

# Worker changes in effort and perceptions of fairness in response to leader management strategy

Michaela Macdonald

Advised by David Rand, Ph.D.  
Gordon Kraft-Todd, Ph.D. Candidate

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## *Abstract*

Determining the most effective leadership strategies to induce follower performance and support is a crucial question in organizational behavior. Here we bring to bear evolutionary theories of social hierarchy which focus on two characteristics of high status individuals: dominance and prestige. Dominance refers generally to control over resources through intimidation and fear and is correlated with feelings of dislike; prestige encompasses respect or admiration from peers and is correlated with likeability. Depending on the situation in which these strategies are used, one may be more effective at inducing the desired results in a subordinate than another. We hypothesized that dominance would be more successful at initiating worker effort, while prestige would elicit greater perceptions of fairness. We test this by manipulating dominance (operationalized as the ability to punish) and prestige (operationalized as high reports of performance and skill) in three studies using large online samples. The first study uses a real-effort task, while the second is presented as a hypothetical vignette contextualized in a workplace. In the third study, we conduct a correlational design to measure effects of dominance and prestige in real-world workplaces. As hypothesized, study 1 participants completed more work in high dominance compared with low dominance conditions, but rated leaders as fairer in high prestige compared with low prestige conditions. We observed the same trends with prestige conditions in studies 2 and 3, but not with dominance conditions, perhaps because punishment was hypothetical in these two contexts. We did not find significant interactions between the two attributes on either dependent measure. Collectively with the current literature on these attributes, these results may suggest that individual workers perform better under dominant leaders because they work harder, but that prestigious leaders foster more respect and cooperation amongst group members. In the context of workplace settings, these results may lend to better understanding of how to train and hire managers by promoting perceptions of dominance or prestige based on the desired outcome in employees.

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## 1. Introduction

Consider Michael Scott, star of the ABC hit show *The Office*. Scott is uncharismatic, incompetent, and egotistical, yet maintains his position as manager of a paper company branch through threats, yelling, and exploitation of his power. Compare him to Leslie Knope of *Parks and Recreation*, leader of a government branch whose hard work, intelligence, and enthusiasm earn her promotions and respect from her peers. While both Scott and Knope are able to maintain status through their endeavors, it is clear that the two use different strategies to do so.

Dominance is defined as control over resources or outcomes through intimidation (Cheng, Tracy, Foulsham, Kingstone, & Henrich, 2013; Cheng, Tracy, & Henrich, 2010; Henrich & Gil-White, 2001; Mattan, Kubota, & Cloutier, 2017; Redhead, 2016). We would describe Scott as a dominant leader because he is selfish, erratic, and willing to use extreme consequences to motivate his employees. Knope, on the other hand, would be classified as a prestigious leader. Prestige refers to reputation; it is freely<sup>1</sup> conferred deference to an individual who possesses knowledge, skills, or other successes (Barkow, 1989; Cheng et al., 2010; Henrich & Gil-White, 2001; Mattan et al., 2017). We can conceptualize dominance hierarchies as hierarchies conducted by punishments (conflict-based; (Cheng et al., 2013) and prestige hierarchies as those conducted by displays of status (Henrich & Gil-White, 2001). While individuals of high status may exhibit both dominance and prestige, Scott and Knope are paradigmatic examples of the two dimensions, respectively.

### 1.1. An overview of social hierarchy

#### 1.1.1. *Reasons for hierarchy*

Hierarchies are natural and omnipresent in the natural world. Whenever a group forms, a natural leader typically emerges (Boehm & Boehm, 2009). In my research, I focus on social hierarchy, the “implicit or explicit rank order of individuals...with respect to a valued social dimension” (Magee & Galinsky, 2008). Social hierarchies are formed and maintained across social networks because they gratify psychological demands and promote organizational success.

#### Psychological preferences social hierarchy

There are a number of psychological reasons for the success of social rankings. In particular, hierarchical stimuli (e.g. relationships driven by social rank) are inherently preferred to non-hierarchical ones (Zitek & Tiedens, 2012). This leads to the natural tendency of humans to segregate themselves into ranked positions. Social hierarchies are further reinforced by the innate human desires for power and achievement (Nir Halevy, Y. Chou, & D. Galinsky, 2011; McClelland, 1975; Schwartz, 1992), which are fulfilled in the form of resources, status, and

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<sup>1</sup> While there is philosophical debate over the existence of free will (Barkow, 2014; Redhead, 2016), for the purposes of my argument, I choose to uphold the original definition proposed by Henrich and Gil-White (2001) for its relevance to the psychological perspective.

social mobility (Nir Halevy et al., 2011). They also establish transparent rankings, clearly defined roles, and responsibility allocations (Nir Halevy et al., 2011), which satisfy the human needs for stability, consistency, and structure (Fromm, 1941; Nir Halevy et al., 2011; Kruglanski & Webster, 1996; Whitson & Galinsky, 2008).

Further, humans have a tendency to adopt corresponding attributes based on their status level; for high status, those involve action-taking, confidence, independence, and creativity (Galinsky, Gruenfeld, & Magee, 2003; Galinsky, Magee, Gruenfeld, Whitson, & Liljenquist, 2008; Nir Halevy et al., 2011; Keltner, Gruenfeld, & Anderson, 2003), illusive perceptions of control (Fast, Gruenfeld, Sivanathan, & Galinsky, 2009; Nir Halevy et al., 2011), and tendency toward stereotyping and lack of perspective (Fiske, 2010; Galinsky, Magee, Inesi, & Gruenfeld, 2006; Gruenfeld, Inesi, Magee, & Galinsky, 2008; Nir Halevy et al., 2011; Keltner et al., 2003). Low status leads to risk aversion and inertia (Galinsky et al., 2003; Galinsky et al., 2008; Nir Halevy et al., 2011; Keltner et al., 2003), illusive pattern perception (e.g. superstition, conspiracy theorizing) (Fast et al., 2009; Nir Halevy et al., 2011), as well as vigilance of, attention to, and responsiveness to environmental stimuli (Fiske, 2010; Galinsky et al., 2006; Gruenfeld et al., 2008; Nir Halevy et al., 2011; Keltner et al., 2003). These status-based mental tendencies reinforce group hierarchy.

#### Performance enhancement

Social hierarchies prevail because they increase a group's performance and fitness. They promote organizational success, so through Darwinian theory they are selected for and maintained. By nature, they consist of some degree of social mobility, such that relative status ranks are not completely permanent. Because of this, social rank acts like a form of currency that can motivate individuals to work hard and in the interests of the group in exchange for either implicit or explicit status increases (Nir Halevy et al., 2011; Magee & Galinsky, 2008; Ridgeway, 1987).

Coordination, too, is improved between group members when there is a social hierarchy, allowing a group to function smoothly and effectively (Nir Halevy et al., 2011). Interdependency within a group requires that roles are clearly differentiated, defined, and ranked (Anderson & Kilduff, 2009; Fiske, 2010; Gruenfeld & Tiedens, 2010; Nir Halevy et al., 2011; Magee & Galinsky, 2008). When individuals are prorated to fill different, customized roles, they can each contribute specialized resources and functions to a group that are (in ideal conditions) best suited to their capabilities and most necessary for group survival. Through the designation of individual roles, group members are better able to coordinate with one another in order to collectively ensure that all the group's needs are efficiently met (De Kwaadsteniet & Van Dijk, 2010; Nir Halevy et al., 2011). Social hierarchy therein simplifies social interactions by making them less uncertain and more predictable (Nir Halevy et al., 2011; Tiedens, Unzueta, & Young, 2007; Zitek & Tiedens, 2012).

Finally, social hierarchies succeed because they promote cooperation and reduce conflict (Nir Halevy et al., 2011). The presence of rank-related incentives discussed earlier lends to cooperation in a number of ways. As we see in the prisoner's dilemma, mutual cooperation leads to better

individual payoffs than mutual defection, but it is difficult to achieve. When status is clearly defined, however, cooperation becomes more favorable because low-status individuals actually do at least as good or better when they cooperate with high-status individuals. This may be because they desire valuable resources from high-status individuals (Gruenfeld & Tiedens, 2010; Nir Halevy et al., 2011), identify with authority figures (Nir Halevy et al., 2011; Hogg, 2001; Kelman & Hamilton, 1989), recognize that more resources will be available to everyone if the group succeeds (Nir Halevy, Chou, Galinsky, & Murnighan, 2010), or possess ideologies that support obedience to status quo and authority (Nir Halevy et al., 2011; Tyler, 2006; Tyler & Blader, 2003; Tyler & Lind, 1992).

### *1.1.2. Origins of dominance and prestige*

There are many accounts of how social hierarchy develops (Cheng et al., 2013), but I focus on the Dominance-Prestige account, which postulates that dominance and prestige are the two avenues to social rank (Cheng & Tracy, 2014). These attributes are considered two types of “rank acquisition strategies” that can be used to attain status (Cheng & Tracy, 2014; Redhead, 2016).

Before delving into its effects and modern applications, I start with an explanation of how and why social hierarchy develops, particularly through prestige and dominance, in order to establish a conceptual framework for the present studies.

I begin my analysis of social hierarchy through the lens of evolutionary biology. According to this field of study, we can trace hierarchy to many animal species (Chase, 1974), including our closest ancestors, primates (Bernstein, 1976; de Waal, 1986; Eibl-Eibesfeldt, 1961; Ellis, 1995; King, Johnson, & Van Vugt, 2009). Fundamentally, hierarchy is initiated by interaction between individuals within groups. There are two important features of these interactions to note. First, across all individuals, variation exists, that is, genetic or environmental differences cause individuals to have different attributes. Second, within any environment, there exists a finite number of resources that are necessary to sustain life and reproduction. Charles Darwin (1859) postulated that this scarcity of resources creates a need for organisms to compete in order to survive and reproduce. The organisms that are able to outcompete others achieve higher status because they control the most resources. In human society, these resources may be physical, fiscal, social, or psychological, leading to the emergence of both dominance and prestige.

We can also look to behavioral economics, game theory, and the psychology of cooperation as means of understanding social hierarchy. Let us first consider how dominance may emerge. Consider two scenarios: one in which an individual uses punishment to control others, and one in which they use rewards. Ostensibly, these situations may appear to be equal in effect. Behavioral economics, however, tells a different story. According to prospect theory, people are loss averse, meaning they feel losses stronger than they do gains of the same magnitude (Kahneman & Tversky, 2013). The first scenario, then, would thus more strongly impact an individual’s motivations and

behaviors. It then follows that a person who threatens punishment (dominance) would be construed as the most effective strategy for motivating others through resource control.

On the other hand, indirect reciprocity as a product of cooperation (Rand & Nowak, 2013) best explain the origins of prestige. When an individual is choosing whether to pay a cost to benefit another, demonstrated most famously by the prisoner's dilemma (Andreoni & Miller, 1993; Axelrod, 1980; Rapoport & Chammah, 1965), indirect reciprocity implies that the short-term cost of conferring a benefit may yield the best payoff in the long-run (Nowak & Sigmund, 2005). This is because acting cooperatively can contribute to the individual's reputation –the perceptions and evaluations of others within a network or social space (Alexander, 1987; Redhead, 2016), such that in the future, others are more likely to cooperate with them. In the context of social hierarchy, indirect reciprocity may explain how prestigious individuals establish popular and respected reputations in social groups (Alexander, 1987; Nowak & Sigmund, 2005; Ohtsuki & Iwasa, 2004; Redhead, 2016).

Having established a groundwork for the emergence of these two traits, I now turn to dominance and prestige social hierarchies in practice and review empirical findings regarding their applications.

### *1.1.3 Status through dominance and prestige*

Both dominance and prestige are widely established as effective mechanisms for achieving status. In group settings, leader use of either a dominance or prestige strategy increased perceptions of leader influence, actual leader influence (measured by the degree to which a leader aligned others' opinions with their own) and visual attention to a leader among group members and uninvolved observers (Cheng et al., 2013). Influential individuals also tend to exhibit higher levels of competence and performance than low-status individuals (Carli, 1998) and are perceived as capable agents by group members (Cheng et al., 2013).

### *1.1.4 Dominance as the original leadership strategy*

We spoke earlier of Darwin's theory on natural selection and how it leads to hierarchical formation. A universal trait used to outcompete other individuals for resources in virtually all animal species is agonism, force or the threat of force. Use of agonism in the control of resources (i.e. dominance) leads to hierarchical status because it allows the strongest and most powerful organisms to beat out competitors and control the most resources (Cheng et al., 2010; Henrich & Gil-White, 2001). In human society, those who have physical, fiscal, psychological, or social power present the greatest force or threat of force. Dominance allows these individuals to assert control by constraining the resources of others.

Because dominant individuals exert influence using punishment and intimidation, they are generally perceived as unpopular and antagonistic. The leadership style has been correlated with

such individual constructs as hubristic pride, narcissism, aggression, disagreeableness, extraversion, assertiveness, and emotional instability (Cheng et al., 2010). Further, dominant leaders receive lower ratings of perceived justice than their non-dominant counterparts (Blader & Chen, 2012); evoke a negative affective response in group members (Driskell, Olmstead, & Salas, 1993; Driskell & Salas, 2005); are typically disliked (Carli, LaFleur, & Loeber, 1995; Cheng et al., 2013); and are seen as threatening, powerful, and influential (Carli et al., 1995). Even so, Gordon and Lea (2016) found that individuals were significantly more likely to choose high status individuals as leaders when they had the ability to punish (i.e. when they were dominant) over when they did not. Use of a dominance strategy increases perceptions of leader influence, actual leader influence (measured by the degree to which a leader aligned others' opinions with their own) and visual attention to a leader among group members and uninvolved observers (Cheng et al., 2013). Finally, there is evidence that subjects exert greater effort when their performance is monitored and their financial outcomes can be punished (Dickinson & Villeval, 2008).

Not all research has confirmed the effect that dominance achieves influence, however; for example, when choosing a winner of an argument, subjects are equally likely to select a target using dominant nonverbal cues (e.g. high volume; tense posture) and "submissive" cues (e.g. low volume; cowering posture) (Ridgeway, 1987). The same dominant cues displayed by public speakers are only slightly more effective at changing viewer opinions than submissive ones (Carli et al., 1995). Also, dominance has not been associated solely with negative character traits; individuals who reported stronger social skills were seen as more dominant, as were individuals who interacted with others, rather than independently (Judee K Burgoon & Dunbar, 2000; Judee K. Burgoon, Johnson, & Koch, 1998). Further, there is also evidence that dominance is associated with competence (Anderson & Kilduff, 2009).

The extent to which dominance is an effective leadership strategy—i.e. one that benefits group performance—may depend on the stability of a group's hierarchy; leaders are effective when the hierarchy is stable (i.e. the leader's power is fixed) but they may be more likely to sabotage other group members in an attempt to maintain power if that power is threatened (Case & Maner, 2014; Maner & Mead, 2010; Van Vugt, 2006). For example, dominant leaders restrict communications between and physically isolate high-skilled subordinates, and they also prevent interpersonal bonding between such underlings when they told their power can be taken away (Case & Maner, 2014). On the other hand, when power is not threatened, these group-harming behaviors disappear (Case & Maner, 2014). The presence of intergroup competition yields a similar effect, such that even leaders of *unstable* hierarchies are not willing to jeopardize group goals when there is a threat of losing to an external party, leading to improved group performance (Maner & Mead, 2010).

While this research sheds light on group performance in a variety of settings, it is still unknown what drives these changes in performance. In other words, irrespective of leader competence and other variables, do workers work harder under dominant leaders? A direct study of worker changes in effort based on leader dominance will be necessary to answer this question.

#### *1.1.4. The evolution of prestige for cultural status attainment*

According to the *information goods theory*, social hierarchies can also develop through prestige (Henrich & Gil-White, 2001). Prestige emerged in humans through cultural evolution as a means for learners to mimic model behavior from highly skilled individuals. Prestige may be correlated with dominance because it is established based on the leader's skills or strengths in a particular area (Driskell et al., 1993; Driskell & Salas, 2005). Compared with dominance, however, the corresponding personality traits of prestige and its impact on groups have been relatively unexplored. Still, there is evidence that prestige is related to authentic pride, self-esteem, social acceptance, narcissistic self-aggrandizement, extraversion, agreeableness, conscientiousness, emotional stability, openness to experience, assertiveness, friendliness, enthusiasm, and GPA (Cheng et al., 2010). Also, people tend to think of prestigious leaders as likeable (Carli et al., 1995; Cheng et al., 2013).

Prestige has been established as effective in influencing audiences more so than dominance. In persuasive speech, use of task-competence (prestige) cues (e.g. confident gestures; eye contact) when advocating for an opinion significantly increases viewers' agreement with the opinion, whereas use of dominance cues (i.e. intrusive, pointing gestures; extreme eye contact) does not (Driskell et al., 1993). Use of the same task-competence cues by a group member also makes that individual more likely to win an argument and be perceived as competent (Ridgeway, 1987).

#### *1.1.5. Dominance and prestige in tandem*

Research has demonstrated that both dominance and prestige are effective mechanisms for achieving status. In group settings, leader use of either a dominance or prestige strategy increased perceptions of leader influence, actual leader influence (measured by the degree to which a leader aligned others' opinions with their own) and visual attention to a leader among group members and uninvolved observers (Cheng et al., 2013). However, findings that prestigious speakers are rated as more competent and influential than their dominant counterparts (Driskell et al., 1993) suggest that prestige may be a more effective tactic for gaining influence.

There are relatively fewer studies which have explored the effects of dominant and prestigious leaders simultaneously, but some suggestive evidence of interactive effects of dominance and prestige. For example, after watching a video of a dominant model solving a series of anagrams, individuals solved more of the anagrams when the model was successful (i.e. skilled at the task, a hallmark of prestige) than when he was not (Chambers & Hammonds, 2014). The non-dominant model did not have an effect on anagram solutions (Chambers & Hammonds, 2014).

Alternatively, it may be that dominance can benefit group performance on a task when the leader is competent at the task (i.e. prestigious) but actually hurt group performance when the leader is incompetent at the task. An accompanying field study corroborated these findings using subjective measures of performance within fraud-detecting teams (Tarakci, Greer, & Groenen, 2016). It is



thus possible that there are interactive effects of dominance and prestige; when both tactics are used together, leaders appear to have more influence and improve group performance, while dominance without prestige may actually worsen group performance. While these studies manipulate leader skill, which is indeed a crucial component of prestige, they were not designed to directly measure perceptions of prestige among followers.

## 1.2. *Study overview*

### 1.2.1. *Gaps in research*

The literature reviewed here focuses on how dominance and prestige correlate with leaders' traits and how they impact group performance. While one study explored perceptions of justice for dominant and prestigious leaders (separately) (Blader & Chen, 2012), and two others have explored the interaction of dominance and competence (closely related to prestige) on group performance, (Chambers & Hammonds, 2014; Tarakci et al., 2016), there is not a study (to the author's knowledge) which explores both follower effort and perceptions of leader fairness in response to the interaction of dominance and prestige in a dyadic context. In other words, how do individual followers react—both in terms of the effort they perform and their perceptions of a leader's legitimacy—in response to leader dominance and prestige? I hypothesize that in the context of a typical employment relationship, wherein an employer (leader) has control over employee (follower) remuneration, employees will work harder for a dominant leader, but will perceive a prestigious leader as fairer. While I do not have specific hypotheses for the interaction of prestige and dominance, I examine their interaction in an exploratory manner to address this gap in the literature.

This question has important implications for organizational behavior in the real world. Understanding more about the relationship between leader dominance and prestige, and follower performance and perceptions has the potential to reveal how we can influence individuals to work harder and respond better to leadership, which could in turn improve manager training and increase workplace productivity. Given our hypothesis about the importance of the type of leadership style used on these outcomes, I propose that the understanding of how each style affects workers could be strategically implemented to approach different management training in a novel manner. This research could also lead to an understanding of why leaders have the effects that they do on individuals and groups and what the long-term effects are of following dominant or prestigious leaders. Focusing on the workplace setting may be a good place to start to the end of external validity, as it is one of the most readily available and applicable examples of leadership and group management.

### 1.2.2. *Present studies*

The present studies investigate the effect that leaders' dominance and prestige have on worker effort and their perceptions of fairness. Study 1 involves an incentivized real-effort task in which

we manipulate dominance and prestige in a 2x2 experimental design and measure the effort exerted by individual workers as well as worker perceptions of their leader. Study 2 attempted to replicate this design in the context of a hypothetical vignette study of a lifelike workplace scenario in which a boss is described as either dominant or prestigious, and subjects are asked to imagine how they would respond in terms of effort and also asked about their perceptions of the leader. Study 3 is a correlational study measuring employees' perceptions of and willingness to work extra for their bosses in real life.

## 2. Study 1

### 2.1. *Methods*

#### 2.1.1. Participant characteristics

Using Amazon Mechanical Turk, we recruited 407 participants (55% female, mean age=36, range=19-73) as subjects in an online study that lasted 18 minutes and paid \$0.50 plus a 1 in 50 chance of winning an additional \$50 (expected value = \$1), commensurate with pay for similar tasks on this platform (Kraft-Todd et al., 2017). Participants were randomly assigned to 1 of 4 conditions in a 2 (high dominance vs. low dominance) by 2 (high prestige vs. low prestige) factorial design. This study was approved by the Yale University Human Subjects Committee IRB Protocol #1307012383.

#### 2.1.2. Study design and protocol

Participants were first given a general knowledge quiz consisting of 10 timed questions based on trivia questions developed in a previous study (Tauber, Dunlosky, Rawson, Rhodes, & Sitzman, 2013). The original trivia questions ranged in difficulty from very easy (probability of recall=93%) to very difficult (probability of recall=0%); we selected questions on a broad range of topics (e.g. "What is the last name of the man who rode horseback in 1775 to warn that the British were coming?") that were rated of medium difficulty and had a probability of recall of approximately 50% in the original test. The order of these questions was randomized.

Upon completion, subjects were assigned the role of "Worker." They were also told that they had been assigned a Team Leader. In the high prestige conditions, subjects were told that this leader "scored in the *top 5%* on the transcription task in terms of both speed and accuracy" and that "other Turkers have indicated that they *look up to the Team Leader role and have a great deal of admiration and respect for it*." In the low prestige conditions, subjects were told that the Team Leader "scored in the *bottom 5%* on the transcription task in terms of both speed and accuracy" and that "other Turkers have indicated that they *do not look up to the Team Leader role and have no admiration or respect for it*." This prestige manipulation was adapted from Blader and Chen (2012).

Subjects were then asked to play an adapted version of the dictator game (Forsythe, Horowitz, Savin, & Sefton, 1994), in which they decided how to divide a line-transcribing task between themselves and their Team Leaders. Participants could choose to complete between 0 and 10 lines, and the remaining lines were assigned to the Team Leader. Turkers were told that in return for completing their portion of the task, they would be entered in a lottery to receive \$50 (Fast, Halevy, & Galinsky, 2012). In the high dominance conditions, subjects were told “if your Team Leader thinks you have chosen to complete too few transcriptions, *they can punish you by eliminating your chance to win the bonus lottery.*” In the low dominance conditions, subjects were told “if your Team Leader thinks you have chosen to complete too few transcriptions, *they have no recourse or power to enforce any consequences.*”

After determining the split of work, participants were asked to transcribe the number of lines they had specified. They were then asked to complete a number of scales in order to assess their perceptions of their Team Leader.

### 2.1.3. Dependent variable measures

Effort and perceptions of the Team Leader were the dependent variables in this study. Effort was measured as the number of lines a subject transcribed. Perceptions of fairness were measured using an adaptation of Blader and Tyler (2003b)’s Procedural Justice Scale. In the original scale, there are 4 components to procedural justice (see Appendix A). I chose the questions corresponding to the supervisor, which included Quality of Decision-Making Procedures and Quality of Treatment (Blader & Tyler, 2003a). This produced a 16-item scale rated on a Likert scale from 1 (strongly disagree) to 6 (strongly agree), e.g. “My Team Leader respects my rights as a Worker.” Statements in the scale were randomized and a score was calculated as the average of subject ratings. Perceptions of dominance and prestige were measured using the Dominance-Prestige Peer-Report Scale (Cheng et al., 2010), a 17-item scale rated on a Likert scale from 1 (not at all) to 7 (very much) which asks subjects to rate the degree to which they think a number of statements signifying either dominance or prestige represent their Team Leader, e.g. “You do NOT want to be like your Team Leader” (prestige) and “Your Team Leader enjoys having control over you and others” (dominance). Statements in the scale were randomized, and scores for the two subscales were calculated as the average of subject ratings.

See Appendix B for complete study materials.

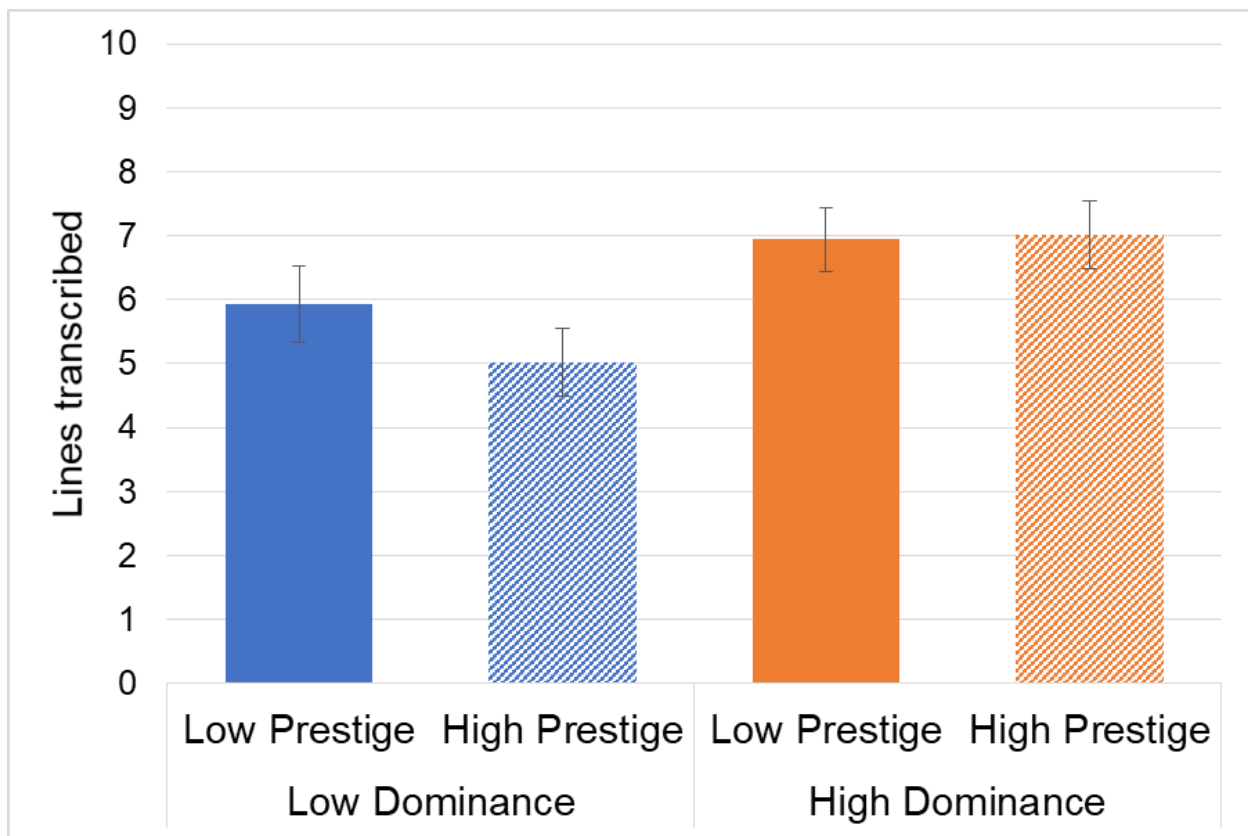
We used Stata\IC 13.1 to compute all statistics.

## 2.2. Results

As a manipulation check, I tested whether subjects in the prestige condition perceived their Team Leaders as prestigious, and whether subjects in the dominance condition perceived their Team Leaders as dominant. The dominance subscale demonstrated good reliability ( $\alpha = 0.78$ ), as did the

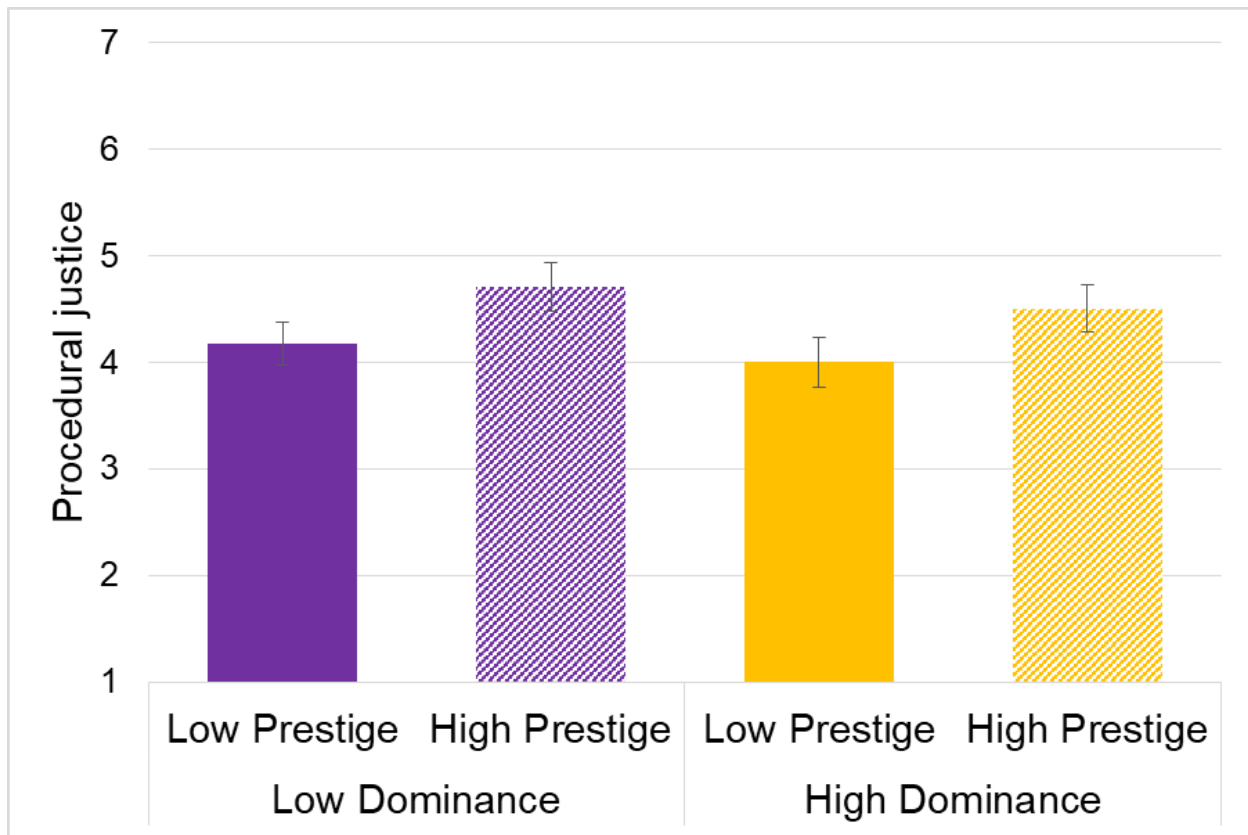
prestige subscale ( $\alpha=0.94$ ). Results of a between-subjects  $t$ -test revealed that subjects in the high dominance conditions perceived their Team Leaders as significantly more dominant ( $m=0.17$ , CI [0.08, 0.26]) than subjects in the low dominance conditions ( $m=-0.16$ , CI [-0.24, -0.09]),  $t(401)=-5.49$ ,  $p<0.001$ . Similarly, results of another between-subjects  $t$ -test revealed that subjects in the high prestige conditions perceived their Team Leaders as significantly more prestigious ( $m=0.35$ , CI [0.25, 0.45]) than subjects in the low prestige conditions ( $m=-0.35$ , CI [-0.46, -0.24]),  $t(401)=-9.33$ ,  $p<0.001$ . Thus, the Dominance-Prestige Peer-Report Scale demonstrated good validity.

To assess the degree to which dominance and prestige affected worker effort (as measured by number of lines transcribed), I conducted a two-way ANOVA. There was a significant main effect of dominance, such that subjects in the high dominance conditions transcribed significantly more lines ( $m=6.98$ , CI [6.62, 7.33]) than subjects in the low dominance condition ( $m=5.47$ , CI [5.07, 5.87]),  $F(1,402)=30.68$ ,  $p<0.001$ ,  $d=0.55$ ). No significant main effect of prestige was found. There was no significant interaction of dominance and prestige on effort.



**Figure 1. Subordinate effort in a line transcription task.** Workers in the high dominance conditions transcribed more lines on average than workers in the low dominance conditions. There was no significant difference between means in the prestige conditions. Error bars represent 95% confidence intervals of the mean.

Worker perceptions of leader fairness (as measured by procedural justice scale ratings) were analyzed using a two-way ANOVA. There was a significant main effect of prestige, such that subjects in the high prestige condition rated their leaders as significantly fairer ( $m=4.61$ ,  $CI[4.45,4.76]$ ) than subjects in the low prestige condition ( $m=4.09$ ,  $CI[3.93,4.24]$ ),  $F(1,402)=21.84$ ,  $p<0.001$ ,  $d=0.47$ . There was a marginally significant main effect of dominance, such that subjects in the low dominance condition rated their leaders as fairer ( $m=4.44$ ,  $CI[4.28,4.60]$ ) than subjects in the high dominance condition ( $m=4.24$ ,  $CI[4.08,4.41]$ ),  $F(1,402)=2.88$ ,  $p=0.091$ ,  $d=0.17$ . There was no significant interaction of prestige and dominance on perceived fairness.



**Figure 2. Subordinate perceptions of Team Leader fairness.** Mean fairness ratings on the procedural justice scale were higher in the high prestige conditions than in the low prestige conditions. Means were also marginally higher in the low dominance conditions than in the high dominance conditions. There was no interaction effect between dominance and prestige and fairness ratings. Error bars represent 95% confidence intervals of the mean.

Thus, consistent with my hypotheses, I found that dominance, but not prestige, had a significant positive effect on the number of lines workers were willing to transcribe. I also found that prestige had a significant positive effect on workers' procedural justice ratings of their Team Leaders.

### 3. Study 2

### 3.1. Methods

#### 3.1.1. Participant characteristics

Using Amazon Mechanical Turk, we recruited 391 participants (55% female, mean age=38, range=18-99) as subjects in an online study that lasted 7 minutes and paid \$0.50, commensurate with pay for similar tasks on this platform (Kraft-Todd et al., 2017). Participants were randomly assigned to 1 of 4 conditions in a 2 (high dominance vs. low dominance) by 2 (high prestige vs. low prestige) factorial design. This study was approved by the Yale University Human Subjects Committee IRB Protocol #1307012383.

#### 3.1.2. Study design and protocol

After completing a brief transcription task to confirm subject engagement, participants read one of four hypothetical vignettes based on the condition they were assigned to. They were asked to imagine that they were working as an analyst on a year-end project. For the prestige manipulation, the boss was described as either “*your direct supervisor*” who is “*respected and admired for their analytics skills*” (high prestige) or “*from another team and is not your direct supervisor*” who is “*neither respected nor admired for their analytics skills*” (low prestige). For the dominance manipulation, subjects were told that either “*everyone will receive a year-end bonus*” (low dominance) or “*everyone usually receives a year-end bonus, but your boss will evaluate your work on the year-end project and can take it away*” (high dominance).

#### 3.1.3. Dependent variable measures

Effort and perceptions of the Team Leader were the dependent variables in this study. Effort was measured by asking subjects “If your boss asked you to spend extra unpaid time working on a project that ended in a week, how many hours would you be willing to spend working on it?” to which they could respond between 0 and 20 in increments of 2. As in the first study, perceptions of fairness were measured using an adaptation of the Procedural Justice Scale (Blader & Tyler, 2003a, 2003b), while perceptions of dominance and prestige were measured using the Dominance-Prestige Peer-Report Scale (Cheng et al., 2010). I also implemented an additional measure of overall status using the Community Ladder version of the MacArthur Scale of Subjective Social Status (Adler, Epel, Castellazzo, & Ickovics, 2000) to measure overall perceptions of status. Subjects were asked to denote the position on a ladder that best represented their Team Leader’s status.

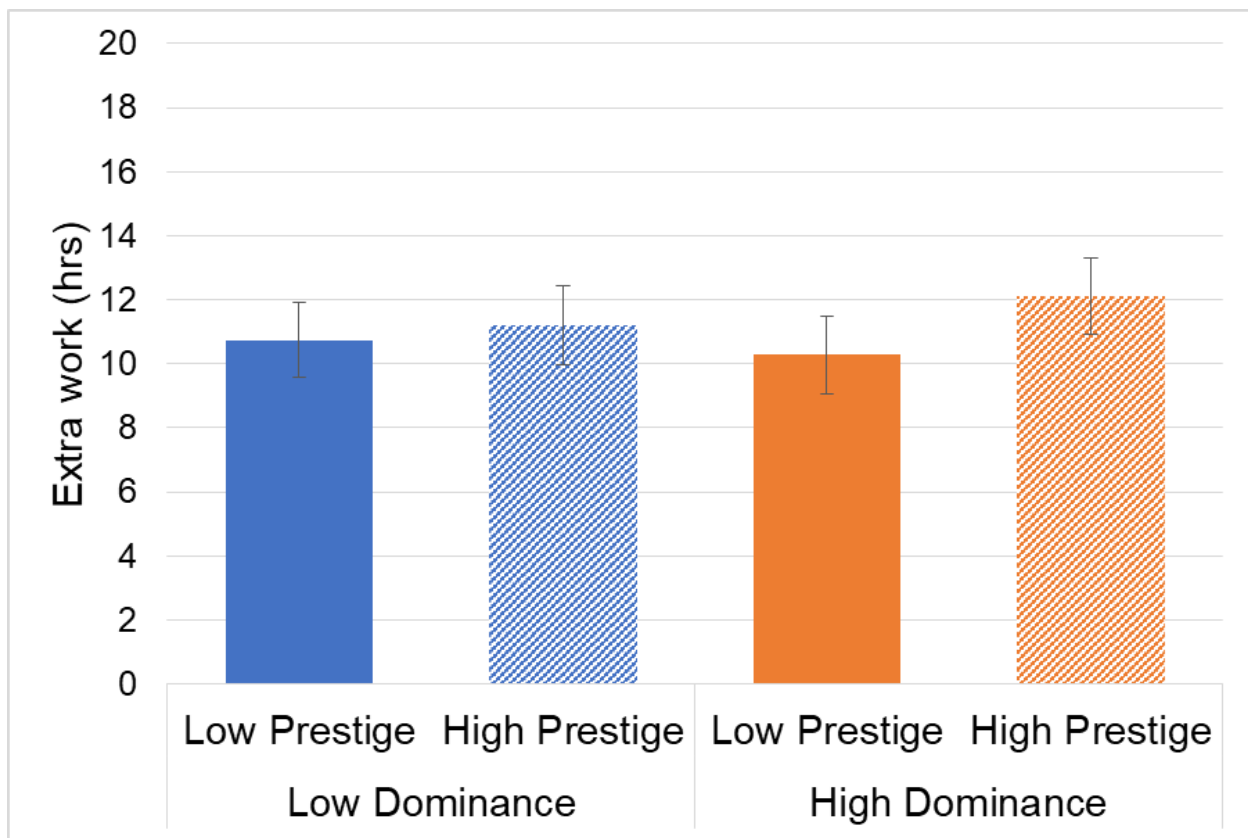
See Appendix C for complete study materials.

We used Stata\IC 13.1 to compute all statistics.

### 3.2. Results

As a manipulation check, I tested whether subjects in the prestige condition perceived their Team Leaders as prestigious, and whether subjects in the dominance condition perceived their Team Leaders as dominant. The dominance subscale demonstrated good reliability ( $\alpha = 0.80$ ), as did the prestige subscale ( $\alpha = 0.95$ ). Results of a between-subjects  $t$ -test revealed that subjects in the high dominance conditions perceived their Team Leaders as significantly more dominant ( $m = 0.13$ , 95% CI [0.04, 0.22]) than subjects in the low dominance conditions ( $m = -0.14$ , CI [-0.23, -0.04]),  $t(391) = -4.18$ ,  $p < 0.001$ ). Similarly, results of another between-subjects  $t$ -test revealed that subjects in the high prestige conditions perceived their Team Leaders as significantly more prestigious ( $m = 0.62$ , CI [0.54, 0.69]) than subjects in the low prestige conditions ( $m = -0.60$ , CI [-0.69, -0.50]),  $t(391) = -19.82$ ,  $p < 0.001$ ). Thus, the Dominance-Prestige Peer-Report Scale demonstrated good validity.

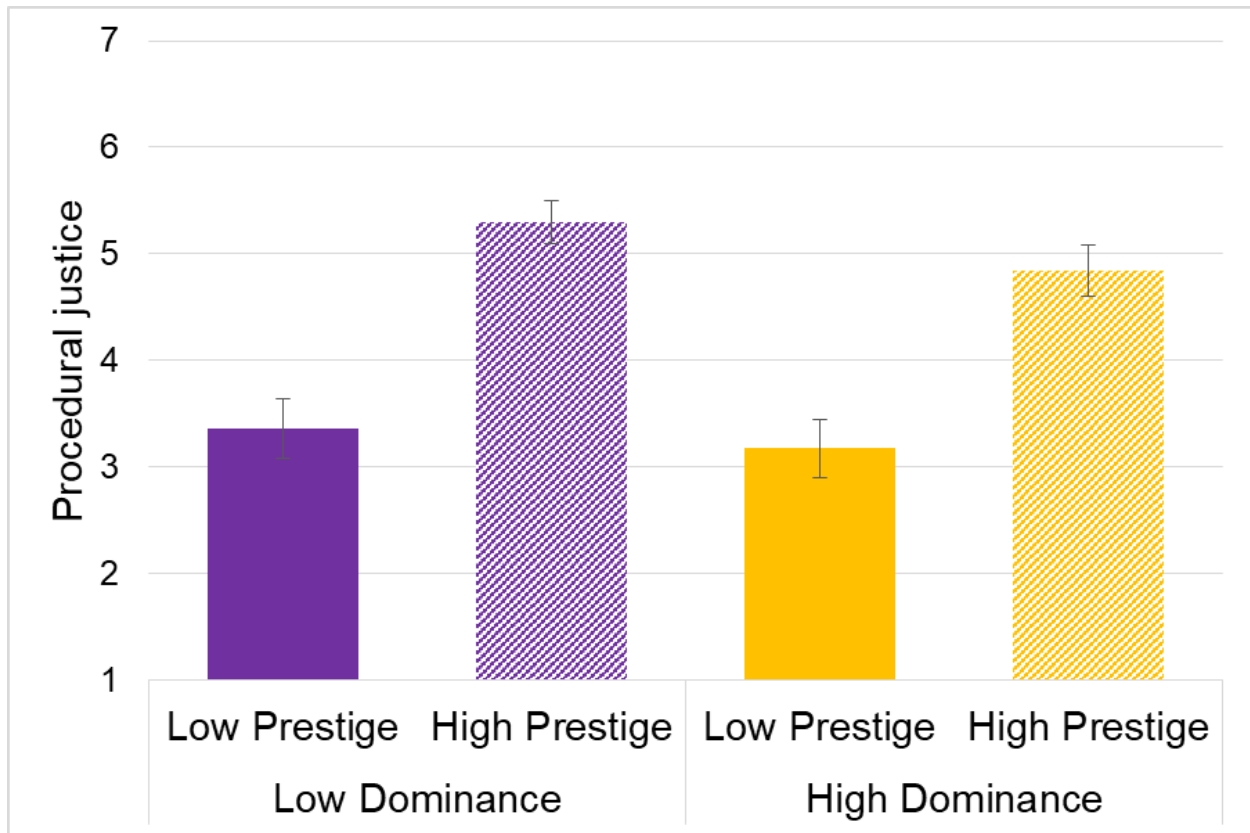
To assess the degree to which dominance and prestige affected worker effort (as measured by number of lines transcribed), we conducted a two-way ANOVA. There was no significant main effect of either dominance or prestige on number of lines transcribed. There was also no significant interaction of prestige and dominance on effort.



**Figure 3. Subordinate effort responses to leader vignettes.** *There was no significant effect of our manipulations on participants' effort.*

The procedural justice scale also demonstrated good reliability ( $\alpha = 0.98$ ). Worker perceptions of leader fairness were analyzed using a two-way ANOVA. There was a significant main effect of

prestige, such that subjects in the high prestige condition ( $m=5.07$ ,  $CI[4.91,5.23]$ ) rated their leaders as significantly fairer than subjects in the low prestige condition ( $m=3.27$ ,  $CI[3.07,3.46]$ ),  $F(1,387)=203.65$ ,  $p<0.001$ ,  $d=1.45$ ). There was also a significant main effect of dominance, such that subjects in the low dominance condition ( $m=4.31$ ,  $CI[4.09,4.53]$ ) rated their leaders as significantly fairer than subjects in the high dominance condition ( $m=4.00$ ,  $CI[3.78,4.21]$ ),  $F(1,387)=6.45$ ,  $p=0.011$ ,  $d=0.26$ ). There was no significant interaction of prestige and dominance on perceived fairness.



**Figure 4. Subordinate fairness perceptions of leader vignettes.** Mean fairness ratings on the procedural justice scale were higher in the high prestige conditions than in the low prestige conditions. Error bars represent 95% confidence intervals of the mean.

Inconsistent with my hypotheses, I did not find any effect of leader dominance or prestige on subordinate effort. I did, however, find a significant positive effect of prestige (but not dominance) on subordinate perceptions of fairness, such that prestige increased procedural justice ratings. I also found a significant effect of dominance on subordinate perceptions of fairness, such that dominance decreased procedural justice ratings.

#### 4. Study 3

##### 4.1.1. Participant characteristics



Using Amazon Mechanical Turk, I recruited 123 participants (57% female, mean age=35, range=16-61) as subjects in an online study that lasted 11 minutes and paid \$1.50, commensurate with pay for similar tasks on this platform (Kraft-Todd et al., 2017). This study was approved by the Yale University Human Subjects Committee IRB Protocol #1307012383.

#### 4.1.2. Study design and protocol

Participants were first asked if they had a job and whether or not they reported to a boss or supervisor at the job. Those who answered “no” to either of the questions were excluded from participating in the remainder of the survey.

Participants first answered the dependent measures, and then were asked to complete a number of scales in order to assess their perceptions of their supervisor.

#### 4.1.3. Dependent variable measures

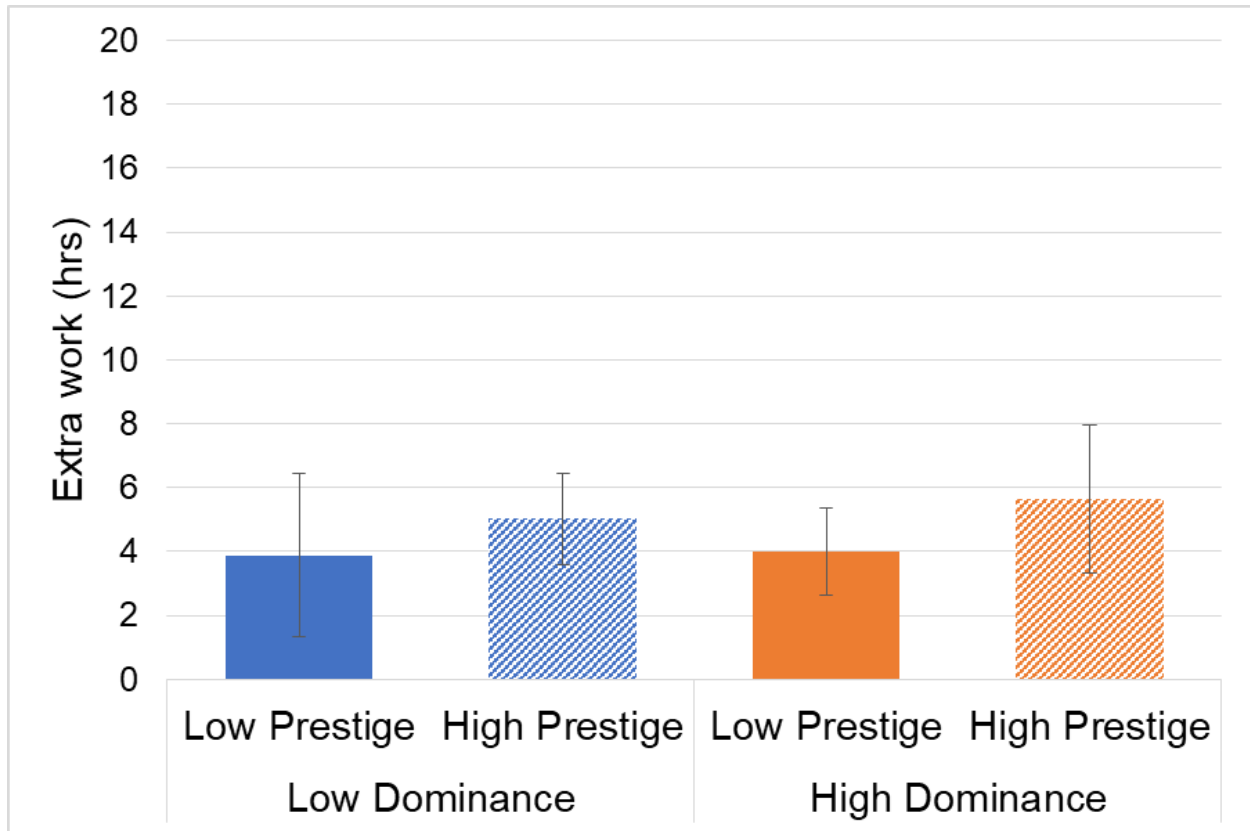
Effort and perceptions of the supervisor were the dependent variables in this study. Effort was measured by the hypothetical question: “If your boss asked you to spend extra unpaid time working on a project that ended in a week, how many hours would you be willing to spend working on it?” to which they could respond between 0 and 20 in increments of 2. As in Studies 1 and 2, perceptions of fairness were measured using an adaptation of the Procedural Justice Scale (Blader & Tyler, 2003a, 2003b). Likewise, perceptions of dominance and prestige were measured using the Dominance-Prestige Peer-Report Scale (Cheng et al., 2010), and perceptions of overall status of both subjects and their bosses were measured using the Community Ladder (Adler et al., 2000).

See Appendix D for complete study materials.

We used Stata\IC 13.1 to compute all statistics.

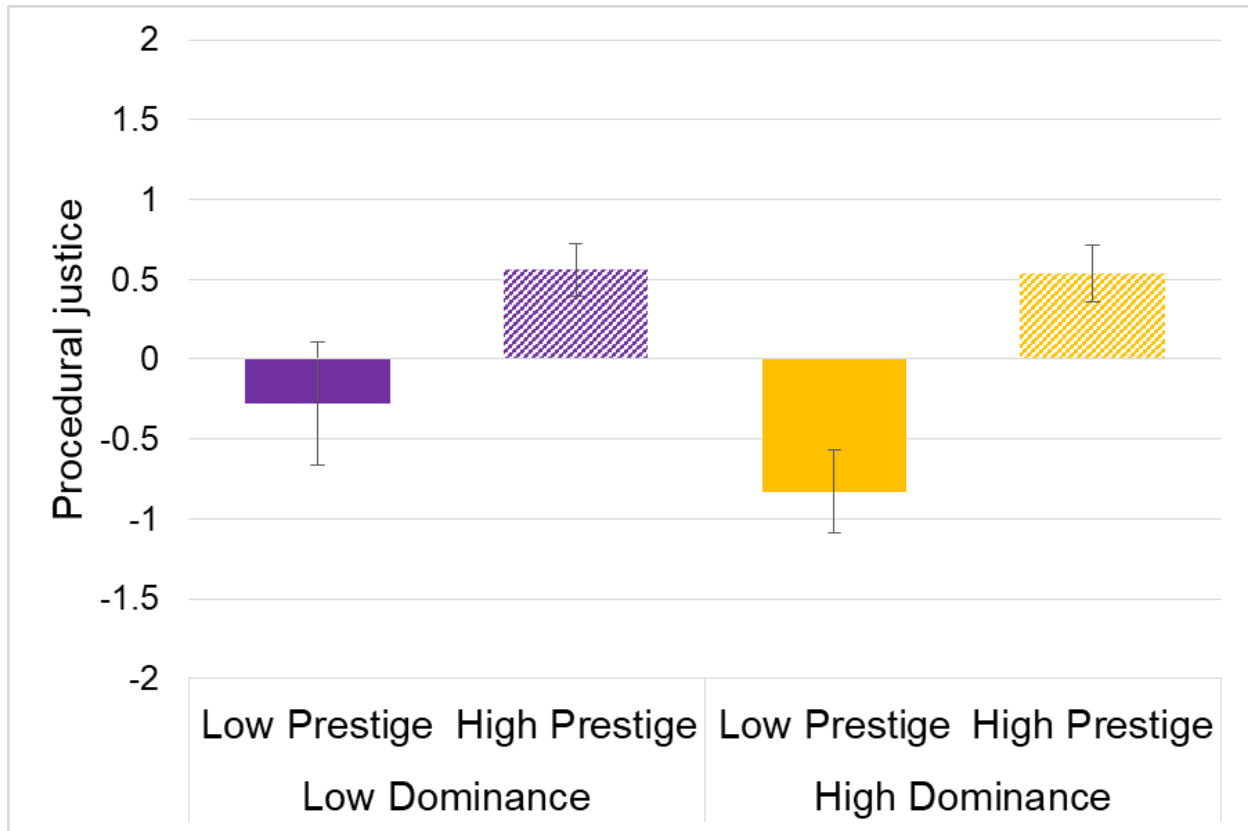
### 4.2. Results

First, I tested whether subjects reported higher predictions of effort in response to their perceived prestige or dominance of their supervisors. The dominance subscale demonstrated good reliability ( $\alpha = 0.84$ ), as did the prestige subscale ( $\alpha = 0.92$ ). I regress effort (z-score) on the interaction of the dominance scale and prestige scale and find a non-significant simple effect of dominance ( $b = .001$ ,  $p = .986$ ), a marginally significant simple effect of prestige ( $b = .22$ ,  $p = .057$ ), and a marginally significant interaction of prestige and dominance ( $b = -.18$ ,  $p = .059$ ). (For the purposes of visualization, I median split the dominance and prestige scales in Figure 5).



**Figure 5. Contextualized subordinate predictions of effort responses to their supervisors.** *There was a marginally significant simple effect of prestige, but no significant simple effect of dominance, on subordinate reported effort predictions.*

Second, I tested whether subjects reported higher perceptions of supervisor fairness in response to their perceived prestige or dominance of their supervisors. The procedural justice scale demonstrated good reliability ( $\alpha=0.98$ ). I regress fairness (z-score) on the interaction of the dominance scale and prestige scale and find a significant simple effect of dominance ( $b=-.12$ ,  $p=.044$ ), a significant simple effect of prestige ( $b=.74$ ,  $p<.001$ ), and no significant interaction of prestige and dominance ( $b=.05$ ,  $p=.412$ ). (For the purposes of visualization, I median split the dominance and prestige scales in Figure 6).



**Figure 6. Contextualized subordinate reports of supervisor fairness.** There was a significant positive simple effect of prestige and negative simple effect of dominance on procedural justice ratings of supervisors.

In concurrence with study 2, my hypothesis that dominance increases subordinate effort was refuted by a regression between real-world laborers' perceptions of their boss' dominance and predictions of additional hours they would work. There was a nonsignificant, simple, negative effect of dominance. My hypothesis that subordinates would view prestigious supervisors as fairer, confirmed by studies 1 and 2, was also supported by a regression between procedural justice ratings of real-life bosses and perceptions of their prestige. The finding in study 2 that dominance decreases perceptions of fairness was further supported by a regression between perceptions of supervisor dominance and perceptions of supervisor fairness.

## 5. Discussion

### 5.1. Study summary

This study contributes to our understanding of the effect of leadership characteristics on follower behavior and perceptions by manipulating dominance and prestige together in the same experiments and measuring *individual*, rather than group, effort. I was interested in how, if at all, dominance and prestige strategies have dissociative effects on the dimensions of effort and

fairness, whether or not these two strategies interact, and how a follower's response to leadership could be extrapolated to a workplace setting.

Using a real-effort task (Study 1) conducted on Amazon Mechanical Turk, I tested whether leader dominance or prestige had an effect on 1) subject effort and 2) subject perceptions of leader fairness. My results confirmed my hypotheses that the high dominance condition would increase subject effort, while the high prestige condition would increase subject perceptions of fairness. I saw similar effects of dominance and prestige on perceptions of fairness in both my hypothetical vignette experiment (study 2) and my correlational design (study 3). Specifically, prestige had a significant positive correlation with and effect on perceptions of fairness, while dominance had a significant negative correlation and effect. My results thus suggest that prestigious individuals are able to maintain work environments that subordinates perceive to be just. Despite my initial study showing strongly significant findings of the effect of dominance on worker effort, these results were not replicated in studies 2 or 3.

## *5.2. Limitations, future directions, and applications*

I believe that my non-replication of the effect of dominance on effort in studies 2 and 3 may reflect a limitation of the second two studies: in the first study, since workers were actually performing a real task for real payment, the threat of a leader who could financially punish may have been more impactful because participants would experience the loss in real life. In the second and third studies, though, the punishment was hypothetical, the knowledge of which may have made the financial loss less salient and therefore less likely to influence participants. I believe my first study is thus the strongest representation of the effect of dominance on worker effort because it involves material outcomes that are directly at stake.

Taking my results at face value, I believe that I have discovered two important insights into how simple-task workers respond to an assigned, anonymous leader based on the information presented about the leader's general intelligence and punishing abilities. This leaves the definitions for prestige and dominance rather rigid; indeed, my manipulations to operationalize prestige and dominance may not encompass all definitions of the two attributes. There may have been a better way to embody dominance than the ability to punish, and a better way to embody prestige than high performance on a general knowledge test. Particularly, I could have used qualities such as number of promotions or wealth to indicate the former, and physical appearance, race (whiteness), education level, generosity gender (maleness), or popularity (number of friends or peers) to indicate the latter (Carli, 1998; Mattan et al., 2017). I chose qualities that I thought were most relevant to a workplace setting, but this does not mean that my results would extend to supervisors who manifest dominance or prestige in different ways.

A future study might thus give a fuller picture of dominance and prestige to its subjects before asking them to make judgments based on their leader. This could potentially be achieved by giving subjects a brief biography or photograph of their leader, which in turn might evoke more sensitized

responses. Recent studies have used individual and group interactions to study response to leaders, which could also be a useful tactic in the understanding of how individual workers respond to dominant or prestigious leaders.

I still know little about how this study translates to real-world implications in the workforce. While it may shed some light on implications for labor that is clerical and repetitive in nature, my study does not provide any insights into how workers in high-stress, competitive, or creative environments might respond to dominant or prestigious leaders. Studies that employ subjects to perform different types of work – e.g. creative or analytical writing, math problems, the CRT (Frederick, 2005) – incentivized by time pressure, quotas, or bonuses, could help to bridge these gaps.

It also remains unknown how – if at all – the nonresponse of worker effort to prestigious leadership tactics translates to group settings, and what the effect of prestige is on these group settings in general. One hypothesis, driven by this research, is that prestigious leaders could be effective in inducing follower effort in group settings because, since they are perceived as fairer, they may promote cooperation among their employees (De Cremer & Van Knippenberg, 2002), as opposed to their dominant counterparts. Such a thesis has the potential to illuminate how follower interrelations are influenced by dominant and prestigious leaders. If it is the case that prestige induces cooperation, this tactic might be more effective for leading groups, while dominance might be better suited for leading individuals.

My results have important implications for the workplace. It may be that prestigious individuals are well suited for specific types of work that involve mitigating, debating, and compromising, as these types of tasks are typically most successful when an agreement can be reached that all involved parties consider fair. Applying these insights on individuals to group settings, which are most common in the workplace, we can also infer that groups may benefit from prestigious leaders if such leaders are able to foster an environment of fairness that encourages equal participation, idea exchange, and share of responsibilities. It may stand to reason that employers should hire more prestigious candidates for middle-management and supportive management roles, since I found that workers typically perceived these leaders as fairer and thus likely to induce cooperation. Conversely, dominant leadership may be the most effective way to promote subordinate effort, which could translate to better tactics for training managers and more emphasis on hiring domineering bosses to oversee individuals. While many companies boast about the effectiveness of progressive, laissez-faire management styles for motivating workers, it seems to be the case that the traditional threat of punishment reigns supreme. If we can determine the attributes that identify dominant and prestigious individuals as such, we might even be able to prompt employees' perceptions of these traits in their managers, where effective.

While it is true many gaps still exist, I believe I have contributed to the current dearth of research in follower behavior by demonstrating a significant relationship between leader dominance and

prestige, follower effort, and corresponding follower perceptions of fairness. By using a real-effort task, I have demonstrated that these results may have implications for real-world behavior in the workplace. It is my hope that what I have discovered will encourage other studies into follower behavior and perceptions.

## 6. Author Contributions

Macdonald and Kraft-Todd developed study 1. Rand and Kraft-Todd developed the idea for study 2. Macdonald developed the idea for study 3. Kraft-Todd guided the literature review conducted by Macdonald. Kraft-Todd analyzed the results and Macdonald re-analyzed them. Kraft-Todd and Macdonald created the figures. Kraft-Todd and Macdonald developed outlines of the paper, and Macdonald wrote the paper. Rand and Kraft-Todd oversaw the experiments and process.

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#### Appendix A [4-component model of procedural justice]

The four-component model of procedural justice

Procedural element	Source	
	Rules of the group (formal)	Actions of the supervisor (informal)
Quality of decision-making processes	Formal quality of decision making	Informal quality of decision making
Quality of treatment	Formal quality of treatment	Informal quality of treatment

#### Appendix B [Study 1 materials]

##### [General Knowledge Quiz]

#### Part 1.

Please complete the following quiz to assess your general knowledge. You will have a short

amount of time to answer each question; please do not look up the answers online, but simply type the answer that first comes to mind.

What is the name of the legendary one-eyed giant in Greek mythology? \_\_\_\_\_

In what park is "Old Faithful" located? \_\_\_\_\_

What is the name of the poker hand in which all of the cards are of the same suit?

\_\_\_\_\_

In which sport is the Stanley Cup awarded? \_\_\_\_\_

What is the name of the chapel whose ceiling was painted by Michelangelo?

\_\_\_\_\_

Of which country is Baghdad the capital? \_\_\_\_\_

What is the name of the liquid portion of whole blood? \_\_\_\_\_

What is the name of the city in Italy that is known for its canals? \_\_\_\_\_

What is the name of the spear-like object that is thrown during a track meet?

\_\_\_\_\_

What is the last name of the man who rode horseback in 1775 to warn that the British were coming? \_\_\_\_\_

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Thank you for completing Part 1!

## **Part 2.**

In this part of the HIT, you have been matched with another Turker. You have been assigned the role of Worker, and they have been assigned the role of Team Leader.

-----

*[Low prestige condition]*

The Team Leader role involves generating important ideas for this task.

Your Team Leader scored in the bottom 5% on the general knowledge quiz in terms of both speed and accuracy.

Other Turkers have indicated that they do not look up to the Team Leader role and have no admiration or respect for it.

---

*[High prestige condition]*

The Team Leader role involves generating important ideas for this task.

Your Team Leader scored in the top 5% on the general knowledge quiz in terms of both speed and accuracy.

Other Turkers have indicated that they look up to the Team Leader role and have a great deal of admiration and respect for it.

---

You and your Team Leader must together transcribe the 10 handwritten lines below. You can decide how many lines you will complete and your Team Leader will complete the rest.

Your Team Leader will check over your transcriptions for errors, as well as the transcriptions of any other Workers assigned to your team.

If you complete your portion of the task, you will be entered in a lottery with a 1 in 100 chance of winning a bonus of \$50.

---

*[Low dominance condition]*

If your Team Leader thinks you have chosen to complete too few transcriptions, **they have no recourse or power to enforce any consequences.**

---

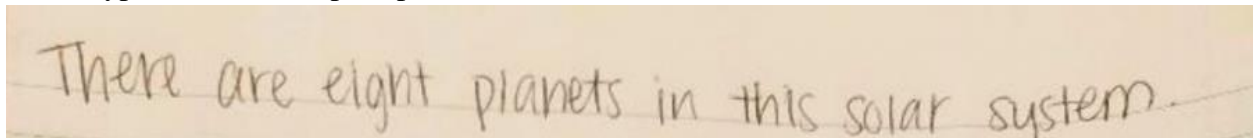
*[High dominance condition]*

*However,* if your Team Leader thinks you have chosen to complete too few transcriptions, **they can punish you by eliminating your chance to win the bonus lottery.**

How many of the 10 lines would you like to complete?

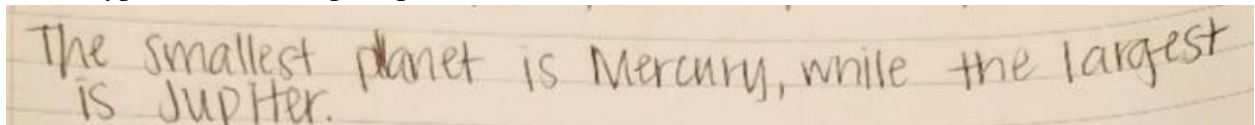
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

Please type line 1 in the space provided below:



There are eight planets in this solar system.

Please type line 2 in the space provided below



The smallest planet is Mercury, while the largest is Jupiter.

Please type line 3 in the space provided below

Venus is the hottest planet in our solar system.

Please type line 4 in the space provided below

Earth is the only known planet to contain life.

Please type line 5 in the space provided below

Mars is nicknamed "the Red Planet" because it has a reddish appearance.

Please type line 6 in the space provided below

Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

Please type line 7 in the space provided below

The first planet discovered with the use of a telescope was Uranus.

Please type line 8 in the space provided below

Neptune is one of the windiest planets, with winds of up to 600 meters per second.

Please type line 9 in the space provided below

There used to be another planet in the solar system called Pluto, which was farthest from the sun.

Please type line 10 in the space provided below

Recent discoveries, however, have determined that Pluto does not meet the criteria to be a planet.

Thank you for completing Part 2!

### **Part 3.**

Now please complete the following evaluations of your Team Leader.

*[Dominance-Prestige Peer-Report Scale]*

Please indicate the extent to which each statement accurately describes your Team Leader by selecting the appropriate number from the scale below.





Your Team  
Leader is  
willing to  
use  
aggressive  
tactics to  
get their  
way.

☐☐☐☐☐☐☐

You hold  
your Team  
Leader in  
high  
esteem.

☐☐☐☐☐☐☐

Your Team  
Leader  
tries to  
control you  
rather than  
permit you  
to control  
them.

☐☐☐☐☐☐☐

Your Team  
Leader  
does NOT  
have a  
forceful or  
dominant  
personality.

☐☐☐☐☐☐☐

You know  
it is better  
to let your  
Team  
Leader  
have their  
way.

☐☐☐☐☐☐☐

Your Team  
Leader  
does NOT  
enjoy  
having  
authority  
over you.

☐☐☐☐☐☐☐

You  
recognize  
your Team  
Leader's  
unique  
talents and  
abilities.

☐ ☐ ☐ ☐ ☐ ☐ ☐

You  
consider  
your Team  
Leader an  
expert on  
some  
matters.

☐ ☐ ☐ ☐ ☐ ☐ ☐

You would  
seek your  
Team  
Leader's  
advice on a  
variety of  
matters.

☐ ☐ ☐ ☐ ☐ ☐ ☐

You are  
afraid of  
your Team  
Leader.

☐ ☐ ☐ ☐ ☐ ☐ ☐

You do  
NOT enjoy  
hanging  
out with  
your Team  
Leader.

☐ ☐ ☐ ☐ ☐ ☐ ☐


---

*[Procedural Justice Scale]*

In regard to THIS INTERACTION, to what extent do you agree with the following statements:

---

I felt that my Team Leader made decisions to try to do what is best for both of us.

- ☐ Strongly Disagree
  - ☐ Disagree
  - ☐ Somewhat Disagree
  - ☐ Neither Agree nor Disagree
  - ☐ Somewhat Agree
  - ☐ Agree
  - ☐ Strongly Agree
- 

I felt that I was given a chance to tell my side of the story before my Team Leader made decisions in this interaction.

- ☐ Strongly Disagree
  - ☐ Disagree
  - ☐ Somewhat Disagree
  - ☐ Neither Agree nor Disagree
  - ☐ Somewhat Agree
  - ☐ Agree
  - ☐ Strongly Agree
-

I felt that my Team Leader treated me with dignity and respect.

- ☐ Strongly Disagree
  - ☐ Disagree
  - ☐ Somewhat Disagree
  - ☐ Neither Agree nor Disagree
  - ☐ Somewhat Agree
  - ☐ Agree
  - ☐ Strongly Agree
- 

I felt that my Team Leader made decisions based upon facts and not personal opinions or biases.

- ☐ Strongly Disagree
  - ☐ Disagree
  - ☐ Somewhat Disagree
  - ☐ Neither Agree nor Disagree
  - ☐ Somewhat Agree
  - ☐ Agree
  - ☐ Strongly Agree
- 

*[Personality Trait Scale]*

Please rate the extent to which you think the following characteristics describe your Team Leader:



Enthusiastic

☐☐☐☐☐☐☐

Intelligent

☐☐☐☐☐☐☐

---

Why did you choose to allocate the work in the way that you did?

---

---

---

---

---

*[Demographics]*

Gender:

- ☐ Male
- ☐ Female

Age: \_\_\_\_\_

Please specify your race. (*Choose one or more categories*)

- ☐ White/Caucasian (Anglo/Euro) American
- ☐ Black or African American
- ☐ Asian or Asian American
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or other Pacific Islander
- ☐ Hispanic/Latino
- ☐ Multicultural

Highest level of education completed:

- ☐ Less than a high school degree
- ☐ High School Diploma
- ☐ Vocational Training
- ☐ Attended College
- ☐ Bachelor's Degree
- ☐ Graduate Degree
- ☐ Unknown

Please choose the category that describes the total amount of income you earned in 2013.  
Consider all forms of income, including salaries, tips, interest and dividend payments,



scholarship support, student loans, parental support, social security, alimony, and child support, and others.

- ☐ Under \$5,000
- ☐ \$5,000-\$10,000
- ☐ \$10,001-\$15,000
- ☐ \$15,001-\$25,000
- ☐ \$25,001-\$35,000
- ☐ \$35,001-\$50,000
- ☐ \$50,001-\$65,000
- ☐ \$65,001-\$80,000
- ☐ \$80,001-\$100,000
- ☐ Over \$100,000

How do you see yourself: are you generally a person who is fully prepared to take risks or do you try to avoid taking risks?

- ☐ 0 - Not at all willing to take risks
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6

- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 - Very willing to take risks

To what extent do you feel you can trust other people that you interact with in your daily life?

- ☐ 1 - Very little
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7 - Very much

I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.

- ☐ 1 - Very untrue
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 - Very true

I trust my initial feelings about people.

☐ 1 - Very untrue

☐ 2

☐ 3

☐ 4

☐ 5 - Very true

Which US political party do you identify with more strongly?

☐ 1-Strongly Republican

☐ 2

☐ 3

☐ 4-Neutral

☐ 5

☐ 6

☐ 7-Strongly Democrat

How strongly do you believe in the existence of a God or Gods?

☐ 1 - Very little

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7 - Very much

Please indicate your current degree of emotion, meaning such characteristics as how pleasant or unpleasant you feel.

☐ 1: extremely sad

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9: extremely happy

Politically, how conservative are you in terms of social issues

☐ 1 - Very liberal

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6 - Very conservative

Politically, how conservative are you in terms of fiscal issues

- ☐ 1 - Very liberal
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 - Very conservative

## Appendix C *[Raw data]*

To begin, please enter your Amazon Mechanical Turk Worker ID here:  
(Please see below for where you can find your Worker ID.) Your Worker ID starts with the letter A and has 12-14 letters or numbers. It is NOT your email address. If we do not have your correct Worker ID we will not be able to pay you.

---

A1DL3NEZFY4V4E

---

A1YKJ29WKNTGT5

---

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AR5LYXBO5D982

A3R2HIT2KOXUWS

A1LOUZD99NZCT2

A3TRHAG4OHCNHD

A3T5E7K68QRMKC

A26OJ4TA28AFHC

A34LSCB90T5KYE

A207H7VXLFN6BP

A3UTFL5JHRQCM1

A30MP4LXV4MIFD

A3MAVVI8KQVM7J

A2CF2BD4Q0ZDJN

A19LVWX8ZLO6CS

A1L3937MY09J3I

ATKG4FI2S5MVL

A2C84QVRK3KG57

A2HHGI5CNSS5PD

A28C4YC9WPNYG2

A3L1DZWXQFWB90

A1DY3EW6Q0B5K5

A12FCLCVIM2CL3

A1LOD3LNX7FUPJ

A3JUAN2Y9XTK5L

A3EJ44J2ZNRMDA

AIPHJXQEDNW9L

A21SIPO89DP66I

A1T83SZBP2DN65

A166A2M31CW2C7

A2MKUZ0K3S7NQU

A2JZP4AZI1RTG4

A1MYLQQL8BBOYT

A1MYDAL453CN5Q

A149ROBL26JWPJ

A19L8SNH73AX1Z

A2ZRF4I5RTKN7G

A1P6OXEJ86HQRM

What is the name of the legendary one-eyed giant in Greek mythology?

Spk

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Cyc

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Cyclops

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Cyclops

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Zeus

Cyclops

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## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.83	1.71	1.64	2.68	431
2	Timing - Last Click	0.00	9.84	2.15	2.17	4.69	431
3	Timing - Page Submit	0.33	12.01	8.22	2.24	5.01	431
4	Timing - Click Count	0.00	7.00	1.15	0.94	0.88	431

In what park is "Old Faithful" located?

yosemite

na

yellowstone

Yellowstone

Yosemite

Yellowstone

yellowstone

california

Yellow Stone

Unsure

Yellow stone

niagara falls

dont know

Yellowstone

virginis

Yellowstone

Yellowstone

Yellowstone

Yellowstone

Yellowstone

Yellowstone

Wyoming

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yosimitie

yellow stone

Yellowstone

mt rushmore

Yo

yellowstone

Yellowstone National Park

Yellowstone

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YELLOW S

Yellowstone National Park

Yellowstone

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texas

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Unsure

Yellowstone National Par

Yellowstone

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dont know

Grand Canyon

Yellowstone

Yellowstone

Yellowstone

Yellow Stone

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niagara falls

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Yellowstone National Park
Nebraska
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Yellowstone
Yosemity

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Yellowstone National Park
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central park

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Yellowstone

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Central Park

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Yellowstone

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Yellowstone National Park

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Yellowstone

## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.60	1.58	1.62	2.62	431
2	Timing - Last Click	0.00	9.97	2.06	2.15	4.64	431
3	Timing - Page Submit	0.36	12.01	8.23	2.19	4.79	431
4	Timing - Click Count	0.00	9.00	1.14	0.92	0.85	431

What is the name of the poker hand in which all of the cards are of the same suit?

Full

flush

flush

fl

Flush

Black jack

balor

3

Flush

flush

straight

straight

full house

flush

Royal fl

Full house

streight

Flush

flush

Flush

flush

flush

Run

straight

flush

flush

flush

flush

Full House

Flush

flush

STRAIGHT

flush

flush

fl

flu

flush

flush

?

straight

flush

Unsure

flush

Flush

flush

flush

full



full house

Flush

flush

royal flush

Black Jack

flush

Flush

flush

Flush

flush

flush

Royal Flush

royal flush

fli

Flush

S

flush

flush

flush

full house

Flush

flush

Flush

full suit

flus

Flush

straight

flush

flush

Flush

Flush

flush

flush

Flush

FLUSH

flush

flush

Flush

Straight

flush

Flush

flush

flush

flush

royal flush

Flush

flush

Flush

full house

flush

straight

Flush

Flush

flush

Straight

Flush

straight

Flush

straight fk

full hou

flush

flush

Flush

Flush

Flush

flu

flush

FLush

Flush

Royal FLush

flush

flush

Poker

Roy

Flush

flush

Flush

Flush

full house

flush

Flush

flush

Flush

Flush

f

flush

St

black jack

flush

flush

Flush

Straight flush

four of a kind

flush

Ace?

Flush

flush

Flush

FLUSH

Flush

Five of a kind

full house

f

Str

full house

Flush

flush

Flush

Flush

Full house

Flush

straight

Flush

Flush

flush

flush

Flush

Flush

flush

flush

s

flush

full house

Flush

Flush

flush

Flush

Flush

flush

straight

Straight

Flush

flush

flush

flush

Straight

Flush

don't know

Flush

flush

FLush

flush

Royal flush

full house

flush

flush

Flush

Flush

flush

Flush

Flush

royal flush

Full house

Flush

Poker

Flush

Flush

Flush

flush

Flush

flush

Flush

flush

flush

Flush

FLUSH

Flush

no idea

full hou

Flush

flush

full house

flush

flush

full house

flush

full house

flush

flush

ace

flush

flush

flush

flush

Full house

straight

straight

flush

flush

soccer

Flush

Royal f

Royal flush

flush

strai

Flush

full house

flush

aces

flush

Flush

flash

flush

Flush

straight

Flush

flush

flush

straight

Ace

Flush

flush

flush

flush

Straight

Flush?

FULL HOUSE

Flush

flush

flush

flush

flush

flush

royal flush



full house

Straight

Flush

Flush

flush

Flush

flush

Flush

Flush

straight

flush

Flush

flush

straight

don't know

Full house

Full House

Don't know

Full house

flush

flush

full house

straight

flush

royal flush

unknown

Flush

Full House

flush

fu

str

flush

Flush

Flush

flush

Royal Flush

Straight

flush

Flush

Flush

flush

Full h

flush

Flush

poker

can't think of it a

flush

royal s

flush

flush

Flush

Flush

FLush

flush

fold

flush

flush

flush

Full house

full house

full house

straight

F

Flush

full house

full house

flush

royal flush

Flush

Flush

flush

flush

Flush

dont know

flush

straight

flush

flush

flush

Royal flush

Flush

full house

cictene chapel

flush

flush

ful house

flush

## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	13.90	1.78	1.77	3.12	431
2	Timing - Last Click	0.00	13.90	2.23	2.29	5.23	431
3	Timing - Page Submit	0.14	18.06	8.31	2.21	4.88	431
4	Timing - Click Count	0.00	10.00	1.16	1.00	1.00	431

In which sport is the Stanley Cup awarded?

Baseball

hockey

hockey

hockey

golf

Ice hockey

Golf

Soccer

Soccer

bowling

hockey

hockey

hockey

NHL

Hockey

hockey

baseball

hockey

Hockey

Tennis

hockey

Hockey

hockey

Hockey

Hockey

Hockey

Hockey

hockey

Hockey

golf

hockey

Soccer

hockey

hockey

Hockey

hockey

hockey

hockey

Golf

Hockey

Soccer

H

Hockey

hockey

hockey

horses

hok

hockey

Hockey

hockey

hockey

Golf

hockey

Hockey

hockey

Hockey

racing

hockey

Hockey

hockey

hockey

Hockey

ice hockey

Hockey

hockey

Hockey

hockey

hockey

Hockey

Hockey

horse riding

Hockey

Golf

soccer

Hockey

hockey

hockey

Hockey

hockey

Hockey

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HOCKEY

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Ice Hockey

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National Hockey League

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Racing

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Tennis

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Ice hockey

Hockey

socce

Hockey

Hockey

car racing

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hockey

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Hockey

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hockey

soccer

hockey

Hockey

golf????

Hockey

hockey

Hockey

gol

Hockey

Hockey

Auto racing

Hockey

hockey

Hockey

hockey

Hockey

Hockey

hockey

Horse racing

Hockey

Hockey

Hockey

Hockey

Hockey

Hockey

hockey

Hockey

nascar

Hockey

golf

hockey

hockey

Golf

hoc

HOCKEY

H

tennis

Hiseman

HOCKEY

Hockey

Hockey

baseball

Hockey

toronto

football

rugdby

ice hockey

hockey

hockey

nascar

hockey

hockey

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Hockey

hockey

Nascar

Kentucky

hockey

Hockey

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Ice Hockey

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ice hockey

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hockey

golf

soccer

Hockey

ice hockey

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Ice Hockey

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Soccer

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soccer

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Softball

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NHL Hockey

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Soccer

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baseball

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Hockey

Hockey

soccer

Hockey

Soccer

running

hockey

hocky

Nascar

Ice Hockey

Hockey

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hockey

Soccer

Hockey

Hockey

hockey

Hockey

tennis

ice hockey

hockey

hockey

hockey

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ice hockey

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## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.75	1.50	1.48	2.18	431
2	Timing - Last Click	0.00	9.94	1.89	2.00	4.00	431
3	Timing - Page Submit	0.00	12.00	6.97	2.60	6.74	431
4	Timing - Click Count	0.00	6.00	1.10	0.84	0.71	431

What is the name of the chapel whose ceiling was painted by Michelangelo?

sistine

Sistine Ch

sistine

Sistine

The sis

the sixtinth chapel

sistine

don't know

Geronimo

S

sistein

sistine

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Sistine

Sistene

Saint Augustine

Cistine

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sistine

Sistine

Ira

Sistene

chris

Sistine

sistine chapel

Sistine

CISTINE

the Cistine Chapel

Sisstine

sistine

art

cistene

Not sure

sistene

Siste

Sistine

Sisteen

cystine

chapel

Roman Cathedral

Sistene Chapel

Sistine

Cistene

Cistine

sistine

Sisteen Chapel

Sistine

Sistene

sistene

Sistine

Sistine

cistine

siste

Sixteenth

cistine

Sistine

sistine chapel

Cistine

sistene

Sistine

16th

Sistine chapel

notre dame

sixteenth

cistine

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Sistene Chapel

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sistine

St Augu

SISTINA

cystein

sistine chapel

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Sistene

Sistine

st augusti

sistene

Sistine Chapel

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Sisteen

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Sistine Chapel

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Partha

Sistenth

Cistine

louvre

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cysteine

sistine chapel

sixteen chapel

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Sistine Chapel

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Sixtine

Sistine Chapel

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The Sistine

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Saint
Cistene
Cistine
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Sistine
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Sisteen
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Sicily
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Chapel
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Sistine
The Sistine Ch

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Sistine Chapel

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16th chappel

Sistine Chapel

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sistein

cistine

Sis

San pedro

Sisteen

Sistine

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sisteen chapel

Sisteenth

Sistine Chapel

Sistine

Vatican

Sistine

Sistine

sistine

sistine

16th

sistine

sisteen

six

Sistine Chapel

Sistene

Sistine Cha

Sistene

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Sistene

sistine

Sistene

## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.95	1.66	1.70	2.88	431
2	Timing - Last Click	0.00	10.02	2.30	2.49	6.21	431
3	Timing - Page Submit	0.00	13.99	8.39	2.21	4.90	431
4	Timing - Click Count	0.00	7.00	1.14	0.91	0.84	431

Of which country is Baghdad the capital?

Afgahni

iraq

iraq

iran

Iran

Iraq

Sisti

iraq

Iraq

iraq

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iraq

Iraq

iraq

Iraq

Iraq

Ira

arab

Iraq

Iraq

iRAK

Iraq

Iraq

iraq

Quebuc

Iraq

Ir

india

Iraq

iraq

Afghanistan

Iraq

AFGAN

Iraq

Iraq

iraq

iran



iran

Pakistan

Iraq

iraq

Unsure

Iraq

Afghanistan

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Afghanistan

Iraq

Iraq

Iraq

Istanbul

iraq

Iraq

Iraq

Iraq

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Iraq

Iraq

Iraq

iran

Iraq

Iraq

iran

iraq

Iran

iraq

Iraq

Afganistan

iran

Afghanistan

iraq

af

iraq

Iraq

Iraq

Iraq

Iraq

Iraq

afghanistan

APGHANASSTAN

iraq

Iraq

singapore

Iraq

Afghanist

Iraq

Iraq

Saudi Arabia

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Iraq

Iraq

afghanistan

ir

Iraq

iraq

IRAQ

iran

iraq

ia

Iraq

Iraq

Saudi Arabia

Iraq

Iraq

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iran

Iraq

iraq

irag

afghanistan

Iran

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Iraq

Iraq

India

Iran

iraq

Iraq

Iraq

iran

Iraq

iran

Iran

afghanistan

Iraq

Afganistan

Iraq

iraq

Iraq

Saudi Arabia

Iraq

Iran

Iran

Afghsnistan

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Iran

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iran

Iraq

afghanistan

iraq

I

Iraq

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Iraq

Afghanistan

A

rus

Europe

Iraq

Pas

afghanistan

Iraq

Egypt

iraq

Iraq

Iraq

iraq

Afghanistan

Iraq

Iraq

Afghanistan

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Iraq

Iran

iraq

iraq

AFG

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iran

Iraiq

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Iran

Afganistan

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Iraq? I'm dumb

IRAQ

Iraq

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Iraq

Iraq

iran

Iraq

Afghanistan

Saudi Arabia

Iran

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Iraq

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iraq

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Iraq

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Iraq

Paskitan

China

Iraq

Iraq

Iraq

iraq

Iraq

Iraq

Iraq

Iraq

Iraq

iran

iraq

Iraq

Iraq

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iraq

Iraq

Iraq

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Iraq

Iraq

Iran

Iraq

Saudi Arabia

Iraq

Iraq

afghanistan

Iraq

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Afghanistan

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iran

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iran

bangladesh

Afghanistan

Iraq

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iraq

Iraq

iraq

Iraq

Iraq

Afghanistan

Iraq

India

iraq

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iraq

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idia

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Iraq

## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.48	1.50	1.45	2.11	431
2	Timing - Last Click	0.00	10.01	1.92	2.00	4.00	431
3	Timing - Page Submit	0.00	12.45	7.69	2.49	6.19	431
4	Timing - Click Count	0.00	8.00	1.11	0.95	0.90	431

What is the name of the liquid portion of whole blood?

blood

plasma

plasma

Unsure

Plasma

plasma

plasma

blood

plasma

Wat

plasma

platlets

dont know

plasma

plasma

water

Iron

Plasma

plasma

plasma

plasma

plasma

serum

H<sub>2</sub>O

plasma

plasma

un

plasma

platelets

Plasma

plasma

plasma

plasma

WATER

water

plasma

h

Plasma

plasma

plasma

Unsure

plasma

plasma

p

plasma

plasma

myoglobin

Plasma

plasma

plasma

Platelets

hemoglobin

Plasma

plasma

HEMOGLBI

Hemaglobin

no clue

plasma

Plasma

plasma

Plasma

Hemoglobin

pals

plasma

red blood cells p

plasma

Plasma

plasma

Plasma

platelets

Plasma

plasma

pa

plasma

plasma

plasma

Plasma

Hemoglobin

plasma

HEMOGLOBIN

plasma

plamsa

Plasma

Plasma

plasma

Plasma

plasma

plasma

Plasma

plasma

Plasma

plasma

plasma

Plasma

Plasma

plasma

Pint

Water

Plasma

plasma

Serous fluid

plasma

plasma



Serum
plasma
Hemoglobin
Saline
plas
pla
Plasma
Plasma
plasma
Plasma
platelets
plasma
Plasma
hemogloben
Plasma
plasma
plasma
plas
coagulatio
plasma
plasma
Plasma
serum
pint
plasma
Hemoglobin
plasma
pl

glucose

plasma

Don't know

PLAT

Plasma

plasma

plasma

plasma

Plasma

PLASMA

Plasma

plasma

Water

blood stream

plasma

Plasma

Plasma

yosemite

hemoglobin

plasma

plasma

white

Serum

plasma

Plasma

Plasma

plasma

serum

Blood

Blood

plasma

plasma

plasm

plasma

Plasma

plasma

plasma

Plasma

Don't know

Plasma

plasma

plasma

plasma

Platelets

Hemoglobin

plasma

Plasma

plasma

?

plasma

Quart

plasma

Plasma

plasma

plasma

plasma

Plasma

PLASMA

plasma

blood

WATER

serum

blood

plasma

plasma

plasma

whi

plasma

rbc

plasma

plasma

plasma

plasma

plasma

plasma

bloodstream

plasma

plasma

hemo

plasma

Platwlv

plasma

blood

plasma

plasma

plasma

Plasma

plasma

hemoglobin

P

Water

plasm

plasma

Plasma

white

plasma

n/a

hemoglobin

plasma

plasma

plazma

plas

Plasma

hemoglobin

Plasma

plasma

plasma

Plat

Plasma

hemoglobin

plasma

Plasma

plasma

Plasma

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plasma

Plas

plasma

plasma

plasma

water

Plasma

Plasma

Plasma

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Plasma

plasma

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serum

plasma

hemogloben

don't know

Pla

Blood

Blood

don'tknow

water

plasma

plasma

plasma

plasma

Plas

water

plasma

water

Plasma

hemoglobin

plasma

Oxygen

Plasma

plasma

plasma

plasma

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water

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Hemoglobin
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hemoglobin
plasma
plasma

## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	8.48	1.77	1.69	2.86	429
2	Timing - Last Click	0.00	10.48	2.22	2.16	4.69	429
3	Timing - Page Submit	0.16	12.18	8.43	2.18	4.74	429
4	Timing - Click Count	0.00	7.00	1.18	0.92	0.84	429



What is the name of the city in Italy that is known for its canals?

venice

venice

venice

Venice

venice

Venice

Vienna

Rome

venice

paris

Venice

Venis

Venice

Venice

paris

venin

venice

Venice

Flore

Venice

Venice

Venice

venice

Venice

Venice

Venice

Venice

venice

Venice

venice

Venice

Venice

VENO

Venice

Venice

venice

florence

venice

venice

Panama

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Unsure

Venice

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venice

venice

venice

Venice

Milan

Venice

Venice

Venice

venice

Venice

venice

Venice

venice

david

Venice

Sicily

florence

Venice

Florence

venice

Venice

paris

venice

Venice

venice

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venic

Venice

paris

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VENEZIA

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Venice

rome

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Venice

Venise

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Panama

Venice

Venice

Florence

Venice

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Venic

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Venice

Venice

Florence

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sicily

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Venice

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paris

Vea

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Venice

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Rome

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Venice

paris

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Vennis

Venice

Venice

Venice

Rome

paris

Paris

venice

shotput

Sicily

Venice

venice

Rome

Venice

Paris

Venice

Veni

Venice

Venice

Venice

venice

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paris

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Venice

Sistine chapel

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Little Rock, Ar

Rome

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Naples

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Venice

paris

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Lurve

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Florence

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## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.85	1.70	1.69	2.85	433
2	Timing - Last Click	0.00	11.01	2.12	2.14	4.56	433
3	Timing - Page Submit	0.24	21.02	7.71	2.53	6.39	433
4	Timing - Click Count	0.00	6.00	1.12	0.85	0.73	433

What is the name of the spear-like object that is thrown during a track meet?

javelin
javelin
discus
Javelin

Javelin

javelin

spear

Javolin

javelin

dont knwo

javalin

javelin

discus

Javelin

javelin

Javelin

Javelin

Javalin

Javelin

javelyn

Javalin

javelot

Jablin

javelin

javeline

javeline

javelin

javalin

Spear

javalin

javelin

jave

javelin

spear

javlen

javelin

Ball

javalin

Unsure

javelin

Javelin

javelin

javelin

dont know

javelin

Javelin

javelin

Javelin

javelin

Javelin

javelin

JAVE

Javelin

no idea

Javelin

javelin

javelin

Javel

javelin

javelin

dablin

---

javelina

---

Javelin

---

javelin

---

Javelin

---

Spear

---

Javelin

---

spear

---

joust

---

javelin

---

Javelline

---

javelin

---

javelin

---

Javelin

---

spar

---

javel

---

javelin

---

javlin

---

Javelin

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Javalin

---

javelin

---

aveline

---

Javelin

---

ja

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javali

---

Javelin

---

spear

---

javlin



Javelin

javelin

JAVELIN

javelin

javelin

Javelin

javelin

arrow

Javelin

Javelin

lance

Javelin

dart

javelin

spear

Javolib

Don't know

jalalanch

jalalin

Javelin

Javalin

Javelin

jalalin

javelin

javelin

Javalin

Javelin

Javelin

javelin

Spear

Pova

javalin

Javelin

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Javalin

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Javelin

javlin

javelin

javelin

javelin

Javelin

Javelin

Javalin

decathelon

Javal

javelin

Javelin

POLE

Javelin

Javelin

javelin

javelin

javelin

Javalin

javelin

javelin

javelin

javalin

javr

Javelin

gavelin

Javelin

Javelin

javeline

javelin

Javelin

disc

javelin

javelin

javelin

disk

discus

Jav

javel

javelin

Javelin

javelin

Frisbee

arro

javrlin

Javelin

javelin

Javelin

Javelin

javelin

Javelin

Javelin

Javelin

J

Javelin

javelin

Javelin

javelin

Javalin

javelin

javelin

Gavel

Ja

javelin

SPEAR

Javelin

javelin

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put

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jav

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javolin

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javelin

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javelin

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javelin

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ball

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javeline

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rod

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javelin

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javalin

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javelin

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javelin

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baton

---

Javlin

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javelin

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Javulin

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javelin

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javelin

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javeline

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javelin

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Javelin

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javelin

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Javelin

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Javelin

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javaline

javelin

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Jabelin

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javalin

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javalin

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Javelin

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Javelin

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pole

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javelin

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javelin

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Javelon

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Lance

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baton

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Javelin

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JAVELIN

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Javelin

Javelin

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Javelin

javelin

javelin

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Jav

Javelin

Javalin

javelin

javalin

Javelin

javelin

javelin

Javelin

javelin

Javelin

Javelin

javelon

javelin

harpoon

javelin

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javelin

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Javelin

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Javelin

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Javelin

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javelin

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javelin

---

Gavel

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javelin

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Paul Rev

---

javaline

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javelin

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javeline

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javelin

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JAVEL

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javelin

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Javelin

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javlin

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Javelin

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javelin

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Javoline

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Javeline

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javelin

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javelin

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javelin

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javelin

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Flush

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Javelin



dowel

javeline

javelin

Javelin

Javelin

javeln

plasma

javoly

Javelin

Javelin

Javelin

javelin

Javelin

bow and arrow

javelin

javalin

javelin

javelin

Javalen

Javelin

Javelin

javelin

javelin

javalin

Javelin

javelin

jabvelin

javelin

## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.77	1.85	1.81	3.27	429
2	Timing - Last Click	0.00	9.77	2.27	2.23	4.98	429
3	Timing - Page Submit	0.19	12.00	8.07	2.20	4.82	429
4	Timing - Click Count	0.00	16.00	1.17	1.15	1.32	429

What is the last name of the man who rode horseback in 1775 to warn that the British were coming?

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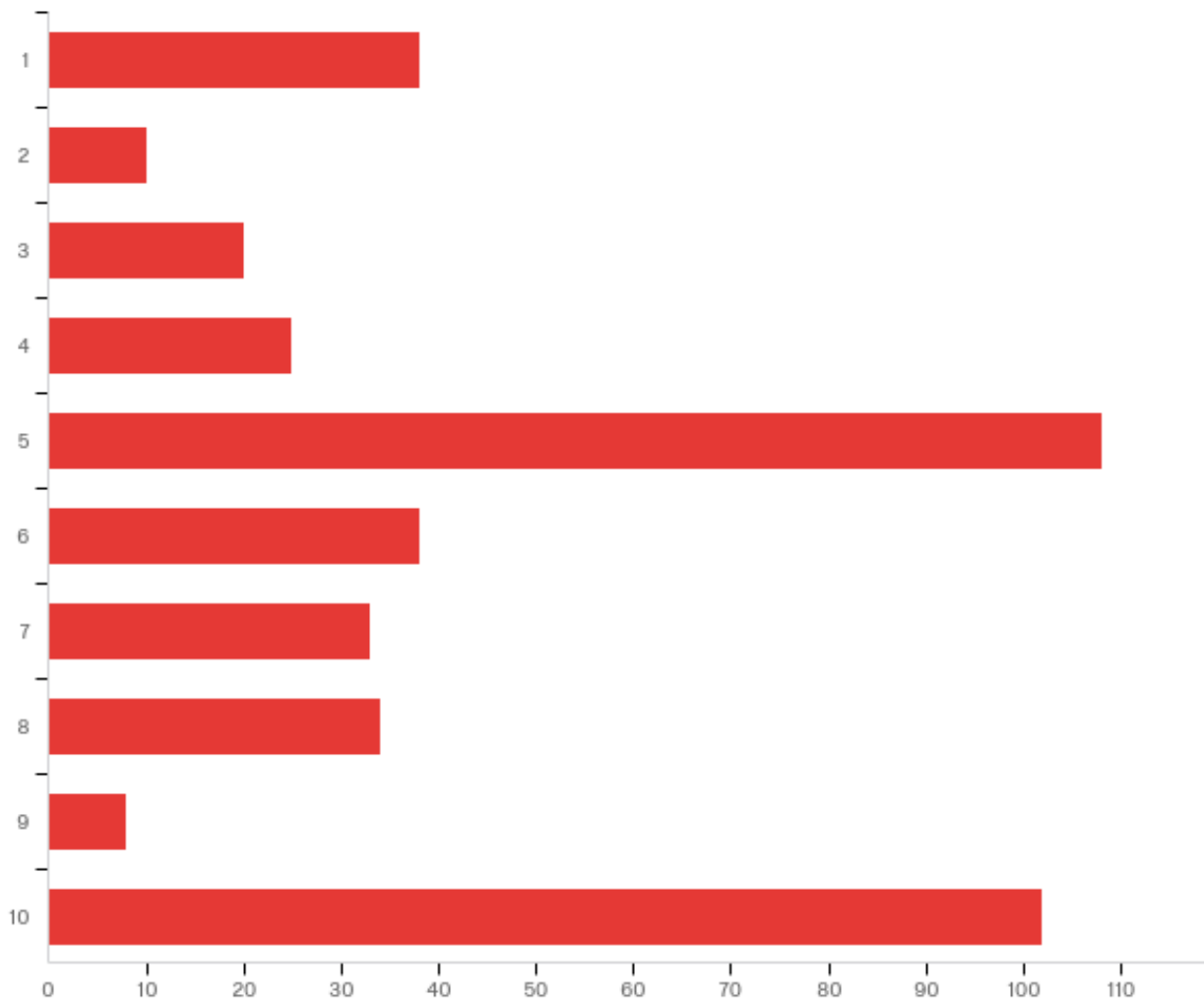
## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	9.76	1.76	1.74	3.04	432
2	Timing - Last Click	0.00	10.01	2.33	2.26	5.13	432
3	Timing - Page Submit	0.07	12.98	8.54	2.11	4.47	432
4	Timing - Click Count	0.00	7.00	1.17	0.97	0.94	432

### Timing (instructions)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	1277.13	16.45	83.16	6916.37	417
2	Timing - Last Click	0.00	1277.61	24.65	84.02	7059.14	417
3	Timing - Page Submit	0.00	1279.06	62.65	107.25	11502.98	417
4	Timing - Click Count	0.00	39.00	2.22	4.38	19.17	417

### dv - How many of the 10 lines would you like to complete?



#	Answer	%	Count
1	1	9.13%	38

2	2	2.40%	10
3	3	4.81%	20
4	4	6.01%	25
5	5	25.96%	108
6	6	9.13%	38
7	7	7.93%	33
8	8	8.17%	34
9	9	1.92%	8
10	10	24.52%	102
	Total	100%	416

Please type line 1 in the space provided below

there are eight planets in this solar system

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Please type line 2 in the space provided below

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Please type line 5 in the space provided below

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MARS IS NICKNAMES "THE RED PLANET" BECAUSE IT HAS A REDDISH APPEARANCE.

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MARS IS NICKNAMED "THE RED PLANET" IT HAS A REDDISH APPEARANCE.

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Please type line 6 in the space provided below

Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

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Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

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Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

**SATURN HAS THE MOST EXTENSIVE RINGS IN THE SOLAR SYSTEM AND IS THE FARTHEST PLANET FROM THE SUN THAT CAN BE SEEN BY THE NAKED EYE.**

Saturn has the most extensive rings in the Solar System and is the farthest planet from the sun that can be seen by the naked eye.

Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

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Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

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Saturn has the most extensive rings in the solar system and is the farthest planet from the sun that can be seen by the naked eye.

Please type line 7 in the space provided below

The first planet discovered with the use of a telescope was Uranus.

The first planet discovered with the use of a telescope was Uranus.

The first planet discovered with the use of a telescope was Uranus.

The first planet discovered with the use of a telescope was uranus.

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The first planet discovered with the use of a telescope was uranus.

the first planet discoverd with the use of a telescope iwas uranus

The first planet discovered with the use of a telescope was Uranus,

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The first planet was discovered with the use of a telescope was Uranus.



Please type line 8 in the space provided below

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Neptune is one of the windiest planets, with winds of up to 600 meters per second.

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Neptune is one of the windrest planets, with winds of up to 600 meters per second

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Neptune is one of the windiest planets, with winds of up to 600 meters per second.

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Neptune is one of the windiest plantes, with winds of up to 600 meters per second.

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Neptune is one of the windiest planets, with winds of up to 600 meters per second.

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Neptune is one of the windiest planets, with winds of up to 600 meters per second.

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Neptune is one of the windiest planets, with winds of up to 600 meters per second.

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Neptune is one of the windiest planets, with winds of up to 600 meters per second.

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Please type line 9 in the space provided below

There used to be another planet in the solar system called Pluto, which was farthest from the sun.

There used to be another planet in the solar system called Pluto, which was farthest from the sun.

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Please type line 10 in the space provided below

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Recent discoveries, however, have determined that Pluto does not meet the criteria to be a planet.

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Please indicate the extent to which each statement accurately describes your Team Leader by selecting the appropriate number from the scale below.



#	Question	1 - not at all		2		3		4 - somewhat		5		6		7 - very much		Total
1	You respect and admire your	13.32%	55	9.69%	40	15.74%	65	26.39%	109	13.32%	55	12.11%	50	9.44%	39	413

	Team Leader.															
2	You do NOT want to be like your Team Leader.	16.9 5%	70	16.4 6%	6 8	13.3 2%	5 5	22.03 %	91	11.6 2%	4 8	9.69 %	4 0	9.93 %	4 1	41 3
3	Your Team Leader enjoys having control over you and others.	15.2 5%	63	11.3 8%	4 7	15.9 8%	6 6	31.96 %	13 2	11.8 6%	4 9	7.99 %	3 3	5.57 %	2 3	41 3
4	You always expect your Team Leader to be successful.	11.3 8%	47	13.8 0%	5 7	8.96 %	3 7	22.76 %	94	17.4 3%	7 2	14.2 9%	5 9	11.3 8%	4 7	41 3
5	Your Team Leader tries to get their own way regardless of what you may want.	24.2 1%	10 0	17.9 2%	7 4	12.8 3%	5 3	24.94 %	10 3	11.3 8%	4 7	4.12 %	1 7	4.60 %	1 9	41 3
6	You do NOT value your Team Leader's	23.9 7%	99	17.9 2%	7 4	14.2 9%	5 9	17.43 %	72	12.3 5%	5 1	7.51 %	3 1	6.54 %	2 7	41 3

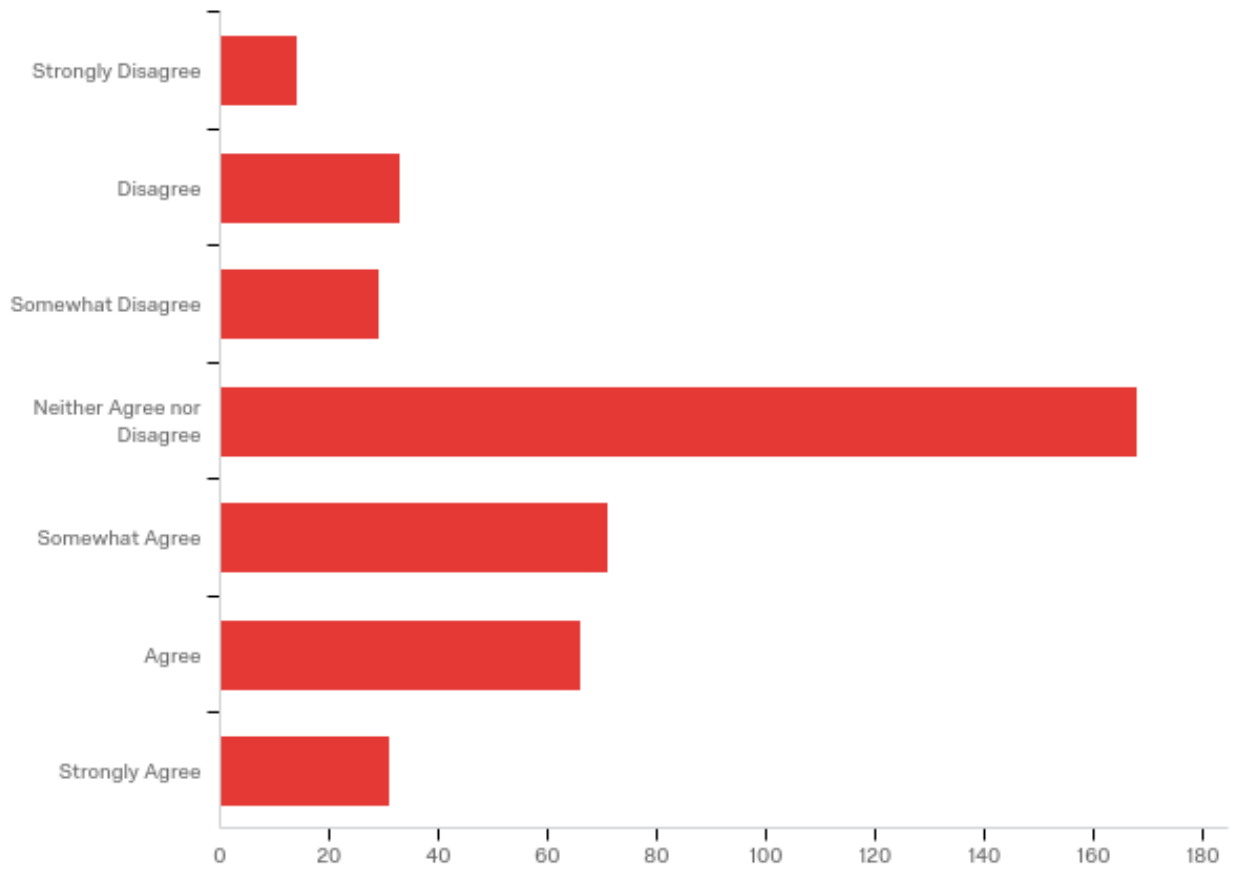
	opinion																
7	Your Team Leader is willing to use aggressive tactics to get their way.	29.30%	121	15.98%	66	12.83%	53	23.73%	98	9.93%	41	4.84%	20	3.39%	14	413	
8	You hold your Team Leader in high esteem.	14.04%	58	10.90%	45	15.01%	62	25.42%	105	15.25%	63	10.90%	45	8.47%	35	413	
9	Your Team Leader tries to control you rather than permit you to control them.	26.88%	111	17.19%	71	10.90%	45	23.97%	99	10.90%	45	6.54%	27	3.63%	15	413	
10	Your Team Leader does NOT have a forceful or dominant personality.	12.11%	50	10.65%	44	17.68%	73	33.66%	139	12.59%	52	5.33%	22	7.99%	33	413	
11	You know it is better to let	17.68%	73	17.19%	71	14.53%	60	27.12%	112	13.32%	55	6.54%	27	3.63%	15	413	

	your Team Leader have their way.															
1 2	Your Team Leader does NOT enjoy having authority over you.	15.9 8%	66	16.2 2%	6 7	16.4 6%	6 8	37.05 %	15 3	7.99 %	3 3	2.91 %	1 2	3.39 %	1 4	41 3
1 3	You recognize your Team Leader's unique talents and abilities.	13.0 8%	54	10.9 0%	4 5	12.3 5%	5 1	26.15 %	10 8	16.7 1%	6 9	9.93 %	4 1	10.9 0%	4 5	41 3
1 4	You consider your Team Leader an expert on some matters.	14.5 3%	60	10.9 0%	4 5	14.7 7%	6 1	22.76 %	94	17.4 3%	7 2	12.1 1%	5 0	7.51 %	3 1	41 3
1 5	You would seek your Team Leader's advice on a variety of	14.2 9%	59	15.9 8%	6 6	12.1 1%	5 0	23.24 %	96	15.0 1%	6 2	12.3 5%	5 1	7.02 %	2 9	41 3



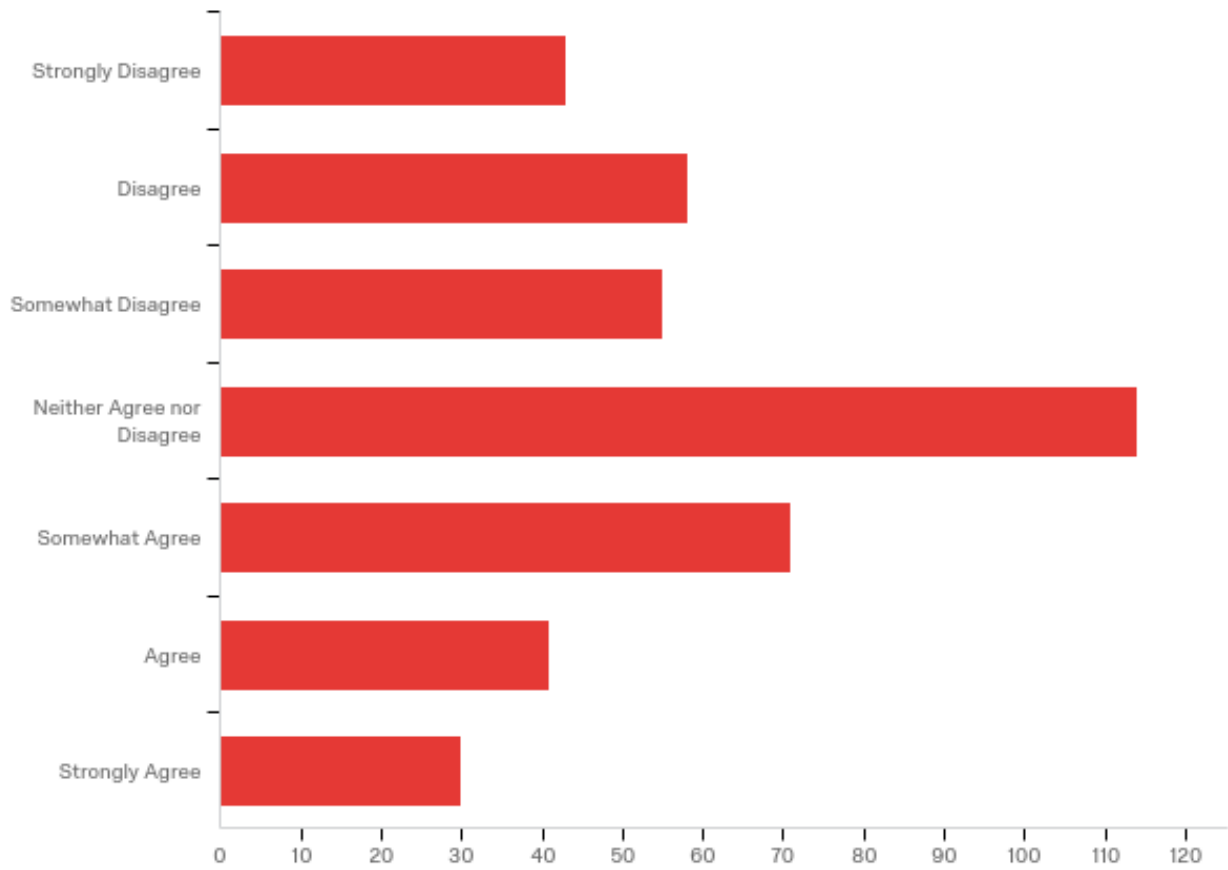
	matters															
16	You are afraid of your Team Leader.	59.32%	245	15.98%	66	9.20%	38	7.02%	29	5.08%	21	2.91%	12	0.48%	2	413
17	You do NOT enjoy hanging out with your Team Leader.	16.22%	67	17.19%	71	15.01%	62	25.91%	107	12.35%	51	6.30%	26	7.02%	29	413

**I felt that my Team Leader made decisions to try to do what is best for both of us.**



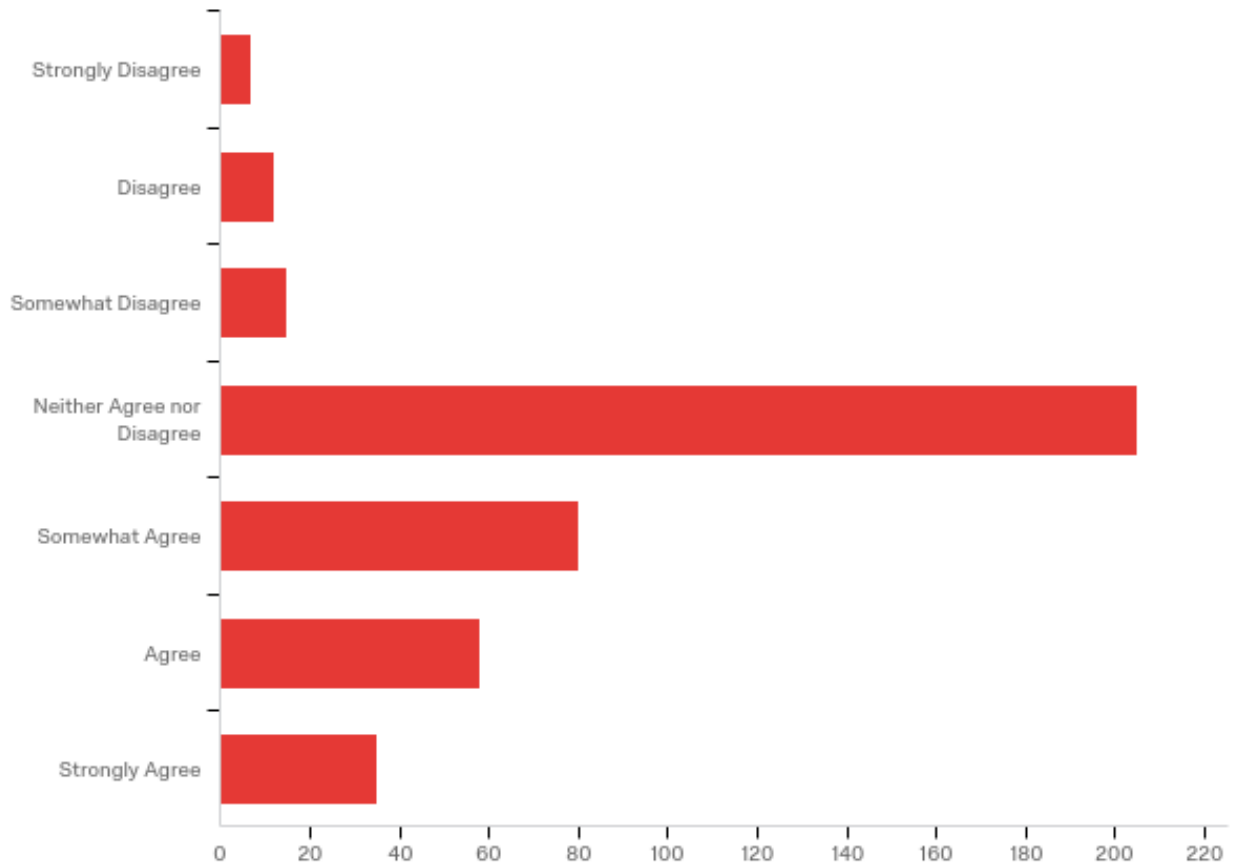
#	Answer	%	Count
1	Strongly Disagree	3.40%	14
2	Disagree	8.01%	33
3	Somewhat Disagree	7.04%	29
4	Neither Agree nor Disagree	40.78%	168
5	Somewhat Agree	17.23%	71
6	Agree	16.02%	66
7	Strongly Agree	7.52%	31
	Total	100%	412

**I felt that I was given a chance to tell my side of the story before my Team Leader made decisions in this interaction.**



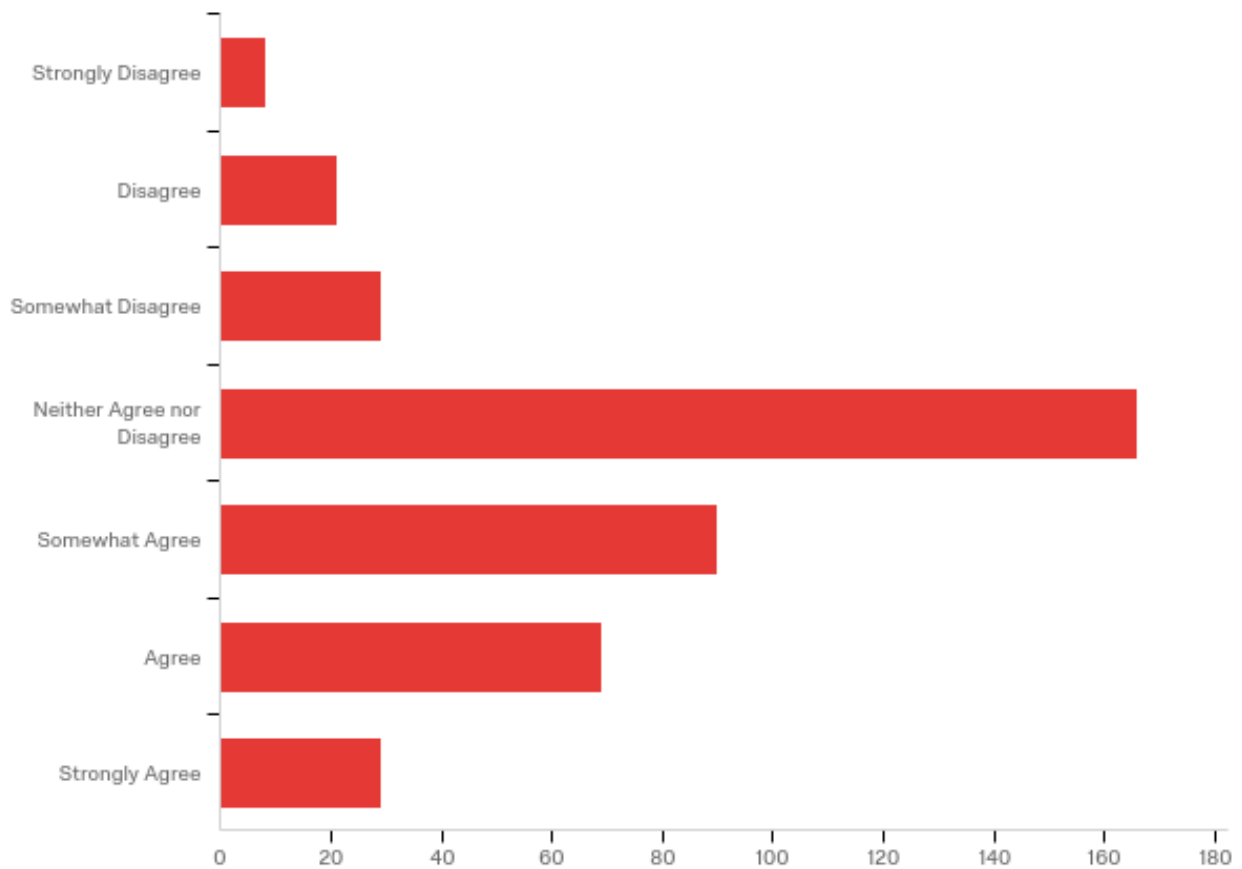
#	Answer	%	Count
1	Strongly Disagree	10.44%	43
2	Disagree	14.08%	58
3	Somewhat Disagree	13.35%	55
4	Neither Agree nor Disagree	27.67%	114
5	Somewhat Agree	17.23%	71
6	Agree	9.95%	41
7	Strongly Agree	7.28%	30
	Total	100%	412

### I felt that my Team Leader treated me with dignity and respect.



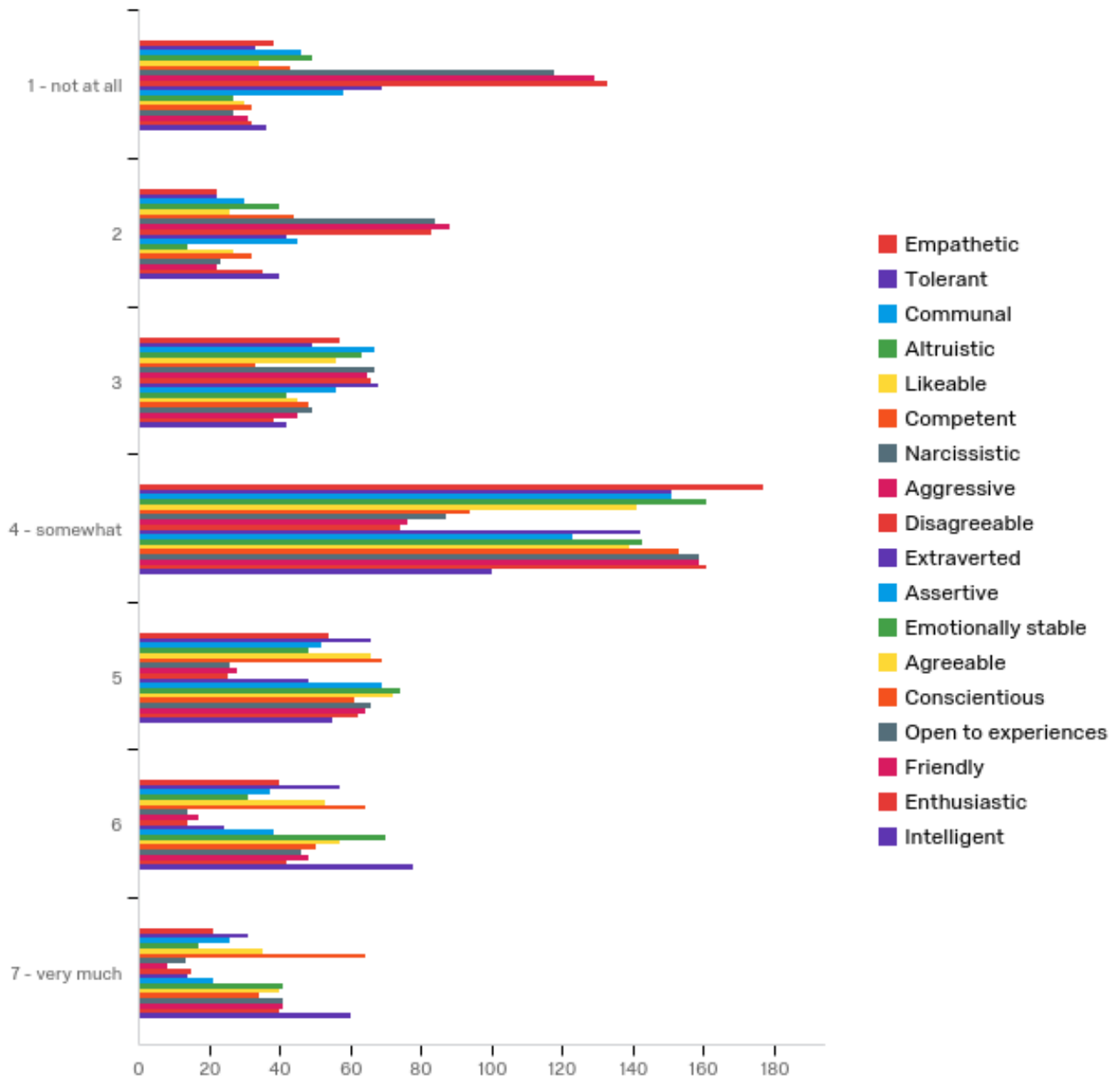
#	Answer	%	Count
1	Strongly Disagree	1.70%	7
2	Disagree	2.91%	12
3	Somewhat Disagree	3.64%	15
4	Neither Agree nor Disagree	49.76%	205
5	Somewhat Agree	19.42%	80
6	Agree	14.08%	58
7	Strongly Agree	8.50%	35
	Total	100%	412

**I felt that my Team Leader made decisions based upon facts and not personal opinions or biases.**



#	Answer	%	Count
1	Strongly Disagree	1.94%	8
2	Disagree	5.10%	21
3	Somewhat Disagree	7.04%	29
4	Neither Agree nor Disagree	40.29%	166
5	Somewhat Agree	21.84%	90
6	Agree	16.75%	69
7	Strongly Agree	7.04%	29
	Total	100%	412

Please rate to what degree the following sentiments describe your Team Leader.



#	Question	1 - not at all		2		3		4 - some what		5		6		7 - very much		To tal
1	Empathe tic	9.29 %	3 8	5.38 %	2 2	13.9 4%	5 7	43.28 %	1 7 7	13.2 0%	5 4	9.78 %	4 0	5.13 %	2 1	40 9

2	Tolerant	8.07 %	3 3	5.38 %	2 2	11.9 8%	4 9	36.92 %	1 5 1	16.1 4%	6 6	13.9 4%	5 7	7.58 %	3 1	40 9
3	Communal	11.2 5%	4 6	7.33 %	3 0	16.3 8%	6 7	36.92 %	1 5 1	12.7 1%	5 2	9.05 %	3 7	6.36 %	2 6	40 9
4	Altruistic	11.9 8%	4 9	9.78 %	4 0	15.4 0%	6 3	39.36 %	1 6 1	11.7 4%	4 8	7.58 %	3 1	4.16 %	1 7	40 9
5	Likeable	8.27 %	3 4	6.33 %	2 6	13.6 3%	5 6	34.31 %	1 4 1	16.0 6%	6 6	12.9 0%	5 3	8.52 %	3 5	41 1
6	Competent	10.4 6%	4 3	10.7 1%	4 4	8.03 %	3 3	22.87 %	9 4	16.7 9%	6 9	15.5 7%	6 4	15.5 7%	6 4	41 1
7	Narcissistic	28.8 5%	1 1 8	20.5 4%	8 4	16.3 8%	6 7	21.27 %	8 7	6.36 %	2 6	3.42 %	1 4	3.18 %	1 3	40 9
8	Aggressive	31.3 9%	1 2 9	21.4 1%	8 8	15.8 2%	6 5	18.49 %	7 6	6.81 %	2 8	4.14 %	1 7	1.95 %	8	41 1
9	Disagreeable	32.4 4%	1 3 3	20.2 4%	8 3	16.1 0%	6 6	18.05 %	7 4	6.10 %	2 5	3.41 %	1 4	3.66 %	1 5	41 0
10	Extraverted	16.9 5%	6 9	10.3 2%	4 2	16.7 1%	6 8	34.89 %	1 4 2	11.7 9%	4 8	5.90 %	2 4	3.44 %	1 4	40 7
11	Assertive	14.1 5%	5 8	10.9 8%	4 5	13.6 6%	5 6	30.00 %	1 2 3	16.8 3%	6 9	9.27 %	3 8	5.12 %	2 1	41 0
12	Emotionally stable	6.57 %	2 7	3.41 %	1 4	10.2 2%	4 2	34.79 %	1 4 3	18.0 0%	7 4	17.0 3%	7 0	9.98 %	4 1	41 1
13	Agreeable	7.32 %	3 0	6.59 %	2 7	10.9 8%	4 5	33.90 %	1 3 9	17.5 6%	7 2	13.9 0%	5 7	9.76 %	4 0	41 0
14	Conscientious	7.80 %	3 2	7.80 %	3 2	11.7 1%	4 8	37.32 %	1 5 3	14.8 8%	6 1	12.2 0%	5 0	8.29 %	3 4	41 0
15	Open to experiences	6.57 %	2 7	5.60 %	2 3	11.9 2%	4 9	38.69 %	1 5 9	16.0 6%	6 6	11.1 9%	4 6	9.98 %	4 1	41 1
16	Friendly	7.56 %	3 1	5.37 %	2 2	10.9 8%	4 5	38.78 %	1 5 9	15.6 1%	6 4	11.7 1%	4 8	10.0 0%	4 1	41 0
17	Enthusiastic	7.80 %	3 2	8.54 %	3 5	9.27 %	3 8	39.27 %	1 6 1	15.1 2%	6 2	10.2 4%	4 2	9.76 %	4 0	41 0

1	Intelligence	8.76	3	9.73	4	10.2	4	24.33	1	13.3	5	18.9	7	14.6	6	41
8		%	6	%	0	2%	2	%	0	8%	5	8%	8	0%	0	1

## Timing

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Timing - First Click	0.00	209.69	7.10	15.30	234.19	411
2	Timing - Last Click	0.00	256.45	34.62	26.45	699.40	411
3	Timing - Page Submit	3.60	257.20	36.66	26.05	678.59	411
4	Timing - Click Count	0.00	57.00	22.72	9.27	85.98	411

Why did you choose to allocate the work in the way that you did?

Unsure

I wanted to split the project fairly (50-50).

I felt it was even, and fair splitting the work.

Because I could get away doing less work and not be penalized

I thought I could do that much error free in the time allotted. 4 or 1 or 7 is not much difference

I wanted to take more than half the work to minimize the chance of being punished.

It was better for me to take my time on the work and double check for accuracy.

just an equal share for both

Because I was worried the team leader would think I choose to do too little, and I had confidence on myself

Just made a choice - trying to be somewhat fair

I knew I could do at least that much correctly.

intuition

So we could split the work evenly. It was fair.

I normally wouldn't. I didn't sign on to "transcribe." I had no idea what was meant by that, and decided since I got the pick and there was not consequences I would.

Half and half. That's fair

I thought it would give me a better chance to win the lottery

I wanted to do more than 50% of the work.



I wanted to do it myself.

allocated 50/50 and then did a bit more work for me to show team leader i was willing to help

It was fair

So that we could both do the same amount of work and contribute equally.

because i dont know the leader properly

I wanted to take an even share of the load.

I just thought to do half and let him do half. even split.

I wanted to do a little more than my fair share.

I was hoping doing more would be a better chance at winning the bonus. You never know.

I am not sure. I thought the task might be pretty easy, so I guess I decided to do it all instead of forcing other people to do it.

I don't want to eliminate from wining the lottery ticket

If the leader has to check everyone's work, I should transcribe more than half of the lines.

i wanted to make sure i would be able to complete the work i took on

I try to give people the benefit of the doubt and had no actual interaction with the Team Leader upon which to base a legitimate opinion.

because i'm a slow typer

Half is literally fair.

because it is more efficient

I just tried my best and followed the directions given to me.

Because the team leader had no recourse if I chose to do little work.

Intuition.

I wanted to keep the work about equal and it seemed right to do 5.

I didn't want to do a majority of the work myself.

I thought it was the right way to give the give myself the work .

Unsure

divide the work in half to be fair

I knew I could do the job right

Seemed fair to do 70% of the work.

I thought it was going to be puzzles. I didn't think it meant literal transcription.

If you want something done right do it yourself.

I thought the team leader should have to do slightly more work.

I thought it was best to do more than half of the work.

I figured half was a proper way to split the work.

I am a fast typer and could easily transcribe the sentences.

Less for me to do.

I found the first task quite easy so I felt confident that I could do well on the second task.

I decided to do half to ensure at least half was done with good quality and nothing negative was going to happen if I didn't choose all.

Divide it in half

less work

Not really sure

I felt I was competent enough to do all 10.

Because I like to transcribe work and I want to enter in a lottery.

Because my team felt that the leader would not be up to the task.

I did not have to do more

Because I don't think the leader is real person

I chose what I thought would be the most profitable, since there was no penalty it saved time to allocate the fewest amount of transcriptions for myself.

It seemed fair, given the described scenario outlining my role as a worker, and the role of the supervising team leader.

I did not know if there were other conditions to the tasks which I was unaware of at the time. I did not feel my team leader was competent based on information that I had received so I decided to complete all the transcription. I felt if I did all the work then the team leader could focus on any others assigned to him or her.

The description of my leader said that he/she was in the bottom 5% on the trivia questions, which I found to be fairly easy. That made me question my leader's competence to do the work.

i cant type

I just wanted to type it and make sure it was done right.

I was trying to be fair and share the work load.

Went with my initial feeling.

In an attempt to get a lottery entry, but without doing all 10 myself.

Because it seemed fair that I do 5 and that she does 5 as well. An even split.

i felt it was best for the team

Because three is my favorite number and I didn't want to not do some of the work.

Seven lines of writing seemed fair enough.

just thought half was fair but once i got started I should had taken 7 instead

I thought the leader should pitch in a little bit, but I didn't mind taking on the bulk of the work.

Felt like I wasn't supposed to choose all based on wording from team leader but had to do my share. So number I was going to choose would be greater than 50% but less than 100%.

The team leader was not too competent so I decided to do most of the work myself.

If it's a 2 person team we should each do half the work.

I felt it was fair to do more than half because the TL has other responsibilities.

I like to transcribe so I selected all 10

I felt it was fair since I was the Worker. My Team Leader could not object to my doing less than eight tasks.

It seemed fair to split it in half

I enjoy typing

im a hardworker

I am a team player. Don't like conflict.

I thought my leader wanted me to do the most work.

it was even

I'm an okay typist.

I chose to do more transcriptions to even out the fact that the leader had more responsibility overall

In case the Team Leader was not capable, at least I did most of the work.

I feel the traits I agreed with make good traits for a team leader.

To have a better chance of not having the bonus taken away

i dont like typing to much

Because I'm very good at typing, and I felt that I could probably do a better job doing it myself than leaving it to the Team Leader, given their displayed lack of competency.

I felt like I could do a better job than the team leader

I'm not sure, just the way I felt at the moment

i don't know-overachiever?

It was fair.

Scored in the lower 5%? The Team Leader was an idiot.

hes the leader allocating him more responsibility is the way to go

Because they were a good team leader

it was the fairest option

I didn't want my team leader to be able to disqualify me.

I wanted to make sure that I would be eligible for the \$50 bonus.

I believe work should be split evenly.

Because the team leader scored so poorly on general knowledge that I didn't trust them to do well on the work.

I like challenging and/or large workloads.

I tried to be fair

wanted fair

I enjoy typing and thought it better to show I would do more than half of the work.

I just decided to take a bulk of the work

I chose to allocate the work the way that I did because I was told there were 10 sentences to transcribe and I chose 5 sentences to transcribe so that the work would be 50/50 between myself and the team leader.

I'm a good typist and figured it was better to be safe than sorry.

i was given a choice

I just did it

The more the merrier

Half seemed to be appropriate for being a worker and having less knowledge.

It would be fair I did 5 and he did 5

I did just a little more than half I thought this fair being their status was a little higher.

Just what I wanted to do

I felt like my leaders topic was pretty spot on based from facts.

I tried to ve fair.

I dont know

I like a challenge

I thought it was the most efficient way to complete the task.

---

Half and half

---

Based on the opinions of others and the score on the quiz...

---

I felt I should do more than my share to feel good about myself.

---

I wanted to do enough of the work without taking on the whole load and leaving nothing for the other person to do.

---

I'm a bit of an overachiever. At the same time, I don't want the Team Leader to feel left out in any way.

---

Fair and balanced.

---

Thought if I did more I would be more likely to not get kicked out of the lottery

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I don't think the team leader exists, but if they do, they are said not to be very competent.

---

To split the work evenly.

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I wanted to do an equal part.

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Because I don't know this person at all.

---

I felt was fair.

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I thought it was a fair amount for an individual.

---

I hoped if I did all 10 there was no way someone could say I did not do enough.

---

It was an even split.

---

I felt I could do it Ok and I wanted to make sure that I did enough so that the team leader wouldn't take the bonus chance away from me.

---

I tried to put myself in the place of the Team Leader and how I would be in that position.

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I was the worker

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it was fair

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I thought it would be fair to split it between us equally.

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Simply because I felt capable of doing the amount of work and wanted to make a good impression.

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I just picked a number. there was no reason

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I thought it was fairest to do half.

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I choose what I thought was best for everyone including myself.

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I wanted to take all of the responsibility for the work to show my team leader that I can do good work.

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Because it seemed the most fair.

---

to be fair and split the work half and half

I thought that if the team leader had to be the proof-reader as well as typing some of the lines it was fair for me to do slightly more of the typing in exchange. Also hoping that they aren't particularly incentivized to exclude me from the bonus drawing. But that probably has little to do with the number of lines they have to type, as long as I didn't make them do more than half.

Because I really enjoy typing. I didn't know what work to expect and now I wished I would have said 10.

I thought there would be a time limit but there wasn't one. I guess I could have done all of them instead.

The description said their accuracy and speed ranked higher than mine did.

I figured that if I did most of the work my team leader would let me have a chance at the bonus.

i felt i needed to only do one- i did not believe there was a real partner

Because I don't mind typing, and I actually like to type.

I wanted to be fair and do a little more than my share.

I wanted to make sure it was right.

I THOUGHT THE TEAM LEADER SHOULD SHARE THE WORK BUT I WOULD DO ONE MORE TASK THAN THEM SINCE THEY ARE THE LEADER.

I was concerned with the potential length of the sentences and the difficulty of reading the hand-written lines.

To do more work and get chance of reward

I wanted to some work but get the team leader more because he finished the other task in the top 5%

it was fair

I figure he would reject me anyway

to make sure that work was able to get done

Fareness.

I didn't want there to be any mistakes or to lose my chance to win the \$50.

I was concerned that the Team Leader would not pick up the slack and that I would not accomplish the task and I would not be entered for the bonus, so I decided to do them all.

I found that it was the best way to get the work done.

I felt that anything below a 50/50 split was likely right out, so I went for the middle of the remaining range.

I did not feel good about the trivia earlier. I didn't know most of them and the couple that I did answer are probably wrong. So I wasn't sure about the next task. I thought maybe it would be more difficult than it sounded. But I wanted to contribute somehow so I chose to do three. I thought the Team Leader would do a good job doing the rest and correcting the few that I did if I made any mistakes.

I could handle most of the work on my own. Provided people are actually interacting with one another in this exercise, I'd expect others to leave work over for the team leader as well, but in an ideal world, no one would leave more than 0-2 or so -- 0-2 would be enough to add up to a reasonable amount of work (probably more than 10), but anything higher than that could get overwhelming.

I wanted to minimize work required to get the chance to win the bonus

I choose to do half because I thought that was fair.

Didn't want to do too much

My team leader was competent enough to do at least half the work

So the work would be fair.

It seemed to be the best choice for me at the time.

Not being completely familiar with the task, I assumed a large portion, but not all.

to be sure i got it done within any time frame

I wanted to take the equal amount of sentences

I'm a very good typist.

The other person scored in the bottom 5% and got put in a leadership position. I don't trust them to be competent or have much of a work ethic.

easy money

Because I didn't want to upset the team leader.

I wanted to guarantee the Team Leader would not eliminate me from a bonus opportunity

I like working, and particularly like doing the particular job that was assigned.

I am the worker and more capable of completing the task correctly.

I felt that, if there were a minimum of two people doing the work, that half was fair.

It seemed the fairest way.

I only wanted to complete 4 of the tasks.

It correctly represents me and how my mind operates.

Because I think it was only fair.

It was easy work and I thought I could do the job well

I felt it was sufficient to justify qualifying me for the bonus.

I think I can do the work, but since I do not know how it is like, I chose a safe option (80%) rather than going for 100%

seemed fair 50/50

Just being honest.

I took a small majority.

I felt as the worker I should do most of the work

It seemed fair to do it 50/50

I wanted to be fair

I felt that I would be able to handle all of the transcriptions but I also did not know how long each would take so i decided I would do 9 of them and leave the 10th for the team leader. I felt this allowed the team leader to be able to check over my work and also be able to complete one transcription for the team which I felt was a balance of the roles.

Because it was a 50/50 split of the workload

because the "team leader" scored very low on knowledge and accuracy and I think I did OK

Based on what's best for the team.

I figured I would take slightly more since they did so badly on the previous task, but I wasn't willing to take on a lot more just because they were a poor performer. They should have to stand or sink on their own.

I wanted to do all of the lines.

I pretended that my team leader was my boss.

I just felt it was the right call to make!

I wanted to increase my changes for the bonus.

I was trying to do my part

I didn't know if the text would be complicated in anyway, so I didn't want to do all 10. I also think it's unlikely to win the bonus. So I picked 8, the most I was willing to do without looking at the text beforehand.

I wanted to ensure we had a few done correctly but as team leader he should step up and perform well.

I was lazy

I figured if I chose at least a little bit more than half my team leader would not take away my chance for the bonus.

I was afraid the team leader would punish me if I did not do most of the work.

I felt like it was the most fair choice. Transcribing lines of text also doesn't require much knowledge, so I thought it couldn't really be messed up.

I believed that I took more work, fitting my role, but still left some to not do all work for them.

I felt it was only fair for each of us to complete half of the task.

To get a feel of what I was doing

I wanted to do as little as possible.

I wanted to leave it up to myself.

i wanted to make sure most of the work is well done.

I wanted control over the result.



It was what I felt was right.

I thought I would do half which would be a sufficient share.

To make sure I wasn't penalized

I wanted to do most of it, but not all of it and 7 seemed like a healthy amount.

Because it was the amount I was willing to do.

50/50 is fair

I felt that it was a fair share considering there were other team members.

I felt that my Team Leader would accept nothing less than working all of the transcription exercises.

There's no real chance I'm going to get anything if the task is completed, there are no consequences if I stick the team leader with most of the work, and I don't care about the team leader.

I felt they would do a better job than I.

FOR EQUAL

i did not speak to anyone?

Me doing 5 and them doing 5 seemed to be the most fair.

I love typing and has speed.

every person should do at least half of the work

Have everyone pay attention and be a good listener

I didnt want to do more hen i had to right now

Because I have not spoken with nor met the team leader.

50:50 seemed like the most equal split

It was fair to do almost half

50 - 50 it's only fair.

I hate typing and there were no consequences

Because I did not want to do 10 lines.

Because I felt that I would just slow down the process if I had to do all 10. I was slow to name the things on Task 1.

The task described seemed simple enough that I didn't see the point in taking less of it. Might as well do it all myself.

to be an honest person

I wanted to do half.

I split the work in half in an effort to be fair.

I wanted to do as little work as possible.

i did not feel like transcribing that many items

I wanted to do more than my share of the work to show that I work hard and could be relied upon.

yes

because I think

My team leader didnt have power to make me do more

I figured I would just do them all and not take any chances.

I felt that this way would work better for both of us. The team leader should be able to do most things.

na na

I thought it was fair.

I like to transcribe things, so that played into my decision.

I like typing and I figured the leader would have work to do for other people as well as review ours.

I felt that I could get at least 50% done and wanted to challenge myself.

I figured it would be easy enough to do so I might as well do all 10 so there would be no way my leader could think I didn't do enough work.

There was no incentive to push myself, which is not the only reason I need but I do need something to motivate

i believe i should split the work equally

I didn't want to type any more than four sentences.

I'm a fast, accurate typer.

Because I knew that if I did it all, it would get done, period.

so I wouldn't be penalized

I wasn't sure how difficult the task would be.

Wanted to do a fair amount to qualify for bonus chance.

Because I don't trust anyone and I wanted a chance at the prize money

I picked the number of sentences I thought I could complete reasonably quickly. If I had known they were so easy, I wouldn't have minded doing them all. (I could actually read this person's writing, which isn't always the case with these kinds of tasks.)

I like the number 3!

make it easy

I only felt like doing that many

It felt right.

I only wanted to do 1 line because I felt that is all that was worth it.

Split in half to be fair.

I think teams should share responsibility.

I made half of the work. I thought it would be logical.

I always want to be able to say I did my fair share of the work, or maybe a little extra.

I didn't see any reason not to do all of the job myself, to ensure it was done correctly.

I figured that the team leader would have more to do than just the task at hand, so I took the majority of sentences to transcribe but I did leave a few for the leader to do too.

It was almost as if I couldn't trust my team leader to do them, even though I knew I didn't HAVE to do any.

Based on experience

I wanted to be fair

I figured half was fair.

I chose to do it based on my comfort level.

I thought it would be fair if I did half the work

I wanted more for myself so I didn't risk the leader eliminating my chance for the lottery while still not taking all the load on myself.

It was easy for me

It's all I wanted to do and the leader couldn't do anything about it

I do not know

because it was fair to do half the work

I wish to put in the effort necessary to complete the job.

I don't want to miss out on the chance to win the bonus.

I'm a very poor typist and was afraid I wouldn't do well on the typing portion.

I felt I was competent enough to do the work.

I felt as though splitting the tasks in half would be the most fair.

My team leader is better than I am so if we split the work it would be completed faster

I don't want to do the work.

I did slightly more than half since I was not the leader

wanted a chance at the bonus

I just wanted to get it done.

50/50 is the most fair way I know

I felt like it

I think it's best for the dear leader to handle a bit more work than a "lowly" worker.

To show that I could do it

Because I was afraid the manager would not be able to complete the task quickly and become upset they had to do the work. Then out of frustration they would decide I would not get a chance at the bonus. it seemed fair.

Thought it was fair to split the task.

Because I thought it was a fair share of the task. Close to 50/50

I was able to delegate so I did a lot.

As a worker I felt 2 was good. If the team leader wanted more the leader would address it

I didn't really trust the team leader so I thought I'd be better off doing the majority of the work so that I could make sure it was done right.

Half and half

I decided to allocate it that way because it was my choice and I felt I was rather fair.

Just seemed fair, I didn't mind doing it.

I knew I could type them all up myself no problem.

There was no description shown to me about the team leader - no story or background except that he was going to decide regarding the transcription and that he scored 5% on test and no one wants to be team leader so I'm pretty much guessing. I am assuming this survey did not skip a page.

i don't want to do everything but take more than half so it's fair.

I chose two because I wasn't sure how long I had to transcribe

I felt it necessary for the task needed.

Because in the instructions it indicated that my reward of entering into the the draw doesn't depend on how much work I do. However, it's important that my work is correct.

I figured I'd do the best.

i figured this was about how many lines i had to do to still have a chance for the bonus.

So that I would not be considered giving myself less.

It seemed that my leader wasn't intelligent or taking the task seriously.

I want to do the least amount of work possible

I didn't want to risk losing the chance at the bonus.

I know I am a good typist, so giving myself ten lines to type was no problem.

I'm not sure. I just picked a number.

If I did all of them, it would look like I was trying to show someone up. By doing just a bit over half, I showed I could do more easily without actually saying the words.

It just needed to get done.

I don't mind working hard to ensure that I get what I earned.

I wanted to do more than my fair share to prove I am a hard-worker and I deserve to be entered into that drawing.

They had more right answers than me, so I felt I should at least take one extra one to compensate for me not knowing as many common facts.

I like to transcribe and figured that it would be best to do as much as i can.

I felt I should do about 2/3 of the work - the leader can do some but has other responsibilities

I do not believe the other person I was working with was real, so I chose the least amount to write.

to split it 50/50

I figured it was easiest if I just did the work - nice and simple, get it done and get it done correctly. I know my own competence and since I couldn't know the competence of the team leader, I simply did the task.

I thought that it would be better for me to do the majority of the work since the team leader only scored in the bottom 5%.

I felt like doing a little more than half of the work to make things easier on the team leader.

I thought it would be fair

I just was willing to do that many.

I wanted to show them my best work.

Just figured if I did all the work I couldn't really be faulted for not doing enough.

I thought it fair.

I wanted to split the work. I thought the transcribing would be to transcribe audio, not writing

Divided it equally

I wanted the other person to do more work.

to try because I wasn't sure what to expect

Because doing half of the work was fair, and the team leader is someone that I don't now in person and doesn't have control over me in general.

I felt more comfortable doing the majority of the work since my leader was in the bottom 5%.

I felt the Team Leader was not very intelligent and that it would simply be easier to do it myself.

Fairness

you mentioned other members of the team - that would mean 3 at minimum - so I chose to do 1/3 of the work

I think that as the worker the majority of the work should be in my hands with the leader being more of a support.

50/50

Because 5 each was the fair way to split up the work.

It said he was slow at typing

Because my team leader scored in the lowest 5% on the aptitude test.

I at least wanted to do most of the work myself to know that it was done correctly.

I did not want to do 10 transcriptions for such little pay.

fairness

I didn't trust the team leader, as you told me he scored in the lowest 5% of individuals.

because the team leader seemed stupid and it would be best to just do the majority of work myself.

I do not mind working. I feel that if I am a subordinate, I need to complete my share of work.

Half and half is fair

I just figured I would get it done faster & more efficiently

I did not feel like transcribing that much, so I chose little.

it was fair and even

Slightly more than half to me, but not all.

It is what just felt right

I felt I could transcribe all the lines myself, because the team leader had to check the accuracy of them and others.

It felt fair to split the work evenly.

I thought an even split was the most fair

I thought that doing half would be good and fair.

I was eager for a good task.

Because it's fair. I feel that the team leader's skill at rote memorization of trivia doesn't give him any superiority over me. In light of my viewing him and myself as equal participants I decided to allocate work equally.

It felt like that was enough for me to do and not be punished

I felt that we should split the work evenly for best results.

picked a random number

I might as well do it myself since i am clearly more capable.

i dont like transcribing

I split the work evenly. It seemed reasonable.

Because I want to help my team to complete the work

i like transcription and do not mind doing all 10

split it evenly

it was fair

Felt like it

I didn't want to be restricted from the lottery because of the Team Leader.

Because I hate transcription and I did not really want to do it.

Well is my leader is really the top 5% then I think they'll do better than me. So I let them take the majority of it.

I wanted it to be fair.

even

easier

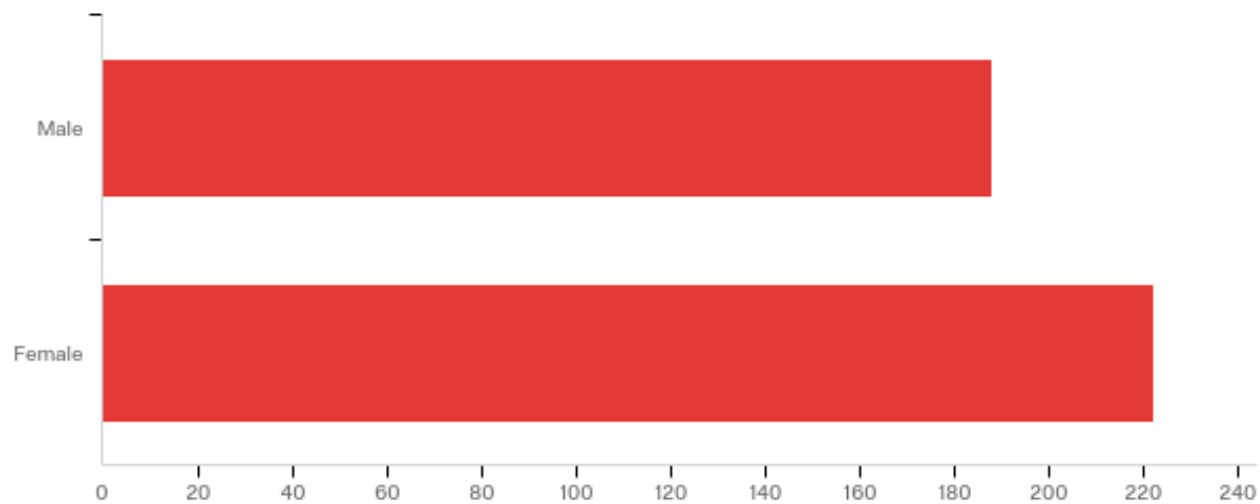
I based it from the description I was given.

Why do more work than I had to?

gut instinct

I did not really feel I was likely to get the bonus. I thought I should just minimize my workload.

**Gender:**



#	Answer	%	Count
1	Male	45.85%	188
2	Female	54.15%	222
	Total	100%	410



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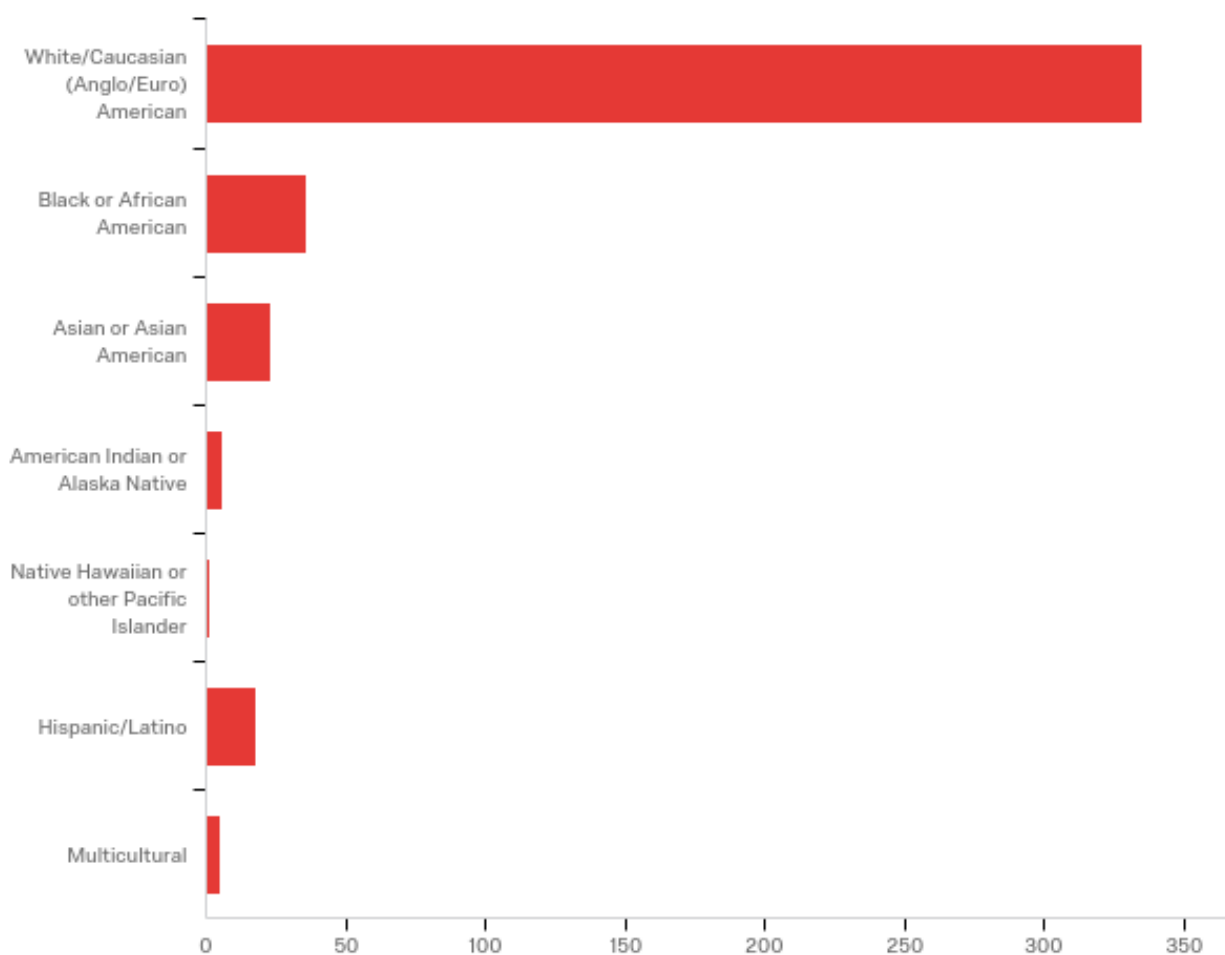
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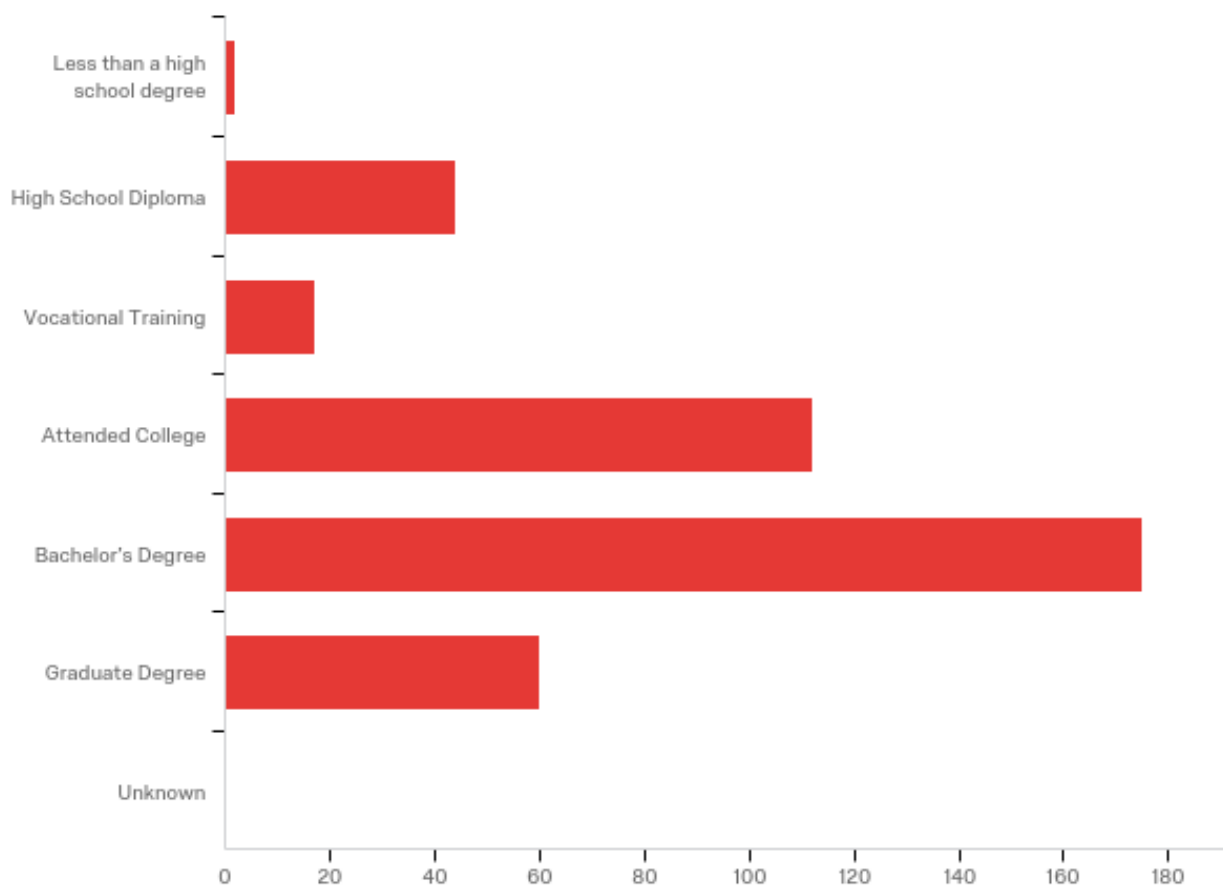
**Please specify your race. (Choose one or more categories)**



#	Answer	%	Count
4	White/Caucasian (Anglo/Euro) American	79.01%	335
3	Black or African American	8.49%	36
2	Asian or Asian American	5.42%	23
1	American Indian or Alaska Native	1.42%	6
10	Native Hawaiian or other Pacific Islander	0.24%	1
11	Hispanic/Latino	4.25%	18
12	Multicultural	1.18%	5
	Total	100%	424

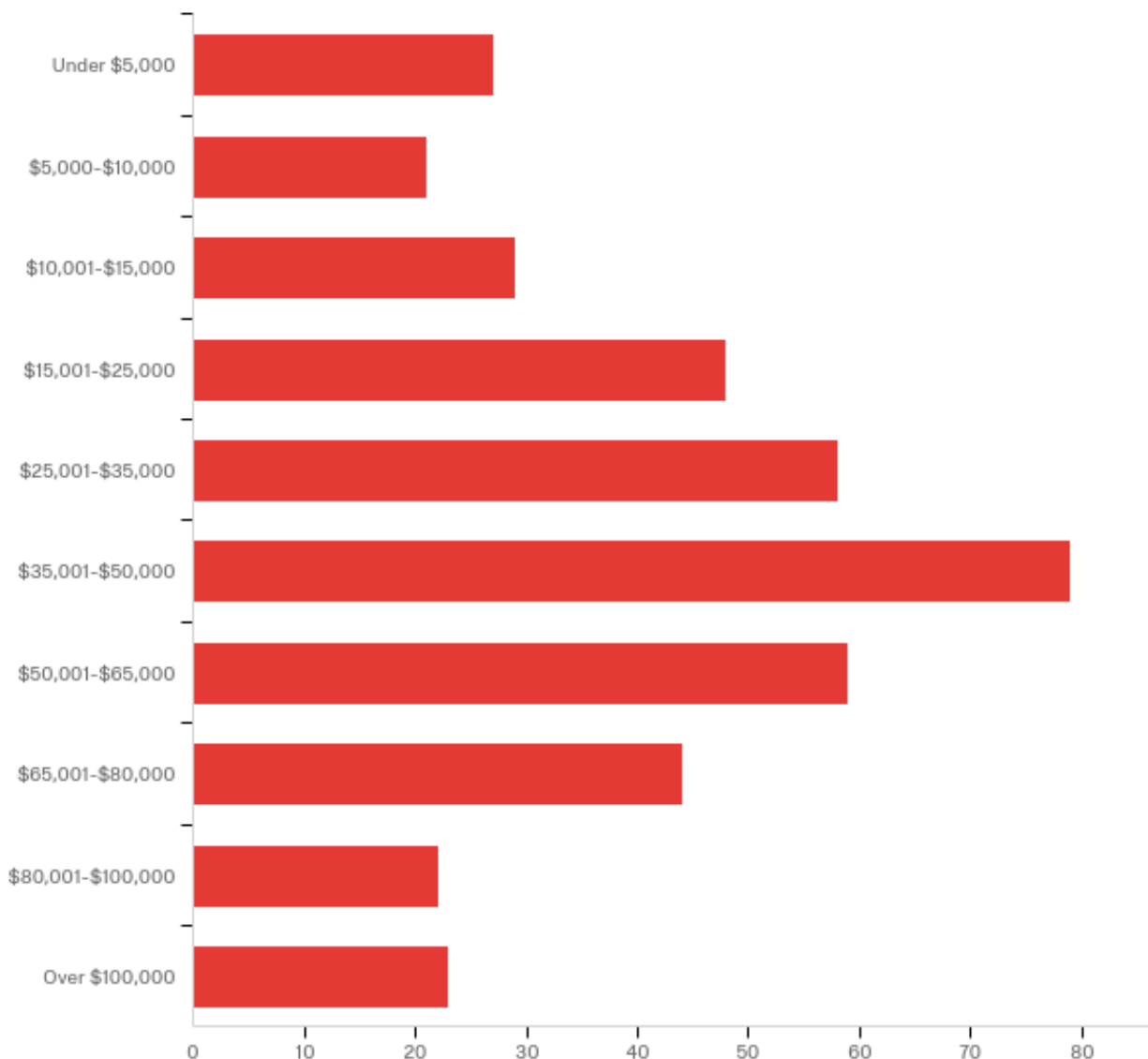


### Highest level of education completed:



#	Answer	%	Count
1	Less than a high school degree	0.49%	2
2	High School Diploma	10.73%	44
3	Vocational Training	4.15%	17
4	Attended College	27.32%	112
5	Bachelor's Degree	42.68%	175
6	Graduate Degree	14.63%	60
7	Unknown	0.00%	0
	Total	100%	410

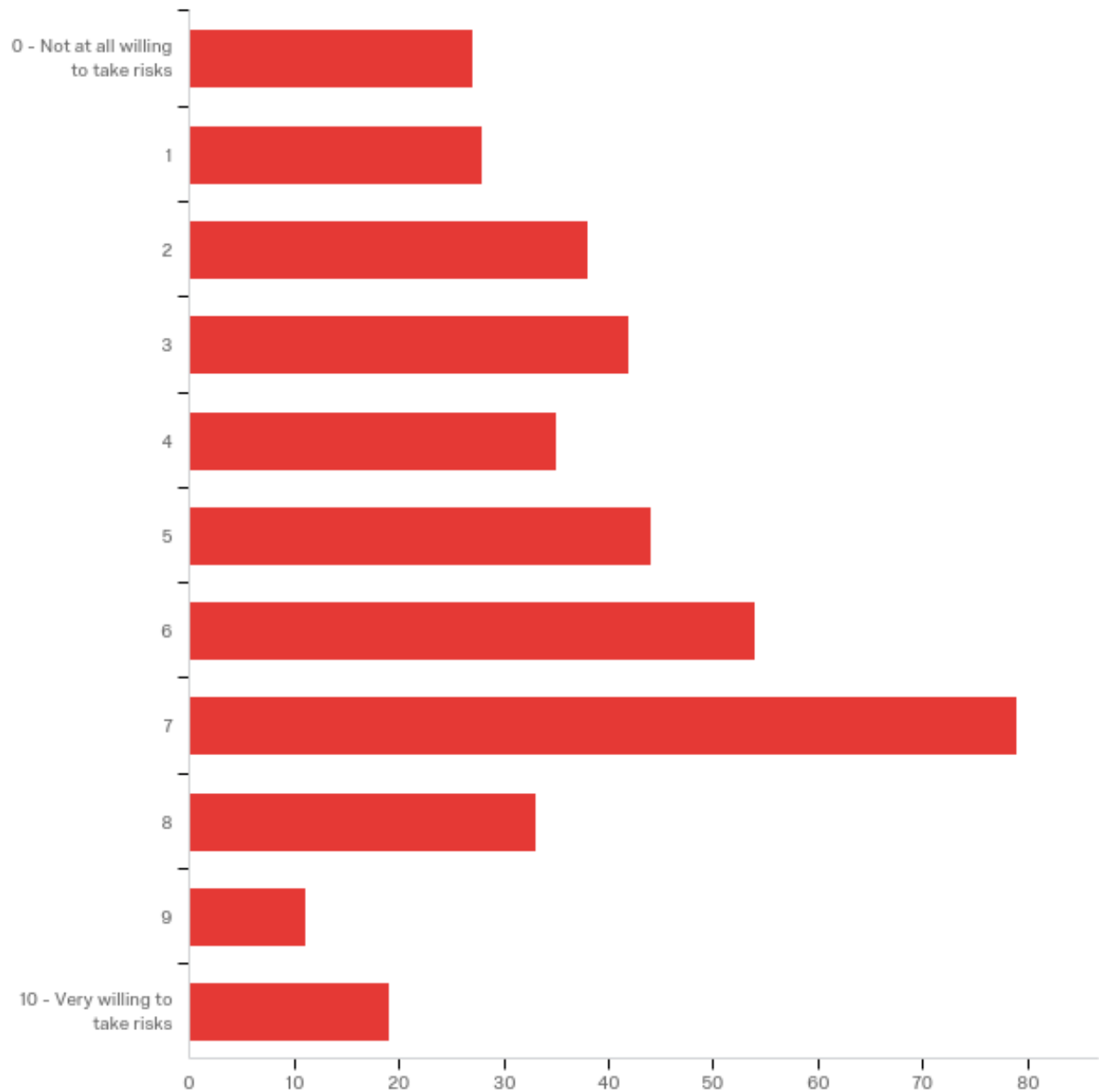
**Please choose the category that describes the total amount of income you earned in 2013. Consider all forms of income, including salaries, tips, interest and dividend payments, scholarship support, student loans, parental support, social security, alimony, and child support, and others.**



#	Answer	%	Count
1	Under \$5,000	6.59%	27
2	\$5,000-\$10,000	5.12%	21
3	\$10,001-\$15,000	7.07%	29
4	\$15,001-\$25,000	11.71%	48

5	\$25,001-\$35,000	14.15%	58
6	\$35,001-\$50,000	19.27%	79
7	\$50,001-\$65,000	14.39%	59
8	\$65,001-\$80,000	10.73%	44
9	\$80,001-\$100,000	5.37%	22
10	Over \$100,000	5.61%	23
	Total	100%	410

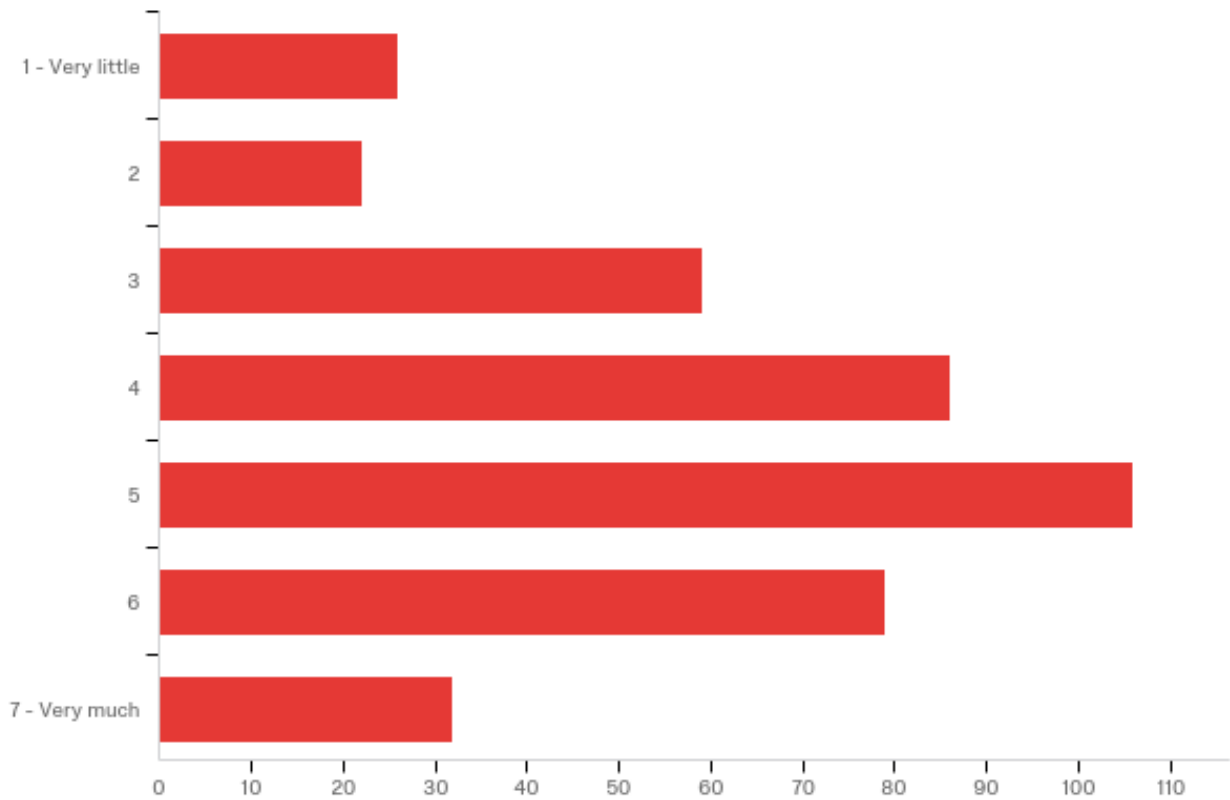
**How do you see yourself: are you generally a person who is fully prepared to take risks or do you try to avoid taking risks?**



#	Answer	%	Count
1	0 - Not at all willing to take risks	6.59%	27
2	1	6.83%	28
3	2	9.27%	38
4	3	10.24%	42

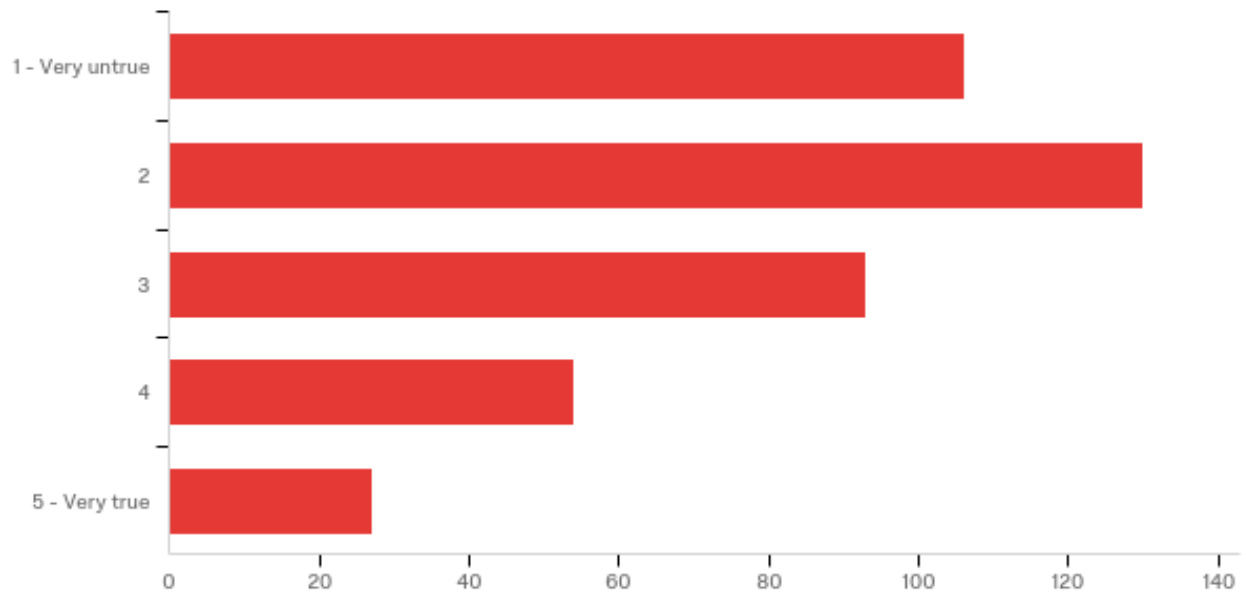
5	4	8.54%	35
6	5	10.73%	44
7	6	13.17%	54
8	7	19.27%	79
9	8	8.05%	33
10	9	2.68%	11
11	10 - Very willing to take risks	4.63%	19
	Total	100%	410

**To what extent do you feel you can trust other people that you interact with in your daily life?**



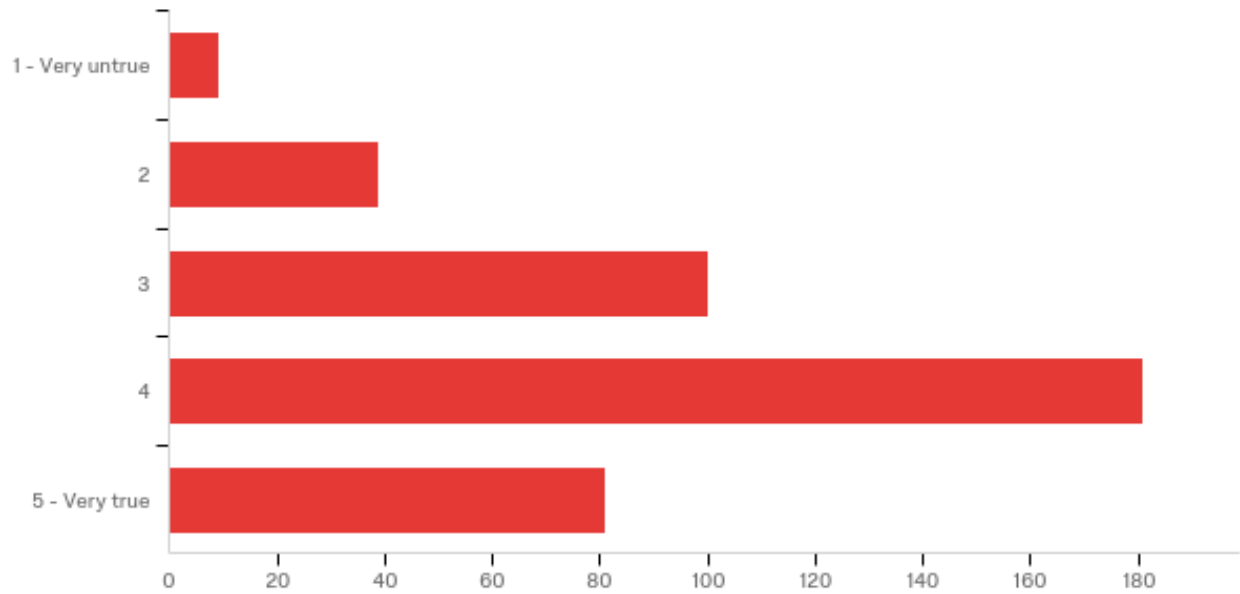
#	Answer	%	Count
1	1 - Very little	6.34%	26
2	2	5.37%	22
3	3	14.39%	59
4	4	20.98%	86
5	5	25.85%	106
6	6	19.27%	79
7	7 - Very much	7.80%	32
	Total	100%	410

**I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.**



#	Answer	%	Count
1	1 - Very untrue	25.85%	106
2	2	31.71%	130
3	3	22.68%	93
4	4	13.17%	54
5	5 - Very true	6.59%	27
	Total	100%	410

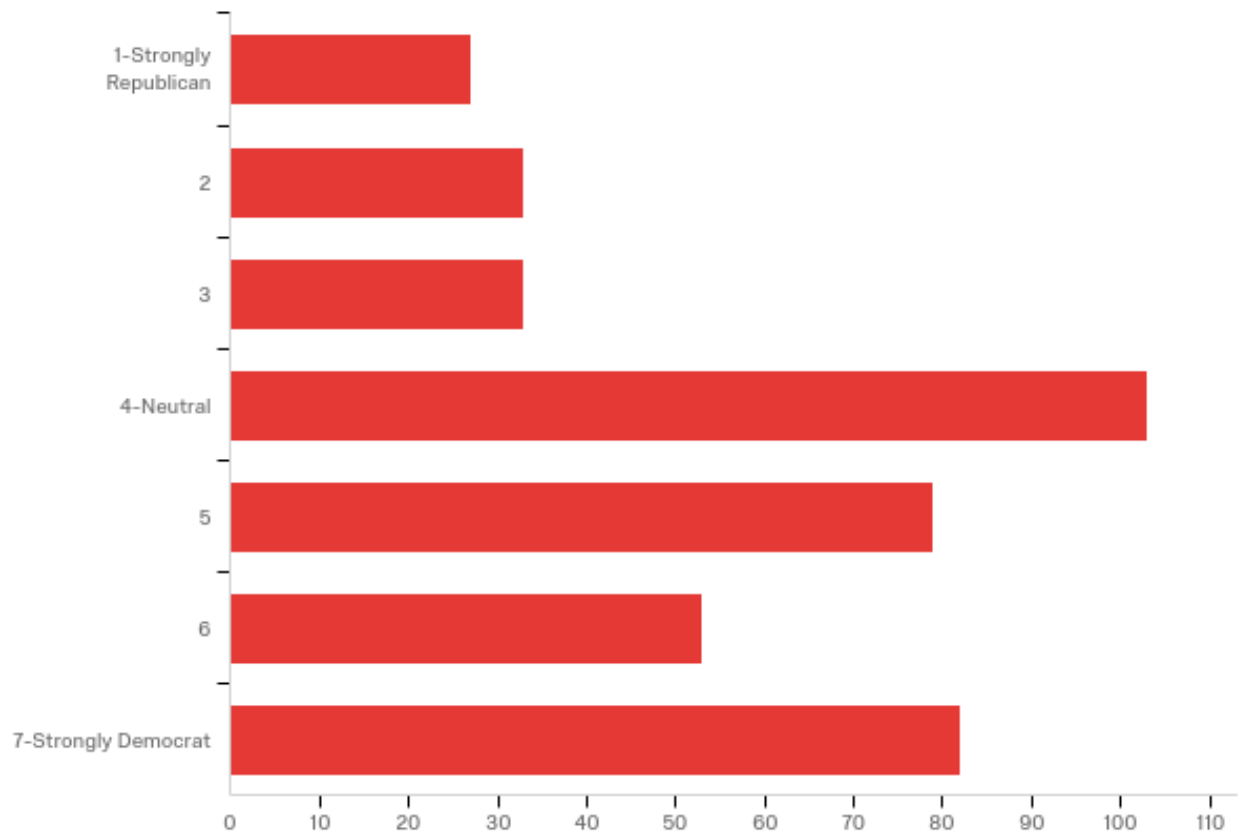
## I trust my initial feelings about people.



#	Answer	%	Count
1	1 - Very untrue	2.20%	9
2	2	9.51%	39
3	3	24.39%	100
4	4	44.15%	181
5	5 - Very true	19.76%	81
	Total	100%	410

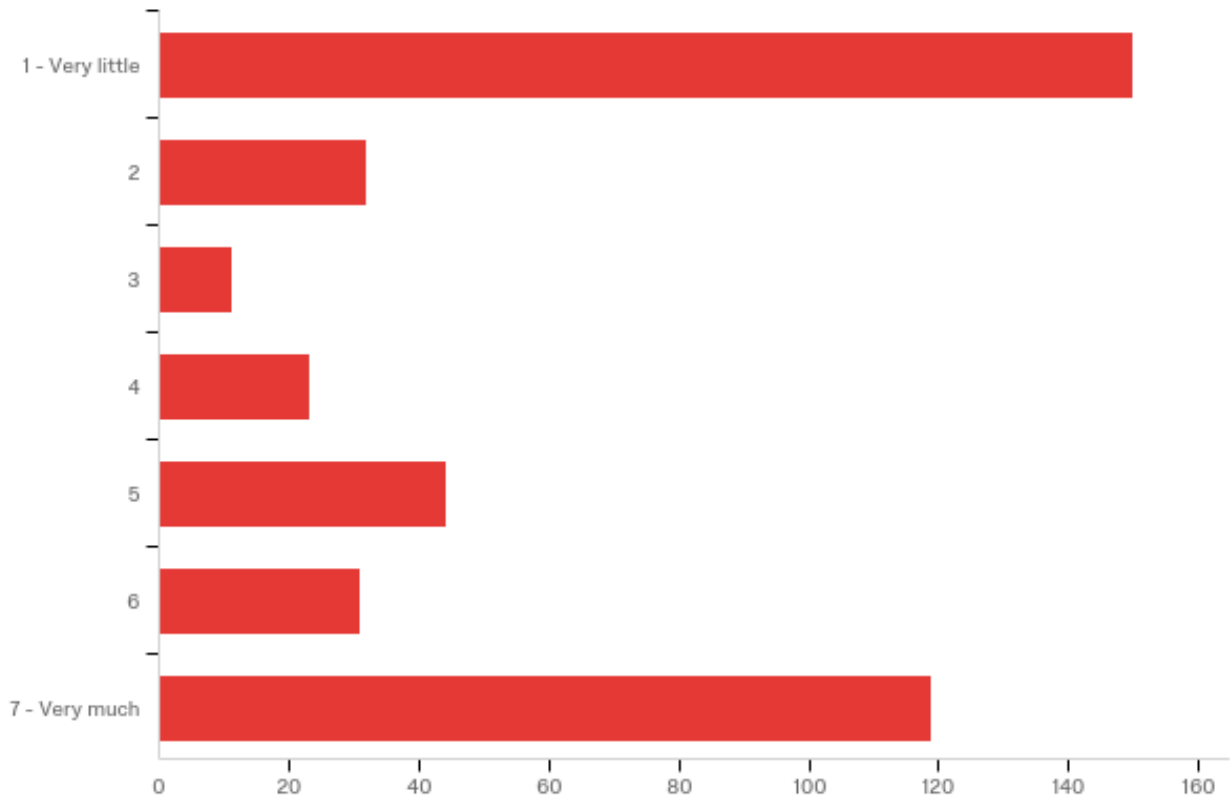


## Which US political party do you identify with more strongly?



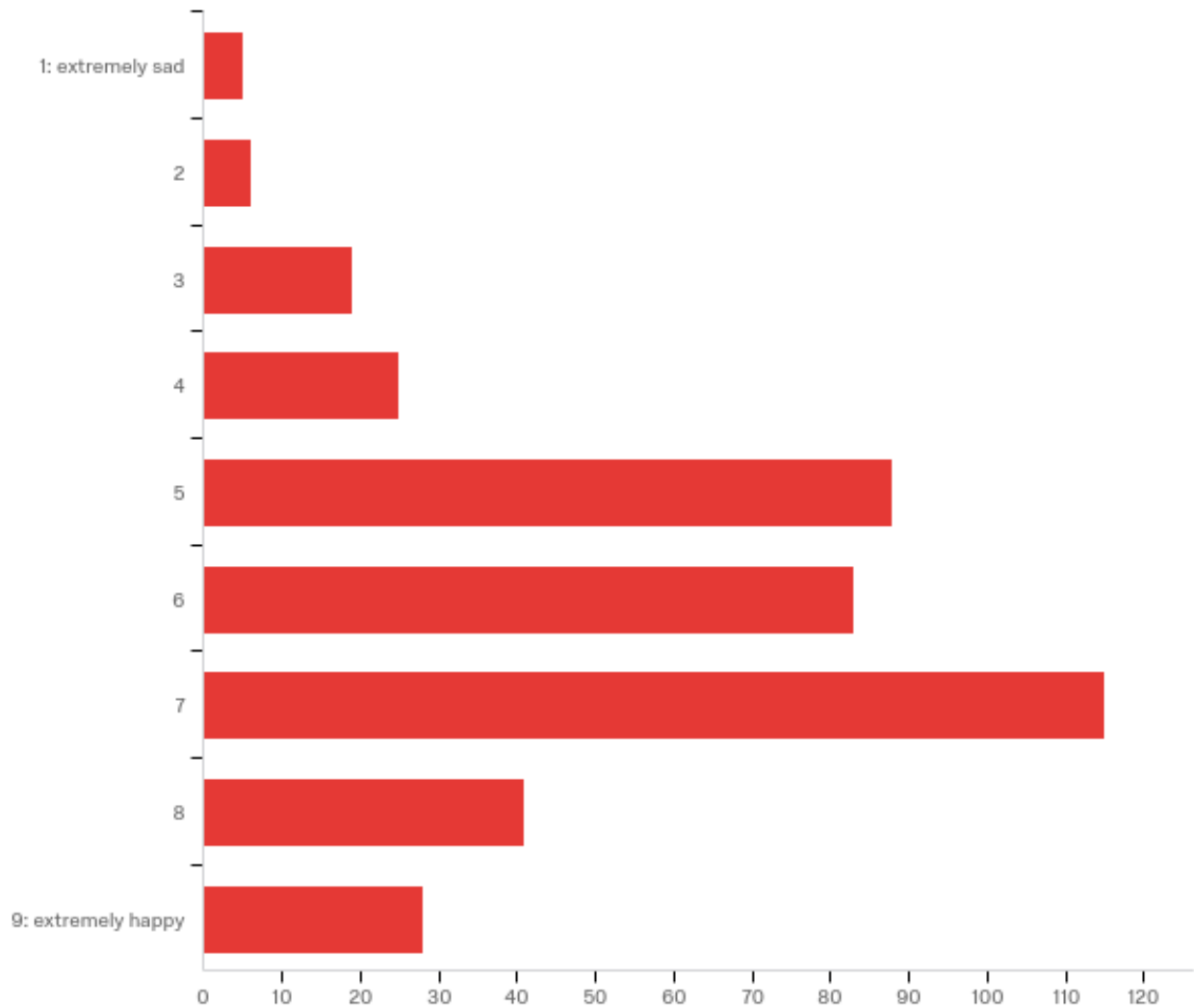
#	Answer	%	Count
1	1-Strongly Republican	6.59%	27
2	2	8.05%	33
3	3	8.05%	33
4	4-Neutral	25.12%	103
5	5	19.27%	79
6	6	12.93%	53
7	7-Strongly Democrat	20.00%	82
	Total	100%	410

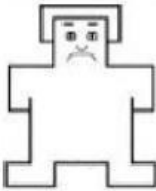
## How strongly do you believe in the existence of a God or Gods?

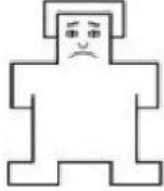
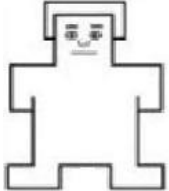
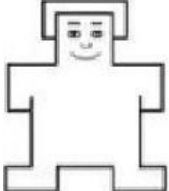
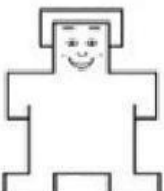


#	Answer	%	Count
1	1 - Very little	36.59%	150
2	2	7.80%	32
3	3	2.68%	11
4	4	5.61%	23
5	5	10.73%	44
6	6	7.56%	31
7	7 - Very much	29.02%	119
	Total	100%	410

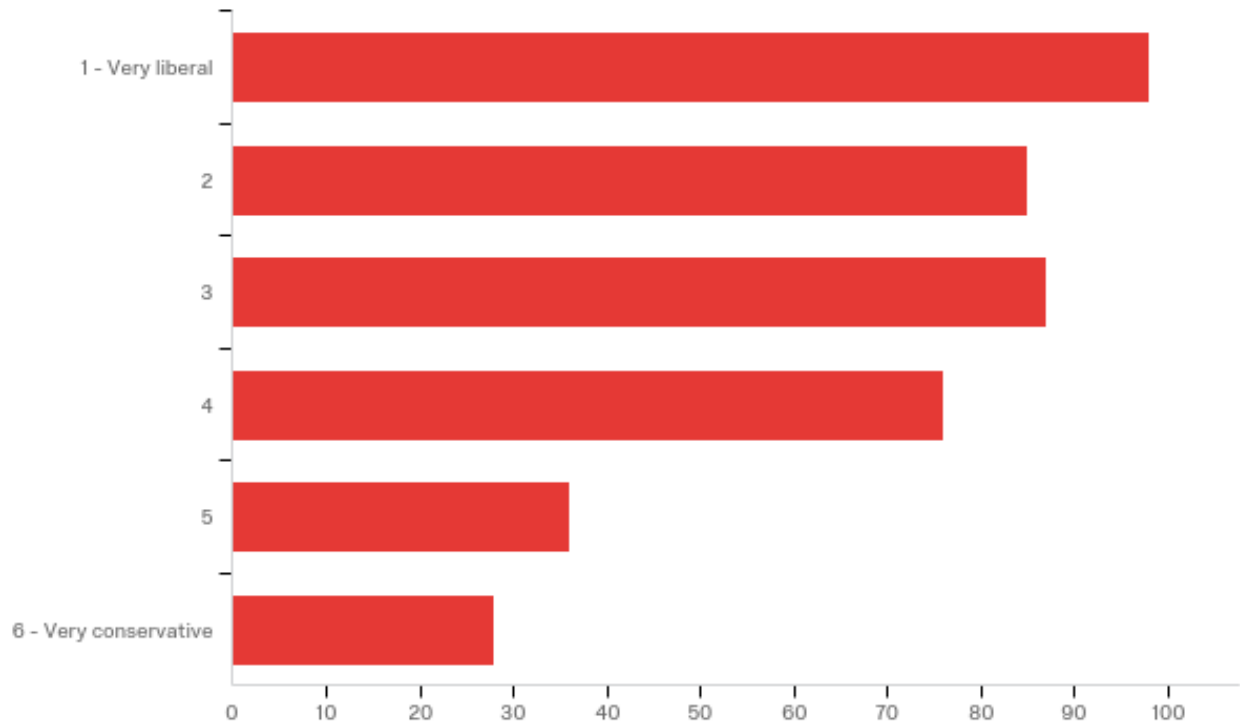
**Please indicate your current degree of emotion, meaning such characteristics as how pleasant or unpleasant you feel.**



#	Answer	%	Count
1	 1: extremely sad	1.22%	5
2	2	1.46%	6

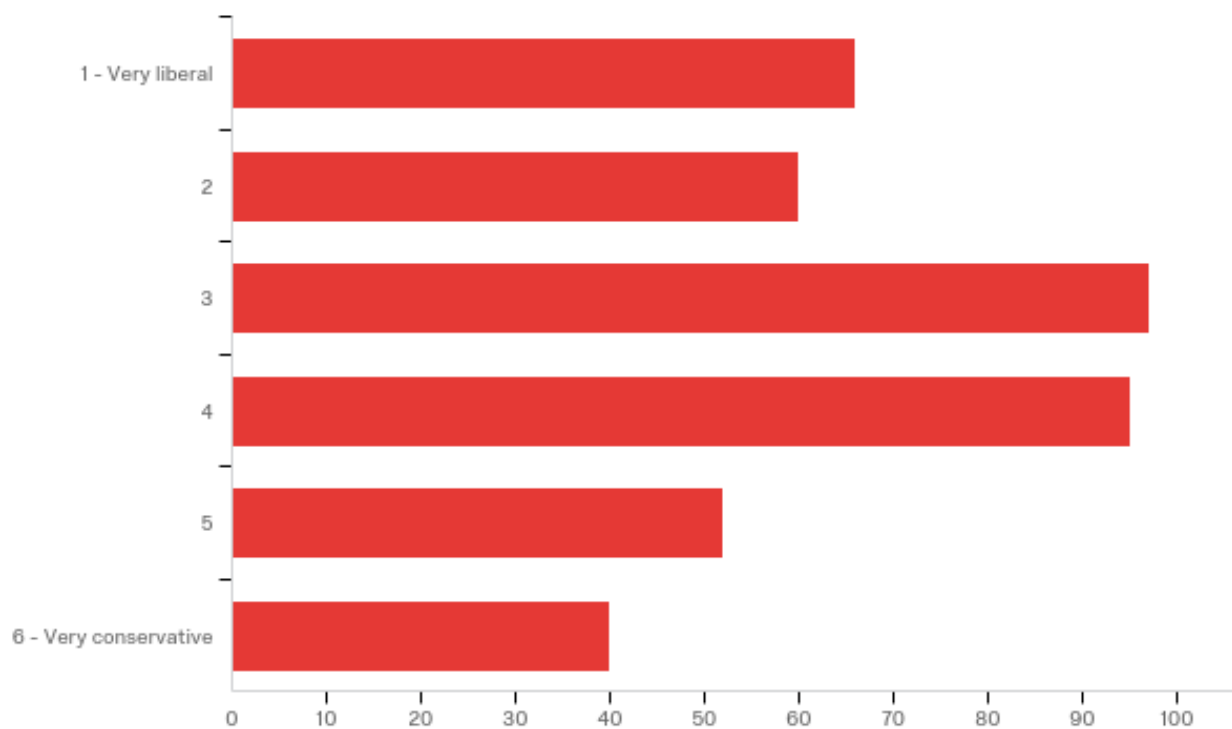
3		3	4.63%	19
4		4	6.10%	25
5		5	21.46%	88
6		6	20.24%	83
7		7	28.05%	115
8		8	10.00%	41
9		9: extremely happy	6.83%	28
		Total	100%	410

### Politically, how conservative are you in terms of social issues



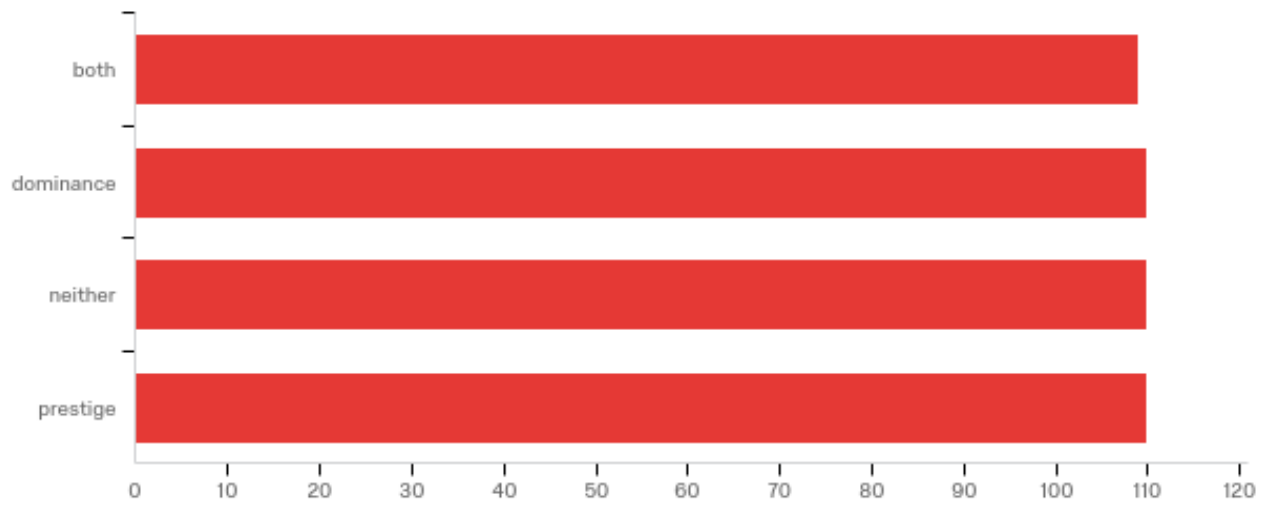
#	Answer	%	Count
1	1 - Very liberal	23.90%	98
2	2	20.73%	85
3	3	21.22%	87
4	4	18.54%	76
5	5	8.78%	36
6	6 - Very conservative	6.83%	28
	Total	100%	410

### Politically, how conservative are you in terms of fiscal issues



#	Answer	%	Count
1	1 - Very liberal	16.10%	66
2	2	14.63%	60
3	3	23.66%	97
4	4	23.17%	95
5	5	12.68%	52
6	6 - Very conservative	9.76%	40
	Total	100%	410

## Assigned Condition



Answer	%	Count
High dominance, high prestige	24.83%	109
High dominance, low prestige	25.06%	110
Low dominance, low prestige	25.06%	110
Low dominance, high prestige	25.06%	110
Total	100%	439

Appendix C [*Study 2 materials*]

## Prestige and Dominance Study 2c

---

Start of Block: screen



id

**To begin, please enter your Amazon Mechanical Turk Worker ID here:**

(Please see below for where you can find your Worker ID.)

Your Worker ID starts with the letter A and has 12-14 letters or numbers. It is NOT your email address. If we do not have your correct Worker ID we will not be able to pay you.

---

id\_pic Note that your Worker ID can be found on your dashboard page:

---

End of Block: screen

Start of Block: trans

trans To begin, please type the following paragraph into the box below.

---



---



---



---



---



Q42 Timing  
 First Click  
 Last Click  
 Page Submit  
 Click Count

End of Block: trans

---

Start of Block: vignette

thanks Thank you for accepting this HIT!

---

instr PART I. Please read the following scenario.

---

both Imagine you work as an analyst at a consumer services company and you are currently working on a year-end project. Your boss for this project is your direct supervisor and has been with the company for many years. Your boss is considered to be an extremely talented analyst who is both respected and admired for their analytics skills. At the end of the year, everyone usually receives a year-end bonus, but your boss will evaluate your work on the year-end project and can take it away if they feel your work is unsatisfactory.

---

hi\_pres Imagine you work as an analyst at a consumer services company and you are currently working on a year-end project. Your boss for this project is from another team and is not your direct supervisor, but has been with the company for many years. Your boss is considered to be an extremely talented analyst who is both respected and admired for their analytics skills. At the end of the year, everyone will receive a year-end bonus.

---

neither Imagine you work as an analyst at a consumer services company and you are currently working on a year-end project. Your boss for this project is from another team and is not your direct supervisor, but has been with the company for many years. Your boss is considered to be an extremely incompetent analyst who is neither respected nor admired for their analytics skills. At the end of the year, everyone will receive a year-end bonus.

---

hi\_dom Imagine you work as an analyst at a consumer services company and you are currently working on a year-end project. Your boss for this project is your direct supervisor and has been with the company for many years. Your boss is considered to be an extremely incompetent analyst who is neither respected nor admired for their analytics skills. At the end of the year, everyone usually receives a year-end bonus, but your boss will evaluate your work on the year-end project and can take it away if they feel your work is unsatisfactory.

---

t1 Timing

First Click

Last Click

Page Submit

Click Count

End of Block: vignette

---

Start of Block: dv



extra\_work If it were Monday of the last week of the year and the year-end project were not yet complete, how many hours would you stay late over the week to work on it?

- ☐ 0
- ☐ 2
- ☐ 4
- ☐ 6
- ☐ 8
- ☐ 10
- ☐ 12
- ☐ 14
- ☐ 16
- ☐ 18
- ☐ 20

End of Block: dv

---

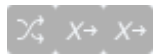
Start of Block: pj

instr2 PART II. Please indicate your responses to the following questions/statements about your boss.

---

Page Break

---



pj scale In regard to your role in this scenario, to what extent do you agree with the following statements:



My boss  
treats me  
with dignity.

☐ ☐ ☐ ☐ ☐ ☐ ☐

My boss  
follows  
through on  
the decisions  
and promises  
they make.

☐ ☐ ☐ ☐ ☐ ☐ ☐

My boss  
really cares  
about my  
well-being

☐ ☐ ☐ ☐ ☐ ☐ ☐

My boss  
cares about  
my  
satisfaction.

☐ ☐ ☐ ☐ ☐ ☐ ☐

My boss's  
decisions are  
consistent  
across people  
and  
situations.

☐ ☐ ☐ ☐ ☐ ☐ ☐

My boss's  
decisions are  
made based  
on facts, not  
their  
personal  
biases and  
opinions.

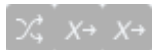
☐ ☐ ☐ ☐ ☐ ☐ ☐

My boss's  
decisions are  
equally fair  
to everyone.

☐ ☐ ☐ ☐ ☐ ☐ ☐

End of Block: pj

Start of Block: pres/dom



p/d scale Please indicate the extent to which each statement accurately describes your boss in this scenario by selecting the appropriate number from the scale below.





Your boss  
does NOT  
have a  
forceful or  
dominant  
personality.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

You know  
it is better  
to let your  
boss have  
their way.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Your boss  
does NOT  
enjoy  
having  
authority  
over you.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

You  
recognize  
your boss's  
unique  
talents and  
abilities.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

You  
consider  
your boss  
an expert  
on some  
matters.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

You would  
seek your  
boss's  
advice on a  
variety of  
matters.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

You are  
afraid of  
your boss.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

You do  
NOT enjoy  
hanging out  
with your  
boss.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

End of Block: pres/dom

Start of Block: ladder



ladder

**Think of the ladder above as representing where people stand in their communities.**

At the top of the ladder are the people who have the highest standing in their community. At the bottom are the people who have the lowest standing in their community.

**Where would you place your boss in this scenario on this ladder?**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

End of Block: ladder

---

Start of Block: demographics



sex Gender:

☐ Male

☐ Female

---

age Age:

---

race Please specify your race. *(Choose one or more categories)*

☐ White/Caucasian (Anglo/Euro) American

☐ Black or African American

☐ Asian or Asian American

☐ American Indian or Alaska Native

☐ Native Hawaiian or other Pacific Islander

☐ Hispanic/Latino

☐ Multicultural

---

edu    Highest level of education completed:

- ☐ Less than a high school degree
  - ☐ High School Diploma
  - ☐ Vocational Training
  - ☐ Attended College
  - ☐ Bachelor's Degree
  - ☐ Graduate Degree
  - ☐ Unknown
- 

income    Please choose the category that describes the total amount of income you earned in 2017. Consider all forms of income, including salaries, tips, interest and dividend payments, scholarship support, student loans, parental support, social security, alimony, and child support, and others.

- ☐ Under \$5,000
- ☐ \$5,000-\$10,000
- ☐ \$10,001-\$15,000
- ☐ \$15,001-\$25,000
- ☐ \$25,001-\$35,000
- ☐ \$35,001-\$50,000
- ☐ \$50,001-\$65,000
- ☐ \$65,001-\$80,000
- ☐ \$80,001-\$100,000
- ☐ Over \$100,000

---

risk

How do you see yourself: are you generally a person who is fully prepared to take risks or do you try to avoid taking risks?

☐ 0 - Not at all willing to take risks

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10 - Very willing to take risks

---

trust\_others To what extent do you feel you can trust other people that you interact with in your daily life?

- ☐ 1 - Very little
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5
  - ☐ 6
  - ☐ 7 - Very much
- 



nfc I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.

- ☐ 1 - Very untrue
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5 - Very true
-

trust\_self I trust my initial feelings about people.

☐ 1 - Very untrue

☐ 2

☐ 3

☐ 4

☐ 5 - Very true

---

pol\_party Which US political party do you identify with more strongly?

☐ 1-Strongly Republican

☐ 2

☐ 3

☐ 4-Neutral

☐ 5

☐ 6

☐ 7-Strongly Democrat

---



religion How strongly do you believe in the existence of a God or Gods?

- ☐ 1 - Very little
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5
  - ☐ 6
  - ☐ 7 - Very much
- 

emotion Please indicate your current degree of emotion, meaning such characteristics as how pleasant or unpleasant you feel.

- ☐ 1: extremely sad
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5
  - ☐ 6
  - ☐ 7
  - ☐ 8
  - ☐ 9: extremely happy
-

cons\_social Politically, how conservative are you in terms of social issues

- ☐ 1 - Very liberal
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 - Very conservative
- 

cons\_fiscal Politically, how conservative are you in terms of fiscal issues

- ☐ 1 - Very liberal
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 - Very conservative

End of Block: demographics

---

Appendix D [*Study 3 Materials*]

---

Start of Block: login



**To begin, please enter your Amazon Mechanical Turk Worker ID here:**

(Please see below for where you can find your Worker ID.)

Your Worker ID starts with the letter A and has 12-14 letters or numbers. It is NOT your email address. If we do not have your correct Worker ID we will not be able to pay you.

---

Note that your Worker ID can be found on your dashboard page:

End of Block: login

---

Start of Block: employed

Thank you for accepting this HIT!

Please answer the following question(s) about your employment status.

---



Are you employed in a full-time position (at least 30hrs/wk)?

☐ Yes (1)

☐ No (0)

End of Block: employed

---

Start of Block: boss



Do you report to a supervisor (boss or manager) at your PRIMARY place of employment?

☐ Yes (1)

☐ No (0)

End of Block: boss

---

Start of Block: dv scales

Please answer the following questions about your supervisor at your PRIMARY place of employment.

---

Page Break

---



If your boss asked you to spend extra unpaid time working on a project that ended in a week, how many hours would you be willing to spend working on it?

- ☐ 0 (0)
- ☐ 2 (2)
- ☐ 4 (4)
- ☐ 6 (6)
- ☐ 8 (8)
- ☐ 10 (10)
- ☐ 12 (12)
- ☐ 14 (14)
- ☐ 16 (16)
- ☐ 18 (18)
- ☐ 20 (20)

End of Block: dv scales

---

Start of Block: pj



In regard to your PRIMARY place of employment, to what extent do you agree with the following statements:



I trust my supervisor to do what is best for me.  
(7)

☐☐☐☐☐☐☐

My supervisor respects my rights as a worker. (8)

☐☐☐☐☐☐☐

My supervisor respects my rights as a person. (9)

☐☐☐☐☐☐☐

My supervisor treats me with dignity.  
(10)

☐☐☐☐☐☐☐

My supervisor follows through on the decisions and promises they make.  
(11)

☐☐☐☐☐☐☐

My supervisor really cares about my well-being.  
(12)

☐☐☐☐☐☐☐

My supervisor cares about my satisfaction.  
(13)

☐☐☐☐☐☐☐

My supervisor's decisions are consistent across people and situations.  
(14)

☐☐☐☐☐☐☐



My supervisor's decisions are made based on facts, not their personal biases and opinions.  
(15)



My supervisor's decisions are equally fair to everyone.  
(16)



End of Block: pj

Start of Block: ladders



**Think of the ladder above as representing where people stand in their communities.**

At the top of the ladder are the people who have the highest standing in their community. At the bottom are the people who have the lowest standing in their community.

**Where would you place your SUPERVISOR on this ladder?**

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)



**Think of the ladder above as representing where people stand in their communities.**

At the top of the ladder are the people who have the highest standing in their community. At the bottom are the people who have the lowest standing in their community.

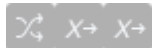
**Where would you place YOURSELF on this ladder?**

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)

**End of Block: ladders**

---

**Start of Block: p/d scale**



Please indicate the extent to which each statement accurately describes your supervisor by selecting the appropriate number from the scale below.





You are afraid  
of your  
supervisor.  
(pres\_dom\_16)

☐☐☐☐☐☐☐

You do NOT  
enjoy hanging  
out with your  
supervisor.  
(pres\_dom\_17)

☐☐☐☐☐☐☐

End of Block: p/d scale

---

Start of Block: misc questions

What three words best describe your supervisor?

☐ Word 1 (1) \_\_\_\_\_

☐ Word 2 (2) \_\_\_\_\_

☐ Word 3 (3) \_\_\_\_\_



Do you like your supervisor?

☐ Yes (1)

☐ No (0)

---

Why do you like/dislike your supervisor?

---



---



---



---



---

---

For the question you answered earlier where you placed your supervisor on the ladder:  
Why did you put your boss where you did?  
Why did you put yourself where you did?

---

---

---

---

---

End of Block: misc questions

---

Start of Block: job\_demographics

Please answer the following questions about your PRIMARY occupation.

---

What is your job title?

---

---

Please describe your occupational (job) duties.

---



What is the minimum formal education required?

- ☐ None (1)
- ☐ High School degree or GED (2)
- ☐ Associate's degree (3)
- ☐ Bachelor's degree (4)
- ☐ Graduate, professional, or higher degree (5)
- 



Does your job require that you are able to read and write?

- ☐ Yes (1)
- ☐ No (0)
- 



Is a professional certification, state/industry license, or other pre-employment training required? If so, what type and how long did it take to obtain?

- ☐ Yes (please specify type and time) (1)

- ☐ No (0)
-

How much prior work experience, if any, is required?

- ☐ None (1)
- ☐ 1-3 years (2)
- ☐ 4-6 years (3)
- ☐ 7-10 years (4)
- ☐ 11+ years (5)
- 



Is post-employment training (such as OJT or mentoring) required? If so, how much?

- ☐ Yes (please specify how much) (1) \_\_\_\_\_
- ☐ No (0)
- 

What type of decision-making is required to perform the tasks of this occupation?

- ☐ Little or no decision-making (1)
- ☐ Makes straightforward decisions from set choices in familiar situations (2)
- ☐ Makes straightforward decisions by assessing situations and possible outcomes (3)
- ☐ Makes decisions by assessing uncertain or conflicting situations (4)
-

What type of supervision does this occupation have?

- ☐ Detailed instruction and help are always provided. Frequent and thorough review of work. (1)
  - ☐ Detailed instruction and help are provided when needed. Review of work may be frequent and emphasize the quality of completed assignments. (2)
  - ☐ General instructions provided and help given when requested. Review of work is occasional and emphasizes accomplishments of broad work objectives. (3)
  - ☐ Only broad objectives are provided. Review of work is infrequent and focuses on effectiveness. (4)
- 

What is the pace of the work?

- ☐ Slow: unhurried and workload is constant (1)
  - ☐ Moderate: steady and workload is constant (2)
  - ☐ Fast: rapid and workload is constant (3)
  - ☐ Variable: markedly faster and slower periods that are driven by changing workload demands (4)
- 

What controls the pace of the work?

- ☐ Work-driven: work process drives the pace; the worker must keep up and continuously meet production standards (1)
  - ☐ Worker-driven: worker controls the pace (2)
- 



How often do the following change in this occupation:

	<b>Rarely or never changes:</b> Does not change unless it is permanent (1)	<b>Sometimes changes:</b> May temporarily change several times a year to meet business needs, including seasonal variations (2)	<b>Often changes:</b> Changes on an unpredictable basis to meet business needs (3)	<b>Always changes:</b> change is frequent and driven by forces external to the company, such as emergency response (4)
Work tasks (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location of work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Regular contacts:** people with whom there IS an established working relationship

**Other contacts:** people with whom there IS NO established working relationship

How often does the occupation verbally interact (on work related issues) with:

	<b>Ongoing:</b> constantly; every few minutes (1)	<b>Several times an hour:</b> More than once per hour, but not constantly (2)	<b>Hourly or semi-hourly:</b> More than once per day, but not more than once per hour (3)	<b>Daily or less:</b> No more than once per day, or never (4)
Regular contacts (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other contacts (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Regular contacts:** people with whom there IS an established working relationship

**Other contacts:** people with whom there IS NO established working relationship

What type of work-related interactions does this occupation have with:

	<b>Very structured:</b>  Exchanging straightforward, factual information (1)	<b>Structured:</b> Coordinating with others; solving recurring problems with cooperative parties (2)	<b>Semi-structured:</b>  Some gentle persuading or soft-selling; discussing (3)	<b>Unstructured:</b>  Influencing; hard-selling; asserting control in situations (4)	<b>Very unstructured:</b>  resolving controversial or long-range issues; defending; negotiating (5)
Regular contacts (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other contacts (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Approximately how many employees, both full- and part-time, work at your employment location?

---

How many hours per week do you work?

- ☐ less than 30 (1)
- ☐ 30-35 (2)
- ☐ 35-40 (3)
- ☐ 40-45 (4)
- ☐ 45-50 (5)
- ☐ More than 50 (6)
- 

How are you paid? Please specify the amount.

- ☐ Salary (how much annually?) (1) \_\_\_\_\_
- ☐ Hourly (how much per hour?) (2) \_\_\_\_\_
- ☐ Unpaid/volunteer (3)
-

Which of the following occupation classifications (job industries) best describes the work you do?

- ☐ Management (1)
- ☐ Business and Financial Operations (2)
- ☐ Computer and Mathematical (3)
- ☐ Architecture and Engineering (4)
- ☐ Life, Physical, and Social Sciences (5)
- ☐ Community and Social Services (6)
- ☐ Legal Occupations (7)
- ☐ Educational Instruction and Library Occupations (8)
- ☐ Arts, Design, Entertainment, Sports, and Media (9)
- ☐ Healthcare Practitioners and Technical Occupations (10)
- ☐ Healthcare Support (11)
- ☐ Protective Service (12)
- ☐ Food Preparation and Serving Related Occupations (13)
- ☐ Building and Grounds Cleaning and Maintenance (14)
- ☐ Personal Care and Service (15)
- ☐ Sales and Related (16)
- ☐ Office and Administrative Support (17)
- ☐ Farming, Fishing, and Forestry (18)
- ☐ Construction and Extraction (19)
- ☐ Installation, Maintenance, and Repair (20)
- ☐ Production (21)

☐ Transportation and Material Moving (22)

☐ Military Specific Occupations (23)

End of Block: job\_demographics

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Start of Block: demographics



Gender:

☐ Male (0)

☐ Female (1)

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Age:

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Please specify your race. *(Choose one or more categories)*

☐ White/Caucasian (Anglo/Euro) American (4)

☐ Black or African American (3)

☐ Asian or Asian American (2)

☐ American Indian or Alaska Native (1)

☐ Native Hawaiian or other Pacific Islander (10)

☐ Hispanic/Latino (11)

☐ Multicultural (12)



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Highest level of education completed:

- ☐ Less than a high school degree (1)
  - ☐ High School Diploma (2)
  - ☐ Vocational Training (3)
  - ☐ Attended College (4)
  - ☐ Bachelor's Degree (5)
  - ☐ Graduate Degree (6)
  - ☐ Unknown (7)
-

Please choose the category that describes the total amount of income you earned in 2017. Consider all forms of income, including salaries, tips, interest and dividend payments, scholarship support, student loans, parental support, social security, alimony, and child support, and others.

- ☐ Under \$5,000 (1)
  - ☐ \$5,000-\$10,000 (2)
  - ☐ \$10,001-\$15,000 (3)
  - ☐ \$15,001-\$25,000 (4)
  - ☐ \$25,001-\$35,000 (5)
  - ☐ \$35,001-\$50,000 (6)
  - ☐ \$50,001-\$65,000 (7)
  - ☐ \$65,001-\$80,000 (8)
  - ☐ \$80,001-\$100,000 (9)
  - ☐ Over \$100,000 (10)
-

How do you see yourself: are you generally a person who is fully prepared to take risks or do you try to avoid taking risks?

☐ 0 - Not at all willing to take risks (1)

☐ 1 (2)

☐ 2 (3)

☐ 3 (4)

☐ 4 (5)

☐ 5 (6)

☐ 6 (7)

☐ 7 (8)

☐ 8 (9)

☐ 9 (10)

☐ 10 - Very willing to take risks (11)

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To what extent do you feel you can trust other people that you interact with in your daily life?

- ☐ 1 - Very little (1)
  - ☐ 2 (2)
  - ☐ 3 (3)
  - ☐ 4 (4)
  - ☐ 5 (5)
  - ☐ 6 (6)
  - ☐ 7 - Very much (7)
- 

I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.

- ☐ 1 - Very untrue (1)
  - ☐ 2 (2)
  - ☐ 3 (3)
  - ☐ 4 (4)
  - ☐ 5 - Very true (5)
-

I trust my initial feelings about people.

- ☐ 1 - Very untrue (1)
  - ☐ 2 (2)
  - ☐ 3 (3)
  - ☐ 4 (4)
  - ☐ 5 - Very true (5)
- 

Which US political party do you identify with more strongly?

- ☐ 1-Strongly Republican (1)
  - ☐ 2 (2)
  - ☐ 3 (3)
  - ☐ 4-Neutral (4)
  - ☐ 5 (5)
  - ☐ 6 (6)
  - ☐ 7-Strongly Democrat (7)
-

How strongly do you believe in the existence of a God or Gods?

- ☐ 1 - Very little (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 - Very much (7)
- 

Please indicate your current degree of emotion, meaning such characteristics as how pleasant or unpleasant you feel.

- ☐ 1: extremely sad (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9: extremely happy (9)
- 



Politically, how conservative are you in terms of social issues

- ☐ 1 - Very liberal (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 - Very conservative (6)
- 



Politically, how conservative are you in terms of fiscal issues

- ☐ 1 - Very liberal (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 - Very conservative (6)

End of Block: demographics

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