

Multiple Determinants of Prejudicial and Nonprejudicial Behavior

By

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## Abstract

A key component of prejudice research is understanding what measures best predict prejudicial versus nonprejudicial behavior. Recent debates in the prejudice literature have centered around whether implicit reaction time measures or explicit self-report measures are the “better” predictors of prejudicial behavior. We argue, however, that this debate is misplaced. Rather than emphasizing the type of measure or which measure is the “best” single predictor, we argue that considering multiple psychological constructs and their interactions provide a better, more complete understanding. We emphasize three intrapersonal factors in particular: personal convictions against prejudice, sensitivity to social pressures against prejudice, and unbidden group associations. Each of these factors has been empirically linked to prejudicial or nonprejudicial behavior, but no prior study has simultaneously assessed the relative or interactive influence of all three factors on behavior. The present work involved a series of exploratory studies testing the predictive power of these constructs and their interactions for a number of consequential outcomes, including resource allocation (Study 1), aggression (Study 2), verbal and nonverbal communication (Study 3), medical trust (Study 4), and job applicant screening (Study 5). Across the five studies, interactions among the three factors predicted behavior better than any single factor in isolation. We argue for broadening past paradigms that focus narrowly on one construct, measure, or type of measure as the primary determinant of intergroup bias. We recommend broader, theory-driven, interactive approaches that seek to understand the multiple determinants of prejudicial or nonprejudicial behavior.

## **Multiple Determinants of Prejudicial and Nonprejudicial Behavior**

The past 100 years of research on prejudice can be roughly divided into three major periods. In the early 20th century, prejudice was seen as essentially intentional, overt, and obvious — many people earnestly and openly believed that Black people were inferior to White people, and that women were inferior to men, and these overtly prejudiced people were easily distinguished from those whose personal convictions opposed prejudice (Allport, 1954; Schuman, 1997). Over time, blatant prejudice became socially unacceptable, and researchers in the late 1950s through the 1980s viewed prejudice as privately held but publicly hidden — most people were thought to possess racist or sexist views, but they were careful not to express them in public, where they might face social censure (Baxter, 1973; Crosby, Bromley, & Saxe, 1980; Gaertner, 1976; Gaertner & Dovidio, 1977; Linn, 1965; Weitz, 1972). Since the late 1980s, modern prejudice researchers often treat prejudice as arising from automatic, unintentional processes — people possess “implicit bias” that leads to discriminatory behavior when it is not kept under tight cognitive control (Crandall & Eshleman, 2003; Devine, 1989a; Greenwald, Poehlman, Uhlmann, & Banaji, 2009).

One can broadly characterize these three periods in the history of prejudice research by scientists’ predominant ideas of when prejudicial behavior arises within “most people” — prejudicial behavior arises when we intend it to, when others are not monitoring our behavior, or when we are not monitoring our own behavior. These three constructs need not be mutually exclusive, however. Intentions, social concerns, and unintentional biases can co-exist and interact, not only within the same historical era, but within the same person. Rather than emphasizing only one individual difference that may lead to bias, the present dissertation

consists of a series of exploratory studies examining the independent and interactive effects of these constructs on a variety of behaviors that may show bias based on race or gender. We broadly conceptualize these individual difference constructs as *personal convictions*, *sensitivity to social pressures*, and *unbidden associations*, and they are described below.<sup>1</sup>

- *Personal convictions* against prejudice (e.g., internal motivation to respond without prejudice; personal beliefs, values, or standards) are one's earnestly-held, personally important beliefs about prejudice, equality, or a given social group (Allport, 1954; Cox & Devine, 2014; Devine, 1989a, 1989b; Devine & Monteith, 1993; Devine & Zuwerink, 1994; Monteith et al., 2002; Plant & Devine, 1998, 2001, 2009).
- *Sensitivity to social pressures* against prejudice (e.g., external motivation to respond without prejudice; susceptibility to social influence, normative pressures, or social desirability) reflects one's concern about social norms that oppose prejudice and about the reactions other people might have in response to one's behavior (Cox & Devine, 2014; Crandall, Eshleman, & O'Brien, 2002; Crosby, Bromley, & Saxe, 1980; Dunton & Fazio, 1997; Plant & Devine, 1998, 2001, 2009).
- *Unbidden associations* (e.g., automatically activated stereotypes, associations, or evaluations; implicit biases) reflect cognitive structures and processes that come to mind unbidden by the perceiver (Amodio & Devine, 2006; Devine, 1989a, 1989b; Devine et al., 1991; 2002; Green

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<sup>1</sup> Unless otherwise specified, in the present work we refer to personal convictions and sensitivity to social pressures that *oppose* prejudice and to unbidden associations that *disfavor* the oppressed group. Although some people have personal convictions in favor of prejudice, in some situations there may be social pressures that promote prejudice, and some people have unbidden associations that favor the oppressed group (see Forscher, Cox, Graetz, & Devine, 2015). These latter cases are less common.

et al., 2007; Greenwald, Nosek, & Banaji, 2003; Greenwald, Poehlman, Uhlmann, & Banaji, 2009; Monteith, 1993; Monteith et al., 2002; Richeson & Shelton, 2003; Rudman, 2008).

Each of these three factors is conceptually and empirically independent from the others and has received much theoretical and some empirical attention in the scientific literature. Empirical work linking these constructs to behavior, however, has been conducted in a piecemeal fashion. Below, we briefly review representative work that exemplifies how each of these constructs relate to behavior.

### **Personal Convictions and Sensitivity to Social Pressures**

A recent study by Cox and Devine (2014) illustrates the conditions under which sensitivity to social pressures and personal convictions produce prejudicial or nonprejudicial behavior (see also Plant & Devine, 1998, 2001). As a measure of aggression, participants administered painful electric shocks to an unseen male opponent. In one condition, the opponent was explicitly labeled as gay. Because his group status was publicly known, social pressures against antigay prejudice were relevant to any behavior towards him. Accordingly, participants who either had strong personal convictions against antigay prejudice or were sensitive to social pressures against antigay prejudice aggressed at low levels, but those low in both factors aggressed at high levels. In another condition, however, the opponent was merely implied to be gay, leading participants to make a *private* inference about his stigmatized group status. Because this inference was private, participants could plausibly deny that prejudice motivated their behavior towards the opponent. This “plausible deniability” enabled participants to evade any external concerns or pressures to which they may be sensitive. In this condition, therefore, only those with personal convictions against prejudice aggressed at low levels. Participants without

personal convictions against prejudice aggressed at high levels, even if they were dispositionally sensitive to social pressures against antigay prejudice. Both sensitivity to social pressures and personal convictions against antigay prejudice were unrelated to aggression in two control conditions with straight opponents.

Replicating and extending prior work with these constructs (e.g., Plant & Devine, 1998; 2001; 2009), Cox and Devine demonstrated that personal convictions against prejudice result in nonprejudicial behavior even when normative concerns are removed, whereas sensitivity to social pressures produces nonprejudicial behavior only when there is an evaluative audience who can plausibly attribute negative behavior to prejudice. No study, however, has ever assessed these constructs alongside unbidden associations to predict behavioral outcomes.

### **Unbidden Associations**

Several theorists propose that personal convictions and sensitivity to social pressures can be undermined by unbidden associations when the behavior in question is unmonitored and nonconscious (e.g., interpersonal distance) or when situational factors (e.g., extreme time pressure, drunkenness) preclude more thoughtful processes from influencing behavior (e.g., Crandall & Eshleman, 2003; Devine, 1989a; Gaertner & Dovidio, 1986; Fazio et al., 1995). Assessing the strength and influence of unbidden associations has been an extremely prolific area of study (for meta-analyses, see Greenwald, Poehlman, Uhlmann, & Banaji, 2009 and Oswald, Mitchell, Blanton, Jaccard, & Tetlock, 2013).

During interracial interactions, stronger unbidden associations have been linked to greater unfriendliness (i.e., less smiling), more speech errors, nonverbal leakage of discomfort and negative attitude (i.e., appearing more prejudiced), and physical avoidance (e.g., Amodio &

Devine, 2006; McConnell & Leibold, 2001; Richeson & Shelton, 2005). Other work has shown that unbidden associations even relate to more controlled and complex behaviors, such as doctors giving Black patients less effective treatments (Green et al., 2007), racial bias in shooting decisions (Glaser & Knowles, 2008), judging a Black person as less intelligent (Amodio & Devine, 2006), recommending budget cuts to Black student organizations (Rudman & Ashmore, 2007), and other adverse outcomes (for further review, see Rudman, 2008).

In the modern literature, unbidden associations are most often conceptualized as *implicit bias*, which is measured predominantly by the Implicit Association Test (IAT; Greenwald, Nosek, & Banaji, 2003). The IAT has come to dominate the prejudice and stereotyping literature to the near exclusion of other constructs and measures, due in large part to the oft-unstated assumption that “implicit” reaction-time measures are necessarily better and more predictive of behavior than “explicit” self-report measures. This assumption, however, has only ever been submitted to very weak tests, comparing the IAT to general attitude measures like feeling thermometers (i.e., “On a thermometer from 0° to 100°, how warmly do you feel towards Black people?”). The results of these weak tests typically favor the IAT and are then generalized to ostensibly validate the assumption that implicit measures—most especially the IAT—are better at predicting behavior than explicit measures (e.g., Greenwald et al., 2009). This reasoning distorts the importance of other constructs assessed using explicit measures, like personal convictions and sensitivity to social pressures, that may also predict behavior.

### **Overview of the Present Work**

We conducted a series of studies designed to model real-world behaviors that may contribute to intergroup disparities. In all studies, White participants completed measures of

personal convictions, sensitivity to social pressures, and unbidden associations separately from a study session containing the behavior of interest. These represent the first studies to ever simultaneously assess these three individual difference factors to predict behavior, therefore the present work provides the first estimates of how these individual differences interact to predict behavior. Because the present work is therefore exploratory, we refrained from making specific hypotheses about what patterns we might observe and how our individual difference measures might interact to predict behavior.

The set of studies was designed to create opportunities for each of the predictors to influence behavior, based on current theorizing within the field. Sensitivity to social pressures, for example, should influence behavior when there is an audience (e.g., an experimenter) present (as in Studies 2, 3, and 5), but not when the study is conducted online, with no proximal audience (as in Studies 1 and 2). Personal convictions against prejudice are theorized to influence behavior across contexts (Cox & Devine, 2014; Plant & Devine, 1998), but are theorized to be undermined by unbidden associations if the behavior in question is less thoughtful (e.g., seating distance/eye contact, Study 3), or under situational constraints, such as time pressure (Study 5). Across the full set of studies, therefore, we present the conditions theorized to permit each factor to influence behavior, and examine its ability to do so in isolation and in interaction with the other factors.

We chose behaviors thought to consequentially relate to race and gender bias. Each of the behavioral outcomes has either been shown or assumed to relate to at least one of the three intrapersonal factors. We assessed a broad sampling of behaviors, including resource allocation

(Study 1), aggression (Study 2), verbal and nonverbal communication (Study 3), medical trust (Study 4), and job applicant selection (Study 5).

### **Note on Race, Gender, and Intersectionality**

Much prior work has operationalized racial prejudice as prejudice against Black men (e.g., participants interact with either a Black or White male target). This likely occurs as the result of efforts to isolate racial prejudice from sexism. I argue, however, that such an approach 1) mistakenly assumes that sexism does not affect participants' behavior towards men, and 2) unintentionally implies that discrimination against Black men is more important to study than discrimination against Black women. Although the primary focus of the present work is racial bias, the majority of the proposed studies (all studies except Study 2) were designed to include both male and female targets, when applicable. Simultaneously assessing both race and gender necessarily adds complexity to the experimental design, but I argue that designs using single-sex targets ignore that complexity, not avoid it.

### **Individual Difference Measures**

In all of the present studies, White, undergraduate participants completed the following individual difference measures independently from the study session. Participants were unaware that the measures were related to the behavioral studies.

**Personal convictions against prejudice.** In a mass survey at the beginning of the semester, all participants completed several questionnaires. As a measure of participants' levels of personal convictions against prejudice, this survey included the *internal motivation to respond without prejudice* scale (IMS). The IMS measures personal convictions in favor of nonprejudicial behavior (e.g., "I am personally motivated by my beliefs to be nonprejudiced toward Black

people”). The scale has five items, scored on 9-point likert scales (1 = *Strongly Disagree*, 9 = *Strongly Agree*). We collected the IMS for both anti-Black prejudice (IMS.B; Plant & Devine, 1998) and sexism (IMS.S; Klonis, Plant, & Devine, 2005). For all items, see the Materials Appendix.

**Sensitivity to social pressures against prejudice.** To measure sensitivity to social pressures against prejudice, we used the *external motivation to respond without prejudice* scales (EMS), for both sexism (EMS.S; Klonis, Plant, & Devine, 2005) and prejudice against Black people (EMS.B; Plant & Devine, 1998). The EMS items measure participants’ external (social, normative) motivations for behaving in a nonprejudiced way (e.g., “I try to hide any negative thoughts about Black people in order to avoid negative reactions from others”), and contains 5 items scored on 9-point Likert scales. For all items, see the Materials Appendix.

**Unbidden associations.** As noted earlier, the most widely used measure of unbidden associations is Greenwald and colleagues’ *implicit association test* (IAT; Greenwald, Nosek, & Banaji, 2003; Greenwald, Poehlman, Uhlmann, & Banaji, 2009). The IAT is a dual categorization task in which people simultaneously categorize two sets of stimuli. In the race evaluative IAT, for example, people categorize Black or White faces and pleasant or unpleasant words by pressing one of two keyboard keys. In some blocks of trials, participants categorize Black faces and unpleasant words by hitting the “d” key, whereas White faces and pleasant words are categorized by pressing the “k” key. These are known as *congruent* trials, because pairing Black people with negativity and White people with positivity is congruent with anti-Black racial bias. On *incongruent* trials, the pairings are switched, such that White faces and unpleasant words are categorized together, and Black faces are categorized with pleasant words.

If the net evaluative valence of unbidden Black associations is more negative than unbidden White associations, the congruent trials (which match this anti-Black association pattern) should be easier than the incongruent trials. Because congruent trials are easier than incongruent trials for someone who associates Black people with more unpleasantness than White people, reaction times should be faster on congruent than incongruent trials. To translate these reaction times into a single metric, the response times on the congruent trials are subtracted from those of the incongruent trials and divided by the pooled standard deviation of all reaction times that enter these two means (see Greenwald, Nosek, & Banaji, 2003). IAT scores greater than zero indicate that participants more easily associate Black faces with unpleasant words (and White faces with pleasant words) than the reverse.

We will use the race evaluative IAT (described above) as our primary indicator of unbidden race associations because it is by far the measure most widely used to estimate this construct. Unless otherwise specified, “IAT” refers to the race evaluative IAT (Black vs. White faces and Pleasant vs. Unpleasant words; IAT.BWPU). The race evaluative IAT is ubiquitous in the prejudice literature, but there is no comparably broad measure of unbidden gender associations that is used as often. In the present work, we chose to use the gender leadership IAT, which associates Male vs. Female names with Leader vs. Follower words (IAT.MFLF). We chose the gender leadership IAT rather than a gender evaluative IAT because unbidden gender associations tend to disfavor women in specific domains (e.g., leadership), rather than in general evaluation (as occurs with unbidden Black associations). For Studies 4 and 5, which specifically involve judgments related to competence, we also collected a race competence IAT (Black vs. White faces and Competent vs. Incompetent words; IAT.BWCI) and a gender competence IAT

(Male vs. Female names with Competent vs. Incompetent words; IAT.MFCI). For examples of the IAT stimuli, see the Materials Appendix.

Participants completed these IATs in an online study, and completion of this IAT study was a necessary prerequisite for participation in any of the present studies. Because the race evaluative IAT, as the “gold standard” measure of unbidden associations, was the most important of the four IATs, it was always completed first. After the race evaluative IAT, participants were randomly assigned to complete the remaining three IATs in one of two orders (race competence, gender leadership, then gender competence, or gender leadership, race competence, then gender competence).

### **Pseudo-Stratified Sampling for IMS and EMS**

We used pseudo-stratified sampling to insure that we obtained participants from the full continuous spectrum of the IMS, EMS, and their interaction. We tried to fill the full conceptual 2-dimensional IMSxEMS space, recruiting at least 10 participants within each quadrant (i.e., 10 Low-IMS, Low EMS participants, 10 Low-IMS, High-EMS participants, and so on). IMS and EMS scores are computed from 1-9 scales, thus 5 marks the midpoint of the scale. EMS tends to have a normal distribution centered around the scale midpoint, so we adopted the rule of thumb that participants with scores of 5 or above are considered High-EMS. IMS tends to have a strong negative skew, with very few participants at the low end of the scale. For IMS, therefore, our rule of thumb was that participants with a score of 6 or below were considered Low-IMS.<sup>2</sup>

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<sup>2</sup> Analyses treat both IMS and EMS as continuous measures, unless otherwise specified. We used these rules of thumb primarily only in our stratified sampling and in generating standard errors for the error bars within figures that display effects graphed separately by IMSxEMS quadrants.

Using these criteria, we made efforts to obtain at least 10 participants within each IMSxEMS quadrant for each between-subjects comparison. This means that our goal was to obtain 40 participants per between-subjects comparison. When the study included gender as well as race (Studies 3-5), we filled the 2-dimensional IMSxEMS space for both race and gender. Because the IMS and EMS for race (IMS.B and EMS.B) tend to positively correlate with their counterparts for gender (IMS.S and EMS.S), a stratified sample for one target group often approximated the stratified sample for the other target group. Depending on the amount of overlap between the race and gender dimensions, therefore, the minimum target sample size for each between-subjects condition was between 40 and 80 participants. As shown in the Results Appendix, we were successful at meeting these sampling goals for all studies except Study 3.<sup>3</sup>

### **Analytic Overview**

In the studies that explore both race and gender biases (Studies 3-5), we conduct analyses for the race-related individual differences separately from analyses for the gender-related individual differences. This both simplifies the analyses and prevents multicollinearity issues. The IMS for Black people (IMS.B) and sexism (IMS.S) are highly correlated, ( $r = 0.673$ , for the 3620 participants who completed these scales over the course of the present studies), as are their EMS counterparts (EMS.B and EMS.S;  $r = 0.691$ ). Such high correlations between the race/gender scales makes it inadvisable to include them in the same regressions simultaneously. For the same reason, we conduct analyses separately for each IAT measure when multiple IATs are relevant to the outcomes (Studies 4-5) — the race evaluative IAT and the race competence IAT

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<sup>3</sup> Study 3 failed to meet its sampling goals because its design depended upon particular experimenters whose group status served as the between-subjects manipulation. These experimenters graduated before we could meet our sampling goals.

are correlated ( $r = 0.329$ , for the 2377 participants who completed these IATs over the course of the present studies), as are the gender leadership IAT and the gender competence IAT ( $r = 0.267$ ).

Unless otherwise specified, regression analyses include main effects of mean-centered IAT, IMS, and EMS scores, all 2-way interactions (i.e., IAT x IMS, IAT x EMS, IMS x EMS), and the 3-way interaction (i.e., IAT x IMS x EMS). Regressions involving between-subjects conditions include all 2-way, 3-way, and 4-way interactions with the condition variable. If they are not reported in text, look to the Results Appendix to find all the means and standard deviations of our individual difference variables and the outcomes, the bivariate correlations between each predictor and outcome, and all regression analyses.

### **Study 1 - Resource Allocation**

One avenue for reducing racial disparities is to allocate money to Black causes such as African-American scholarship programs. Rudman and Ashmore (2007) and Son Hing, Li, and Zanna (2002) have linked IAT bias to such resource allocations, although this has never been done with the Black–White evaluative IAT, nor with IMS and EMS. Study 1 builds upon this past work, with participants completing a series of resource allocation tasks. In Study 1, we assess whether we can predict this type of pro-social behavior, with participants completing a series of resource allocation tasks.

#### **Method**

Undergraduates ( $N = 107$ ; 71 female; achieved power<sup>4</sup>  $1-\beta = 0.89$ ) completed an online “Student Life Survey” that appeared to be a real survey about undergraduate experiences and opinions from the University of Wisconsin - Madison. The majority of the survey was made up

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<sup>4</sup> All power statistics in the present dissertation report achieved power for observing a within-condition bivariate correlation of  $|Pearson\ r| = 0.3$ .

of filler questionnaires taken from an actual survey administered by the university about dorm life, sports programs, and other student concerns. Within this survey was embedded a series of resource allocation tasks (See the full survey in the Materials Appendix).

The allocation tasks ask participants to distribute \$10,000 into 6 different causes (Figure 1A, below). The money must be allocated in increments of \$500, which makes it so that participants are unable to divide the money equally among the six alternatives. The first allocation task asked participants to divide money among different intramural sports teams, to familiarize participants with the task. The three tasks containing race-relevant alternatives were distributed throughout the remainder of the survey.

The University will be deciding how to distribute donations alumni have made for the implementation of new course offerings for next semester. The University has a total of \$10,000 to distribute among the potential courses listed in the two columns below.

Before making a decision how to allocate this money, the University is interested in finding out which courses students think would be interesting, valuable and important to have available at UW-Madison. Please consider how much money you would decide to grant the various potential courses listed below.

**"We would like to emphasize that this initiative does not include any segregated fee increase in your tuition expenses whatsoever."**

**INSTRUCTIONS:** Please drag and drop the amount of money you feel each potential course deserves to receive, in increments of \$500. You must distribute the entire \$10,000 but you may give as much or as little as you want to each potential course.

**Note:** A very general description of each course is provided as the courses have not been fully developed yet.

\$500	Photography techniques and development	Financial Basics for the College Graduate
\$500		
\$500		
\$500		
\$500		
\$500		
\$500	Classic & Contemporary Racism in America	Gender Dynamics in the Modern U.S.
\$500		
\$500		
\$500		
\$500		
\$500		
\$500	Career Observation Courses	Social Networking
\$500		
\$500		
\$500		
\$500		
\$500		

▶▶

*Figure 1A.* Resource Allocation Task. Participants drag and drop the dollar amounts on the left into the boxes on the right.

Specifically, participants divided money among different proposed new courses (Classic and Contemporary Racism in America, Gender Dynamics in the Modern U.S., Financial Basics for the College Graduate, Photography techniques and development, Career Observation, and Social Networking), a set of student groups (African American Student Group, Scandinavian Heritage Appreciation Club, Outdoor Sports Club, Woodworking Hobbyist Club, Old Hollywood Film Club, Culinary Arts Club), and scholarship programs (African American Honors Scholarship, Polish-American Honors Scholarship, Former High School Sports Captain Scholarship, National Honor Society Scholarship, Foreign-Born Student Scholarship, Future Farmers of America Scholarship). The amount of money allocated to the race-relevant course, student group, and scholarship were highly correlated ( $r$ 's  $\geq 0.486$ ), thus they were averaged to create a single score, *Dollars Allocated to Black Causes* (Cronbach's  $\alpha = 0.800$ ).

The final section of the survey contained a description of "Badger Connect," a fictional program that the university was purportedly considering, designed to promote cross-race friendships. After reading about this program, participants rated their interest in and support for Badger Connect on a series of 7-point Likert items (Materials Appendix). These 11 items were averaged to create a single score, *Interest in Badger Connect*, (Cronbach's  $\alpha = 0.937$ ).

## **Results**

Below, the bivariate correlations between the individual difference variables and the outcomes are displayed in Table 1A below. We then report and discuss the regression analyses for each outcome in turn.

Table 1A - Bivariate Correlations

	Dollars Allocated to Black Causes		Interest in Badger Connect	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
<b>Race Evaluative IAT</b>	-0.109	0.263	0.034	0.725
<b>IMS.B</b>	0.351	0.000	0.183	0.059
<b>EMS.B</b>	-0.087	0.371	-0.044	0.650

**Dollars allocated to Black causes.** On average, participants allocated \$3687 to the Black causes. The only individual difference variable that displayed a bivariate correlation with these allocations was IMS.B,  $r = 0.351$ ,  $p < 0.001$ , such that people who were higher in IMS.B donated more money to Black causes. Neither the IAT nor EMS.B significantly correlated with the amount of money allocated to Black causes,  $|r|$ 's  $\leq 0.109$ .

We conducted a linear regression with participants' mean-centered scores on the race evaluative IAT, IMS.B, EMS.B, and their 2- and 3-way interactions predicting dollars allocated to Black causes. This regression revealed only a main effect of IMS.B, ( $\beta = 0.350$ ,  $p < 0.001$ ), and no other main effects or interactions,  $|\beta|$ 's  $\leq 0.144$ ,  $p$ 's  $\geq 0.136$ . See Table 1B, below, for these regression statistics.

Table 1B - Linear Regression Predicting Dollars Allocated to Black Causes

	Dollars Allocated to Black Causes				
	B	SE	Beta	t	p
<b>Constant</b>	3667.281	155.137		23.639	0.000
<b>IAT.BWPU</b>	-360.119	399.929	-0.085	-0.900	0.370
<b>IMS.B</b>	313.858	84.439	0.350	3.717	0.000
<b>EMS.B</b>	-42.876	85.080	-0.047	-0.504	0.615
<b>IATxIMS</b>	3.437	201.289	0.002	0.017	0.986
<b>IATxEMS</b>	185.657	214.466	0.083	0.866	0.389
<b>IMSxEMS</b>	12.493	39.593	0.030	0.316	0.753
<b>IATxIMSxEMS</b>	-142.368	94.767	-0.144	-1.502	0.136

*Note.* Multiple linear regression coefficients, predicting total dollars allocated to Black causes.

**Interest in Badger Connect.** The only race-related individual difference measure that correlated with Interest in Badger Connect at the bivariate level was IMS.B,  $r = 0.183$ ,  $p = 0.059$ , such that High-IMS people supported BadgerConnect more. A linear regression with the race evaluative IAT revealed only a marginal main effect of IMS.B,  $\beta = 0.186$ ,  $p = 0.067$  (all other  $|\beta_s| \leq 0.042$ ,  $p$ 's  $\geq 0.680$ ). See all regression statistics in Table 1C, below.

Table 1C - Linear Regression Predicting Interest in Badger Connect

	Interest in Badger Connect				
	B	SE	Beta	t	p
<b>Constant</b>	3.544	0.120		29.582	0.000
<b>IAT.BWPU</b>	0.128	0.309	0.042	0.414	0.680
<b>IMS.B</b>	0.121	0.065	0.186	1.851	0.067
<b>EMS.B</b>	-0.018	0.066	-0.028	-0.278	0.782
<b>IATxIMS</b>	-0.003	0.155	-0.002	-0.020	0.984
<b>IATxEMS</b>	-0.001	0.166	0.000	-0.004	0.997
<b>IMSxEMS</b>	-0.008	0.031	-0.027	-0.261	0.794
<b>IATxIMSxEMS</b>	-0.019	0.073	-0.027	-0.260	0.796

*Note.* Multiple linear regression coefficients, predicting Interest in Badger Connect.

## Discussion

The sole significant predictor of resource allocation was IMS — to the extent that participants had stronger personal convictions that oppose prejudice, the more money they allocated to Black causes and the more they supported a student organization designed to facilitate cross-race friendships. Theoretically, there would be little reason to expect that sensitivity to social pressures would affect these outcomes, given that the task was completed online, away from any relevant audience. Although some past work has shown the IAT to relate resource allocation (Rudman & Ashmore; 2007; Son Hing, Li, & Zanna, 2002; ), this relationship has never been demonstrated with the Black-White evaluative IAT, so the present work neither directly replicates nor directly fails to replicate past findings.

So far as we are aware, this is the first study to demonstrate a relationship between IMS and resource allocation, but we believe that relationship is sensible. Personal convictions that oppose prejudice likely covary with more concern and knowledge about race, racial disparities,

and the experiences of Black people, which leads to more support of a program like BadgerConnect, and to allocating more money to a Black student group, a course on Contemporary Racism, and a Black student scholarship. These choices likely are one way that High-IMS people act in accordance with their personal convictions against racism, and demonstrates the importance they place on efforts to combat racism.

### **Study 2 - Aggression**

Whereas Study 1's outcome was pro-social, in Study 2 we examined an anti-social behavior: aggression. Minorities face alarmingly high rates of prejudice-based physical harassment, bullying, and hate crimes worldwide (FBI, 2010). The U.S. media, tracking many recent instances of extreme prejudice-based bullying, have declared a "bullying epidemic" (e.g., Cooper, 2011; Couric, 2012). This "epidemic" is especially disconcerting because prejudice-based violence can cause severe mental health issues, drive the victims to commit suicide (e.g., Carl Walker-Hoover), or even escalate to homicide (e.g., James Byrd). Affecting not just the victims and their families, prejudice-based violence terrorizes and intimidates whole communities. Understanding why and how such blatant prejudice continues and how to reduce it has been a central concern of social psychologists for decades.

As reviewed earlier, Cox and Devine (2014) linked antigay prejudice-based aggression to IMS and EMS, but did not assess unbidden associations. In older work, Donnerstein, Donnerstein, Simon, and Ditricks (1972) demonstrated that participants gave Black confederates higher levels of shock than White confederates, but the researchers included no measures of psychological variables that might predict this prejudicial behavior. The present study, therefore,

provides the opportunity to replicate and extend both the work of Cox and Devine and Donnerstein and colleagues.

## **Method**

**Participants and procedure.** Participants ( $N = 350$ ; 158 female) played a competitive shocking game in exchange for two extra credit points with the possibility of winning a third point in the game (which all participants received after debriefing). Participants were told this study was “simulating a social media gaming experience,” and that they would interact with another participant via computer. They were led to believe they were playing against either a White male ( $n = 174$ ;  $1-\beta = 0.98$ ) or Black male opponent ( $n = 176$ ;  $1-\beta = 0.99$ ), whose picture they saw on their computer screen during the game (Materials Appendix).

The experimenters were White, and they wore professional, business casual clothing and white lab coats. Two experimenters conducted each experimental session. After obtaining signed consent on the second floor of the UW-Madison Psychology Department, Experimenter 1 took a picture of the participant, purportedly to approximate a social media profile picture for the interaction with the opponent. After this, Experimenter 1 took the participant to a lab room in the basement, where Experimenter 2 was waiting for them. Experimenter 1 and Experimenter 2 had a short discussion about the setup of the experiment. This exchange was meant to provide evidence, seemingly irrelevant to the purpose of the experiment, that there was indeed another participant. Specifically, Experimenter 2 said his/her participant was set up and ready, and Experimenter 2 only needed to get the camera from Experimenter 1.

**Shock task.** Because there is high variability in people’s sensitivity to electric shocks, the appropriate levels of intensity were established separately for each participant. To do so,

participants received shocks of increasing intensity and were asked to identify the intensity that was “uncomfortable,” up to the intensity that was “the most you can possibly handle.” These were used as the endpoints on a 9-point continuum of shock intensity that the participant received during the game. This also established that the shock apparatus is real, thus enhancing the cover story.

The task was largely identical to that used by Cox and Devine (2014), which was adapted from the Taylor Aggression Paradigm (Taylor, 1967; see also Berkowitz, 1989; Donnerstein, Donnerstein, Simon, & Ditricks, 1972; Giancola & Parrott, 2008; Zeichner, Frey, Parrott, & Butryn, 1999). The sole difference between the shocking task in the present study and that of Cox and Devine is that, throughout the task, the opponent’s and the participant’s pictures appeared on the screen.

On each trial, participants watched a yellow circle on their monitor until, after a random interval, it turned red. When the circle became red, the participants’ goal was to turn the knob on their response apparatus more quickly than the opponent. They complete two practice trials (one win and one loss) to become familiar with the task before the game. The game had 21 trials, rigged so that participants won 11 trials. On each winning trial, they shocked their opponent, selecting the intensity of the shocks (on a 9-point scale from “uncomfortable” to “the most pain they can tolerate”) and their duration (50 ms, 100 ms, 200 ms, 250 ms, or 500 ms). On losing trials, participants received shocks of the intensity and duration they had selected previously (e.g., on their first loss, they receive the shock they sent out from their first win, and so on). To accomplish this, we constructed a pattern of wins and losses that always gave the participants some wins before losses (e.g., win, loss, win, win, loss, win, loss, loss...). All participants

experienced the same win/loss pattern. Rigging the win/loss pattern in this way standardized the reciprocation of aggression (e.g., if participants gave a low shock, the “opponent” never responded with a disproportionately high shock, as could happen if the shocks’ intensity and duration were random). Participants were not told the exact intensity and duration of the shocks they received.

**Aggression metric.** Because shock intensity and duration constitute two separate ways participants might aggress on each trial, we combined them into a single metric. We standardized the intensity and duration responses, recoding them as percentages of the greatest possible shock (500 ms or “9”), with 0 being the minimum amount of shock it was possible to give (50 ms or “1”). Our metric was the average of these intensity and duration responses across all 11 winning trials, which reflects the percentage of the maximum amount of shock it was possible to give in the game (Cronbach’s  $\alpha = 0.959$ ). Selecting the highest intensity and longest duration for every shock (the maximum amount of aggression possible) would yield a score of 100%. Selecting the lowest intensity and shortest duration for every shock (the minimum amount of aggression possible) would produce a score of 0%. When analyzed separately, duration and intensity yield patterns and effect magnitudes that match those found with this composite metric (Cox & Devine, 2014).

## Results

Participants’ mean aggression score in the Black opponent condition ( $M = 0.15$ ,  $sd = 0.193$ ) did not differ from that of participants in the White opponent condition ( $M = 0.14$ ,  $sd = 0.174$ ),  $t(348) = 0.493$ ,  $p = 0.493$ . The individual difference predictors did not correlate significantly with aggression in either condition  $|r|’s \leq 0.123$ , and none of the predictors nor

interactions significantly related to aggression  $|\beta|$ 's  $\leq 0.122$ ,  $p$ 's  $\geq 0.128$ . See regression statistics in Table 2, below.

*Table 2 - Linear Regression Predicting Aggression*

	Aggression				
	B	SE	Beta	t	p
<b>Constant</b>	0.145	0.015		9.388	0.000
<b>IAT.BWPU</b>	-0.007	0.042	-0.014	-0.165	0.869
<b>IMS.B</b>	-0.005	0.009	-0.049	-0.592	0.554
<b>EMS.B</b>	0.012	0.008	0.122	1.528	0.128
<b>Condition</b>	0.009	0.021	0.023	0.405	0.686
<b>IATxIMS</b>	0.007	0.025	0.025	0.290	0.772
<b>IATxEMS</b>	0.028	0.023	0.096	1.206	0.229
<b>IATxCondition</b>	0.028	0.060	0.039	0.469	0.639
<b>IMSxEMS</b>	-0.001	0.004	-0.025	-0.311	0.756
<b>IMSxCondition</b>	0.002	0.013	0.011	0.136	0.892
<b>EMSxCondition</b>	0.002	0.011	0.016	0.202	0.840
<b>IATxIMSxEMS</b>	0.008	0.012	0.048	0.632	0.528
<b>IATxIMSxCondition</b>	-0.025	0.036	-0.058	-0.685	0.494
<b>IATxEMSxCondition</b>	-0.011	0.036	-0.023	-0.298	0.766
<b>IMSxEMSxCondition</b>	0.003	0.006	0.035	0.439	0.661
<b>IATxIMSxEMSxCondition</b>	-0.024	0.021	-0.087	-1.157	0.248

*Note.* Multiple linear regression predicting aggression. Condition was coded such that White Opponent = 0 and Black Opponent = 1.

## Discussion

Finding no racial biases in aggression, the present study failed to replicate Donnerstein and colleagues' work, and, finding no relationships between aggression and IMS/EMS, the present study also failed to replicate Cox and Devine's (2014) study. There were a few differences between this study and the Cox and Devine (2014) study that may account for the different patterns of results. Some of these differences are methodological, others relate to

theoretical differences between anti-gay and anti-Black aggression, and others relate to unique sociological events during data collection.

**Methodological differences from Cox and Devine (2014).** In addition to some minor differences (e.g., Cox & Devine's experimenters were always the same gender as their participants, but ours were not), the major methodological deviations involve the cover story and the manipulation of the opponent's group membership. In the present study, our cover story related to how people interact on the internet — participants were led to believe our study was simulating “an online gaming experience.” Cox and Devine's (2014) cover story related to “impression formation,” and told participants that the game was one of the ways participants would get to know their opponent. It is possible that this cover story somehow facilitated the relationship between values (i.e., IMS/EMS) and the aggressive behavior — perhaps Low-IMS participants construed aggression as a way to express their values towards their gay male opponent, and by removing that cover story, we thereby removed that relationship.

We also employed a different method of manipulating the opponent's group membership. Whereas Cox and Devine (2014) relied on “identity statements,” we used pictures that were meant to represent social media profile pictures. A picture of the opponent and a picture of the participant him or herself remained onscreen throughout the shock task. Perhaps 1) seeing what an opponent looks like, 2) realizing that the other participant knows what one looks like, or 3) seeing a picture of oneself, relates to or interacts with patterns of aggression in a way that disrupted the effects we might otherwise expect to find.

**Anti-gay versus anti-Black aggression.** There are some theoretical reasons to believe that anti-gay and anti-Black prejudice are distinct in ways that would impact the relationship

between stigmatized group membership and aggression. Black male stereotypes tend to associate Black men with attributes such as physical strength, aggressiveness, and violence, whereas gay male stereotypes often relate gay men to attributes such as physical weakness, femininity, and frivolity (e.g., Cox & Devine, 2015). The different stereotype content could lead to a situation in which having a gay male opponent yields more aggression because he is stereotyped as nonthreatening, and therefore less likely to retaliate. A Black male opponent, however, might incite less aggression because he is stereotyped as highly threatening and participants fear aggressive retaliation.

There may be distinct moral and cognitive foundations of anti-gay versus anti-Black prejudice, which could in turn yield different affective responses and behaviors. If anti-gay prejudice is linked to the perception that gay men violate one's moral principles, that may link antigay prejudice more directly to aggression, as a way to punish the moral transgression. Anti-Black prejudice, however, may be more linked to fear, which may result in more avoidant behaviors, rather than aggressive behaviors.

**Final thoughts.** During data collection, from Fall 2013 through Spring 2015, there were several highly-publicized incidents in which young Black men were shot and killed by White police officers. These widely discussed, poignant incidents may have influenced participants' responses, making them especially wary of aggressing towards a Black male.

In sum, although the present study was very highly powered, no mean-level racial bias occurred, and levels of aggression were wholly unrelated to our individual difference measures.

### Study 3 - Verbal and Nonverbal Communication

Study 3 expanded the scope of the present work to include gender as well as race. In Study 3, we examined whether and how race and gender biases contaminate verbal and nonverbal communication behaviors. Past work has linked higher IAT bias to more closed body language, greater interpersonal distance, less eye contact, greater “nonverbal leakage” of prejudice, and higher rates of verbal disfluencies when talking to members of stigmatized groups (e.g., Amodio & Devine, 2006; McConnell & Leibold, 2001; Richeson & Shelton, 2003, 2005; Word, Zanna, & Cooper, 1974; but see Blanton et al., 2009). Richeson and Shelton (2003, 2005), for example, asked participants to discuss their views on racial profiling to a White or Black male experimenter while being videotaped. Judges coded these videotapes for how prejudiced the speakers appeared, and these ratings of perceived prejudice correlated with participants’ scores on the racial evaluative IAT. None of this prior work, however, has included any measures of personal convictions or sensitivity to social pressures, which may also contribute to these outcomes. In Study 3, therefore, we duplicated and expanded Richeson and Shelton’s (2003) procedure, assessing a variety of verbal and nonverbal communication behaviors related to discussion of race and gender topics.

#### Method

**Participants.** White participants ( $N = 216$ , 151 female) discussed their opinions on race/ racism and gender/sexism in the United States with an experimenter while being covertly videotaped. The experimenter was either a White man ( $n = 68$ , 42 female;  $1-\beta = 0.72$ ), a White woman ( $n = 74$ , 53 female;  $1-\beta = 0.76$ ), or a Black man ( $n = 74$ , 56 female;  $1-\beta = 0.76$ ), between-

subjects. Although we had hoped to recruit a Black female experimenter as well, to have a fully crossed design, we were not able to do so.

Unfortunately, as mentioned earlier (see again note 3), we were unable to achieve our sampling goals for Study 3. We obtained very few Low-IMS participants, thus we recommend and practice caution in interpreting patterns among Low-IMS participants.

**Gender predictors.** As described above, the present and all following studies include assessment of gender biases as well as race. The IMS.B and EMS.B, which assess personal convictions and sensitivity to social pressures related to prejudice against Black people, have direct counterparts, the IMS.S and EMS.S, which assess those constructs related to sexism against women. The race evaluative IAT, however, does not have as clear of a direct counterpart. Although there exists a gender evaluative IAT that examines associations between women/men and pleasantness/unpleasantness, it tends not to show consistent patterns of bias that disfavor women, and it is not used often in the sexism literature. More often used is what we call the “gender leadership IAT,” (also known simply as the “gender IAT,” Dasgupta & Asgari, 2004), which tends to show a pattern of bias in which, compared to men, women are associated less with leadership roles/traits and more with follower roles/traits. We selected this IAT to assess unbidden gender associations in this and the following studies. The present study’s conversation topic prompt, described below, specifically mentions gender and leadership, to ensure that the associations assessed by this IAT are at least somewhat relevant to what participants discuss.

**Procedure.** The experimenter met the participant and led him or her into a faculty office where the experiment took place. Participants sat at a desk to read and sign a consent form and complete an initial “charged topics” questionnaire, which asked them to report their comfort

discussing a number of different topics, including the two topics they would later discuss, “Race relations in the United States” and “Gender in the United States.” The participants were led to believe they would randomly select two of the topics to discuss, by drawing a topic out of each of two bowls filled with slips of paper with the topics written on them. In reality, the first bowl of topics contained only the race topic prompt, and the second bowl contained only the gender topic prompt. The race topic prompt read, “Discuss your opinions about race relations in the United States (for example: racial profiling, affirmative action or immigration laws in America, or whatever you feel is important).” The gender topic read, “Discuss your opinions about gender in the United States (for example: gender discrimination, gender pay gaps, do you think women or men make better leaders, or any other relevant topic you find important).” After drawing their topics, participants were given a few minutes to jot down their thoughts on a “notes sheet,” for use during the discussion. They were told that they would share their opinions and perspectives on each topic for two minutes.

While the participants filled out their notes, the experimenter sat down in a chair on the other side of the room. The experimenter’s chair was in front of a bookcase. A camera was hidden in the bookcase, placed just above the experimenter’s head so that it could capture the facial expressions, eye contact, and body language of the participant, but the experimenter would remain out of sight (thus enabling video coding judges to be blind to condition). For pictures of the experimental setup, see the Materials Appendix.

***Video coding.*** The videos from the present experiment are undergoing a very detailed coding process that will not be completed by the deposit of the present dissertation. Each video is coded both with and without sound. Each video is coded twice with sound by two independent

coders, who then compare their scoring and watch the video together a third time to conduct a final, consensus coding. The without sound coding is conducted by a different set of two independent coders. The without sound coding allows these coders to be fully blind to condition (because the experimenter is out of sight and they cannot hear him or her speak) and helps them focus exclusively on body language without being distracted or influenced by what the participants say. These coders also conduct a third consensus coding together, to resolve any discrepancies. To view the coding manuals and protocols, see the Materials Appendix.

***Seating distance.*** Once the participant was ready to begin, the experimenter casually asked him or her to bring the chair over to start the discussion. The participant's placement of the chair relative to the experimenter provided a measure of seating distance, a common indicator of interpersonal comfort/closeness that has previously correlated with IAT (see Amodio & Devine, 2006). After the discussion concluded and the participant left, the experimenter measured the distance between the chairs at three reference points: one for the centers of the chairs, and one for each side of the chairs. These three measurements, measured in centimeters, were averaged into a single seating distance score (Cronbach's  $\alpha = 0.922$ ).

***Experimenter speech and body language.*** The experimenters were extensively trained to deliver all spoken lines and prompts in precisely the same way, with the same demeanor, tone, and body language. They practiced all lines in the script with one another, reciting them simultaneously in face-to-face pairs to mimic each others' intonation and mannerisms, until they delivered all lines and feedback the same way. They practiced carefully to be sure that they never provided positive or negative feedback to participants, providing neutral feedback regardless of what the participant said. They all wore White button-down shirts with khakis or jeans.

***Discussion and experimenter ratings.*** Participants discussed each topic for a full two minutes. During the discussions, the experimenters paid attention to the participant's body language, demeanor, amount of eye contact, comfort discussing each issue, level of anxiety, how difficult it was for them to discuss the topic at hand, whether they appeared to be "holding back" or hiding something, how racist/nonracist they appeared to be (for the first topic: race), and how sexist/nonsexist they appeared to be (for the second topic: gender). After each topic, the experimenters rated participants on these components, using a series of 1-to-5 Likert scales, displayed in the Materials Appendix. These items were taken from the *nonverbal ratings of behavior while speaking scale* (Jennings, Geis, & Brown, 1980) and a scale used in a similar study by Vance and Devine (unpublished). The single ratings of how racist/nonracist and how sexist/nonsexist the participant seemed to the experimenter served as dependent variables on their own.

The experimenters' ratings on the remaining ten items had good reliability for both the race discussion (Cronbach's  $\alpha = 0.863$ ) and the gender discussion (Cronbach's  $\alpha = 0.850$ ), so they were averaged to create two scores: Comfort Discussing Race and Comfort Discussing Gender. Neither comfort rating, however, significantly related to any of the predictors, except that participants were rated as more comfortable discussing race with a White experimenter,  $\beta = 0.230$ ,  $p = 0.002$ . Full regression analyses are reported in the Results Appendix. The comfort ratings are discussed no further.

## **Results**

**Ratings of how racist/nonracist participants seemed.** The sole significant correlation with experimenters' ratings of how racist/nonracist the participants seemed was with IMS.B,  $r =$

0.265,  $p < 0.001$ , all other  $|r|$ 's  $\leq 0.09$ ,  $p$ 's  $\geq 0.176$ . The higher participants' levels of IMS.B, the less racist they seemed. We submitted these ratings of how racist/nonracist participants seemed to a linear regression with the race evaluative IAT, IMS.B, EMS.B, Experimenter Race (Black = 0, White = 1), and their 2-, 3-, and 4-way interactions. See Table 3A, below.

Table 3A - Regression Predicting Experimenter Ratings of How Racist/Nonracist Participants Seemed

	How Racist/Nonracist Participants Seemed				
	B	SE	Beta	t	p
<b>Constant</b>	3.930	0.149		26.364	0.000
<b>IAT.BWPU</b>	-0.355	0.388	-0.113	-0.913	0.362
<b>IMS.B</b>	0.223	0.112	0.316	1.989	0.048
<b>EMS.B</b>	-0.089	0.095	-0.148	-0.932	0.353
<b>Experimenter Race</b>	-0.183	0.177	-0.075	-1.034	0.302
<b>IATxIMS</b>	0.340	0.268	0.190	1.271	0.205
<b>IATxEMS</b>	0.091	0.240	0.054	0.380	0.704
<b>IATxExperimenter Race</b>	0.151	0.471	0.039	0.320	0.749
<b>IMSxEMS</b>	0.005	0.053	0.014	0.089	0.929
<b>IMSxExperimenter Race</b>	-0.117	0.127	-0.131	-0.920	0.359
<b>EMSxExperimenter Race</b>	0.068	0.108	0.089	0.631	0.529
<b>IATxIMSxEMS</b>	0.028	0.155	0.029	0.180	0.858
<b>IATxIMSxExperimenter Race</b>	-0.608	0.305	-0.288	-1.994	0.048
<b>IATxEMSxExperimenter Race</b>	-0.241	0.284	-0.108	-0.850	0.396
<b>IMSxEMSxExperimenter Race</b>	0.009	0.061	0.020	0.140	0.889
<b>IATxIMSxEMSxExperimenter Race</b>	0.028	0.176	0.024	0.162	0.871

*Note.* Multiple linear regression coefficients predicting experimenters' ratings of how racist/nonracist the participants seemed. Higher scores indicate that the participants seemed less racist to the experimenter.

The main effect of IMS.B remained ( $\beta = 0.316$ ,  $p = 0.048$ ), but was qualified by the IATxIMSxExperimenterRace interaction ( $\beta = -0.288$ ,  $p = 0.048$ ; all other  $|\beta$ s  $\leq 0.190$ ,  $p$ 's  $\geq 0.295$ ). We explore this 3-way interaction by examining the 2-way interactions of IMS.B and the

race evaluative IAT separately for participants in the White versus Black experimenter conditions, as shown in Table 3B, below.

*Table 3B - Race Regression Predicting Ratings of How Racist/Nonracist Participants Seemed*

	Black Experimenter					White Experimenters				
	B	SE	Beta	t	p	B	SE	Beta	t	p
<b>Constant</b>	3.930	0.147		26.650	0.000	3.747	0.096		38.828	0.000
<b>IAT</b>	-0.355	0.384	-0.105	-0.923	0.359	-0.204	0.267	-0.067	-0.764	0.446
<b>IMS.B</b>	0.223	0.111	0.318	2.011	0.048	0.106	0.060	0.150	1.767	0.080
<b>EMS.B</b>	-0.089	0.094	-0.151	-0.942	0.350	-0.020	0.052	-0.034	-0.394	0.694
<b>IATxIMS</b>	0.340	0.265	0.165	1.284	0.204	-0.267	0.146	-0.159	-1.830	0.070
<b>IATxEMS</b>	0.091	0.237	0.058	0.385	0.702	-0.150	0.153	-0.085	-0.984	0.327
<b>IMSxEMS</b>	0.005	0.052	0.015	0.090	0.928	0.013	0.030	0.039	0.436	0.664
<b>IATxIMSxEMS</b>	0.028	0.153	0.028	0.182	0.856	0.056	0.083	0.060	0.677	0.499

Among participants who had White experimenters, there was a small effect of IMS.B, ( $\beta = 0.150$ ,  $p = 0.080$ ), which is qualified by a small interaction with the IAT scores, ( $\beta = -0.159$ ,  $p = 0.070$ ). Among participants who talked with the Black experimenter, the sole significant effect is the main effect of IMS.B, ( $\beta = 0.318$ ,  $p = 0.048$ ). As we address further in the discussion, however, the between-condition differences could reflect differences in how the experimenters perceived and/or rated the participants, rather than differences in the participants' behavior that were elicited by the race of the experimenter.

**Seating distance, race predictors.** As shown in Table 3C below, seating distance related to EMS.B ( $\beta = 0.447$ ,  $p = 0.015$ ), EMSxExperimenter Race ( $\beta = -0.424$ ,  $p = 0.010$ ), and IATxEMSxExperimenter Race ( $\beta = 0.476$ ,  $p = 0.002$ ). We unpacked the 3-way interaction by conducting separate regressions by experimenter race, as shown in Table 3D.

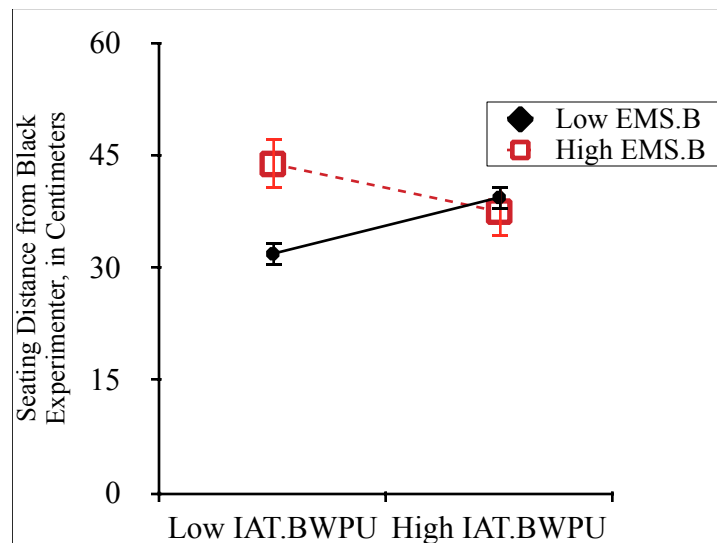
Table 3C - Race Regression Predicting Seating Distance

	Seating Distance, in Centimeters				
	B	SE	Beta	t	p
<b>Constant</b>	37.949	0.881		43.070	0.000
<b>IAT.BWPU</b>	1.359	2.416	0.078	0.563	0.574
<b>IMS.B</b>	0.303	0.662	0.076	0.458	0.648
<b>EMS.B</b>	1.512	0.616	0.447	2.454	0.015
<b>Experimenter Race</b>	-0.401	1.042	-0.029	-0.385	0.701
<b>IATxIMS</b>	-1.650	1.631	-0.167	-1.012	0.313
<b>IATxEMS</b>	-4.658	1.612	-0.475	-2.889	0.004
<b>IATxExperimenter Race</b>	-2.976	2.856	-0.141	-1.042	0.299
<b>IMSxEMS</b>	-0.746	0.389	-0.383	-1.918	0.057
<b>IMSxExperimenter Race</b>	-0.512	0.745	-0.105	-0.687	0.493
<b>EMSxExperimenter Race</b>	-1.792	0.685	-0.424	-2.615	0.010
<b>IATxIMSxEMS</b>	1.426	1.014	0.264	1.407	0.161
<b>IATxIMSxExperimenter Race</b>	1.344	1.829	0.117	0.735	0.463
<b>IATxEMSxExperimenter Race</b>	5.910	1.841	0.476	3.211	0.002
<b>IMSxEMSxExperimenter Race</b>	0.617	0.426	0.262	1.448	0.149
<b>IATxIMSxEMSxExperimenter Race</b>	-1.288	1.120	-0.199	-1.150	0.252

Table 3D - Race Evaluative Regressions Predicting Seating Distance, Split by Experimenter Race

	Black Experimenter					White Experimenters				
	B	SE	Beta	t	p	B	SE	Beta	t	p
<b>Constant</b>	37.949	1.079		35.172	0.000	37.549	0.489		76.864	0.000
<b>IAT</b>	1.359	2.958	0.061	0.459	0.648	-1.617	1.340	-0.107	-1.207	0.230
<b>IMS.B</b>	0.303	0.810	0.061	0.374	0.710	-0.209	0.301	-0.060	-0.695	0.489
<b>EMS.B</b>	1.512	0.755	0.384	2.004	0.050	-0.280	0.264	-0.092	-1.061	0.291
<b>IATxIMS</b>	-1.650	1.997	-0.123	-0.826	0.412	-0.307	0.728	-0.037	-0.421	0.674
<b>IATxEMS</b>	-4.658	1.974	-0.421	-2.359	0.022	1.252	0.781	0.141	1.604	0.111
<b>IMSxEMS</b>	-0.746	0.476	-0.305	-1.566	0.123	-0.129	0.153	-0.076	-0.840	0.402
<b>IATxIMSxEMS</b>	1.426	1.242	0.210	1.149	0.255	0.138	0.418	0.030	0.330	0.742

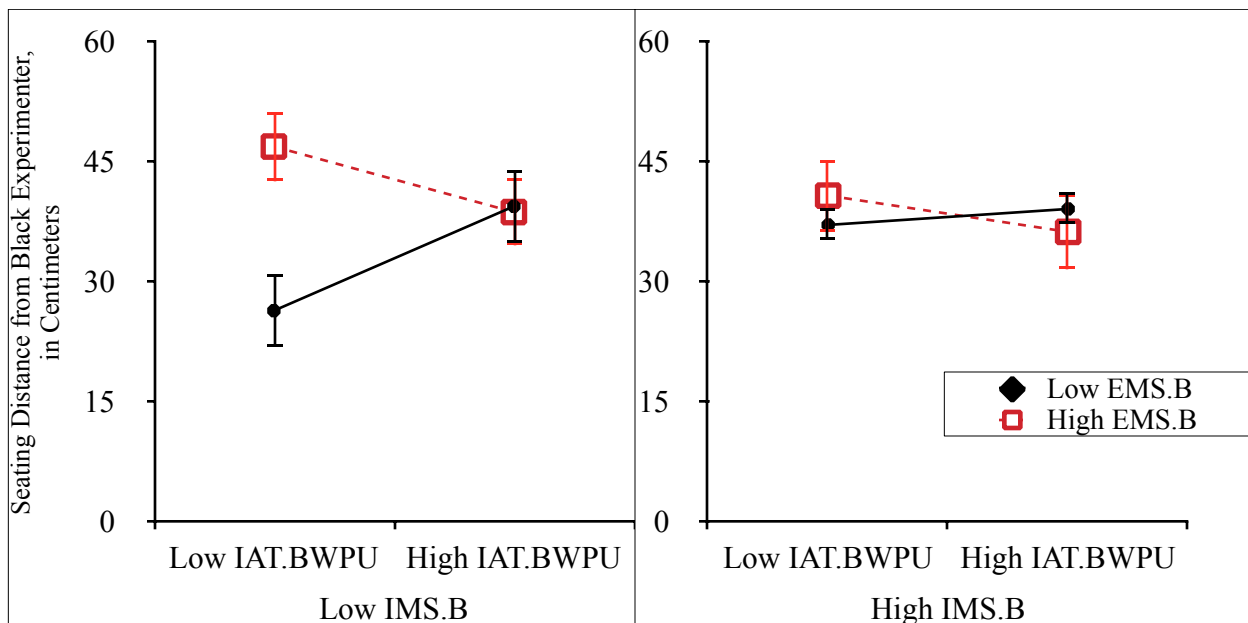
Seating distance was unrelated to the predictors within the White experimenter conditions,  $|\beta|'s \leq 0.141$ ,  $p's \geq 0.111$ . In the Black experimenter condition, however, seating distance related to EMS.B ( $\beta = 0.384$ ,  $p = 0.050$ ) and IATxEMS ( $\beta = -0.421$ ,  $p = 0.022$ ), as shown in Figure 3A, below.



*Figure 3A.* Two-way interaction of the Race Evaluative IAT and EMS.B predicting seating distance from the Black experimenter. High and low values of each predictor are plotted at one standard deviation above and below the means. Each error bar represents one standard error of the dependent variable, for participants within the plotted level of EMS.

Although the IMSxEMS and IATxIMSxEMS interactions were not statistically significant ( $p's = 0.123$ ,  $0.255$ ), we argue that these effects ( $\beta's = -0.305$ ,  $0.210$ ) are theoretically meaningful. A full understanding of EMS traditionally depends upon its interaction with IMS, and recent work provides preliminary evidence that EMS reflects fundamentally different concerns for high versus low IMS people (Dix & Devine, unpublished). Thus, we chose to

interpret the three-way interaction of IMS, EMS, and IAT, recognizing that we should be cautious in our interpretation of this nonsignificant effect. Figure 3B, below, displays the 3-way interaction of IMS, EMS, and the race evaluative IAT predicting seating distance within the Black experimenter condition.



*Figure 3B.* Three-way interaction of the Race Evaluative IAT, IMS.B, and EMS.B predicting seating distance from the Black experimenter. High and low values of each predictor are plotted at one standard deviation above and below the means. Each error bar represents one standard error of the dependent variable's mean, for participants within that plotted IMSxEMS quadrant.

It appears that High-IMS.B participants' seating distance was wholly unaffected by their implicit bias or level of EMS.B. Low-IMS.B participants, however, display an interaction of EMS.B and IAT. The behavior of Low-IMS, Low-EMS participants, who are altogether unconcerned with being or appearing prejudiced, is driven by their levels of implicit bias. To the extent that they implicitly disfavored Black people, they sat farther from the Black experimenter,

and to the extent that they implicitly favored Black people more, they sat closer to him. Their behavior was driven by unbidden associations, untouched by any regulatory processes that we might expect to affect people high in either IMS or EMS. Low-IMS.B, High-EMS.B people, however, are concerned about what others think, and it appears that their seating distance was not much affected by their levels of implicit bias (or perhaps had an inverse relationship with implicit bias). Thus, if we take the liberty of interpreting this nonsignificant 3-way interaction, it seems that being high in either IMS or EMS mitigates any effects of implicit bias on seating distance.

**Ratings of how sexist/nonsexist participants seemed.** IMS.S strongly correlates with experimenter ratings of how sexist/nonsexist participants seemed,  $r = 0.377$ ,  $p < 0.001$ , such that High-IMS participants seemed less sexist, replicating the patterns in the race discussion. Unlike the race discussion, these ratings also had a small negative correlation with the IAT,  $r = -0.143$ ,  $p = 0.036$ , such that participants with higher levels of implicit gender bias seemed more sexist to the experimenters. We explore these effects further in a linear regression with the IAT.MFLF, IMS.S, EMS.S, Experimenter Gender (female = 0, male = 1), and all 2-, 3-, and 4-way interactions predicting the extent to which experimenters rated the participants as less sexist, as shown in Table 3F below. The main effects of IMS.S and experimenter gender, and the 3-way interaction of IATxIMSxEMS are qualified by a 4-way interaction of all four predictors in the model. We unpack this interaction by conducting separate regressions for the male versus female experimenters, shown in Table 3G.

Table 3F - Regression Predicting Experimenter Ratings of How Sexist/Nonsexist Participants Seemed

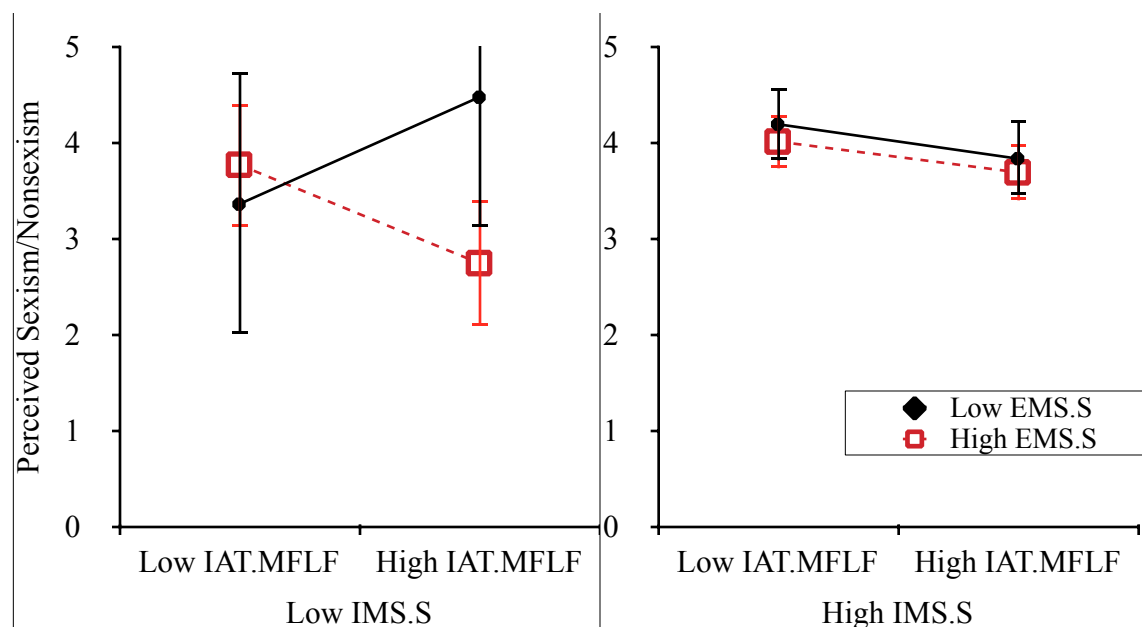
	Gender Leadership IAT				
	B	SE	Beta	t	p
<b>Constant</b>	3.852	0.133		28.895	0.000
<b>IAT.MFLF</b>	0.114	0.441	0.035	0.259	0.796
<b>IMS.S</b>	0.160	0.080	0.242	1.997	0.047
<b>EMS.S</b>	-0.103	0.069	-0.180	-1.499	0.136
<b>Experimenter Gender</b>	0.395	0.162	0.160	2.447	0.015
<b>IATxIMS</b>	-0.300	0.261	-0.173	-1.150	0.252
<b>IATxEMS</b>	-0.329	0.223	-0.201	-1.475	0.142
<b>IATxExperimenter Gender</b>	-0.158	0.512	-0.039	-0.308	0.758
<b>IMSxEMS</b>	0.053	0.037	0.187	1.415	0.159
<b>IMSxExperimenter Gender</b>	0.084	0.095	0.102	0.882	0.379
<b>EMSxExperimenter Gender</b>	0.083	0.082	0.116	1.004	0.317
<b>IATxIMSxEMS</b>	0.353	0.125	0.435	2.835	0.005
<b>IATxIMSxExperimenter Gender</b>	0.343	0.296	0.165	1.159	0.248
<b>IATxEMSxExperimenter Gender</b>	0.371	0.261	0.188	1.422	0.157
<b>IMSxEMSxExperimenter Gender</b>	-0.024	0.043	-0.068	-0.544	0.587
<b>IATxIMSxEMSxExperimenter Gender</b>	-0.335	0.142	-0.346	-2.356	0.019

*Note.* Multiple linear regression coefficients predicting experimenter ratings of how sexist/nonsexist participants seemed. Higher scores indicate that participants seemed less sexist to the experimenter.

Table 3G - Gender Leadership Regressions Predicting Ratings of Sexism/Nonsexism, Split by Experimenter Gender

	Female Experimenter					Male Experimenters				
	B	SE	Beta	t	p	B	SE	Beta	t	p
<b>Constant</b>	3.852	0.127		30.301	0.000	4.248	0.093		45.473	0.000
<b>IAT.MFLF</b>	0.114	0.421	0.034	0.271	0.787	-0.044	0.267	-0.014	-0.164	0.870
<b>IMS.S</b>	0.160	0.076	0.246	2.094	0.040	0.244	0.053	0.377	4.613	0.000
<b>EMS.S</b>	-0.103	0.066	-0.180	-1.572	0.121	-0.021	0.046	-0.037	-0.452	0.652
<b>IATxIMS</b>	-0.300	0.249	-0.164	-1.206	0.232	0.044	0.144	0.027	0.302	0.763
<b>IATxEMS</b>	-0.329	0.213	-0.194	-1.547	0.127	0.042	0.138	0.027	0.302	0.763
<b>IMSxEMS</b>	0.053	0.035	0.187	1.484	0.143	0.029	0.023	0.106	1.279	0.203
<b>IATxIMSxEMS</b>	0.353	0.119	0.401	2.973	0.004	0.018	0.070	0.024	0.264	0.792

In the male experimenter conditions, only IMS.S related to how sexist/nonsexist participants seemed. In the female experimenter condition, however, there was a 3-way interaction of IAT, IMS.S and EMS.S, as shown in Figure 3C, below.



*Figure 3C.* Three-way interaction of the Gender Leadership IAT, IMS.S, and EMS.S predicting ratings of how sexist/nonsexist participants seemed in the female experimenter condition. High and low values of the predictors are plotted at one standard deviation above and below the means. Each error bar represents one standard error of the dependent variable's mean, for participants within that plotted IMSxEMS quadrant. Higher scores on the dependent variable indicate that the experimenter rated the participants as less sexist.

Consistent with the race seating distance findings above, the patterns of High-IMS.S people were unaffected by their levels of IAT or EMS. It is unclear what is indicated by the Low-IMS.S participants' interaction of EMS.S and IAT, and we hesitate to speculate about this effect's pattern, because there were very few people who met our a priori threshold for being Low-IMS ( $n = 5$  for Low-IMS, Low-EMS participants;  $n = 16$  for Low-IMS, Hi-EMS participants).

Accordingly, as shown in Figure 3C, the standard errors for the Low-IMS participants are very large. The full pattern of results, however, is consistent with the notion that the behavior of High-IMS people is largely unaffected by their levels of IAT bias, but the behavior of Low-IMS people is determined by an interaction of IAT and EMS.

**Seating distance, gender predictors.** As reported in the Results Appendix, none of the gender predictors or interactions related to seating distance.

## **Discussion**

In both the race and gender discussion, participants seemed less racist/sexist when they were higher in IMS. Although two published studies have shown a bivariate relationship between the race evaluative IAT and how closely participants will sit to a Black person (Amodio & Devine, 2006; McConnell & Leibold, 2001), their sample sizes were fairly small ( $N = 21$  and  $N = 41$ , respectively). In our larger sample ( $n = 73$  for the Black experimenter condition), no such bivariate relationship occurred; IAT only related to seating distance in interaction with EMS and IMS.

**Caveats and future directions.** The interpretations of the patterns in the present study are tentative and speculative, although they display some consistency with past work on IMS and EMS. It is important to note that any between-condition differences in the ratings of how sexist, racist, or comfortable the participants appeared are confounded with the experimenters' own characteristics. For example, ratings of how sexist participants seemed in the White female experimenter condition were made by the White female experimenter, and those in the White male condition were made by the White male experimenter. Thus, differences between those conditions could arise from people interacting with a male vs. female or from the experimenters

perceiving or rating the participants differently. Although we made great efforts to be sure that all three experimenters used the same operational definitions and judgment criteria for their ratings, we cannot conclude whether between-condition differences in these ratings arise from differences in how the experimenters make their ratings versus how participants respond the experimenters' group memberships. Members of the targeted group may construe or detect biases differently than non-targeted group members.

This unavoidable confound is exactly why we chose to covertly videotape the experimental sessions. As noted above, these videos are going through a rigorous coding process that will allow us to more precisely disentangle the effects of the present study. Preliminary analyses of the video coding indicate that the experimenters' ratings correspond moderately well to video coders' ratings of the same participants, (ratings of how racist/nonracist participants seemed,  $r = 0.410$ , Cronbach's  $\alpha = 0.581$ ; ratings of how sexist/nonsexist participants seemed,  $r = 0.439$ , Cronbach's  $\alpha = 0.610$ ), but further analyses must be done.

### Study 4 - Medical Trust

When people make judgments about someone, race and gender influence those judgments most when the criteria for judging are ambiguous (Allport, 1954). Both the IAT (e.g., Amodio & Devine, 2006) and IMS/EMS (Plant & Devine, 1998) have been linked to race/gender biases in social judgments such as these. We designed Study 4 to assess judgments in a medical context. Participants formed impressions about a (Male vs. Female x Black vs. White) doctor who made a mistake that could have harmed a patient, but the doctor caught the mistake before any harm was done. We crafted the vignette this way to create evaluative ambiguity — participants could either base their judgements on the potentially fatal mistake or ignore the mistake because it had no actual consequences. We believed that this scenario would create evaluative ambiguity that may be influenced by race or gender biases.

#### Method

**Participants and procedure.** Participants ( $N = 216$ ; 123 female) completed an online study purportedly exploring usage of medical information technology and what sorts of information people rely upon when choosing a doctor. They were asked several questions about what sort of information they believed was most important when choosing a doctor, and were then led to believe that they were randomly assigned to receive a certain subset of information about a doctor they would evaluate. In reality, all participants viewed the same information: a screenshot of the doctor's website profile and a scanned copy of a handwritten "medical incident report." The doctor was either a White man ( $n = 53$ ;  $1-\beta = 0.61$ ), a White woman ( $n = 56$ ;  $1-\beta = 0.64$ ), a Black man ( $n = 50$ ;  $1-\beta = 0.59$ ), or a Black woman ( $n = 57$ ;  $1-\beta = 0.65$ ), between-

subjects.<sup>5</sup> Group membership condition was manipulated using a picture of the doctor on the screenshot of the doctor's website.

**Doctor website profile and pictures.** The doctor's website profile and the stimulus pictures can be seen in the Materials Appendix, pages 305-309. We went through several rounds of retrieving and pretesting pictures to get pictures that were well-matched to each other. The final, selected pictures were rated by 86 participants. The pictures were rated on likert scales from 1 (*not at all* \_\_\_) to 7 (*very* \_\_\_) for how *old, attractive, competent, professional, and serious* the targets appeared to be, and the quality of the picture (1 = *very poor quality*; 7 = *very high quality*). As shown in the Materials Appendix on page 301, the four selected pictures were reasonably well-matched on these dimensions.

**Medical incident report.** The incident report was designed to portray an evaluatively ambiguous interaction with a former patient. The report describes an incident in which the doctor made a mistake that could have harmed the patient (he or she wrote an extra zero in the dosage of a medication: 200 mg rather than 20 mg), but the doctor noticed and corrected the mistake before any harm was done. The evaluative ambiguity of this interaction was meant to make participants' judgments and perceptions of the doctor more subjective (e.g., participants can weigh the mistake more or less heavily than the correction of the mistake). The incident report was crafted in consultation with a pharmacist and a medical doctor. The report was hand-written, using an actual incident report form from UW Health Services. See the critical portion of the report in Figure 4A, below, and the full report in the Materials Appendix, pages 188-190.

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<sup>5</sup> An additional 144 participants were run through a condition in which the doctor's race and gender were unspecified, with no picture or first name provided on the doctor's profile, as a control group. As described in the Materials Appendix, such a design allows greater flexibility and power for some analyses. In the present case, however, these analyses did not illuminate the findings beyond analyses examining only the treatment groups. Thus, the race/gender unspecified controls are excluded from the in-text reporting.

**A) Describe circumstances of the incident (narrative)**

The patient was rushed to the hospital for a broken leg after getting into a car accident. Dr. Richardson realigned the bone and put a cast on the patient, but wanted to continue supplying morphine through the patient's IV. The doctor had another patient to get to and quickly wrote instructions for the RN to administer 200 mg of morphine, instead of 20 mg. The RN prepared the morphine and was about to inject when Dr. Richardson rushed into the room, having realized the mistake in instructions. Dr. Richardson remedied the mistake and the patient received the correct 20 mg dose of morphine. This incident was reported because 200 mg of morphine would have been fatal.

Figure 4A.

**Measures.** After reading the profile and the incident report, participants were asked a few questions testing their memory for the information they saw, then they responded to a series of statements about the doctor in general (e.g., “The doctor is extremely thorough and careful.”) and the incident specifically (e.g., “The medical error in the incident report was serious.”) by rating their agreement from 1 (*strongly disagree*) to 7 (*strongly agree*). Some of the items were generated for this study specifically, and other items were adapted from an established measure of medical trust (from Bamino, 2006, which itself used an amalgamation of the the *Wake Forest Physician Trust Scale*: Hall et al., 2001, and the *Trust in Physicians Scale*: Anderson & Dedrick, 1999; Thom & The Stanford Trust Study Physicians, 2001). There were 13 items in total; see all items in the Materials Appendix, page 315.

A factor analysis revealed that seven of the items, each related to how much participants would trust the doctor, loaded onto a single factor, and we used those items to compute an average score, which we call *Trust* (Cronbach's  $\alpha = 0.87$ ). Four items loaded onto a second

factor, and all related to whether the doctor should be forgiven and/or punished for the mistake, and we averaged these into a single score, *Forgiveness* (Cronbach's  $\alpha = 0.71$ ). One item related to the others in odd and inconsistent ways, which led us to examine it more closely. We decided it was too complex and confusing for participants, and we did not use it in the analyses ("The medical error in the incident report does not reflect the doctor's overall performance as a physician."). We used the final item ("The medical error in the incident report was serious.") on its own, to assess participants' perceptions of the severity of the mistake from the error report. We name this variable *Serious*.

## **Results and Discussion**

We first assessed participants' responses on the *Serious* item, to evaluate whether we were successful at crafting a medical incident that was somewhat ambiguous, allowing room for participants to interpret the incident differently as a function of the doctor's race and gender. We were not successful, however — participants saw the error as very serious ( $M = 6.03$ ,  $sd = 1.197$ ), with 43% of our participants responding to this item with the "7 - strongly agree" endpoint of the scale, 35% responding with "6 - agree," and 13% responding with "5 - somewhat agree." Only 10% of participants responded with the midpoint of the scale or below. These ratings did not differ by the doctor's race/gender, nor any of the individual difference measures.

Contrary to our intentions, the medical incident was perceived as extremely serious by the participants. We believe that the severity of the incident overrode any race or gender biases that may have otherwise appeared. Across the full set of planned regression analyses (reported in the Results Appendix), no sensible effects arose with any of the outcomes.

There were no race or gender biases in participants' perceptions of a severe medical mistake, nor did perceptions vary as a function of our individual difference variables. Future studies can adapt the materials, cover story, stimuli, and measures developed for this study, and perhaps include a manipulation of severity of the medical incident to see whether bias would arise when the medical incident is seen as less severe, and whether biases could be predicted by our individual difference variables. Another interesting extension of this method could involve *increasing* the severity of the incident — for example, if the patient actually died. In that case, perhaps blame placed on the doctor would be biased by his/her group statuses.

### **Study 5 - Job Applicant Screening**

In a widely cited study, Bertrand and Mullainathan (2004) studied racial discrimination in hiring processes by sending thousands of resumes to job postings in Boston and Chicago and measuring how many call-backs the fake applicants received. Half of the time, each resume had a Black-sounding name (e.g., Tyrone Washington), and the other half of the time it had a White-sounding name (e.g., Greg Carter). When the resumes had a White name, they received 50% more callbacks than when they had a Black name. Although many cite this study as evidence that unbidden associations lead to unintended racial discrimination (e.g., Banaji & Greenwald, 2013, p. 196; Devine et al., 2012, p. 1267), it included no psychological measures (implicit or explicit) from the hiring managers who made these callback decisions. This study, therefore, provides compelling proof of real-world racial discrimination but does not provide any insight into the intrapersonal factors that contribute to this discrimination. Callback decisions are thought to be especially prone to bias because they are typically made under great time pressure using minimal information for distinguishing one qualified candidate from another.

In Study 5, we approximated the initial screening stage of a hiring process. We constructed a set of resumes from applicants who purportedly applied to a management position. The resumes varied in quality and in the race and gender of the applicants. Participants were randomly assigned to sort and rank these resumes under high or low time pressure. Many theorists have argued that implicit biases affect behavior most under circumstances in which slower, more effortful processing is precluded in some way, such as when people are under extreme time pressure. The high time pressure condition, therefore, created the theoretical circumstances under which we should expect to see implicit bias have the greatest effect on behavior.

## **Method**

**Participants.** Participants ( $N = 209$ , 125 female) completed a study on job applicant selection. The experiment was conducted in sessions that contained up to four participants at a time, and each session was randomly assigned to one of two between-subjects conditions, completing their selections under Time Pressure ( $n = 89$ ;  $1-\beta = 0.83$ ) or No Time Pressure ( $n = 120$ ;  $1-\beta = 0.92$ ).<sup>6</sup>

**IAT predictors.** In addition to the race evaluative IAT and the gender leadership IAT, we collected the race competence IAT and the gender competence IAT for Studies 4 and 5. As noted in the “Analytic Overview,” above, we conduct separate analyses for each IAT. The competence IATs allow us to evaluate whether job applicant selection will be affected specifically by

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<sup>6</sup> Study 5 has more participants in the No Time Pressure condition as a result of our pseudo-stratified sampling. We obtained the desired distributions of IMS/EMS.B and IMS/EMS.S more quickly and with fewer participants in the Time Pressure condition than in the No Time Pressure condition.

associations linking women or Black people to incompetence, rather than merely general evaluation (as in the race evaluative IAT) or leadership (as in the gender leadership IAT).

**Procedure.** Participants were led to believe that we were working with the professional social networking company, LinkedIn, to assess how employers might use LinkedIn profiles in their hiring process. All experimenters wore white or light blue button-up shirts with a LinkedIn logo t-shirt worn over them (see pictures in the Materials Appendix). Participants were told that they would be duplicating the “preliminary screening” of resumes submitted for an actual position as the manager of a small work group, purportedly for a company in Chicago. The location of Chicago was chosen to make it more realistic that there were Black applicants for the job. We told participants we were interested in comparing the real-world outcome of this job search to the outcomes of the same search in a lab setting. Participants received a brief description of the position and its expected qualifications (Materials Appendix).

Participants judged which applicants they thought should get further consideration (e.g., a call for an interview) by sorting all the applications into one of three piles: “definitely follow up,” “maybe,” and “definitely not.” Participants were told to select exactly 20 applications for the “definitely follow up” pile. After this initial sorting, participants were asked to pick the top ten applicants from their “follow up” pile and put them in order from best to 10th best.

In the Time Pressure condition, participants were told to complete the sorting as quickly as possibly, and every two minutes they were pressured (i.e., reminded) by the experimenter to complete the task as quickly as possible. In the No Time Pressure condition, participants were told they could take as long as they wanted to complete the task. After all sortings were finished, participants completed a short manipulation check and debriefing questionnaire (Materials

Appendix), which included a question asking how much time pressure they felt (1 = *Not Pressured* to 5 = *Very Pressured*). Participants in the Time Pressure condition felt significantly more pressured than participants in the No Time Pressure condition, *independent samples t* (206) = -8.732,  $p < 0.001$ ,  $d = -1.05$ .

**Video recording.** All of these tasks were covertly videotaped from above, so we could observe, for example, how long participants examined each application, whether they changed their rankings of the applications, and so on. These videos are currently being coded for further analyses, but this coding will not be completed by the deposit of the present dissertation (for details about the coding procedure, see the Materials Appendix).

**Resumes.** Participants sorted 72 resumes, each with a standardized cover sheet that was presumably generated by LinkedIn, a popular job placement and professional social networking website. The cover sheet had a picture of the applicant and some basic general information. The pictures served to manipulate the applicants' race and gender. Of the 72 applicants, there were 44 White men, 6 Black men, 6 Black women, 8 White women, and 8 gender/race unspecified controls (which had a "picture unavailable" symbol in place of a picture on their cover sheets). Names were "redacted," enabling the control applications to remain gender/race unspecified.

**Resume quality and pretesting.** We retrieved some pre-made resumes online, and modified them to create a set of 100 resumes for pretesting. We created systematic variation in resume quality by altering characteristics, such as education (college degree or none), major (related or unrelated to business/management), Grade Point Average (GPA), and years and type of prior work experience (management related or unrelated). We manipulated the resume quality

such that applicants fell roughly into one of six quality categories (Best, Good, Ok, Mediocre, Bad, Worst), creating a normal distribution of quality.

We created 100 resumes, which were then pretested with 24 participants. The participants sorted the resumes (without pictures indicating social group), by putting each resume into one of the six quality categories from our a priori quality continuum (Best, Good, Ok, Mediocre, Bad, Worst). We used these sorting decisions to create a mean quality score for each resume, as though each placement were a single rating on a 6-point likert scale from *1-Worst* to *6-Best*. Using these quality ratings, we selected the resumes we would use, trying to maximize the differences between each of the six quality categories and trying to choose resumes whose placement had high reliability across different raters. Full reporting of the resume pretesting procedure can be found in the Materials Appendix, pages 318-320.

***Picture retrieval and pretesting.*** A total of 130 images were collected from various University websites (e.g. University of Iowa, Tulane University, Morehouse College). Researchers selected pictures of faculty and graduate students that appeared to be professional in attire and under 35 years of age. We initially retrieved 18 pictures of Black men, 24 images of Black women, 24 images of White women, and 92 images of White men. Images that were very poor quality or were too difficult to resize were then eliminated, resulting in a set containing 12 Black men, 12 Black women, 18 White women, and 88 White men (double the amount needed for each category in the full design). The images were all rated on 7-point likert scales for how *intelligent*, *attractive* and *professional* the targets appeared (1 = *not at all* \_\_\_\_\_ ; 7 = *very* \_\_\_\_\_), how high the quality of the photo was (1 = *very poor quality* ; 7 = *very high quality*), and how old the person was (20-24, 25-29, 30-34, 35-39, 40-44, 45-49, or 50-54). To insure that race/

gender was not confounded with perceived age, professionalism, attractiveness, intelligence, or picture quality, we created six matched sets of pictures that were as close as possible on all five of these dimensions (Materials Appendix). These matched sets were each assigned to one of our six quality categories based on their mean professionalism and quality ratings.

***Pairing pictures to resumes, ordering, and counter-balancing.*** As shown in Figure 5A below, the applicants from the four non-White male categories were distributed evenly across the quality dimension, so that group membership was systematically unrelated to quality. This design also ensures that the number of applicants from the five social group categories is exactly equal at each tail of the quality distribution. The quality normal distribution curve was filled out by 42 filler resumes, including 2 White female applicants, 2 race/gender unspecified applicants, and 38 White male applicants.

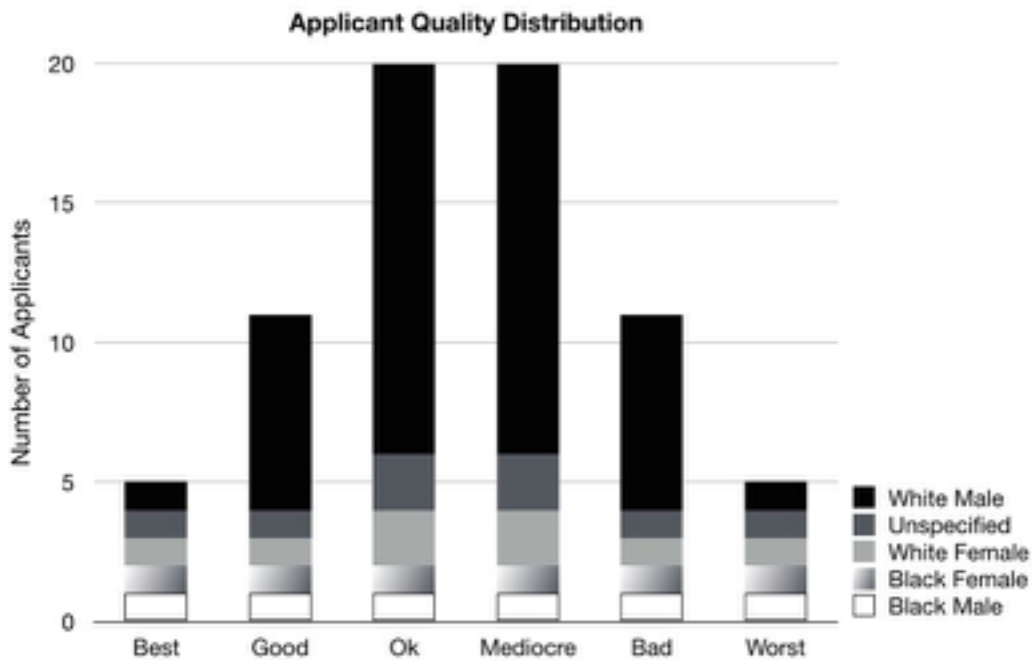


Figure 5A. Quality Distribution.

Within quality category, each resume was assigned to a social group category, represented by one of the pictures (or a “no picture” icon, in the case of the race/gender unspecified applicants). These resume–picture pairings were conducted five times, to create five resume “stacks” of resumes. These five stacks differ only by the picture–resume pairings, not the distribution of resume quality or distribution of social group categories. As such, there should be no systematic differences among the five stacks. The order of the 72 resumes within each stack was determined pseudo-randomly, insuring that the social categories and the quality categories were evenly distributed throughout.

Across the five stacks, each quality category has exactly five resumes that were never assigned the same social group twice (e.g., resume 28 was a White male in Stack 1, a White female in Stack 2, and so on). Analyses focus on these resumes that were assigned to every social group status, and disregard the 42 “filler” resumes. The focal within-subjects component of the present study, therefore, involves 30 resumes that fill out a 5 (Social Group Status: White male/White female/Black male/Black female/Unspecified) x 6 (Quality: Best/Good/Ok/Mediocre/Bad/Worst) design.

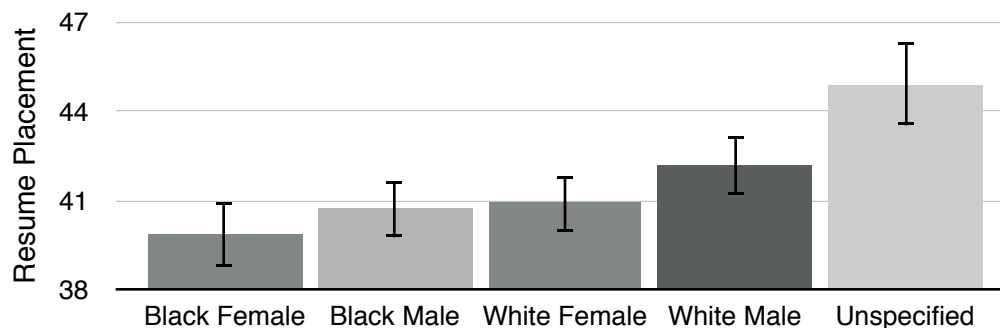
**Resume placement scores.** After participants have completed their sorting tasks, we record the final position of each resume for use in analyses. The “top ten” resumes retain their rank-order position (e.g., the resume that participants placed in the first position is assigned a 1, the second resume is given a 2, etc., through the 10th position). After the “top ten,” there remain ten resumes in the “definitely follow up” pile, but these were not rank-ordered by participants. Our metric assigned each of these resumes a score of 20, because 20 was the lowest position they could have within this pile. We chose to use the lowest position (rather than, e.g., the middle

position of this range) because we reasoned that the conceptual distance between the top ten and these remaining resumes is large. When a company is hiring for single job opening, we thought it unlikely that candidates below the top ten would be interviewed or considered. Thus, we view participants' placements in the 11-20th position range as an indicator that these candidates are better than the resumes sorted into lower piles, rather than an indicator that these resumes are "close" to the top ten. Resumes in the "maybe" pile were assigned a score of 36, and resumes in the "definitely not" pile were assigned a score of 72. Alternatives to these *resume placement scores* (e.g., treating the pile placements as trichotomous or tetrachotomous; creating bias scores that compare the placements of Black vs. White or Male vs. Female Resumes) yield largely similar patterns of results to our chosen metric.

## Results

**Analyses without individual difference predictors.** We first conducted a 2 (Condition: Time Pressure vs. No Time Pressure) x 5 (Group: Unspecified vs. White Male vs. White Female vs. Black Male vs. Black Female) x 6 (Quality: Best vs. Good vs. Ok vs. Mediocre vs. Bad vs. Worst) mixed ANOVA, with Group and Quality within-subjects and Condition between-subjects. The predominant effect was the main effect of Quality,  $F(5, 1035) = 1780.934, p < 0.001, \eta^2 = 0.600$ , such that higher-quality resumes ended up in better positions. A very small QualityxCondition interaction,  $F(5, 1035) = 4.10, p < 0.001, \eta^2 = 0.001$  indicated that Quality affected placement less when participants were under time pressure. The main effect of Group was statistically significant,  $F(4, 828) = 18.61, p < 0.001$ , but very small,  $\eta^2 = 0.004$ . Relative to resume quality, the social group status of the applicant had very little influence on how

participants evaluated the resume. No other effects were significant. See the full statistics in the



Results Appendix. The main effect of Group is displayed below, in Figure 5B.

*Figure 5B.* Estimated marginal means of resume placement for each social group status. Error bars are each one standard error of the estimated marginal mean. Note that higher numbers mean *worse* placement for the resumes.

The main effect of Group shows that the Race/Gender Unspecified resumes and White male resumes were placed in worse sorting positions than the Black male, Black Female, or White Female resumes. We speculate that the Race/Gender unspecified resumes may have seemed incomplete to participants, because they did not have a picture. The White male resumes may have been disadvantaged because they stood out less than the Black or female resumes, since the filler resumes were mostly White males, whereas the female resumes and Black resumes were relatively rare. If we conduct the same analysis without the White male or Unspecified resumes, there is no main effect of Group,  $p = 0.211$ .

Although, unlike Bertrand and Mullainathan's (2004) study, it seems that our study revealed no mean-level differences that disadvantage Black or female applicants, it is still possible that the resume placement scores relate to participants' levels on our individual difference measures. Thus, we proceeded with the planned regression analyses.

**Race analyses.** We conducted the regression analyses separately by resume social group status, using the resume placement scores averaged across quality levels. As noted in the Analytic Overview above, we conducted separate analyses for the race evaluative IAT and the race competence IAT. The analyses are fully reported in the Results Appendix. None of the predictors related to the placement of the Black female resumes, all  $|\beta|$ 's  $< 0.18$ . For the Black male resumes, the race evaluative IAT regression contained no effects that were not present in the regression with the competence IAT, which is displayed in Table 5A, below. This regression revealed the IMSxEMSxIAT interaction displayed below in Figure 5C.

*Table 5A - Regression predicting placement of Black male resumes*

	<b>Black Male Placement</b>				
	<b>B</b>	<b>SE</b>	<b>Beta</b>	<b>t</b>	<b>p</b>
<b>Constant</b>	40.399	0.651		62.037	0.000
<b>IAT.BWCI</b>	-1.636	1.868	-0.090	-0.876	0.382
<b>IMS.B</b>	0.274	0.446	0.063	0.614	0.540
<b>EMS.B</b>	-0.201	0.337	-0.054	-0.597	0.551
<b>Condition</b>	0.418	1.018	0.030	0.411	0.681
<b>IATxIMS</b>	0.450	1.252	0.041	0.359	0.720
<b>IATxEMS</b>	1.077	0.918	0.118	1.173	0.242
<b>IATxCondition</b>	1.574	2.889	0.053	0.545	0.586
<b>IMSxEMS</b>	0.497	0.207	0.237	2.397	0.018
<b>IMSxCondition</b>	-0.667	0.647	-0.105	-1.031	0.304
<b>EMSxCondition</b>	0.532	0.590	0.087	0.902	0.368
<b>IATxIMSxEMS</b>	0.888	0.429	0.204	2.069	0.040
<b>IATxIMSxCondition</b>	0.325	1.780	0.019	0.183	0.855
<b>IATxEMSxCondition</b>	-2.349	1.728	-0.128	-1.359	0.176
<b>IMSxEMSxCondition</b>	-0.795	0.328	-0.254	-2.424	0.016
<b>IATxIMSxEMSxCondition</b>	0.594	0.860	0.065	0.690	0.491

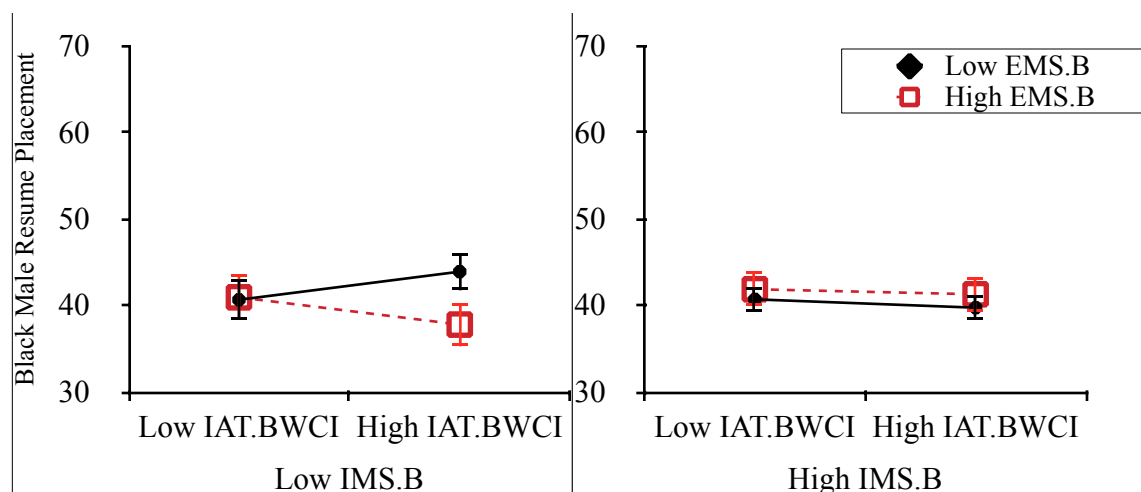
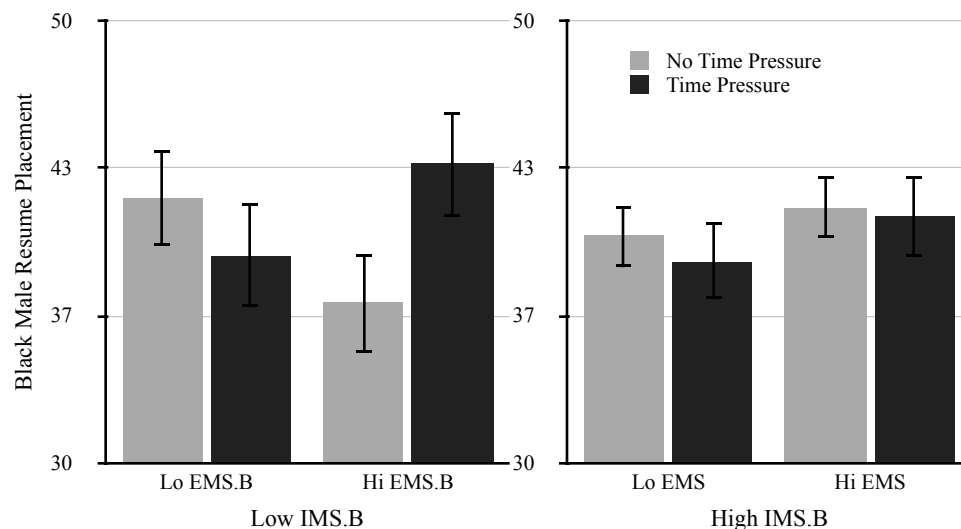


Figure 5C. Three-way interaction of the race competence IAT, IMS.B, and EMS.B predicting the mean resume placement scores for the Black male applicants. Note that higher numbers mean *worse* placement for the Black men's resumes. High IMS.B participants are those with scores greater than 6; Low IMS.B participants have scores less than or equal to 6. High and low values of EMS.B and IAT are plotted at one standard deviation above and below the means. Each error bar represents one standard error of the dependent variable's mean, for participants within that plotted IMSxEMS quadrant.

As in Study 3, IAT and EMS only influenced behavior when participants were low in IMS. As seen on the left panel of the graph, among Low-IMS people, the direction of the slopes for Low-EMS versus High-EMS people is consistent with our tentative interpretation of Study 3's seating distance measure. The negative slope of the Low-IMS, High-EMS people is consistent with the idea that people in this IMSxEMS quadrant regulate their behavior more if they are high in IAT bias. The positive slope of the Low-IMS, Low-EMS participants indicates that their placement of Black male resumes is congruent with their level of IAT bias.

There was also an IMSxEMSxCondition interaction, displayed below in Figure 5D.



*Figure 5D.* Three-way interaction of IMS.B, EMS.B, and Condition predicting Black Male resume placement scores from the race competence IAT regression. Note that higher numbers mean *worse* placement for the Black men's resumes. High IMS.B participants are those with scores greater than 6; Low IMS.B participants have scores less than or equal to 6. High and low values of EMS.B are plotted at one standard deviation above and below the means. Each error bar represents one standard error of the dependent variable's mean, for participants within that plotted IMSxCondition quadrant.

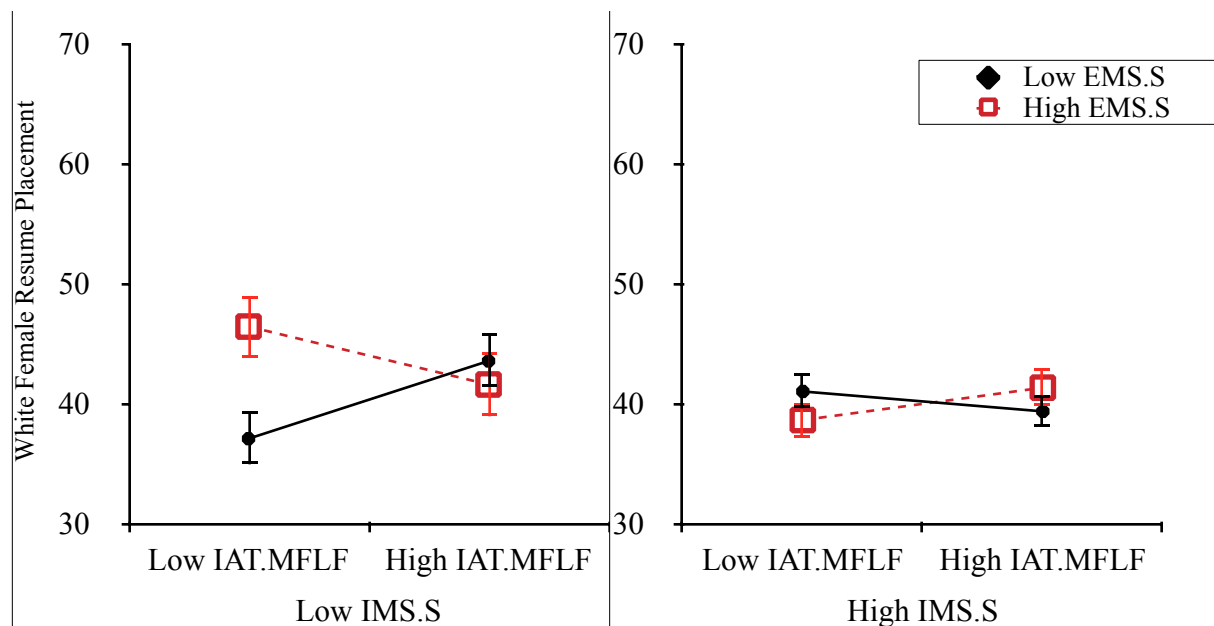
Low-IMS, Low EMS people seemed to be unaffected by the time pressure manipulation. Low-IMS, High-EMS people, however, who strategically try to avoid the appearance of bias, evaluated Black male resumes more positively under no time pressure, presumably because they had ample time to consider how their actions might appear. High-IMS participants, however, were not affected by the Time Pressure manipulation.

**Gender analyses.** There again were no effects of note for the Black Female resumes, all  $\beta$ 's  $\leq 0.2$ . For the White female resumes, the gender competence regression revealed no effects that were non-redundant with the gender leadership regression, shown in Table 5B below.

Table 5B - Regression predicting placement of White female resumes

	White Female Placement				
	B	SE	Beta	t	p
<b>Constant</b>	40.307	0.608		66.305	0.000
<b>IAT.MFLF</b>	2.121	1.744	0.118	1.216	0.225
<b>IMS.S</b>	-0.613	0.408	-0.150	-1.501	0.135
<b>EMS.S</b>	-0.045	0.338	-0.013	-0.132	0.895
<b>Condition</b>	0.774	0.924	0.058	0.838	0.403
<b>IATxIMS</b>	-2.151	1.101	-0.199	-1.953	0.052
<b>IATxEMS</b>	-0.152	0.970	-0.016	-0.157	0.875
<b>IATxCondition</b>	-3.632	2.501	-0.138	-1.452	0.148
<b>IMSxEMS</b>	0.394	0.229	0.192	1.723	0.086
<b>IMSxCondition</b>	-0.001	0.577	0.000	-0.002	0.999
<b>EMSxCondition</b>	1.013	0.565	0.160	1.792	0.075
<b>IATxIMSxEMS</b>	2.212	0.670	0.387	3.303	0.001
<b>IATxIMSxCondition</b>	2.191	1.501	0.146	1.460	0.146
<b>IATxEMSxCondition</b>	-0.600	1.620	-0.038	-0.370	0.712
<b>IMSxEMSxCondition</b>	-0.724	0.309	-0.253	-2.346	0.020
<b>IATxIMSxEMSxCondition</b>	-1.374	0.948	-0.170	-1.449	0.149

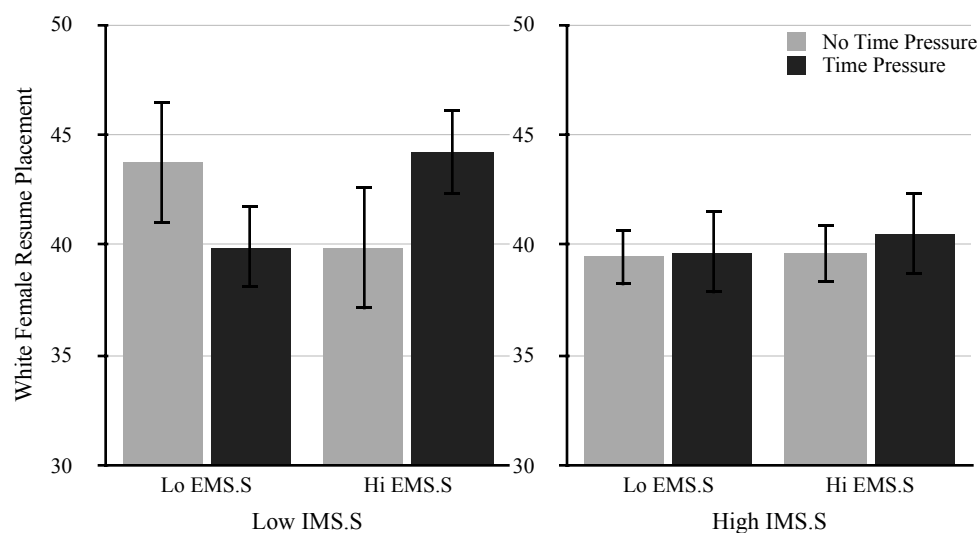
Similar to the race analyses above, the gender leadership regression for the White female resumes revealed an IMSxEMSxIAT interaction and an IMSxEMSxCondition interaction. IAT and EMS affected the White female resume placement for Low-IMS participants, but not High-IMS participants (Figure 5E).



*Figure 5E.* Three-way interaction of the gender leadership IAT, IMS.S, and EMS.S predicting the mean resume placement scores for the White female applicants. Note that higher numbers mean *worse* placement for the White women's resumes. High IMS.S participants are those with scores greater than 6; Low IMS.S participants have scores less than or equal to 6. High and low values of EMS.S and IAT are plotted at one standard deviation above and below the means. Each error bar represents one standard error of the dependent variable's mean, for participants within that plotted IMSxEMS quadrant.

As in the Black male resume placement analysis above and the seating distance analyses of Study 3, it seems the behavior of Low-IMS, Low-EMS people is consistent with their level of IAT bias. The behavior of Low-IMS, High-EMS people, however, shows an inverse relationship with their IAT scores, perhaps indicating that Low-IMS, High-EMS, High-IAT participants have learned to exert control to compensate for their automatic biases to avoid appearing prejudiced.

The IMSxEMSxCondition interaction, shown in Figure 5F below, likewise replicated the pattern found with the Black male resumes, with High-IMS participants being unaffected by the Time Pressure manipulation, but Low-IMS, High-EMS participants placing the White female resumes in a worse sorting position when under time pressure. This could indicate that time pressure is able to undermine external, but not internal, motivations to respond without prejudice.



*Figure 5F.* Three-way interaction of IMS.S, EMS.S, and Condition predicting White Female resume placement scores from the gender leadership IAT regression. Note that higher numbers mean *worse* placement for the Black men's resumes. High IMS.B participants are those with scores greater than 6; Low IMS.B participants have scores less than or equal to 6. High and low values of EMS.B are plotted at one standard deviation above and below the means. Each error bar represents one standard error of the dependent variable's mean, for participants within that plotted IMSxCondition quadrant.

## Discussion

Although the female or Black applicants were not disadvantaged in any significant way at the mean level, Study 5 did provide additional evidence regarding how behavior relates to the interplay of individual difference measures — and the processes to which they relate.

Corroborating patterns in Studies 1 and 3, participants who were high in IMS were unaffected by their levels of IAT and EMS, and they were also unaffected by the time pressure manipulation. It appears that internal motivation to respond without prejudice is very difficult to undermine, no matter one's levels of external motivation or implicit bias.

**Future directions.** The video coding for the present study is ongoing, and will allow us to evaluate more fine-grained aspects of the resume sorting process in the present study. We have also begun to conduct more complex analyses using hierarchical linear modeling (HLM) that consider each resume independently within a single analysis, rather than computing composite scores or conducting piecemeal analyses. These HLM analyses will allow us to simultaneously assess relationships among resume quality, group status, and participants' levels on our individual difference predictors.

Lastly, we put a large amount of effort into designing, norming, and pretesting the stimulus set used in the present study. The resume sorting task can be used in future studies to test many different hypotheses. We could, for example, vary the frequency of different social group members within the set, alter the relationship between resume quality and social group status, or add other social groups (e.g., Asian or Hispanic applicants). Another possible venue for building upon the present study would be to assess whether participants select the same top applicants if they believe they will actually have to conduct the interview. Ranking someone highly in a sorting task like ours is not nearly as high-pressure as actually inviting them for an interview and facing them in person.

## General Discussion

Each of the present studies was constructed to approximate an outcome thought to contribute to race and gender disparities, with an emphasis on both internal validity and fidelity to the real-world behaviors being modeled. Taken together, our set of studies provided a broad view of what measures or combinations of measures best predict race- or gender- related behavior. Study 1's assessment of resource allocation revealed that people allocate more money to Black student causes when they are higher in IMS, our measure of personal convictions that oppose prejudice. No biases arose within Study 2 (aggression) or Study 4 (medical trust), and their outcomes did not relate to any of our individual difference measures, although methodological issues may have disrupted relationships that would have arisen otherwise.

Study 3 revealed strong relationships between IMS and how racist or sexist participants seemed, whereas EMS and IAT only related to how sexist or racist participants seemed when they were low in IMS. Finally, in Study 5's assessment of job applicant selection, the placement of Black male and White female applicants' resumes related to IAT and EMS scores — but again, only or those who were low in IMS. Although many theories predict that placing people under time pressure will increase the influence of implicit bias, Study 5 did not support that prediction: the time pressure manipulation had no effect on the IAT's relationship to resume placement. The manipulation did interact with IMS and EMS, however, such that it only affected the behavior of Low-IMS people.

### Important Caveats

The exploratory nature of the present work encourages thoughtfulness about what conclusions can be drawn. Although the present studies are linked by a common theme of

exploring predictors of race- and gender- relevant behaviors, each study uses a different methodology and is uniquely situated in its own context. The present line of work, therefore, includes no direct replications of any given pattern or finding, and we can confidently say very little about the processes or mechanisms involved. Though we can offer speculations about processes driving the effects herein, further, confirmatory studies are required before strong conclusions can or should be drawn. Each study in isolation, however, offers a first step toward a deeper understanding of its phenomenon. The breadth of methods developed and contexts explored in the present dissertation provides an ample initial foundation upon which to build future, more programmatic work.

### **Predicting Behavior from IMS, EMS, and IAT**

The present work was the first ever to simultaneously assess the predictive power of IMS, EMS, IAT, and their interactions. In all the analyses within the present dissertation, if any of the individual differences predicted behavior, it did so in addition to or in interaction with IMS. In some cases, being higher in IMS led to more favorable or less prejudiced behavior relating to Black people and women. In other cases, High-IMS people did not overall behave more positively than Low-IMS people at the mean level; being high in IMS merely neutralized the relationships between behavior and the IAT/EMS. The latter instances are consistent with conceptualizing IMS as an indicator of internally motivated self-regulation.

These patterns are consistent with past theorizing regarding High-IMS people — those who are high in internal motivation to respond without prejudice have strong personal convictions that guide their behavior across contexts and types of behavior. They also extend past work — no study has ever shown that IMS moderates IAT–behavior relationships. In the present

studies, it seems that no other individual difference variable or experimental manipulation could undermine internal motivation to respond without prejudice. Only those who were low in IMS were affected by unbidden associations, sensitivity to social pressures, or being placed under time pressure.

EMS and IAT interacted to predict behavior among Low-IMS participants only. Across a few of the analyses (i.e., seating distance in Study 3, placement of Black male and White female resumes in Study 5) it seemed that Low-IMS, High-EMS participants' IAT scores had an inverse relationship with their behavior, such that the higher their IAT bias was, the less biased their behavior was. Low-IMS, Low-EMS participants' behavior seemed to have a positive relationship with IAT, such that their behavior was more biased if their IAT bias was higher. These patterns, if borne out in future replication studies, could indicate that Low-IMS, High-EMS participants put more effort into regulating their behavior if their IAT bias is higher. This interpretation, however, is very tentative, because these effects display somewhat underwhelming consistency across the present studies, in many cases the effects are very small, and the sample sizes of Low-IMS participants are often small. Low-IMS participants are a minority in undergraduate populations, and therefore harder to obtain: From the full population of White undergraduates who completed the IMS and EMS scales during the 2 years of data collection for the present work, only 24% were Low-IMS (14% Low-EMS, 10% High-IMS), for both IMS.B/EMS.B and IMS.S/EMS.S. Fully exploring these effects among Low-IMS people would therefore be difficult, but not impossible.

### **The IAT and the Modern Prejudice Literature**

Predominant within the modern prejudice literature is the widespread assumption that “the IAT [is] a reliable predictor of many behaviors ... and clearly superior to self-reports when predicting discriminatory behaviors” (Rudman, 2008, p. 426). Across the present five studies, however, the IAT never predicted behavior without being qualified by a self-report measure. The behavior of High-IMS people, who have strong personal convictions against prejudice, was never related to their levels of implicit bias, even under circumstances theorized to facilitate implicit bias’s effect on behavior (i.e., when placed under time pressure; Study 5).

Building upon this assumption that the IAT is a reliable predictor of behavior, many studies within the prejudice literature rely upon the IAT as a proxy for discriminatory outcomes. For example, according to a recent meta-analysis of bias interventions (Forscher, Lai, et al., 2015), the vast majority of race bias intervention studies (88%) assessed change in implicit bias without assessing change in an accompanying behavioral outcome. Although we cannot assume that all of these studies were conducted with the distal goal of effecting behavioral change, the most common assumption is that reductions in implicit bias will correspond to reductions in biased behavior. Modeling discriminatory behavior in the lab, as we did in the present studies, is difficult, time-consuming, and costly. Therefore the IAT, ostensibly a highly valid predictor of behavior, has become a very appealing alternative to modeling behavioral outcomes in the lab.

The findings of the present studies, however, question the notion that implicit bias is a chronic individual difference that reliably predicts a wide variety of behaviors. Even behaviors previously shown to relate to the IAT, such as seating distance, resource allocation, and being perceived as racist, did not relate to the IAT in the present work, except in interaction with IMS and/or EMS. These findings are consistent with a recent meta-analysis on the predictive validity of

the IAT (Oswald et al., 2013), which concluded that the race evaluative IAT was an extremely poor predictor of behavior. Oswald and colleagues' meta-analysis included 46 samples from published and unpublished studies assessing the extent to which the race evaluative IAT predicts behavior, containing a total of 2291 participants.<sup>7</sup> As a comparison, the present five studies contained a total of 1241 participants — thus, arguably, the participants herein constitute over one-third of all people with whom the predictive validity of the race evaluative IAT has ever been tested. This comparison is not meant to emphasize any particular strengths of the present work so much as it is meant to point out how little predictive validity work has been done to justify the ubiquity of this measure as a proxy for behavior in modern prejudice research.

### **Concluding Reflections: Specificity vs. Breadth of Measures and Behaviors**

Consideration of the present work brings to mind two highly influential theoretical approaches to understanding the connection between measures and behaviors — that of Ajzen and Fishbein (1977) and that of Rokeach (1973). As noted by Ajzen and Fishbein (1977), one can develop more precise, highly predictive measures when one wants to predict very specific behaviors. Predicting a breadth of behaviors, however, poses a greater challenge. We think it is highly unlikely that any one measure can, in isolation, predict the breadth of behaviors that may contribute to race or gender disparities. If, however, one wants to understand the factors most responsible for biased behavior and, therefore, most important for interventions to target, we believe an approach similar to that of Rokeach (1973) would be appropriate. Rokeach argued that the cognitive structures most closely related to the Self — such as personal convictions — have the strongest influences on behavior. If one possesses a core personal value relates to a broad array of

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<sup>7</sup> Using Oswald and colleagues' classification, this estimate includes all outcomes except for brain activity, in all studies assessing the race evaluative IAT.

behaviors, a measure that identifies the presence of that value should predict a breadth of behaviors. If one lacks such a strong personal value that is relevant to the behaviors of interest, behavior will be determined by cognitive structures less closely related to the self (e.g., sensitivity to social pressures, unbidden associations).

Although Ajzen and Fishbein's model and Rokeach's model are not in opposition, they each adopt a different approach to predicting behavior. Whereas Ajzen and Fishbein seek to predict a specific behavior with great precision, Rokeach seeks to identify constructs that can predict a breadth of behaviors. The present work adopted a strategy closer to Rokeach's theorizing, seeking to identify measures and constructs that help us understand race and gender biases across a breadth of behaviors. One could argue that this breadth approach is both the greatest strength and greatest weakness of the present dissertation. Exploring diverse outcomes grants greater leverage to develop theories that can account for a wider range of behaviors, but we cannot yet be fully confident in any one pattern of findings until confirmatory replication studies have been completed.

Empirical and theoretical nuance is needed to understand the conditions under which given psychological constructs are likely to influence behavior. Although personal convictions against prejudice emerged as a crucial factor throughout the present work, our understanding of its influence often depended upon its interaction with unbidden associations and sensitivity to social pressures. In only one study did personal convictions predict behavior unqualified by an interaction with another intrapersonal factor. Consistent with Rokeach's theorizing, however, whenever participants possessed strong personal convictions that opposed prejudice (i.e., whenever participants were High-IMS), no other construct measured in the present study exerted any influence on their behavior. According to the present work, one's levels of implicit bias and sensitivity to social pressures are irrelevant if one possesses strong personal convictions that oppose prejudice (see also Devine, 1989a).

As scientists, we must continue to refine not only our theories but also the theories of measurement underlying the tools we use to test them (Meehl, 1978). Although the apparent elegance and parsimony of a single-predictor approach can be appealing, social problems such as racism and sexism are complex, and making scientific progress requires that our theories and methods embrace that complexity.

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## Appendix 1 - Results

### Results Appendix - Table of Contents

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## Results: Pseudo-Stratified Sampling

### Pseudo-Stratified Sampling Frequencies - Race

		Low IMS.B		High IMS.B	
		Low EMS.B	High EMS.B	High EMS.B	Low EMS.B
<b>Study 1 - Resource Allocation</b>					
<b>Full Sample</b>		28	19	30	30
<b>Study 2 - Aggression</b>					
<b>White Male Opponent</b>		32	18	41	83
<b>Black Male Opponent</b>		41	18	44	71
<b>Study 3 - Communication</b>					
<b>Comparisons</b>	<i>Black</i>	7	10	21	35
	<i>White</i>	24	13	40	65
<b>Experimental Cells</b>	<b>Black Male</b>	7	10	21	35
	<b>White Male</b>	14	6	12	36
	<b>White Female</b>	10	7	28	29
<b>Study 4 - Medical Trust</b>					
<b>Comparisons</b>	<i>Black</i>	24	11	25	47
	<i>White</i>	18	12	27	52
	<i>Unspecified</i>	17	12	38	77
<b>Experimental Cells</b>	<b>White Male</b>	8	7	11	27
	<b>Black Male</b>	12	7	12	19
	<b>White Female</b>	10	5	16	25
	<b>Black Female</b>	12	4	13	28
	<b>Unspecified</b>	17	12	38	77
<b>Study 5 - Job Applicant Selection</b>					
<b>No Time Pressure</b>		25	10	32	53
<b>Time Pressure</b>		16	18	22	33

*Note.* Participants are considered Low-IMS if they have a score of 6 or below. Participants are considered High-EMS if they have a score of 5 or above.

## Pseudo-Stratified Sampling Frequencies - Gender

		<b>Low IMS.S</b>		<b>High IMS.S</b>	
		<b>Low</b>	<b>High</b>	<b>High</b>	<b>Low</b>
		<b>EMS.S</b>	<b>EMS.S</b>	<b>EMS.S</b>	<b>EMS.S</b>
<b>Study 3 - Communication</b>					
<b>Comparisons</b>	<i>Female</i>	4	14	23	33
	<i>Male</i>	26	18	45	52
<b>Experimental Cells</b>	<b>Black Male</b>	14	7	26	26
	<b>White Male</b>	12	11	19	26
	<b>White Female</b>	4	14	23	33
<b>Study 4 - Medical Trust</b>					
<b>Comparisons</b>	<i>Female</i>	20	13	34	46
	<i>Male</i>	20	15	22	46
	<i>Unspecified</i>	26	11	48	59
<b>Experimental Cells</b>	<b>White Male</b>	9	9	13	22
	<b>Black Male</b>	11	6	9	24
	<b>White Female</b>	9	2	22	23
	<b>Black Female</b>	11	11	12	23
	<b>Race/Gender Unspecified</b>	26	11	48	59
<b>Study 5 - Job Applicant Selection</b>					
<b>No Time Pressure</b>		23	10	41	46
<b>Time Pressure</b>		20	13	25	31

*Note.* Participants are considered Low-IMS if they have a score of 6 or below. Participants are considered High-EMS if they have a score of 5 or above.

## Results: Means and Standard Deviations

### Means and Standard Deviations - IAT's

	<i>N</i> or <i>n</i>	IAT - White/ Black Pleasant/ Unpleasant		IAT - White/ Black Competent/ Incompetent		IAT - Male/ Female Leader/ Follower		IAT - Male/ Female Competent/ Incompetent	
		<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>
		d-scores, higher values indicate more bias in favor of Whites/men and against Blacks/women							
<b>Study 1 - Resource Allocation</b>	107	0.557	0.394	0.278	0.323				
<b>Study 2 - Aggression</b>	350	0.574	0.369	0.296	0.351				
White Male	174	0.532	0.382	0.285	0.350				
Black Male	176	0.612	0.353	0.305	0.352				
<b>Study 3 - Communication</b>	215	0.577	0.372	0.328	0.354	0.130	0.362	-0.046	0.419
White Male	68	0.504	0.408	0.322	0.284	0.132	0.322	-0.029	0.337
Black Male	73	0.640	0.360	0.312	0.414	0.075	0.400	-0.067	0.484
White Female	74	0.582	0.341	0.350	0.349	0.181	0.354	-0.039	0.421
<b>Study 4 - Medical Trust</b>	360	0.534	0.344	0.263	0.350	0.148	0.332	-0.029	0.448
White Male	53	0.557	0.345	0.298	0.334	0.105	0.368	0.027	0.523
Black Male	50	0.616	0.345	0.265	0.302	0.088	0.356	-0.061	0.417
White Female	56	0.502	0.297	0.297	0.323	0.142	0.328	0.038	0.383
Black Female	57	0.495	0.347	0.228	0.382	0.152	0.338	-0.070	0.472
Unspecified	144	0.526	0.357	0.249	0.369	0.186	0.307	-0.049	0.443
<b>Study 5 - Job Applicant Selection</b>	209	0.507	0.357	0.267	0.373	0.135	0.371	-0.034	0.444
No Time Pressure	120	0.531	0.366	0.284	0.386	0.135	0.358	-0.034	0.424
Time Pressure	89	0.475	0.343	0.245	0.356	0.136	0.391	-0.035	0.473

## Means and Standard Deviations - IMS/EMS

	Internal Motivation to Respond Without Prejudice Towards Black People (IMS.B)		External Motivation to Respond Without Prejudice Towards Black People (EMS.B)		Internal Motivation to Respond Without Sexism (IMS.S)		External Motivation to Respond Without Sexism (EMS.S)	
	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>
Values can range from 1 - Lowest Motivation to 9 - Highest Motivation								
<b>Study 1 - Resource Allocation</b>	6.61	1.86	4.43	1.85				
<b>Study 2 - Aggression</b>	6.84	1.64	4.08	1.93				
White Male	6.88	1.68	4.06	2.02				
Black Male	0.45	6.80	1.61	4.11				
<b>Study 3 - Communication</b>	7.19	1.65	4.19	1.94	7.00	1.79	4.45	2.06
White Male	6.93	1.69	3.99	1.73	6.66	1.84	4.33	2.06
Black Male	7.19	1.73	4.31	2.07	7.13	1.70	4.54	2.10
White Female	7.43	1.51	4.26	2.00	7.17	1.80	4.47	2.04
<b>Study 4 - Medical Trust</b>	7.13	1.57	4.09	1.79	6.86	1.70	4.38	1.92
White Male	7.06	1.48	4.04	1.83	6.71	1.85	4.55	2.12
Black Male	6.69	1.80	4.22	1.89	6.52	1.64	4.09	1.47
White Female	7.04	1.49	4.18	2.12	7.00	1.50	4.59	2.17
Black Female	6.90	1.49	4.00	1.38	6.66	1.72	4.15	1.72
Unspecified	7.44	1.54	4.06	1.78	7.06	1.72	4.43	1.96
<b>Study 5 - Job Applicant Selection</b>	6.79	1.55	4.30	1.83	6.75	1.63	4.51	1.86
No Time Pressure	6.88	1.48	4.20	1.92	6.82	1.50	4.53	2.03
Time Pressure	6.66	1.64	4.44	1.71	6.65	1.79	4.50	1.61

## Means and Standard Deviations - Outcomes Studies 1-4

Study 1	Dollars Allocated to Black Causes		Interest in Badger Connect	
	\$0 to \$30,000		1 to 7	
	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>
Resource Allocation	\$3687	\$1673	3.5	1.2

Study 2	Aggression	
	Proportion of Maximum Possible	
	<i>M</i>	<i>sd</i>
Full Sample	0.144	0.183
White Male	0.138	0.174
Black Male	0.151	0.193

Study 3	Experimenter Ratings of the Participant for the Race Discussion, from 1 to 5				Experimenter Ratings of the Participant for the Gender Discussion, from 1 to 5			
	Less Racist		More Comfortable		Less Sexist		More Comfortable	
	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>
Full Sample	3.8	1.2	3.3	0.8	4.1	1.2	3.4	0.7
White Male	4.2	1.0	3.4	0.7	4.2	1.1	3.6	0.6
Black Male	3.9	1.2	3.1	0.8	4.2	1.2	3.3	0.7
White Female	3.3	1.1	3.6	0.8	3.7	1.2	3.5	0.8

Study 3	Seating Distance	
	<i>M</i>	<i>sd</i>
	Full Sample	38.0
White Male	39.2	6.0
Black Male	38.6	7.9
White Female	36.4	5.0

Study 4	Trust		Forgiveness		Error Was Not Serious	
	1 to 7					
	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>
Medical Trust	4.2	1.1	4.4	1.0	2.0	1.2
Full Sample	4.2	1.1	4.4	1.0	2.0	1.2
White Male	4.0	0.9	4.4	0.9	2.2	1.3
Black Male	4.4	1.0	4.4	0.8	1.9	1.0
White Female	4.2	1.0	4.3	1.0	1.8	1.2
Black Female	4.4	1.1	4.5	1.0	2.0	1.2
Unspecified	4.2	1.1	4.5	1.0	2.0	1.3

## Means and Standard Deviations - Outcomes Study 5

## Resume Placement Position

Sorting position of resume, 1 being the best. Resumes in the top ten were coded with their rank order of 1-10, the remaining resumes in the top 20 were coded as "20", resumes in the maybe pile were coded as 36 and resumes in the no pile were coded as "72."

	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>	<i>M</i>	<i>sd</i>
<b>All Quality Levels</b>										
	<b>Matched White Male</b>		<b>Matched White Female</b>		<b>Black Male</b>		<b>Black Female</b>		<b>Matched Unspecified</b>	
<b>Full Sample</b>	42.3	7.3	40.9	6.6	40.7	6.9	39.9	7.7	44.9	7.4
<b>No Time Pressure</b>	43.0	8.0	40.8	6.7	40.8	6.8	40.6	7.7	45.2	7.0
<b>Time Pressure</b>	41.4	6.1	41.0	6.6	40.5	7.1	39.0	7.6	44.6	8.0
<b>"Best" Quality Resumes</b>										
	<b>White Male</b>		<b>White Female</b>		<b>Black Male</b>		<b>Black Female</b>		<b>Unspecified</b>	
<b>Full Sample</b>	15.1	14.4	11.9	13.6	12.7	13.6	13.5	15.2	17.6	15.4
<b>No Time Pressure</b>	15.8	15.7	11.0	13.0	12.2	11.5	14.7	16.5	15.6	12.8
<b>Time Pressure</b>	14.3	12.5	13.3	14.3	13.4	16.0	11.9	13.1	20.2	18.2
<b>"Good" Quality Resumes</b>										
	<b>Matched White Male</b>		<b>White Female</b>		<b>Black Male</b>		<b>Black Female</b>		<b>Unspecified</b>	
<b>Full Sample</b>	23.3	18.7	22.0	16.9	23.2	17.6	18.8	16.5	28.8	19.4
<b>No Time Pressure</b>	24.7	19.8	20.4	16.3	21.4	16.6	17.6	15.3	29.1	17.5
<b>Time Pressure</b>	21.3	16.8	24.2	17.5	25.6	18.8	20.4	18.0	28.4	21.9
<b>"OK" Quality Resumes</b>										
	<b>Matched White Male</b>		<b>Matched White Female</b>		<b>Black Male</b>		<b>Black Female</b>		<b>Matched Unspecified</b>	
<b>Full Sample</b>	32.0	20.9	31.0	20.5	28.8	20.5	27.8	20.7	34.5	21.6
<b>No Time Pressure</b>	31.5	21.0	31.4	20.1	29.3	19.9	28.8	21.1	35.4	21.8
<b>Time Pressure</b>	32.7	20.9	30.5	21.1	28.1	21.3	26.4	20.2	33.4	21.4
<b>"Mediocre" Quality Resumes</b>										
	<b>Matched White Male</b>		<b>Matched White Female</b>		<b>Black Male</b>		<b>Black Female</b>		<b>Matched Unspecified</b>	
<b>Full Sample</b>	51.1	21.1	47.8	21.6	48.2	21.1	48.4	20.4	54.5	20.2
<b>No Time Pressure</b>	53.2	21.1	48.4	21.7	50.8	21.0	51.0	20.4	56.1	19.4
<b>Time Pressure</b>	48.4	21.0	46.9	21.5	44.8	20.9	44.9	20.0	52.2	21.0
<b>"Bad" Quality Resumes</b>										
	<b>Matched White Male</b>		<b>White Female</b>		<b>Black Male</b>		<b>Black Female</b>		<b>Unspecified</b>	
<b>Full Sample</b>	61.2	17.2	61.5	17.8	60.3	17.3	60.2	17.4	62.7	16.2
<b>No Time Pressure</b>	61.5	17.2	62.6	17.5	61.2	16.8	61.2	16.8	63.2	15.7
<b>Time Pressure</b>	60.7	17.3	60.0	18.2	59.1	17.9	58.9	18.2	61.9	16.8
<b>"Worst" Quality Resumes</b>										
	<b>White Male</b>		<b>White Female</b>		<b>Black Male</b>		<b>Black Female</b>		<b>Unspecified</b>	
<b>Full Sample</b>	71.1	5.5	71.0	6.0	71.0	6.0	70.8	6.5	71.5	4.3
<b>No Time Pressure</b>	71.1	5.6	70.8	6.5	70.2	7.8	70.5	7.2	71.7	3.3
<b>Time Pressure</b>	71.2	5.4	71.2	5.4	72.0	0.0	71.2	5.4	71.2	5.4

## Results: Bivariate Correlations

### Bivariate Correlations - Study 1

		Total Dollars Allocated to Black Classes/Groups	Dollars Allocated to develop African American Scholarship	Dollars Allocated to develop African American Student Group	Dollars Allocated to develop African American Studies Course	Interest in Badger Connect
<b>IAT - White/ Black Pleasant/ Unpleasant</b>	<i>r</i>	-0.109	-0.176	-0.115	0.012	0.034
	<i>p</i>	0.263	0.069	0.238	0.901	0.725
	<i>N</i>	107	107	107	107	107
<b>IMS.B</b>	<i>r</i>	.351	.259	.378	.254	0.183
	<i>p</i>	0.000	0.007	0.000	0.008	0.059
	<i>N</i>	107	107	107	107	107
<b>EMS.B</b>	<i>r</i>	-0.087	-0.077	0.007	-0.149	-0.044
	<i>p</i>	0.371	0.431	0.946	0.126	0.650
	<i>N</i>	107	107	107	107	107

## Bivariate Correlations - Study 2

		Full Sample	White Opponent	Black Opponent
		Aggression		
<b>IAT - White/Black Pleasant/ Unpleasant</b>	<i>r</i>	-0.058	-0.023	0.042
	<i>p</i>	0.299	0.776	0.589
	<i>N</i>	323	156	168
<b>IMS.B</b>	<i>r</i>	0.105	-0.083	-0.029
	<i>p</i>	0.051	0.276	0.700
	<i>N</i>	346	174	174
<b>EMS.B</b>	<i>r</i>	-.114	0.111	0.123
	<i>p</i>	0.034	0.146	0.106
	<i>N</i>	346	174	174

## Bivariate Correlations - Study 3, Full Sample, Race

		Seemed Less Racist	Seemed More Comfortable Discussing Race	Seating Distance
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	-0.066	0.055	-0.039
	<i>p</i>	0.334	0.423	0.581
	<i>N</i>	215	215	206
<b>IMS.B</b>	<i>r</i>	.265	0.026	-0.075
	<i>p</i>	0.000	0.703	0.283
	<i>N</i>	214	214	205
<b>EMS.B</b>	<i>r</i>	-0.093	-0.073	-0.019
	<i>p</i>	0.176	0.291	0.786
	<i>N</i>	214	214	205

## Bivariate Correlations - Study 3, White Male Condition, Race

		Seemed Less Racist	Seemed More Comfortable Discussing Racism	Seating Distance
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	0.048	0.004	-0.219
	<i>p</i>	0.702	0.974	0.075
	<i>N</i>	67	67	67
<b>IMS.B</b>	<i>r</i>	0.167	-0.071	-0.071
	<i>p</i>	0.177	0.569	0.570
	<i>N</i>	67	67	67
<b>EMS.B</b>	<i>r</i>	0.085	0.061	-0.142
	<i>p</i>	0.496	0.627	0.251
	<i>N</i>	67	67	67

## Bivariate Correlations - Study 3, Black Male Condition, Race

		<b>Seemed Less Racist</b>	<b>Seemed More Comfortable Discussing Racism</b>	<b>Seating Distance</b>
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	-0.127	0.157	0.021
	<i>p</i>	0.280	0.182	0.865
	<i>N</i>	74	74	68
<b>IMS.B</b>	<i>r</i>	.442	0.080	-0.132
	<i>p</i>	0.000	0.499	0.288
	<i>N</i>	73	73	67
<b>EMS.B</b>	<i>r</i>	-0.207	-0.074	0.114
	<i>p</i>	0.079	0.533	0.358
	<i>N</i>	73	73	67

## Bivariate Correlations - Study 3, White Female Condition, Race

		<b>Seemed Less Racist</b>	<b>Seemed More Comfortable Discussing Racism</b>	<b>Seating Distance</b>
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	-0.047	0.067	0.122
	<i>p</i>	0.691	0.571	0.309
	<i>N</i>	74	74	71
<b>IMS.B</b>	<i>r</i>	.314	0.016	0.083
	<i>p</i>	0.006	0.889	0.491
	<i>N</i>	74	74	71
<b>EMS.B</b>	<i>r</i>	-0.057	-0.162	-0.072
	<i>p</i>	0.629	0.169	0.550
	<i>N</i>	74	74	71

## Bivariate Correlations - Study 3, Full Sample, Gender

		Seemed Less Sexist	Seemed More Comfortable Discussing Sexism	Seating Distance
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	-.143	0.035	0.132
	<i>p</i>	0.036	0.609	0.059
	<i>N</i>	215	215	206
<b>IMS.S</b>	<i>r</i>	.377	0.055	-.138
	<i>p</i>	0.000	0.427	0.048
	<i>N</i>	214	214	205
<b>EMS.S</b>	<i>r</i>	-0.086	-0.086	-0.030
	<i>p</i>	0.212	0.212	0.666
	<i>N</i>	214	214	205

## Bivariate Correlations - Study 3, White Male Condition, Gender

		Seemed Less Sexist	Seemed More Comfortable Discussing Sexism	Seating Distance
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	-0.042	0.124	0.178
	<i>p</i>	0.738	0.316	0.150
	<i>N</i>	67	67	67
<b>IMS.S</b>	<i>r</i>	.448	0.055	-0.183
	<i>p</i>	0.000	0.658	0.138
	<i>N</i>	67	67	67
<b>EMS.S</b>	<i>r</i>	-0.046	0.041	-0.147
	<i>p</i>	0.714	0.744	0.236
	<i>N</i>	67	67	67

## Bivariate Correlations - Study 3, Black Male Condition, Gender

		<b>Seemed Less Sexist</b>	<b>Seemed More Comfortable Discussing Sexism</b>	<b>Seating Distance</b>
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	-0.116	0.140	0.151
	<i>p</i>	0.323	0.234	0.219
	<i>N</i>	74	74	68
<b>IMS.S</b>	<i>r</i>	.317	-0.037	-0.152
	<i>p</i>	0.006	0.754	0.219
	<i>N</i>	73	73	67
<b>EMS.S</b>	<i>r</i>	-0.026	-0.011	0.026
	<i>p</i>	0.830	0.923	0.832
	<i>N</i>	73	73	67

## Bivariate Correlations - Study 3, White Female Condition, Gender

		<b>Seemed Less Sexist</b>	<b>Seemed More Comfortable Discussing Sexism</b>	<b>Seating Distance</b>
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	-0.204	-0.157	0.149
	<i>p</i>	0.082	0.182	0.216
	<i>N</i>	74	74	71
<b>IMS.S</b>	<i>r</i>	.442	0.182	-0.013
	<i>p</i>	0.000	0.121	0.914
	<i>N</i>	74	74	71
<b>EMS.S</b>	<i>r</i>	-0.177	-0.214	0.028
	<i>p</i>	0.132	0.067	0.814
	<i>N</i>	74	74	71

## Bivariate Correlations - Study 4, Part 1

		Full Sample			Race/Gender Unspecified Doctor			
		Trust	Doctor Should Be Forgiven	The Error Was Not Serious	Trust	Doctor Should Be Forgiven	The Error Was Not Serious	
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	0.011	0.090	-0.016	<i>r</i>	0.038	0.085	-0.011
	<i>p</i>	0.832	0.089	0.762	<i>p</i>	0.656	0.310	0.897
	<i>N</i>	358	359	359	<i>N</i>	143	143	143
<b>IAT - White/Black Competent/Incompetent</b>	<i>r</i>	-0.067	-0.045	-0.049	<i>r</i>	-0.048	-0.057	-0.146
	<i>p</i>	0.208	0.398	0.355	<i>p</i>	0.572	0.500	0.081
	<i>N</i>	358	359	359	<i>N</i>	143	143	143
<b>IMS.B</b>	<i>r</i>	-0.015	0.020	-0.035	<i>r</i>	0.136	0.062	0.069
	<i>p</i>	0.779	0.712	0.507	<i>p</i>	0.103	0.461	0.411
	<i>N</i>	359	360	360	<i>N</i>	144	144	144
<b>EMS.B</b>	<i>r</i>	0.032	-.112	0.063	<i>r</i>	-0.020	-.197	0.016
	<i>p</i>	0.541	0.033	0.231	<i>p</i>	0.814	0.018	0.850
	<i>N</i>	359	360	360	<i>N</i>	144	144	144
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	-0.005	.126	0.023	<i>r</i>	-0.151	0.030	-0.013
	<i>p</i>	0.928	0.017	0.660	<i>p</i>	0.071	0.721	0.878
	<i>N</i>	358	359	359	<i>N</i>	143	143	143
<b>IAT - Male/Female Competent/Incompetent</b>	<i>r</i>	0.018	0.064	0.008	<i>r</i>	0.070	0.103	-0.053
	<i>p</i>	0.741	0.228	0.873	<i>p</i>	0.406	0.222	0.530
	<i>N</i>	358	359	359	<i>N</i>	143	143	143
<b>IMS.S</b>	<i>r</i>	-0.074	-.135	-0.018	<i>r</i>	0.050	-0.110	0.158
	<i>p</i>	0.163	0.010	0.729	<i>p</i>	0.552	0.188	0.058
	<i>N</i>	359	360	360	<i>N</i>	144	144	144
<b>EMS.S</b>	<i>r</i>	0.026	-.114	0.005	<i>r</i>	-0.049	-.271	0.057
	<i>p</i>	0.619	0.030	0.918	<i>p</i>	0.556	0.001	0.500
	<i>N</i>	359	360	360	<i>N</i>	144	144	144

## Bivariate Correlations - Study 4, Part 2

		White Male Doctor			White Female Doctor			
		Trust	Doctor Should Be Forgiven	The Error Was Not Serious	Trust	Doctor Should Be Forgiven	The Error Was Not Serious	
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	0.031	0.229	0.010	<i>r</i>	-0.095	0.139	-0.121
	<i>p</i>	0.826	0.098	0.946	<i>p</i>	0.486	0.307	0.376
	<i>N</i>	52	53	53	<i>N</i>	56	56	56
<b>IAT - White/Black Competent/Incompetent</b>	<i>r</i>	0.049	0.116	0.007	<i>r</i>	-0.158	0.129	0.057
	<i>p</i>	0.732	0.409	0.959	<i>p</i>	0.244	0.344	0.674
	<i>N</i>	52	53	53	<i>N</i>	56	56	56
<b>IMS.B</b>	<i>r</i>	-0.169	-0.063	-0.225	<i>r</i>	0.095	0.015	0.008
	<i>p</i>	0.232	0.656	0.105	<i>p</i>	0.485	0.914	0.951
	<i>N</i>	52	53	53	<i>N</i>	56	56	56
<b>EMS.B</b>	<i>r</i>	0.090	0.112	-0.002	<i>r</i>	0.167	-0.067	0.175
	<i>p</i>	0.527	0.425	0.987	<i>p</i>	0.218	0.622	0.197
	<i>N</i>	52	53	53	<i>N</i>	56	56	56
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	0.027	0.184	0.001	<i>r</i>	0.002	0.243	0.180
	<i>p</i>	0.852	0.187	0.996	<i>p</i>	0.991	0.071	0.184
	<i>N</i>	52	53	53	<i>N</i>	56	56	56
<b>IAT - Male/Female Competent/Incompetent</b>	<i>r</i>	-0.113	0.083	0.049	<i>r</i>	0.067	0.120	0.042
	<i>p</i>	0.423	0.553	0.727	<i>p</i>	0.625	0.379	0.756
	<i>N</i>	52	53	53	<i>N</i>	56	56	56
<b>IMS.S</b>	<i>r</i>	-.436	-0.137	-0.211	<i>r</i>	0.102	-0.025	0.030
	<i>p</i>	0.001	0.328	0.130	<i>p</i>	0.456	0.857	0.827
	<i>N</i>	52	53	53	<i>N</i>	56	56	56
<b>EMS.S</b>	<i>r</i>	0.096	0.262	-0.103	<i>r</i>	0.153	-0.074	0.132
	<i>p</i>	0.499	0.058	0.461	<i>p</i>	0.260	0.589	0.331
	<i>N</i>	52	53	53	<i>N</i>	56	56	56

## Bivariate Correlations - Study 4, Part 3

		Black Male Doctor			Black Female Doctor				
		Trust	Doctor Should Be Forgiven	The Error Was Not Serious			Trust	Doctor Should Be Forgiven	The Error Was Not Serious
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	0.139	0.109	-0.076	<i>r</i>	-0.085	-0.048	0.055	
	<i>p</i>	0.337	0.453	0.599	<i>p</i>	0.531	0.725	0.684	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	
<b>IAT - White/Black Competent/Incompetent</b>	<i>r</i>	-0.116	-0.150	0.099	<i>r</i>	-0.069	-0.180	-0.020	
	<i>p</i>	0.423	0.300	0.496	<i>p</i>	0.608	0.180	0.880	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	
<b>IMS.B</b>	<i>r</i>	0.084	-0.021	-0.085	<i>r</i>	-.381	0.005	-0.133	
	<i>p</i>	0.563	0.886	0.558	<i>p</i>	0.003	0.970	0.323	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	
<b>EMS.B</b>	<i>r</i>	-0.016	-0.135	0.136	<i>r</i>	-0.016	-0.121	0.105	
	<i>p</i>	0.912	0.349	0.347	<i>p</i>	0.905	0.370	0.439	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	0.186	0.117	0.091	<i>r</i>	0.149	0.177	-0.043	
	<i>p</i>	0.196	0.420	0.529	<i>p</i>	0.268	0.187	0.748	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	
<b>IAT - Male/Female Competent/Incompetent</b>	<i>r</i>	0.021	0.064	-0.069	<i>r</i>	0.009	-0.044	0.137	
	<i>p</i>	0.887	0.658	0.636	<i>p</i>	0.948	0.744	0.309	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	
<b>IMS.S</b>	<i>r</i>	-.314	-.443	-0.171	<i>r</i>	-0.022	-0.080	-0.190	
	<i>p</i>	0.026	0.001	0.234	<i>p</i>	0.870	0.552	0.158	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	
<b>EMS.S</b>	<i>r</i>	-0.070	-.322	-0.176	<i>r</i>	0.168	0.053	-0.055	
	<i>p</i>	0.627	0.022	0.223	<i>p</i>	0.211	0.694	0.684	
	<i>N</i>	50	50	50	<i>N</i>	57	57	57	

## Bivariate Correlations - Study 5, Full Sample, All Quality Levels

All Resume Quality Levels		Full Sample				
		Matched White Male Resumes	Matched White Female Resumes	Black Female Resumes	Black Male Resumes	Matched Race/Gender Unspecified Resumes
IAT - White/Black Pleasant/Unpleasant	<i>r</i>	-0.117	-0.037	0.098	-0.080	-0.009
	<i>p</i>	0.090	0.598	0.156	0.252	0.902
	<i>N</i>	209	209	209	209	209
IAT - White/Black Competent/Incompetent	<i>r</i>	0.015	0.091	0.067	-0.003	0.040
	<i>p</i>	0.824	0.192	0.337	0.962	0.568
	<i>N</i>	208	208	208	208	208
IMS.B	<i>r</i>	-0.099	-.137*	-0.064	0.011	-.210**
	<i>p</i>	0.154	0.048	0.354	0.870	0.002
	<i>N</i>	209	209	209	209	209
EMS.B	<i>r</i>	-0.011	0.004	-0.077	0.002	0.008
	<i>p</i>	0.877	0.956	0.267	0.978	0.904
	<i>N</i>	209	209	209	209	209
IAT - Male/Female Leader/Follower	<i>r</i>	-0.031	0.067	-0.044	-0.094	0.022
	<i>p</i>	0.655	0.338	0.530	0.176	0.749
	<i>N</i>	208	208	208	208	208
IAT - Male/Female Competent/Incompetent	<i>r</i>	0.120	0.093	0.063	0.004	0.086
	<i>p</i>	0.084	0.184	0.369	0.950	0.216
	<i>N</i>	208	208	208	208	208
IMS.S	<i>r</i>	-0.047	-.143*	-0.028	0.084	-0.108
	<i>p</i>	0.500	0.039	0.689	0.227	0.120
	<i>N</i>	209	209	209	209	209
EMS.S	<i>r</i>	-0.005	-0.011	0.069	0.095	0.089
	<i>p</i>	0.938	0.878	0.318	0.169	0.198
	<i>N</i>	209	209	209	209	209

## Bivariate Correlations - Study 5, No Time Pressure, All Quality Levels

All Quality Levels		No Time Pressure				
		Matched White Male Resumes	Matched White Female Resumes	Black Female Resumes	Black Male Resumes	Matched Race/Gender Unspecified Resumes
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	-0.043	0.046	0.113	-0.053	0.072
	<i>p</i>	0.640	0.618	0.218	0.567	0.432
	<i>N</i>	120	120	120	120	120
<b>IAT - White/Black Competent/Incompetent</b>	<i>r</i>	0.060	0.063	0.019	0.000	0.150
	<i>p</i>	0.516	0.491	0.834	0.996	0.103
	<i>N</i>	120	120	120	120	120
<b>IMS.B</b>	<i>r</i>	-.226*	-0.126	0.018	0.037	-.225*
	<i>p</i>	0.013	0.171	0.845	0.688	0.013
	<i>N</i>	120	120	120	120	120
<b>EMS.B</b>	<i>r</i>	0.049	-0.055	-0.097	-0.009	0.137
	<i>p</i>	0.592	0.552	0.294	0.926	0.136
	<i>N</i>	120	120	120	120	120
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	0.045	0.166	-0.107	0.001	0.084
	<i>p</i>	0.623	0.070	0.246	0.995	0.363
	<i>N</i>	120	120	120	120	120
<b>IAT - Male/Female Competent/Incompetent</b>	<i>r</i>	.180*	0.060	0.030	-0.021	-0.052
	<i>p</i>	0.049	0.514	0.744	0.819	0.570
	<i>N</i>	120	120	120	120	120
<b>IMS.S</b>	<i>r</i>	-.216*	-.196*	0.023	0.106	-0.148
	<i>p</i>	0.018	0.032	0.804	0.251	0.106
	<i>N</i>	120	120	120	120	120
<b>EMS.S</b>	<i>r</i>	-0.050	-0.106	-0.029	0.050	0.001
	<i>p</i>	0.586	0.250	0.754	0.585	0.994
	<i>N</i>	120	120	120	120	120

## Bivariate Correlations - Study 5, Time Pressure, All Quality Levels

All Quality Levels		Time Pressure				
		Matched White Male Resumes	Matched White Female Resumes	Black Female Resumes	Black Male Resumes	Matched Race/Gender Unspecified Resumes
<b>IAT - White/Black Pleasant/Unpleasant</b>	<i>r</i>	-.284**	-0.155	0.057	-0.123	-0.119
	<i>p</i>	0.007	0.148	0.593	0.251	0.267
	<i>N</i>	89	89	89	89	89
<b>IAT - White/Black Competent/Incompetent</b>	<i>r</i>	-0.087	0.135	0.123	-0.011	-0.109
	<i>p</i>	0.422	0.209	0.254	0.921	0.313
	<i>N</i>	88	88	88	88	88
<b>IMS.B</b>	<i>r</i>	0.079	-0.150	-0.184	-0.023	-0.201
	<i>p</i>	0.461	0.161	0.084	0.831	0.058
	<i>N</i>	89	89	89	89	89
<b>EMS.B</b>	<i>r</i>	-0.110	0.091	-0.030	0.022	-0.155
	<i>p</i>	0.305	0.394	0.778	0.838	0.146
	<i>N</i>	89	89	89	89	89
<b>IAT - Male/Female Leader/Follower</b>	<i>r</i>	-0.162	-0.059	0.035	-.211*	-0.045
	<i>p</i>	0.132	0.583	0.745	0.048	0.677
	<i>N</i>	88	88	88	88	88
<b>IAT - Male/Female Competent/Incompetent</b>	<i>r</i>	0.028	0.133	0.104	0.035	.235*
	<i>p</i>	0.795	0.216	0.337	0.745	0.027
	<i>N</i>	88	88	88	88	88
<b>IMS.S</b>	<i>r</i>	0.186	-0.082	-0.099	0.058	-0.072
	<i>p</i>	0.080	0.445	0.358	0.590	0.500
	<i>N</i>	89	89	89	89	89
<b>EMS.S</b>	<i>r</i>	0.091	0.153	.235*	0.170	.224*
	<i>p</i>	0.398	0.151	0.026	0.111	0.035
	<i>N</i>	89	89	89	89	89

## Results: Regression Statistics

### Regression Statistics - Study 3, Race Comfort Ratings

Multiple Linear Regression predicting experimenter ratings of the extent to which participants Seemed Comfortable Discussing Race	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	3.093	0.104		29.803	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	0.368	0.270	0.173	1.362	0.175
<b>IMS.B (Mean-Centered)</b>	0.010	0.078	0.021	0.131	0.896
<b>EMS.B (Mean-Centered)</b>	-0.048	0.066	-0.117	-0.719	0.473
<b>White Experimenter</b>	0.382	0.123	0.230	3.092	0.002
<b>IATxIMS</b>	0.009	0.187	0.008	0.050	0.960
<b>IATxEMS</b>	0.087	0.167	0.076	0.518	0.605
<b>IATxWhiteExperimenter</b>	-0.192	0.328	-0.074	-0.587	0.558
<b>IMSxEMS</b>	0.021	0.037	0.095	0.572	0.568
<b>IMSxWhiteExperimenter</b>	-0.010	0.088	-0.016	-0.111	0.912
<b>EMSxWhiteExperimenter</b>	0.021	0.075	0.041	0.281	0.779
<b>IATxIMSxEMS</b>	0.006	0.108	0.009	0.052	0.958
<b>IATxIMSxWhiteExperimenter</b>	0.083	0.212	0.058	0.393	0.694
<b>IATxEMSxWhiteExperimenter</b>	-0.166	0.198	-0.110	-0.839	0.402
<b>IMSxEMSxWhiteExperimenter</b>	-0.033	0.042	-0.114	-0.780	0.436
<b>IATxIMSxEMSxWhiteExperimenter</b>	-0.036	0.122	-0.045	-0.297	0.767

## Regression Statistics - Study 3, Gender Comfort Ratings

Multiple Linear Regression predicting experimenter ratings of the extent to which participants Seemed Comfortable Discussing Gender	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	3.479	0.093		37.269	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	-0.231	0.309	-0.111	-0.747	0.456
<b>IMS.S (Mean-Centered)</b>	0.065	0.056	0.157	1.168	0.244
<b>EMS.S (Mean-Centered)</b>	-0.093	0.048	-0.255	-1.927	0.055
<b>Male Experimenter</b>	-0.011	0.113	-0.007	-0.098	0.922
<b>IATxIMS</b>	-0.090	0.183	-0.082	-0.494	0.622
<b>IATxEMS</b>	0.099	0.156	0.096	0.633	0.528
<b>IATxMaleExperimenter</b>	0.554	0.359	0.216	1.544	0.124
<b>IMSxEMS</b>	0.027	0.026	0.154	1.055	0.293
<b>IMSxMaleExperimenter</b>	-0.071	0.067	-0.136	-1.059	0.291
<b>EMSxMaleExperimenter</b>	0.086	0.058	0.192	1.495	0.137
<b>IATxIMSxEMS</b>	0.036	0.087	0.070	0.410	0.682
<b>IATxIMSxMaleExperimenter</b>	0.208	0.207	0.158	1.001	0.318
<b>IATxEMSxMaleExperimenter</b>	-0.234	0.183	-0.187	-1.281	0.202
<b>IMSxEMSxMaleExperimenter</b>	-0.045	0.030	-0.203	-1.477	0.141
<b>IATxIMSxEMSxMaleExperimenter</b>	-0.050	0.100	-0.082	-0.504	0.615

## Regression Statistics - Study 3, Gender, Seating Distance

Multiple Linear Regression predicting Seating Distance	Unstandardized Coefficients		Standardize d Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	36.241	0.846		42.833	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	1.540	2.884	0.085	0.534	0.594
<b>IMS.S (Mean-Centered)</b>	-0.006	0.546	-0.002	-0.010	0.992
<b>EMS.S (Mean-Centered)</b>	0.107	0.439	0.034	0.243	0.808
<b>Male Experimenter</b>	2.675	1.014	0.197	2.637	0.009
<b>IATxIMS</b>	1.077	1.788	0.112	0.603	0.548
<b>IATxEMS</b>	0.290	1.404	0.032	0.206	0.837
<b>IATxMaleExperimenter</b>	2.421	3.296	0.109	0.735	0.464
<b>IMSxEMS</b>	-0.030	0.248	-0.018	-0.119	0.905
<b>IMSxMaleExperimenter</b>	-0.533	0.635	-0.117	-0.841	0.402
<b>EMSxMaleExperimenter</b>	-0.427	0.520	-0.109	-0.821	0.413
<b>IATxIMSxEMS</b>	-0.098	0.775	-0.022	-0.127	0.899
<b>IATxIMSxMaleExperimenter</b>	-0.181	1.980	-0.016	-0.092	0.927
<b>IATxEMSxMaleExperimenter</b>	-0.222	1.627	-0.021	-0.137	0.892
<b>IMSxEMSxMaleExperimenter</b>	0.069	0.287	0.034	0.239	0.811
<b>IATxIMSxEMSxMaleExperimenter</b>	-0.626	0.877	-0.120	-0.715	0.476

## Regression Statistics - Study 4, Race, All Conditions

All Conditions, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.154	0.090		45.990	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	0.065	0.201	0.021	0.326	0.745
<b>IMS.B (Mean-Centered)</b>	0.054	0.045	0.081	1.203	0.230
<b>EMS.B (Mean-Centered)</b>	0.024	0.037	0.041	0.657	0.511
<b>Black Doctor</b>	0.111	0.202	0.048	0.546	0.585
<b>Male Doctor</b>	-0.275	0.206	-0.118	-1.336	0.182
<b>Not Race/Gender Unspecified</b>	0.085	0.170	0.040	0.504	0.615
<b>Black Male Doctor</b>	0.346	0.295	0.114	1.172	0.242
<b>IATxIMS</b>	0.091	0.116	0.050	0.785	0.433
<b>IATxEMS</b>	0.056	0.118	0.031	0.476	0.634
<b>IATxBlackDoctor</b>	-0.147	0.374	-0.027	-0.394	0.694
<b>IMSxEMS</b>	-0.005	0.025	-0.014	-0.207	0.836
<b>IMSxBlackDoctor</b>	-0.176	0.080	-0.152	-2.201	0.028
<b>EMSxBlackDoctor</b>	-0.055	0.076	-0.046	-0.725	0.469
<b>IATxIMSxEMS</b>	-0.011	0.075	-0.009	-0.143	0.886
<b>IATxIMSxBlackDoctor</b>	-0.096	0.247	-0.026	-0.391	0.696
<b>IATxEMSxBlackDoctor</b>	-0.167	0.230	-0.048	-0.728	0.467
<b>IMSxEMSxBlackDoctor</b>	-0.038	0.043	-0.061	-0.883	0.378
<b>IATxIMSxEMSxBlackDoctor</b>	0.047	0.151	0.021	0.308	0.758

## Regression Statistics - Study 4, Race Predictors, Specified Conditions Only

Race/Gender Specified Conditions, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.196	0.144		29.073	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	-0.194	0.335	-0.063	-0.580	0.563
<b>IMS.B (Mean-Centered)</b>	-0.029	0.071	-0.043	-0.402	0.688
<b>EMS.B (Mean-Centered)</b>	0.072	0.053	0.126	1.354	0.177
<b>Black Doctor</b>	0.154	0.201	0.075	0.767	0.444
<b>Male Doctor</b>	-0.212	0.206	-0.103	-1.029	0.305
<b>Black Male Doctor</b>	0.284	0.293	0.117	0.968	0.334
<b>IATxIMS</b>	-0.026	0.209	-0.014	-0.123	0.902
<b>IATxEMS</b>	0.102	0.167	0.059	0.613	0.541
<b>IATxBlackDoctor</b>	0.113	0.456	0.027	0.247	0.805
<b>IMSxEMS</b>	0.014	0.039	0.041	0.368	0.713
<b>IMSxBlackDoctor</b>	-0.093	0.096	-0.105	-0.967	0.335
<b>EMSxBlackDoctor</b>	-0.103	0.084	-0.114	-1.224	0.222
<b>IATxIMSxEMS</b>	0.037	0.108	0.036	0.341	0.733
<b>IATxIMSxBlackDoctor</b>	0.021	0.299	0.007	0.069	0.945
<b>IATxEMSxBlackDoctor</b>	-0.213	0.256	-0.080	-0.834	0.405
<b>IMSxEMSxBlackDoctor</b>	-0.057	0.052	-0.122	-1.108	0.269
<b>IATxIMSxEMSxBlackDoctor</b>	-0.001	0.168	-0.001	-0.006	0.995

## Regression Statistics - Study 4, Race, Unspecified Condition Only

Race/Gender Unspecified Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.144	0.096		43.253	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	0.170	0.268	0.056	0.635	0.527
<b>IMS.B (Mean-Centered)</b>	0.097	0.062	0.138	1.568	0.119
<b>EMS.B (Mean-Centered)</b>	-0.010	0.053	-0.016	-0.185	0.853
<b>IATxIMS</b>	0.131	0.155	0.073	0.844	0.400
<b>IATxEMS</b>	0.057	0.187	0.029	0.303	0.762
<b>IMSxEMS</b>	-0.013	0.035	-0.033	-0.378	0.706
<b>IATxIMSxEMS</b>	-0.027	0.131	-0.019	-0.203	0.840

## Regression Statistics - Study 4, Race, White Doctor Conditions

White Male Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	3.959	0.138		28.711	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	0.019	0.439	0.007	0.043	0.966
<b>IMS.B (Mean-Centered)</b>	-0.105	0.102	-0.169	-1.024	0.311
<b>EMS.B (Mean-Centered)</b>	0.033	0.077	0.065	0.429	0.670
<b>IATxIMS</b>	-0.187	0.274	-0.146	-0.683	0.498
<b>IATxEMS</b>	0.146	0.241	0.099	0.606	0.548
<b>IMSxEMS</b>	0.000	0.061	-0.001	-0.003	0.998
<b>IATxIMSxEMS</b>	-0.010	0.157	-0.014	-0.062	0.951

White Female Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.198	0.157		26.686	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	-0.530	0.517	-0.151	-1.026	0.310
<b>IMS.B (Mean-Centered)</b>	0.023	0.103	0.033	0.223	0.824
<b>EMS.B (Mean-Centered)</b>	0.102	0.082	0.206	1.240	0.221
<b>IATxIMS</b>	0.265	0.335	0.115	0.791	0.433
<b>IATxEMS</b>	0.067	0.266	0.041	0.252	0.802
<b>IMSxEMS</b>	0.024	0.056	0.070	0.433	0.667
<b>IATxIMSxEMS</b>	0.101	0.183	0.091	0.554	0.582

## Regression Statistics - Study 4, Race, Black Doctor Conditions

Black Male Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.421	0.161		27.532	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	0.362	0.455	0.129	0.796	0.431
<b>IMS.B (Mean-Centered)</b>	0.046	0.086	0.086	0.534	0.596
<b>EMS.B (Mean-Centered)</b>	-0.030	0.083	-0.059	-0.363	0.719
<b>IATxIMS</b>	0.011	0.295	0.007	0.039	0.969
<b>IATxEMS</b>	0.050	0.243	0.034	0.206	0.838
<b>IMSxEMS</b>	-0.045	0.039	-0.190	-1.160	0.253
<b>IATxIMSxEMS</b>	-0.053	0.154	-0.060	-0.345	0.732
Black Female Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.241	0.151		28.047	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	-0.786	0.478	-0.242	-1.644	0.107
<b>IMS.B (Mean-Centered)</b>	-0.352	0.102	-0.467	-3.453	0.001
<b>EMS.B (Mean-Centered)</b>	-0.137	0.112	-0.168	-1.226	0.226
<b>IATxIMS</b>	-0.388	0.379	-0.173	-1.025	0.310
<b>IATxEMS</b>	-0.711	0.378	-0.280	-1.880	0.066
<b>IMSxEMS</b>	-0.059	0.078	-0.107	-0.762	0.450
<b>IATxIMSxEMS</b>	-0.261	0.330	-0.135	-0.789	0.434

## Regression Statistics - Study 4, Gender, All Conditions

All Conditions, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.172	0.089		46.893	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	-0.163	0.212	-0.051	-0.771	0.441
<b>IMS.S (Mean-Centered)</b>	0.008	0.043	0.013	0.191	0.848
<b>EMS.S (Mean-Centered)</b>	0.032	0.039	0.059	0.834	0.405
<b>Male Doctor</b>	-0.298	0.204	-0.128	-1.466	0.144
<b>Black Doctor</b>	0.156	0.197	0.068	0.789	0.431
<b>Not Race/Gender Unspecified</b>	0.072	0.165	0.033	0.433	0.665
<b>Black Male Doctor</b>	0.312	0.289	0.103	1.076	0.283
<b>IATxIMS</b>	0.063	0.130	0.034	0.484	0.628
<b>IATxEMS</b>	-0.083	0.134	-0.049	-0.620	0.536
<b>IATxMaleDoctor</b>	0.296	0.375	0.054	0.787	0.432
<b>IMSxEMS</b>	-0.021	0.025	-0.068	-0.839	0.402
<b>IMSxMaleDoctor</b>	-0.241	0.077	-0.213	-3.143	0.002
<b>EMSxMaleDoctor</b>	-0.024	0.075	-0.023	-0.323	0.747
<b>IATxIMSxEMS</b>	-0.004	0.086	-0.005	-0.051	0.959
<b>IATxIMSxMaleDoctor</b>	-0.084	0.246	-0.026	-0.341	0.734
<b>IATxEMSxMaleDoctor</b>	-0.088	0.222	-0.032	-0.396	0.693
<b>IMSxEMSxMaleDoctor</b>	-0.032	0.040	-0.064	-0.817	0.415
<b>IATxIMSxEMSxMaleDoctor</b>	0.001	0.129	0.001	0.010	0.992

## Regression Statistics - Study 4, Gender, All Race/Gender Specified Conditions

Race/Gender Specified Conditions, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.235	0.137		30.961	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	0.248	0.297	0.083	0.835	0.405
<b>IMS.S (Mean-Centered)</b>	0.045	0.065	0.072	0.682	0.496
<b>EMS.S (Mean-Centered)</b>	0.104	0.056	0.191	1.847	0.066
<b>Male Doctor</b>	-0.289	0.195	-0.141	-1.483	0.140
<b>Black Doctor</b>	0.166	0.190	0.081	0.876	0.382
<b>Black Male Doctor</b>	0.301	0.276	0.124	1.089	0.278
<b>IATxIMS</b>	-0.136	0.189	-0.076	-0.719	0.473
<b>IATxEMS</b>	-0.403	0.188	-0.250	-2.146	0.033
<b>IATxMaleDoctor</b>	-0.116	0.418	-0.028	-0.277	0.782
<b>IMSxEMS</b>	-0.067	0.034	-0.233	-1.990	0.048
<b>IMSxMaleDoctor</b>	-0.277	0.089	-0.323	-3.118	0.002
<b>EMSxMaleDoctor</b>	-0.096	0.083	-0.118	-1.152	0.251
<b>IATxIMSxEMS</b>	-0.008	0.136	-0.008	-0.055	0.956
<b>IATxIMSxMaleDoctor</b>	0.115	0.273	0.048	0.421	0.674
<b>IATxEMSxMaleDoctor</b>	0.232	0.252	0.111	0.923	0.357
<b>IMSxEMSxMaleDoctor</b>	0.014	0.045	0.036	0.308	0.758
<b>IATxIMSxEMSxMaleDoctor</b>	0.004	0.164	0.004	0.027	0.979

## Regression Statistics - Study 4, Gender, Unspecified Condition Only

Race/Gender Unspecified Condition, predicting Trust	Unstandardize d Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.189	0.094		44.487	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	-0.611	0.304	-0.173	-2.012	0.046
<b>IMS.S (Mean-Centered)</b>	0.011	0.058	0.017	0.185	0.854
<b>EMS.S (Mean-Centered)</b>	-0.063	0.056	-0.114	-1.113	0.268
<b>IATxIMS</b>	0.250	0.183	0.124	1.363	0.175
<b>IATxEMS</b>	0.147	0.193	0.078	0.761	0.448
<b>IMSxEMS</b>	0.040	0.038	0.115	1.052	0.295
<b>IATxIMSxEMS</b>	-0.037	0.119	-0.033	-0.309	0.758

## Regression Statistics - Study 4, Gender, White Doctor Conditions

White Male Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	3.963	0.118		33.669	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	0.048	0.334	0.019	0.143	0.887
<b>IMS.S (Mean-Centered)</b>	-0.257	0.068	-0.512	-3.767	0.000
<b>EMS.S (Mean-Centered)</b>	0.044	0.062	0.102	0.714	0.479
<b>IATxIMS</b>	-0.194	0.211	-0.137	-0.921	0.362
<b>IATxEMS</b>	-0.210	0.195	-0.177	-1.078	0.287
<b>IMSxEMS</b>	-0.037	0.030	-0.177	-1.242	0.221
<b>IATxIMSxEMS</b>	0.109	0.099	0.185	1.097	0.278

White Female Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.234	0.152		27.781	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	0.089	0.488	0.028	0.183	0.856
<b>IMS.S (Mean-Centered)</b>	0.070	0.103	0.101	0.682	0.498
<b>EMS.S (Mean-Centered)</b>	0.153	0.083	0.318	1.845	0.071
<b>IATxIMS</b>	-0.095	0.357	-0.039	-0.267	0.791
<b>IATxEMS</b>	-0.571	0.270	-0.355	-2.112	0.040
<b>IMSxEMS</b>	-0.052	0.052	-0.162	-0.993	0.326
<b>IATxIMSxEMS</b>	0.321	0.233	0.246	1.377	0.175

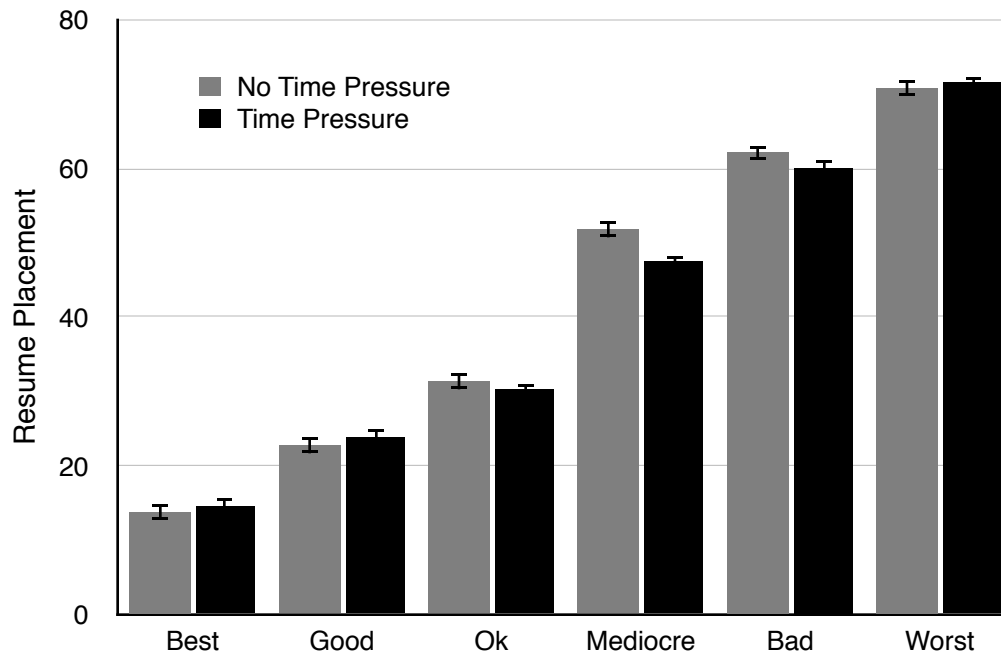
## Regression Statistics - Study 4, Gender, Black Doctor Conditions

Black Male Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.460	0.146		30.477	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	0.371	0.450	0.136	0.823	0.415
<b>IMS.S (Mean-Centered)</b>	-0.234	0.103	-0.397	-2.281	0.028
<b>EMS.S (Mean-Centered)</b>	-0.109	0.109	-0.165	-0.998	0.324
<b>IATxIMS</b>	0.192	0.352	0.116	0.545	0.589
<b>IATxEMS</b>	-0.266	0.255	-0.177	-1.041	0.304
<b>IMSxEMS</b>	-0.089	0.055	-0.301	-1.625	0.112
<b>IATxIMSxEMS</b>	-0.101	0.169	-0.132	-0.600	0.552
Black Female Doctor Condition, predicting Trust	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	4.410	0.162		27.169	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	0.373	0.475	0.112	0.784	0.437
<b>IMS.S (Mean-Centered)</b>	0.046	0.119	0.071	0.390	0.698
<b>EMS.S (Mean-Centered)</b>	0.071	0.098	0.109	0.725	0.472
<b>IATxIMS</b>	-0.132	0.301	-0.074	-0.441	0.661
<b>IATxEMS</b>	-0.363	0.359	-0.152	-1.010	0.317
<b>IMSxEMS</b>	-0.067	0.060	-0.189	-1.118	0.269
<b>IATxIMSxEMS</b>	-0.195	0.234	-0.145	-0.831	0.410

## Repeated-Measures ANOVA - Study 5

Repeated Measures ANOVA with Group as a 5-level factor

			Type III Sum of Squares	df	Mean Square	F	p	$\eta^2$
Within-Subjects	Group	Group	19060.5	4	4765.1	18.61	0.000	0.004
		GroupxCondition	801.2	4	200.3	0.78	0.537	0.000
		Error	212004.8	828	256.0			0.049
	Quality	Quality	2570605.7	5	514121.1	1780.93	0.000	0.600
		QualityxCondition	5914.6	5	1182.9	4.10	0.001	0.001
		Error	298784.4	1035	288.7			0.070
	GroupxQuality	GroupxQuality	8439.3	20	422.0	1.50	0.071	0.002
		GroupxQualityxCondition	4620.3	20	231.0	0.82	0.691	0.001
		Error	1165605.8	4140	281.5			0.272
Between-Subjects	Condition	Intercept	10660730.0	1	10660730.0	20307.91	0.000	0.990
		Condition	1031.9	1	1031.9	1.97	0.162	0.000
		Error	108665.6	207	525.0			0.010



Estimated marginal means of resume placement for each level of quality, split by condition. Error bars are each one standard error of the estimated marginal mean.

## Race Evaluative Regression - Study 5, Black Male Resume Placement

Black Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.509	0.684		59.253	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	-0.336	1.850	-0.017	-0.181	0.856
<b>IMS.B (Mean-Centered)</b>	0.438	0.485	0.098	0.904	0.367
<b>EMS.B (Mean-Centered)</b>	-0.184	0.348	-0.049	-0.530	0.597
<b>Time Pressure Condition</b>	0.069	1.027	0.005	0.067	0.947
<b>IATxIMS</b>	-0.327	1.375	-0.026	-0.238	0.812
<b>IATxEMS</b>	-0.430	0.985	-0.039	-0.436	0.663
<b>IATxTimePressureCondition</b>	-1.568	2.987	-0.051	-0.525	0.600
<b>IMSxEMS</b>	0.627	0.213	0.294	2.945	0.004
<b>IMSxTimePressureCondition</b>	-0.746	0.692	-0.115	-1.077	0.283
<b>EMSxTimePressureCondition</b>	0.263	0.580	0.042	0.453	0.651
<b>IATxIMSxEMS</b>	0.427	0.711	0.060	0.600	0.549
<b>IATxIMSxTimePressureCondition</b>	0.717	2.132	0.040	0.337	0.737
<b>IATxEMSxTimePressureCondition</b>	-0.807	1.802	-0.042	-0.448	0.655
<b>IMSxEMSxTimePressureCondition</b>	-0.719	0.329	-0.226	-2.185	0.030
<b>IATxIMSxEMSxTimePressureCondition</b>	0.003	1.217	0.000	0.002	0.998

## Race Evaluative Regression - Study 5, White Male Resume Placement

White Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	42.903	0.707		60.658	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	-1.149	1.914	-0.056	-0.600	0.549
<b>IMS.B (Mean-Centered)</b>	-1.209	0.502	-0.258	-2.408	0.017
<b>EMS.B (Mean-Centered)</b>	0.411	0.360	0.104	1.141	0.255
<b>Time Pressure Condition</b>	-1.675	1.063	-0.114	-1.576	0.117
<b>IATxIMS</b>	-0.011	1.422	-0.001	-0.008	0.994
<b>IATxEMS</b>	0.776	1.019	0.067	0.761	0.447
<b>IATxTimePressureCondition</b>	-4.012	3.090	-0.124	-1.298	0.196
<b>IMSxEMS</b>	0.269	0.220	0.120	1.221	0.224
<b>IMSxTimePressureCondition</b>	1.504	0.716	0.221	2.100	0.037
<b>EMSxTimePressureCondition</b>	-0.583	0.600	-0.089	-0.972	0.332
<b>IATxIMSxEMS</b>	-0.113	0.736	-0.015	-0.154	0.878
<b>IATxIMSxTimePressureCondition</b>	0.002	2.205	0.000	0.001	0.999
<b>IATxEMSxTimePressureCondition</b>	-0.157	1.864	-0.008	-0.084	0.933
<b>IMSxEMSxTimePressureCondition</b>	-0.201	0.340	-0.060	-0.589	0.557
<b>IATxIMSxEMSxTimePressureCondition</b>	-0.155	1.259	-0.014	-0.123	0.902

## Race Evaluative Regression - Study 5, Black Female Resume Placement

Black Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.509	0.751		53.963	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	2.330	2.031	0.109	1.147	0.253
<b>IMS.B (Mean-Centered)</b>	0.285	0.533	0.058	0.534	0.594
<b>EMS.B (Mean-Centered)</b>	-0.484	0.382	-0.116	-1.266	0.207
<b>Time Pressure Condition</b>	-1.501	1.128	-0.098	-1.331	0.185
<b>IATxIMS</b>	-0.586	1.510	-0.042	-0.388	0.698
<b>IATxEMS</b>	-1.666	1.082	-0.136	-1.540	0.125
<b>IATxTimePressureCondition</b>	-0.929	3.280	-0.027	-0.283	0.777
<b>IMSxEMS</b>	0.022	0.234	0.009	0.092	0.927
<b>IMSxTimePressureCondition</b>	-1.122	0.760	-0.157	-1.476	0.141
<b>EMSxTimePressureCondition</b>	0.338	0.637	0.049	0.531	0.596
<b>IATxIMSxEMS</b>	-0.436	0.781	-0.055	-0.559	0.577
<b>IATxIMSxTimePressureCondition</b>	2.979	2.340	0.150	1.273	0.205
<b>IATxEMSxTimePressureCondition</b>	2.456	1.979	0.116	1.241	0.216
<b>IMSxEMSxTimePressureCondition</b>	-0.296	0.361	-0.084	-0.818	0.414
<b>IATxIMSxEMSxTimePressureCondition</b>	0.688	1.336	0.060	0.515	0.607

## Race Evaluative Regression - Study 5, White Female Resume Placement

White Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.467	0.657		61.630	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	1.083	1.777	0.058	0.610	0.543
<b>IMS.B (Mean-Centered)</b>	-0.264	0.466	-0.062	-0.567	0.571
<b>EMS.B (Mean-Centered)</b>	-0.222	0.334	-0.061	-0.664	0.508
<b>Time Pressure Condition</b>	0.222	0.987	0.017	0.225	0.822
<b>IATxIMS</b>	-1.775	1.321	-0.145	-1.344	0.180
<b>IATxEMS</b>	0.062	0.946	0.006	0.065	0.948
<b>IATxTimePressureCondition</b>	-4.485	2.869	-0.151	-1.564	0.120
<b>IMSxEMS</b>	0.209	0.205	0.102	1.020	0.309
<b>IMSxTimePressureCondition</b>	-0.286	0.665	-0.046	-0.430	0.668
<b>EMSxTimePressureCondition</b>	0.929	0.557	0.155	1.669	0.097
<b>IATxIMSxEMS</b>	-0.138	0.683	-0.020	-0.203	0.840
<b>IATxIMSxTimePressureCondition</b>	3.513	2.047	0.202	1.716	0.088
<b>IATxEMSxTimePressureCondition</b>	2.086	1.731	0.113	1.205	0.230
<b>IMSxEMSxTimePressureCondition</b>	-0.095	0.316	-0.031	-0.301	0.764
<b>IATxIMSxEMSxTimePressureCondition</b>	0.589	1.168	0.059	0.504	0.615

## Race Evaluative Regression - Study 5, Race/Gender Unspecified Resumes

Race/Gender Unspecified Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	45.232	0.717		63.111	0.000
<b>IAT - White/Black Pleasant/Unpleasant (Mean-Centered)</b>	0.702	1.939	0.034	0.362	0.718
<b>IMS.B (Mean-Centered)</b>	-1.149	0.509	-0.240	-2.260	0.025
<b>EMS.B (Mean-Centered)</b>	0.638	0.365	0.157	1.747	0.082
<b>Time Pressure Condition</b>	-0.936	1.077	-0.062	-0.869	0.386
<b>IATxIMS</b>	-0.321	1.441	-0.023	-0.223	0.824
<b>IATxEMS</b>	-0.896	1.033	-0.075	-0.868	0.387
<b>IATxTimePressureCondition</b>	-3.843	3.131	-0.116	-1.227	0.221
<b>IMSxEMS</b>	0.239	0.223	0.104	1.070	0.286
<b>IMSxTimePressureCondition</b>	0.494	0.726	0.071	0.680	0.497
<b>EMSxTimePressureCondition</b>	-1.144	0.608	-0.171	-1.883	0.061
<b>IATxIMSxEMS</b>	0.031	0.745	0.004	0.041	0.967
<b>IATxIMSxTimePressureCondition</b>	3.156	2.235	0.162	1.412	0.160
<b>IATxEMSxTimePressureCondition</b>	0.510	1.889	0.025	0.270	0.787
<b>IMSxEMSxTimePressureCondition</b>	-0.272	0.345	-0.079	-0.788	0.432
<b>IATxIMSxEMSxTimePressureCondition</b>	-1.919	1.275	-0.171	-1.505	0.134

## Race Competence Regression - Study 5, Black Male Resume Placement

Black Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.399	0.651		62.037	0.000
<b>IAT - White/Black Competent/ Incompetent (Mean-Centered)</b>	-1.636	1.868	-0.090	-0.876	0.382
<b>IMS.B (Mean-Centered)</b>	0.274	0.446	0.063	0.614	0.540
<b>EMS.B (Mean-Centered)</b>	-0.201	0.337	-0.054	-0.597	0.551
<b>Time Pressure Condition</b>	0.418	1.018	0.030	0.411	0.681
<b>IATxIMS</b>	0.450	1.252	0.041	0.359	0.720
<b>IATxEMS</b>	1.077	0.918	0.118	1.173	0.242
<b>IATxTimePressureCondition</b>	1.574	2.889	0.053	0.545	0.586
<b>IMSxEMS</b>	0.497	0.207	0.237	2.397	0.018
<b>IMSxTimePressureCondition</b>	-0.667	0.647	-0.105	-1.031	0.304
<b>EMSxTimePressureCondition</b>	0.532	0.590	0.087	0.902	0.368
<b>IATxIMSxEMS</b>	0.888	0.429	0.204	2.069	0.040
<b>IATxIMSxTimePressureCondition</b>	0.325	1.780	0.019	0.183	0.855
<b>IATxEMSxTimePressureCondition</b>	-2.349	1.728	-0.128	-1.359	0.176
<b>IMSxEMSxTimePressureCondition</b>	-0.795	0.328	-0.254	-2.424	0.016
<b>IATxIMSxEMSxTimePressureCondition</b>	0.594	0.860	0.065	0.690	0.491

## Race Competence Regression - Study 5, White Male Resume Placement

White Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	43.153	0.692		62.383	0.000
<b>IAT - White/Black Competent/ Incompetent (Mean-Centered)</b>	-0.707	1.985	-0.037	-0.356	0.722
<b>IMS.B (Mean-Centered)</b>	-1.212	0.474	-0.263	-2.559	0.011
<b>EMS.B (Mean-Centered)</b>	0.429	0.358	0.110	1.197	0.233
<b>Time Pressure Condition</b>	-1.671	1.081	-0.115	-1.546	0.124
<b>IATxIMS</b>	1.042	1.329	0.091	0.784	0.434
<b>IATxEMS</b>	-1.802	0.975	-0.187	-1.848	0.066
<b>IATxTimePressureCondition</b>	-0.496	3.068	-0.016	-0.162	0.872
<b>IMSxEMS</b>	0.303	0.220	0.137	1.376	0.171
<b>IMSxTimePressureCondition</b>	1.463	0.687	0.218	2.130	0.034
<b>EMSxTimePressureCondition</b>	-0.676	0.627	-0.105	-1.079	0.282
<b>IATxIMSxEMS</b>	0.295	0.456	0.064	0.647	0.518
<b>IATxIMSxTimePressureCondition</b>	-1.533	1.891	-0.083	-0.811	0.419
<b>IATxEMSxTimePressureCondition</b>	2.620	1.835	0.135	1.428	0.155
<b>IMSxEMSxTimePressureCondition</b>	-0.100	0.348	-0.030	-0.287	0.774
<b>IATxIMSxEMSxTimePressureCondition</b>	-0.086	0.914	-0.009	-0.094	0.925

## Race Competence Regression - Study 5, Black Female Resume Placement

Black Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.954	0.735		55.735	0.000
<b>IAT - White/Black Competent/ Incompetent (Mean-Centered)</b>	0.739	2.108	0.036	0.350	0.726
<b>IMS.B (Mean-Centered)</b>	0.166	0.503	0.034	0.329	0.742
<b>EMS.B (Mean-Centered)</b>	-0.453	0.381	-0.109	-1.190	0.235
<b>Time Pressure Condition</b>	-2.523	1.148	-0.164	-2.197	0.029
<b>IATxIMS</b>	2.119	1.412	0.174	1.501	0.135
<b>IATxEMS</b>	-1.007	1.036	-0.098	-0.972	0.332
<b>IATxTimePressureCondition</b>	1.022	3.259	0.031	0.314	0.754
<b>IMSxEMS</b>	-0.083	0.234	-0.035	-0.355	0.723
<b>IMSxTimePressureCondition</b>	-1.350	0.730	-0.190	-1.850	0.066
<b>EMSxTimePressureCondition</b>	0.507	0.666	0.074	0.762	0.447
<b>IATxIMSxEMS</b>	0.151	0.484	0.031	0.312	0.755
<b>IATxIMSxTimePressureCondition</b>	-1.222	2.008	-0.063	-0.608	0.544
<b>IATxEMSxTimePressureCondition</b>	3.152	1.950	0.154	1.617	0.108
<b>IMSxEMSxTimePressureCondition</b>	-0.203	0.370	-0.058	-0.549	0.584
<b>IATxIMSxEMSxTimePressureCondition</b>	1.749	0.970	0.172	1.802	0.073

## Race Competence Regression - Study 5, White Female Resume Placement

White Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.457	0.649		62.302	0.000
<b>IAT - White/Black Competent/ Incompetent (Mean-Centered)</b>	0.080	1.863	0.004	0.043	0.966
<b>IMS.B (Mean-Centered)</b>	-0.445	0.445	-0.104	-1.001	0.318
<b>EMS.B (Mean-Centered)</b>	-0.137	0.336	-0.038	-0.407	0.684
<b>Time Pressure Condition</b>	0.021	1.015	0.002	0.021	0.983
<b>IATxIMS</b>	-2.105	1.248	-0.198	-1.686	0.093
<b>IATxEMS</b>	0.710	0.916	0.079	0.776	0.439
<b>IATxTimePressureCondition</b>	0.635	2.880	0.022	0.220	0.826
<b>IMSxEMS</b>	0.135	0.207	0.066	0.653	0.514
<b>IMSxTimePressureCondition</b>	-0.191	0.645	-0.031	-0.297	0.767
<b>EMSxTimePressureCondition</b>	0.723	0.588	0.121	1.230	0.220
<b>IATxIMSxEMS</b>	0.275	0.428	0.065	0.641	0.522
<b>IATxIMSxTimePressureCondition</b>	1.044	1.775	0.061	0.588	0.557
<b>IATxEMSxTimePressureCondition</b>	1.177	1.723	0.066	0.683	0.495
<b>IMSxEMSxTimePressureCondition</b>	0.150	0.327	0.049	0.459	0.647
<b>IATxIMSxEMSxTimePressureCondition</b>	0.502	0.858	0.057	0.585	0.559

## Race Competence Regression - Study 5, Race/Gender Unspecified Resumes

Race/Gender Unspecified Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	45.216	0.701		64.539	0.000
<b>IAT - White/Black Competent/ Incompetent (Mean-Centered)</b>	0.948	2.010	0.048	0.472	0.638
<b>IMS.B (Mean-Centered)</b>	-1.064	0.480	-0.223	-2.217	0.028
<b>EMS.B (Mean-Centered)</b>	0.672	0.363	0.166	1.852	0.066
<b>Time Pressure Condition</b>	-0.726	1.095	-0.048	-0.663	0.508
<b>IATxIMS</b>	-1.310	1.346	-0.110	-0.973	0.332
<b>IATxEMS</b>	-0.553	0.988	-0.055	-0.559	0.577
<b>IATxTimePressureCondition</b>	-3.703	3.108	-0.115	-1.192	0.235
<b>IMSxEMS</b>	0.241	0.223	0.105	1.081	0.281
<b>IMSxTimePressureCondition</b>	-0.089	0.696	-0.013	-0.128	0.899
<b>EMSxTimePressureCondition</b>	-0.932	0.635	-0.140	-1.468	0.144
<b>IATxIMSxEMS</b>	0.091	0.462	0.019	0.197	0.844
<b>IATxIMSxTimePressureCondition</b>	0.678	1.915	0.035	0.354	0.724
<b>IATxEMSxTimePressureCondition</b>	-1.530	1.859	-0.076	-0.823	0.412
<b>IMSxEMSxTimePressureCondition</b>	-0.199	0.353	-0.058	-0.564	0.574
<b>IATxIMSxEMSxTimePressureCondition</b>	0.631	0.925	0.064	0.682	0.496

## Gender Leadership Regression - Study 5, Black Male Resume Placement

Black Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.641	0.642		63.311	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	0.776	1.842	0.042	0.421	0.674
<b>IMS.S (Mean-Centered)</b>	0.584	0.431	0.140	1.354	0.177
<b>EMS.S (Mean-Centered)</b>	0.136	0.357	0.037	0.380	0.705
<b>Time Pressure Condition</b>	0.160	0.975	0.012	0.164	0.870
<b>IATxIMS</b>	-1.258	1.163	-0.114	-1.082	0.281
<b>IATxEMS</b>	-0.841	1.024	-0.087	-0.822	0.412
<b>IATxTimePressureCondition</b>	-5.301	2.641	-0.197	-2.007	0.046
<b>IMSxEMS</b>	0.173	0.242	0.083	0.716	0.475
<b>IMSxTimePressureCondition</b>	-0.572	0.610	-0.098	-0.939	0.349
<b>EMSxTimePressureCondition</b>	0.917	0.597	0.142	1.536	0.126
<b>IATxIMSxEMS</b>	0.618	0.707	0.106	0.874	0.383
<b>IATxIMSxTimePressureCondition</b>	-0.810	1.585	-0.053	-0.511	0.610
<b>IATxEMSxTimePressureCondition</b>	-0.158	1.711	-0.010	-0.092	0.926
<b>IMSxEMSxTimePressureCondition</b>	-0.206	0.326	-0.070	-0.632	0.528
<b>IATxIMSxEMSxTimePressureCondition</b>	-0.756	1.001	-0.091	-0.755	0.451

## Gender Leadership Regression - Study 5, White Male Resume Placement

White Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	42.638	0.661		64.538	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	-0.155	1.895	-0.008	-0.082	0.935
<b>IMS.S (Mean-Centered)</b>	-0.919	0.444	-0.208	-2.070	0.040
<b>EMS.S (Mean-Centered)</b>	-0.484	0.368	-0.125	-1.316	0.190
<b>Time Pressure Condition</b>	-1.110	1.004	-0.077	-1.106	0.270
<b>IATxIMS</b>	-0.833	1.197	-0.071	-0.696	0.487
<b>IATxEMS</b>	-0.003	1.054	0.000	-0.003	0.998
<b>IATxTimePressureCondition</b>	-2.727	2.718	-0.096	-1.003	0.317
<b>IMSxEMS</b>	0.790	0.249	0.357	3.177	0.002
<b>IMSxTimePressureCondition</b>	1.292	0.628	0.209	2.058	0.041
<b>EMSxTimePressureCondition</b>	1.034	0.614	0.151	1.683	0.094
<b>IATxIMSxEMS</b>	0.264	0.728	0.043	0.363	0.717
<b>IATxIMSxTimePressureCondition</b>	-0.520	1.631	-0.032	-0.319	0.750
<b>IATxEMSxTimePressureCondition</b>	0.844	1.760	0.050	0.479	0.632
<b>IMSxEMSxTimePressureCondition</b>	-0.895	0.335	-0.290	-2.668	0.008
<b>IATxIMSxEMSxTimePressureCondition</b>	0.186	1.031	0.021	0.180	0.857

## Gender Leadership Regression - Study 5, Black Female Resume Placement

Black Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.590	0.709		57.251	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	-1.511	2.034	-0.074	-0.743	0.458
<b>IMS.S (Mean-Centered)</b>	0.155	0.476	0.033	0.325	0.746
<b>EMS.S (Mean-Centered)</b>	-0.516	0.395	-0.126	-1.307	0.193
<b>Time Pressure Condition</b>	-1.825	1.077	-0.119	-1.694	0.092
<b>IATxIMS</b>	-1.477	1.284	-0.119	-1.150	0.252
<b>IATxEMS</b>	-0.555	1.131	-0.052	-0.491	0.624
<b>IATxTimePressureCondition</b>	1.425	2.917	0.047	0.489	0.626
<b>IMSxEMS</b>	0.205	0.267	0.088	0.768	0.443
<b>IMSxTimePressureCondition</b>	-0.747	0.673	-0.114	-1.109	0.269
<b>EMSxTimePressureCondition</b>	1.641	0.659	0.227	2.490	0.014
<b>IATxIMSxEMS</b>	-1.399	0.781	-0.214	-1.792	0.075
<b>IATxIMSxTimePressureCondition</b>	0.397	1.750	0.023	0.227	0.821
<b>IATxEMSxTimePressureCondition</b>	1.923	1.889	0.108	1.018	0.310
<b>IMSxEMSxTimePressureCondition</b>	-0.292	0.360	-0.090	-0.813	0.417
<b>IATxIMSxEMSxTimePressureCondition</b>	0.663	1.106	0.072	0.599	0.550

## Gender Leadership Regression - Study 5, White Female Resume Placement

White Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.307	0.608		66.305	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	2.121	1.744	0.118	1.216	0.225
<b>IMS.S (Mean-Centered)</b>	-0.613	0.408	-0.150	-1.501	0.135
<b>EMS.S (Mean-Centered)</b>	-0.045	0.338	-0.013	-0.132	0.895
<b>Time Pressure Condition</b>	0.774	0.924	0.058	0.838	0.403
<b>IATxIMS</b>	-2.151	1.101	-0.199	-1.953	0.052
<b>IATxEMS</b>	-0.152	0.970	-0.016	-0.157	0.875
<b>IATxTimePressureCondition</b>	-3.632	2.501	-0.138	-1.452	0.148
<b>IMSxEMS</b>	0.394	0.229	0.192	1.723	0.086
<b>IMSxTimePressureCondition</b>	-0.001	0.577	0.000	-0.002	0.999
<b>EMSxTimePressureCondition</b>	1.013	0.565	0.160	1.792	0.075
<b>IATxIMSxEMS</b>	2.212	0.670	0.387	3.303	0.001
<b>IATxIMSxTimePressureCondition</b>	2.191	1.501	0.146	1.460	0.146
<b>IATxEMSxTimePressureCondition</b>	-0.600	1.620	-0.038	-0.370	0.712
<b>IMSxEMSxTimePressureCondition</b>	-0.724	0.309	-0.253	-2.346	0.020
<b>IATxIMSxEMSxTimePressureCondition</b>	-1.374	0.948	-0.170	-1.449	0.149

## Gender Leadership Regression - Study 5, Race/Gender Unspecified Resumes

Race/Gender Unspecified Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	45.041	0.702		64.183	0.000
<b>IAT - Male/Female Leader/Follower (Mean-Centered)</b>	1.340	2.013	0.067	0.666	0.506
<b>IMS.S (Mean-Centered)</b>	-0.536	0.472	-0.117	-1.137	0.257
<b>EMS.S (Mean-Centered)</b>	-0.033	0.391	-0.008	-0.086	0.932
<b>Time Pressure Condition</b>	-0.858	1.066	-0.057	-0.805	0.422
<b>IATxIMS</b>	-1.368	1.271	-0.113	-1.076	0.283
<b>IATxEMS</b>	-0.625	1.120	-0.059	-0.558	0.577
<b>IATxTimePressureCondition</b>	-3.427	2.887	-0.117	-1.187	0.237
<b>IMSxEMS</b>	0.211	0.264	0.092	0.797	0.426
<b>IMSxTimePressureCondition</b>	0.024	0.667	0.004	0.036	0.972
<b>EMSxTimePressureCondition</b>	1.365	0.652	0.193	2.092	0.038
<b>IATxIMSxEMS</b>	0.281	0.773	0.044	0.363	0.717
<b>IATxIMSxTimePressureCondition</b>	0.353	1.732	0.021	0.204	0.839
<b>IATxEMSxTimePressureCondition</b>	2.144	1.870	0.123	1.147	0.253
<b>IMSxEMSxTimePressureCondition</b>	-0.194	0.356	-0.061	-0.546	0.586
<b>IATxIMSxEMSxTimePressureCondition</b>	0.405	1.095	0.045	0.370	0.712

## Gender Competence Regression - Study 5, Black Male Resume Placement

Black Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.855	0.644		63.486	0.000
<b>IAT - Male/Female Competent/ Incompetent (Mean-Centered)</b>	-0.309	1.538	-0.020	-0.201	0.841
<b>IMS.S (Mean-Centered)</b>	0.527	0.435	0.126	1.210	0.228
<b>EMS.S (Mean-Centered)</b>	0.023	0.359	0.006	0.064	0.949
<b>Time Pressure Condition</b>	0.010	1.011	0.001	0.010	0.992
<b>IATxIMS</b>	0.701	1.105	0.079	0.635	0.526
<b>IATxEMS</b>	0.478	0.942	0.057	0.507	0.613
<b>IATxTimePressureCondition</b>	0.390	2.369	0.018	0.165	0.869
<b>IMSxEMS</b>	0.278	0.244	0.133	1.141	0.255
<b>IMSxTimePressureCondition</b>	-0.419	0.631	-0.071	-0.664	0.508
<b>EMSxTimePressureCondition</b>	0.760	0.625	0.117	1.216	0.225
<b>IATxIMSxEMS</b>	0.259	0.665	0.055	0.389	0.697
<b>IATxIMSxTimePressureCondition</b>	-1.129	1.434	-0.103	-0.787	0.432
<b>IATxEMSxTimePressureCondition</b>	-0.759	1.338	-0.065	-0.568	0.571
<b>IMSxEMSxTimePressureCondition</b>	-0.288	0.333	-0.099	-0.863	0.389
<b>IATxIMSxEMSxTimePressureCondition</b>	-0.671	0.806	-0.118	-0.833	0.406

## Gender Competence Regression - Study 5, White Male Resume Placement

White Male Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	42.478	0.623		68.138	0.000
<b>IAT - Male/Female Competent/ Incompetent (Mean-Centered)</b>	2.579	1.490	0.159	1.731	0.085
<b>IMS.S (Mean-Centered)</b>	-0.855	0.422	-0.194	-2.027	0.044
<b>EMS.S (Mean-Centered)</b>	-0.361	0.348	-0.094	-1.037	0.301
<b>Time Pressure Condition</b>	-0.664	0.979	-0.046	-0.678	0.498
<b>IATxIMS</b>	-2.762	1.070	-0.296	-2.581	0.011
<b>IATxEMS</b>	-1.120	0.913	-0.126	-1.226	0.222
<b>IATxTimePressureCondition</b>	-1.286	2.295	-0.055	-0.560	0.576
<b>IMSxEMS</b>	0.604	0.236	0.273	2.554	0.011
<b>IMSxTimePressureCondition</b>	1.361	0.611	0.220	2.227	0.027
<b>EMSxTimePressureCondition</b>	0.501	0.605	0.073	0.828	0.409
<b>IATxIMSxEMS</b>	0.271	0.644	0.055	0.420	0.675
<b>IATxIMSxTimePressureCondition</b>	4.761	1.389	0.410	3.426	0.001
<b>IATxEMSxTimePressureCondition</b>	0.742	1.296	0.060	0.573	0.568
<b>IMSxEMSxTimePressureCondition</b>	-0.837	0.323	-0.272	-2.594	0.010
<b>IATxIMSxEMSxTimePressureCondition</b>	0.402	0.781	0.067	0.515	0.607

## Gender Competence Regression - Study 5, Black Female Resume Placement

Black Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.681	0.705		57.693	0.000
<b>IAT - Male/Female Competent/ Incompetent (Mean-Centered)</b>	0.442	1.685	0.026	0.263	0.793
<b>IMS.S (Mean-Centered)</b>	0.302	0.477	0.065	0.633	0.528
<b>EMS.S (Mean-Centered)</b>	-0.164	0.394	-0.040	-0.417	0.677
<b>Time Pressure Condition</b>	-1.875	1.108	-0.122	-1.693	0.092
<b>IATxIMS</b>	1.329	1.211	0.135	1.098	0.274
<b>IATxEMS</b>	-1.014	1.033	-0.108	-0.982	0.327
<b>IATxTimePressureCondition</b>	0.676	2.596	0.027	0.261	0.795
<b>IMSxEMS</b>	0.233	0.267	0.100	0.873	0.384
<b>IMSxTimePressureCondition</b>	-0.868	0.691	-0.133	-1.255	0.211
<b>EMSxTimePressureCondition</b>	1.149	0.685	0.159	1.679	0.095
<b>IATxIMSxEMS</b>	0.767	0.729	0.146	1.052	0.294
<b>IATxIMSxTimePressureCondition</b>	-0.221	1.572	-0.018	-0.140	0.889
<b>IATxEMSxTimePressureCondition</b>	1.501	1.466	0.115	1.024	0.307
<b>IMSxEMSxTimePressureCondition</b>	-0.396	0.365	-0.121	-1.085	0.279
<b>IATxIMSxEMSxTimePressureCondition</b>	-0.532	0.883	-0.084	-0.602	0.548

## Gender Competence Regression - Study 5, White Female Resume Placement

White Female Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	40.696	0.616		66.064	0.000
<b>IAT - Male/Female Competent/ Incompetent (Mean-Centered)</b>	0.277	1.472	0.018	0.188	0.851
<b>IMS.S (Mean-Centered)</b>	-0.709	0.417	-0.173	-1.702	0.090
<b>EMS.S (Mean-Centered)</b>	-0.364	0.344	-0.102	-1.058	0.292
<b>Time Pressure Condition</b>	0.369	0.968	0.027	0.382	0.703
<b>IATxIMS</b>	0.153	1.058	0.018	0.145	0.885
<b>IATxEMS</b>	-0.634	0.902	-0.077	-0.703	0.483
<b>IATxTimePressureCondition</b>	1.283	2.267	0.059	0.566	0.572
<b>IMSxEMS</b>	0.261	0.234	0.127	1.116	0.266
<b>IMSxTimePressureCondition</b>	0.135	0.604	0.024	0.223	0.823
<b>EMSxTimePressureCondition</b>	1.022	0.598	0.161	1.709	0.089
<b>IATxIMSxEMS</b>	0.531	0.637	0.115	0.834	0.405
<b>IATxIMSxTimePressureCondition</b>	0.554	1.373	0.051	0.403	0.687
<b>IATxEMSxTimePressureCondition</b>	0.649	1.280	0.057	0.507	0.613
<b>IMSxEMSxTimePressureCondition</b>	-0.637	0.319	-0.223	-1.997	0.047
<b>IATxIMSxEMSxTimePressureCondition</b>	-0.095	0.772	-0.017	-0.124	0.902

## Gender Competence Regression - Study 5, Race/Gender Unspecified Resumes

Race/Gender Unspecified Resume Placement Mean, All Quality Levels	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	Beta		
<b>Constant</b>	45.365	0.679		66.823	0.000
<b>IAT - Male/Female Competent/ Incompetent (Mean-Centered)</b>	-1.722	1.622	-0.103	-1.061	0.290
<b>IMS.S (Mean-Centered)</b>	-0.635	0.459	-0.139	-1.384	0.168
<b>EMS.S (Mean-Centered)</b>	-0.066	0.379	-0.017	-0.174	0.862
<b>Time Pressure Condition</b>	-1.164	1.066	-0.078	-1.092	0.276
<b>IATxIMS</b>	2.269	1.166	0.235	1.947	0.053
<b>IATxEMS</b>	0.992	0.994	0.108	0.998	0.320
<b>IATxTimePressureCondition</b>	4.532	2.499	0.187	1.813	0.071
<b>IMSxEMS</b>	0.381	0.257	0.166	1.480	0.140
<b>IMSxTimePressureCondition</b>	0.196	0.665	0.031	0.294	0.769
<b>EMSxTimePressureCondition</b>	0.987	0.659	0.140	1.497	0.136
<b>IATxIMSxEMS</b>	0.762	0.702	0.148	1.086	0.279
<b>IATxIMSxTimePressureCondition</b>	-2.520	1.513	-0.210	-1.666	0.097
<b>IATxEMSxTimePressureCondition</b>	0.132	1.411	0.010	0.094	0.925
<b>IMSxEMSxTimePressureCondition</b>	-0.435	0.352	-0.136	-1.238	0.217
<b>IATxIMSxEMSxTimePressureCondition</b>	-0.702	0.851	-0.113	-0.826	0.410

## Appendix 2 - Materials

### Materials Appendix - Table of Contents

IMS.B and EMS.B

IMS.S and EMS.S

IATs

Study 1 Materials

Study 2 Materials

Study 3 Experiment Materials

Study 3 Video Coding Materials

Study 4 Materials

Study 5 Stimulus Materials

Study 5 Experiment Materials

Study 5 Video Coding Materials

### Materials: IMS.B and EMS.B

The following questions concern various reasons or motivations people might have for responding in various ways towards Black people. Some of these ways of responding may be negative and some may be positive. Additionally, some of the reasons for responding reflect internal - personal motivations whereas others reflect more external – social motivations.

\*Participants responded to these items, in random order, using a likert scale from  
*1 - Strongly Disagree to 9 - Strongly Agree*

- Because of today’s PC (politically correct) standards I try to appear non-prejudiced toward Black people. (EMS.B1)
- I try to hide any negative thoughts about Black people in order to avoid negative reactions from others. (EMS.B2)
- If I acted prejudiced toward Black people, I would be concerned that others would be angry with me. (EMS.B3)
- I attempt to appear non-prejudiced toward Black people in order to avoid disapproval from others. (EMS.B4)
- I try to act non-prejudiced toward Black people because of pressure from others. (EMS.B5)
- I attempt to act in non-prejudiced ways toward Black people because it is personally important to me. (IMS.B1)
- According to my personal values, using stereotypes about Black people is OK. (IMS.B2, reverse-coded)
- I am personally motivated by my beliefs to be non-prejudiced toward Black people. (IMS.B3)
- Because of my personal values, I believe that using stereotypes about Black people is wrong. (IMS.B4)
- Being non-prejudiced toward Black people is important to my self-concept. (IMS.B5)

### Materials: IMS.S and EMS.S

The following questions concern reasons people might have for trying to respond in non-sexist ways toward women. We want to be clear that we are not evaluating you or your individual responses. All your responses will be completely confidential. If we are to learn anything useful, it is important that you respond to each of the questions openly and honestly.

\*Participants responded to these items, in random order, using a likert scale from  
*1 - Strongly Disagree to 9 - Strongly Agree*

- According to my personal values, using stereotypes about women is OK. (IMS.S1, reverse-coded)
- I am personally motivated by my beliefs to be nonsexist toward women. (IMS.S2)
- Being nonsexist toward women is important to my self-concept. (IMS.S3)
- Because of my personal values, I believe that using stereotypes about women is wrong. (IMS.S4)
- I attempt to act in nonsexist ways toward women because it is personally important to me. (IMS.S5)
- Because of today's PC (politically correct) standards I try to appear nonsexist toward women. (EMS.S1)
- I try to hide any negative thoughts about women in order to avoid negative reactions from others. (EMS.S2)
- If I acted sexist toward women, I would be concerned that others would be angry with me. (EMS.S3)
- I attempt to appear nonsexist toward women in order to avoid disapproval from others. (EMS.S4)
- I try to act in a nonsexist ways because of pressure from others. (EMS.S5)

**Materials: IAT Prescreen**

Study code: IPS

Contents

A5-A19 - Screenshots of IATs

A20-A21 - Pictures used in IATs

A22 - Word lists used in IATs

## Competent/incompetent instructions

The tasks that you will be doing in this experiment involve CATEGORY JUDGMENT. On each trial, a stimulus will be displayed, and you must assign it to one of two categories. You should respond AS RAPIDLY AS POSSIBLE in categorizing each stimulus, but don't respond so fast that you make many errors. (Occasional errors are okay.)

The two categories that you are to distinguish are:

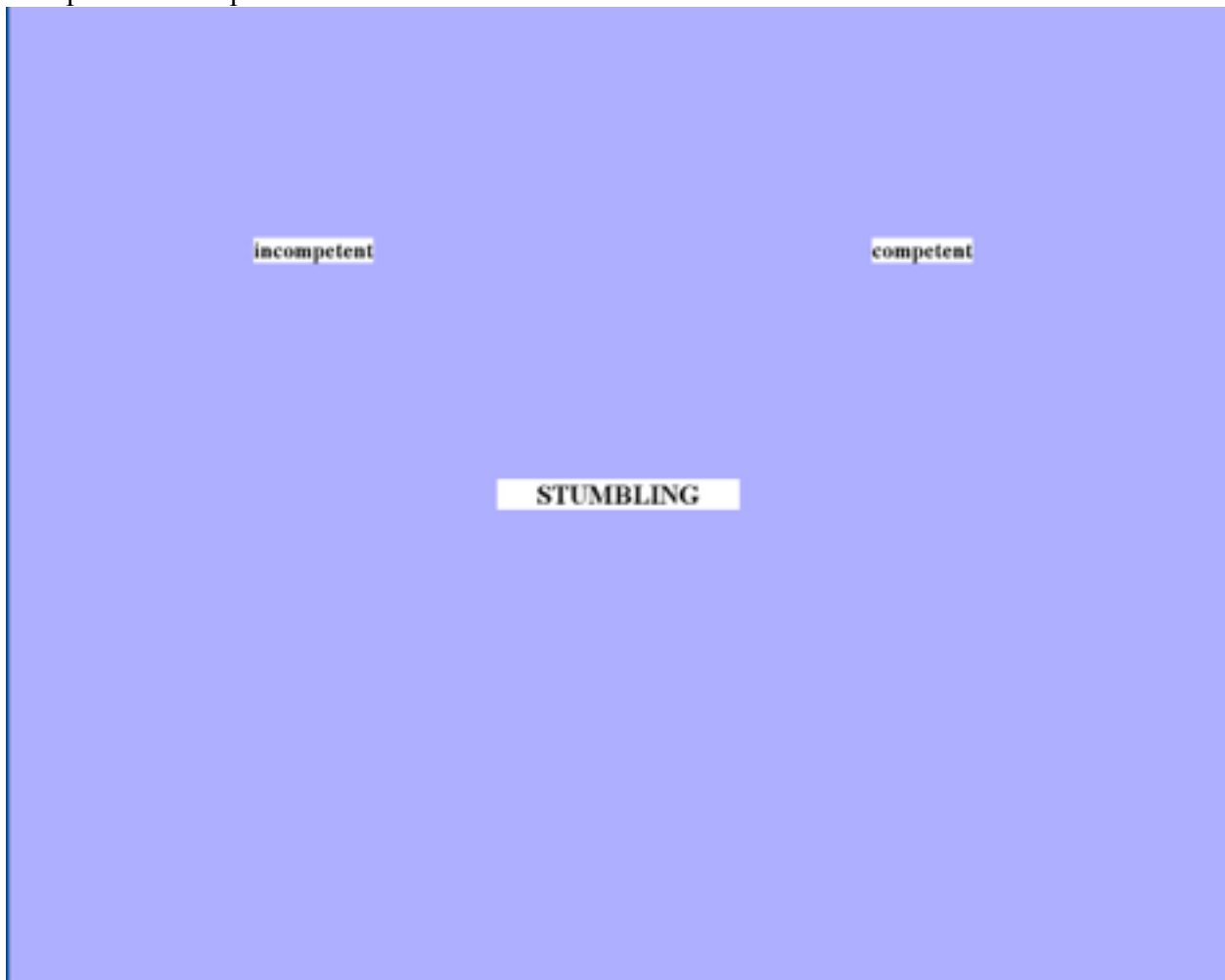
INCOMPETENT vs. COMPETENT words.

Press the 'd' key if the stimulus is an INCOMPETENT word.

But press 'k' key if the stimulus is a COMPETENT word.

Press [j] to continue

Competent/incompetent task



## Black/white instructions

The two categories that you are to distinguish are:

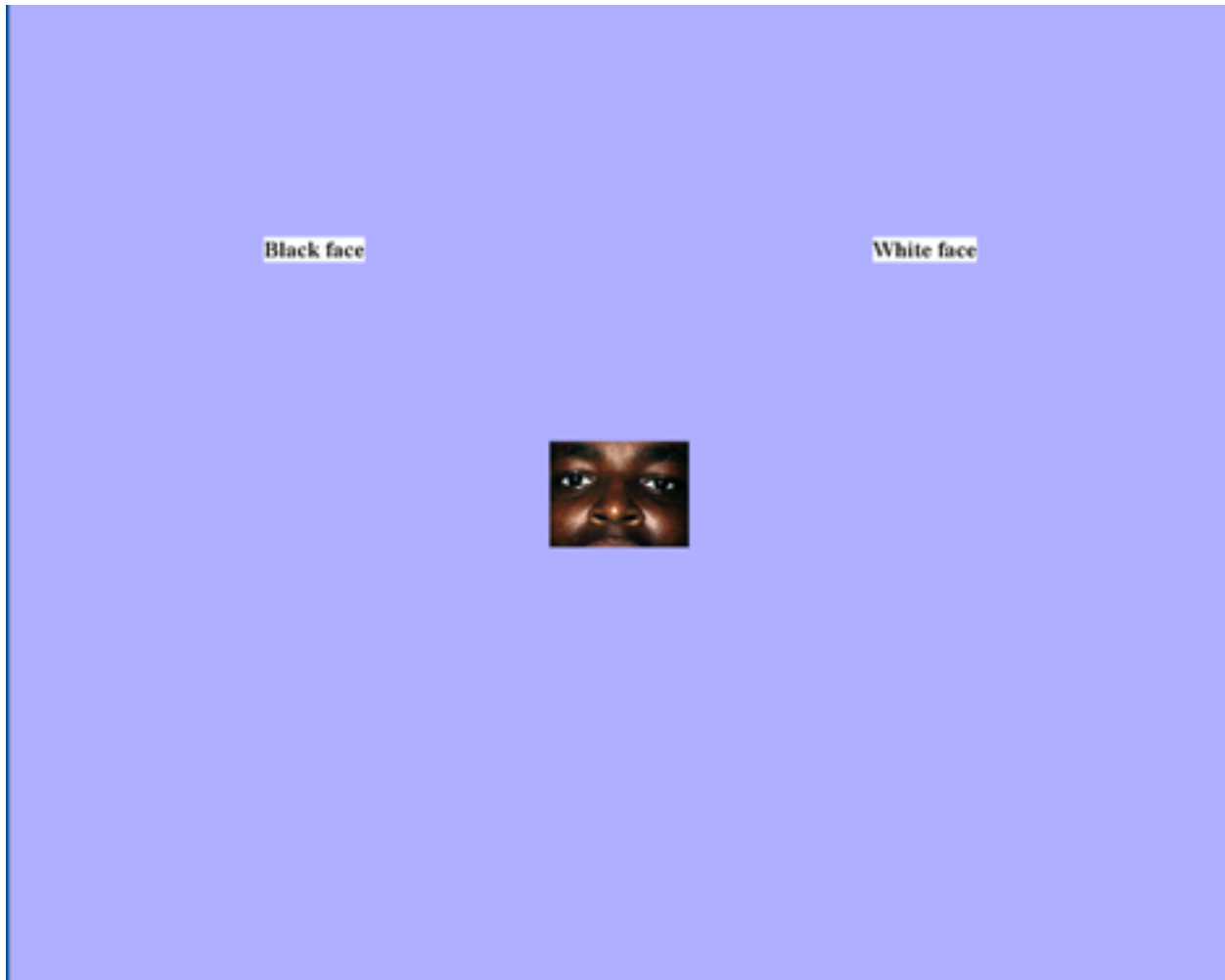
Black faces vs. White faces.

Press the 'd' key if the stimulus is a Black face.

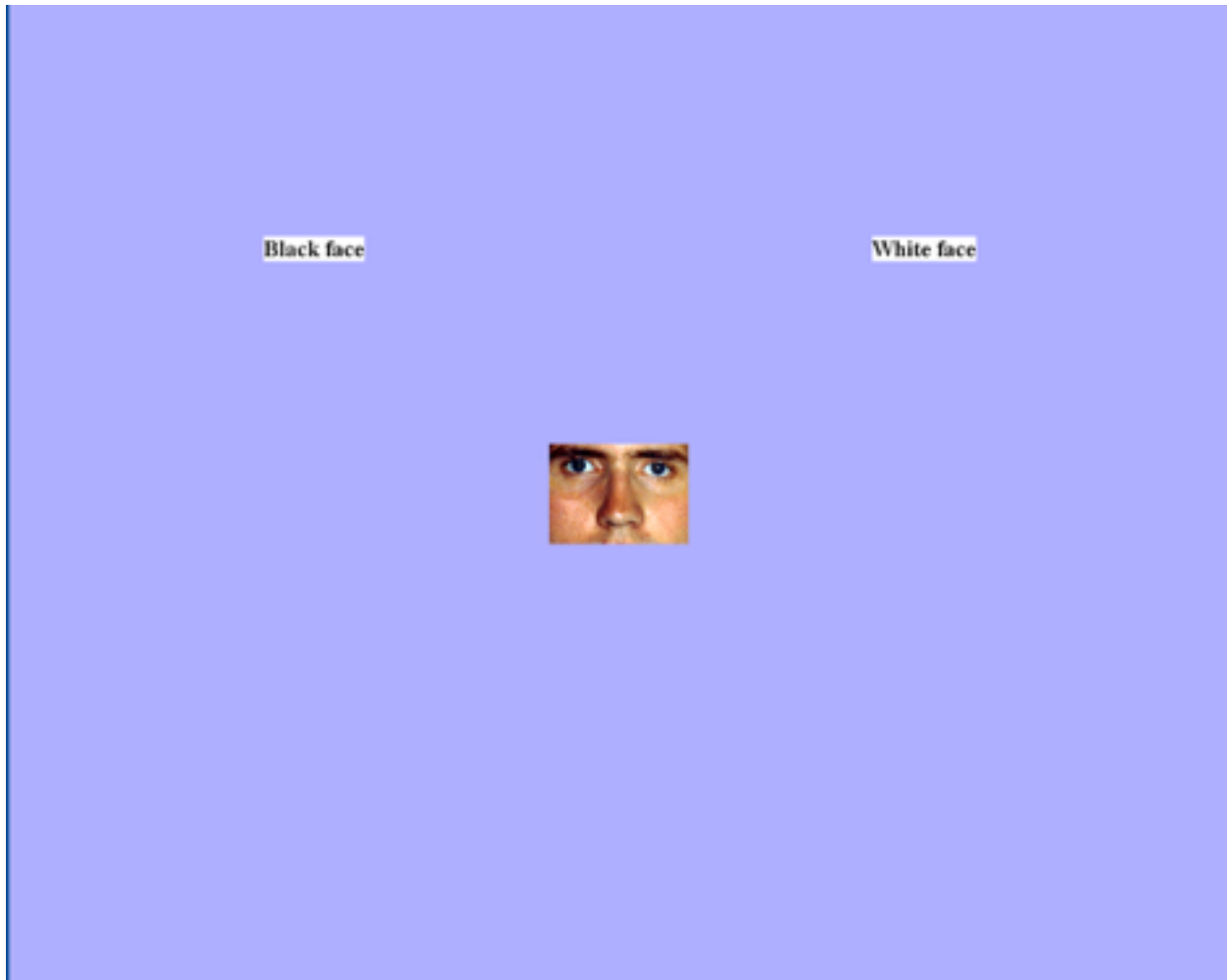
But press 'k' key if the stimulus is a White face.

Press [j] to continue

Black/white task – black face



Black/white task – white face



## Black/white vs. competent/incompetent instructions

The four categories that you are to distinguish are:

INCOMPETENT vs. COMPETENT words  
or  
Black faces vs. White faces.

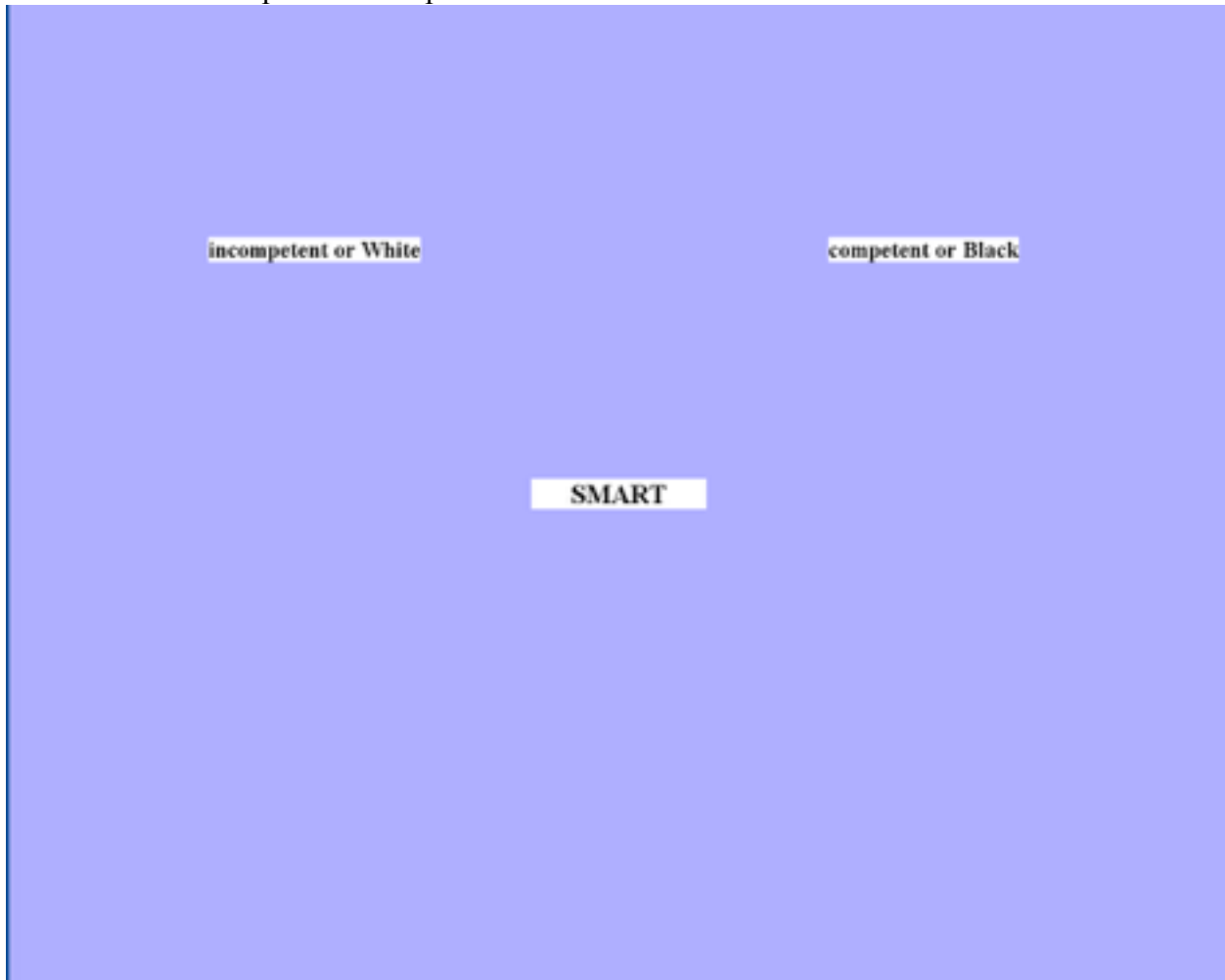
Press the 'd' key if the stimulus is  
an INCOMPETENT word or a Black face.

But press 'k' key if the stimulus is  
a COMPETENT word or a White face.

**\*\*The following trials are for PRACTICE\*\***

Press [d] to continue

Black/white vs. competent/incompetent task



## Pleasant/unpleasant instructions

The tasks that you will be doing in this experiment involve **CATEGORY JUDGMENT**. On each trial, a stimulus will be displayed, and you must assign it to one of two categories. You should respond **AS RAPIDLY AS POSSIBLE** in categorizing each stimulus, but don't respond so fast that you make many errors. (Occasional errors are okay.)

The two categories that you are to distinguish are:

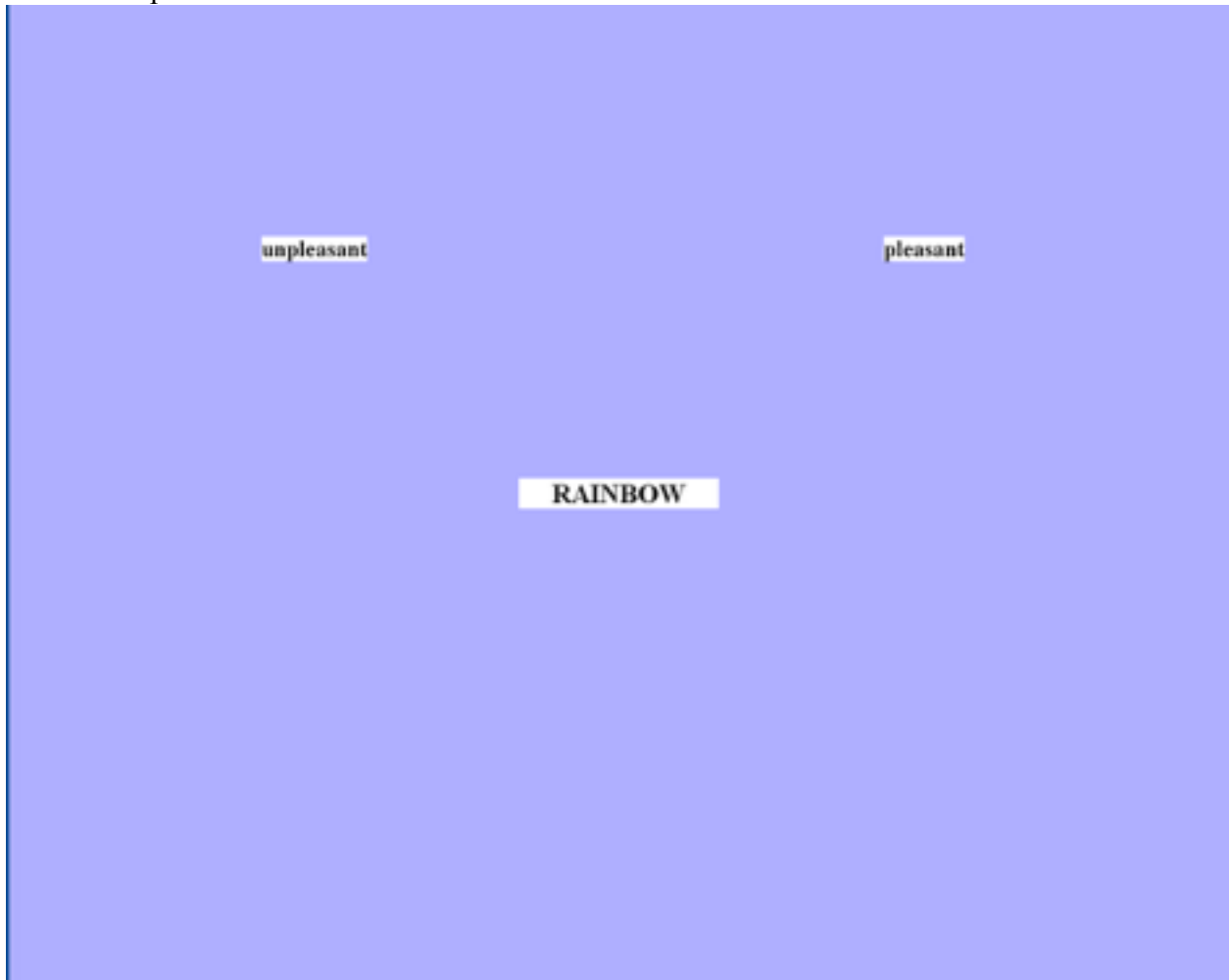
**UNPLEASANT vs. PLEASANT words.**

Press the 'd' key if the stimulus is an **UNPLEASANT** word.

But press 'k' key if the stimulus is a **PLEASANT** word.

Press [j] to continue

Pleasant/unpleasant task



## Male/female instructions

The two categories that you are to distinguish are:

Female faces vs. Male faces.

Press the 'd' key if the stimulus is a Female face.

But press 'k' key if the stimulus is a Male face.

Press [j] to continue

Male/female task – male face

**incompetent or Female**

**competent or Male**



Male/female task – female face

**incompetent or Female**

**competent or Male**



## Leader/follower instructions

The tasks that you will be doing in this experiment involve CATEGORY JUDGMENT. On each trial, a stimulus will be displayed, and you must assign it to one of two categories. You should respond AS RAPIDLY AS POSSIBLE in categorizing each stimulus, but don't respond so fast that you make many errors. (Occasional errors are okay.)

The two categories that you are to distinguish are:

FOLLOWER vs. LEADER words.

Press the 'd' key if the stimulus is an FOLLOWER word.

But press 'k' key if the stimulus is a LEADER word.

Press [d] to continue

Leader/follower task



## Male/female vs. leader/follower instructions

The four categories that you are to distinguish are:

FOLLOWER vs. LEADER words  
or  
Female faces vs. Male faces.

Press the 'f' key if the stimulus is  
an FOLLOWER word or a Female face.

But press 'k' key if the stimulus is  
a LEADER word or a Male face.

**\*\*The following trials are for PRACTICE\*\***

Press [j] to continue

Black/White task - Black faces



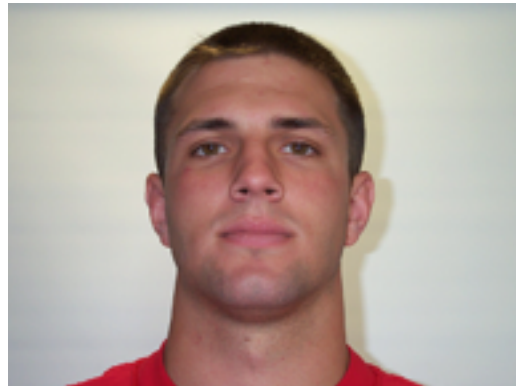
Black/White task - White faces



Male/Female task - Female faces



Male/Female task – Male faces



## Table of words used in IATs

<u>Pleasant/Unpleasant</u>		<u>Leader/Follower</u>		<u>Competent/Incompetent</u>	
pleasant	unpleasant	leader	follower	competent	incompetent
HONOR	EVIL	LEADER	FOLLOWER	PRODUCTIVE	STUPID
LUCKY	CANCER	AUTHORITATIVE	PASSIVE	EFFICIENT	SLOW
DIAMOND	SICKNESS	COMMANDING	SUBMISSIVE	TALENTED	UNFIT
LOYAL	DISASTER	CONTROLLING	SUBORDINATE	SMART	UNSUITABLE
FREEDOM	FILTH	ASSERTIVE	OBEDIENT	CAPABLE	STUMBLING
RAINBOW	VOMIT	DOMINANT	COMPLIANT	PROFICIENT	UNQUALIFIED
LOVE	BOMB			SKILLED	INEPT
HONEST	ROTTEN				
PEACE	ABUSE				
HEAVEN	UGLY				

**Materials: Study 1 – Resource Allocation**

Study code: SLS

Contents:

Screenshot of Survey Intro

Screenshots of Filler Questionnaires

Screenshots of Practice Allocation Task

Screenshots of Allocation Tasks

Screenshots of Badger Connect Questionnaire

Screenshot of Survey Completion Screen

Hello UW Madison Student!

What do you think of student life on this campus? We want your opinions!

Please help us learn more about student life here at UW Madison by completing this survey. Log onto Sona and look for study SLS. In order to access it, please use the password "badgers."

Your participation is greatly appreciated!



The purpose of this survey is to assess how students in introductory classes at the University of Wisconsin-Madison feel about issues related to all aspects of being a student on this campus.

You will receive 1 point of extra credit for completing this survey.

It will take you approximately 30 minutes to complete.

---



What is your gender?

---

- Female
- Male
- Other

What is your age?

---

- 17 years old
- 18 years old
- 19 years old
- 20 years old
- 21 years old
- 22 years old
- 23 years or older

What year do you expect to graduate?

---

- 2014
  - 2015
  - 2016
  - 2017
  - Other
-

Please identify your ethnic background:

---

- 1. Asian/Pacific Islander
- 2. Black
- 3. Hispanic
- 4. White
- 5. International/ Non Citizen
- Other

Do you live on campus?

---

- Lakeshore dorms
- Southeast dorms
- Private dorms
- No, I do not live on campus

If you live on campus, do you live with a roommate?

---

- Yes
- No
- N/A

If you live off-campus with whom do you live?

---

- With family
- By myself
- With relatives (not parents)
- With roommates

>>





### Attendance

Please indicate the frequency in which you attend the following Wisconsin Badgers Athletics home events:

	Never	Rarely	Sometimes	Often	Always
Football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Golf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Golf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Swimming & Diving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Swimming & Diving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Tennis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Tennis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Track & Field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Track & Field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Cross Country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Cross Country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Hockey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Rowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Rowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Wrestling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the frequency in which you attend the following UW-Madison club sport home events:

	Never	Rarely	Sometimes	Often	Always
Lacrosse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rugby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Baseball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men's Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Club Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The University will be deciding how to distribute money donated to the Athletic department next semester. The University has a total of \$10,000 to distribute among the sports listed in the two columns below. Please consider how much money you would decide to grant the various sports listed below.

**"We would like to emphasize that this initiative does not include any segregated fee increase in your tuition expenses whatsoever."**

INSTRUCTIONS: Please drag and drop the amount of money you feel each sport deserves to receive, in increments of \$500. You must distribute the entire \$10,000 but you may give as much or as little as you want to each sport.

Note: The gender of the team within each sport is not disclosed because the money allocated to that sport would be split evenly between the men's and women's teams.

**Red Card**

Did you purchase a Red Card from UW Athletics last year?

(Red Card provides admission for students to all home regular season women's basketball, volleyball, men's and women's soccer, wrestling, softball and women's hockey events, all for just \$25.)

Yes



No



If no, please indicate why you did not purchase a Red Card:

Please evaluate the following questions as they apply to you:

I bought a **Red Card** because I am a big fan of UW-Madison

Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree



N/A



I bought a Red Card because UW-Madison Athletics are entertaining

Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree



N/A



I intend on purchasing a **Red Card** for next Fall/Winter

Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree



The price of the **Red Card** is appropriate

Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree



I am more inclined to purchase a **Red Card** if UW-Madison's teams are successful

Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree



**Program**

I am a close follower of UW-Madison Athletics

Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree



The UW-Madison Athletic program positively represents the school

Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree



I am proud to be a fan of UW-Madison Athletics

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

UW-Madison student athletes display excellent sportsmanship

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

UW-Madison fans display excellent sportsmanship

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

I encourage friends to attend UW-Madison Athletics events

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

UW-Madison Athletics plays a major role in my collegiate experience

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

### **Student-Athletes**

Student-Athletes receive preferential treatment in the classroom

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Soccer Student-Athletes receive preferential treatment in the classroom

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Football Student-Athletes receive preferential treatment in the classroom

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Basketball Student-Athletes receive preferential treatment in the classroom

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Hockey Student-Athletes receive preferential treatment in the classroom

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Student-Athletes are good examples both on and off of the field

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Soccer Student-Athletes are good examples both on and off of the field

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Football Student-Athletes are good examples both on and off of the field

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Hockey Student-Athletes are good examples both on and off of the field

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Basketball Student-Athletes are good examples both on and off of the field

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Student-Athletes are serious about their education

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Soccer Student-Athletes are serious about their education

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Football Student-Athletes are serious about their education

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Hockey Student-Athletes are serious about their education

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Basketball Student-Athletes are serious about their education

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

**Overall Rating**

What rating would you give the athletic program at UW-Madison?

Below Average      Average      Good      Very Good      Excellent

What is the reasoning for the rating you gave above?

&gt;&gt;



The following section of questions are related to the college selection process.

&gt;&gt;



Goals: Please indicate the level of importance each of the following goals had on your decision to attend college.

	Very Important	Somewhat Important	Neutral	Somewhat Unimportant	Very Unimportant
Expand my knowledge of local, national, and world problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet and learn how to get along with different kinds of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain an understanding of science and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop independence, self reliance and adaptability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase my ability to learn on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please check any of the following guides you referred to when choosing a college:

- Fiske Guide to Colleges
- The Princeton Review
- U.S. News & World Report "America's Best Colleges"
- Lovejoy's College Guide
- The Directory of New England Colleges
- Peterson's Guide
- Other (Please Specify)
- 
- None of the above

How much did what you learned from the guide influence your decision in choosing a college?

- None at all
- Somewhat
- Significantly

At what phase in the process of choosing a college did you look at college guides/ranking?

- Early exploratory
- When narrowing choices
- Final decision
- None of the above

At what point in high school did you begin looking at college guides/rankings?

- Start of Junior Year
- Spring of Junior Year
- Fall of Senior Year
- Other (Please Specify)
- 

Please rank the data a guidebook could provide that would be most important to you in selecting a particular college to attend from 1 to 5, with 1 being the most important.

	1	2	3	4	5
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid Available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opinions of current students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are the rankings of colleges important to you in making the decision about which college to attend?

- Not at all
- Somewhat important
- Significantly important
- Very important



The following section of questions are related to Academic life at the University of Wisconsin-Madison.

>>



Please answer the following questions to indicate how much you find the following statements to be accurate in regards to the academic environment at the University of Wisconsin-Madison:

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Classes small to support learning style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of courses meet expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively participate in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the course expectations in syllabi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet with my professor outside class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My class is free from discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living environment conducive to study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you expect your grade point average (GPA) to be at the end of this semester?

- 4.0
- 3.5
- 3.0
- 2.5
- 2.0
- Below 2.0

How many credits are you taking this semester?

If you are NOT a commuter student, how many times have you been home since coming to UW-Madison?

- 0  
 1  
 2  
 3 or more times

Please indicate if you need any help in the following areas:

	Yes	No
Academics	<input type="radio"/>	<input type="radio"/>
Career Goals	<input type="radio"/>	<input type="radio"/>
Getting Involved in Campus Activities	<input type="radio"/>	<input type="radio"/>
Physical Health	<input type="radio"/>	<input type="radio"/>
Social Activities	<input type="radio"/>	<input type="radio"/>
Personal/Emotional Health	<input type="radio"/>	<input type="radio"/>

How do your expectations coming into UW-Madison compare with your experience so far?

1. Meets expectations  
 2. Does not meet expectations

Do you expect to:

	Yes	No
Graduate from UW-Madison?	<input type="radio"/>	<input type="radio"/>
Transfer to another university/college/community college?	<input type="radio"/>	<input type="radio"/>
Drop out of college temporarily?	<input type="radio"/>	<input type="radio"/>
Drop out of college permanently?	<input type="radio"/>	<input type="radio"/>



Below is a list of statements. Please indicate how you feel about each statement by indicating your degree of agreement or disagreement with each statement.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Financial security is very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd say I'm rebelling against the way I was brought up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that "industrial growth" should be limited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally speaking, most people are trustworthy and honest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everything is changing too fast today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, it's more important to understand my inner self than to be famous, powerful, or wealthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My greatest achievements are ahead of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe a woman can work outside the home even if she has small children and still be a good mother.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I certainly am more conventional than experimental.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to try new and different things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's very important to me to feel I am a part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I'd say I'm very happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TV is my main form of entertainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm a "spender" rather than a "saver."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would rather spend a quiet evening at home than go out to a party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family is the single most important thing to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I have more self-confidence than most people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My social status is an important part of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act on my hunches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The following section of questions are related to Student Life at the University of Wisconsin-Madison.

>>



Please check the frequency in which you engaged in the following activities in the past two months. Check only one answer for each possible leisure activity.

	Frequently	Occasionally	Seldom	Never
Watching television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading books for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing in team sports (for example, soccer, baseball, basketball, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going on a family outing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing in individual sports (for example, tennis, ping pong, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going out to the bars with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bicycling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to the movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting art galleries and museums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going out to dinner with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swimming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending opera, ballet or dance performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surfing the Web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on the computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions to indicate how much you find the following statements to be accurate in regards to the social environment at the University of Wisconsin-Madison:

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am happy attending UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to faculty members when I have problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in the UW-Madison environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my social life at UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic life at UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am managing my time well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found students at UW-Madison that have values and attitudes similar to my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are campus activities that are of interest to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved in campus activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am feeling more anxiety than expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very different from other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have joined a recognized student organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in at least one extracurricular activity per week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On a scale of 1-4 (1 = least difficult and 4 = most difficult) the most difficult part of my transition to college has been:

	1	2	3	4
1. Family demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Relationships with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Roommate concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Academic workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uncertain of career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Personal relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Size of campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My living environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Uncertain of academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Homesickness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you ranked 'other' above, please give details below

In a word or phrase, how would you describe your social experience thus far?

>>



What is most important to you in directing your life?

People look for or want different goals out of life. Please study this list carefully and then rate each item in terms of how important it is to you in your daily life on the scale indicated.

	1 Extremely Important	2	3	4	5	6	7	8	9 Extremely Unimportant
Sense of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun and enjoyment in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warm relationships with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-fulfillment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being well respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excitement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sense of accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Of the above set of 9 values, which one is most important to you?

>>

How many times have you taken classes taught by a Teaching Assistant or graduate student at UW-Madison?

---

- 0
- 1-3
- 3-6
- 6-9
- 9-11
- 12+

How many times have classes you needed to take to fulfill your major's requirements been unavailable?

---

- 0
- 1-2
- 3-4
- 5-6
- 6-8
- 8-11
- 12-14
- 15+

Estimate how many times classrooms have been poorly equipped.

---

- 0
- 1-3
- 4-6
- 6-8
- 8-11
- 11-14
- 14-17
- 17+

Have you attended 5 or more classes with insufficient climate control?

---

- yes
- no
- Other

Have you attended 2 or more classes with a shortage of desks/seats?

---

- yes
- no
- Other

Have you attended 2 or more classes with insufficient equipment for the teacher to effectively lecture?

---

- yes
- no
- Other

Do you pay your own college tuition?

---

- yes
- no
- recieve grants/scholarships
- get student loans
- Other

In your opinion what is the best solution to UW-Madison's funding problem?

---

- raise taxes
- state lottery
- raise tuition
- income tax
- Other

>>



The following section focuses on your views and opinions on fraternities and sororities at UW-Madison

---

Are you a member of a fraternity or sorority?

---

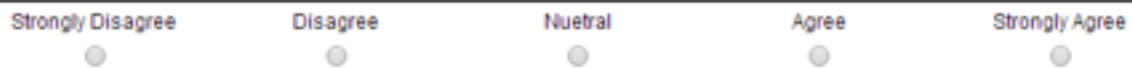
- Yes
- No

Are either of your parents alumni of a fraternity or sorority?

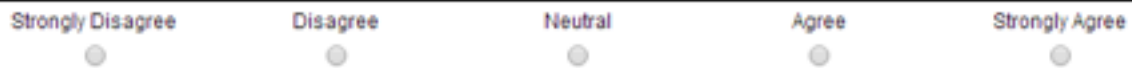
---

- No
- Mom Only
- Dad Only
- Both
- Not Sure

Fraternities and sororities are beneficial to the UW-Madison campus as a whole



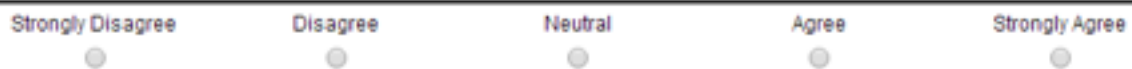
Fraternity and sorority members, in general, consume too much alcohol during a typical weekend



Joining a fraternity or sorority is a good way to become active in the community



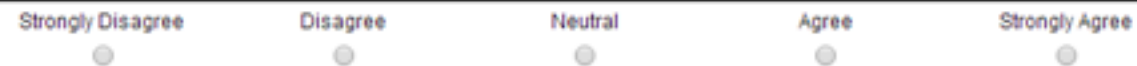
Any degree of hazing in fraternities or sororities is unacceptable



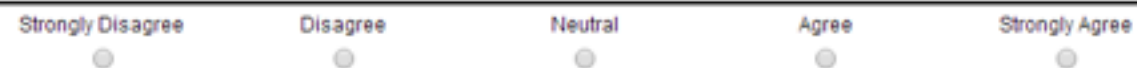
Racism among the Greek community is too prevalent at UW-Madison



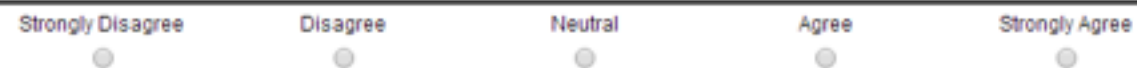
Business school students are more likely to join a fraternity or sorority than students of other majors



I believe that fraternities and sororities for specific ethnicities should interact with the rest of the Greek community more often



Joining a fraternity or sorority is a good way to meet people in the Greek community with similar interests



>>



The Provost's Scholarship Program is a full-tuition merit-based scholarship which is given to high achieving high school students from underrepresented populations. While at UW, these students are required to maintain a 3.0, volunteer four times a semester, and attend biweekly meetings.

---

Do you believe the GPA requirement is

---

Too low      Slightly too low      Fair      Slightly too high      Too high

Do you believe the students should have to volunteer

---

More      Slightly more      The current 4 times per semester      Slightly Less      Less

The Provost's Scholarship Program is a valuable contribution to UW-Madison as a whole

---

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

---

These types of scholarship programs are a worthwhile investment for the United States as a whole

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

To qualify for a minority scholarship, what percentage of your heritage should be of minority origin?

75% or Greater      1/2      1/4      1/8      1/16

The following questions are no longer about the Provost's Scholarship Program, but university funded scholarships in general.

How much effort did you put into finding scholarships to help pay for tuition?

None      Minimal      An average amount      As much as possible

When choosing the recipients of scholarships, the recipients' economic status should be taken into account.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

When choosing the recipients of scholarships, more weight should be given to GPA than volunteering, club involvement, and leadership experience.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

A scholarship program for qualified students from the inner city of Milwaukee and Chicago would be valuable to the campus as a whole.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

It is fair to give out a scholarship which specifies what gender applicants must be (i.e. only male, only female).

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

It is fair to give out a scholarship which specifies that the applicants' parents must have an annual income that falls in to the lower to lower-middle class category.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

It is fair to give out a scholarship which specifies which state the applicants must be from.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

It is fair to give out a scholarship which specifies what the ethnicity of applicants must be.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree



UW-Madison recently banned all forms of protests and rallies on campus property, which is strictly enforced by campus police. On a scale of 1-7, rate how likely you would be to sign a petition supporting the proposal of a university recognized rally for the following student organizations, with 1 being a definite no, and 7 being a definite yes.

	1	2	3	4	5	6	7
Outdoor Sports Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scandinavian Heritage Appreciation Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Woodworking Hobbyist Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African-American Student Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Old Hollywood Film Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culinary Arts Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>



The University will be deciding how to distribute donations alumni have made for the implementation of new course offerings for next semester. The University has a total of \$10,000 to distribute among the potential courses listed in the two columns below.

Before making a decision how to allocate this money, the University is interested in finding out which courses students think would be interesting, valuable and important to have available at UW-Madison. Please consider how much money you would decide to grant the various potential courses listed below.

**"We would like to emphasize that this initiative does not include any segregated fee increase in your tuition expenses whatsoever."**

**INSTRUCTIONS:** Please drag and drop the amount of money you feel each potential course deserves to receive, in increments of \$500. You must distribute the entire \$10,000 but you may give as much or as little as you want to each potential course.

**Note:** A very general description of each course is provided as the courses have not been fully developed yet.

Items	Photography techniques and development	Financial Basics for the College Graduate
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500	Classic & Contemporary Racism in America	Gender Dynamics in the Modern U.S.
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500	Career Observation Courses	Social Networking
\$500		
\$500		
\$500		
\$500		

The University will be deciding how to distribute money donated for student groups next semester. The University has a total of \$10,000 to distribute among the student groups listed in the two columns below. All of the groups are matched on similar qualities, like size of membership, activities and years on campus. They currently receive the same amount of money from the University. Please consider how much money you would decide to grant the various student groups listed below.

**"We would like to emphasize that this initiative does not include any segregated fee increase in your tuition expenses whatsoever."**

INSTRUCTIONS: Please drag and drop the amount of money you feel each student group deserves to receive, in increments of \$500. You must distribute the entire \$10,000 but you may give as much or as little as you want to each student group.

Note: A very vague, general description of each group is provided. This is done to ensure the privacy and anonymity of all groups involved in this survey, so that regardless of the results of the survey everyone will have a good experience with the process.

Items	Outdoor Sports Club	Scandinavian Heritage Appreciation Club
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
	Woodworking Hobbyist Club	African American Student Group
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
	Old Hollywood Film Club	Culinary Arts Club
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		

The University will be deciding how to distribute alumni donation money for the formation of new scholarships next semester. The University has a total of \$10,000 to distribute among the new scholarship categories listed in the two columns below. Please consider how much money you would decide to grant the various scholarship categories listed below.

**"We would like to emphasize that this initiative does not include any segregated fee increase in your tuition expenses whatsoever."**

INSTRUCTIONS: Please drag and drop the amount of money you feel each scholarship category deserves to receive, in increments of \$500. You must distribute the entire \$10,000 but you may give as much or as little as you want to each category.

Note: A very vague, general description of each scholarship is provided as the scholarship requirements have not been fully developed yet.

Items	Polish-American Honors Scholarship	Former High School Sports Captain Scholarship
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500	National Honor Society Scholarship	Foreign-Born Student Scholarship
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500		
\$500	African American Honors Scholarship	Future Farmers of America Scholarship
\$500		
\$500		
\$500		
\$500		







Thank you for completing the survey!

In order for you to receive extra credit for your time, you **must** provide us with your first and last name so that we may record your participation and grant you credit.

Your name will be kept separate from your responses and will only be used for the purposes of awarding extra credit.

---

First Name

Last Name

UW Email Address

>>

**Materials: Study 2 – Aggression**

Study code: IEB

Contents:

Experimental Protocol/Script

Consent Form

Pre-Task Questionnaires

Post-Task Questionnaire

Pictures of all locations and equipment

Screenshots of the shock task itself

## Protocol for IEB Shock Study - Fall 2013

### Outline of experimental procedure:

1. Prepare materials for session
2. Get the participants
3. Consent forms
4. Pre-Questionnaire / Picture
5. Baseline Measurement and Explanation of Game
6. Shock Game
7. Post Questionnaire
8. Wrap up and Debriefing

### Important phone numbers:

Will Cox	352-275-1223
Cece Olin	224-456-5033
Mellissa Ertl	715-661-9052

### 1) Prepare Materials:

- a) Check in with running partner (Experimenter 2) in Betty White, and grab the unicorn key (key with long pink attachment) hanging from the coat racks.
- b) Go to the basement lab room (B35). Go down the stairs by the elevators and turn left once you've reached the basement floor. Go straight until you've reached B30, then turn left again into the alcove where B35 is located. Unlock the door and set door to unlocked setting. Turn on the lights in both the experimenter half and participant half. Flip the white card on the door so the "experiment in progress" sign is showing.
- c) **In the experimenter (first) half of the room:** turn on the talk-a-phone, both shock boxes, and the black Dell computer and monitor (following the POWER labels). The shock boxes are stacked on top of the talk-a-phone to the left of the computer. Everything is on the desk (ignore the machines on the second and third shelves). *Very important – send out a few shocks to clear out the shock system.* This means that you must shock yourself to get excess shock out of the system before you run participants. To do this, go into the participant half and strap the two-pronged device to your ankle. **Both metal prongs must be touching your skin in order to clear out the system.** With the device strapped to your ankle, go to the shock machine and set the shock intensity to 100 and the duration to 100 ms. Press the top black button. You must feel a shock in order to clear the system.
- d) **In the participant half:** be sure that the speaker with the hidden camera (left of the monitor) is taped in place, facing the participant's chair. To check that it will be angled towards the participant, turn on the TV and do a "check" – the yellow Post-it note on the back wall of the participant half should be centered in the camera's view. **Then turn the**

**TV off.** Keep the computer monitor off in the participant half. Make sure the wooden box for questionnaires is on the floor left of where the participant will be sitting, with the slit facing up. Make sure there is a pen for both you and the participant in both rooms. Pens are located in the experimenter half, in the top drawer of the desk against the back wall.

- e) Put on a white lab coat and grab one for Experimenter 2 to put on. Return the unicorn key to Betty White and give Experimenter 2 the extra lab coat.
- f) Packets will be kept in Betty White. Each packet should contain (in the following order):
  - 🍏 Participant Log Data Sheet Su13
  - 🍏 Computer Game Questionnaire Su13V3
  - 🍏 Emotional Affect – Prior Su13
  - 🍏 Emotional Affect – After Su13
  - 🍏 Trait Impression Post Fa13V2
  - 🍏 Thermometer – After Fa13
  - 🍏 Wrap-Up Questionnaire

Leave the second lab coat with Experimenter 2. Write the Participant Number (P#) and Condition Number (C#) indicated on the Participant Log in the upper right-hand corner of all questionnaires.

## 2) Get the participants

- a) Participants will arrive outside of **Betty White**. Wait a few minutes if your participant is not there at the scheduled time (no more than 5 minutes). When the participant arrives, walk them to the table and chair at the end of the hall (turning right out of BW). Make sure you take the camera with you from BW, and bring a consent form for the participant. **Also, bring a pen for the participant.** New and completed consent forms will now be kept on top of the coat rack in BW. The camera will be kept on the second shelf of the bookshelf in BW.
- b) Experimenter 2 should leave shortly after E1, and take the stairs by the elevators (as they did before) to avoid being seen by the participant.
- c) Seat the participant in the desk chair, and place the camera on the table beside them.

### 3) Consent Forms

a) Once the participant is seated, hand them the consent form. Say:

**Here is the consent form. In today's study, we are interested in learning more about social interactions. We're interested in how people interact with one another over the internet. This study involves pairs of participants reacting to stimuli and exchanging mildly aversive shocks through a computer game. The shocks are completely safe, and they will last only half a second or less.**

**In our study, participants are randomly assigned to one of two groups. You and your opponent will be in separate rooms and only interact via computer, simulating a social media gaming experience. Another experimenter is setting your opponent up right now. Participants in the other condition play the game together in the same room. We are interested in seeing how the course of the game differs when participants interact only online versus in separate rooms.**

**Do you have any questions?**

Pause briefly for any questions. In case the participant has a question about getting shocked, use one of these stock answers:

Question: "Woah! Mildly aversive shocks!? What does that even mean!? Will it hurt?"

Answer: We are going to do a pretest on you that will ensure the shocks never become extremely uncomfortable. Your pretest measurement will let us know what level of shocks we can administer to you so that they are no more than a little jarring. There is absolutely no danger or risk of injury to you from these levels of shocks.

Question: "What if I do not want to get shocked? Well if I do leave, do I get any extra credit for showing up?"

Answer: Since it is central to the study, you will need to engage in the shocking component to participate. If you do not want to participate, you are of course free to leave. Would you still like to participate? (Only if they ask about points say the following) You can still receive half a point for showing up and not participating; however, if you do participate you will have the opportunity to receive a total of three extra credit points from this experiment.

After all questions have been answered continue with the following:

**The study should last approximately 1 hour and you have the option to withdraw from the study at any time. There are no risks involved in the study. You will earn 2 points for 1 hour of participation and you'll have the chance to earn 1 additional point pending the results of the game.**

**Please sign the consent form indicating that you wish to participate.**

When the participant is done with consent forms, say:

**Now I will take your picture, which will represent you in the game. Please maintain a neutral expression in the picture.**

Keep participant in the same desk chair. *Be sure you take a close headshot including only their head and shoulders.* Show the participant the picture to be sure he or she likes it. Say,

**Is this picture okay or should I take another?**

If the participant doesn't like the picture then take a few more until they like one. Once the participant has a picture they like, say:

**Great! We will use this as your picture. Later, I will upload your picture into the system so that it can be used in the game.**

The camera should be on only when you are using it to take pictures. Turn it off as soon as you are finished. If it ever runs out of battery, there are extra batteries in Betty White.

### 1) Transfer lab rooms

After the picture is set, say:

**The next portion of the experiment will take place downstairs. Please bring your belongings and follow me.**

- a) **Do not leave anything on the table!** Before you leave, make sure you bring the camera and all of the paperwork (including the consent form!) with you. Guide participant to B35. **Take the back stairs.**
- b) Once downstairs, all your actions and speech should be very medical, formal, and official. Speak with authority and move with purpose.
- c) Experimenter 2 should be waiting in B35.
- d) Experimenter 2 says to Experimenter 1:

**My guy was early so we're just about all set but I need the camera.**

- e) Experimenter 1 says:

**Ok, let me just upload my picture and then you can take the camera. Let me just get him/her set up.**

- f) Experimenter 2 says ok and waits while Experimenter 1 continues
- g) Experimenter 1 should then turn to the participant and say:

**Please leave your belongings on the table here.**

- h) Have the participant put their belongings on the table in the experimenter half of the room. Ask them,

**Do you have a cell phone on you?**

- i) If they do, say,

**Please leave it here with your stuff.**

- j) Once the participant has dropped off their cell phone and belongings, have them sit in the participant half. After they sit, E1 should connect the shocking apparatus to the P's ankle. If the participant is wearing boots, have them take their boots off.

#### **4) Pre Questionnaires**

- a) Hand the participant the Online Games Questionnaire and the Emotional Affect Pre-Questionnaire. Have the Online Games Questionnaire on top. Say the following to the participant:

**Please complete these questionnaires. Please read the instructions carefully, and let me know if you have any questions. When you are finished, slide them into that box (*point to wooden locked box*). Let me know when you are done.**

After handing the participant the Pre Questionnaires, go to experimenter side of B35, and SHUT THE DOOR almost closed, so it's only open an inch or so. Use the garbage can to hold it in place. While the participant is filling out the questionnaire, you must upload their picture to the shock game. Use the USB cord that is already in the computer to connect the camera.

After you've plugged it in a box will come up (it may take a moment). Click on > Open folder to view files using Windows Explorer. Open DCIM > Open 100KC330. Scroll to the bottom to view the participant's picture. Double click on the picture – it should open in a new window. On the bottom panel of the new window, click on the blue save disc. Change the location of where the picture will be saved. Go to Desktop (on the left panel), then IEB Shock Folder. Save the picture as "Participant.jpg". The computer will ask you if you want to replace the file. Click "Yes". The participant's picture should now be uploaded into the program.

After you've saved the participant's picture, unplug the camera and hand it to experimenter 2.

Experimenter 1 says to experimenter 2:

**Here you go**

Experimenter 2 should then head back upstairs to Betty White to do other lab work.

- a) Once the participant has notified you they are done with the questionnaire, go back into the participant half.

### 5) **Baseline and Explanation of Game**

- a) Make sure the sign on the ledge has the **Shock Ranking Scale** sign showing. You will probably need to flip the sheet on the metal stand over. It's a scale from 0 to 20, with 0 being they can't feel it, 5 being uncomfortable, and 20 being the most they can tolerate.

Say:

**Okay, so now we are going to do a pre-test to determine the appropriate intensities for you. After each shock, please refer to this scale (*point to the shocking scale on the wall*) to tell us what number it feels like to you. They will gradually go up in intensity, and when you feel like the shocking level is at the most that you can handle please let me know, and we will stop. Once again, make sure that you say out loud the appropriate scale number, working up until it is the most that you can handle.**

**Do you have any questions before I administer the first shock?**

Go back over to the experimenter side. Make sure door is still propped open with the garbage can so that the participant can hear you speak. Have your Participant Log sheet out so that you can fill in the "Uncomfortable" and "Most Can Tolerate" ratings on the bottom left corner of the sheet. There is also a Shock Ranking Scale on the desk near the TV monitor for your reference.

Turn on the TV monitor so you can watch the participant to be sure he or she is receiving shocks. Make sure **both shock boxes** are on, showing red lights, and the bottom box is switched to "Ready". Set the duration to 100ms. On the shock control box, set "100". Say: **Ok, here is the first one.** Press the black button down hard. **What was that?**

Then go up to 120, saying **Ok, here** and **What was that?** and **Thank you** for each shock, moving up in 20's on the shock control box. When the participant responds with a rating that passes "Uncomfortable" (which is rating 5), mark down that number on their Participant Log. When the participant gives the "most tolerable" rating (20) or says "stop" or "that's the most I can take" or anything similar, stop and record that level under the "Most Tolerable" column on the Participant Log.

Once you have "Uncomfortable" and "Most Tolerable" ratings, let the participant know that the shock pre-test is finished.

Go to "Calculate.xls" on the computer to calculate the shock levels and enter them on the log.  
In case there's a problem, it uses this formula:

$$(\text{Most Tolerable} - \text{Uncomfortable})/8 = X$$

Level 1 = Uncomfortable

Level 2 = Uncomfortable + X

Level 3 = Uncomfortable + 2X

Level 4 = Uncomfortable + 3X

Level 5 = Uncomfortable + 4X

Level 6 = Uncomfortable + 5X

Level 7 = Uncomfortable + 6X

Level 8 = Uncomfortable + 7X

Level 9 = Most Tolerable = Uncomfortable +  
8X

*After* adding, round to nearest whole  
number

When you are done with the excel sheet, EXIT out of calculate.xls. Open up the IEB program and insert the Participant number.

d) Start "IEB.exp" from the IEB Shock Folder on the desktop. Be sure to enter the correct participant number from the log. If you do this incorrectly be sure to mark it down on the Participant Log Abnormalities section. Click "Run." **To exit the game at any point, press Ctrl-Q.**

e) Go back to the participant half.

f) Explain game to participant. Turn the sign on the ledge around so that the shock intensities and lengths are showing. Say:

**Now we're going to proceed with the game. It is a simple reaction time game with the other participant. It's a controlled way for you and him to interact with each other and to build on your impressions of each other. It lets us see how your impressions and expectations about each other affect your reaction time and behavior towards each other.**

**This is how the game works. Shortly after the task begins, a yellow "ready" circle will appear on the screen. After a few seconds, the yellow circle will turn red, at which time you will turn the wheel as quickly as you can. You can turn it all the way in either direction. The objective of the game is to be the first person to turn the wheel all the way after the red circle appears. The program will notify you who was faster. Typically, most people have similar response times on tasks such as these, varying on the millisecond level. Therefore, you and the other participant should be about evenly matched in the game.**

**If you win a trial, you will shock him, if he wins, he will shock you. When you win, you will have two choices to make:**

- 1) First you need to select the intensity of the shock, using those 9 buttons. (*point*) The intensities are on a scale from 1 – 9. When you're shocking the opponent, 1 is the level your opponent thought was uncomfortable, and 9 is the level your opponent said was the most he could take.**
- 2) Second you need to decide the length of the shock. It can last between 50 and 500 milliseconds. The longer it lasts, the more it hurts.**

**About 10 seconds after the shock has been administered, the yellow "ready" circle will appear on the screen once again, which will signal the beginning of the next trial.**

**If you lose the trial, your opponent will select the intensity and duration of the shocks you receive, and then the computer program will ask you to estimate the intensity and duration of the shock you received.**

**Whoever has the most wins at the end of the game will earn one additional extra credit point. The computer will give you some instructions and 2 practice trials, and then we will connect with the other participant and begin. I'm going to shut the door, but if you need me, I can hear you through this speak-a-phone, so just speak up if you have a question.**

- b) ***Turn on the computer monitor on the participant half.*** During your explanation of the game point out any buttons on the shock apparatus that will be used.

Say: **I will start the game in a few minutes.**

## **6) Game**

a) Shut the door.

b) Watch the screen as he/she goes through the program. Once they finish the practice trials, they should say "I'm Ready". Respond, "**OK**" and hit "a" to move them forward. When it reaches the "Connecting..." screen, Say:

**We're now connecting with the other participant.**

c) As the participant picks shock intensities and durations on win trials, circle what they chose on their log. After you write down their choice, hit the "a" key to make the screen move forward. When the participant wins, wait 10 seconds after logging their shock duration before pressing "a." When the participant loses a trial, shock them with the intensity and duration they chose previously, following the pattern set forth on the log. Before you shock them, though, wait 15 seconds. This helps with believability

d) You set the duration by turning the knob on the duration shock box to the appropriate level (50 ms, 100 ms, etc). This box is located above the computer with the programs on it.

e) To administer the intensity of the shocks, use the shock control box that is located to the right of the computer that has the program on it. To pick the intensity use the + or - buttons to make the intensity higher or lower. When you want to administer a shock, press down the knob that is labeled "shock". Press it in and make sure the red light lights up. If it does not light up, the shock was not administered! Watch them on the camera to be sure they actually get shocked. They should react, because they should be able to feel all the shocks.

f) Follow the log VERY carefully so that you administer the right duration and intensity. On the lose trials, circle the intensity and duration you actually gave them. That way, if you made a mistake, we will be able to know what intensity and duration was actually administered. If you gave an intensity other than their specific 1-9 levels, write in what intensity it was.

j) Continue until the game is done. After the game is over, turn off the TV monitor so that participant does not know he or she was being watched.

### **7) Post Questionnaire**

a) Hand participant Emotional Affect Post-Questionnaire, Trait Impression Questionnaire, and Thermometer (they should be stapled together already).

Say:

**Hello again! That concludes the reaction time game. Now that you've interacted with the other participant, we want to see what your impressions of him are. Please read all of the instructions carefully, and let me know if you have any questions. When you have finished please place the questionnaire in that box (point to box with slit) and let me know that you're done.**

b) Once participant alerts you they are finished....

### **8) Wrap-Up and Debriefing**

Say:

**The experiment is over at this time. We have one shorter questionnaire we would like you to complete before we wrap up. Give this one to me when you are finished, not the box.**

c) Hand them wrap-up questionnaire. (This is a separate questionnaire that they give to you.)

d) Take off lab coat, hang it up, and sit casually and comfortably with them in the participant half. Now you are their buddy and pal, not the official, medical experimenter any more. Have a pen and the Participant Log on a clipboard with you so that you can take notes on the participant's answers to the following questions.

e) Read through their responses on the wrap-up sheet to see if anyone suspected that there was no other participant, or that it was about prejudice/stereotyping.

f) If someone did mention something about aggression, prejudice, or the lack of another participant, have them verbally elaborate on why they wrote that, or why they didn't believe it. Jot down comments on the Participant Log under the Abnormalities section.

Say:

**I told you earlier that we were interested in studying how online interactions differ from interactions that take place in person. You were told that you would be in the separate rooms group, where you could only communicate with your opponent through the computer. What was your impression of the other participant?**

Wait for response and comment on their answers, then say:

**What do you believe we were trying to study during the experiment?**

Wait for response and jot down any comments that suggest participant understood what we were measuring. Then say:

**At any time during the study, did you think we were measuring aggression?**

**During the study, did you suspect there was not another participant?**

Wait for response and comment on their answer, and then say:

**There wasn't actually another participant in the study. We were just trying to create a situation where you felt like you were competing against another individual. We told you that we assigned participants to one of two groups – one where participants competed in separate rooms, and one where they competed in the same room – in order to make the other participant seem more believable. We are not actually interested in studying online interactions. Instead, we are interested how specific personal characteristics, like the ones obtained from the fake opponent's picture, influence participants' aggression.**

**The picture of your opponent and the outcomes of the game were predetermined by the computer. Deception was necessary to make the study believable, so that you might have actually felt aggression towards the other participant. The results of the game were determined by the computer in order to control how the aggression might escalate or change. You received the same shock intensities and durations that you chose to deliver to the "other participant". So, you were basically shocking yourself.**

Wait for responses, judge their honesty and intention closely; many participants try to pretend they knew all along. Rank how much you think they "bought" the study on their log. Jot down any notes.

**You may have felt many different emotions due to the things you experienced during the experiment. Because shocking was involved, we want to make sure you are comfortable now that the experiment is complete. Would you like to discuss anything concerning what you experienced today?**

**Finally, it's important that we ask you not to discuss the content of this study with anyone else. If other participants knew what you know now, they would fail to experience genuine emotions during the reaction time task game, which would make the data we collect invalid. We want accurate results and don't want all the time you spent and all the times you got shocked to go to waste. Therefore, we ask you to please not discuss the study once you leave today. During the study, you had the potential to earn one additional extra credit point. As long as you promise not to share any information about this study with anyone else, you can have that 3<sup>rd</sup> point! Can we count on you to maintain our experimental integrity?**

Pause for response, then:

**Thank you very much! We really appreciate it! If you have any further questions or would like to see the results of the study please let me know and I can give you the contact information for our research team.**

*If they are interested in the results, give them your student email address. That way, any questions you cannot answer can be forwarded on to Will, Cece, or Mellissa.*

**One final thing: If you are not comfortable with the fact that we deceived you, you have the option of asking us to delete your data and not use the responses you gave us. If you chose to do this, you would still receive the full amount of extra credit. Are you still comfortable with us keeping your data?**

**Thank you for your participation!**

Answer any questions they may have. It would be good to leave out excess information about the fake opponent, to ensure they will not discuss the study once they leave. Then they're free to go!

#### **9) Award Points:**

- 1) After they leave, gather all their materials together from the slit box (the key is on the back wall table) and staple them, in this order: Participant Log, Pre Questionnaire, Post Questionnaire, Wrap-up. Put them in the "completed packets" pile.
- 2) Log in to SONA (uwmadison.sona-systems.com) login: wtcox, password: happyapples.
  - a) Click "My Studies"
  - b) Click "IEB"
  - c) Click "Timeslots"

- d) For the timeslots you ran, click “modify”
  - e) For each participant who showed up and participated, select “grant credit” next to their name and save the changes. They should receive 3 points if the study lasted only 60 minutes, and 3.5 if it went over 60 at all. The default is 2 points, so be sure you add the extra to give 3 if they agreed not to talk about the study.
- 3) When you have run your last participant:
- i) Turn off the computer (*only if you are the last one running for the day*) by shutting down Windows through the Start menu.
  - ii) Flip the “experiment in progress” sign so that the letters are not showing.
  - iii) Turn off the shock boxes, speak-a-phone, and lights in both sides of the room.
  - iv) Make sure the door is shut and locked!
  - v) Bring camera (**with memory card!**) back to Lab A and place it next to the doorbell, then lock the door.

UNIVERSITY OF WISCONSIN-MADISON  
Research Participant Information and Consent Form

Title of the Study: Isolated Characteristics of Initial Impressions

Principal Investigator: Patricia G Devine at (608) 262-2815 (email: [pgdevine@wisc.edu](mailto:pgdevine@wisc.edu))

Student Researcher: William Cox (email: [wtcov@wisc.edu](mailto:wtcov@wisc.edu))

DESCRIPTION OF THE RESEARCH: You are invited to participate in a research study about impression formation. The purpose of this research is to determine whether a person's initial perceptions of another can influence their performance in a competitive game scenario. This study will take place in the Brogden Psychology building.

WHAT WILL MY PARTICIPATION INVOLVE? If you decide to participate in this research, you will be asked to partake in a competitive game involving reactions times. Depending on the outcome of each trial, you may receive or give an electrical shock. These shocks are mildly aversive and pose no danger to your health; they are similar to a static shock you receive when you touch metal after walking on carpet with socks. Before the start of the competitive game, two small metal conductors will be taped to your skin for the duration of the game, about 30 minutes. You will also complete some questionnaires. The study should take no more than 1 hour and you have the option to withdraw from the study at any time.

ARE THERE ANY RISKS TO ME? We don't anticipate any risks to you for participation other than the potential discomfort of the shocks. To mitigate that risk, you can quit at any time.

ARE THERE ANY BENEFITS TO ME? We don't expect any direct benefits to you for your participation.

WILL I BE COMPENSATED FOR MY PARTICIPATION? If you are a student in introductory psychology, you will receive 1 extra credit point towards your class grade for every half hour of participation. You will also have the potential to receive an additional extra credit point, depending on the outcome of the game scenario.

HOW WILL MY CONFIDENTIALITY BE PROTECTED? While there will probably be publications as a result of this study, your name will not be used. Only group characteristics will be published.

WHOM SHOULD I CONTACT IF I HAVE QUESTIONS? You may ask any questions about the research at any time. If you have questions about the research after you leave today you should contact the student researcher, William Cox. You may also call the Principal Investigator Patricia G Devine at (608) 262-2815. If you are not satisfied with the research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320. Your participation is completely voluntary. Your signature indicates that you have read this consent form, had an opportunity to ask any questions about your participation in this research and voluntarily consent to participate.

## Online Games Questionnaire

Please answer the following questions about your online game usage (any game played through the internet using a computer, smartphone, iPad, gaming system, etc. qualifies as an online game):

**1. How often do you play online games? (circle one)**

- |                               |                               |                        |                            |
|-------------------------------|-------------------------------|------------------------|----------------------------|
| 1 = I never play online games | 2 = Less than once a month    | 3 = About once a month | 4 = A couple times a month |
| 5 = About once a week         | 6 = About 2 or 3 times a week | 7 = Every day          | 8 = Multiple times a day   |

**2. How many minutes does your average gaming session last?**

\_\_\_\_\_ minutes

**3. Do you sometimes try to limit your own playing?**

- Yes
- No

**4. If you answered “yes” to number 3 above, are you successful in limiting yourself?**

- Yes
- No
- Sometimes

We are interested in your general attitude toward online games. On a scale of 1 – 7, please rate how strongly you agree with each attitude about online games. Do you consider playing online games to be:

	<b>Sociable</b>							
Not Sociable	1	2	3	4	5	6	7	Very sociable
	<b>A waste of time</b>							
Not a waste	1	2	3	4	5	6	7	Very wasteful
	<b>Useful for developing skills</b>							
Not useful	1	2	3	4	5	6	7	Very useful
	<b>Enjoyable</b>							
Not enjoyable	1	2	3	4	5	6	7	Very enjoyable
	<b>Exciting</b>							
Not exciting	1	2	3	4	5	6	7	Very exciting

**Please list the top 4 online games you have played over the past year (i.e. Call of Duty, Candy Crush Saga, Words with Friends, etc.**

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Emotional Affect-INSTRUCTIONS - READ VERY CAREFULLY

We are interested in how you are feeling prior to the study. Please read each of the feeling words below and circle the number on the scale that indicates the extent to which each word applies to how you are feeling. Don't spend much time thinking about each word; just give a quick, gut-level response. It is important that you respond openly and honestly.

		Does not apply at all						Applies very much
1. friendly	.....	1	2	3	4	5	6	7
2. happy	.....	1	2	3	4	5	6	7
3. uncomfortable	.....	1	2	3	4	5	6	7
4. fearful	.....	1	2	3	4	5	6	7
5. bothered	.....	1	2	3	4	5	6	7
6. surprised	.....	1	2	3	4	5	6	7
7. good	.....	1	2	3	4	5	6	7
8. afraid	.....	1	2	3	4	5	6	7
9. anxious	.....	1	2	3	4	5	6	7
10. content	.....	1	2	3	4	5	6	7
11. threatened	.....	1	2	3	4	5	6	7

**\*\* Please be sure you completed every item.**

Emotional Affect - INSTRUCTIONS - READ VERY CAREFULLY

We are interested in how you are feeling now after the study. Please read each of the feeling words below and circle the number on the scale that indicates the extent to which each word applies to how you are feeling. Don't spend much time thinking about each word; just give a quick, gut-level response. It is important that you respond openly and honestly.

		Does not apply at all						Applies very much
1. friendly	.....	1	2	3	4	5	6	7
2. happy	.....	1	2	3	4	5	6	7
3. uncomfortable	.....	1	2	3	4	5	6	7
4. fearful	.....	1	2	3	4	5	6	7
5. bothered	.....	1	2	3	4	5	6	7
6. surprised	.....	1	2	3	4	5	6	7
7. good	.....	1	2	3	4	5	6	7
8. afraid	.....	1	2	3	4	5	6	7
9. anxious	.....	1	2	3	4	5	6	7
10. content	.....	1	2	3	4	5	6	7
11. threatened	.....	1	2	3	4	5	6	7

**\*\* Please be sure you completed every item.**

### Trait Impression

Now that the session is complete we would like you to rate the other participant on the following personality characteristics. Each characteristic is placed on a continuum with ends being polar opposites. 1 is highly associated with the trait on the left and 7 is highly associated with the right. Please read each of the following words and give a quick, gut-level response based on what little information you do know.

1. Altruistic	1	2	3	4	5	6	7	Self-Centered
2. Unsociable	1	2	3	4	5	6	7	Sociable
3. Good Natured	1	2	3	4	5	6	7	Irritable
4. Immoral	1	2	3	4	5	6	7	Moral
5. Submissive	1	2	3	4	5	6	7	Dominant
6. Humane	1	2	3	4	5	6	7	Ruthless
7. Unintelligent	1	2	3	4	5	6	7	Intelligent
8. Unathletic	1	2	3	4	5	6	7	Athletic
9. Weak	1	2	3	4	5	6	7	Strong
10. Unfriendly	1	2	3	4	5	6	7	Friendly

Would you want to play online games against the other participant in the future?

Would you be friends with the other participant?

### Rating Thermometer

We would like you to assess your feelings about the other participant. Below you will see something that looks like a thermometer. Please indicate, on a scale from 0° (extremely unfavorable) to 100° (extremely favorable), your impression of the other participant. However, you are not restricted to the numbers indicated – feel free to use any number between 0 and 100. Again, we realize that you only have limited information about the other participant, but were looking for your gut reaction based on what little you do know. Please be honest. Your responses will be held completely confidential and anonymous.

FAVORABLE	100°	Extremely favorable
	-	
	90°	Very favorable
	-	
	80°	Quite favorable
	-	
	70°	Fairly favorable
	-	
	60°	Slightly favorable
	-	
	50°	Neither favorable nor unfavorable
	-	
	40°	Slightly unfavorable
	-	
	30°	Fairly unfavorable
	-	
	20°	Quite unfavorable
-		
	10°	Very unfavorable
	-	
UNFAVORABLE	0°	Extremely unfavorable

**Thermometer Rating for other participant: \_\_\_\_\_**

What do you think the hypothesis of this study is?

How confident are you of your answer?

Not at all Confident   1      2      3      4      5      6      7      Completely  
Confident

In simple terms, describe the basic purpose of the study.

How confident are you of your answer?

Not at all Confident   1      2      3      4      5      6      7      Completely  
Confident

What do you think would be a good descriptive title for this experiment?











### Reaction Time Game

Welcome to the Social Media Shock Experiment. You will be competing in a reaction time game against another participant. During this game you will see a yellow circle appear on the screen. After a moment the circle will change from the color yellow to red.

The goal is to be the first participant to twist the wheel ALL the way to the right or left once the circle turns red.

Proceed by pressing the 'Next' key.

Next

Each trial begins with the words "GET READY." During this time you should place your fingers on the wheel of the shock controller in front of you. You will then see a countdown from 3 down to 1 followed by a yellow circle and then shortly after the circle changing from yellow to red. The timing of the yellow circle turning red will vary.

You must respond as quickly as possible when the circle turns to red. If there is not an immediate response from either participant, there will be an error message and the trial will repeat itself.

Proceed by pressing the 'Next' key.

Go Back

Next

Immediately after each trial you will be notified whether you have won the trial or not.

On all winning trials you will be asked to choose the intensity of the shocks which range from 1 (uncomfortable) to 9 (most they can take) and duration of the shocks in milliseconds (50, 100, 200, 250, 500) for the other participant to receive.

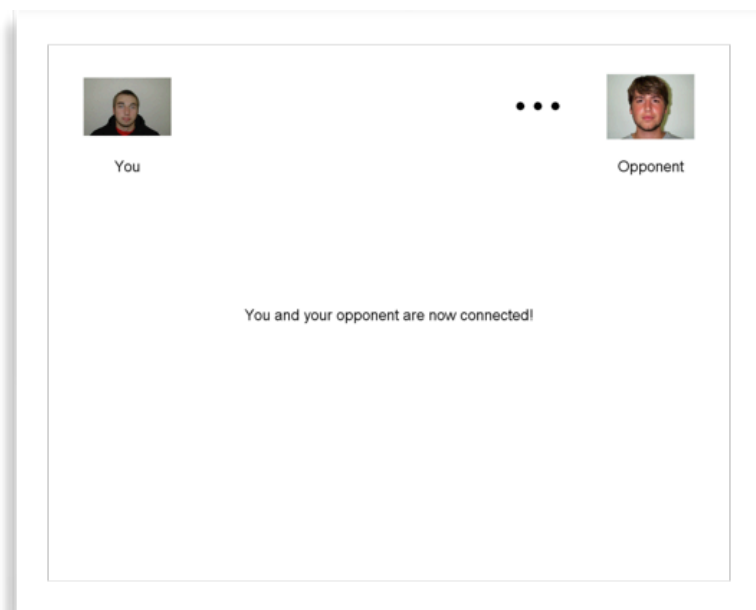
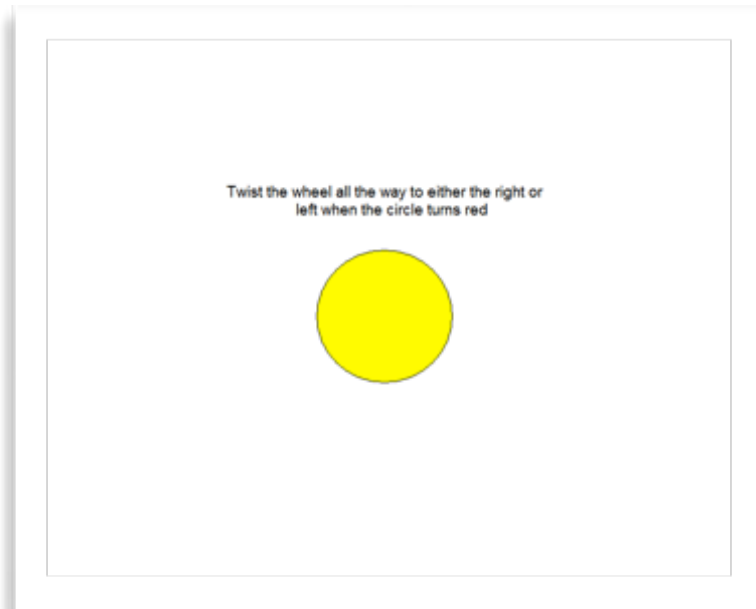
On all losing trials, you will wait for the other participant to choose the options for the shock you will receive. You will then estimate what you thought the intensity and duration of the shock you received was.

Proceed by pressing the 'Next' key.

[Go Back](#)[Next](#)

Remember:

[Next](#)



**White Opponent Picture**



**Black Opponent Picture**



These pictures were selected from a larger, pretested set of pictures, and the selected White male picture did not differ from the Black male picture in the pretesting participants' ratings of how intimidating they appeared to be, *paired-t* (45) = 1.295,  $p = 0.202$ .



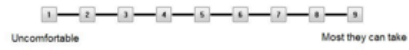
Winner



YOU WON! Press the 'Next' button to continue



Indicate what shock intensity to deliver



Indicate what shock duration (in milliseconds) to deliver





Winner

Your opponent won. He or she is now selecting the shock options. In a moment you will feel a shock



Indicate what you thought the shock intensity was



**Materials: Study 3 – Communication – Experiment**

Study code: CTS

Contents:

Experimental Procedure Protocol

How To Work the Camera Protocol

Interviewer's Participant Log Sheet

Interviewer's Observations Log Sheet

Consent Form

List of Possible Topics

Participant Topic Comfort Questionnaire

Topic Prompts in Bowls

Participants' Notes Sheet

Photos of Experimental Set Up, Hidden Camera, and all Study Locations

Photos of Experimenters

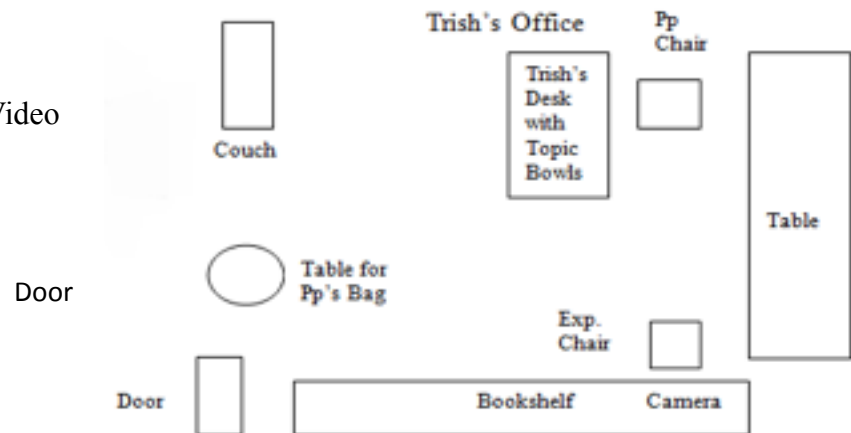
## Protocol for CTS (Charged Topics Study) Fall/2013

### Outline of experimental procedure:

1. Prepare materials for session
2. Get the participants
3. Consent forms
4. Questionnaire
5. Interview
6. Seating Distance and Video
7. Wrap-Up

### Important phone numbers:

Will Cox      352-275-1223



### 1) Prepare Materials:

- a) Get the keys for Trish's office from Chelsea M.'s mailbox and return them after you are done running. Go to Trish's office (Rm 411) and turn on the lights. Make sure the chair for the experimenter is in its proper place against the bookshelf. The other chair for the participant should be behind the desk. Turn on the hidden camera to "Record" setting. Put the "Experiment in Progress" sign on the door outside.
- b) Make sure you are in the neutral outfit for the study (white button up shirt and jeans, female experimenters hair pulled back).
- c) Go in the hall and put the "CTS Wait Here" sign above the grey chair.
- d) Make sure the Consent form, Participant Log, Questionnaire, and Notes Sheet are ready.
- e) Put a Consent Form on the main desk by the participant chair.

### 2) Greet the participant:

- a) Participants will come directly to Trish's office and sit in the grey chair outside the door. Keep the door locked until you retrieve them so they do not come in early and see you setting up the hidden camera. When they arrive, let them in and verify their first and last names.
- b) Say:

**Please leave your backpack and cell phone on this table.**

c) Have them take a seat at the chair behind the desk.

### 3) **Consent Forms:**

a) Once the participant is seated, say:

**There is a consent form on the desk. Please read and sign it if you agree to participate. Let me know when you're finished. Our study focuses on topics in today's society that some people have strong opinions about. We are interested in the opinions of UW Madison students on different subjects. In today's study, you will fill out a brief questionnaire, and then share your views and opinions on two different topics during a short interview session. We want to get your honest, uncensored opinions on all the topics. Your responses are completely confidential and won't be associated with you personally.**

**This session should take no longer than 30 minutes.**

### 4) **Pre Questionnaire:**

a) When the participant is done with the consent form, collect it. Then say:

**Please take the time now to fill out this questionnaire, rating how comfortable you are discussing each of these topics. When you're all finished, let me know.**

Hand participant the Questionnaire. Set your materials down on the table with the shelves, grab the bowls and place them in front of the participant. Bowl 1 will have Topic 1 (race), and Bowl 2 will have Topic 2 (gender). Then, go back to the table with the shelves, put the consent form in the slot with the "other" consent forms, and act preoccupied (setting up the iPod apps, writing, sorting papers) until participant is done. (Do not sit down in the chair yet).

### 5) **Interview:**

a) After the participant is done with the Questionnaire, collect it.

b) Say to the participant,

**You will randomly select one topic from each of these bowls. You'll have a few minutes to organize your thoughts and jot down some quick ideas about each topic before you tell me your perspective on them. Ok. Without looking, pick one topic from each bowl and then tell me what you selected.**

After the participant picks each topic and tells you what it is, write down “Race in the U.S.” and “Gender in the U.S.” in the lines provided on the notes sheet. Hand the notes sheet back to the participant sheet and say, **Ok, you can write down some notes to organize your opinions about each of these topics. Keep in mind that you will be asked to discuss each of these topics for two minutes. It is alright if you’re not an expert on these topics. After you are done writing your notes, let me know and I will give you further instructions.**

Go to the bookshelf and sit in the chair with the camera behind it. Make sure to sit upright, all the way back in the chair, with both feet planted firmly on the ground. Have your left arm on the armrest holding the clipboard, right hand holding pen, and iPod on your right leg/lap. Wait for the participant to finish jotting down notes. When they appear to be done, say:

**Alright, just pull your chair over here (slight wave toward yourself with right hand) and we’ll get started! You can bring your note sheet with you.**

Be careful not to move your chair or theirs accidentally, and subtly note whether they move their chair. Be careful to notice and watch their body language. Have your stopwatch ready to time the participant for the first question. Then say,

**Let’s get started.** Read the prompt out loud to them. Make sure it looks like you’re trying to find a prompt from a list of prompts (flip to the back page) and make sure to read so it looks like you did not memorize the information:

**Just to remind you, your first topic was about race relations in the United States. For example, you can discuss your attitudes about racial profiling or how you feel about affirmative action. You could even talk about immigration laws in America or whatever topic you feel is important for this. Your two minutes begins now.**

Time them. You can make notes in the Abnormalities and Notes Section of the Participant Log while they are speaking, but wait to fill out Interviewer Observations until they have finished speaking. When you are not writing, make eye contact with the participant and give a ‘double nod’ after every other statement made by the participant. When they reach two minutes, wait for the participant to finish their thought and then say:

**Ok, time is up!**

Take a moment to jot down your assessments of them on the observation sheet (on the back of the participant log) for this topic. Jot down specific notes on the front of the participant log. When you’re ready, move on to the second topic.

**To refresh your memory, your second topic was gender in the United States. You could discuss your attitudes about gender discrimination and how you feel about gender pay gaps. Do you think women or men make better leaders? Or you could discuss anything else you find important for understanding gender in the U.S. You may begin now.**

Time them, and stop them when they reach two minutes. Jot down your assessments for this topic on the front and back of the participant log.

If the participant has difficulty filling the time on either topic, respond with filler lines like these as needed:

**Anything else to add?**

**What other thoughts do you have? We still have time left.**

**Please continue to explain your thoughts we still have time and this information is valuable.**

**What about affirmative action on campus, how do you feel about that?**

**Do you think women get paid less for the same work as men in some situations?**

Remember to closely watch their body language and take notes about it during both questions. However, do not make your final rating on body language until the participant has finished talking.

## 6) Wrap Up

Say:

**Ok, we're all done! We ask you please not to discuss the study with anyone else. It is important that students are sharing their own views about the topics and are not influenced by your views as well. Just leave your notes sheet there on your chair for me, and you're free to go! You'll have your extra credit tonight.**

Stop the camera and jot down any remaining notes and ratings you have for them. Be careful to note any relevant details about them and how they acted towards you or how they felt about the topics.

## 7) Participant Asks About Moving Chair

If participant asks if he/she should put the chair back say:

**You can just leave it there, thanks.**

**8) If Participant Asks What Affirmative Action Is**

Affirmative Action is a policy that can be used in education or the workforce. When a minority applicant and a white applicant have the same credentials they may use affirmative action to accept the minority applicant

**9) Measure Seating Distance and Video Saving**

Measure the seating distance (from scratch marks on bottom of chair legs and marker dot on front of seat) and record all three measurements (in centimeters) on the participant log. Then staple the Consent Form, Participant Log, Questionnaire, Note Sheet, and Interviewer Observation Sheet into one packet. Leave the “CTS Wait Here” sign above the grey chair. Save and label the video file as an .AVI with the participant’s name, experimenter’s initials, date, and time. So if Ben ran John Smith, it would be “ CTS-B John Smith 10/11/13 3:30.avi”


**10) Award Points**

- a) If anything unusual happened (unusual questions or interview problems), please indicate specifically what happened on the “Abnormalities” page with the participant log, and indicate the participant number.
  - b) After you are done with your sessions for the day, log in to Sona (uwmadison.sona-systems.com) login: wtcx, password: get from Will.
  - c) Click “My Studies”
  - d) Click “CTS”
  - e) Click “Timeslots”
  - f) For the timeslots you ran, click “modify”
  - g) For each participant who showed up and participated, select “grant credit” next to their name and save the changes. They should receive 1 point if the study lasted only 30 minutes or less, and 1.5 if it went over 30 at all.
  - h) If someone did not show up, mark them as an “unexcused no-show”
- 11) When you have run your last participant:
- i) Flip the “experiment in progress” sign so that the letters are not showing
  - ii) Turn the camera off of record setting. Take out the disc and label with date, experimenter name, “CTS” and participant numbers that you got through.
  - iii) Turn off the lights.
  - iv) Make sure the door is shut and locked!
  - v) Return the key to Chelsea M.’s mailbox.
- 12) At the end of the semester we need to send a mass email telling them that they were filmed and giving their consent to use that information.

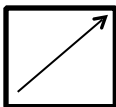
### How to Work the Camera:

1. Go into Lab room C, straight ahead against the back wall is a computer.
2. Turn on Blue Iris Software. Wait till the stoplight on the top goes from yellow to green. When it is at green it is ready to record. This software needs to be running whenever we want to record on the ipod. John said we can leave it running and minimized, but he wasn't sure if that would slow it down eventually.
3. On the ipod log in to blue iris software. You may need to use the username and password but it's set up that you can log right in.



On the bottom left there is an icon for video,  click on it. You will have to click on the picture to get to the video. From there you can see a live stream and you can zoom in by touching your thumb and pointer finger towards the middle of the screen (same as any mac or ipod touch). You can also move the ipod touch horizontal or vertical to get a different view. However, to start recording the ipod needs to be vertical, hit record and when there is a red dot on the screen that means its recording. Do the same thing to stop recording.

4. We will have to convert the files to .avi after to be able to view them and hear audio. On the computer in lab room C on the right of the blue iris software screen there is a button with an arrow pointing to the right.



Click on this. Then select "convert to .avi (with no rencoding)" go to Create a new file and select Data(P) drive and then select Public hit ok. Here you can also rename the file by clicking on the icon with three little dots.



These files will have automatic date and time as their name if you do not rename them so change the names so that they are labeled: CTS-(experimenter initial) (participant name) (date/ time), so if Ben ran John Smith, it would be "CTS-B John Smith 9/21/13 9:30.avi. You can that access this video on the computer under the starry night picture in Betty White by looking in the Backup folder.

### Other Important Things To Remember

1. Do delete videos on the blue iris computer program right click on them in the side bar on the right, then select delete then destroy.
2. Live Screen is the bottom right on the blue iris computer program.

## Participant Log

Name:	
Date and Time::	
Interviewer:	
Seating Distance (measure from the edge of their chair to the edge of yours):	A)Left Side (cm)    _____ B)Middle (cm)      _____ C)Right Side (cm)   _____



### Notes – Topic 1:

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### Notes – Topic 2:

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### Abnormalities:

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1 Rate the Following on A Scale of 1-5

5

Topic 1 Race

Topic 2 Gender

Uncomfortable Body Language/Actions	Comfortable Body Language/Actions		
Almost completely avoids eye contact	Establish eye contact		
Body fidgeting: Often shifts in chair, crossing/uncrossing legs, changing weight from one foot to the other, ankles crossing/uncrossing	Little or no fidgeting		
Frequent comforting gestures: Hand on chin, stroking hair or chin or other parts of self, arms around self, etc.	Seldom uses self---comforting gestures		
Skin bunched over and/or turned away from experimenter; or skin uncomfortably	Usually sits up straight but comfortably turned toward		
Ornate or "horror" facial expression	Face expressive when appropriate		
Twiddles with something in hand or with fingers	Little or no twiddling		
Never uses hand or body gestures to emphasize a point; or makes inappropriate gestures	Uses body or hand gestures when appropriate to emphasize a point		
Seemed very tacit (topic 1) or tacit (topic 2)	Did not seem tacit (topic 1) or tacit (topic 2)		
Had much difficulty discussing topic	Had no difficulty discussing topic		
Hiding back very much on what they wished to say	Not hiding back on what they wished to say		
Was very anxious	Was not at all anxious		

UNIVERSITY OF WISCONSIN-MADISON  
Research Participant Information and Consent Form

Title of the Study: Campus Opinions

Point of Contact: William Cox (email: [wcox@wisc.edu](mailto:wcox@wisc.edu))

Principle Investigator: Patricia G. Devine (email: [pgdevine@wisc.edu](mailto:pgdevine@wisc.edu)) (608) 262-1040

**DESCRIPTION OF THE RESEARCH**

You are invited to participate in a research study about interpersonal communication and social topics. Specifically, we are interested in how people discuss their opinions about different current issues. This research study will be conducted in the Psychology building. You have been asked to participate because you are a student in Introductory Psychology (Psych 202), and have the option of participating in research for extra credit towards your grade in that course.

**WHAT WILL MY PARTICIPATION INVOLVE?**

If you decide to participate in this research you will be asked to discuss your opinions about two current issues. Your participation will last approximately 30 minutes.

**ARE THERE ANY RISKS TO ME?**

We don't anticipate any risks to you from participation in this study.

**ARE THERE ANY BENEFITS TO ME?**

We don't expect any direct benefits to you from participation in this study.

**WILL I BE COMPENSATED FOR MY PARTICIPATION?**

You will receive 1 extra credit points in your Introductory Psychology class for participating in this study.

**HOW WILL MY CONFIDENTIALITY BE PROTECTED?**

While there may be publications as a result of this study, your name will not be used. Only group characteristics will be published.

**WHOM SHOULD I CONTACT IF I HAVE QUESTIONS?**

You may ask any questions about the research at any time. If you have questions about the research after you leave today you should contact William Cox at [wcox@wisc.edu](mailto:wcox@wisc.edu).

If you have questions about your rights as a research subject you should contact the Education and Social/Behavioral Science IRB at (608) 263-2320.

Your participation is completely voluntary. If you decide not to participate or to withdraw from the study you will be compensated for your time and it will not negatively affect your Introductory Psychology grade.

Your signature indicates that you have read this consent form, had an opportunity to ask any questions about your participation in this research, and voluntarily consent to participate. You can receive a copy of this form for your records upon request.

Name of Participant (please print): \_\_\_\_\_

Signature	Date

## Possible Topics

- The Greek system (fraternities and sororities)  
**How do you feel about the fraternities and sororities on campus? Are they helpful? Or do they promote cliques and harm**
- Race  
**Just to remind you, your first topic was about race relations in the United States. For example, you can discuss your attitudes about racial profiling or how you feel about affirmative action. You could even talk about immigration laws in America or whatever topic you feel is important for this.**
- Gender  
**To refresh your memory, your second topic was gender in the United States. You could discuss your attitudes about gender discrimination and how you feel about gender pay gaps. Do you think women or men make better leaders? Or you could discuss anything else you find important for understanding gender in the U.S.**
- Reinstating the Military Draft  
**How would you feel if they reinstated the draft? Would it help America to have more able bodied soldiers or would it be harmful to families and the American People**
- Large Companies Contributions to Political Campaigns  
**Do you think large companies should be able to contribute to political campaigns? Does it reduce the people's ability to be heard and increase the company? Should only the American people individually be able to contribute?**
- Stay at Home Mothers  
**Do you feel being a stay at home mother is a gainful profession? Does it increase the child's development? Does it stunt the mothers ability?**
- Abortion  
**Do you feel it is the women's right to chose if she wants an abortion or not? If not whose choice should it be? Is it harmful for the babies life? What about if the mothers health is in jeopardy or in cases of rape.**
- Death Penalty  
**Should states be allowed to sentence someone to the death penalty? Is that to psychologically damaging for the family? Does it actually help the victims family feel they have received justice.**

Please rate the following topics on how comfortable you would be discussing them with another individual from 1 (**Not At All Comfortable**) to 5 (**Extremely Comfortable** )

**Topic List 1:**

The Greek System (fraternities and sororities)

Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
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Race Relations in the United States

Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
------------------------	---	---	---	---	---	-----------------------

Reinstating the Military Draft

Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
------------------------	---	---	---	---	---	-----------------------

Large Companies Contributions to Political Campaigns

Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
------------------------	---	---	---	---	---	-----------------------

Stay at Home Mothers

Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
------------------------	---	---	---	---	---	-----------------------

Abortion

Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
------------------------	---	---	---	---	---	-----------------------

**Topic List 2:**

			Gender in the United States			
Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
			Death Penalty			
Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
			Gay Marriage			
Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
			Foreign Oil			
Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
			God			
Not At All Comfortable	1	2	3	4	5	Extremely Comfortable
			Religion			
Not At All Comfortable	1	2	3	4	5	Extremely Comfortable

Topics on the slips located in the bowls:

**Topic 1:** Discuss your opinions about race relations in the United States (for example: racial profiling, affirmative action or immigration laws in America, or whatever you feel is important)

**Topic 2:** Discuss your opinions about gender in the United States (for example: gender discrimination, gender pay gaps, do you think women or men make better leaders, or any other relevant topic you find important)



## CTS Bookcase and Experimenter Chair



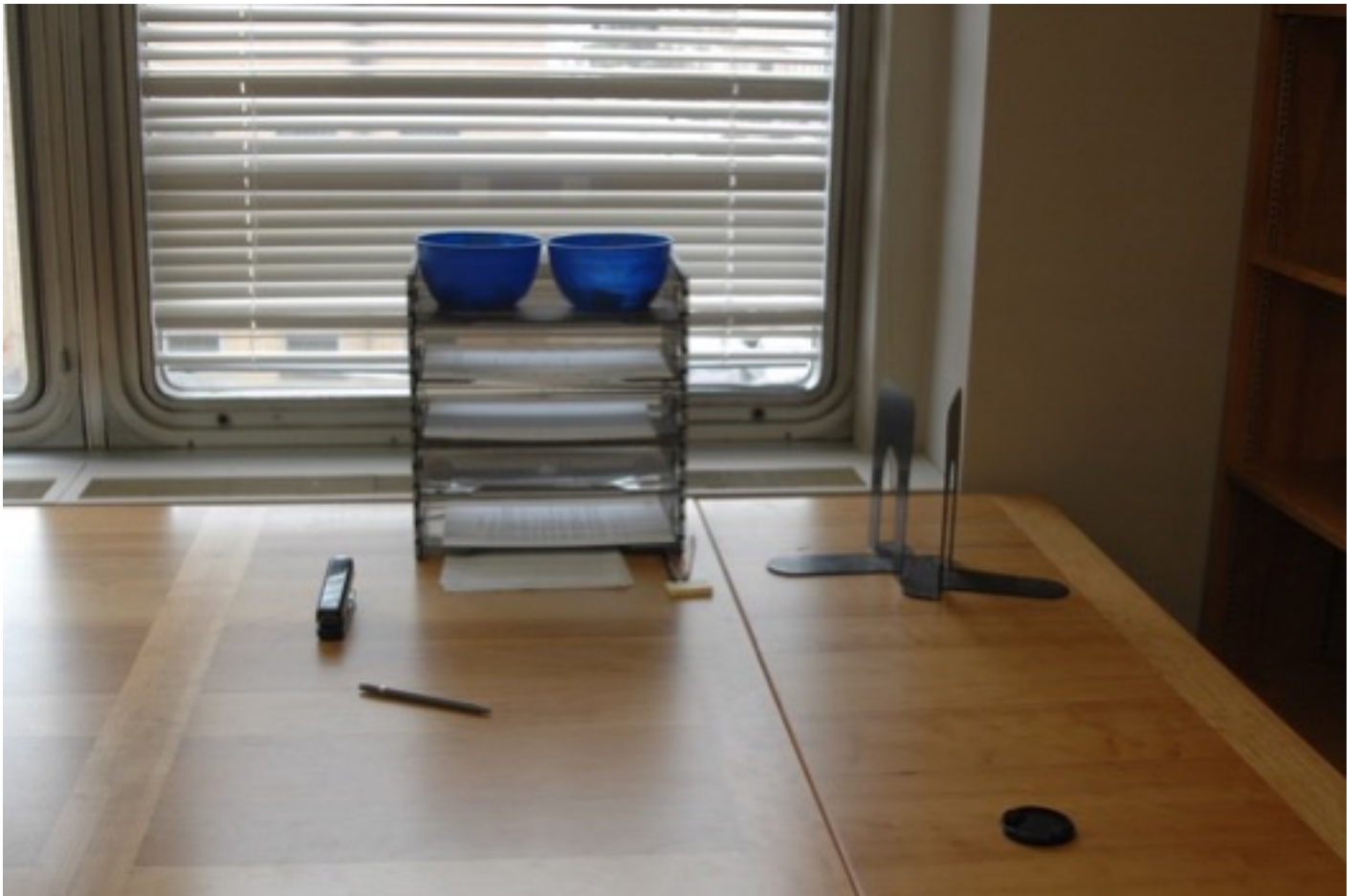
CTS Camera in Bookshelf



### CTS Chairs During Discussion



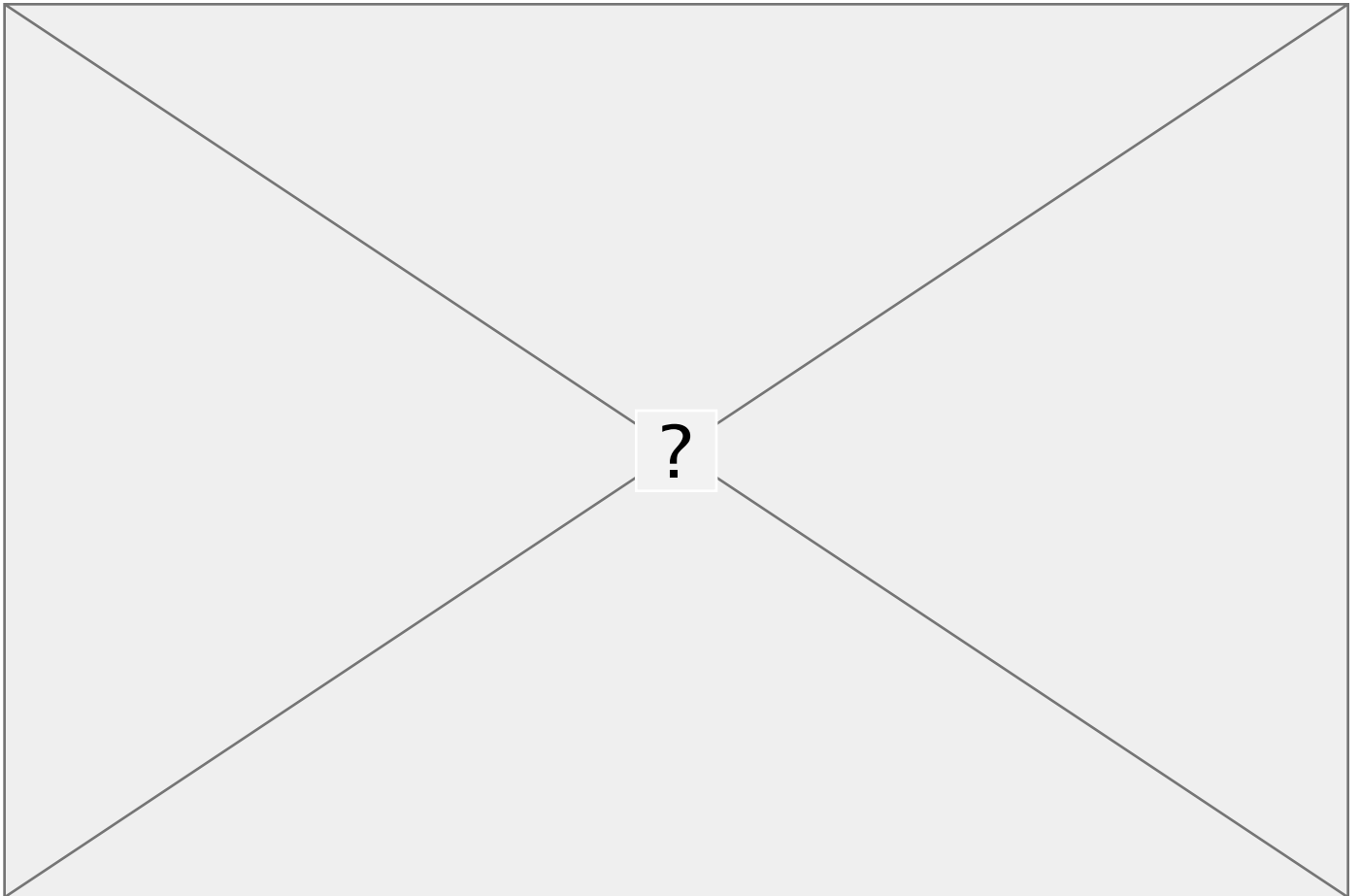
CTS Filing Table



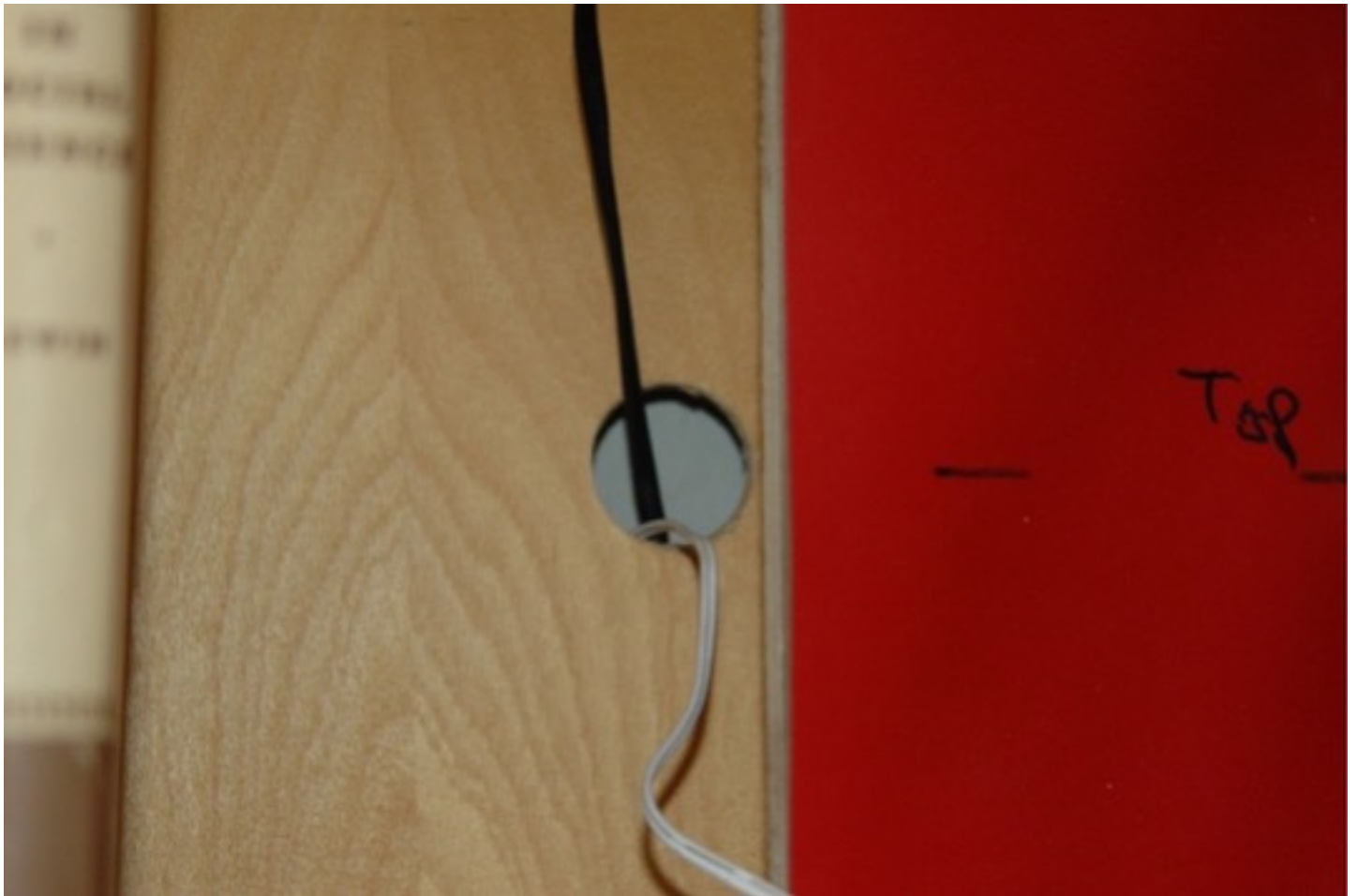
CTS Hidden Camera Binder Up Close



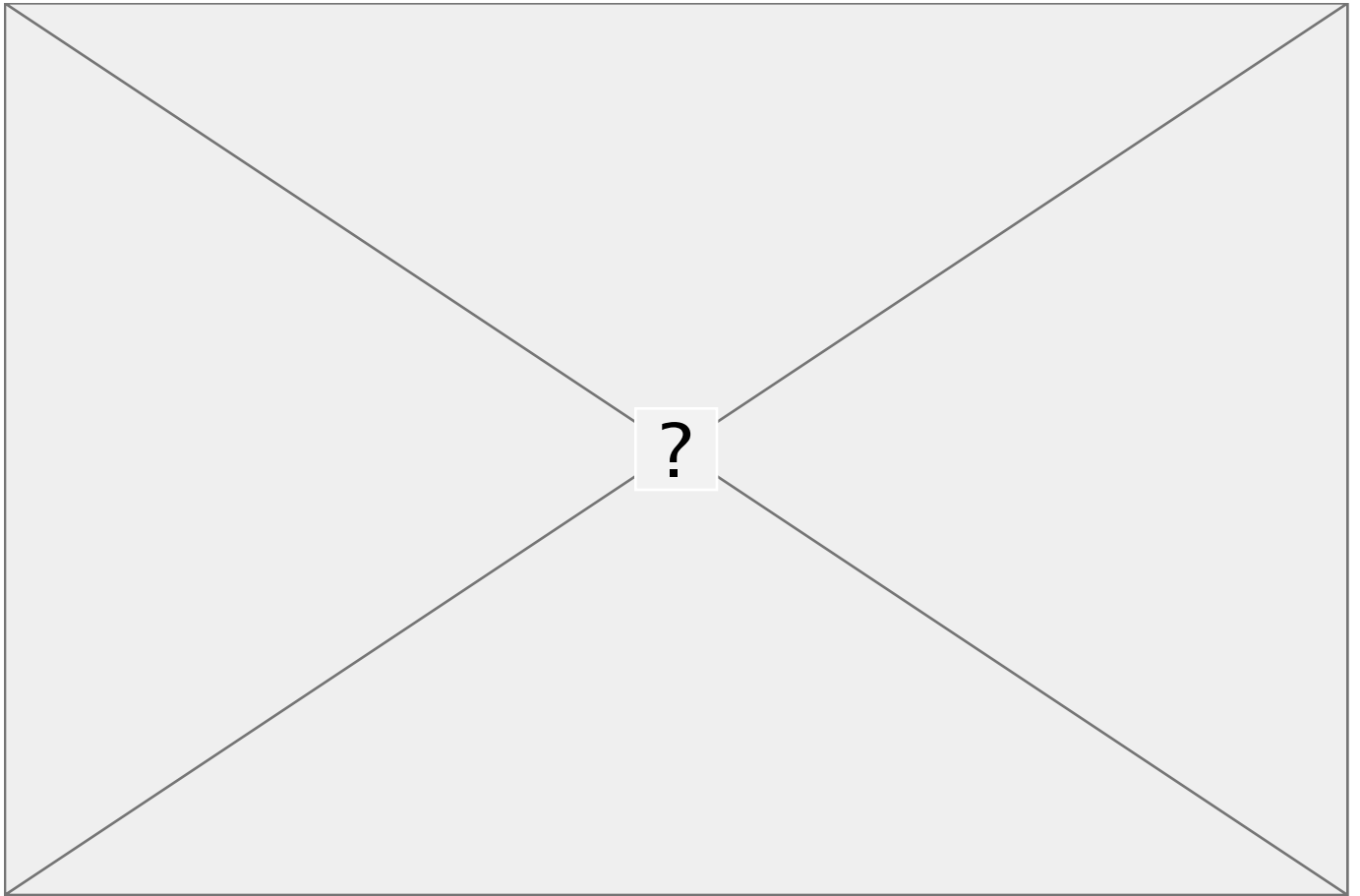
CTS Hidden Camera Binder



CTS Hidden Camera Chords in Wall



CTS Hidden Camera in Binder



CTS Hidden Camera Inside Binder View



CTS Participant Desk



CTS Study Bowls Participants View



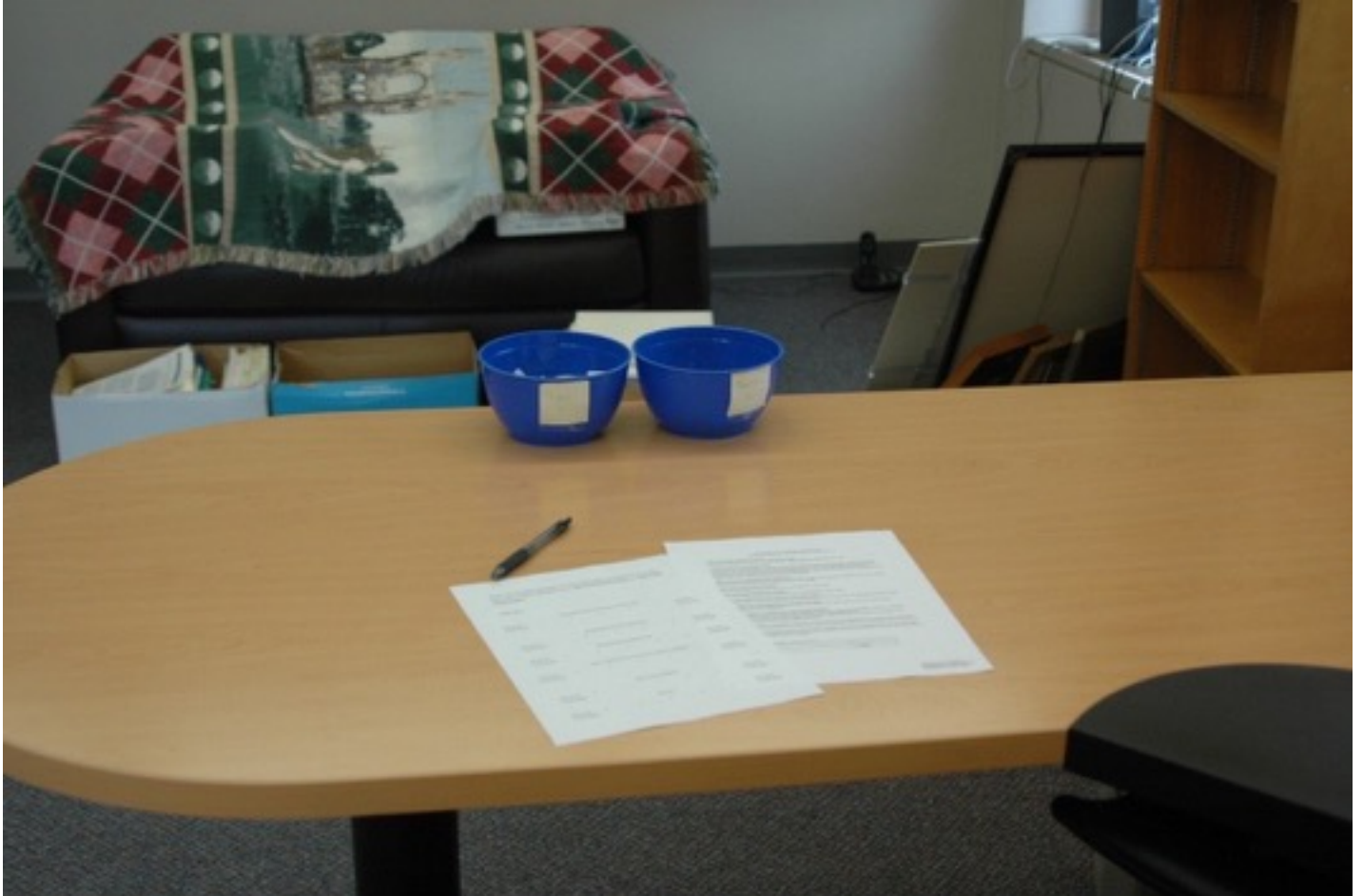
CTS Study Door



CTS Table to Place Participants' things



## CTS Topic Bowls



CTS View from Door



CTS View from Participant



CTS View from Participants Desk to the Left



CTS View from Participants Desk to the Right



Hallway



Participant Chair



Participants Chair After They Leave



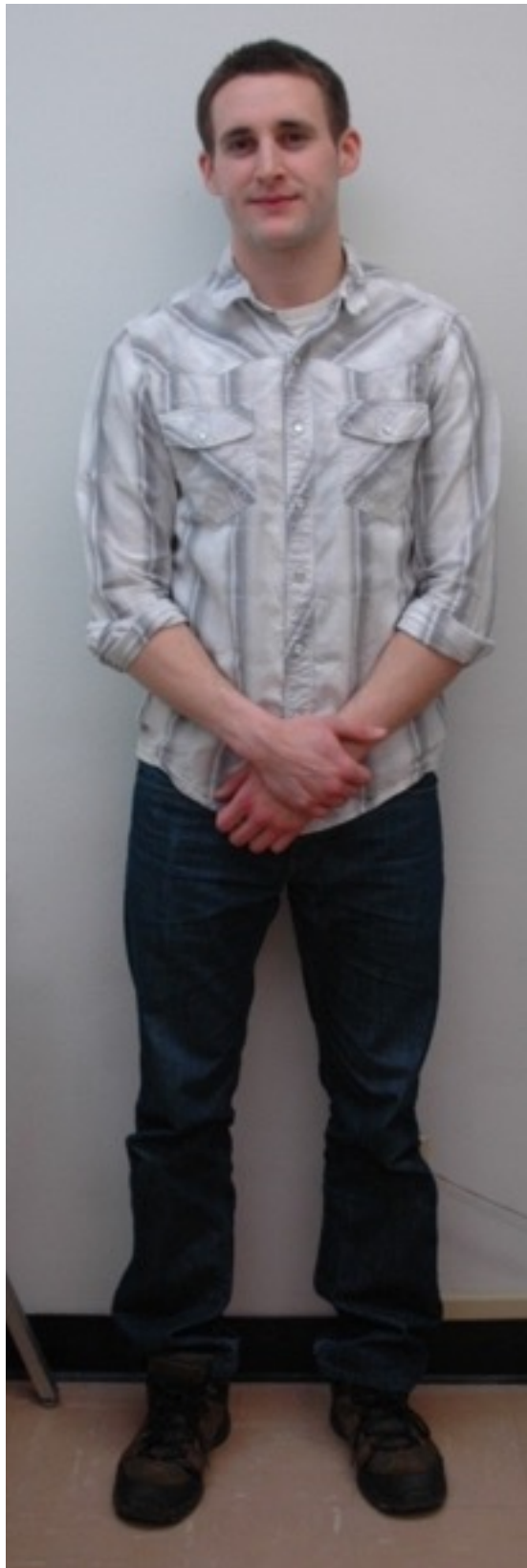
Sign Above Chair



Sign Next to Door



Ben Full Body



Ben Neutral/Listening Face



Ben Smiling



Dylan Full Body



Dylan Neutral/Listening



Dylan Smiling



Shayla Full Body



Shayla Neutral/Listening



Shayla Smiling



**Materials: Study 3 – Communication – Video Coding**

Study Code: CTS

Contents:

Video Coding Procedure Protocol

Coding Manual

Coding Sheets

## Coding Procedure for CTS Videos

All video coding things can be found in the Communication Team folder. To get to this, you go to:

- Dropbox >>Communication Team>>CTS Video Coding
  - Note: The videos are not in Dropbox and should not be placed in Dropbox. They can be found in the **Fall '13 Videos** and the **CTS Sp14 Videos** folder on the main computer (it is currently the middle computer next to the whiteboard).

### Rules of Coding and Data Entry

- Do not put videos in the Dropbox. They're too big and Dropbox will want us to pay
- Do not code videos in the "Uniqua's Videos" folder
- Make sure you use the correct coding sheets (1<sup>st</sup> coding for 1<sup>st</sup>, 2<sup>nd</sup> coding for 2<sup>nd</sup>, 3<sup>rd</sup> Consensus Coding with Sound, 3<sup>rd</sup> Consensus Coding without Sound )
- For each video, you may either do "with sound" coding once or "without sound" coding once. No more. Once a packet is completed for 2<sup>nd</sup> coding for either with our without sound, you and the other coder who chose the same type of coding (with our without sound) will fill out a 3<sup>rd</sup> Coding Consensus form, which is essentially a 2<sup>nd</sup> coding form that you both fill out in order to agree on what ratings to give the person for each category.
- For data entry, you may enter it only one time (either 1<sup>st</sup> or 2<sup>nd</sup> coding, with or without sound) and then once with your partner for the consensus coding packet. No more.
  - To keep track of this better, you should choose one data entry mailbox and be responsible for that mailbox
- \*\*\*\*Before saving anything on the excel documents, tell everyone in the room that is working on it as well that you are saving it. Otherwise it will make conflicted copies and might not save everything, which causes us to have to go back through it all and transfer data.

## Video Coding Instructions

### I. Pick a video

1. On the main computer, open either Fall '13 Videos or CTS Sp14 Videos (on the desktop).
2. You can choose whatever one you want. The organization system of it works this way:
  - a) Videos in main screen of folder = Needs 1<sup>st</sup> Coding with sound
  - b) Videos in With sound coding 1 complete = Needs 1<sup>st</sup> coding without sound
  - c) Videos in Without sound coding 1 complete = Needs 2<sup>nd</sup> coding with sound
  - d) Videos in With sound coding 2 complete = Needs 2<sup>nd</sup> coding without sound
  - e) Videos in Without sound coding 2 complete = These videos are done and just need consensus coding for with and without sound
  - f) Videos in 3<sup>rd</sup> Coding Consensus With Sound = These videos are done and just need consensus coding for without sound
  - g) Videos in 3<sup>rd</sup> Coding Consensus Without Sound complete = These videos are done.
  - h) Videos in Old Coding System need Perceived Negativity Measures = After doing that you can transfer them to their respective complete folders. There are also 1<sup>st</sup> coding and completely done packets from previous semesters that only have 1 perceived negativity measure for both topics. These need to be redone by an RA from the 2014-2015 year before consensus coding can be done.
3. If you need to do video coding on a different computer, you need to take the video from the main computer
  - a) Flash drives can be found in the office supplies
  - b) Plug in flash drive>>right click on video>>click "send to">>choose flash drive
    - i. The flash drive should come up as "backup"

### II. Get coding sheets

1. Take the coding sheets from mailboxes.
2. Here's what to grab if you are doing...
  - a) 1<sup>st</sup> coding with sound ----- With Sound Coding Sheet, Times and Um's
  - b) 1<sup>st</sup> coding without sound ----- No Sound Coding Sheet
    - i. You will also need to take the *completed* 1<sup>st</sup> coding with sound materials for that participant with you
  - c) 2<sup>nd</sup> coding with sound ----- With Sound Coding Sheet, Times and Um's
  - d) 2<sup>nd</sup> coding without sound ----- No Sound Coding Sheet
    - i. You will also need to take the *completed* 2<sup>nd</sup> coding with sound materials for that participant with you
  - e) 3<sup>rd</sup> coding consensus with sound-----With Sound Coding Sheet, Time's and Um's
    - i. You will also need to take the completed 1<sup>st</sup> and 2<sup>nd</sup> coding sheets with you in order to discuss what you and your partner individually rated the with sound condition before coming up with a consensus on the ratings
  - f) 3<sup>rd</sup> coding consensus without sound-----No Sound Coding Sheet
    - i. You will also need to take the completed 1<sup>st</sup> and 2<sup>nd</sup> coding packets, along with the 3<sup>rd</sup> coding consensus with sound packet

### III. Filling out the coding sheets

1. Coder
  - a) Place your name here, and that of your partner for consensus forms
2. Participant # and Condition
  - a) With Sound
    - i. You can find this information in the “CTS Participant Log” which should be next to the main computer.
      - a. There is no organization for the log, so you will need to go through it all to find where your participant’s name is on the list.
        - i. Your participant’s name can be found in the video file’s name
    - ii. The second column in the log (the one after date) is the participant number
    - iii. The third column in the log (the one following participant number) is the condition number
    - iv. After you’ve filled all the information out, write the participant’s name on a sticky note and place it over that section so that it covers the participant number and condition number
  - b) Without Sound
    - i. You will obtain the participant number from the Times and Ums sheet of the “With Sound” coding packet AFTER you complete your packet
    - ii. **DO NOT** look at the condition or lift the sticky note on the first page
3. Time experimenter stands up
  - a) It is the “With Sound” coder’s responsibility to write down the time that the participant stands up to leave, but **before** the experimenter gets up.
  - b) This is done so that the without sound coder is blind to the condition when they fill out their own sheet

### IV. Using the coding sheets

1. With Sound Coding
  - a) With sound coding sheet
    - i. Write down the topics discussed by the participant under the “Issue Code” section, using the codes listed at the top.
      - a. Write down each issue code in order of which they are discussed.
        - i. If they discuss something other than the 3 codes listed, title it according to what they are talking about
          1. Ex: racism, diversity, stereotypes, etc.
    - ii. At the end of each issue, you should rate the participant’s comfort in talking about it
    - iii. After the participant has finished discussing the topic completely, give an overall rating for how comfortable they were discussing that topic in general

- iv. After completing the comfort level ratings for each issue and the overall comfort, fill out the Perceived Negativity Measure
    - a. The guide for the ratings can be found in the Communication Team folder
  - v. After completing that, fill out the table on the last page for that section
  - vi. Repeat these steps for Section 2 (gender)
- b) Times and Um's Sheet
- i. Write down when the Experimenter gave the prompt and the time the Experimenter stops the participant from talking about that section
  - ii. You should also write down if they ran out of things to say and the time that this happened
  - iii. If any prompts were used, document the time they were used
  - iv. Also, write down how many times the participant said "um" during each topic (i.e. either race or gender)
  - v. Repeat for Section 2 (gender)
2. No Sound Coding (Without Sound Coding)
- a) You should not wear headphones and you should turn the volume on the video off
  - b) Fill out coding sheet, following what each question asks
  - c) After each topic, fill out the Perceived Negativity Measure and the table on the last page (for that topic)
  - d) Some terms you may want to note
    - i. Emphasizing Gestures
      - a. This is when people "talk with their hands"
      - b. For example, some people will do air quotes
    - ii. Comforting Gestures
      - a. This is any gesture that people use to comfort themselves. This often includes people touching themselves in some way; stroking chin, playing with hair, rubbing their hands or shoulders, etc.
    - iii. Negative Body Movements
      - a. This is when the participant slouches, has infrequent eye contact, and more generally is (obviously) indicating that they do not want to be there.
    - iv. Fidgeting
      - a. This happens when people are playing with something in their hands, shifting body, looks like they can't sit still, etc.
3. Consensus Coding (With and Without Sound)
- a) You and the person who coded that same video (either they were 1<sup>st</sup> or 2<sup>nd</sup> coder) will follow the steps above for both with and without sound in rating the video
    - i. Both you and your partner will re-watch the video and review the ratings each of you put for each measure

- ii. If there are any discrepancies between what you put and what your partner wrote that are greater than 2 points (i.e. Your partner put a 5 for nervousness and you put a 8) you will have to discuss why each of you put the rating you did, making sure to look back at the coding key in Dropbox. If there is only a 1 point difference between you and your partner's rating (i.e. your partner put a 5 and you put a 6) you may choose a value in between (in this case 5.5). If you and your partner have a 2 point difference, you may pick the value between the two ( i.e. if you chose an 8 and they chose a 6, circle a 7). **\*\*NOTE:** If choosing a middle number or half of a point between your ratings seems to be an inaccurate rating for the participant, do not circle this rating, but instead discuss with your partner on what the correct value should be which accurately represents what was viewed.
- iii. Once you and your partner have agreed on the appropriate number to rate each of the measures, you will mark this on your consensus coding sheet

#### V. Once completed

1. Staple the sheets together
2. Update the coding log "CTS Coding Log Sp14 V2"
  - a) Fill your name in next to the participant's name, under whichever coding role you had
    - i. With sound, 1<sup>st</sup> coding = With Sound Coder 1
    - ii. Without sound, 1<sup>st</sup> coding = Without Sound Coder 1
    - iii. With sound, 2<sup>nd</sup> coding = With Sound Coder 2
    - iv. Without sound, 2<sup>nd</sup> coding = Without Sound Coder 2
    - v. With Sound consensus = 3<sup>rd</sup> coding consensus With sound
    - vi. Without Sound consensus = 3<sup>rd</sup> coding consensus without sound
3. Move the video
  - i. Check "Pick a Video" (I.) for more information on how the folders are organized and where to find the correct video folder
    - a) With Sound Coder 1
      - ii. Move to the <with sound coding 1 done> folder
    - b) Without Sound Coder 1
      - iii. Move to the <without sound coding 1 done> folder
    - c) With Sound Coder 2
      - iv. Move to the <with sound coding 2 done> folder
    - d) Without Sound Coder 2
      - v. Move to the <without sound coding 2 done> folder
    - e) With Sound Consensus Coding
      - vi. Move to the <3<sup>rd</sup> consensus with sound>
    - f) Without sound Consensus Coding
      - vii. Move to <3<sup>rd</sup> coding consensus without sound>

#### VI. What to do about old packets

- b) If a packet was coded once for with sound by a person who is no longer in the lab, you may still do the 2<sup>nd</sup> coding for with sound, but you will need to do consensus coding on your own based on what you and that other person marked for 1<sup>st</sup> and 2<sup>nd</sup> coding. \*This is true for without sound coding as well.
- i. You will grab both your packet and the previously coded packet and, using the 3<sup>rd</sup> coding consensus sheet, fill in all ratings which you and the former rater matched on ex.) if you and she rated the person on standoffishness as 9, you would mark 9 on the consensus coding.
  - ii. Any ratings which were only 1 point off by each of you can either be circled as either your or their rating on the consensus coding or by selecting the number in between yours and the other person's rating ex.) if the former rater circled 7 for standoffishness and you circled 8, you may either choose 7, 8 or 7.5.
  - iii. If your rating is 2 or more points off from that of the 1<sup>st</sup> coder's who is no longer present in lab, you must ask another person in lab who has not watched this video to code for this measure on their own and then do consensus coding with you. If there are more than 10 discrepancies between your rating and a previous RA's rating, you must have another person in lab who has not coded this video fill out a new 1<sup>st</sup> coding sheet on their own and then do consensus coding with you.
  - iv. The above procedure is applicable for without sound coding. For measures where you must make tallies, such as number of comforting gestures, you may pick either yours or the other coder's number if they are 1 point away from each other. If there are discrepancies larger than 2 points, you must have another person code this item. If discrepancies exist for items requiring you to circle either "yes" or "no," such as for exhibiting negative body language over 50% of the time, and your ratings do not match with the previous coder, you must have another person in lab who has not seen the video code for these items.
- b) If a packet has been completed, they still must undergo consensus coding.
- i. There will be packets for 1<sup>st</sup> and 2<sup>nd</sup> coding with and without sound that have been completed by last year's RAs (before the 2014-2015 school year) but there is only one perceived negativity rating for both topics. These packets must be re-watched and coded by 4 separate people (the same as coding a new packet) and then consensus coded for the ENTIRE PACKET, not just perceived negativity.

- ii. To do consensus coding on packets completed from previous semesters, you and your partner (who did with or without sound like you did) need to grab both 1<sup>st</sup> and 2<sup>nd</sup> coding packets. You and your partner will go through and consensus code on what the two previous RAs coded. The same rules for consensus apply for their ratings as when consensus coding between RAs from this semester is done, that is, you are still picking the closest number between old RA ratings, except that whenever there are discrepancies, you and your partner have to be the judges of which rating to ultimately choose for consensus coding. If you believe that both coders were off in the ratings they chose, you and your partner are allowed to come up with the appropriate rating for that measure. Consensus coding for perceived negativity between you and your partner is also the same as for normal consensus coding.

## Coding Key for CTS Videos

Each item in the chart is highlighted in blue as and corresponds to the definition of each of the items below the chart.

Important: All items are only to be coded for once the person begins talking, not while the experimenter is reading the prompt. In addition, items are only to be coded for if they are visible on camera. For example, it cannot be assumed that because the arm is moving that a person is twiddling with something if the hand is not visible in the video.

Rate the Following on A Scale of 1-5, both for **Topic 1 (Race), and Topic 2 (Gender)**

<b>1</b>	<b>5</b>
<b>Uncomfortable Body Language/Actions</b>	<b>Comfortable Body Language/Actions</b>
<b>1.</b> Almost completely avoids eye contact	Frequent eye contact
<b>2.</b> Body fidgeting: Often shifts in chair, crossing/uncrossing legs, changing weight from one foot to the other, ankles crossing/uncrossing	Little or no fidgeting
<b>3.</b> Frequent comforting gestures: Hand on chin, stroking hair or chin or other parts of self; arms around self, etc.	Seldom uses self---comforting gestures
<b>4.</b> Sits hunched over and/or turned away from experimenter or sits uncomfortably	Usually sits up straight but comfortably turned toward
<b>5.</b> Grimaces or "frozen" facial expression	Face expressive when appropriate
<b>6.</b> Twiddles with something in hand or with fingers	Little or no twiddling
<b>7.</b> Never uses hand or body gestures to emphasize a point; or makes inappropriate gestures	Uses body or hand gestures when appropriate to emphasize a point
<b>8.</b> Seemed very racist (topic 1) or sexist (topic 2)	Did not seem racist (topic 1) or sexist (topic 2)
<b>9.</b> Had much difficulty discussing topic	Had no difficulty discussing topic
<b>10.</b> Holding back very much on what they wished to say	Not holding back on what they wished to say
<b>11.</b> Was very anxious	Was not at all anxious

### **Description of how coding criteria for each item:**

1. Eye Contact: Similar to the 9pt. perceived negativity scale.
  - 1 - Almost completely avoids eye contact
  - 3 – Every now and then looks at experimenter, but isn't staring at them
  5. – Frequent eye contact
  
2. Fidgeting:
  - Ask yourself, “how much of the time are they moving?”
    - 1 – Body fidgeting: Often shifts in chair, crossing/uncrossing legs, changing weight from one foot to the other, ankles crossing/uncrossing
    - 3 – Only shifted in seat/fidgeted a few times
    5. – Little or no fidgeting.
  
3. Comforting Gestures:
  - 1 - Frequent comforting gestures: Hand on chin, stroking hair or chin or other parts of self; arms around self, etc.
  - 3 – Some comforting gestures in video, but normally doesn't do these gestures
  - 5 – Seldom uses self-comforting gestures
  
4. Position towards experimenter:
  - How are they in relation to the experimenter?
    - 1 – Sits hunched over and/or turned away from experimenter, or sits uncomfortably
    - 3 – Not slouched over, not completely sitting straight. If chair is to the side but they look comfortable, also score it as a 3.
    - 5 – Usually sits up straight but comfortably turned towards experimenter.
  
5. Facial Expression:
  - Are they using appropriate facial expressions? Never smiling = lower score
    - 1 – Grimaces or "frozen" facial expression
    - 2- Some negative facial expression (standoffish look)
    - 3 – Neutral face
    - 4 – Some occasional smiling, facial movement or expression (that isn't negative)
    - 5 – Happy person, often smiles

\*NOTE: This is not restricted to smiling

6. Twiddling:

- Twiddling is considered to be something the person is playing with (twiddling) in their hands and excludes any part of their body (aside from thumb twiddling). Twiddling hair is NOT part of this but of comforting gestures.
- Earrings, zippers, something in their hand, playing with a ring, their paper, or necklaces count as twiddling.
  - 1 - Twiddles with something in hand or with fingers
  - 3 – Occasionally twiddles with something in hands
  - 5 - Little or no twiddling

7. Use of Gestures:

- How often are they using hand/body gestures?
  - 1 - Never uses hand or body gestures to emphasize a point; or makes inappropriate gestures.
  - 3 – Occasional body gestures
  - 5 - Uses body or hand gestures when appropriate to emphasize a point

8. Racist/Sexist?:

- How racist/sexist did the person appear?
  - 1 – Outwardly racist. Conscious of their negative attitudes towards minorities/opposite sex. Extreme negative affect or looks of disgust in no sound condition.
  - 2 – Comments are racist/sexist comments, but not aware that they are racist/sexist, or are not as blatantly expressed as others (doesn't openly say I don't like x, but comments are offensive or racist/sexist nonetheless).
  - 3 – Does not make comments for or against racism/sexism. For no sound, mark as this if you are unsure if they are racist/cannot tell my affect.
  - 4 – Is not outright stating that they are against certain race/gender issues, but the comments made are leading away from racism/sexism.
  - 5 – Openly against racism/sexism and making comments acknowledging this viewpoint.

\*NOTE: Rate lower if they say they aren't racist/sexist but proceed to make racist/sexist comments

9. Ability to Discuss Topic:

- Are they able to discuss the topic at hand? How much are they prompted to keep talking? Are they motivated to end the conversation prematurely?
  - 1 - Had much difficulty discussing topic. Prompted to keep talking and doesn't have anything else to add. Do not want to continue discussing topic.
  - 2 – Topic proving difficult for participant. Prompted to keep talking but is still struggling to keep conversation going.
  - 3 – Some difficulty with some of the topics discussed, however, didn't hurt overall conversation or make their argument hard to follow/understand. No big pauses or need to

be prompted, or prompted once but was completely able to pick up conversation and continue talking about topic. Fairly confident, even if they thought they didn't explain it right, but main idea still there.

5 - Had no difficulty discussing topic. Did not need to be prompted. Able to discuss the topic with relative ease. Confident in how they were explaining their answers.

10. Holding back on what they say:

- How much are they holding back on what they want to say?
  - 1 – Holding back very much on what they wished to say. Started talking about an issue but then stopped/didn't talk much
  - 3 – Issue or 2 that they couldn't talk about. This is not considered holding back if they couldn't talk about the issue, because they didn't know what something (such as affirmative action) was. For “no sound” coding, mark as “3” for neutral or if you cannot tell if they were holding back.
  - 5 - Not holding back on what they wished to say

11. Anxious:

- How anxious were they during the interview?
  - 1 - Was very anxious. Voice very shaky and stuttering from nerves.
  - 3 – Some uncomfortable gestures/movements, but not overly squirrely
  - 5 - Was not at all anxious

**Overall Comfort Rating**

How comfortable are they discussing the Gender Topic Overall?

Not at all comfortable

Very comfortable

1

2

3

4

5

1 – Holds self, barely talks during interview

2 – Need to be prompted, not looking at experimenter at all. Constantly looks at sheet, can't fill the time.

3 – Neutral, doesn't know topic. OR relying on paper, but still talking about it. Moderately glancing at sheet.

4 – Is usually pretty comfortable. More free speech, seldom looks at sheet. Knows topic. More expressive.

5 – Good eye contact, easy to talk to, excited/enthusiastic to talk about topic\

**Times and Um's Sheet**

\* Any sound such as “uh” or “um” can be counted as an “um” on this sheet

**Perceived Negativity Ratings:**

Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

## Standoffish

1      2      3      4      5      6      7      8      9

1 = Not at all OR monotone and struggling to talk about it (subject)

5 = opinionated/assertive but not "snotty". Monotone but know what they're saying. Some negative body movements (slouching, not much eye contact).

9 = Not having it. Rude/snotty demeanor

## Nervous

1      2      3      4      5      6      7      8      9

1 = Not at all

5 = Some uncomfortable gestures Or movements, but not overly squirrely

9 = All over the place

## Motivated to End the Conversation Prematurely

1      2      3      4      5      6      7      8      9

1 = Not at all

5 = Either responses clipped, but respond when prompted to say more OR talked but ran out at end

9 = Standoffish, short responses, nothing to say/add, doesn't want to talk

## Avoidant of Eye Contact

1      2      3      4      5      6      7      8      9

1 = not at all

5 = Every now & then looks at E, but isn't staring at them

9 = looks out the window/ always looks at paper. Doesn't look at Experimenter

## Hostile

1      2      3      4      5      6      7      8      9

1 = Not at all

5 = "crabby"/some bitterness

9 = Super racist/sexist Pissed off. Hates this group of people

## **Additional Qualities Noted for Using Perceived Negativity Measure Guide**

### **Standoffish:**

- Cold expression/tone of voice
- Seem to feel a little superior
- Reserved responses, more clipped
- Closed body language (folded arms, leaning away from exp, etc.)
- Stern expression
- “Don’t bug me about it” attitude
- What they think is right

### **Nervous:**

- Fidgeting
- Talking in circles, bringing up same things repeatedly
- Shaky tone of voice
- Non-committal statements
- Nervous smile/laugh
- Low or erratic eye contact
- Unintentionally keeps coming back to a topic and talking about it
- Lots of comforting gestures, twiddling
- Not leaned back in a comfort pose
- IF they are tense, mark them higher on the scale

### **Motivated to End Conversation Prematurely:**

- May talk over experimenter
- Short responses
- Saying they have nothing to say/add
- Similar body language to Standoffish
- They stop talking/finish early before time is up.

- Don't want to add anything when prompted to keep talking
- BUT if they were comfortable w/ topic and just ran out of things to say, put a 1

### **Avoidant of Eye Contact:**

- Shifting gaze
- Not able to maintain eye contact with experimenter more than a few seconds
- Looking around the room
- Looks at paper and away is avoidant
- BUT looking at paper and back at experimenter to find a focal point to talk about is not considered avoidant

### **Hostile:**

- Clipped tone/statements
- Little to no response
- May be rude to experimenter
- More frequency of racist/sexist comments
- Respond more angrily
- Strong negative facial expressions

\*Important Without sound: If you can't tell if it's a 1 vs. 9, rate it in the middle

\*What does not show up on camera cannot be counted as fidgeting, twiddling etc. because we are sure what they are actually doing.

### **Without Sound Coding**

\*for perceived negativity and the back table, please refer to the scale above for with sound coding.

### **Emphasizing Gestures**

- a) This is when people "talk with their hands"
- b) For example, some people will do air quotes
- c) This includes leaning forward with entire body to emphasize a point or pointing/gesturing with any other part of body (could even kick out at something if they wanted to)

### Comforting Gestures

- a) This is any gesture that people use to comfort themselves. This often includes people touching themselves in some way; stroking chin, playing with hair, rubbing their hands or shoulders, etc.

### Negative Body Movements

- a) This is when the participant slouches, has infrequent eye contact, and more generally is (obviously) indicating that they do not want to be there (standoffish attitude).

### Fidgeting

- a) This happens when people are playing with something in their hands, shifting body, looks like they can't sit still, etc.

1<sup>st</sup> Coding for CTS**No Sound Coding Sheet:**

Coder:

Participant #

**First Topic: Race**

Number of Times Participant Smiled \_\_\_\_\_

Number of times Participant Frowned \_\_\_\_\_

Number of times Participant crossed arms while talking \_\_\_\_\_

Number of Emphasizing Gestures Participant made \_\_\_\_\_

Number of Comforting Gestures Participant made \_\_\_\_\_

Did the Participant have a blank expression for more than 50% of section

Yes

No

Did the Participant have any negative body movements for more than 50% of the section

Yes

No

Was Participant Fidgeting for more than 50% of the section

Yes

No

**Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish	1	2	3	4	5	6	7	8	9
Nervous	1	2	3	4	5	6	7	8	9
Motivated to End the Conversation Prematurely	1	2	3	4	5	6	7	8	9
Avoidant of Eye Contact	1	2	3	4	5	6	7	8	9
Hostile	1	2	3	4	5	6	7	8	9

1<sup>st</sup> Coding for CTS**Second Topic: Gender**

Number of Times Participant Smiled \_\_\_\_\_

Number of times Participant Frowned \_\_\_\_\_

Number of times Participant crossed arms while talking \_\_\_\_\_

Number of Emphasizing Gestures Participant made \_\_\_\_\_

Number of Comforting Gestures Participant made \_\_\_\_\_

Did the Participant have a blank expression for more than 50% of section

Yes

No

Did the Participant have any negative body movements for more than 50% of the section

Yes

No

Was Participant Fidgeting for more than 50% of the section

Yes

No

**Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish	1	2	3	4	5	6	7	8	9
Nervous	1	2	3	4	5	6	7	8	9
Motivated to End the Conversation Prematurely	1	2	3	4	5	6	7	8	9
Avoidant of Eye Contact	1	2	3	4	5	6	7	8	9
Hostile	1	2	3	4	5	6	7	8	9

1 Rate the Following on A Scale of 1-5 5

Topic 1 Race Topic 2 Gender

Uncomfortable Body Language/Actions	Comfortable Body Language/Actions		
Almost completely avoids eye contact	Frequent eye contact		
Body fidgeting: Often shifts in chair, crossing/uncrossing legs, changing weight from one foot to the other, ankles crossing/uncrossing	Little or no fidgeting		
Frequent comforting gestures: Hand on chin, stroking hair or chin or other parts of self, arms around self, etc.	Seldom uses self---comforting gestures		
Sits hunched over and/or turned away from experimenter; or sits uncomfortably	Usually sits up straight but comfortably turned toward		
Grimaces or "frozen" facial expression	Face expressive when appropriate		
Twiddles with something in hand or with fingers	Little or no twiddling		
Never uses hand or body gestures to emphasize a point; or makes inappropriate gestures	Uses body or hand gestures when appropriate to emphasize a point		
Seemed very racist (topic 1) or sexist (topic 2)	Did not seem racist (topic 1) or sexist (topic 2)		
Had much difficulty discussing topic	Had no difficulty discussing topic		
Holding back very much on what they wished to say	Not holding back on what they wished to say		
Was very anxious	Was not at all anxious		

□

1<sup>st</sup> Coding for CTS

With Sound Coding Sheet:

Coder:

**Section 1: Race**

Participant #:

Condition:

Time Exp Stands up in Video (pause before this time when coding) \_\_\_\_\_

Codes:

AA- Affirmative Action

IL- Immigration Laws

RP- Racial Profiling

How comfortable are they discussing the topic?

Issue Code	Not at all comfortable			Very comfortable	
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

How comfortable are they discussing the Race Topic Overall?

Not at all comfortable

Very comfortable

1

2

3

4

5

1<sup>st</sup> Coding for CTS**Section 1: Race****Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**

Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish

1      2      3      4      5      6      7      8      9

Nervous

1      2      3      4      5      6      7      8      9

Motivated to End the Conversation Prematurely

1      2      3      4      5      6      7      8      9

Avoidant of Eye Contact

1      2      3      4      5      6      7      8      9

Hostile

1      2      3      4      5      6      7      8      9

1<sup>st</sup> Coding for CTS**Section 2: Gender**Codes:

GD- Gender Discrimination

PG-Pay Gaps

L-Leaders

How comfortable are they discussing the topic?

Issue Code	Not at all comfortable			Very comfortable	
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

How comfortable are they discussing the Gender Topic Overall?

Not at all comfortable

Very comfortable

1

2

3

4

5

1<sup>st</sup> Coding for CTS**Section 2: Gender****Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**

Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish

1      2      3      4      5      6      7      8      9

Nervous

1      2      3      4      5      6      7      8      9

Motivated to End the Conversation Prematurely

1      2      3      4      5      6      7      8      9

Avoidant of Eye Contact

1      2      3      4      5      6      7      8      9

Hostile

1      2      3      4      5      6      7      8      9

**Race:**

Coder:

Time Exp Started Reading Prompt	(minutes and seconds)
Time Exp Stopped them Talking	(minutes and seconds)

Participant #

Did They Run out of Things to Talk About (Race in General)      Yes      No

If yes, Time Ran Out of Things To Say \_\_\_\_\_

**Time of Prompts:**

Anything else to add?	
What other thoughts do you have? We still have time left.	
Please continue to explain your thoughts. We still have time and this information is valuable.	
What about affirmative action on campus. How do you feel about that?	

How many times did the participant say "um": \_\_\_\_\_

**Gender:**

Time Exp Started Reading Prompt	(minutes and seconds)
Time Exp Stopped them Talking	(minutes and seconds)

Did They Run out of Things to Talk About      Yes      No

If yes, Time Ran Out of Things To Say \_\_\_\_\_

**Time of Prompts:**

Anything else to add?	
What other thoughts do you have? We still have time left.	

Please continue to explain your thoughts. We still have time and this information is valuable.	
Do you think women get paid less for the same work as men in some situations?	

How many times did the participant say "um": \_\_\_\_\_

2<sup>nd</sup> Coding for CTS**No Sound Coding Sheet:**

Coder:

Participant #

**First Topic: Race**

Number of Times Participant Smiled \_\_\_\_\_

Number of times Participant Frowned \_\_\_\_\_

Number of times Participant crossed arms while talking \_\_\_\_\_

Number of Emphasizing Gestures Participant made \_\_\_\_\_

Number of Comforting Gestures Participant made \_\_\_\_\_

Did the Participant have a blank expression for more than 50% of section

Yes

No

Did the Participant have any negative body movements for more than 50% of the section

Yes

No

Was Participant Fidgeting for more than 50% of the section

Yes

No

**Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish	1	2	3	4	5	6	7	8	9
Nervous	1	2	3	4	5	6	7	8	9
Motivated to End the Conversation Prematurely	1	2	3	4	5	6	7	8	9
Avoidant of Eye Contact	1	2	3	4	5	6	7	8	9
Hostile	1	2	3	4	5	6	7	8	9

2<sup>nd</sup> Coding for CTS**Second Topic: Gender**

Number of Times Participant Smiled \_\_\_\_\_

Number of times Participant Frowned \_\_\_\_\_

Number of times Participant crossed arms while talking \_\_\_\_\_

Number of Emphasizing Gestures Participant made \_\_\_\_\_

Number of Comforting Gestures Participant made \_\_\_\_\_

Did the Participant have a blank expression for more than 50% of section

Yes

No

Did the Participant have any negative body movements for more than 50% of the section

Yes

No

Was Participant Fidgeting for more than 50% of the section

Yes

No

**Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish	1	2	3	4	5	6	7	8	9
Nervous	1	2	3	4	5	6	7	8	9
Motivated to End the Conversation Prematurely	1	2	3	4	5	6	7	8	9
Avoidant of Eye Contact	1	2	3	4	5	6	7	8	9
Hostile	1	2	3	4	5	6	7	8	9

1 Rate the following on A Scale of 1-5 5

Topic 1 Race Topic 2 Gender

Uncomfortable Body Language/Actions	Comfortable Body Language/Actions		
Almost completely avoids eye contact	Frequent eye contact		
Body fidgeting: Often shifts in chair, crossing/uncrossing legs, changing weight from one foot to the other, ankles crossing/uncrossing	Little or no fidgeting		
Frequent comforting gestures: Hand on chin, stroking hair or chin or other parts of self; arms around self, etc.	Seldom uses self---comforting gestures		
Sits hunched over and/or turned away from experimenter; or sits uncomfortably	Usually sits up straight but comfortably turned toward		
Grimaces or "frozen" facial expression	Face expressive when appropriate		
Twiddles with something in hand or with fingers	Little or no twiddling		
Never uses hand or body gestures to emphasize a point; or makes inappropriate gestures	Uses body or hand gestures when appropriate to emphasize a point		
Seemed very racist (topic 1) or sexist (topic 2)	Did not seem racist (topic 1) or sexist (topic 2)		
Had much difficulty discussing topic	Had no difficulty discussing topic		
Holding back very much on what they wished to say	Not holding back on what they wished to say		
Was very anxious	Was not at all anxious		

□

2<sup>nd</sup> Coding for CTS

With Sound Coding Sheet:

Coder:

**Section 1: Race**

Participant #:

Condition:

Time Exp Stands up in Video (pause before this time when coding) \_\_\_\_\_

Codes:

AA- Affirmative Action

IL- Immigration Laws

RP- Racial Profiling

How comfortable are they discussing the topic?

Issue Code	Not at all comfortable			Very comfortable	
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

How comfortable are they discussing the Race Topic Overall?

Not at all comfortable

Very comfortable

1

2

3

4

5

2<sup>nd</sup> Coding for CTS

## Section 1: Race

### Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)

Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish

1      2      3      4      5      6      7      8      9

Nervous

1      2      3      4      5      6      7      8      9

Motivated to End the Conversation Prematurely

1      2      3      4      5      6      7      8      9

Avoidant of Eye Contact

1      2      3      4      5      6      7      8      9

Hostile

1      2      3      4      5      6      7      8      9

2<sup>nd</sup> Coding for CTS

**Section 2: Gender**

Codes:

GD- Gender Discrimination

PG-Pay Gaps

L-Leaders

How comfortable are they discussing the topic?

Issue Code	Not at all comfortable			Very comfortable		
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	

How comfortable are they discussing the Gender Topic Overall?

Not at all comfortable

Very comfortable

1                      2                      3                      4                      5

2<sup>nd</sup> Coding for CTS**Section 2: Gender****Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**

Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

## Standoffish

1      2      3      4      5      6      7      8      9

## Nervous

1      2      3      4      5      6      7      8      9

## Motivated to End the Conversation Prematurely

1      2      3      4      5      6      7      8      9

## Avoidant of Eye Contact

1      2      3      4      5      6      7      8      9

## Hostile

1      2      3      4      5      6      7      8

Coder:

Participant #

Time Exp Started Reading Prompt	(minutes and seconds)
Time Exp Stopped them Talking	(minutes and seconds)

Did They Run out of Things to Talk About (Race in General)      Yes      No

If yes, Time Ran Out of Things To Say \_\_\_\_\_

**Time of Prompts:**

Anything else to add?	
What other thoughts do you have? We still have time left.	
Please continue to explain your thoughts. We still have time and this information is valuable.	
What about affirmative action on campus. How do you feel about that?	

How many times did the participant say "um": \_\_\_\_\_

**Gender:**

Time Exp Started Reading Prompt	(minutes and seconds)
Time Exp Stopped them Talking	(minutes and seconds)

Did They Run out of Things to Talk About      Yes      No

If yes, Time Ran Out of Things To Say \_\_\_\_\_

**Time of Prompts:**

Anything else to add?	
What other thoughts do you have? We still have time left.	
Please continue to explain your thoughts. We still have time and this information is valuable.	
Do you think women get paid less for the same work as men in some situations?	

How many times did the participant say "um": \_\_\_\_\_

3<sup>rd</sup> Coding Consensus for CTS**No Sound Coding Sheet:**

Coders:

Participant #

**First Topic: Race**

Number of Times Participant Smiled \_\_\_\_\_

Number of times Participant Frowned \_\_\_\_\_

Number of times Participant crossed arms while talking \_\_\_\_\_

Number of Emphasizing Gestures Participant made \_\_\_\_\_

Number of Comforting Gestures Participant made \_\_\_\_\_

Did the Participant have a blank expression for more than 50% of section

Yes

No

Did the Participant have any negative body movements for more than 50% of the section

Yes

No

Was Participant Fidgeting for more than 50% of the section

Yes

No

**Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish	1	2	3	4	5	6	7	8	9
Nervous	1	2	3	4	5	6	7	8	9
Motivated to End the Conversation Prematurely	1	2	3	4	5	6	7	8	9
Avoidant of Eye Contact	1	2	3	4	5	6	7	8	9
Hostile	1	2	3	4	5	6	7	8	9

3<sup>rd</sup> Coding Consensus for CTS**Second Topic: Gender**

Number of Times Participant Smiled \_\_\_\_\_

Number of times Participant Frowned \_\_\_\_\_

Number of times Participant crossed arms while talking \_\_\_\_\_

Number of Emphasizing Gestures Participant made \_\_\_\_\_

Number of Comforting Gestures Participant made \_\_\_\_\_

Did the Participant have a blank expression for more than 50% of section

Yes

No

Did the Participant have any negative body movements for more than 50% of the section

Yes

No

Was Participant Fidgeting for more than 50% of the section

Yes

No

**Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish	1	2	3	4	5	6	7	8	9
Nervous	1	2	3	4	5	6	7	8	9
Motivated to End the Conversation Prematurely	1	2	3	4	5	6	7	8	9
Avoidant of Eye Contact	1	2	3	4	5	6	7	8	9
Hostile	1	2	3	4	5	6	7	8	9

3rd Coding Consensus for CTS

With Sound Coding Sheet:

Coders:

**Section 1: Race**

Participant #:

Condition:

Time Exp Stands up in Video (pause before this time when coding) \_\_\_\_\_

Codes:

AA- Affirmative Action

IL- Immigration Laws

RP- Racial Profiling

How comfortable are they discussing the topic?

Issue Code	Not at all comfortable			Very comfortable		
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	
_____	1	2	3	4	5	

How comfortable are they discussing the Race Topic Overall?

Not at all comfortable

Very comfortable

1

2

3

4

5

## 3rd Coding Consensus for CTS

**Section 1: Race****Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**

Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish

1      2      3      4      5      6      7      8      9

Nervous

1      2      3      4      5      6      7      8      9

Motivated to End the Conversation Prematurely

1      2      3      4      5      6      7      8      9

Avoidant of Eye Contact

1      2      3      4      5      6      7      8      9

Hostile

1      2      3      4      5      6      7      8      9

1 Rate the Following on A Scale of 1-5 5 Topic 1 Race Topic 2 Gender

Uncomfortable Body Language/Actions	Comfortable Body Language/Actions	Topic 1 Race	Topic 2 Gender
Almost completely avoids eye contact	Frequent eye contact		
Body fidgeting: Often shifts in chair, crossing/uncrossing legs, changing weight from one foot to the other, ankles crossing/uncrossing	Little or no fidgeting		
Frequent comforting gestures: Hand on chin, stroking hair or chin or other parts of self; arms around self, etc.	Seldom uses self---comforting gestures		
Sits hunched over and/or turned away from experimenter; or sits uncomfortably	Usually sits up straight but comfortably turned toward		
Grimaces or "frozen" facial expression	Face expressive when appropriate		
Twiddles with something in hand or with fingers	Little or no twiddling		
Never uses hand or body gestures to emphasize a point; or makes inappropriate gestures	Uses body or hand gestures when appropriate to emphasize a point		
Seemed very racist (topic 1) or sexist (topic 2)	Did not seem racist (topic 1) or sexist (topic 2)		
Had much difficulty discussing topic	Had no difficulty discussing topic		
Holding back very much on what they wished to say	Not holding back on what they wished to say		
Was very anxious	Was not at all anxious		

3rd Coding Consensus for CTS

**Section 2: Gender**

Codes:

GD- Gender Discrimination

PG-Pay Gaps

L-Leaders

How comfortable are they discussing the topic?

Issue Code	Not at all comfortable			Very comfortable	
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

How comfortable are they discussing the Gender Topic Overall?

Not at all comfortable

Very comfortable

1

2

3

4

5

3<sup>rd</sup> Coding Consensus for CTS**Section 2: Gender****Perceived Negativity Measure (Hebl, Foster, Mannix & Dovidio 2002 edited)**

Rate the Participants behavior on each of these criteria from a scale of **1 (not at all)** to **9 (very much)**

Standoffish

1      2      3      4      5      6      7      8      9

Nervous

1      2      3      4      5      6      7      8      9

Motivated to End the Conversation Prematurely

1      2      3      4      5      6      7      8      9

Avoidant of Eye Contact

1      2      3      4      5      6      7      8      9

Hostile

1      2      3      4      5      6      7      8      9

**Race:**

Coders:

Time Exp Started Reading Prompt	(minutes and seconds)
Time Exp Stopped them Talking	(minutes and seconds)

Participant #

Did They Run out of Things to Talk About (Race in General)      Yes      No

If yes, Time Ran Out of Things To Say \_\_\_\_\_

**Time of Prompts:**

Anything else to add?	
What other thoughts do you have? We still have time left.	
Please continue to explain your thoughts. We still have time and this information is valuable.	
What about affirmative action on campus. How do you feel about that?	

How many times did the participant say "um": \_\_\_\_\_

**Gender:**

Time Exp Started Reading Prompt	(minutes and seconds)
Time Exp Stopped them Talking	(minutes and seconds)

Did They Run out of Things to Talk About      Yes      No

If yes, Time Ran Out of Things To Say \_\_\_\_\_

**Time of Prompts:**

Anything else to add?	
What other thoughts do you have? We still have time left.	
Please continue to explain your thoughts. We still have time and this information is valuable.	
Do you think women get paid less for the same work as men in some situations?	

How many times did the participant say "um": \_\_\_\_\_

**Materials: Study 4 – Medical Trust**

Study Code: MDJ

Contents:

Picture Pretest Results and Explanation of Race/Gender Unspecified Condition

Cover Story

Pre-Manipulation Questionnaire

Doctor Biography Prompt

Doctor Biographies

Incident Reports

Memory and Comprehension Questionnaire

Doctor and Incident Questionnaires

Suspicion Check &amp; Debriefing Email

Table 4A - Picture Pretesting

	old		attractive		competent		professional		pic quality		serious	
	M	sd	M	sd	M	sd	M	sd	M	sd	M	sd
<b>Black Male</b>	4.2	1.2	4.9	1.6	6.1	1.4	6.4	0.9	3.2	1.4	2.7	1.8
<b>Black Female</b>	3.2	1.3	6.1	1.3	6.3	1.0	6.4	0.8	3.6	1.5	2.4	1.7
<b>White Male</b>	4.1	1.4	6.2	1.1	6.2	1.1	6.4	0.9	4.0	1.5	2.7	1.8
<b>White Female</b>	3.1	1.2	6.1	1.1	6.2	1.1	6.4	0.8	3.8	1.5	3.0	1.8

***Race/Gender Unspecified Doctor Condition, which was dropped from in-text***

In addition to the participants reported in-text, 144 participants were run through a condition in which the doctor's race and gender were unspecified, with no picture or first name provided on the doctor's profile, as a control group. Using a single control group for comparison to multiple treatment groups (in this case, the race/gender unspecified condition compared to the 4 race/gender specified conditions) creates multiplicity/multiple comparisons problems in standard statistical analyses. For simple mean comparisons, these issues can be addressed by using Dunnett's t-test, but our planned individual difference analyses were too complex for this solution. Instead, we opted for each treatment group to have its own control group of roughly equal size, making the full design essentially a 2 (Race: White vs. Black) x 2 (Gender: Male vs. Female) x 2 (Control vs. Treatment). Thus, random assignment was conducted such that participants had a 50% chance of being assigned to the race/gender unspecified condition, resulting in roughly equivalent numbers of control and treatment participants. All Control participants received exactly the same manipulation, and after data collection, we used a random number generator to assign control participants to one of four arbitrary groups, as shown below. This design grants much greater flexibility in the types of analyses that can be conducted. In the present case, however, these analyses did not illuminate the findings beyond analyses examining only the treatment groups.

Treatment		
Gender		
	Male	Female
Race	White Male	White Female
Black	Black Male	Black Female

Control		
Gender		
	Male	Female
Race	Race/Gender Unspecified Control for White Male	Race/Gender Unspecified Control for White Female
Black	Race/Gender Unspecified Control for Black Male	Race/Gender Unspecified Control for Black Female

**Explanation to the Participant:**

Thank you for participating in our study. Our lab examines how people make use of medical information. This study is testing how access to different types and amounts of information affects perception of doctors. We are investigating what factors are most important for patients when they are choosing a physician. Also, we want to see how both the amount and type of information that participants receive about a doctor affects their judgments of the doctor.

We will present you with information about a doctor and then ask you to rate your impression of that doctor based on a number of different traits. We will vary the type and amount of information revealed about the doctor for each participant. For example, one participant might only read a few patient reviews of a doctor, while another participant might read a doctor's biography, look at their credentials, and read about that doctor's interaction with a patient. By supplying participants with different amounts and types of information, we are able to see how different amounts and types of information can affect perceptions of doctors.

**Pre Questionnaire:**

Before you are given information about a specific doctor, we want to understand what information you think would be most useful in selecting a doctor. Imagine you are choosing a new doctor. We have provided some different types of information that people may have access to when selecting a doctor. Please rate how useful you believe each type of information would be in selecting a doctor.

1. Patient reviews of the doctor
2. Number of primary care patients
3. Years of practice
4. Number of insurance carriers
5. Specialties (i.e. general practice, dermatology)
6. Incident reports involving the doctor; Legal actions taken against the doctor
7. Number of hospital affiliations
8. Where the doctor went to medical school
9. Where the doctor completed his or her residency
10. Languages spoken by the doctor
11. The doctor's personal biography
12. Articles or research papers published by the doctor
13. Professional and community service activities and/or awards
14. What type of degree earned (i.e. PhD/MD, MD)
15. Environment the doctor works in (hospital versus clinic)

\*\*\*Participants rated each item on a 7-point scale, from 1 = not very useful to 7 = very useful

**Pre Doctor Biography Prompt:**

Now you will be provided with information about a doctor. Your job is to examine the information carefully and form an impression of the doctor. Take a few minutes to look over each piece of information that you are shown. Imagine that you are trying to select a doctor for yourself. Try to form a complete, vivid picture of the doctor. Later you will be asked to rate the doctor on a number of items, so be sure that you have formed the most complete impression of the doctor as possible from the information that you are given. You will also take a memory and comprehension test to assess your understanding of the information.

## Doctor Biographies:


### Black Female Doctor

**Find a Doctor Quick Search**

Enter Search Term

Find a Doctor Home

**Megan J. Richardson,  
MD**



**For Patients**  
Need help selecting a doctor?  
Call the [Welcome Center](#) at  
(608) 821-4819 for personal assistance.

**For Referring Physicians**  
[How to refer a patient](#)  
Faculty, University of Wisconsin School of  
Medicine and Public Health

• **Profile**  
Dr. Richardson is certified by the [American Board of Surgery](#), is a fellow in the American College of Surgeons and member of the American Society for General Surgery. Dr. Richardson obtained a medical degree from the University of Wisconsin-Madison and completed residency at UW Hospital and Clinics. Clinical specialties include trauma and orthopedic surgery. Dr. Richardson has published numerous articles in major medical journals.

**Specialties**  
[Trauma and Orthopedic Surgery](#)  
[Surgery \(General\)](#)

**UW Health Clinics**

[Comprehensive Trauma Unit](#)  
UW Hospital and Clinics  
(608) 263-7502 | [Map](#)

[General Surgery Clinic](#)  
1 S. Park Clinic  
(608) 287-2100 | (888) 703-2778 | [Map](#)

**Hospital Affiliation(s)**  
Meriter Hospital, University of Wisconsin Hospital and Clinics (primary)

**Languages Spoken**

<b>English</b>
<i>Medical interpreters are available to help patients communicate with hospital and clinic staff. For more information, please contact interpreter services at (608) 262-9000.</i>

**Professional Certifications and Education**


Board Certification	Surgery
Residency	University of Wisconsin Hospital and Clinics, Madison, WI
Internship	University of Wisconsin Hospital and Clinics, Madison, WI
Medical School	University of Wisconsin School of Medicine and Public Health, Madison, WI, 1989

Black Male Doctor

**Find a Doctor Quick Search**

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## Matthew J. Richardson, MD



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[How to refer a patient](#)  
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**Professional Certifications and Education**

Board Certification	Surgery
Residency	University of Wisconsin Hospital and Clinics, Madison, WI
Internship	University of Wisconsin Hospital and Clinics, Madison, WI
Medical School	University of Wisconsin School of Medicine and Public Health, Madison, WI, 1989

## Gender and Race Neutral Doctor

**Find a Doctor Quick Search**  
  
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## Dr. Richardson, MD

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Need help selecting a doctor?  
Call the [Welcome Center](#) at (608) 821-4819 for personal assistance.

**For Referring Physicians**  
[How to refer a patient](#)  
Faculty, University of Wisconsin School of Medicine and Public Health

### Languages Spoken

English
<i>Medical interpreters are available to help patients communicate with hospital and clinic staff. For more information, please contact interpreter services at (608) 262-9000.</i>

### Professional Certifications and Education

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Residency	University of Wisconsin Hospital and Clinics, Madison, WI
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[General Surgery Clinic](#)  
 1 S. Park Clinic  
 (608) 287-2100 | (888) 703-2778 | [Map](#)

**Hospital Affiliation(s)**  
 Meriter Hospital, University of Wisconsin Hospital and Clinics (primary)

## White Female Doctor

## Find a Doctor Quick Search

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## Megan J. Richardson, MD



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### For Referring Physicians

[How to refer a patient](#)  
Faculty, University of Wisconsin School of  
Medicine and Public Health

#### • Profile

Dr. Richardson is certified by the [American Board of Surgery](#), is a fellow in the American College of Surgeons and member of the American Society for General Surgery. Dr. Richardson obtained a medical degree from the University of Wisconsin-Madison and completed residency at UW Hospital and Clinics. Clinical specialties include trauma and orthopedic surgery. Dr. Richardson has published numerous articles in major medical journals.

### Specialties

[Trauma and Orthopedic Surgery](#)  
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### [Comprehensive Trauma Unit](#)

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(608) 263-7502 | [Map](#)

### [General Surgery Clinic](#)

1 S. Park Clinic  
(608) 287-2100 | (888) 703-2778 | [Map](#)

### Hospital Affiliation(s)

Meriter Hospital, University of Wisconsin Hospital and Clinics (primary)

### Languages Spoken

English

*Medical interpreters are available to help patients communicate with hospital and clinic staff. For more information, please contact interpreter services at (608) 262-9000.*

### Professional Certifications and Education

Board Certification	Surgery
Residency	University of Wisconsin Hospital and Clinics, Madison, WI
Internship	University of Wisconsin Hospital and Clinics, Madison, WI
Medical School	University of Wisconsin School of Medicine and Public Health, Madison, WI, 1989

## White Male Doctor

## Find a Doctor Quick Search

Enter Search T

[Find a Doctor Home](#)**Matthew J. Richardson,  
MD****For Patients**

Need help selecting a doctor?  
Call the [Welcome Center](#) at  
(608) 821-4819 for personal assistance.

**For Referring Physicians**

[How to refer a patient](#)  
Faculty, University of Wisconsin School of  
Medicine and Public Health

- Profile**

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**Specialties**

[Trauma and Orthopedic Surgery](#)  
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[General Surgery Clinic](#)  
1 S. Park Clinic  
(608) 287-2100 | (888) 703-2778 | [Map](#)

**Hospital Affiliation(s)**

Meriter Hospital, University of Wisconsin Hospital and Clinics (primary)

**Languages Spoken****English**


*Medical interpreters are available to help patients communicate with hospital and clinic staff. For more information, please contact interpreter services at (608) 262-9000.*

**Professional Certifications and Education**

Board Certification	Surgery
Residency	University of Wisconsin Hospital and Clinics, Madison, WI
Internship	University of Wisconsin Hospital and Clinics, Madison, WI
Medical School	University of Wisconsin School of Medicine and Public Health, Madison, WI, 1989

## Incident Report:

## Female Doctor Report

	STATE OF WISCONSIN Scott Walker, Governor
	<b>PHYSICIAN OFFICE          ADVERSE INCIDENT REPORT</b>
	SUBMIT FORM TO: Department of Health Services 1 West Wilson Street Madison, WI, 53703
<b>I. OFFICE INFORMATION</b> <u>UW Hospital</u> III. <small>Name of Location</small> <u>600 Highland Ave</u> IV. <small>Street Address</small> <u>608-263-6400</u> <small>Telephone</small> <u>410076F251</u> <small>License Number &amp; office registration number, if applicable</small> <u>Dr. Megan Richardson</u> <small>Name of Physician of License Reporting</small> <u>733 Mineral Pt. Rd. Madison, WI</u> <small>Patient's address for Physician or Licensee Reporting</small>	<b>III. PATIENT INFORMATION</b> <u>[REDACTED]</u> <small>Patient Name</small> <u>430 W Dayton St.</u> <small>Patient's address</small> <u>5J76</u> <small>Patient Identification Number</small> <u>19</u> <u>[REDACTED]</u> <small>Age</small> <small>Gender</small> <u>11/21/13</u> <small>Date of Office Visit</small> <u>Broken Leg</u> <small>Purpose of Office Visit</small>
<b>II. INCIDENT INFORMATION</b>	
Date <u>11/21/13</u> Time <u>6:30 PM</u>	
This is a report of a: <input type="checkbox"/> Death <input type="checkbox"/> Lost Time <input type="checkbox"/> Dr. Visit Only <input type="checkbox"/> First Aid Only <input checked="" type="checkbox"/> Near Miss	
Date of incident: This report is made by: <input type="checkbox"/> Employee <input checked="" type="checkbox"/> Supervisor <input type="checkbox"/> Team <input type="checkbox"/> Other _____	
<b>A) Describe circumstances of the incident (narrative)</b>	
<p>The patient was rushed to the hospital for a broken leg after getting into a car accident. Dr. Richardson realigned the bone and put a cast on the patient, but wanted to combine supplying morphine through the patient's IV. The doctor had another patient to get to and quickly wrote instructions for the RN to administer 200mg of morphine, instead of 20mg. The RN prepared the morphine and was about to inject when Dr. Richardson rushed into the room, having realized the mistake in instructions. Dr. Richardson remedied the mistake and the patient received the correct 20mg dose of morphine. This incident was reported because 200mg of morphine would have been fatal.</p>	

## Gender Neutral Doctor Report



STATE OF WISCONSIN  
Scott Walker, Governor

PHYSICIAN OFFICE  
ADVERSE INCIDENT REPORT

SUBMIT FORM TO:  
Department of Health Services  
1 West Wilson Street  
Madison, WI, 53703

I. OFFICE INFORMATION

UW Hospital III.  
Name of Location  
600 Highland Ave IV.  
Street Address  
608-263-6400  
Telephone  
410076F251  
License Number & office registration number, if applicable  
Dr. Richardson  
Name of Physician of License Reporting  
733 Mineral Pt. Rd., Madison, WI  
Patient's address for Physician or Licensee Reporting

III. PATIENT INFORMATION

[REDACTED]  
Patient Name  
430 W Dayton St.  
Patient's address  
5176  
Patient Identification Number  
19 [REDACTED]  
Age Gender  
11/21/13  
Date of Office Visit  
Broken leg  
Purpose of Office Visit

II. INCIDENT INFORMATION

Date 11/21/13 Time 6:30 PM

This is a report of a:  Death  Lost Time  Dr. Visit Only  First Aid Only  Near Miss

Date of incident: This report is made by:  Employee  Supervisor  Team  Other \_\_\_\_\_

A) Describe circumstances of the incident (narrative)

The patient was rushed to the hospital for a broken leg after getting into a car accident. Dr. Richardson realigned the bone and put a cast on the patient, but wanted to continue supplying morphine through the patient's IV. The doctor had another patient to get to and quickly wrote instructions for the RN to administer 200 mg of morphine, instead of 20 mg. The RN prepared the morphine and was about to inject when Dr. Richardson rushed into the room, having realized the mistake in instructions. Dr. Richardson remedied the mistake and the patient received the correct 20 mg dose of morphine. This incident was reported because 200 mg of morphine would have been fatal.

## Male Doctor Report



STATE OF WISCONSIN  
Scott Walker, Governor

PHYSICIAN OFFICE  
ADVERSE INCIDENT REPORT

SUBMIT FORM TO:  
Department of Health Services  
1 West Wilson Street  
Madison, WI, 53703

I. OFFICE INFORMATION

UW Hospital III.  
Name of Location  
600 Highland Ave IV.  
Street Address  
608-263-6400  
Telephone  
41076F251  
License Number & office registration number, if applicable  
Dr. Matt Richardson  
Name of Physician of License Reporting  
733 Mineral Pt. Rd., Madison, WI  
Patient's address for Physician or Licensee Reporting

III. PATIENT INFORMATION

[REDACTED]  
Patient Name  
430 W Dayton St.  
Patient's address  
5J76  
Patient Identification Number  
19 [REDACTED]  
Age Gender  
11/21/13  
Date of Office Visit  
Broken Leg  
Purpose of Office Visit

II. INCIDENT INFORMATION

Date 11/21/13 Time 6:30 PM

This is a report of a:  Death  Lost Time  Dr. Visit Only  First Aid Only  Near Miss

Date of incident: This report is made by:  Employee  Supervisor  Team  Other \_\_\_\_\_

A) Describe circumstances of the incident (narrative)

The patient was rushed to the hospital for a broken leg after getting into a car accident. Dr. Richardson realigned the bone and put a cast on the patient, but wanted to continue supplying morphine through the patient's IV. The doctor had another patient to get to and quickly wrote instructions for the RN to administer 200 mg of morphine, instead of 20 mg. The RN prepared the morphine and was about to inject when Dr. Richardson rushed into the room, having realized the mistake in instructions. Dr. Richardson remedied the mistake and the patient received the correct 20 mg dose of morphine. This incident was reported because 200 mg of morphine would have been fatal.

**Memory and Comprehension Questionnaire:**

Now you will complete a memory and comprehension test so we can gauge your understanding of the information you were provided with. You were shown a doctor's biography and an incident report written about that doctor. Please answer the following questions about these documents to the best of your ability:

1. What are the doctor's clinical specialties?
  - Cardiology
  - Trauma and orthopaedic surgery
  - Anesthesiology and dermatology
  - Immunology
  - General practitioner
  
2. What was the doctor's ethnicity?
  - Caucasian
  - African American
  - Asian/Asian-American
  - Hispanic/Latino
  - American Indian
  
3. Where was the doctor's residency completed?
  - University of Minnesota, Minneapolis, MN
  - University of Austin-Texas, Austin, TX
  - Northwestern University, Evanston, IL
  - University of Wisconsin, Madison, WI
  - University of California, Los Angeles, CA
  
4. What was the doctor's gender?
  - Male
  - Female
  - Not specified
  
5. In the incident report, what was the patient rushed to the hospital for?
  - Broken leg
  - Fractured skull
  - Broken rib
  - Chest Pain
  - Concussion

6. How old was the doctor?

- 25-30
- 31-40
- 41-50
- 51-60
- 61-70

7. What fatal mistake was almost made?

- The patient's IV was cut off prematurely.
- The patient was almost given the wrong dosage of medicine.
- The patient was left unattended for too long.
- Wrong placement of the IV tube in the patient's arm.
- Mistaken oxygenation of the IV tube.

8. How old was the patient involved?

- 14
- 19
- 21
- 25
- 32

**Doctor Questionnaire:**

Consider the doctor from the biography and incident report that you viewed. Please consider all aspects of the situation when answering the following questions. Please rate the extent to which you agree or disagree with each statement.

All of the following items were rated using this scale:

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

The doctor is extremely thorough and careful.

The doctor's medical skills are not as good as they should be.

You would completely trust the doctor's decisions about which medical treatments are best for you.

The doctor only thinks about what is best for his/her patients.

You would recommend this doctor to family and friends.

You would have no worries putting your life in this doctor's hands.

You would trust the doctor's judgment in future matters.

**Incident Questionnaire:**

The next group of questions are about the incident report that you viewed. Please reflect on the incident report while answering the following questions.

The medical error in the incident report was serious.

The medical error in the incident report does not reflect the doctor's overall performance as a physician.

The doctor should be punished for the medical error described in the incident report.

The doctor should be supervised for a period of time following the incident described.

The doctor should receive additional training following the incident described.

The doctor should be forgiven for the medical error described in the incident report.

**Suspicion Check:**

What do you believe the purpose of this study is?

Please write your first AND last name so we are able to grant you credit for this study.

**Debriefing Email:**

Hello! Thank you for participating in our study.

Now that you have completed the study, we would like to debrief you about it. We told you that we were interested in how both the amount and type of information that participants receive about a doctor affects their judgments of that doctor. However, all participants received the same amount and type of information. The incident report that you viewed was identical to the one that other participants saw. However, the doctor's biography was slightly altered for each participant. Some biographies included a picture, and others did not. We are interested in seeing how different characteristics obtained from the doctor's picture affect participants' judgments about doctors. We are also interested in how participants perceive doctors that make medical errors.

You will receive one extra credit point for your participation in the study. Thank you so much for participating! If you have any additional questions about the study, please respond to this e-mail or contact Will Cox at [wtcov@wisc.edu](mailto:wtcov@wisc.edu).

**Materials: Study 5 – Job Applicant Selection - Stimuli**

Study Code: RSS

Contents:

Protocol for RSS Resume Pretesting  
Quality Category Table and Applicant Quality Distribution  
Image Collection and Resizing Overview  
Picture Pretesting Samples  
Sample Resume Coversheet  
Sample Resume  
Resume and Picture Set Matching Method  
How Resume Order was Determined and Resume ID Code Key  
Differences between the Stacks  
Stack Logs, in Order  
Stack Logs, Quality Category Matching

### Protocol for RSS Resume Pretesting

#### Outline of experimental procedure:

1. Prepare materials for session
2. Get the participants
3. Sorting Task
4. Wrap up

#### Important phone numbers:

Will Cox	352-275-1223
Olivia Welk	414-640-4278

#### 1) **Prepare Materials:**

- a) Get the unicorn key from Betty White. Go to Lab B and turn on the lights. Flip the “experiment in progress” sign on the door.
- b) Place the pile of resumes in the top left corner of the desk. Place the Position Description sheet face down on top of the resume pile.

#### 2) **Get the participants:**

- a) Get the participants from outside of Lab B. Be sure to call out their first and last names. Wait a few minutes until all the scheduled participants have arrived, but do not wait more than 5 minutes, as it could throw off the schedule. Check off the participants name as they come in the room. Escort the participants to the lab and seat each participant at a desk.

#### 3) **Sorting Task**

- a) When the participants seated, explain the task. Say:

**Our lab studies interpersonal perception. We are interested in looking at how people make hiring decisions based on various traits and qualifications. Today you all will be ranking a number of resumes based on YOUR individual determination of their quality and relevance to the position.**

**You will be reading a description of an open position for a manager of a small work group. After reading the job description, you will look through this stack of resumes obtained from Linked In and sort them into six categories depending on their qualifications. For example, those resumes that YOU believe would be the best fit for the position should be placed in the “Best” slot. The six categories in which to sort the resumes are: Best, Good, Mediocre, Ok, Bad, and Worst. There are no limitations on the number of resumes placed in each category.**

**When you’ve decided on a category for a resume, simply place the resume in the labeled slot.**

**Your responses are completely anonymous and won’t be associated with you personally.**

**Please take the time now to make sure that all cell phones are off or silenced, so that you don’t disturb anyone during today’s session. Does anyone have any questions?**

Answer any questions

**After you are finished, you are free to leave. You do not have to wait until all other participants have completed the study. When you’re ready, please flip over the Position Description sheet on your left.**

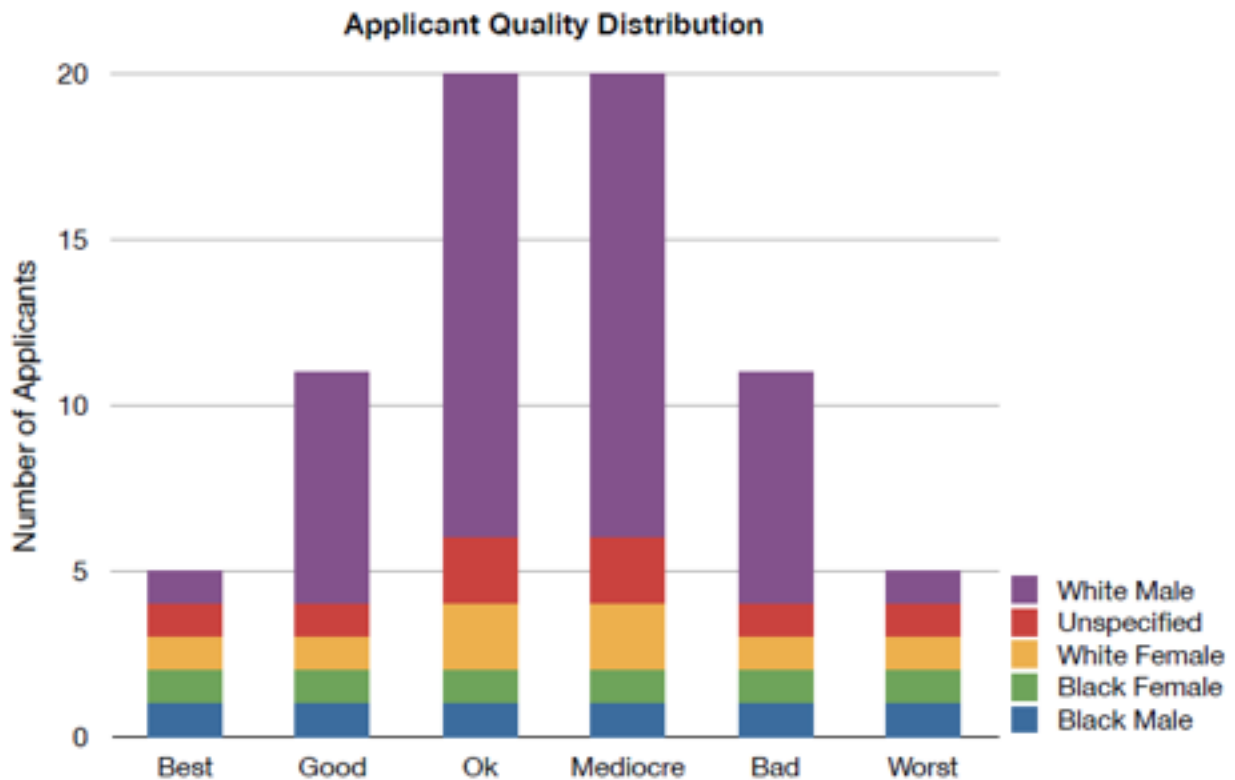
- b) While they are working, keep yourself busy and try not to look over their shoulders.
- c) Participants will be done once they are done
- d) When the participants have finished, ask if they have any questions.
- e) Once participants are finished, they may leave

#### **4) Wrap Up**

- a) Place their sorted resumes into the appropriate boxes to be coded later.
- b) If anything unusual happened (unusual questions, participants not looking at the resumes before sorting them), please place that participant’s resumes in a separate location so they aren’t coded with the others.

- c) After you are done with your sessions for the day, log in to Sona (uwmadison.sonasystems.com) login: wtcox, password: get from Will.
  - d) Click “My Studies”
  - e) Click “RPS”
  - f) Click “Timeslots”
  - g) For the timeslots you ran, click “modify”
  - h) For each participant who showed up and participated, select “grant credit” next to their name and save the changes. They should receive 1 point if the study lasted 30 minutes or less.
  - i) If someone did not show up, mark them as a “no-show”
- 5) **When you have run your last participant:**
- a) Flip the “experiment in progress” sign so that the letters are not showing
  - b) Turn off the lights
  - c) Make sure the door is locked and shut!

	Education	Major	GPA	Years Experience	Typos	Informal Speech
Best	Bachelor's Degree	Business/ Management Related	3.8 to 4.0	4-5 Management	None	None
Good			3.4 to 3.6	2-3 Management		
Ok		Associate's Degree	Business Unrelated	3.4 to 3.6	1 Management	
Mediocre	2.8 to 3.3			1-1.5 Not Management	2	
Bad	High School	N/A		3 Highly Irrelevant	3	Some
Worst	None Listed		N/A	1 Highly Irrelevant	4	A lot



## **Image Collection and Resizing Overview**

### **Collection**

A total of 130 images were collected from various University websites (e.g. University of Iowa, Tulane University, Morehouse College). Researchers selected pictures of faculty and graduate students that appeared to be under 35 in age and professional in attire. 18 pictures of Black men, 24 images of Black women, 24 images of White women, and 92 images of White men were selected. To decrease the chance of participants recognizing the men and women in the stimuli, and to standardize style variations that may be apparent across regions, the pictures were taken from universities across the United States and represented diverse academic departments.

### **Resizing/Cropping**

The images that were very poor quality or were too difficult to resize were then eliminated, resulting in a remaining 12 Black men, 12 Black women, 18 White women, and 88 White men (double the amount for each category in the eventual study). The images were resized to the predefined “E-mail - Large” setting. The images were put into a computer program and were all rated on scales of 1-7 for emotion, quality, attractiveness, and professionalism; additionally, ages of each image were estimated.

What is the quality of the photo?

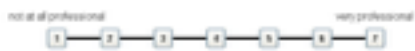


How intelligent is the person?

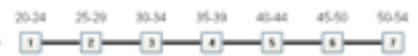


How old is the person?

How professional is the person?



How attractive is the face?



### Sample Resume Cover Sheet



**Profile 7235010511**

## Sample Resume



### EDUCATION

**University of Portland, Portland OR**

2005-2009, B.A. in Finance

GPA: 3.45

### BUSINESS AND RELATED EXPERIENCE

**Jackson services, Financial Consulting Firm – Dallas TX, October 2007 - present**

*Client Associate, Trading and Securities Sector*

- Analyze market trends, volumetric data, consumer feedback to help clients tailor products or services
- Create custom solutions for sell-side financial institutions
- Train new team members, manage relationships with clients

**Johnson Studios, Marketing Consulting Firm – Stamford, CT, July 2006 - September 2006**

*Assistant Consultant*

- Analyzed private education market; research allowed firm expansion in three new metros
- Researched media buying for two clients using databases, telephone surveys, and competitor data.

**College Newspaper – Portland State, June 2006 - June 2007**

*Editor-in-Chief*

- Increased budget in real terms by over \$5000 while increasing print run over 12 month period
- During first three months of leadership, increased budget by 40% by securing additional school funding and initiating successful alumni fundraising drive
- Launched daily-updated web-site

**The School Fund – Portland State, June 2006 - July 2006**

*Caller for Non-Profit University Fund*

- Raised over \$5400 dollars in seven week period
- Lead caller in two categories of reluctant alumni donors

### ADDITIONAL INFORMATION

*Computer:* Proficient in Microsoft Office

### Resume Set Matching Method

Excel file with photos broken down by quality (best, good, etc.) and social category (BM, WM, WW, BW) can be found at “RSS Picture Pretesting Data and Final Picture Choices.xlsx” in the Dropbox (C:\Documents and Settings\LabUser\My Documents\Dropbox\LinkedIn Team\Resume Study\RSS Resume Study Binder\RSS Pretesting Data)

#### Abbreviations:

BM = Black Male  
 WM = White Male  
 BW = Black Woman  
 WW = White Woman  
 NP = No Picture

#### Overall Goal:

6 Categories:  
 Best (5) – BM, WM, BW, WW, NP  
 Good (11) – BM, 7 WM, BW, WW, NP  
 OK (20) – BM, 14 WM, BW, 2 WW, 2 NP  
 Mediocre (20) - BM, 14 WM, BW, 2 WW, 2 NP  
 Bad (11) – BM, 7 WM, BW, WW, NP  
 Worst (5) - BM, WM, BW, WW, NP

#### For Matching:

*The data are not perfect but the matching was done to the best of our ability to match across quality, professionalism, attractiveness and intelligence. These matches were done across race and gender.*

1. Select top resumes by looking at professionalism and quality from the pre-testing data file.
  - a. First looked at quality and professionalism means when choosing which photos were appropriate for each category
  - b. In doing step “a” you’ve now separated many of the photos already. Then, we looked to attractiveness and intelligence to compare means and make selections.
2. Attractiveness ratings were compared between gender (WM vs. BM, WW vs. BW) because there were large differences between male and female attractiveness ratings.
3. Next, we looked at the actual photos to verify that the matches made sense with the pre-testing data
  - a. We had to go back and make some switches so photos within each quality category were consistent on professionalism
    - i. Example – I made sure most males in the “good” category had a suit and tie, some just had suit coat and dress shirt. Previously there had been some without the coat altogether.

**Overall Mean Differences for categories:****Best:**

Attractiveness – BM and WM differ by 0.5, BW and WW differ by 0.08

Intelligence – four differ by no more than 0.6

Professionalism – four differ by no more than 0.43

Quality – four differ by no more than 2.03

**Good:**

Attractiveness- BM and 7WM differ by no more than 1.98, BW and WW differ by no more than 0.37

Intelligence – 10 differ by no more than 0.85

Professionalism – 10 differ by no more than 1.55

Quality – 10 differ by no more than 2.05

**OK:**

Attractiveness- BM and 14WM differ by no more than 1.9, BW and 2WW differ by no more than 0.85

Intelligence – 20 differ by no more than 1.42

Professionalism – 20 differ by no more than 1.77

Quality – 20 differ by no more than 1.95

**Mediocre:**

Attractiveness- BM and 14WM differ by no more than 1.68, BW and 2WW differ by no more than 0.8

Intelligence – 20 differ by no more than 1.3

Professionalism – 20 differ by no more than 2.0

Quality – 20 differ by no more than 1.03

**Bad:**

Attractiveness – BM and 7WM differ by no more than 1.33, BW and WW differ by no more than 0.85

Intelligence – 10 differ by no more than 1.12

Professionalism – 10 differ by no more than 2.45\* (this is between BW2 and WM11...the data is much tighter within gender)

Quality – 10 differ by no more than 1.02

**Worst:**

Attractiveness – BM and WM differ by 1.33, BW and WW differ by 0.75

Intelligence – 4 differ by no more than 1.28

Professionalism – 4 differ by no more than 1.2

Quality – 4 differ by no more than 1.03

**Whole Data Set:**

Within each quality category the pictures were always within:

Attractiveness – Male – 1.98

Female-0.85

Intelligence – 1.42

Professionalism – 2.45 (see “bad” category note above\*)

Quality – 2.05

### How Resume Order Was Determined

1. Resumes were evenly distributed for type (best, good, mediocre, ok, bad, worst), so that each type of resume can be found towards the beginning, in the middle and towards the end of the stack. Location was randomly determined using a number generator for each type so that the order was not the same for each location in the stack.
2. Resumes were also evenly distributed for quality so that the high quality resumes in each type are evenly distributed throughout the stack. Again, location was randomly determined using a number generator for each quality so that the order was not the same for each location in the stack.
3. After that, resumes were randomly assigned locations using a random number generator, until all resumes had a location number.

Example: 7525010234

Extra Digit	Location in Stack	Extra Digit	Stack #	Picture #	Resume #
7	52	5	01	02	34

#### Picture Key

Picture #	Race & Gender of Photo
<b>01</b>	Black Male
<b>02</b>	Black Female
<b>03</b>	Unspecified
<b>04</b>	White Female
<b>05</b>	White Male

**\*\*\*Coding sheet has resumes listed in order of quality, the best quality being at the beginning and the worst quality at the end.**

### Differences between the Stacks

- The resume on which each picture is placed, varies by stack. So in stack one the black male photo is on the highest quality resume in the best stack followed by the black female, unspecified, white female and white male. The next section, the good stack, begins with the black female and continues in the same order. The ok stack starts with the unspecified in the highest spot. The mediocre starts with the white female on the highest quality resume and the bad has the white male on the highest quality for that stack. The worst resume has the black male starting again.
- Stack two begins with the black female on the number one resume and this continues for all of the top five in each stack.
- Stack three begins with the unspecified.
- Stack four begins with the white female.
- Stack five begins with the white male.
- For the extra resumes in the good, ok, mediocre and bad resumes the white males were randomly distributed to the remaining resumes for those stacks and there order was shifted down one so that a different picture was on each resume in all five stacks.
- For the ok and mediocre categories which also had an extra white female and unspecified resume they were also placed randomly on each resume and shifted similarly to the white male photos.

## RSS Stack 1

RESUME #	PICTURE TYPE	CODE	PICTURE #	RESUME #	PICTURE TYPE	CODE	PICTURE #
4	BM	1	1	95	WM	5	68
28	BF	2	3	82	WM	5	70
13	U	3	-	72	WM	5	66
58	WF	4	12	96	WM	5	63
48	WM	5	51	34	WM	5	47
9	BF	2	8	93	WM	5	29
36	U	3	-	24	WM	5	30
53	WF	4	9	6	WM	5	36
8	WM	5	10	43	WM	5	22
38	BM	1	5	22	WM	5	16
61	WM	5	35	51	WM	5	74
69	WM	5	14	94	WM	5	82
88	WM	5	13	15	BM	1	4
49	WM	5	67	73	BF	2	2
52	WM	5	42	98	U	3	-
63	WM	5	65	10	WF	4	21
18	U	3	-	97	WM	5	12
2	WF	4	29	32	WM	5	18
11	WM	5	17	91	WM	5	11
29	BM	1	15	37	WM	5	76
57	BF	2	1	85	WM	5	87
62	WF	4	3	54	WM	5	34
77	U	3	-	44	BM	1	12
59	WM	5	19	70	BF	2	12
76	WM	5	25	16	U	3	-
20	WM	5	49	3	WF	4	5
45	WM	5	60	71	WM	5	5
65	WM	5	40				
21	WM	5	7				
42	WM	5	71				
5	WM	5	77				
89	WM	5	78				
90	WM	5	81				
7	WM	5	83				
23	WM	5	84				
84	WM	5	3				
17	WF	4	17				
40	WM	5	88				
83	BM	1	13				
31	BF	2	4				
14	U	3	-				
67	U	3	-				
79	WM	5	94				
56	WF	4	22				
78	WM	5	80				

## RSS Stack 2

RESUME #	PICTURE TYPE	CODE	PICTURE #	RESUME #	PICTURE TYPE	CODE	PICTURE #
4	BF	2	3	95	WM	5	70
28	U	3	-	82	WM	5	66
13	WF	4	12	72	WM	5	63
58	WM	5	51	96	WM	5	47
48	BM	1	1	34	WM	5	29
9	U	3	-	93	WM	5	30
36	WF	4	9	24	WM	5	36
53	WM	5	10	6	WM	5	22
8	BM	1	5	43	WM	5	16
38	BF	2	8	22	WM	5	74
61	WM	5	14	51	WM	5	94
69	WM	5	13	94	BM	1	4
88	WM	5	67	15	BF	2	2
49	WM	5	42	73	U	3	-
52	WM	5	65	98	WF	4	21
63	WM	5	35	10	WM	5	82
18	WF	4	29	97	WM	5	18
2	WM	5	17	32	WM	5	11
11	BM	1	15	91	WM	5	76
29	BF	2	1	37	WM	5	87
57	U	3	-	85	WM	5	34
62	WM	5	25	54	WM	5	12
77	WF	4	3	44	BF	2	12
59	U	3	-	70	U	3	-
76	WM	5	49	16	WF	4	5
20	WM	5	60	3	WM	5	5
45	WM	5	40	71	BM	1	12
65	WM	5	7				
21	WM	5	71				
42	WM	5	77				
5	WM	5	78				
89	WM	5	81				
90	WM	5	83				
7	WM	5	84				
23	WM	5	3				
84	WM	5	19				
17	WM	5	88				
40	BM	1	13				
83	BF	2	4				
31	U	3	-				
14	WF	4	17				
67	WF	4	22				
79	U	3	-				
56	WM	5	80				
78	WM	5	68				

## RSS Stack 3

RESUME #	PICTURE TYPE	CODE	PICTURE #	RESUME #	PICTURE TYPE	CODE	PICTURE #
4	U	3	-	95	WM	5	66
28	WF	4	12	82	WM	5	63
13	WM	5	51	72	WM	5	47
58	BM	1	1	96	WM	5	29
48	BF	2	3	34	WM	5	30
9	WF	4	9	93	WM	5	36
36	WM	5	10	24	WM	5	22
53	BM	1	5	6	WM	5	16
8	BF	2	8	43	WM	5	74
38	U	3	-	22	WM	5	94
61	WM	5	13	51	WM	5	80
69	WM	5	67	94	BF	2	2
88	WM	5	42	15	U	3	-
49	WM	5	65	73	WF	4	21
52	WM	5	35	98	WM	5	82
63	WM	5	14	10	BM	1	4
18	WM	5	17	97	WM	5	11
2	BM	1	15	32	WM	5	76
11	BF	2	1	91	WM	5	87
29	U	3	-	37	WM	5	34
57	WF	4	29	85	WM	5	12
62	U	3	-	54	WM	5	18
77	WM	5	49	44	U	3	-
59	WF	4	3	70	WF	4	5
76	WM	5	60	16	WM	5	5
20	WM	5	40	3	BM	1	12
45	WM	5	7	71	BF	2	12
65	WM	5	71				
21	WM	5	77				
42	WM	5	78				
5	WM	5	81				
89	WM	5	83				
90	WM	5	84				
7	WM	5	3				
23	WM	5	19				
84	WM	5	25				
17	BM	1	13				
40	BF	2	4				
83	U	3	-				
31	WF	4	17				
14	WM	5	88				
67	WM	5	68				
79	WF	4	22				
56	U	3	-				
78	WM	5	70				

## RSS Stack 4

RESUME #	PICTURE TYPE	CODE	PICTURE #	RESUME #	PICTURE TYPE	CODE	PICTURE #
4	WF	4	12	95	WM	5	63
28	WM	5	51	82	WM	5	47
13	BM	1	1	72	WM	5	29
58	BF	2	3	96	WM	5	30
48	U	3	-	34	WM	5	36
9	WM	5	10	93	WM	5	22
36	BM	1	5	24	WM	5	16
53	BF	2	8	6	WM	5	74
8	U	3	-	43	WM	5	94
38	WF	4	9	22	WM	5	80
61	WM	5	67	51	WM	5	68
69	WM	5	42	94	U	3	-
88	WM	5	65	15	WF	4	21
49	WM	5	35	73	WM	5	82
52	WM	5	14	98	BM	1	4
63	WM	5	13	10	BF	2	2
18	BM	1	15	97	WM	5	76
2	BF	2	1	32	WM	5	87
11	U	3	-	91	WM	5	34
29	WF	4	29	37	WM	5	12
57	WM	5	17	85	WM	5	18
62	WF	4	3	54	WM	5	11
77	U	3	-	44	WF	4	5
59	WM	5	60	70	WM	5	5
76	WM	5	40	16	BM	1	12
20	WM	5	7	3	BF	2	12
45	WM	5	71	71	U	3	-
65	WM	5	77				
21	WM	5	78				
42	WM	5	81				
5	WM	5	83				
89	WM	5	84				
90	WM	5	3				
7	WM	5	19				
23	WM	5	25				
84	WM	5	49				
17	BF	2	4				
40	U	3	-				
83	WF	4	17				
31	WM	5	88				
14	BM	1	13				
67	U	3	-				
79	WM	5	70				
56	WF	4	22				
78	WM	5	66				

## RSS Stack 5

RESUME #	PICTURE TYPE	CODE	PICTURE #	RESUME #	PICTURE TYPE	CODE	PICTURE #
4	WM	5	51	95	WM	5	47
28	BM	1	1	82	WM	5	29
13	BF	2	3	72	WM	5	30
58	U	3	-	96	WM	5	36
48	WF	4	12	34	WM	5	22
9	BM	1	5	93	WM	5	16
36	BF	2	8	24	WM	5	74
53	U	3	-	6	WM	5	94
8	WF	4	9	43	WM	5	80
38	WM	5	10	22	WM	5	68
61	WM	5	42	51	WM	5	70
69	WM	5	65	94	WF	4	21
88	WM	5	35	15	WM	5	82
49	WM	5	14	73	BM	1	4
52	WM	5	13	98	BF	2	2
63	WM	5	67	10	U	3	-
18	BF	2	1	97	WM	5	87
2	U	3	-	32	WM	5	34
11	WF	4	29	91	WM	5	12
29	WM	5	17	37	WM	5	18
57	BM	1	15	85	WM	5	11
62	WM	5	40	54	WM	5	76
77	WF	4	3	44	WM	5	5
59	U	3	-	70	BM	1	12
76	WM	5	7	16	BF	2	12
20	WM	5	71	3	U	3	-
45	WM	5	77	71	WF	4	5
65	WM	5	78				
21	WM	5	81				
42	WM	5	83				
5	WM	5	84				
89	WM	5	3				
90	WM	5	19				
7	WM	5	25				
23	WM	5	49				
84	WM	5	60				
17	U	3	-				
40	WF	4	17				
83	WM	5	88				
31	BM	1	13				
14	BF	2	4				
67	WF	4	22				
79	U	3	-				
56	WM	5	66				
78	WM	5	63				

### Stack One

QUALITY	RESUME #	PICTURE	CODE
<b>BEST</b>	4	BM	01
	28	BF	02
	13	U	03
	58	WF	04
	48	WM	05
<b>GOOD</b>	9	BF	02
	36	U	03
	53	WF	04
	8	WM	05
	38	BM	01
<b>(REST)</b>	61	WM	05
	69	WM	05
	88	WM	05
	49	WM	05
	52	WM	05
	63	WM	05
<b>OKAY</b>	18	U	03
	2	WF	04
	11	WM	05
	29	BM	01
	57	BF	02
<b>(REST)</b>	62	WF	04
	77	U	03
	59	WM	05
	76	WM	05
	20	WM	05
	45	WM	05
	65	WM	05
	21	WM	05
	42	WM	05
	5	WM	05
	89	WM	05
	90	WM	05
	7	WM	05
	23	WM	05
	84	WM	05

<b>MEDIOCRE</b>	17	WF	04
	40	WM	05
	83	BM	01
	31	BF	02
	14	U	03
<b>(REST)</b>	67	U	03
	79	WM	05
	56	WF	04
	78	WM	05
	95	WM	05
	82	WM	05
	72	WM	05
	96	WM	05
	34	WM	05
	93	WM	05
	24	WM	05
	6	WM	05
	43	WM	05
	22	WM	05
	51	WM	05
<b>BAD</b>	94	WM	05
	15	BM	01
	73	BF	02
	98	U	03
	10	WF	04
<b>(REST)</b>	97	WM	05
	32	WM	05
	91	WM	05
	37	WM	05
	85	WM	05
	54	WM	05
<b>WORST</b>	44	BM	01
	70	BF	02
	16	U	03
	3	WF	04
	71	WM	05

### Stack Two

QUALITY	RESUME #	PICTURE	CODE
<b>BEST</b>	4	BF	02
	28	U	03
	13	WF	04
	58	WM	05
	48	BM	01
<b>GOOD</b>	9	U	03
	36	WF	04
	53	WM	05
	8	BM	01
	38	BF	02
<b>(REST)</b>	61	WM	05
	69	WM	05
	88	WM	05
	49	WM	05
	52	WM	05
	63	WM	05
<b>OKAY</b>	18	WF	04
	2	WM	05
	11	BM	01
	29	BF	02
	57	U	03
<b>(REST)</b>	62	WM	05
	77	WF	04
	59	U	03
	76	WM	05
	20	WM	05
	45	WM	05
	65	WM	05
	21	WM	05
	42	WM	05
	5	WM	05
	89	WM	05
	90	WM	05
	7	WM	05
	23	WM	05
	84	WM	05

<b>MEDIOCRE</b>	17	WM	05
	40	BM	01
	83	BF	02
	31	U	03
	14	WF	04
<b>(REST)</b>	67	WF	04
	79	U	03
	56	WM	05
	78	WM	05
	95	WM	05
	82	WM	05
	72	WM	05
	96	WM	05
	34	WM	05
	93	WM	05
	24	WM	05
	6	WM	05
	43	WM	05
	22	WM	05
	51	WM	05
<b>BAD</b>	94	BM	01
	15	BF	02
	73	U	03
	98	WF	04
	10	WM	05
<b>(REST)</b>	97	WM	05
	32	WM	05
	91	WM	05
	37	WM	05
	85	WM	05
	54	WM	05
<b>WORST</b>	44	BF	02
	70	U	03
	16	WF	04
	3	WM	05
	71	BM	01

### Stack Three

QUALITY	RESUME #	PICTURE	CODE
<b>BEST</b>	4	U	03
	28	WF	04
	13	WM	05
	58	BM	01
	48	BF	02
<b>GOOD</b>	9	WF	04
	36	WM	05
	53	BM	01
	8	BF	02
	38	U	03
<b>(REST)</b>	61	WM	05
	69	WM	05
	88	WM	05
	49	WM	05
	52	WM	05
	63	WM	05
<b>OKAY</b>	18	WM	05
	2	BM	01
	11	BF	02
	29	U	03
	57	WF	04
<b>(REST)</b>	62	U	03
	77	WM	05
	59	WF	04
	76	WM	05
	20	WM	05
	45	WM	05
	65	WM	05
	21	WM	05
	42	WM	05
	5	WM	05
	89	WM	05
	90	WM	05
	7	WM	05
	23	WM	05
	84	WM	05

<b>MEDIOCRE</b>	17	BM	01
	40	BF	02
	83	U	03
	31	WF	04
	14	WM	05
<b>(REST)</b>	67	WM	05
	79	WF	04
	56	U	03
	78	WM	05
	95	WM	05
	82	WM	05
	72	WM	05
	96	WM	05
	34	WM	05
	93	WM	05
	24	WM	05
	6	WM	05
	43	WM	05
	22	WM	05
	51	WM	05
<b>BAD</b>	94	BF	02
	15	U	03
	73	WF	04
	98	WM	05
	10	BM	01
<b>(REST)</b>	97	WM	05
	32	WM	05
	91	WM	05
	37	WM	05
	85	WM	05
	54	WM	05
<b>WORST</b>	44	U	03
	70	WF	04
	16	WM	05
	3	BM	01
	71	BF	02

### Stack Four

QUALITY	RESUME #	PICTURE	CODE
<b>BEST</b>	4	WF	04
	28	WM	05
	13	BM	01
	58	BF	02
	48	U	03
<b>GOOD</b>	9	WM	05
	36	BM	01
	53	BF	02
	8	U	03
	38	WF	04
<b>(REST)</b>	61	WM	05
	69	WM	05
	88	WM	05
	49	WM	05
	52	WM	05
	63	WM	05
<b>OKAY</b>	18	BM	01
	2	BF	02
	11	U	03
	29	WF	04
	57	WM	05
<b>(REST)</b>	62	WF	04
	77	U	03
	59	WM	05
	76	WM	05
	20	WM	05
	45	WM	05
	65	WM	05
	21	WM	05
	42	WM	05
	5	WM	05
	89	WM	05
	90	WM	05
	7	WM	05
	23	WM	05
	84	WM	05

<b>MEDIOCRE</b>	17	BF	02
	40	U	03
	83	WF	04
	31	WM	05
	14	BM	01
<b>(REST)</b>	67	U	03
	79	WM	05
	56	WF	04
	78	WM	05
	95	WM	05
	82	WM	05
	72	WM	05
	96	WM	05
	34	WM	05
	93	WM	05
	24	WM	05
	6	WM	05
	43	WM	05
	22	WM	05
	51	WM	05
<b>BAD</b>	94	U	03
	15	WF	04
	73	WM	05
	98	BM	01
	10	BF	02
<b>(REST)</b>	97	WM	05
	32	WM	05
	91	WM	05
	37	WM	05
	85	WM	05
	54	WM	05
<b>WORST</b>	44	WF	04
	70	WM	05
	16	BM	01
	3	BF	02
	71	U	03

### Stack Five

QUALITY	RESUME #	PICTURE	CODE
<b>BEST</b>	4	WM	05
	28	BM	01
	13	BF	02
	58	U	03
	48	WF	04
<b>GOOD</b>	9	BM	01
	36	BF	02
	53	U	03
	8	WF	04
	38	WM	05
<b>(REST)</b>	61	WM	05
	69	WM	05
	88	WM	05
	49	WM	05
	52	WM	05
	63	WM	05
<b>OKAY</b>	18	BF	02
	2	U	03
	11	WF	04
	29	WM	05
	57	BM	01
<b>(REST)</b>	62	WM	05
	77	WF	04
	59	U	03
	76	WM	05
	20	WM	05
	45	WM	05
	65	WM	05
	21	WM	05
	42	WM	05
	5	WM	05
	89	WM	05
	90	WM	05
	7	WM	05
	23	WM	05
	84	WM	05

<b>MEDIOCRE</b>	17	U	03
	40	WF	04
	83	WM	05
	31	BM	01
	14	BF	02
<b>(REST)</b>	67	WF	04
	79	U	03
	56	WM	05
	78	WM	05
	95	WM	05
	82	WM	05
	72	WM	05
	96	WM	05
	34	WM	05
	93	WM	05
	24	WM	05
	6	WM	05
	43	WM	05
	22	WM	05
	51	WM	05
<b>BAD</b>	94	WF	04
	15	WM	05
	73	BM	01
	98	BF	02
	10	U	03
<b>(REST)</b>	97	WM	05
	32	WM	05
	91	WM	05
	37	WM	05
	85	WM	05
	54	WM	05
<b>WORST</b>	44	WM	05
	70	BM	01
	16	BF	02
	3	U	03
	71	WF	04

**Materials: Study 5 – Job Applicant Selection - Experiment**

Study code: RSS

Contents:

Job Description Sheet  
Pre-sorting (LinkedIn) Questionnaire  
Post-sorting Questionnaire (with Manipulation Check)  
Experimenter Study Protocol  
Pictures of Research Assistants in LinkedIn Shirts  
Pictures of Experimental Environment  
Pictures of Hidden Camera Setup  
Pictures of Sorting Area and a Resume Stack

**Position**

Team Manager

Chicago Communications Technology Consulting, Inc.

Chicago, IL

**Company Profile:**

Chicago Communications Technology Consulting, Inc. is dedicated to the success of fellow small businesses. We have a talented technology consulting team and brilliant marketing professionals focused on enhancing business processes through the strategic application of information and analytic technologies. We are dedicated to creating a scalable, manageable approach to improving agility and transforming small business operations.

**Job Description:**

This position coordinates the work of two teams of employees, one to research business strategies and one to teach the strategies to local businesses. It is also this individual's responsibility to ensure the business and marketing for the business is successful.

**Duties:**

- Hire, train, and supervise employees
- Complete scheduling and payroll for all employees
- Implement team goals
- Delegate tasks for each team member
- Plan team meetings to keep everyone on track
- Perform staff evaluations and provide constructive feedback and discipline
- Utilize technology to track company progress and budget
- Maintain history of progress in an organized manner
- Encourage communication and teamwork amongst employees
- Resolve any interpersonal issues

**Qualifications:**

- Critical Thinking/Intelligence/Problem Solving
- Strong Leadership
- Effective Communication
- Organization
- Efficient Time Management

## LinkedIn Questionnaire

1. Have you ever used LinkedIn to apply for a job (circle one)?

Yes

No, but I have a  
LinkedIn profile

I do not have a  
LinkedIn profile

2. How likely would you be to maintain a LinkedIn profile if you were actively applying for jobs?

1

2

3

4

5

Not Likely

Very Likely

3. How helpful do you think LinkedIn could be for the hiring process?

1

2

3

4

5

Not Helpful

Very Helpful

4. Do you think LinkedIn profiles could make the hiring process quicker?

1

2

3

4

5

No, Absolutely Not

Yes, Absolutely

5. What information would most aid the hiring process if it were available on an online profile?

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## RSS Resume Study Protocol – Spring 2014

### Outline of experimental procedure:

1. Set-up
2. Get the participants
3. Consent Forms and Explanation of Task
4. Sorting
5. Debriefing
6. Awarding Points and Clean-up

### Important phone numbers:

Will Cox: 352-275-1223  
 Becca Schultz: 262-339-6723  
 Ellie Poikonen: 952-807-2312

### Set-up:

1. Make sure you are wearing a white or blue collared shirt under LinkedIn tee.
2. Unlock Lab Room A and check that the numbered chairs at each desk are in order from 1-4 going left to right.
3. Place one Job Description sheet and one pen on each desk.
4. Collect four LinkedIn Questionnaires and four Post-Sorting Questionnaires from the shelves in Lab Room A, and label them with the participant numbers. Place them on the Experimenter desk (the table with the computer).
5. Open Blue Iris 3 on the computer nearest the door in Betty White. Click on Username: IP Camera User, and enter the password: !Puser411
6. Collect four Consent Forms, and write the participant number very small on the back right-bottom corner in pencil. On the front, refer to SONA and fill in the participant name and date in pencil. Place the consent forms and a session log on a clipboard.
7. Make sure each desk has an organizer labeled with Definitely Follow Up, Maybe, and Definitely Not.
8. Place “Experiment in Progress” sign on the lab room door.
9. Go in the hall and check that the “RSS Wait Here” sign is above the four chairs.

**Experiment:**

1. Bring the clipboard with you. Greet the participants and have them verify their first and last names from the consent forms. Welcome them into the room and have them place their things along the wall by saying:

**Please silence your cell phones, and place your things, including your cell phone, here (point to the table in the corner).**

2. Hand each participant their consent form and have them sit, in order. Say:

**Please sign the consent form and hand it back to me.**

\*collect each form as they sign, keeping all consent forms in order to keep track of which participant was in which seat.

3. After you collect the consent forms, say the following: **Our lab studies human resource systems, and in the present study, we're working in conjunction with a professional networking company, LinkedIn (point at shirt). LinkedIn is a website like Facebook that people use to manage their professional contacts and work history. Many companies use LinkedIn as an automated portal for receiving job applications. We study how people make judgments about resumes when deciding who to call in for a job interview. We have the actual LinkedIn profiles and resumes from a pool of applicants for a Team Management position at a company in Chicago, and you're going to sort through them and decide which applicants you think should be called in for an interview. The actual hiring process for this position is already complete, so your choices won't affect anyone's chance of being hired, but we can compare your decisions to the real outcomes.**

**\*\*IF AND ONLY IF SOMEONE ASKS ABOUT THE CAMERAS PLEASE SAY:**

**Yes, there are overhead cameras to gauge the time spent on each resume, and it will be used to double check our data at the end of the study. Your face will not be visible in the film.**

**\*\*also please document this in the Abnormalities on the session log!!**

4. Hand out the LinkedIn questionnaire (make sure you match participant numbers!), and say:

**I would like you to first fill out this questionnaire about your experience with LinkedIn. You may hand them to me when you are done.**

5. Collect the completed questionnaires, and place them in the box labeled “Pre Test Questionnaires.” Say:

**Thank you. Next, please read the job description that is on your desk. It describes the position you will be selecting applicants for. I will be right back with the resumes you’re going to sort.**

6. Go to Betty White, closing the lab door behind you. Click on My Camera 2, and then click the film strip button to begin recording (look for the red circle). Do the same for My Camera 3. Do not change anything with My Camera 1; that is for the CTS study!! **MAKE SURE BOTH CAMERAS SHOW RED CIRCLES BEFORE LEAVING BW!!**
7. Grab the stacks of resumes and return to Lab Room A.
8. When they are all finished reading the description, take the resume stacks out of the folders and hand a stack to each participant. Place the folders on the Experimenter desk. Note which stack each participant got on the session log, and say:

Time Pressure	No Time Pressure
<p><b>You’re going to look through the resumes from applicants for this job in Chicago, referring to the job description as necessary. Please sort the resumes into three piles. You’ll pick 20 applicants that you think should be called in for an interview. Those 20 should go in the “Definitely Follow Up” folder. Split the rest of the applicants into the “Maybe” pile and “Definitely Not” pile, as you think is appropriate. It is imperative that you sort as quickly as possible in order to simulate the pressure that hiring managers are under. You may begin now.</b> (start the stopwatch)</p>	<p><b>You’re going to look through the resumes from applicants for this job in Chicago, referring to the job description as necessary. Please sort the resumes into three piles. You’ll pick 20 applicants that you think should be called in for an interview. Those 20 should go in the “Definitely Follow Up” folder. Split the rest of the applicants into the “Maybe” pile and “Definitely Not” pile, as you think is appropriate. You may begin now.</b></p>

9. If anything abnormal happens, including someone speeding up at the end to finish along with the other participants, please document it in the Session Log.
10. As the participants work on sorting, put their names, P#’s, and the stacks they each got on the session log and enter their P#’s in the Condition Log. Then, please work on resorting stacks or other lab work on the computer.

Time Pressure	No Time Pressure
<p>REMIND THE PARTICIPANTS <u>EVERY TWO MINUTES</u> OF HOW MUCH TIME HAS PASSED!!! SAY:</p> <p><u>      </u> MINUTES HAVE NOW PASSED. PLEASE SORT AS QUICKLY AS POSSIBLE.</p>	N/A

11. When they are finished separating the resumes into three stacks, say:

Time Pressure	No Time Pressure
<p><b>Now, we're going to do one more round of sorting. Please go back through your "Definitely Follow Up" stack to choose the applicants that you believe are the "top ten." Leave the rest of the top 20 in the "Definitely Follow Up" Folder. Put the top ten in order, with the best resume on the top, followed by the second best, etc. When doing this, please work quickly. When you have the ordered "top ten" stack, you may leave it face up on the center of the desk. You may refer to the job description whenever necessary. When you finish, please wait quietly. You can now begin.</b></p>	<p><b>Now, we're going to do one more round of sorting. Please go back through your "Definitely Follow Up" stack to choose the applicants that you believe are the "top ten." Leave the rest of the top 20 in the "Definitely Follow Up" Folder. Put the top ten in order, with the best resume on the top, followed by the second best, etc. When you have the ordered "top ten" stack, you may leave it face up on the center of the desk. You may refer to the job description whenever necessary. When you finish, please wait quietly. You can now begin.</b></p>

**Debriefing:**

1. When all the participants are finished, hand them each their Post-Sorting Questionnaire and say:

**Thank you for completing the sorting. Please fill out this final questionnaire.**

2. Go to Betty White, closing the lab door behind you. Stop the recording on the computer. Save and label the video files as an .AVI with the participants' numbers for the participants shown, date, and time. So if you ran one session with participants 1-4, the files would be "RSS PPT 1\_2 2/12/14 3:30.avi" and "RSS PPT 3\_4 2/12/14 3:30.avi" Right click on the correct picture on the side, select Export, select Copy To, find the RSS

Video Files folder (Computer > OS > Users > MainUser > Desktop > RSS Video Files), then name the file and click Save.

3. Return to the lab room, and collect the Post-Sorting Questionnaires. Say:

**If you are all finished, I will take your questionnaires.**

4. When you have all of the sheets, read through the purpose statements.

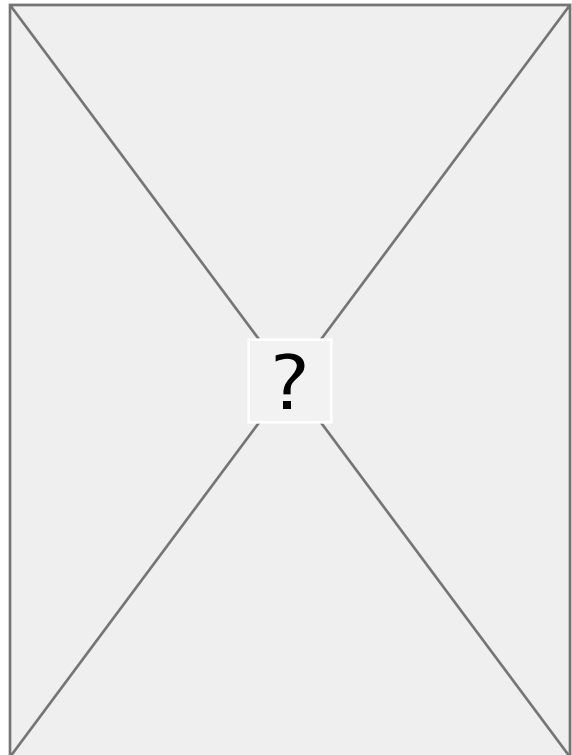
\*If any of the participants mentioned race, sex, or prejudice, hold that participant after and ask them to elaborate on it. Take notes on the Session Log.

5. When this is complete, place the Post-Sorting Questionnaires in the box, and say:

**You will receive your credit by tomorrow. Once again, thank you very much for participating. You are now welcome to gather your things and leave.**

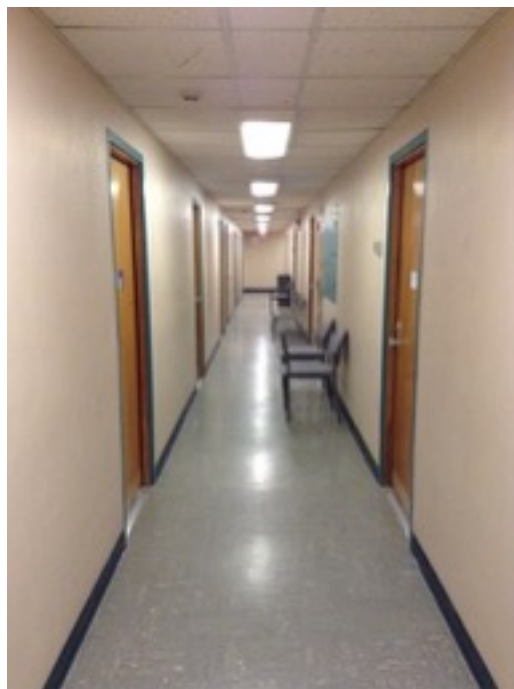
#### **Award Points and Clean-up:**

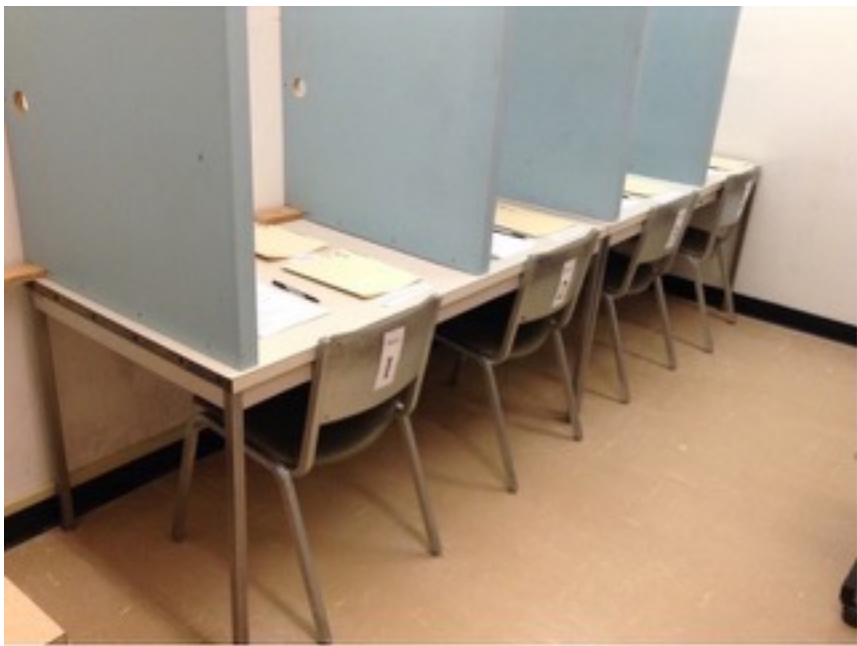
1. After the participants leave, collect the folders with the sorted resumes. Lay out the resumes from the top ten folders face down to show the resume numbers. The top resume should be placed on the left. Take a piece of scratch paper and write the participant number, time pressure condition, and category of resumes. Put the scratch paper on the top of the resume stack so it is in the picture without covering any of the numbers. Slide the front of the camera open to turn the camera on. Take a picture of the top ten with the camera. Repeat this with all of the other categories, changing the category on the scratch paper for each. Plug the camera into the computer, and when the folder opens, save the files with the participant number and corresponding category as “RSS PPT 1 C1-C10.jpg,” “RSS PPT 1 C.jpg,” “RSS PPT 1 M.jpg,” and “RSS PPT 1 N.jpg,” in the RSS Data folder. Place the resumes in a folder with the correct stack number, and place them in the box for sorting.
2. Log in to SONA (uwmadison.sona-systems.com) login: wtcox, password: happyapples
  - a) Click “My Studies”
  - b) Click “RSS”
  - c) Click “Timeslots”
  - d) For the timeslots you ran, click “modify”
  - e) For each participant who showed up and participated, select “grant credit” next to their name and save the changes. They should receive two points.
3. When you complete your last running session, turn off the lights in the lab room and lock the door. Flip over the “Experiment in Progress” sign.



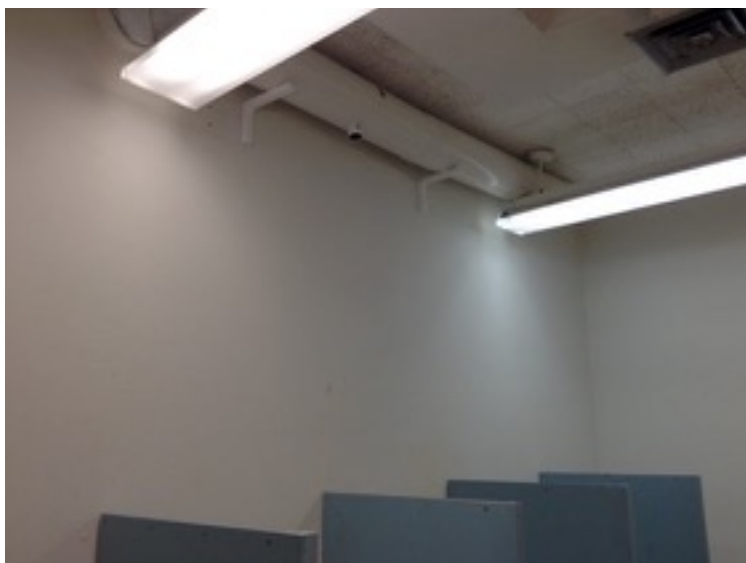


### Experiment Location

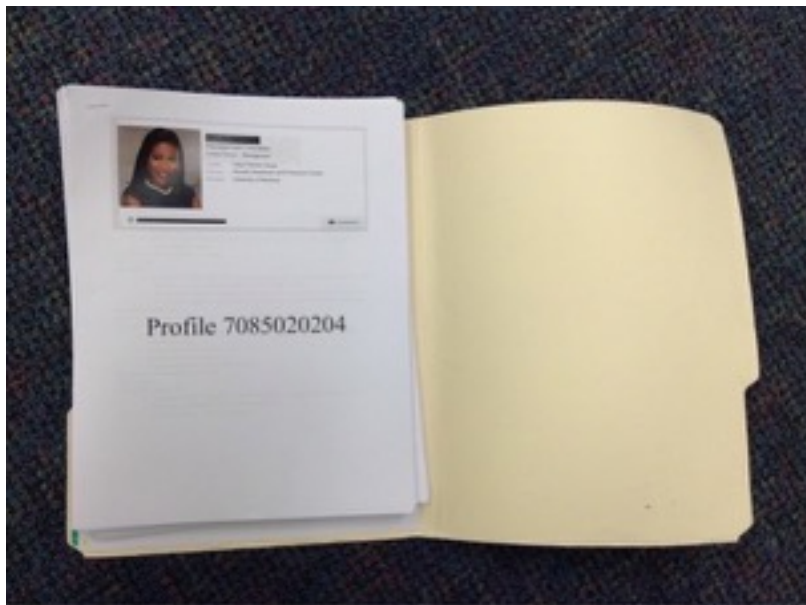
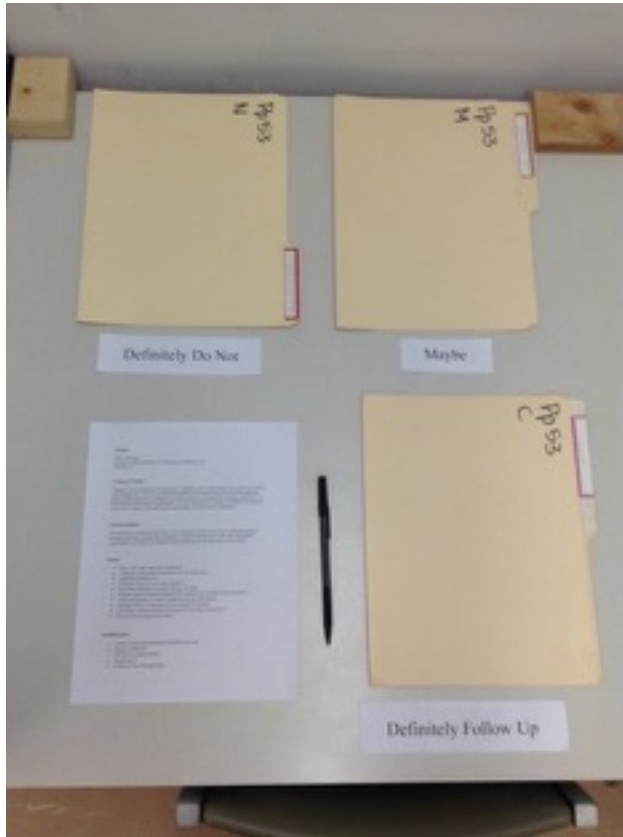




### Hidden Camera Setup



### Sorting Area and Resume Stack



**Materials: Study 5 – Job Applicant Selection - Video Coding**

Study Code: RSS

Contents

How to set up and use Blue Iris, the hidden camera system

Video coding manual

## How to use Blue Iris

### Starting the Program

1. Click on the Blue Iris 3 Button in the upper right hand corner of the second screen
  - a. The software is on the computer closest to the door
2. Login in as the *IP Camera User*

### Starting and Stopping Recording

3. To record click on the camera you wish to start
  - a. The cameras for our study are My Camera 3 (for chairs 3 & 4); My Camera 2 (for chairs 1 & 2)
4. Then press the button that looks like a film strip.



5. Make sure to do this for both cameras when there are 3+ participants.
  - a. There will be a red circle in the upper right of each camera screen if it is recording
6. To stop click on the camera you wish to stop
7. And press the film strip button again
8. Make sure to stop both cameras if they are both being used


### Watching Videos

1. The videos will show up in the clips column to the right of the camera screens
2. To watch double click on the clip you wish to view
3. This will open a new viewing box
4. The start button is at the bottom left of the screen

### Saving Videos

1. Move the green arrow to the start of the footage you want to save, move the red arrow to the end of the footage you want to save
2. Click the button to trim and export the video:



3. Select the desired format for output, select create new file, and click on: 
4. Go to the location where the video should be saved, and rename the video. Click Save.

#### How to Crop and Export RSS Videos as AVI Files Using Blue Iris

1. Open video clip by clicking the icon on the right side of the screen in Blue Iris under “clips.”
2. Drag the green and red arrows to the start and stop point of desired clip. You have to drag the arrows that are under the time bar, or it will not crop properly.
3. Click the arrow that points up and to the right that is in a blue box at the bottom of the screen.
4. Click the silver box with ellipses next to the file name in the middle of the window.
5. Navigate to the “RSS Videos AVI” file if it is not already open.
6. Type the name of the file in the “File name” box (RSS PPT# M/DD/YR TIME).
7. Click “save.”
8. Click “ok.”
  - a. If file is too large to export, split clip into two parts and add “part 1” or “part 2” to the end of the file name (RSS PPT# M/DD/YR TIME part 1)
9. When the green progress bar is full, the video is saved.

## RSS Video Coding Instructions

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### Accessing Videos and Coding Sheets:

#### Videos:

The videos will be in at least one of the places listed below. Check number 3 first.

1. The folder labeled “RSS Video Files” on the desktop of the computer in Betty White that has the Blue Iris software
2. The “buckeye” hard drive that is connected to two of the computers in Betty White (the Blue Iris computer and the computer that is often used for CTS coding under the white board calendar). To access the hard drive, follow these steps:
  - a. “Computer”
  - b. “backup (\\buckeye) (V:)”
  - c. “Will”
  - d. “RSS Videos AVI”
3. The online backup Synology Disk Station – DevineNAS, which is accessible through any lab computer connected to the internet. To access the backup:
4. <http://128.104.130.129:5000/webman/index.cgi>
  - a. Login
  - b. “File Station”
  - c. “RSS Video Files”
  - d. Double click on the video you need to code.
  - e. Wait for the video to download.

- f. Open with VLC media player (free download on internet: <http://www.videolan.org/vlc/index.html>) or HiDef Media Player (available on lab computers).

Note: It can be very slow to download the videos on the lab computers. It is easiest to download the videos on your personal laptop. In order to do this, you need to obtain a static IP address so that you can connect to the department's network via Cisco AnyConnect. Dan Statz should be able to assist you with this, or you can ask Will. Once you have your static IP and are able to download the videos onto your personal computer, it is easiest to view the videos on your computer while coding on a lab computer.

To zoom in on HiDef Media Player:

1. Select "Video" on the gray toolbar at the top of the window.
2. There will be a check mark next to "Scale." Click "Scale" so the check mark disappears.

#### Coding Sheets:

Each participant will have an Excel video coding sheet. To access the template for video coding:

1. Open Dropbox
2. "LinkedIn Team"
3. "RSS Resume Study Binder"
4. "RSS Data"
5. "RSS Coding Templates and Instructions:"
6. "RSS Video Coding Sheet FA14 TEMPLATE"

Do not type on this document! Instead, follow the instructions below:

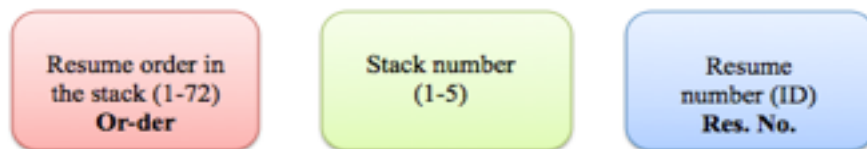
1. "File"
2. "Save As"
3. Navigate to the "RSS Video Coding" folder in Dropbox. It is located inside "RSS Data."
4. In the "File Name" box, type: "RSS PPT # VC **SP15**"
  - a. Note that "SP15" will change to "FA15" if video coding continues into the fall.

5. “Save”

**Coding Instructions:**

1. Fill in the information in row 1 of the spreadsheet (Coder initials, Condition, Pp#)
  - a. To find condition:
    - i. Open Dropbox.
    - ii. “LinkedIn Team”
    - iii. “RSS Resume Study Binder”
    - iv. “RSS Data”
    - v. “RSS Photo Coding”
    - vi. “RSS Second Coding Done”
    - vii. Find the C1-C10 picture for the participant.
    - viii. The condition should be written on the folder.
  - b. Another way to find the condition is to look back at the session log.
2. While you still have the C1-C10 picture open, scroll to the bottom of the coding sheet and fill in the top 10 resume numbers next to the appropriate ranks.
  - a. The resume numbers are formatted as follows:

### Composition of numbers on backsides of resumes:



7015010402

7405020413

7385030565

3. Next, open the C picture for the participant, which should be directly before the C1-C10 picture in the folder. Enter these resume numbers in the “C” positions underneath the top 10 resumes in the second sort section of the coding sheet. As you code, make sure that the C1-C10 and C pictures coincide with how the participant sorted them in the video.
4. Grab the stack number that the participant used (this is shown in green above) so that you can sort the piles as they sort. This makes the process much easier, especially when you get to the second sorting. The stacks are located in labeled manila folders in a cardboard box in Betty White.
5. Start to make your way through the video. Record start and end times of each time they look at a new page or look back at a page. You will notice that the first two columns for time are labeled “1<sup>st</sup> Page Look 1” and “2<sup>nd</sup> Page Look 1.” After you have times in each of these columns, you should not be altering them. If the Pp looks back at either page (even for a second), you should record the time in the “1<sup>st</sup> Page Look 2” or “2<sup>nd</sup> Page Look 2” column. There are even more columns for Looks 3-5.

Note: Due to the formatting of time in Excel, the numbers need to be entered as follows:

3 minutes and 12 seconds into the video = 0:3:12

40 minutes and 1 second into the video: 0:40:01

6. If a participant exceeds the 5 looks, create more columns for 6 looks, 7 looks, etc.

7. In the “Initial Pile” column, record the pile where they put the resume with “N,” “M,” or “C.”
8. After you record anything beyond the first look, make sure you place an “x” in either the “↑,” “=,” or “↓” column, indicating if they moved the resume up a level, kept it in the same pile, or moved it down a level.
9. Fill out the “Final Pile” column label if the resume switched piles.
10. Note, the “Tot.” columns should automatically calculate totals, and the “Average” columns should also calculate automatically. If they aren’t working for some reason, make sure that it is not a problem with the template coding sheet.
11. After the first sorting coding is finished, move on to the second sorting coding. If you were watching the first sorting at an increased speed, you may want to slow the recording back down because the second coding can be a little trickier due to the resumes already being out of order.
12. You will only be recording times in the second sorting. Make sure that you pay attention to which row you are coding because the resumes will most likely be out of order from their final positions, which is what you entered at the beginning of coding.
13. When the coding is finished, enter “0” into every blank cell so that the spreadsheet can calculate totals and averages.

Coding problems we talked about:

1. Intermediate piles: If the participant has more than three piles, code them as “in-between” piles, (C.M, M.N). This should be based off of where the final pile was for the majority of the resumes.
2. Start time for first page starts once the participant touches the resume. If they do not touch the resumes, explain how you found the start time for the first page in the abnormalities.
3. Once the second page is visible, start 2<sup>nd</sup> page coding.
4. If the participant is looking at two resumes at the same time, mark the start/end times the same for **both** resumes- mark in abnormalities
5. If the participant is holding a resume but seems to be looking at the job description sheet, mark the times for resume, but also put in the abnormalities.
6. If the participant looks at a resume (either page) for less than a second, and it does **not** result in a pile change, do not record the time. If they place it in a pile after that less than a second, **do** code that time, and mark what happened in the abnormalities.
7. If a participant flips to a random second page in the middle of a stack and it is difficult to tell which resume they are looking at, make note of this in the abnormalities and try to identify the resume by looking at the format of the text on the second page.