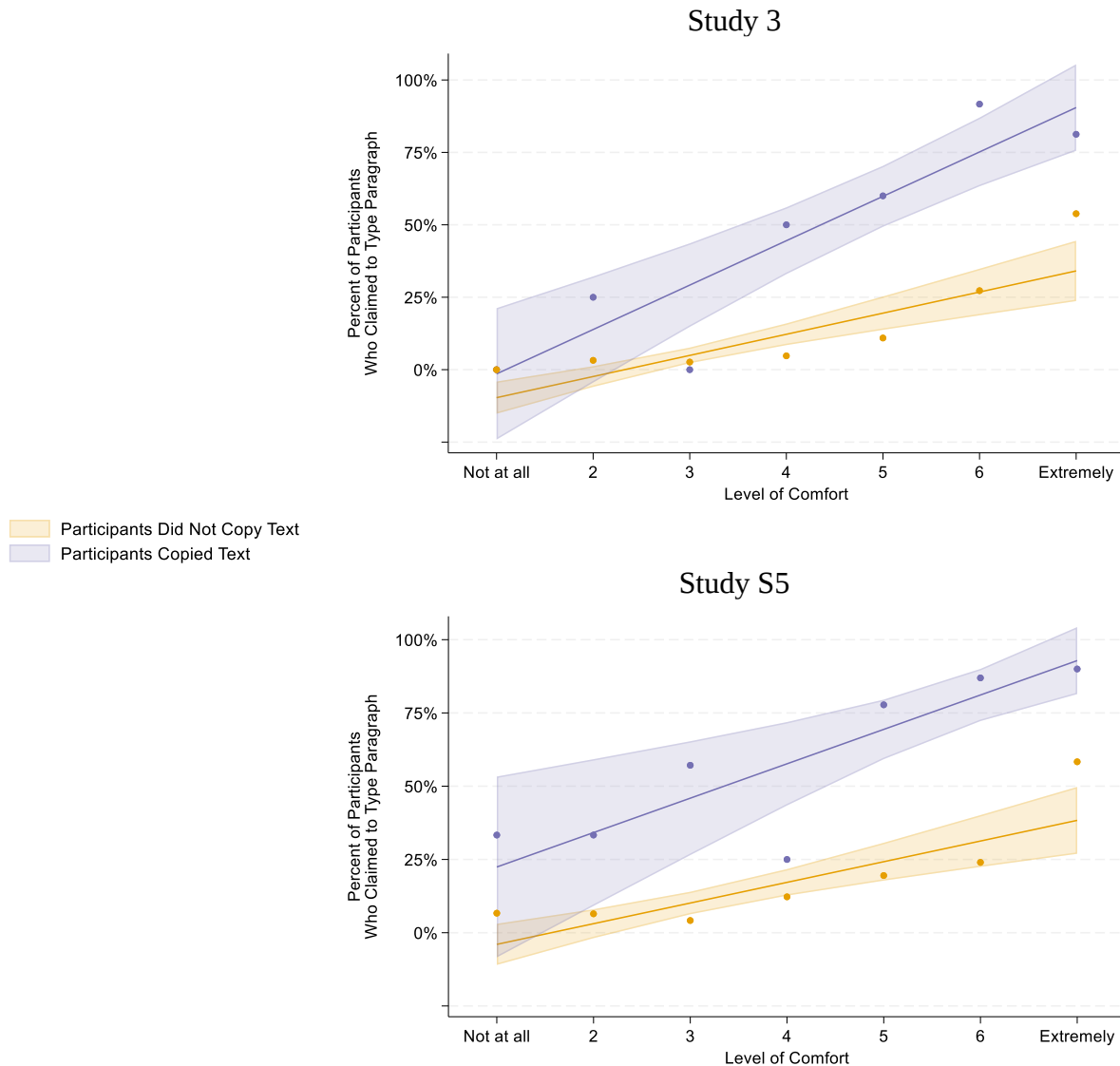
Effect of Condition Assignment on Likelihood to Submit the Profit-Maximizing Outcome in Studies 3 and S5



Note. In Studies 3 and S5, participants could either claim to correctly type the paragraph in their own word processor or not. I presented the paragraph as an image to participants assigned to the Opportunity to Lie condition. I presented the paragraph in plain text to participants assigned to the Opportunity to Cheat condition, providing these participants with the opportunity to copy the paragraph. I consider participants “dishonest” if they claimed to type the paragraph correctly (i.e., claimed the profit-maximizing report). This figure shows the rates of claiming to type the paragraph correctly in each condition in each study. Each error bar represents ± 1 SEM.

Figure S24

Correlation Between Feelings of Comfort and Likelihood to Report the Profit-Maximizing Outcome for Those Who Did and Did Not Copy the Focal Paragraph in Studies 3 and S5



Note. This figure shows the relationship between feelings of comfort and the likelihood to submit the profit-maximizing outcome for participants who copied all or part of the paragraph (represented in purple) and for participants who did not (represented in orange). Participants in the Opportunity to Lie condition were prevented from copying. Therefore, this analysis includes participants in the Opportunity to Cheat condition only (Study 3: $N = 312$, Study S5: $N = 321$). These relationships are correlational. Confidence bands and data points were generated from the margins of OLS regressions with robust standard errors. A couple data points are inestimable due to insufficient sample size. For example, in Study 3, zero participants who copied the paragraph indicated “Not at all” as their level of comfort. Confidence bands represent 95% CIs.

Table S11*Ethicality Ratings and Comparisons for Honest and Dishonest Participants in Studies 3 and S5*

Study 3			
	Honest participants	Dishonest participants	Pairwise comparison across participant types in each condition
Opportunity to Cheat condition	1.55 (0.08)	1.97 (0.18)	$B = 0.42, SE = 0.20, t(310) = 2.13, p = .034$
Opportunity to Lie condition	1.58 (0.09)	2.21 (0.25)	$B = 0.62, SE = 0.26, t(315) = 2.39, p = .017$
Pairwise comparison across conditions for each participant type	$B = -0.04, SE = 0.12, t(505) = -0.30, p = .768$	$B = -0.24, SE = 0.31, t(120) = -0.77, p = .442$	

Study S5			
	Honest participants	Dishonest participants	Pairwise comparison across participant types in each condition
Opportunity to Cheat condition	1.46 (0.08)	2.32 (0.20)	$B = 0.86, SE = 0.22, t(319) = 4.00, p < .001$
Opportunity to Lie condition	1.49 (0.07)	2.41 (0.31)	$B = 0.91, SE = 0.32, t(303) = 2.87, p = .004$
Pairwise comparison across conditions for each participant type	$B = -0.03, SE = 0.11, t(487) = -0.31, p = .759$	$B = -0.09, SE = 0.37, t(135) = -0.23, p = .816$	

Note. In Studies 3 and S5, participants indicated how unethical they believed their behavior was in the Typing Speed Task. This table shows the mean rating for honest and unethical participants in each condition. The margins of each table show the results of OLS regressions with robust standard errors testing the pairwise differences in the ratings.

Study S5

Study S5 uses the same methods and procedures as in Study 3. The results provide supporting evidence for the findings presented in Study 3.

Method

Participants

Following the same power analysis used in Study 3, I posted a study to Prolific for 700 participants from the United States. After following the preregistered data exclusion plan (Table S1), the final sample consisted of 626 people (332 women, 272 men, twenty indicated a different gender identity, two preferred not to state; $M_{age} = 36.17$, $SD_{age} = 12.83$). Participants earned \$0.75 for completing the study. The study was preregistered here:

<https://aspredicted.org/3r73-gfx8.pdf>.

Procedure and Materials

In Study S5, participants completed the same experiment as in Study 3 with one exception. After participants indicated the extent that they considered their own behavior to be unethical, they indicated the extent that they felt clever and intelligent on the next page. Both questions were assessed on a seven-point Likert scale (1 = *Very slightly/Not at all*, 7 = *Extremely*).

Results

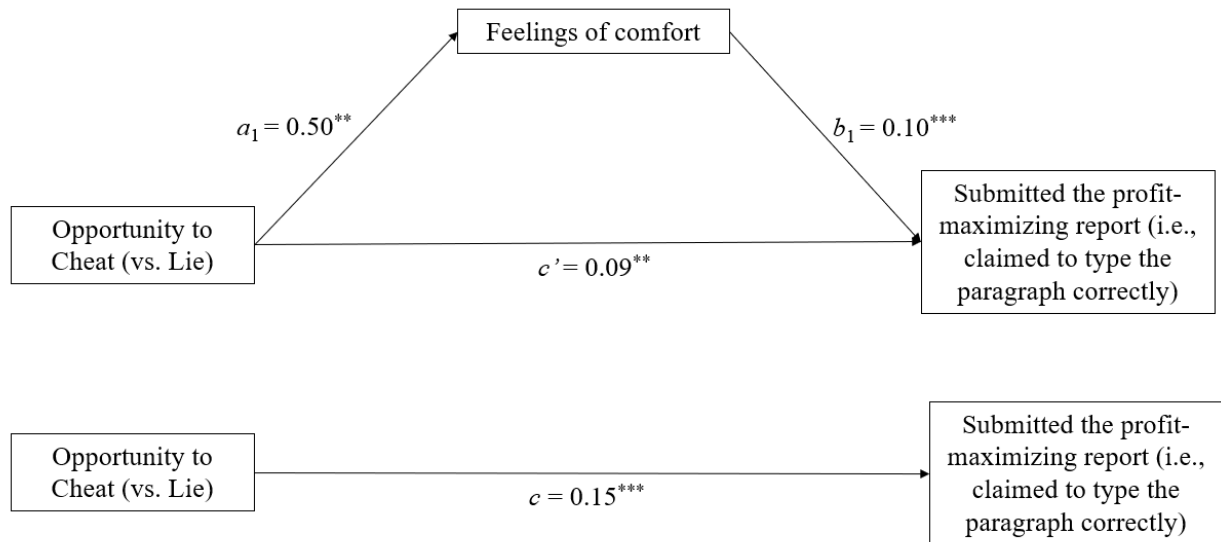
I found support for each of the predictions tested in Study 3. Participants assigned to the Opportunity to Cheat condition ($N = 321$) were significantly more likely to submit the profit-maximizing report (i.e., claim that they correctly typed the paragraph) (29%) than participants in the Opportunity to Lie condition ($N = 305$), 14%, $\chi^2(N = 626, 1) = 19.36$, $p < .001$ (Figure S23).

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Participants in the Opportunity to Cheat condition felt significantly more comfortable about their Typing Speed Task performance ($M = 4.17$, $SE = 0.10$) than participants in the Opportunity to Lie condition ($M = 3.67$, $SE = 0.10$, $t(624) = 3.42$, $p = .001$, $d = 0.27$). As in Study 3, I found that increased feelings of comfort in the Opportunity to Cheat condition mediated the relationship between participants' condition assignment and their likelihood to submit the profit-maximizing report using 10,000 bootstrap resamplings of the data ($B = 0.05$, $p = .001$, 95% CI [0.02, 0.08], Figure 25).

Figure S25

Feelings of Comfort Mediate the Effect of Condition Assignment on Submitting the Profit-maximizing Report in Study S5.



Note. This figure shows the results of a mediation model testing whether feelings of comfort mediate the effect of condition assignment on participants' likelihood to submit the profit-maximizing report in Study S5. $^{**} p < .01$, $^{***} p < .001$.

Study S5 conceptually replicated the exploratory findings in Study 3 regarding participants' copying behavior. Twenty-three percent of participants in the Opportunity to Cheat condition ($N = 73$) copied at least part of the paragraph and this behavior correlated with

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submitting the profit-maximizing report ($r = .52, p < .0001$). I found a directionally stronger relationship between feelings of comfort and submitting the profit-maximizing report for participants who copied the paragraph ($r = .44, p < .001$) than for participants who did not copy the paragraph ($r = .34, p < .001$), though the interaction effect was not significant in this study (interaction effect: $B = 0.05, SE = 0.03, p = .165$, Figure S24).

Across conditions, participants who claimed to type the paragraph correctly felt more unethical ($M = 2.35, SE = 0.17$) than those who did not claim to type the paragraph correctly ($M = 1.48, SE = 0.05, t(624) = 4.94, p < .0001, d = 0.62$). Consistent with the results of the Pilot Study, the interaction between participant type and condition assignment showed that unethical participants in both conditions considered their behavior to be similarly unethical ($B = -0.05, SE = 0.38, p = .891$, Table S11).

The internal consistency of the cleverness and intelligence items ($\alpha = .77$) was below the preregistered threshold ($\alpha = .80$) and so I analyzed each item separately. Dishonest participants felt significantly more clever and intelligent compared to honest participants in both conditions (cleverness: $M = 3.67, SE = 0.16$ vs. $M = 2.45, SE = 0.07, t(624) = 6.89, p < .001, d = 0.78$; intelligence: $M = 4.52, SE = 0.14$ vs. $M = 3.43, SE = 0.07, t(624) = 6.99, p < .001, d = 0.71$). I do not find a significant interaction between participant type and condition assignment on either measure (cleverness: $B = 0.07, SE = 0.36, p = .857$; intelligence: $B = -0.10, SE = 0.30, p = .750$).

Discussion

The results of Study S5 provide additional evidence supporting each of the predictions tested in Study 3. Participants who had the opportunity to cheat were more likely to submit the profit-maximizing outcome and felt more comfortable after completing the task than participants who were provided with an opportunity to lie. Moreover, participants' feelings of comfort

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mediated the effect of condition assignment on participants' likelihood to submit the profit-maximizing report. Participants who engaged in unethical behavior considered their behavior to be similarly unethical in both conditions.

This study does not conceptually replicate the results related to feelings of cleverness and intelligence. I consider three potential explanations. One, in Study S5, participants indicated feelings of cleverness and intelligence after indicating the extent to which they considered their own behavior to be unethical. This ordering may have depressed feelings of cleverness. Two, as noted in the preregistration, determined participants in the Opportunity to Lie condition could still find a way to cheat by taking a screenshot of the paragraph. This inability to completely isolate lying behavior in this paradigm introduced noise into analyses investigating post-task cognitions and emotions. Three, different from the previous studies, participants in Study S5 did not submit evidence supporting their performance. Rather, they only generated that evidence in their own word processor. Submitting false evidence, rather than solely generating false evidence, may be more strongly correlated with feelings of cleverness.

Table S12

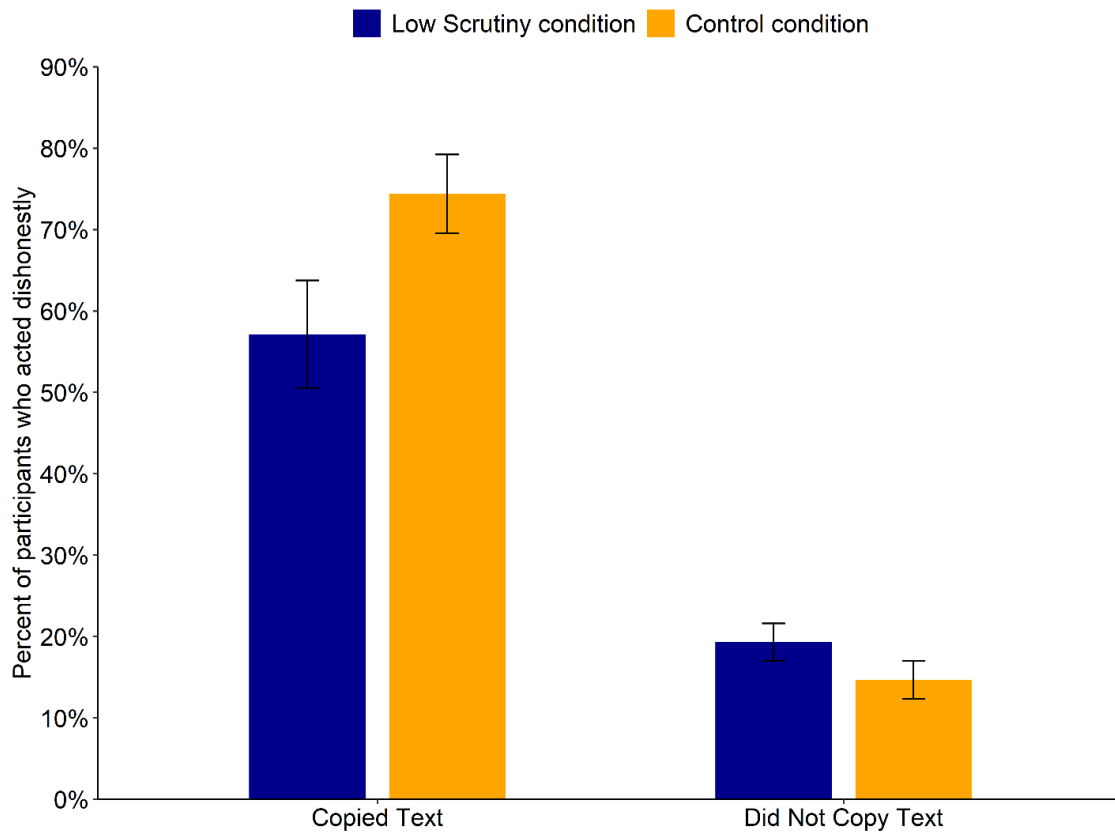
Comprehension Check Questions Used in Studies 4-6, S6-S8

	Study 4	Study 5	Studies 6, S6-S8
Question 1	How much time will you have to type the paragraph of text? (10 seconds, 30 seconds, 60 seconds, 90 seconds, 120 seconds)	How much time will you have to memorize the words?" (10 seconds, 30 seconds, 60 seconds, 90 seconds, 120 seconds)	How much time will you have to read the passage of text?" (30 seconds, 1 minute, 90 seconds, 2 minutes, 3 minutes)
Question 2	What bonus will you earn if you type the paragraph correctly in the allotted time? (\$0.10, \$0.15, \$0.20, \$0.25, \$0.30)	What bonus will you earn if you memorize all of the words?" (\$0.10, \$0.15, \$0.20, \$0.25, \$0.30)	What bonus will you earn if you accurately count the number of times the target word appears in the passage?" (\$0.10, \$0.15, \$0.20, \$0.25, \$0.30).
Question 3	Will you be asked to show your work after the task? (Yes, I will be asked to show my work, No, I will not be asked to show my work)		

Note. Question 3 in Study 4 was only presented to participants in the Low Scrutiny conditions. In all studies, participants who answered a question incorrectly were asked to answer the question a second time. In accordance with the preregistration document in each study, participants were excluded from all analyses if they answered any question incorrectly twice.

Figure S26

How Copying Behavior Correlated with Submitting the Profit Maximizing Report at Each Level of Scrutiny in Study 4



Note. Participants' copying behavior was more strongly associated with submitting the profit-maximizing report in the higher scrutiny environment (i.e., the Control Condition). This figure shows the rates of profit-maximizing dishonesty for participants who did and did not copy at least part of the paragraph across the Control-Opportunity to Cheat condition ($N = 368$) and the Low Scrutiny-Opportunity to Cheat condition ($N = 356$). I identified a significant interaction between participants' condition assignment and their copying behavior ($B = 0.22$, $SE = 0.09$, $t(720) = 2.50$, $p = .013$, *OLS regression with robust standard errors*). Each error bar represents ± 1 SEM. Participants in the Opportunity to Lie conditions are not shown as these participants were unable to copy the paragraph.

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Figure S27

Study 5 Design

Opportunity to Cheat condition

On the next page, you will start the memory task. You will see a table of **25 English words**. You will have **30 seconds** to memorize the words.

If you memorize all of the words correctly you will earn a **\$0.30 bonus**.

Do not navigate away from this webpage while completing the memory task.

Click the button below to begin.

-----PAGE BREAK-----

13

Nine	Swap	Cell	Ring	Lust
Plugs	Lamp	Apple	Table	Sway
Army	Bank	Fire	Hold	Worm
Clock	Horse	Color	Baby	Sword
Desk	Grab	Find	Bird	Rock

This page will automatically advance after 30 seconds.

-----PAGE BREAK-----

Write the words that you memorized from the table in your word processor. When you are finished click Continue.

☒ Continue

Report your performance below:

How many words from the table did you write down?

Opportunity to Lie condition

On the next page, you will start the memory task. You will see a table of **25 English words**. You will have **30 seconds** to memorize the words.

If you memorize all of the words correctly you will earn a **\$0.30 bonus**.

Not all of the words in the table will appear at once. You must use the scroll bar next to the table to view all of the words.

Do not navigate away from this webpage while completing the memory task.

Click the button below to begin.

-----PAGE BREAK-----

13

Nine	Swap	Cell	Ring	Lust
Plugs	Lamp	Apple	Table	Sway

This page will automatically advance after 30 seconds.

-----PAGE BREAK-----

Write the words that you memorized from the table in your word processor. When you are finished click Continue.

☒ Continue

Report your performance below:

How many words from the table did you write down?

Note. The table of words was presented as an uncopyable image in both conditions. Participants in the Opportunity to Lie condition used the scroll bar to view the table of words. Participants in the Opportunity to Cheat condition could cheat by taking a single screenshot of the table. The introductory instructions are not shown in this figure.

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Figure S28
Study 6 Design

In this task, you will have **2 minutes** to read through a passage of text and count the number of times a certain word appears. The word appears many times throughout the passage.

We ask you to read through the passage closely to ensure high quality work.

☒ Continue

You will be rewarded a **\$0.30 bonus** for accurately counting the number of times the target word (in both its singular and plural forms) appears in the text.

We will provide you with a **\$0.10 bonus** for completing this study, regardless of whether you accurately count the number of times the target word appears.

Please do not navigate away from this window or take any long breaks for the duration of the task.

-----PAGE BREAK -----

01 53

The passage of text is below.

Your target word is: **Extradition**.

Count the number of times **Extradition** appears in the passage below.

This page will automatically advance after 2 minutes.

IT MUST BE CONCEDED THAT IMPRESSIVE EVIDENCE OF THE INSANITY OF THE ACCUSED WAS OFFERED BY HIM AND EXCLUDED. IT IS NOW SAID THAT THIS RULING WAS ERRONEOUS. BUT IF SO, THIS IS NOT A WRIT OF ERROR AND MERE ERRORS IN THE REJECTION OF EVIDENCE ARE NOT SUBJECT TO REVIEW BY A WRIT OF HABEAS CORPUS. BENSON V. MCMAHON, 127 U.S. 457, 461; TERLINDEN V. AMES, 184 U.S. 270, 278; MCNAMARA V. HENKEL,

-----PAGE BREAK -----

The word **Extradition** appeared in the passage 12 times.

Report your performance below:
Did you accurately count the number of times the word **Extradition** appears in the entire passage?

☐ Yes

☐ No

Note. Participants answered two comprehension checks questions after the first page break depicted in the figure. Those questions are not shown in the figure. Participants navigated the legal passage using the scroll bar on the right.

Study S6

This study was conducted to see whether participants could honestly find the correct number of times the target word “Extradition” appeared in the passage used in Study 6.

Method

Participants

I posted a study to CloudResearch Connect for 100 participants from the United States. After following a preregistered data exclusion plan (Table S1), the final sample consisted of 98 people (67 women, 30 men, one indicated a different gender identity; $M_{age} = 38.06$, $SD_{age} = 13.03$). Participants earned \$0.75 for completing the study. The study was preregistered here: <https://aspredicted.org/zrv7-vc63.pdf>.

Procedure and Materials

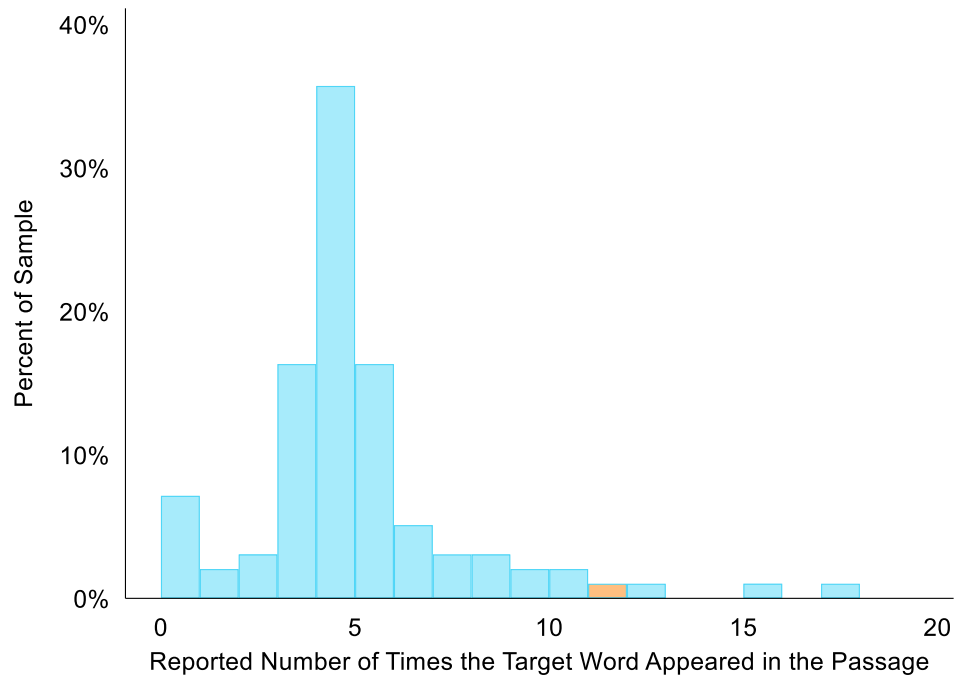
Participants began the study by reading the same instructions used in Study 6. Participants then advanced to the timed page where they had two minutes to find the word “Extradition” in the legal passage. Participants saw the passage as a series of uncopiable images so that Control + F could not be used. Rather than being told the correct answer and self-reporting whether they found that answer, participants in Study S6 reported their performance by answering the free response question: “How many times did the word Extradition appear in the entire passage?” Participants answered the question by typing a number between 0 and 50. Participants then completed the study by indicating their age and gender.

Results

One participant (1% of sample) entered the correct number of times the target word “Extradition” appeared in the passage. Figure S29 shows participants’ reported performance.

Figure S29

Distribution of the Reported Number of Times the Word Extradition appears in the Focal Passage in Study S6



Note. Participants in Study S6 were asked to type the correct number of times the word “Extradition” appeared in the focal passage used in Study 6. The word appeared 12 times. Only one participant, represented in orange, entered the correct number. All other participants were incorrect. All participants ($N = 98$) are represented in the figure.

Study S7

This study investigates whether participants who are provided with an opportunity to cheat (by using Control + F) are able to identify the correct number of times the target word “Extradition” appears in the passage used in Study 6.

Method

Participants

I posted a study to Prolific for 200 participants from the United States. After following the preregistered data exclusion plan (Table S1), the final sample consisted of 194 people (116 women, 70 men, six indicated a different gender identity, two preferred not to state; $M_{age} = 38.00$, $SD_{age} = 11.73$). Participants earned \$0.75 for completing the study. The study was preregistered here: <https://aspredicted.org/7nz7-stq9.pdf>.

Procedure and Materials

Participants began the study by reading the same instructions used in Study 6. Participants then advanced to the timed page where they had two minutes to find the word “Extradition” in the legal passage. Participants in the Opportunity to Cheat condition ($N = 98$) saw the passage as plain text. This allowed these participants to use Control + F. Participants in the Opportunity to Lie condition ($N = 96$) saw the passage as a series of uncopiable images so that Control + F could not be used. As in Study S6, participants in Study S7 reported their performance by answering the free response question: “How many times did the word Extradition appear in the entire passage?” Participants answered the question by typing a number between 0 and 50. Participants completed the study by indicating their age and gender.

Results & Discussion

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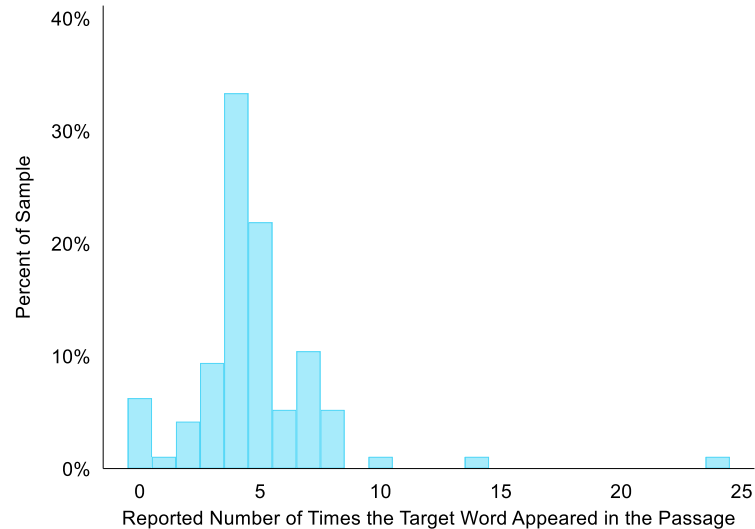
Replicating the results of Study S6, no participant in the Opportunity to Lie condition found the correct number of times the target word appeared in the passage. In contrast, 11% of participants in the Opportunity to Cheat condition found the correct number of times the target word appeared in the passage ($p = .001$, *two-sided Fisher's exact test*, Figure S30).

These results strongly suggest that participants in Study 6 who are unable to cheat learn the correct answer when they reach the reporting page but that participants who cheat identify the solution prior to reaching the reporting page. I build on this finding in Study S8 where I show that, prior to reaching the reporting page, participants who have an opportunity to cheat feel more certain that they found the correct answer and that these feeling of certainty mediate the relationship between participants' condition assignment and their likelihood to submit the profit-maximizing report.

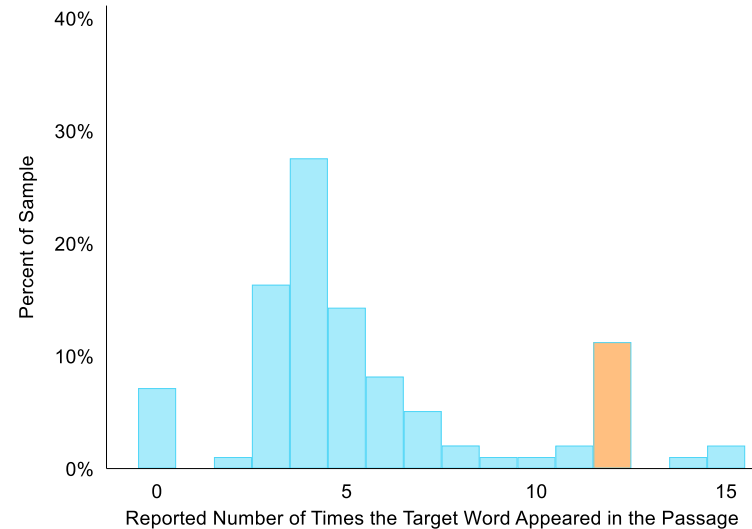
Figure S30

Distribution of the Reported Number of Times the Word “Extradition” appears in the Focal Passage in Study S7

Panel A. *Opportunity to Lie condition*



Panel B. *Opportunity to Cheat condition*



Note. Participants in Study S7 were asked to type the correct number of times the word “Extradition” appeared in the focal passage used in Study 6. The word appeared 12 times. Panel A shows the distribution of reports for participants who could not cheat by using Control + F ($N = 96$). None of these participants indicated the correct answer. Panel B shows the distribution of reports for participants who could cheat by using Control + F ($N = 98$). Eleven percent of these participants entered the correct answer (represented in orange).

Study S8

In Study 6, participants were unable to submit false evidence. Yet, participants given an opportunity to cheat were more likely than those given an opportunity to lie to claim the profit-maximizing outcome. In Study S8, I tested whether feeling of certainty mediated this relationship.

Method

Participants

I posted a study to CloudResearch Connect for 800 participants from the United States. After following the preregistered data exclusion plan (Table S1), the final sample consisted of 780 people (431 women, 337 men, 11 indicated a different gender identity, one preferred not to state; $M_{age} = 40.70$, $SD_{age} = 13.40$). Participants earned \$0.75 for completing the study. The study was preregistered here: <https://aspredicted.org/j5my-kj9g.pdf>.

Procedure and Materials

Participants completed the same study as in Study 6 with one exception. In Study S8, participants answered three questions after they reviewed the long legal passage for two minutes. These questions assessed participants' feelings of certainty about finding the correct number of times the word "Extradition" appeared in the legal passage: 1) "How confident are you that you identified the correct number of times the word Extradition appears in the text?" (1 = *Not at all confident*, 7 = *Extremely confident*), 2) "How sure are you that you identified the correct number of times the word Extradition appears in the text?" (1 = *Not at all sure*, 7 = *Extremely sure*), 3) "How certain are you that you did not miss any instances of the word Extradition?" (1 = *Not at all certain*, 7 = *Extremely certain*). Identical to Study 6, participants in Study S8 then learned that the word "Extradition" appeared in the passage 12 times and then reported their performance

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by answering the question: “Did you accurately count the number of times the word Extradition appears in the entire passage?” (0 = *No*, 1 = *Yes*).

Results

Analysis

The internal consistency of the three items assessing feelings of certainty was sufficiently high ($\alpha = .97$) and so I averaged the items to create a composite measure.

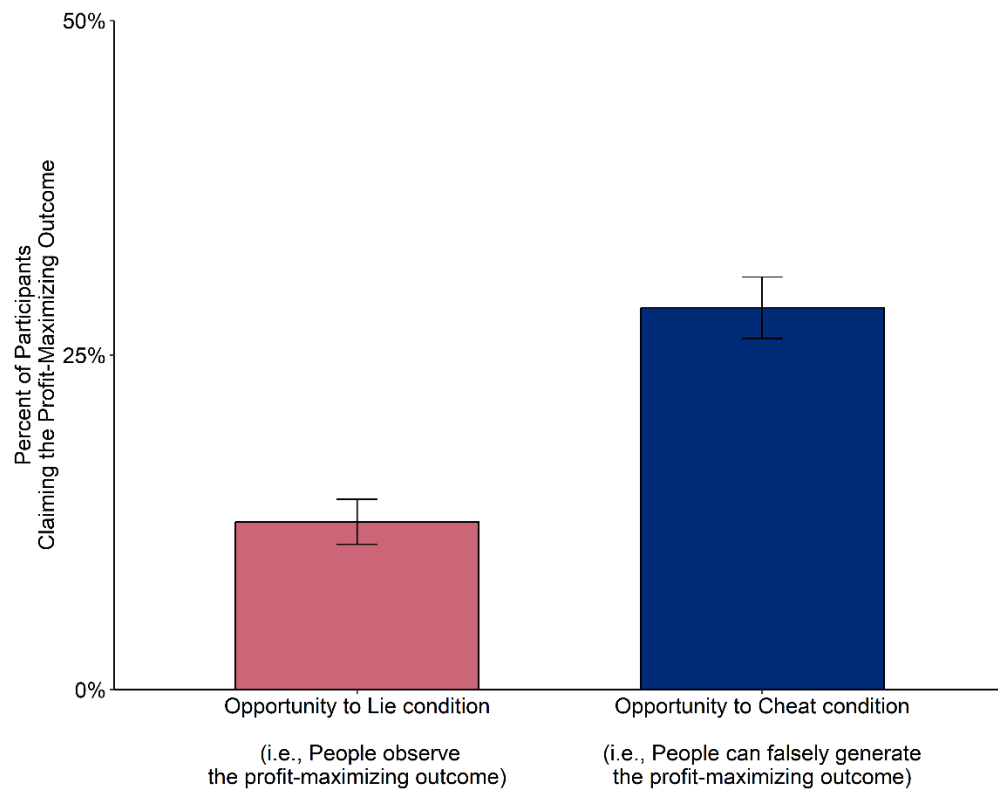
Results

Study S8 conceptually replicated the results of Study 6. Participants assigned to the Opportunity to Cheat condition ($N = 389$) were significantly more likely to submit the profit-maximizing report (29%) than participants assigned to the Opportunity to Lie condition ($N = 391$), 13%, $\chi^2(N = 780, 1) = 30.63, p < .001$, Figure S31.

Participants' level of certainty mediated this relationship. Participants in the Opportunity to Cheat condition felt more certain about the accuracy of their performance ($M = 3.74, SE = 0.11$) than participants in the Opportunity to Lie condition ($M = 2.94, SE = 0.10, t(778) = 5.35, p < .001, d = 0.38$). Using 10,000 bootstrapped resamplings of the data, I found a significant indirect effect of condition assignment on participants' report via feelings of certainty, $B = 0.07, p < .001, 95\% CI [0.04, 0.10]$, Figure S32.

Figure S31

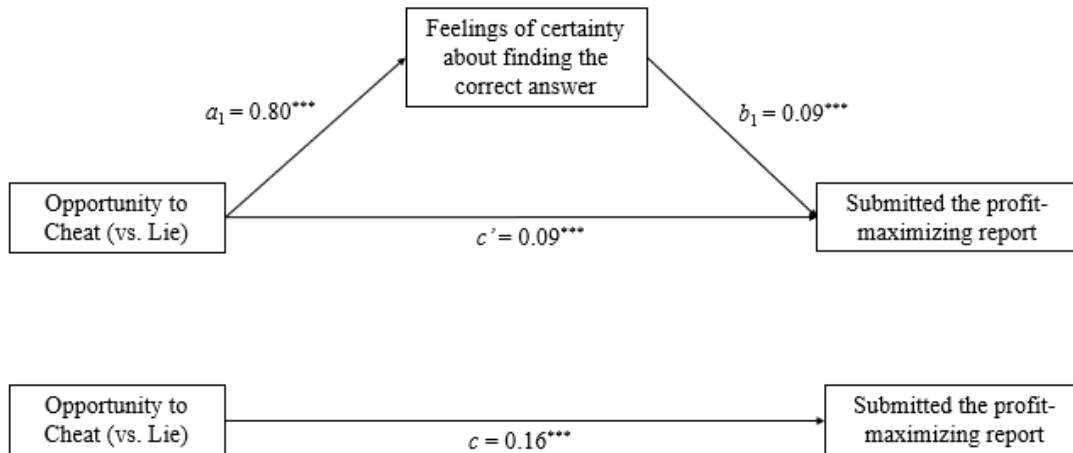
Rates of Profit-Maximizing Dishonesty in Study S8



Note. Error bars are ± 1 SEM.

Figure S32

Feelings of Certainty Mediated the Effect of Condition Assignment on Submitting the Profit-maximizing Report in Study S8



Note. This figure shows the results of a mediation model testing whether feelings of certainty mediate the effect of condition assignment on participants' likelihood to submit the profit-maximizing report in Study S8. *** $p < .001$.

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