To Conform or Not to Conform:

An Evaluation of the Situational and Dispositional Factors that Influence Group Conformity and Employee Voice Behavior

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Abstract

This study delves into the complex dynamics influencing voice behaviors within organizational settings, focusing on the interplay between situational and dispositional factors. Voice behaviors, crucial for organizational success, facilitate innovation, adaptability, and overall growth. However, when individuals feel silenced or hesitant to express dissent, detrimental outcomes such as ethical lapses and missed opportunities may arise. This research aims to bridge gaps in existing literature by examining how both situational contexts and dispositional traits impact voice behaviors and conformity both individually and interactively. Through empirical investigation, it seeks to provide insights into the mechanisms underlying voice behavior, enriching theoretical frameworks in organizational psychology. Additionally, the study explores practical implications for organizations, offering guidance on fostering cultures of open communication and constructive dissent to enhance long-term resilience and success.

Keywords: conformity, core self-evaluations, inclusive leadership, voice behavior

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In 1986, Engineers at NASA made the notorious decision to launch the Challenger space shuttle despite team members possessing an awareness of the potential risks associated. This decision to proceed with the launch due to group pressure, a desire for consensus, and a lack of dissenting voices within the group ultimately lead to the tragic explosion of the shuttle (Hirokawa et al., 1988). Perhaps most shockingly, this launch took place after the organization had successfully launched several shuttles previously. Unfortunately, it is all too common that catastrophic outcomes arise when individuals within a group feel silenced or unable to voice their concerns. Neglected safety concerns in workplaces, corporate scandals, and divisive organizational ideologies illustrate the adverse implications of individuals within a group choosing to remain silent. In such environments, the absence of diverse perspectives and open dialogue perpetuates a culture of blind conformity, paving the way for systemic failures, ethical lapses, and missed opportunities for improvement. It is a stark reminder of the importance of fostering environments where individuals feel empowered to express their thoughts and concerns, promoting a healthier, more resilient group dynamic.

In the realm of organizational dynamics, voice behaviors are proactive behaviors aimed at fostering constructive change through challenges to the status quo (LePine & Van Dyne, 1998). For example, speaking up during a team meeting to suggest a more efficient approach to completing a project, particularly when the organization has adhered to a certain procedure for project execution over an extended period, exemplifies voice behavior. Employees engaging in voice behavior can be an invaluable asset to an organization's success, as it allows for an

increased ability to foster innovation, adaptability, and overall growth. Adverse consequences often emerge when individuals within a group are reluctant to express constructive challenges or suggest improvements. As a result, the organization may miss out on valuable insights and diverse perspectives. Thus, cultivating a culture that fosters voice behavior not only empowers individuals to contribute their ideas but also enables organizations to harness the full spectrum of their collective intelligence, driving resilience and, ultimately, sustained success in an ever-evolving landscape.

Though previous research has evaluated dispositional (i.e., relating to an individual's traits) and situational (i.e., relating to the environment surrounding an individual) characteristics concerning voice behaviors independently, there remains little, if any, research investigating the combined impact these factors have on voice behaviors. Dispositional factors, such as core self-evaluations, play a crucial role in shaping individuals' propensity to engage in voice behaviors within organizational contexts. Research suggests that individuals with higher core self-evaluations, encompassing traits like self-esteem, self-efficacy, and emotional stability, are more likely to exhibit confidence in expressing their opinions and ideas, thus contributing to voice behaviors (Judge et al., 2003). In addition, situational factors, such as leadership styles and organizational climate, also have the potential to influence voice behaviors. Inclusive leadership, characterized by its emphasis on valuing diverse perspectives and fostering open communication, has been shown to encourage employee voice behavior by creating an environment where individuals feel empowered to express their thoughts and concerns without fear of reprisal (Carmeli et al., 2010). Despite the wealth of research on these individual factors, there is a gap in understanding how they interact and jointly influence voice behaviors within organizational

settings. Thus, a central goal of the proposed study is to reveal both the individual and combined impacts of these factors on voice behaviors.

In the proposed study, I aim to make several contributions to the literature. By investigating the combined impact of core self-evaluations and inclusive leadership on voice behaviors, this study contributes to theoretical advancements in understanding group dynamics and communication processes. Adopting an interactionist lens (Dalal et al., 2015), I build upon previous research that has predominantly examined these factors in isolation to elucidate how they interact to shape individual behavior within groups. Moreover, I test these interactions as impacting voice behavior *through* the cognitive process of conformity. By exploring the nuanced interplay between situational contexts and dispositional traits, the study aims to provide deeper insights into how conformity mediates the relationship between these factors, enriching theoretical frameworks in organizational psychology. Furthermore, by conducting a moderated mediation analysis, the study seeks to uncover patterns and relationships that contribute to a more comprehensive understanding of when and why individuals challenge the group status quos. The study's empirical findings will offer practical insights for organizations aiming to promote open communication and constructive dissent. By recognizing the importance of both factors and addressing barriers to voicing concerns, organizations can enhance decision-making processes and foster long-term resilience and success through a culture that values diverse perspectives.

Voice in Organizations

Voice behaviors in organizational psychology refer to proactive actions taken by individuals to express their opinions, concerns, or innovative ideas within group settings (Morrison, 2011). These behaviors are fundamental for organizational success as they foster

constructive change, challenge the status quo, and promote innovation and adaptability. Core self-evaluations, a dispositional factor, play a crucial role in influencing an individual's propensity to engage in voice behaviors (Johnson et al., 2008). Core self-evaluations encompass an individual's fundamental assessments of their own worth, capabilities, and overall competence, including aspects such as self-esteem, self-efficacy, locus of control, and emotional stability. Research suggests that individuals with higher core self-evaluations are more likely to exhibit confidence in their abilities and opinions, making them less susceptible to conformity pressures within groups (Chang et al., 2012; Johnson et al., 2008). That being said, conformity tendencies, influenced by both situational and dispositional factors, may inhibit voice behaviors within organizational contexts. Individuals may conform to group norms due to the desire to fit in or seek validation, thereby suppressing their inclination to voice dissenting opinions or suggest alternative viewpoints. Thus, there is likely a complex interplay between core self-evaluations, conformity tendencies, and engagement in voice behaviors within organizational settings, highlighting the importance of understanding and addressing these dynamics for fostering environments conducive to open communication and innovation.

As previously mentioned, one dispositional factor that may serve as an explanation for increased group conformity and, thereby, decreased voice behavior is a diminished core self-evaluation. Drawing upon Deutsch and Gerard’s theory of the cognitive processes underlying conformity, group conformity is often driven by social influence, where individuals adjust their beliefs or opinions to align with the expectations of their group (Cialdini & Goldstein, 2004; Deutsch & Gerard, 1955). They posit two types of social influence drive conformity: normative social influence and informational social influence (Cialdini & Goldstein, 2004; Deutsch & Gerard, 1955). Normative social influence is an aspect of conformity driven by

the desire to fit in, be accepted, or avoid social rejection (Cialdini & Goldstein, 2004; Deutsch & Gerard, 1955). When experiencing this aspect of conformity, individuals may conform to group norms even when they privately disagree, fearing the negative consequences of dissent. Comparatively, informational social influence is an aspect of conformity where individuals conform because they believe the group possesses valuable information or knowledge, leading them to adjust their opinions or actions based on the assumption that the group is more informed or correct than themselves (Cialdini & Goldstein, 2004; Deutsch & Gerard, 1955). Utilizing insights from the informational social influence facet of conformity, it appears plausible that those yielding to this form of conformity may exhibit lower core-self evaluations compared to their peers (Deutsch & Gerard, 1955). Moreover, it would hold consistent that these individuals would be less inclined to jeopardize their social standing by taking a bold stand within their organization through participation in voice behaviors. Put simply, conformity often stems from an individual's need to belong or a perception of inadequacy in solving their group's issues. Consequently, individuals with lower core self-evaluations may be more inclined towards conformity and, therfore, less engaged in voice behavior, as they inherently perceive themselves as inferior to others.

Drawing from the broader understanding of group conformity and its psychological underpinnings, it is reasonable to hypothesize a negative relationship between an individual's core self-evaluation and their susceptibility to conformity within groups. Individuals with lower core self-evaluations may exhibit a heightened susceptibility to conformity pressures due to their perceived inferiority or lack of confidence in their own judgments. This aligns with the notion that those with diminished self-esteem or self-perception may be more inclined to conform to group norms as a means of seeking validation or avoiding social rejection. Consequently, I

anticipate that individuals with higher core self-evaluations, who possess a stronger sense of self-worth and confidence, would be less prone to conforming to group pressures.

> ***Hypothesis 1:*** An individual's core self-evaluation is *negatively* related to their group conformity cognitions.

Building upon the discussion of group conformity's inhibitory effect on voice behavior, it stands to reason that individuals with higher tendencies towards conformity may exhibit lower levels of engagement in voice behaviors within organizational settings. The presence of strong conformity pressures within a group may create a climate where individuals feel reluctant to voice dissenting opinions or suggest alternative viewpoints, fearing potential ostracization or negative repercussions. This aligns with the notion that heightened conformity cognitions may stifle the open dialogue necessary for constructive change and innovation within organizations. Therefore, I hypothesize a negative relationship between an employee's group conformity cognitions and their engagement in voice behaviors.

> ***Hypothesis 2:*** An employee's group conformity cognitions are *negatively* related to their voice behaviors.

Given the interconnected nature of core self-evaluations, conformity cognitions, and voice behaviors, it is plausible to explore the indirect effects of core self-evaluations on voice behaviors through the mediating factor of group conformity tendencies. Drawing from the preceding discussions on the cognitive processes underlying conformity and the dispositional factors influencing individual behavior, it is conceivable that an individual's core self-evaluation may indirectly impact their engagement in voice behaviors by shaping their susceptibility to conformity pressures within group settings. Individuals with lower core self-evaluations may be

more likely to conform to group norms, thereby inhibiting their willingness to express dissenting opinions or innovative ideas. Conversely, those with higher core self-evaluations may exhibit greater resilience against conformity pressures, fostering a greater propensity for engaging in voice behaviors. Thus, I posit a positive indirect effect of an employee's core self-evaluation on their voice behaviors via their group conformity cognitions.

> ***Hypothesis 3:*** An employee's core self-evaluation has a *positive indirect effect* on voice behaviors via group conformity cognitions.

Voice in Inclusive Spaces

Prior studies have identified the situational factor of the leadership style of a group's authority figure to be linked to an employee's involvement in voice behaviors. More specifically, recent research has found that the inclusive leadership style effectively increases voice behavior and decreases employee silence within organizations (Xu et al., 2023; Younas et al., 2023). Inclusive leadership is a leadership style that prioritizes creating an environment where diverse individuals feel valued, respected, and included. Leaders who adopt an inclusive leadership style actively seek to leverage the unique strengths and perspectives of each team member, fostering a sense of belonging and equity within the group. This leadership approach emphasizes open communication, empathy, and the promotion of a culture that values diversity (Ryan, 2007). This research highlights the potency of inclusive leadership in encouraging employee voice behavior and fostering a diverse organizational culture.

Considering the dynamics of inclusive leadership discussed earlier, it is reasonable to propose that inclusive leadership may moderate the relationship between an individual's core self-evaluations and their tendencies towards group conformity. Inclusive leadership may create

an environment where individuals feel empowered to express their unique viewpoints without fear of judgment or reprisal. Therefore, I hypothesize that inclusive leadership may weaken the negative relationship between an employee's core self-evaluations and their tendencies towards group conformity, as inclusive leaders actively promote psychological safety and inclusion within the organizational context. By moderating the influence of core self-evaluations on conformity tendencies, inclusive leadership may create space for individuals to engage more freely in voice behaviors.

> ***Hypothesis 4:*** Inclusive leadership *negatively moderates* the relationship between core self-evaluations and conformity tendencies, such that the *negative* relationship between core self-evaluations and group conformity tendencies is *weaker* when inclusive leadership is high rather than low.

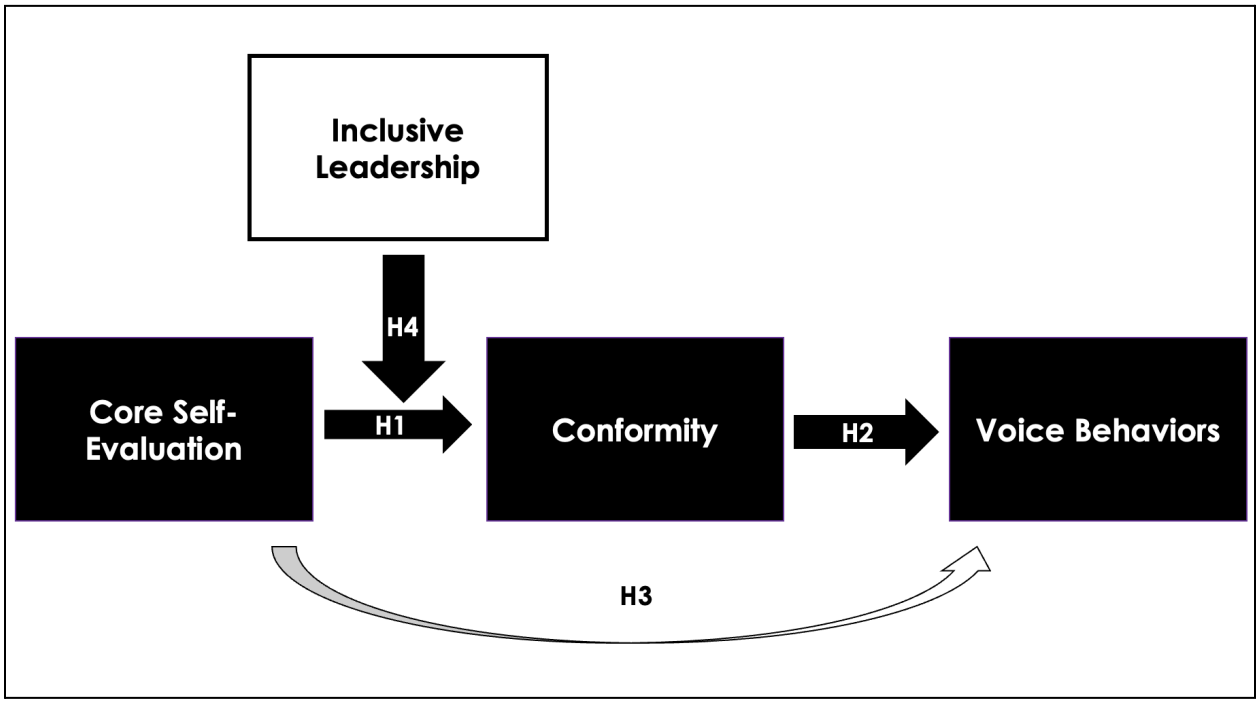


Figure 1. Hypothesized model.

Methods

Participants

To statistically power a test of the study's hypotheses, I leveraged insights from Preacher and colleagues' (2007) work on moderated mediation models, indicating 200 participants combined with bootstrapping procedures will provide sufficient power. Thus, accounting for the potential of a 20% attrition rate, I plan to recruit a diverse sample of 250 participants for this study using the online research platform Prolific. Upon completion of the study, participants will be compensated for their time. Eligibility criteria will include being at least 18 years of age, a resident of the United States, and a full-time employee in an organization. The University's Institutional Review Board will be consulted for approval of the study and all participants will need to provide informed consent before participating.

Procedure

Participants will first be required to provide informed consent before completing a time-separated observational survey on the online survey platform Qualtrics. Following this, participants will complete part one of the survey, which will include measures assessing their core-self evaluations, current leadership climate, and demographic information. To ensure participants' attentiveness, several attention checks will be administered throughout the study. Following the completion of part one of the survey, participants will be sent the second part a week later. When completing the second part of the survey, participants will be asked questions regarding their likelihood to conform to their work group's beliefs, current voice behaviors, risk-taking tendencies, and personality traits.

Measures

All measures reported will be measured using a scale from 1 (Not at all) to 5 (Very much so) unless otherwise stated. Full scales can be found in the appendices.

Core Self-Evaluations. To measure participants' core self-evaluations, the Core Self-Evaluation Scale (CSES) developed by Judge et al. (2003) will be employed (See Appendix A). The CSES, supported by extensive validation evidence from studies such as Gardner & Pierce (2010), Holt & Jung (2008), and Stumpp et al. (2010), encompasses multiple traits within the core self-evaluation theory, including self-efficacy and locus of control. Sample CSES items include, "I am confident I get the success I deserve in life" and "Sometimes when I fail I feel worthless" (reverse scored). The Cronbach's Alpha for the full scale of core self-evaluations (CSE) was 0.88 (Judge et al., 2003). The Cronbach's Alphas for each subscale are as follows: 0.89 for self-esteem, 0.88 for neuroticism, 0.87 for generalized self-efficacy, and 0.86 for locus of control. Thus, there is ample evidence to support the reliability of this scale.

Inclusive Leadership. The current climate of the participants' organizational leadership will be measured using a 9-item scale developed by Carmeli and colleagues (2010; See Appendix B). These items will capture the current level of inclusive leadership within the organization the participant works for. Item anchors for this scale are 1 = *Not at all* to 5 = *To a large extent.* Sample scale items include, "The manager [in my organization] is open to hearing new ideas." and "The manager [in my organization] is attentive to new opportunities to improve work processes." The Cronbach's Alpha for this scale was 0.94, demonstrating a high level of internal reliability (Carmeli et al., 2010).

Demographics. To further examine the differential impact of various demographic factors on our current measures, participants will be asked to provide information about their gender identity, age, race, current job position, and the number of years they have held that position.

Conformity. Participants' conformity tendencies will be assessed using the Informational and Normative Conformity Scale (SKI-N) developed by Opozda-Suder et al. (2023; See Appendix C). This scale, validated as reliable and invariant across gender, comprises nine items measuring both informational and normative aspects of conformity. Sample SKI-N items include, “In order to gain the acknowledgment of the most respected person in the group, I make my opinion dependent on what that person thinks.” and “For the sake of group solidarity, I behave contrarily to my own principles.” The Cronbach’s Alpha for the full scale of conformity was 0.88 (Opozda-Suder et al., 2023). The Cronbach’s Alphas for each subscale are as follows: 0.82 for Normative Conformity and 0.82 for Informational Conformity.

Voice Behavior. Participants' likelihood to engage in voice behaviors within their work environment will be measured using items adapted from previous research by VanDyne and Lepine (1998; See Appendix D). These items will capture participants' willingness to express constructive challenges or suggestions for improvement within their organizational setting, thus providing insights into their propensity for voice behaviors within their organization. The original scale was written to be used as a peer rating measure, therefore, these items will be rewritten into first-person for the purposes of this study. Item anchors are 1 = *Strongly disagree* to 7 = *Strongly agree.* Sample voice behavior items include, “I develop and make recommendations concerning issues that affect my work group.” and “I speak up and encourage others in my work group to get involved in issues that affect the group.” The Cronbach’s Alpha

for the full scale of voice behaviors was 0.95, demonstrating high levels of reliability (VanDyne & Lepine, 1998).

Covariates. Due to the fact that there may be other factors attributing to engagement in conformity and voice behaviors, I plan to additionally measure participants' self-reported levels of extroversion and risk-taking. Extroversion refers to the tendency to be outgoing, assertive, and sociable. Research suggests that extroverted individuals may be more likely to conform to group norms and seek social approval (Deusinger, 1972). Moreover, they may feel more comfortable expressing opinions in social settings and may be less inclined to deviate from the group consensus when doing so (Bono et al., 2003). Therefore, measuring extraversion can help assess the extent to which individuals conform to group norms. Extroversion will be measured using the highly regarded NEO Personality Inventory-Revised (NEO PI-R; Maples-Keller et al., 2019; See Appendix E). The NEO PI-R provides a comprehensive analysis of an individual's personality traits including openness, extraversion, agreeableness, neuroticism, and conscientiousness. This scale has consistently been found to be reliable with a Cronbach's Alpha of 0.80 (Maples-Keller et al., 2019). Risk-taking propensity is linked to the willingness to take chances or engage in behaviors with uncertain outcomes. Voice behavior, which involves speaking up with suggestions, concerns, or opinions, often requires individuals to take risks by potentially challenging the status quo or facing potential backlash from others. People who are more inclined to take risks may be more likely to engage in voice behavior, as they may be less deterred by the potential negative consequences (Luo et al., 2023). Measuring risk-taking tendencies can thus shed light on individuals' propensity to engage in voice behavior. Risk-taking will be assessed using the General Risk Propensity Scale (GRiPS; Zhang et al., 2019; See

Appendix F). This scale captures an individual's general propensity to risk-taking and has been found to be highly reliable with a Cronbach's Alpha of 0.94 (Zhang et al., 2019).

Proposed Statistical Analysis

To test my hypotheses about the influence of core self-evaluations, inclusive leadership, and conformity tendencies on voice behavior, a moderated mediation model will be conducted on R (R Core Team, 2021). R is an open-source statistical software used for data analysis and performing statistical tests. Before running these tests, I will conduct psychometric analyses (e.g., scale reliability, confirmatory factor analysis) and ensure that the variables are appropriate for the moderated mediation model.

Broader Impacts

The proposed research carries significant broader impacts for organizational practices and interventions by investigating the interplay between situational and dispositional factors in shaping voice behaviors. Insights gained from this study can inform strategies to cultivate cultures of open communication and constructive dissent, thereby enhancing psychological safety, diversity of thought, and employee engagement within organizations. By mitigating risks associated with groupthink and conformity pressures, organizations can improve their capacity for ethical decision-making and risk management while fostering employee well-being and job satisfaction. Embracing diverse perspectives and encouraging open dialogue can stimulate innovation and adaptability, enabling organizations to respond effectively to challenges in rapidly changing environments. Furthermore, the study's insights can inform the design of professional development programs and diversity, equity, and inclusion initiatives, promoting leadership effectiveness, communication skills, and equitable workplaces. Overall, this research contributes

to both academic knowledge and practical applications, advancing organizational effectiveness, ethical conduct, and employee well-being in various workplace settings.

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Appendix A

Core Self-Evaluations Scale (CSES)

Instructions: Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by selecting the best response representative of yourself.

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

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1. I am confident I get the success I deserve in life.
2. Sometimes I feel depressed. (r)
3. When I try, I generally succeed.
4. Sometimes when I fail I feel worthless. (r)
5. I complete tasks successfully.
6. Sometimes, I do not feel in control of my work. (r)
7. Overall, I am satisfied with myself.
8. I am filled with doubts about my competence. (r)
9. I determine what will happen in my life.
10. I do not feel in control of my success in my career. (r)
11. I am capable of coping with most of my problems.
12. There are times when things look pretty bleak and hopeless to me. (r)

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r = reverse scored

Appendix B

Inclusive Leadership Measure

Instructions: Below are several statements with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by selecting the best response representative of the current leadership within the organization you work for.

1 (Not at all) 2 (Rarely) 3 (Occasionally) 4 (A moderate amount) 5 (To a large extent)

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1. The manager is open to hearing new ideas. (Openness)
2. The manager is attentive to new opportunities to improve work processes. (Openness)
3. The manager is open to discuss the desired goals and new ways to achieve them. (Openness)
4. The manager is available for consultation on problems. (Availability)
5. The manager is an ongoing ‘presence’ in this team-someone who is readily available. (Availability)
6. The manager is available for professional questions I would like to consult with him/her. (Availability)
7. The manager is ready to listen to my requests. (Availability)
8. The manager encourages me to access him/her on emerging issues. (Accessibility)
9. The manager is accessible for discussing emerging problems. (Accessibility)

Appendix C

Informational and Normative Conformity Scale (SKI-N)

Instructions: Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by selecting the best response representative of yourself.

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

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1. In order to feel liked, I adapt to the group and don't say what I really think.
2. I accept my friends' views without reflection, hoping for their acceptance.
3. In order to gain the acknowledgement of the most respected person in the group, I make my opinion dependent on what that person thinks.
4. For the sake of group solidarity, I behave contrarily to my own principles.
5. I submit to the majority and do exactly what others do, because I think the group comes first.
6. For fear of doing something wrong, I prefer to copy the behavior of others and do the same as them.
7. When I am unsure of my own opinion, I value what others think more highly.
8. When carrying out a difficult task, I proceed like the majority for fear of making a mistake.
9. In difficult situations, I behave like the majority, because other people know better what to do.

Appendix D

Voice Behavior Measure

Instructions: Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by selecting the best response representative of yourself.

1 (Strongly Disagree) 2 (Disagree) 3 (Somewhat Disagree)

4 (Neutral) 5 (Somewhat Agree) 6 (Agree) 7 (Strongly Agree)

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1. I develop and make recommendations concerning issues that affect my work group.
2. I speak up and encourage others in my work group to get involved in issues that affect the group.
3. I communicate my opinions about work issues to others in my work group even if my opinion is different.
4. I keep well informed about issues where my opinion might be useful to my work group.
5. I get involved in issues that affect the quality of work life here in my work group.
6. I speak up in my work group with ideas for new projects or changes in procedures.

Appendix E

NEO Personality Inventory-Revised (NEO PI-R)

Instructions: Below are some general statements that may or may not describe you. Please indicate the degree to which you disagree or agree with each statement.

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

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1. Worry about things
2. Get stressed out easily
3. Get angry easily
4. Lose my temper
5. Often feel blue
6. Dislike myself
7. Find it difficult to approach others
8. Am easily intimidated
9. Rarely overindulge
10. Am able to control my cravings
11. Remain calm under pressure
12. Am calm even in tense situations
13. Make friends easily
14. Act comfortably with others
15. Love large parties
16. Avoid crowds

17. Take charge
18. Try to lead others
19. Am always busy
20. Am always on the go
21. Love excitement
22. Seek adventure
23. Have a lot of fun
24. Love life
25. Have a vivid imagination
26. Love to daydream
27. Believe in the importance of art
28. Do not like art
29. Experience my emotions intensely
30. Am not easily affected by my emotions
31. Prefer to stick with things that I know
32. Don't like the idea of change
33. Avoid philosophical discussions
34. Am not interested in theoretical discussions
35. Tend to vote for liberal political candidates
36. Believe in one true religion
37. Trust others
38. Believe that others have good intentions
39. Cheat to get ahead

40. Take advantage of others

41. Love to help others

42. Am concerned about others

43. Insult people

44. Get back at others

45. Believe that I am better than others

46. Think highly of myself

47. Sympathize with the homeless

48. Feel sympathy for those who are worse off than myself

49. Handles tasks smoothly

50. Know how to get things done

51. Like to tidy up

52. Leave a mess in my room

53. Tell the truth

54. Break my promises

55. Work hard

56. Set high standards for myself and others

57. Carry out my plans

58. Have difficulty starting tasks

59. Make rash decisions

60. Act without thinking

Appendix F

General Risk Propensity Scale (GRiPS)

Instructions: Below are some general statements that may or may not describe you. Please indicate the degree to which you disagree or agree with each statement.

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

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1. Taking risks makes life more fun.
2. My friends would say I'm a risk taker.
3. I enjoy taking risks in most aspects of my life.
4. I would take a risk even if it meant I might get hurt.
5. Taking risks is an important part of my life.
6. I commonly make risky decisions.
7. I am a believer of taking chances.
8. I am attracted, rather than scared, by risk.