We will also ask other questions that are not relevant for the study at hand (e.g., how much experience do you have with knowledge tests, how attentive...)

After the instruction, participants will be asked about their current goals, their self-efficacy beliefs, and their extrinsic motivation in the form of short items.

8) Anything else you would like to pre-register? (e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)

Recruitment period: 21 days.

Planned sample size: 171 university students (based on power analysis with medium effect size=.25, α=.05, β=.90, df=1, groups=4.

We will stop data collection, once the planned sample size is realized or once the planned recruitment period is over.

number will be determined.

7) How many observations will be collected or what will determine sample size? No need to justify decision, but be precise about exactly how the...)

Evaluation of task performance will be manipulated by the examiner.

A) Process-based evaluation of task performance: The examiner will note that for the following questions in the knowledge test, the strategies applied by the participants matter most for the performance evaluation. They are told that it is primarily important how they approach the tasks and that they should put a focus on the correct approach to solve the task at hand. Furthermore, participants are asked throughout the test about strategies which they applied to solve the respective tasks. They will also be informed that the examiner will talk with them about their procedure after the test.

B) Result-based evaluation of task performance: The participants will be told that it primarily matters whether or not their answers were right or not. As such they are asked to put a focus on the results of the tasks. To yield comparability with the other condition, there will also be questions between the different tasks, but these are not directed at the process (instead participants will for instance be asked how confident they are with their answers).

5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.

We will conduct a manipulation check for the achievement goal manipulation by conducting a t-test. After the instruction, participants will answer to items...)

We will conduct 2 x 2 experiment: (performance approach goal manipulation yes or no) x (result-based evaluation versus process-based evaluation of task performance).

4) How many and which conditions will participants be assigned to?

No, no data have been collected for this study yet.

2) What’s the main question being asked or hypothesis being tested in this study?

There is a significant positive interaction between performance approach goals and result-based evaluation of task performance on the likelihood of cheating.

3) Describe the key dependent variable(s) specifying how they will be measured.

Participants cheating behavior will be composed of:

(A) Observed cheating behavior: This will be measured with an observer during the test. Possible cheating behavior encompasses: using google to browse for the correct solutions, peeking at other students’ answers, asking other students for the correct solutions, using the phone to search for the correct answers. Additionally, we will record which webpages were used by the students with a computer program. All observed behaviors will be written down by the observer and subsequently be rated by two raters whether they constitute forms of cheating.

(B) Cheating behavior in unsolvable questions: In the knowledge test, unsolvable questions will be presented. Participants will be asked whether they solved them correctly. If participants indicate that they solved unsolvable questions, it will be classified as cheating.

For the main analysis, we will conduct a structural equation model with the two main factors and their interaction term as antecedents of the dependent variable.

3) Describe the key dependent variable(s) specifying how they will be measured.

Participants who realized the purpose of our study. No other participants will be excluded.

6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.

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(A) Observed cheating behavior: This will be measured with an observer during the test. Possible cheating behavior encompasses: using google to browse for the correct solutions, peeking at other students’ answers, asking other students for the correct solutions, using the phone to search for the correct answers. Additionally, we will record which webpages were used by the students with a computer program. All observed behaviors will be written down by the observer and subsequently be rated by two raters whether they constitute forms of cheating.

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4) How many and which conditions will participants be assigned to?

We will conduct 2 x 2 experiment: (performance approach goal manipulation yes or no) x (result-based evaluation versus process-based evaluation of task performance).

Performance approach goals will be manipulated by the examiner remarking at the beginning of the sessions that participants will conduct a knowledge test that is intended to use in an assessment center. Thus the participants are asked to proceed as they would in an assessment center for a job that they really would like to have. Consequently, they are asked to try as hard as they can to make a very good impression. Only if they make a good impression, they will have the chance to get their dream job. This will be further enhanced by telling participants that they will receive a 30€ voucher if they make a good impression on this test.

In the no-performance goal condition, no such focus on performance will be put.

Evaluation of task performance will be manipulated by the examiner.

A) Process-based evaluation of task performance: The examiner will note that for the following questions in the knowledge test, the strategies applied by the participants matter most for the performance evaluation. They are told that it is primarily important how they approach the tasks and that they should put a focus on the correct approach to solve the task at hand. Furthermore, participants are asked throughout the test about strategies which they applied to solve the respective tasks. They will also be informed that the examiner will talk with them about their procedure after the test.

B) Result-based evaluation of task performance: The participants will be told that it primarily matters whether or not their answers were right or not. As such they are asked to put a focus on the results of the tasks. To yield comparability with the other condition, there will also be questions between the different tasks, but these are not directed at the process (instead participants will for instance be asked how confident they are with their answers).

5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.

We will conduct a manipulation check for the achievement goal manipulation by conducting a t-test. After the instruction, participants will answer to items of the performance subscale from the achievement goal questionnaire from Daumiller et al. (2017), see point 8 for details on this scale.

For the main analysis, we will conduct a structural equation model with the two main factors and their interaction term as antecedents of the dependent variable.

6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.

Participants who realized the purpose of our study. No other participants will be excluded.

7) How many observations will be collected or what will determine sample size? No need to justify decision, but be precise about exactly how the number will be determined.

We will stop data collection, once the planned sample size is realized or once the planned recruitment period is over.

Planned sample size: 171 university students (based on power analysis with medium effect size=.25, α=.05, β=.90, df=1, groups=4.

Recruitment period: 21 days.

8) Anything else you would like to pre-register? (e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)

After the instruction, participants will be asked about their current goals, their self-efficacy beliefs, and their extrinsic motivation in the form of short items.

We will also ask other questions that are not relevant for the study at hand (e.g., how much experience do you have with knowledge tests, how attentive
and fit are you currently feeling) to sustain our cover story.

Besides our main hypotheses, we want to explore the role of self-efficacy beliefs and extrinsic motivation. To this end, we expect that individuals with stronger self-efficacy beliefs adopt stronger performance approach goals than individuals with weaker self-efficacy beliefs. We seek to follow up on this by investigating the moderating role of self-efficacy beliefs on the effect of performance goals on cheating. Lastly, regarding extrinsic motivation, we expect that the achievement goal manipulation affects cheating mediated through the achievement goals, also when controlled for extrinsic motivation.