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Understanding Rejection across Ingroups and Outgroups

By

Prasant Dubey

Honors Thesis

in

Leadership Studies

University of Richmond

Richmond, VA

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Advisor: Dr. Crystal Hoyt

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Understanding Rejection across Ingroups and Outgroups

Prasant Dubey

Committee members: *Dr. Crystal Hoyt, Dr. Don Forsyth, Dr. Kristen Lindgren*

Black and White male undergraduates from the University of Richmond participated in a study addressing rejection. The purpose was to discover how responses to rejection vary amongst individuals who are rejected by their in-group versus their out-group. In other words, is a white male more likely to be impacted by rejection from another white male (a member of the in-group) or a black male (a member of the out-group)? Likewise, it was interesting to note how black individuals respond differently to rejection by the in-group and out-group. Responses to rejection feedback, regarding self-esteem, attributions to rejection, cognitive capacity, and self-regulatory ability, were attained through various surveys, questionnaires, and tasks.

Understanding Rejection across Ingroups and Outgroups

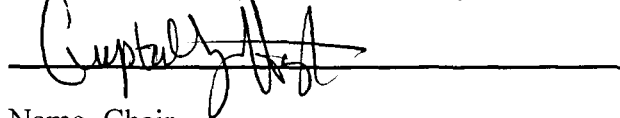
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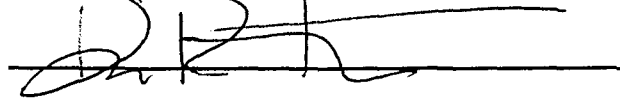
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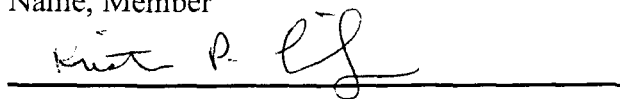
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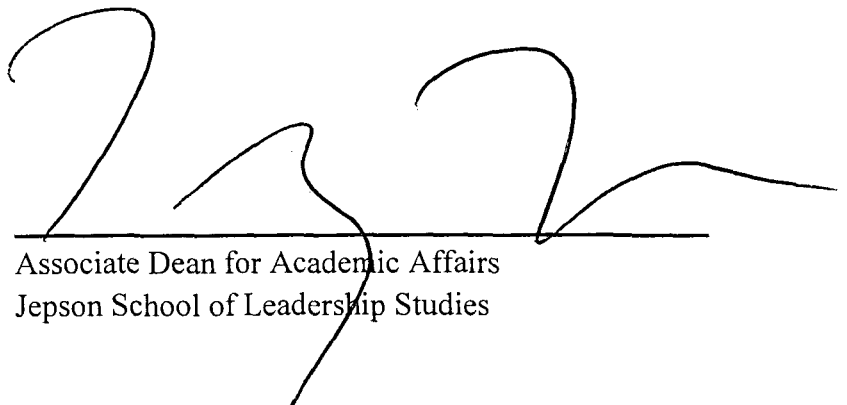
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Name, Member

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Associate Dean for Academic Affairs
Jepson School of Leadership Studies

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Chapter 1

Understanding Rejection across Ingroups and Outgroups

Studying race relations has become increasingly important in the vast and diverse global society that we now live, especially in regards to the groups of people a person will be willing to interact with throughout a lifetime. If an individual is rejected or excluded by a specific group, it might have a strong impact on their self-view which can go on to negatively influence their behavior toward the same group members in the future. Some of the consequences include losses in people's willingness to understand and sympathize with the people that do not belong to their group. Because the need to interact with and understand one another is crucial in a highly globalized world, it is necessary to assess the potential detrimental effects of exclusion and how social group membership impacts those effects.

Social Exclusion and Self-Esteem

Social rejection has been shown to produce a variety of adverse consequences such as anxiety, alienation, perceived mistreatment, increased aggression, a decrease in pro-social behavior, and a loss of self-esteem (Crocker & Luhtanen, 2003). The impact of rejection on self-esteem is one of the primary concerns of this study. Self-esteem is a term used to reflect a person's evaluation of one's own self-worth, addressing beliefs, feelings, and even behavior (Rosenberg, 1965; Heatherton & Polivy, 1991). It is often suggested that self-esteem is a basic human need and even a source of motivation. American psychologist Abraham Maslow, for example, included self-esteem in his hierarchy of needs (Maslow, 1987). These needs act as a motivational force for an individual and further entail psychological wellbeing, safety, love, and self-actualization. Fulfilling a desire for high self-esteem is dependent on such things as recognition, acceptance, status, and appreciation. Sociometer theory maintains that self-esteem

is a mechanism by which people check their status and acceptance level in a social group (Greenberg, 2008). It is then safe to say that exclusion from a social group will carry great consequences for a person's self-esteem.

The relationship between exclusion and self-esteem was empirically demonstrated by Downs, Leary, Tambor, & Terdal (1995) who told participants to respond to a questionnaire on which they evaluated themselves and each other. Once the questionnaires and ratings were completed and evaluated, task assignments were made. The participants were told that 3 of them would work together on decision-making problems as a group (this was the *included condition*). The other two participants were told to work on the problems individually (this was the *excluded condition*), where they were told that the selection was based either on team member preferences (based on the ratings submitted earlier) or on a random procedure. Participants then completed an assessment about how they felt about themselves using McFarland and Ross' (1982) low and high self-esteem feelings factors. Rejection was negatively associated with individuals' self ratings, and positively associated with derogating other group members and claiming to have a lesser interest in being a member of the group. In contrast, inclusion and exclusion had no effect on participants when the selection was ostensibly based on a random procedure.

Group Membership: Ingroups and Outgroups

Another important factor to consider while investigating rejection is whether the rejection comes from in-group or out-group members. Simply, an in-group is a social group to which a person belongs, and out-group is a group to which a person does not belong (Nelson). Commonly encountered ingroups include family members, people of the same culture, gender, religion, or race. Dividing people into these two groups has an influence on how people perceive others. For example, outgroup members are viewed as having similar characteristics and

motives, whereas ingroup members are thought to be unique. This perception that the outgroup is homogeneous enhances self-worth by letting one think that they do not belong to a group in which the members are the same on many dimensions (Hamilton & Trier, 1986). Instead, a person will attribute individuality and other positive, privileged qualities to their ingroup. Membership in a social group impacting an individual's feeling of worth is affirmed by social identity theory. As it was formulated by Tajfel & Turner 1979, social identity theory is concerned with why individuals identify with and behave as part of social groups, thus adopting shared attitudes with others (Tajfel et al 1979). These attitudes and beliefs become a part of one's self-concept, thus compelling people to associate their ingroup, such as their racial group membership, to their self-worth (Reid, Giles, & Harwood, 2005). The current study takes these ideas a step further by introducing rejection, and observing the extent to which group membership of the rejector, whether a racial ingroup or outgroup member, impacts people's responses to rejection.

In a study demonstrating the extent to which people's sense of self-worth is tightly connected to their group memberships, Crocker and Luhtanen (1990) divided eighty-five participants into two groups and told them to take the SCAT test, a test that measures both interpersonal and intellectual competencies. Individual scores on the tests were withheld, so that group level performance could be evaluated. Each group received performance feedback on the test, and half received *group success* feedback and the other half *group failure* feedback. It was determined that people's sense of well-being is strongly associated with the groups to which they belong. Indeed, Crocker and Major (1989) also explained that when an individual is rejected by a member of the out-group, the person will buffer himself from the negative effect of that rejection by making positive in-group comparisons. In making these comparisons, an individual

identifies and enhances the positive qualities of the in-group (Tajfel & Turner, 1986). As a result, in-group comparisons serve as a protective mechanism to moderate the negative effects of out-group rejection on self-esteem.

Attribution Theory

People's responses to social exclusion are also likely impacted by the type of attributions they make. Attribution theory suggests that individuals explain (or attribute) their behavior or the behavior of others to internal and external mechanisms (Heider, 1958). External attribution assigns causality to an outside factor, such as the situation or preferences of another person; in other words, factors outside one's own control. These attributions include statements like "The test was too difficult" or "The evaluator was unfair." Internal attributions link causality to factors within a person, such as their intelligence or other personal abilities. The attributions people make for rejection are likely to depend on whether they are rejected by in-group or out-group members. For instance, rejection by an out-group member has been shown to result in attributions to discrimination (Crocker et al 1989). Major, Kaiser, and McCoy (2003) argue that attributing negative outcomes to discrimination will protect self-esteem more so than making attributions to individual ability.

Some argue that a prejudice explanation for rejection may be calling into question unmistakable internal factors, and will actually be more damaging to a person's self-esteem (Branscombe, Harvey, & Schmitt 1999). This is especially the case with members of groups that have a history of discrimination, for example African-Americans, who will perceive discrimination as being similar to rejection. Nonetheless, increased in-group identification should act as a buffer from the negative effects of discriminatory rejection. One of the primary defense techniques is to positively differentiate the ingroup from the outgroup, which is

accomplished by derogating the outgroup members or focusing on ingroup cohesion (Branscombe & Wann, 1994).

There is substantial empirical evidence, however, that if a negative consequence, like rejection, results from the action of an out-group versus an in-group member, a person may be more likely to attribute that negative outcome to an external factor like discrimination and prejudice. For example, Crocker, Major, Testa, & Voelkl (1991) conducted a study with African-American students. Each Black student received either negative or positive feedback from a White evaluator. The key manipulation involved the African-American student receiving feedback from the White evaluator under one of two conditions, one in which the blinds on a one-way mirror separating the participant from the evaluator were down, or one in which the blinds were up. The feedback was more likely to be attributed to discrimination when it was negative, and when the blinds were up. So, the research findings of Crocker et al 1989 indicate that attribution to discrimination is self-protective when the evaluator providing feedback is known to the participant. Furthermore, it is important to mention that any ambiguity behind rejection also leaves the option for people to free themselves of internal blame. As a result, a racism explanation may be more rational to a person for a negative outcome, once more helping to preserve the self-concept of an individual (Crocker et al 1989). Thus, the present study is investigating attributions to discrimination as a mechanism to protect self-esteem. The previous literature on group identification and social exclusion is very limited and puts participants in conditions of perceived exclusion or future exclusion (Branscombe, Jetten, McKimmie, Spears, 2001b); however, the current study wishes to take these ideas further with evaluations following immediate rejection

Self-Regulation

Nonetheless, negative outcomes naturally lead to feelings of anger and resentment, and so have further implications for self-regulatory behavior (Govan & Williams, 2004). Anger has been identified as the most common emotional response to perceptions of racism rejection, and this can hinder people's ability to regulate behavior clearly (Anderson, Clark, Clark, & Williams, 1999). Self-regulation is the ability to control emotions and behaviors, and is directly related to the pressure one faces (Skinner, 1953). Pressures include judgmental or prejudicial circumstances (i.e. tests or evaluations), both of which are likely to lead to aggressive emotions, in which a person will feel depression and a lack of motivation (Crocker et al 1989). In losing a purpose to regulate behavior, a person will exhibit an increase in aggressive behaviors, self-destructive tendencies, and irrational risk-taking (Baumeister, Catanese, Twenge 2002). Indirectly, exclusion serves to facilitate the reduction of the limited resources a person possesses to maintain self-control.

Exerting self-control over oneself is thought to reduce cognitive resources (Baumeister, Nelson, Schmeichel, Twenge, Tice, Vohs 2008). Just as muscles fatigue from exercise, the strength model of self-control states that individuals have a limited pool of resource for self-control (Baumeister, Tice, & Vohs 2007). Baumeister et. al. (2008) assert that people's ability to use self-control depends on a mental resource that diminishes after use. Participants in their study performed a task requiring self-control and they were less able to exert self-control later, even in entirely different settings. For instance, these domains of self-control included how long people could hold their hand in ice water, how much of a bad-tasting beverage they forced themselves to drink, or how much they procrastinated while studying. Researchers have further measured the depletion of these regulatory resources through stamina on a handgrip-squeezing

task (Muraven, Tice, & Baumeister, 1998; Muraven, Baumeister, Tice 1999). Stamina is a measure of self-control because it involves resisting fatigue and overriding the urge to quit, and so it will be the basis of gauging self-regulatory behavior in the present study (Baumeister et al 2007).

The relationship between social exclusion and self-control has been demonstrated across numerous studies. In one study by Baumeister, Nuss, and Twenge (2002), forty participants were given a personality questionnaire which supposedly indicated their future prospects of living in isolation. They were each randomly assigned to a “future belonging condition,” “future alone condition,” or an “accident-prone” control condition. The control condition was not related to social exclusion, so the focus will remain on the first two conditions. After being assigned to their respective conditions, participants were asked to take a general mental abilities test. Individuals who were told that they will live alone in the future answered significantly fewer questions correctly. Therefore cognitive test performance, like self-regulatory capacity, is impacted purely by exclusion. This idea is broadened in the present study with observations relating to rejector group membership and the corresponding impact on self-regulation.

Stereotype Threat

Cognitive performance is unique due to its relationship both with the strength model of self-control and its relevance to stereotype threat theory. Stereotype threat refers to situations in which members of a social group (i.e., African Americans) “must deal with the possibility of being judged or treated stereotypically, or of doing something that would confirm the stereotype” (Steele & Aronson, p. 401, 1998). For example, when stereotyped group members take standardized ability tests, their performance may be undermined when they come across indications of a negative stereotype in the testing environment (i.e., minorities are inferior in

intellectual abilities; Steele, Spencer, & Aronson, 2002). Thus, when a negative stereotype is relevant to a social setting the targets of the stereotype have to contend with the threat of being judged through the lens of that stereotype.

To demonstrate the effects of stereotype threat, Steele and Aronson (1995) assigned African American and White students to one of three conditions while administering an ability test. In the stereotype threat condition, participants were told that the test was a measurement of intellectual capability. Black participants in the stereotype threat condition solved fewer test problems compared to the participants in the other two conditions (Aronson et al, 1995). Johns, Inzlicht, & Schmader (2008) also confirmed that reduced mental resources are associated with reduced performance on a cognitively demanding test of intellect. They found that stereotype threat induces anxiety, which is an act of emotional regulation that seizes the same cognitive resources needed for the intellectual task (i.e., math test) and can result in subpar performance (Johns et al, 2008). Preparing for the threat is consequently a protective function, but is cognitively strenuous, and so it will impair performance. If targets decide that a threat does not exist, however, then they can preserve their cognitive resources and thus optimize performance.

Stereotype activation does not always lead to stereotype threat responses. Stereotype lift is the performance boost caused by the awareness that an outgroup is negatively stereotyped (Walton & Cohen, 2003). People may benefit from stereotype lift when the ability of an outgroup is explicitly called into question. They may also benefit when there is no specific reference to a stereotyped outgroup, if the task is linked to a widely known negative stereotype (Devine, 1989). For instance, Black individuals are stereotyped for lacking in intellectual prowess, and so White people will do significantly better in cognitive performance tasks when comparing themselves to Blacks. Stereotypes can also be activated under specific conditions of

exclusion. In the present study rejection by an outgroup member makes race salient, and so stereotypes are triggered when an individual faces outgroup rejection. Blacks contend against a negative stereotype regarding their intellect and so are expected to experience stereotype threat whereas Whites are expected to experience stereotype lift. This will result in a lower performance on the cognitive test under the outgroup rejection condition. The present research makes inter-group comparisons inevitable due to the outgroup rejection condition, and so stereotype threat and lift can be expected for Black and White participants, respectively.

Overview of Study:

Research was conducted where White and Black male participants were rejected by a White or Black evaluator; thus, participants were rejected by an in-group member (same race) or out-group member (difference race). After social exclusion, self-esteem, attributions for the rejection, cognitive abilities, and self-regulatory behavior were assessed.

Hypotheses

- I. Individuals' self-esteem will be lower when they are socially excluded by a member of their in-group. Self-esteem will be higher when rejected by an out-group
- II. Social exclusion by the out-group will be attributed to external factors, specifically attributions to discrimination. Furthermore, attributions to discrimination will be related to self-esteem such that greater attributions to discrimination will be associated with higher self-esteem.
- III. Exclusion by the out-group will result in a lower level of performance on a cognitive task compared to exclusion by the in-group amongst Black participants. Amongst White participants, exclusion by an out-group will result in a higher level of performance compared to exclusion by an in-group.
- IV. Exclusion by an out-group will result in a deterioration of self-regulatory behavior compared to exclusion by the in-group as measured by the hand grip exercise.

Chapter 2

Method

Participants and Design

Fifty-five participants (aged 18 and older), twenty-four Black and thirty-one White males from the University of Richmond took part in an experiment with a 2 (Participant Race: White/Black) x 2 (Rejector Group Membership: Ingroup/Outgroup) between subjects design.

Procedure

The participants took part in a study that manipulates the race of group leaders under conditions of social exclusion. White and Black participants were rejected by either a White or a Black team captain. Upon entering the lab, participants were under the impression that they may be selected to join a group that will compete in a building exercise. Moreover, they thought that measures about group performance and cohesion were to be taken. Each participant was taken into a lab room where they were told that another participant in the next room had already begun the first stages of the study's process. They were asked to sit down and then sign the consent form. After doing so, they were told to fill out a personality questionnaire on a laptop computer resting on the table in front of them. The program used for the questionnaire and the ensuing surveys was Media Lab. The personality questionnaire served as the basis by which the captain's evaluation was legitimate and it helped in making participants feel that they have an added stake in the competition, as well. The personality questionnaire addressed traits, interests, hobbies, extracurricular activities and asked participants for a brief statement as to why they want to be a part of the group.

They were told that the questionnaire will then be sent to a team captain (Black or White), who is sitting in another room, for evaluation. The experimenter pointed to the picture

of the Black or White team captain taped on the blackboard, in the experimental room, with the words “Today’s Captain” written over top, so that race manipulation could be introduced. The pictures of the Black and White evaluators had been retrieved from faceresearch.org (see Appendix D). The participants were informed that the evaluations were being done by ‘Eric Scott’ who is a representative of the Edge-U-Lead Initiative program. This program, participants came to know, helped the Jepson School of Leadership Studies coordinate studies.

Furthermore, participants were notified that the captain was viewing them through two cameras, one connected to the laptop and another on the ceiling of the room, while making his evaluations. The purpose of the cameras, as they were told, was to help the captains have a face to match the name during the group study, similar to how they have a picture of the captain. The cameras were also used to increase self-awareness throughout perceived social exclusion, because it intensifies the “affective and motivational consequences” of the in-group/out-group comparison process (Gendolla & Silvia 2001). Focusing such attention on the self, in relation to group membership for the purpose of this study, will help participants more easily access relevant information about their feelings. When self-awareness is low, however, the relationship between the self and any given standard is indistinct and nearly indistinguishable (Gendolla et al 2001).

Further, they were told to complete the Attribution Style Questionnaire (see Appendix C) on the laptop computer, as a filler task, while waiting to find out if they were selected for the team. It was important to mention that evaluation feedback would come back in about five to seven minutes after completion of the personality questionnaire. This ensured that participants knew to wait patiently for their feedback, and buffered the experimenter from the risk of participants leaving the lab room to inquire about the evaluation. Next, participants were told

that some of them would be selected, while others would not be. Participants not selected had to do another set of tasks. Lastly, the experimenter asked them to do a hand gripping exercise that timed how long they could hold their grip on a Harbinger hand grip. To be certain of accuracy, a marker was placed in between the hand-grip as participants squeezed down. When participant released the grip, the marker fell to the table and the resulting sound indicated when to stop the stop watch. This provided the first measure of self-regulation before exclusion. The experimenter left the room, letting the participant complete the personality questionnaire and Attribution Style Questionnaire.

While participants were completing the Attribution Style Questionnaire, the experimenter made video observations in a nearby room. The video observation provided the cue for the experimenter to give the rejection feedback, because participants could be seen waiting for their feedback in the camera. Upon completion of the Attribution Style Questionnaire, and a few minutes of waiting, participants were handed a manila folder by the experimenter with their rejection feedback (see Appendix A). Rejection feedback stated that those who were not selected must enter the password 'notselected' on Media Lab to continue the next set of surveys and those selected must come out of their room immediately for the group competition.

The experimenter held a set of manila envelopes, while giving rejection feedback, so as to give the impression that many participants were receiving assessments. After giving the participant the rejection feedback, the experimenter walked into the next room and acted as if he was giving another participant positive evaluation feedback. The experimenter told the non-existent participant to open the manila folder for their evaluation, and then closed the door loudly enough for real participant to believe that the hypothetical participant was selected. The experimenter walked out and through the door as if chosen for the competition but instead

continued video observations of the participant, until the participant finished the self-report dependent measures: self-esteem survey, attributions survey, and the reasoning test. The experimenter knew when the reasoning test, the last dependent measure, was over through video observation. The Media Lab screen changed dramatically when the participants finish their surveys; this was the indication to take the last-self-regulation measure and begin de-briefing.

The experimenter waited a few minutes after the participants finished, so that participants were still under the notion that they arrived for a legitimate group competition and did not get selected. The experimenter entered the room and administered the post-rejection self-regulation measure with the hand-grip. This was followed by a manipulation check (see Appendix B), question and answer session where experimenter checked to see if the participant was suspicious of the true purpose of the research (i.e., what they felt about the experiment, if they could have contributed to the team if they were selected, feelings about cameras and being watched). After the experiment was conducted, the experimenter thoroughly de-briefed (see Appendix F) the participant as to the real goal of the study and why deception throughout the experiment was central to its purpose. Finally, participants were paid for their participation, and they signed a receipt of payment form and another form asking that they not discuss the study until its completion.

Measures

Self-esteem

Self-esteem was assessed with ten items that formed a reliable scale ($\alpha = .81$). This was the first survey completed after rejection feedback, so as to help ensure that accurate feelings of self-worth immediately following exclusion were attained. Participants first read the statement “*How do you feel about yourself right now*” on Media Lab and then proceeded to answer statements related to their self-esteem, more specifically “*I am satisfied with myself*,” “*I wish I could have more respect for myself*,” “*I am disappointed in myself*,” “*I feel confident about my abilities* (see Appendix C).” The items are similar to those used in prior research (Heatherton & Polivy 1991; Rosenberg 1965). Participants responded on a 1-7 scale with endpoints labeled “Strongly disagree” and “Strongly agree.” The ten items were embedded among other items in the survey.

Attributions to Discrimination

Attributions to Discrimination were assessed with four items that formed a reliable scale ($\alpha = .75$). After rejection feedback and completion of the Self-Esteem questionnaire participants responded to the attributions to discrimination items. The items have been modified from and are similar to those used in prior research (Kinias et al 2003), and they include “*The decision to not select me to be a member of the group was*,” “*Due to my race/ethnicity*,” “*Due to the evaluator being faulty*,” “*unjustified*”, and “*unfair*” (see Appendix C).” Participants responded on a 1-7 scale with endpoints labeled “Strongly disagree” and “Strongly agree.” The four items were embedded among other items in the survey.

Cognitive Capacity

The intellectual ability test consists of a set of nine questions pulled from a sample GRE exam (see Appendix C). More specifically, the questions were taken from the Analytical sections, the reason being that the reasoning questions would provide the best measure of intellectual capacity. Participants had twelve minutes to complete this reasoning test on the Media Lab software following the completion of the Self-Esteem and Attributions to Discrimination surveys.

Self-regulation

The pre- and post-rejection self-regulation measure was taken with a Harbinger hand-grip, and use of such an instrument for this specific domain has been demonstrated by Baumesiter and colleagues (Baumeister et al, 1998; Baumeister et al, 1999). Participants were asked to squeeze a hand-grip, over a table with their elbows resting on the table, until a point where they could hold a marker in between the handles of the grip. A stop-watch was used to measure the length of time participants squeezed the handgrip, and the falling marker hitting the table indicated to stop the timer as participants loosened their grip.

Chapter 3

Results

The data were analyzed using 2 (Participant Race: Black and White) X 2 (Group Membership: Ingroup and Outgroup) between subjects Analyses of Variance (ANOVA). During de-briefing two participants did not pass the manipulation check, meaning they did not correctly identify the race of the evaluator. Both of them were White participants, one in each of the two conditions. Since race was one of the important manipulations and they failed in realizing this, the two participants were excluded from the following analyses.

Self-Esteem

After receiving rejection feedback, participants responded to a self-esteem questionnaire. We predicted that self-esteem will be lower when participants are excluded by a member of their in-group and higher when rejected by an out-group. The between-subjects ANOVA revealed that that there was no main effect of participant race or group status, but there was a significant interaction ($F(1,49) = 4.25, p .045, \eta^2 = .08$). In other words, the group membership of the rejector differentially impacts Black and White participants. In this case, Blacks report lower self-esteem when rejected by an ingroup member, another Black person. However, Whites reported lower self-esteem when rejected by an outgroup member, that is a Black person compared to a White person (see Figure 1 below). The results from the Black participants are consistent with Hypothesis 1, but the more negative reaction of White participants to rejection by a Black person was contrary to expectations.

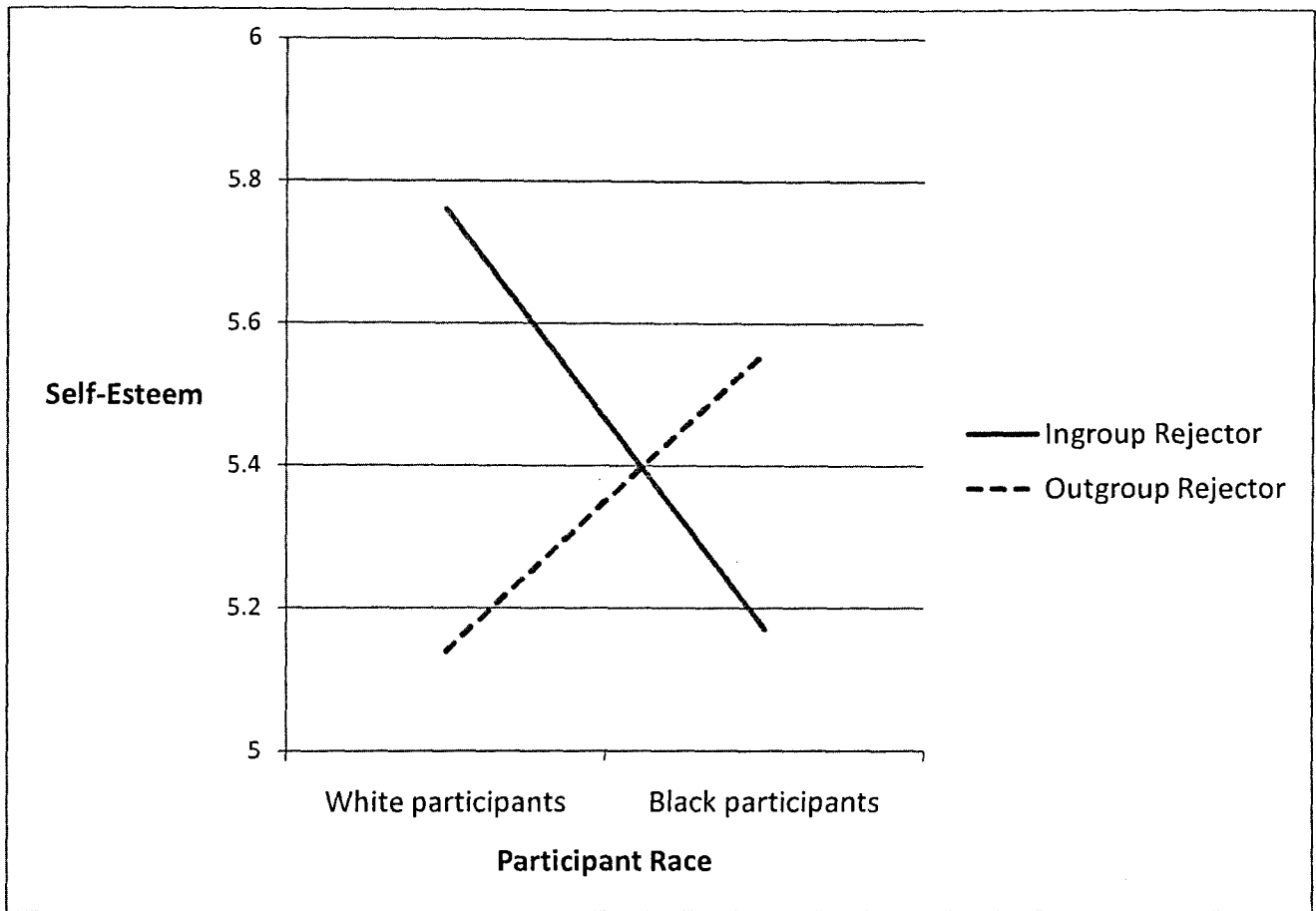


Figure 1: Self-esteem as a function of participant race and group membership of rejector.

Attributions to Discrimination

In regards to the attributions measure, we predicted that exclusion by the out-group will be attributed to discriminatory factors. Furthermore, attributions were predicted to be related to self-esteem such that greater external attributions will be associated with higher self-esteem. The two-way ANOVA revealed a significant main effect of participant race ($F(1,49) = 9.311, p = .004, \eta^2 = .16$) as well as a marginal interaction between the independent variable ($F(1,49) = 3.37, p = .072, \eta^2 = .06$). The main effect showed that Blacks were more likely to attribute their rejection to discrimination than Whites when facing rejection by a member of a different race (see Figure 2 below). Furthermore, the interaction revealed that when rejected by an outgroup member, White participants reported significantly lower attributions to discrimination than Black

participants rejected by an outgroup member. These attributions did not differ across White and Black participants when rejected by a member of their ingroup.

Finally, we tested the relationship between self-esteem and attributions to discrimination. As the predicted outcome for self-esteem and Attributions to Discrimination were only found for Black participants, we ran a correlation between the two variables separately for Black and White participants. The correlation was not significant for Blacks, $r(23) = -.021$, $p = .92$, or Whites, $r(28) = -.18$, $p = .362$.

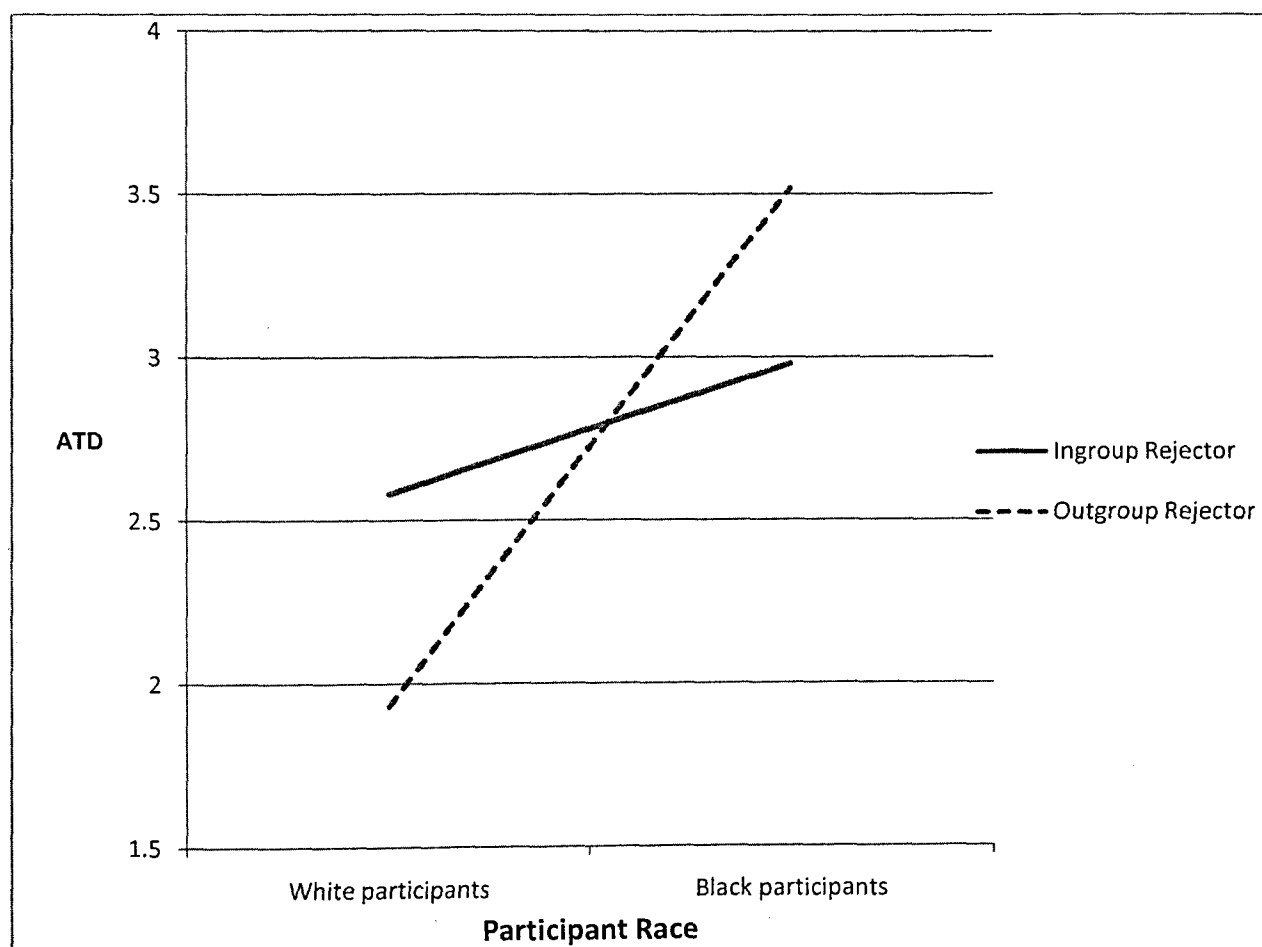


Figure 2: Attributions to Discrimination as a function of participant race and group membership of rejector.

Cognitive Test

We hypothesized that exclusion by the outgroup will result in a lower level of performance amongst Black participants whereas exclusion by an outgroup was predicted to result in a higher level of performance amongst White participants. In accordance with predictions, the ANOVA revealed no main effects of either independent variable but there was a significant interaction ($F(1,48) = 4.83, p = .033, \eta^2 = .09$). When rejected by an ingroup member, White and Black participants performed similarly on the cognitive test. However, when White participants member (see Figure 3 below) were rejected by an outgroup member, there was an increase in test performance. On the other hand, Black participants had lower levels of performance when rejected by an outgroup. These outcomes confirm Hypothesis three.

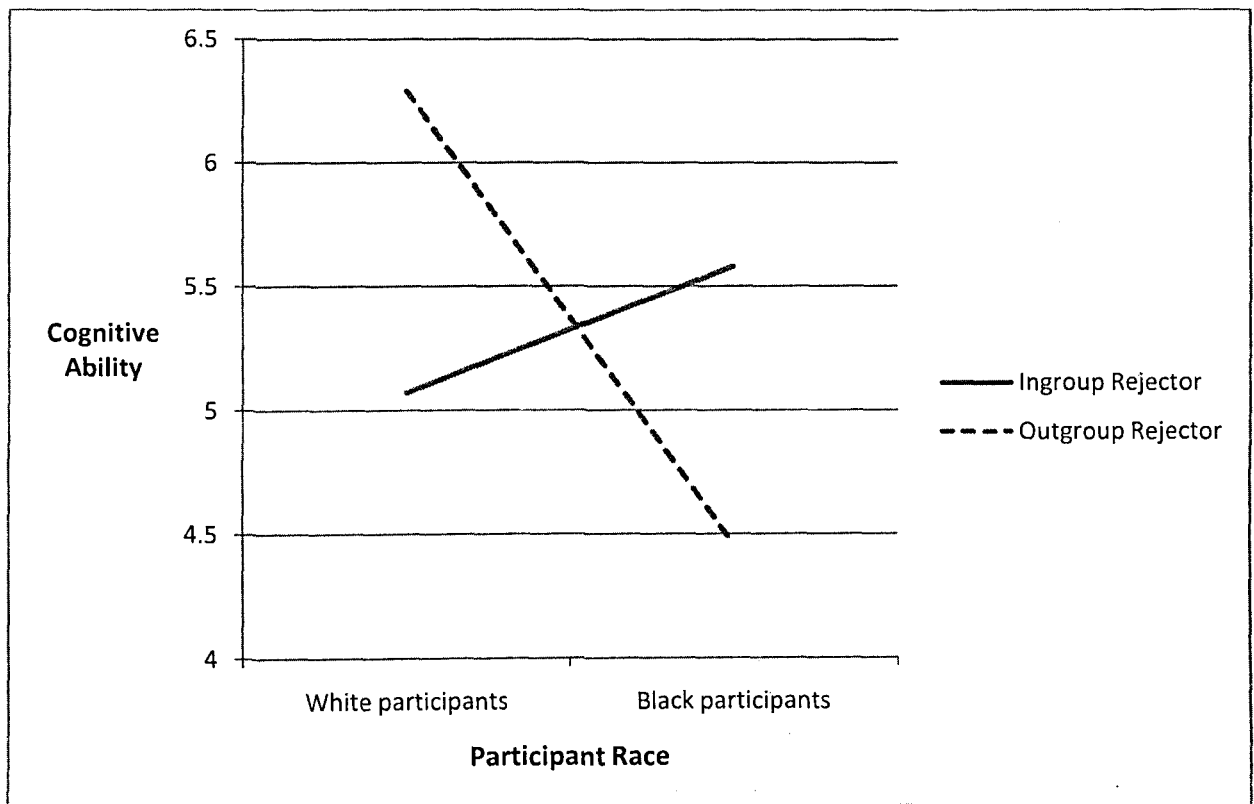


Figure 3: Cognitive Test as a function of participant race and group membership of rejector

Self-Regulation

We hypothesized that exclusion by an out-group will result in a reduction of self-regulatory behavior compared to exclusion by the in-group. The amount of time participants held onto the hand grip was recorded both before and after the rejection. To make sure that initial handgrip abilities did not differ by conditions, the initial hand grip duration was submitted to a two-way ANOVA. This test revealed a main effect of participant race with Black participants holding onto the grip longer than White participants. Because of this baseline difference, the self-regulation variable was computed as a ratio of post rejection time over pre-rejection time. A two-way analysis of variance on this self-regulation variable revealed no significant main effects but there was a significant interaction ($F(1,48) = 4.80, p = .033, n^2 = .09$). Against expectations, and as can be seen in Figure 4 below, White participants rejected by an outgroup member showed significant increases in self-regulatory ability compared to all other conditions.

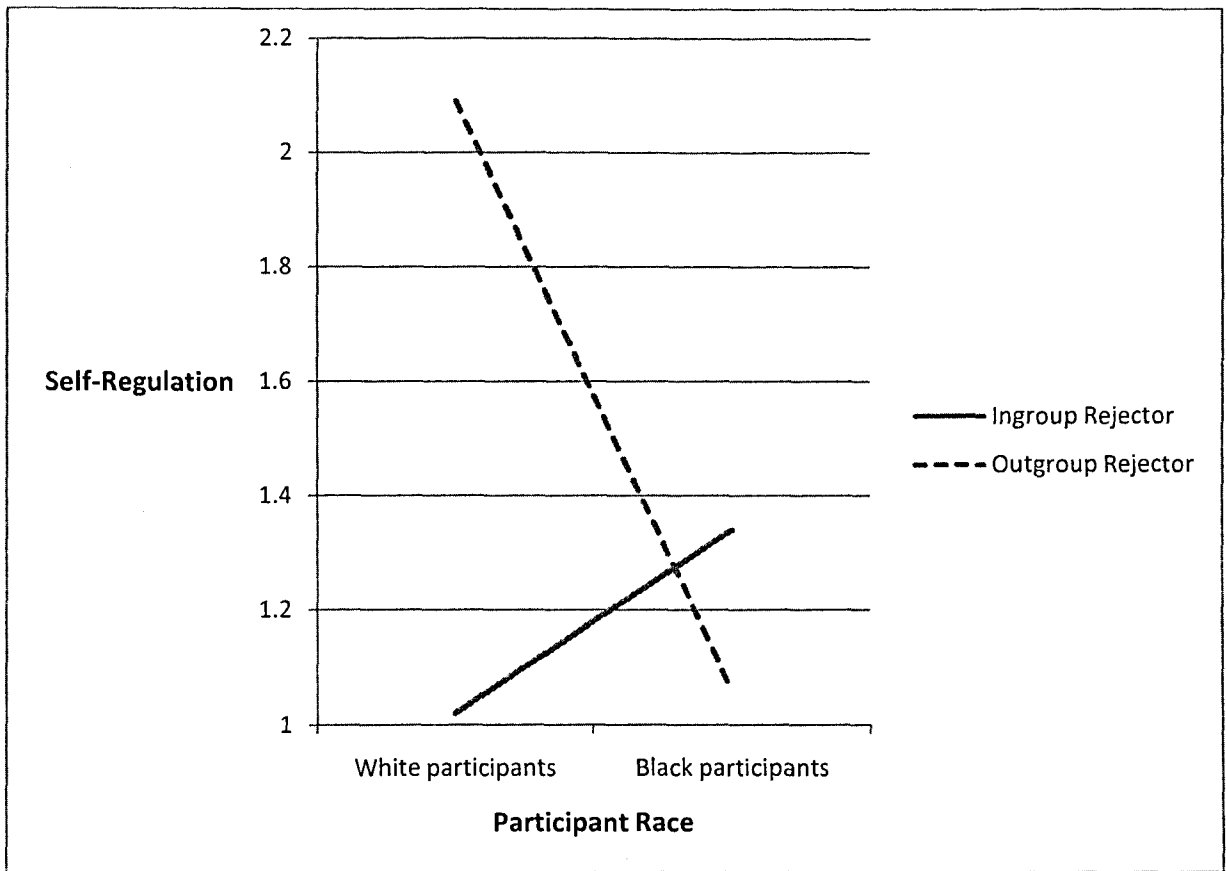


Figure 4: Self-regulatory behavior as a function of participant race and group membership of rejector

Chapter 4

Discussion

This study examined responses from Black and White participants who were excluded from taking part in a group competition. Participant rejection was based on an ostensible evaluation of their personality questionnaire by a White or Black team captain. After receiving rejection feedback, all participants completed surveys and tasks that assessed their self-esteem, attributions to discrimination, cognitive performance, and self-regulatory behavior. Results indicated that Blacks report higher self-esteem when rejected by an outgroup member, a White person, whereas Whites reported lower self-esteem when rejected by an outgroup member, a Black person. In the outgroup condition, Blacks attributed their rejection to discrimination more than White participants. These attributions did not vary when White and Black participants were rejected by a member of their ingroup. As well, when facing rejection by an ingroup White and Black participants performed alike on the cognitive test. However, when White participants were rejected by an outgroup, they increased test performance whereas Black participants performed worse when rejected by an outgroup member. Finally, in regards to self-regulatory capacity, White participants rejected by an outgroup member demonstrated increases in self-regulatory capacity compared to other conditions.

The hypotheses put forth for self-esteem, attributions to discrimination, and self-regulatory behavior were made thinking that ingroup status alone would predict them; however, the results indicated that ingroup/outgroup status is not sufficient for understanding their responses. Instead, the particular social group to which a person belongs is equally important.

Self-Esteem

As expected, Black participants reported a loss in their perceived self-worth when rejected by an ingroup member. This can be explained by the idea that membership in an ingroup arouses a sense of similarity with group members, which leads to the development of relationships and close ties (Abrams, Hogg, & Marques 2003). This creates an obligation to the group, and further signals that a person can rely on the ingroup for support. Because a source of security and comfort is threatened, exclusion creates feelings of distress and a loss of self-worth. Hence, social exclusion from members of an ingroup, for the Black participants, had a greater effect on self-worth than exclusion from members of an out-group. Reasons for this have been varied but confirmed by Crocker et al (1990) and the work of Leary et al (1995), including the idea that members of the in-group are seen as similar and so a more accurate standard of comparison (Goethals & Darley, 1977), or more emotional bonds are developed with members of the in-group (Brown, Lord, Novick, & Richards, 1992).

A plausible explanation for the resulting lower self-esteem of White individuals when rejected by a Black person, though they were expected to actually show higher self-esteem in this state, can be found in the negative psychological costs of racism to Whites. This idea originated with Kivel (1996) and addresses the negative psychosocial consequences Whites experience as dominant group members. Spanierman and Heppner (2004) furthered these ideas, and found specifically that White people feel guilt regarding unearned privilege and thus remorse about race-based benefits. This causes an affective emotional response in which White individuals begin to assert that being White is unimportant, thus decreasing their identification with being White (Frankenberg, 1993). These characteristics distance them from the guilt of being “White”

but lead to cynicism, and feelings of blame and depression (Kivel, 1996). Thus, this might explain why being rejected by a Black captain resulted in lower self-esteem for Whites.

Attributions to Discrimination

Consistent with the hypothesis, Blacks were more likely to attribute rejection to discrimination when rejected by a White person compared to a Black person. However, White individuals were actually *less* prone to make such an attribution when facing rejection by a Black person. The results in this research are consistent with other findings that indicate that the higher tendency to use a discrimination attribution is related to how Blacks are a low-status group (Crocker et al, 1998). The status-asymmetry hypothesis states that discriminatory behaviors toward the low-status group, Blacks for instance, by the high-status group, Whites, are seen as more indicative of prejudice than the same behaviors directed toward the strong by the weak (Rodin, Price, Bryson, & Sanchez, 1990). This hypothesis was tested in a variety of settings, including conditions of exclusion, and results confirmed an asymmetry effect of discriminatory behavior for Whites against Blacks. Consequently it was suggested that the asymmetry effect rests on the notion that discriminatory behaviors have a greater intent to harm when engaged in by those with more social power, and result in greater harm to those with less power (Rodin et al, 1990).

The harm to low-status groups when facing prejudice is further accentuated by the fact that Blacks are more likely to be exposed to negative stereotypes, prejudice, and discrimination in their daily lives than are members of high status categories (i.e Whites). These frequent negative experiences create a defensive coping mechanism that is more alert to signs of prejudice than high-status group members (Allport). This is also in line with Crocker et al (1989) study in which they found that members of low-status groups are highly aware of negative stereotypes

relevant to their group. This finely tuned awareness is developed over time, and acts as a subconscious trigger alerting a person to a potentially discriminatory situation.

The inclination to attribute outgroup rejection to discrimination can also be induced if the exclusion is viewed to have occurred as a result of a negative stereotype label (Kinias, Major, & O'brien 2008). For instance, Blacks could feel that they were rejected by the White evaluator because he carries a false notion that they lack the ability to perform well in group tasks and settings. This opens the door for a discrimination explanation for rejection. Kinias et al (2008) focused on gender-based exclusion, however the current research extends their work and applies it to race-based exclusion.

Cognitive Test

Hypothesis three was confirmed in regards to the cognitive test. Consistent with stereotype threat theory, the data showed that Black individuals performed poorly on the test when rejected by a White person. This can be explained by the loss of cognitive capacity due to having to contend with the stereotype that blacks are historically bad test-takers (Aronson et al, 1995). It has also been suggested that such circumstances can increase the defensive attitudes of blacks, and drain valuable cognitive resources that can be channeled to better uses (Arndt, Banko, Cook, & Schimel, 2004). Similar findings were observed by Johns and Schmader (2003) who conducted two experiments with stereotype threat manipulations. The targets of the manipulation, Women and Latinos in Experiments 1 and 2 respectively, took a working memory test described as a test related to mathematical ability. Working memory was measured by the number of words participants were able to recall (Schmader et al 2003). Under this condition, stereotype threat caused women and Latinos to have lower working memory scores. In the non-threat control condition, women and Latinos had scores competitive with Men and

Whites. They also found that there was no effect on those who are not targeted by the stereotype (men and Whites).

These findings are consistent with other studies (Stricker & Ward, 2004; Aronson et al, 1995), but the present research takes stereotype threat and performance further by adding the element of rejection. Specifically, the mere race of the rejector is sufficient to activate a stereotype when race is salient in the outgroup condition. When rejected by an outgroup, Blacks had higher self-esteem, yet performed poorly due to stereotype threat. The positive buffer of self-esteem did not help counteract stereotype threat to help improve performance. Consequently contending with a negative stereotype is a very demanding task. Another conclusion that can be drawn from these findings is that the preservation of self-esteem under stereotype threat was so wearing that it depleted resources that could have otherwise been directed towards the test.

Whites, who do not face such a threat in regards to performance tests, actually enhanced performance on the test when rejected by a Black rejector. This is especially curious since Whites experienced a loss in self-esteem when rejected by a Black evaluator. Rather than doing poorly after this blow to their self-worth, Whites increased performance. This outcome can be explained by stereotype lift, which is the idea that testing ability will be enhanced from an automatic awareness that an outgroup is negatively stereotyped (Cohen et al, 2003). Previous research has shown the improved performance to be a product of a downward social comparison (see Blanton, Bunk, Gibbons, & Kuyper, 1999), which helps increase self-worth related to a specific task and as a result performance on that task.

By comparing themselves with a socially devalued group, in a domain where that group is negatively labeled, people may experience an elevation of personal value (Kray, Galinsky, and

Thompson 2001). This is true even in the face of frustrating circumstances (i.e., exclusion) and the extra boost in feelings of worth regarding the task may be important to maintaining confidence and motivation throughout a task. In sum, stereotype-inspired social comparison alleviates the anxiety and fear of rejection that could otherwise hinder performance on intellectual tests (Fein & Spencer, 1997), but the present findings contradict the idea that a stereotype lift helps preserve self-worth. An increase in self-esteem is not a necessary byproduct of stereotype lift when facing rejection by an outgroup. Negative stereotypes are tied to intellectual tests in the minds of non-stereotyped groups (i.e., Whites), but the effect here is only an improvement in performance. Nonetheless, critics will argue that there is a distinction between self-esteem that is task-related and personal. The downward social comparison during the cognitive test may have increased self-worth specifically in the area of academic ability, and so helped to improve performance, but White participants still felt worse overall due to issues related to “white guilt.”

Self-Regulation

Similar to the other measures, self-regulatory behavior was impacted by both participant race and rejector group membership. In the outgroup rejection condition, when race is made salient, race-related stereotypes that are relevant to the hand-grip task may have been activated. Unlike the cognitive task that puts Whites on the positive end of a stereotype, the hand-grip exercise may actually put them at the receiving end of a negative label. For instance, Black individuals are labeled as athletically gifted compared to Whites (Darley, Perry, & Stone, 1997). Darley et al found, in their basketball study, that players identified as black were perceived as having superior physical and basketball abilities. In contrast, the white players were rated as possessing significantly less physical talents. These attitudes are exemplified in major sports,

like the National Basketball Association, where the racial breakdown during the 1960's stood at roughly eighty percent white and twenty percent black; that proportion has reversed over the last four decades (Entine, 1999). In the National Football League, sixty-five percent of players are black. In college sports, sixty percent of male basketball players and nearly half of all football players are Black. As the incongruent nature of these statistics indicates, athleticism is a physical characteristic that is expected in Blacks.

Like the cognitive test, the greater loss in self-esteem in the outgroup condition did not act as a deterring force for White participants. Even in the face of negative stereotypes, Whites were better adept in regulating their behavior when rejected by a Black evaluator than any other condition. These results provide insight into the notion that stereotype threat does not always result in negative responses (Bergeron, Block, & Echtenjamp, 2006). There is support for this outcome in Brehm's (1966) psychological reactance theory, which brings forward the idea that individuals respond to stereotyped expectations by taking up counter-stereotypical behavioral tendencies. In the present study, Whites are reacting against the stereotype that they are not as proficient in physical strength tasks (i.e., hand-grip measure) as Blacks. Psychological reactance is especially strong when people perceive limitations to their ability to perform.

Negative stereotypes held by others are an obvious limitation that affects performance for members of social groups (i.e., women and African Americans). Kray and colleagues (2001), explicitly told women that their social category was a liability for an important task, specifically negotiation. They found that when women are explicitly threatened, or made aware of the stereotypes of women and ineffective negotiators, they react by behaving in ways that are inconsistent with the stereotype. Women presented with the gender and bargaining stereotype outperformed men at the bargaining table. Even in the prevalence of other gender

stereotypes, women respond by engaging in behavior that defies the stereotype. For example, women will act much more masculine in executive or leadership roles when they are expected to bring feminine characteristics to the role (Hoyt & Blascovich, 2007). The same phenomenon is witnessed in the present research, but rather than studying stereotypes within the framework of gender, the focus here is race related.

Kray, Galinsky, Reb, and Thompson (2004) and colleagues also found that participants need to possess sufficient power to react against the stereotype in the first place. This ties in perfectly with the responses of White individuals to the self-regulatory task. Seeing as how Whites are high-power group members, it is only fitting that they rose above the challenge of the strength task (Crocker et al, 1989). It was also easier for them to react against this stereotype, whereas Blacks were constrained by the stereotype threat, due to the fact that the strength exercise likely exhausted fewer cognitive resources. Hence, the present findings confirm existing stereotype research by demonstrating the possible dichotomy in responses to stereotypes.

Limitations and Future Recommendations

Limiting characteristics of the current study are that it was a controlled lab experiment, and there was a small sample size and participant pool to choose from. The controlled setting was necessary to control for the effects of different variables, but there are also drawbacks. For one, the results of this study may not be applicable to rejection as it occurs in the real world. Furthermore, the participants did not know the rejector due to the controlled procedure. Hence, it would be important to explore the effects of rejection when individuals are familiar with one another. In doing so, results closer to real-life experiences will be found.

The results are limited to Black and White males since they were the focus of the study. However, the current research and paradigm can be applicable to other groups of people (i.e. Asians, Hispanics, and Women) as well. But we would not necessarily expect similar outcomes since different social groups are associated with different stereotypes. Thus, it would also be interesting to see if different stereotypes elicit different responses. It could be seen which groups of people respond to similar stereotype threats or lifts, and also whether those responses differ across racially diverse groups. Future research can also focus on better clarifying when stereotype activation results in a threat versus a reactance response, as seen in the self-regulatory measure. More generally, stereotype activation can be measured in domains other than cognitive ability, for instance in communication skills, athletic skills, verbal skills, etc.

To extend the present research, it would also be interesting to measure the number of experiences with prejudice a Black person has had, and then take measures to see if there is a correlation with the likelihood of making attributions to discrimination. This could yield results providing support for the conclusions we have drawn in this study pertaining to the greater tendency of Blacks to attribute to discrimination.

Conclusion

In sum being rejected by someone in another racial group appears to make race salient, which can have differential impacts on Blacks and Whites. Following exclusion, Blacks had lower self-esteem after rejection by an ingroup member whereas Whites had lower self-esteem following rejection by an outgroup member. The former is likely a result of Blacks feeling that they have lost a source of support and comfort. The latter scenario might be explained by Whites feeling guilty about their high-status, privileged social standing in comparison to Blacks. We observed that Black participants were more likely to attribute outgroup rejection to discrimination in comparison to Whites. This is likely caused by the greater number of experiences Blacks face in dealing with prejudice, which is a direct consequence of being a low-status group member. As a result, they are more prone to use a prejudice explanation for a negative intergroup outcome. Finally, the Attributions to Discrimination made by the black participants were not related to their higher levels of self-esteem

Our study indicated that rejection by someone in another racial group not only makes race salient but appears to activate race-related stereotypes. The cognitive task is associated with negative stereotypes regarding Blacks and positive stereotypes regarding Whites. Accordingly, when rejected by an outgroup member and stereotype threat was activated, Blacks performed poorly and Whites performed quite well- illustrating both stereotype threat and stereotype lift, respectively. The hand-grip task is more positively associated with Blacks and more negatively associated with Whites. Although we didn't see any movement for the Black participants, the White participants did seem to respond to the stereotype when rejected by an outgroup member. However, instead of demonstrating stereotype threat, they demonstrated stereotype reactance.

This is likely due to the task being more amenable to a reactance response than a cognitive task is.

These findings hold ramifications for small, interpersonal groups to larger organizations, a University or corporation, where people are interacting with a network of racially diverse people. Understanding exclusion and the positive and negative consequences it brings forth can help solve disparities surrounding race relations. For example, the present findings make it clear that race becomes salient and stereotypes are activated in intergroup interaction. The activation of such stereotypes can have subtle, yet profound effects on how we interact with others. However, the solution lies in institutional change. It is necessary for a person's environment, including school, athletic team, religion, family, college, work place, etc. to promote an atmosphere of inclusivity. Without this, discomfort, anxiety, and uncertainty may be underlying factors in stunting the development of healthy cross-racial relationships. Leadership, in the form of teacher-student, coach-player, or employer-employee, can play a role in facilitating this process by bringing groups of people together. One way to bring about this change is for leaders to present a vision that is relevant and important across races. It will take effort in finding out similarities and bridging differences, but the end result is a society where people from every walk of life are comfortable in associating with one another.

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*Appendices**Appendix A*

Based on the captain's evaluation of your personality questionnaire and written statement, your status for the competition is:

Selected to join group: _____

Not selected to join group: _____X_____

Directions:

If you have been selected, please come out of your lab room immediately for further directions. Participants who are not selected are required to stay seated and enter the following password on their laptop.

Your Password: 'notselected'

Thank you all for your time.

Appendix B: Manipulation Check

Please check all the information that you had about the team captain in your experimental session.

Sex _____

Religion _____

Age _____

Socio-Economic Standing _____

Race/ethnicity _____

Hobbies _____

Grade Point Average _____

Extracurriculars _____

Height & Weight _____

Photo _____

Appendix C: Study Measures

Attribution Style Questionnaire (ASQ):

Situation 1: *YOU HAVE BEEN LOOKING FOR A JOB UNSUCCESSFULLY FOR SOME TIME.*

(ASQ 1). Write down *one* major cause _____

(ASQ2). Is the cause of your unsuccessful job search due to something about you or something about other people or circumstances?

Totally due to				Totally due to me		
other people						
or circumstances						

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(ASQ3). In the future when looking for a job, will this cause again be present?

Will never				Will always be present		
again be						
present						

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(ASQ4). Is the cause something that just influences looking for a job, or does it also influence other areas of your life?

Influences				Influences all situations		
just this						
particular						
situation						

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(ASQ5). How important would this situation be if it happened to you?

Not at all				Extremely important		
important						

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Situation 2: You apply to your first choice graduate school and are given a place in the entering class.

(ASQ6). Write down *one* major cause _____

(ASQ7). Is the cause of your unsuccessful job search due to something about you or something about other people or circumstances?

Totally due to _____ Totally due to me

other people

or circumstances

1 2 3 4 5 6 7

(ASQ8). In the future when looking for a job, will this cause again be present?

Will never _____ Will always be present

again be

present

1 2 3 4 5 6 7

(ASQ9). Is the cause something that just influences looking for a job, or does it also influence other areas of your life?

Influences _____ Influences all situations

just this

particular

situation

1 2 3 4 5 6 7

(ASQ10). How important would this situation be if it happened to you?

Not at all _____ Extremely important

important

1 2 3 4 5 6 7

Situation 3: You receive a bonus at your job

(ASQ11). Write down *one* major cause _____

(ASQ12). Is the cause of your unsuccessful job search due to something about you or something about other people or circumstances?

Totally due to Totally due to me

other people

or circumstances

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(ASQ13). In the future when looking for a job, will this cause again be present?

Will never Will always be present

again be

present

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(ASQ14). Is the cause something that just influences looking for a job, or does it also influence other areas of your life?

Influences Influences all situations

just this

particular

situation

1	2	3	4	5	6	7
---	---	---	---	---	---	---

(ASQ15). How important would this situation be if it happened to you?

Not at all Extremely important

important

1 2 3 4 5 6 7

Self-Esteem Questionnaire (SE)

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Moderately Disagree</i>	<i>Slightly Disagree</i>	<i>Neither Disagree nor Agree</i>	<i>Slightly Agree</i>	<i>Moderately Agree</i>	<i>Strongly Agree</i>

HOW DO YOU FEEL ABOUT YOURSELF RIGHT NOW...

- (SE1). _____ I am satisfied with myself
- (SE2). _____ I think I am no good at all
- (SE3). _____ I feel that I have a number of good qualities
- (SE4). _____ I am able to do things as well as most other people
- (SE5). _____ I feel I do not have much to be proud of
- (SE6). _____ I certainly feel useless
- (SE7). _____ I feel that I'm a person of worth, at least on an equal plane with others
- (RSE8). _____ I wish I could have more respect for myself
- (RSE9). _____ I am disappointed in myself
- (SE10). _____ I take a positive attitude towards myself
- (RSE11). _____ I feel confident about my abilities.
- (RSE12). _____ I am worried about whether I am regarded as a success or failure.
- (SE13). _____ I feel satisfied with myself right now.
- (SE14). _____ I feel frustrated or rattled about my performance.
- (RSE15). _____ I feel that I am having trouble understanding things that I read.
- (SE16). _____ I feel that others respect and admire me.
- (SE17). _____ I am dissatisfied with myself.
- (SE18). _____ I feel self-conscious.
- (SE19). _____ I feel as smart as others.
- (SE20). _____ I feel displeased with myself.
- (SE21). _____ I feel good about myself.
- (SE22). _____ I am pleased with myself right now.
- (SE23). _____ I am worried about what other people think of me.
- (SE24). _____ I feel confident that I understand things.

(SE25). _____ I feel inferior to others at this moment.

(SE26). _____ I feel unattractive.

(SE27). _____ I feel concerned about the impression I am making.

(RSE28). _____ I feel that I have less ability right than others.

(SE29). _____ I feel like I'm not doing well.

(SE30). _____ I am worried about looking foolish.

Attribution to Rejection Questionnaire (AR):

1	2	3	4	5	6	7
<i>Strongly Disagree</i>	<i>Moderately Disagree</i>	<i>Slightly Disagree</i>	<i>Neither Disagree nor Agree</i>	<i>Slightly Agree</i>	<i>Moderately Agree</i>	<i>Strongly Agree</i>

The decision to not select me to be a member of the group was:

- _____ 1. Due to my race/ethnicity (AR1)
- _____ 2. Due to my sex (AR2)
- _____ 3. Due to my race/ethnic discrimination (AR3)
- _____ 4. Due to my age (AR4)
- _____ 5. Due to the evaluator being faulty (AR5)
- _____ 6. Because blacks do not perform well in group-related activities (AR6)
- _____ 7. The decision is fair (AR7)
- _____ 8. Due to the quality of my social skills (AR8)
- _____ 9. Due to my appearance (AR9)
- _____ 10. Due to my written statement (AR10)
- _____ 11. Due to who I am as a person (AR11)
- _____ 12. Due to my beliefs (AR12)
- _____ 13. Because white individuals are more intellectually competent (AR13)
- _____ 14. Due to the evaluator's personal preferences (AR14)
- _____ 15. Due to my inability to work with others (AR15)
- _____ 16. Due to my intelligence (AR16)
- _____ 17. Because blacks are more successful in competitive settings (AR17)
- _____ 18. Due to gender discrimination (AR18)
- _____ 19. The decision is unjustified (AR19)
- _____ 20. Due to my interpersonal skills (AR20)
- _____ 21. Due to my educational training (AR21)
- _____ 22. Due to my lack of competitive nature (AR22)
- _____ 23. The decision is unfair (AR23)
- _____ 24. Because white individuals follow directions less correctly (AR24)

Cognitive Test (RQ)

Questions 1-4

Six scientists A, B, C, D, E, and F are to present a paper each at a one-day conference. Three of them will present their papers in the morning session before the lunch break whereas the other three will be presented in the afternoon session. The lectures have to be scheduled in such a way that they comply with the following restrictions:

Conditions

I. B should present his paper immediately before C's presentation; their presentations cannot be separated by the lunch break.

II. D must be either the first or the last scientist to present his paper.

RQ1. In case C is to be the fifth scientist to present his paper, then B must be

- A. first
- B. second
- C. third
- D. fourth**
- E. sixth

RQ2. B could be placed for any of the following places in the order of presenters EXCEPT

- A. first
- B. second
- C. third**
- D. fourth
- E. fifth

RQ 3. In case F is to present his paper immediately after D presents his paper, C could be scheduled for which of the following places in the order of presenters?

- A. First
- B. Second
- C. Third
- D. Fourth
- E. Fifth**

RQ 4. In case F and E are the fifth and sixth presenters respectively then which of the following must be true?

- A. A is first in the order of presenters.
- B. A is third in the order of presenters.
- C. A is fourth in the order of presenters.**
- D. B is first in the order of presenters.
- E. C is fourth in the order of presenters.

Questions 5-7

An increasing number of people prefer to retain their own individuality and their own identity and consequently this has lead to a decline in the marriage rate.

RQ 5. Which among the following assumptions are used in the above premises?

- I. When a person is married, he or she loses his or her own identity and is no longer accountable to himself or herself.
- II. Married persons do not find contentment as opposed to unmarried people.
- III. There has been a steady increase in the divorce rate.

- A. I only**
- B. II only
- C. III only
- D. I and II only
- E. I, II, and III

RQ 6. Among the following statements, which would weaken the above argument?

- A. The stability resulting from marriage offsets the negative aspects of the dual responsibility of husband and wife.**
- B. Most people are not mature enough to be married.
- C. Among most married couples the wife wants to have children.
- D. There are a differing set of values honored by men and women.
- E. It is advantageous to be single from a tax point of view.

RQ 7. Which among the following would strengthen the above argument?

- A. Very few people prefer to bring up a family.
- B. Emotionally divorce is not an easy procedure.
- C. 700 couples from 1000 surveyed couples complained that they were losing their identity.**
- D. Married people have to make a considerable effort to make the marriage last.

- E. The financial complications arising from a divorce are becoming decreasingly complicated.

Questions 8-9

Mrs. Green wishes to renovate her cottage. She hires the services of a plumber, a carpenter, a painter, an electrician, and an interior decorator. The renovation is to be completed in a period of one working week (i.e. Monday to Friday). Every worker will be taking one complete day to do his job. Mrs. Green will allow just one person to work per day.

Conditions

1. The painter can do his work only after the plumber and the carpenter have completed their jobs.
2. The interior decorator has to complete his job before that of the electrician.
3. The carpenter cannot work on Monday or Tuesday.

RQ 8. In case the painter works on Thursday, which among the following alternatives is possible?

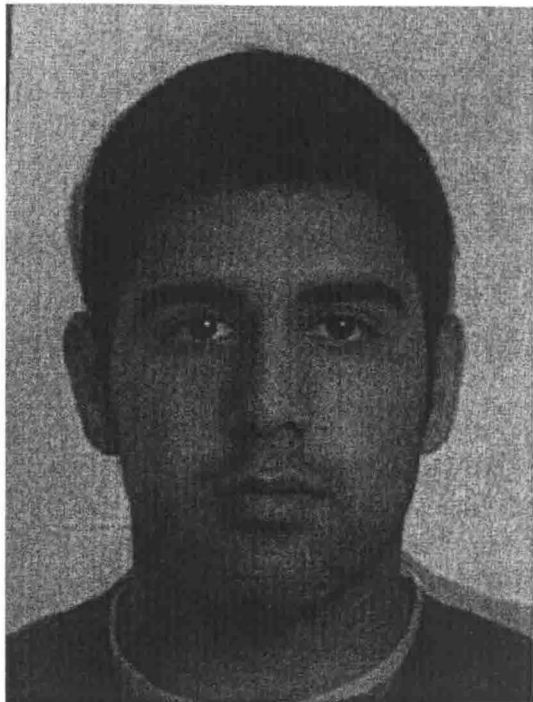
- A. The electrician works on Tuesday.
- B. The electrician works on Friday.**
- C. The interior decorator does his work after the painter.
- D. The plumber and the painter work on consecutive days.
- E. Mrs. Green cannot fit all of the workers into schedule.

RQ 9. In case the painter works on Friday, which among the following statements must be untrue?

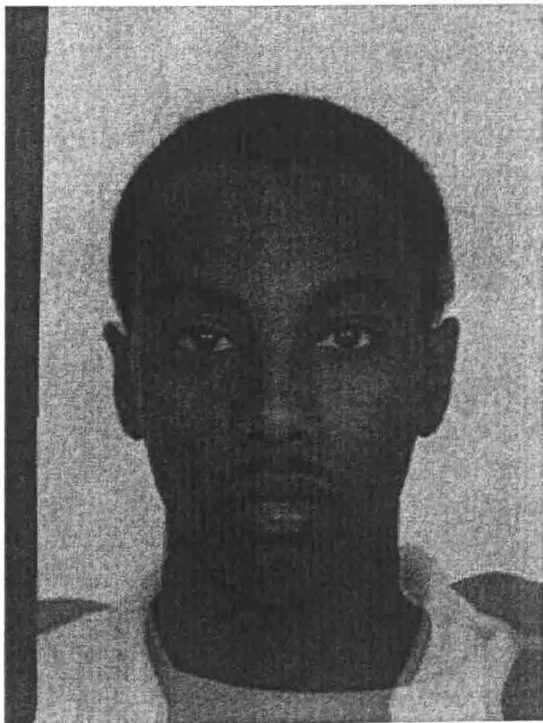
- A. The carpenter may work on Wednesday.
- B. The carpenter and the electrician may work on consecutive days.
- C. In case the carpenter works on Thursday, the electrician has to work on the previous day i.e. Wednesday.**
- D. The plumber may work before the electrician does.
The electrician may work on Tuesday.

Appendix D: Evaluator Pictures

White:



Black:



Appendix E: Session Protocol

Experimenter:

“Are you participant name, here for the experiment? (**Participant responds “yes”**) Thank you for coming in, please follow me so we can get started. We already have a participant started in the next room, so I’ll set you up quickly.”

Experimenter takes participant to lab room 1

Experimenter:

“Go ahead and have a seat. I need you to first sign this participant consent form acknowledging that you understand the conditions, risks, and benefits of the study.

Participant signs

“As you now know we are running a group study, however, not everyone will be selected to participate in the group. If you are selected, you will also be entered into a \$75 lottery and the group competition, and if you are not selected you will be given an alternative set of tasks to complete. In another room, we already have a team captain selected to make evaluations of the participants and to choose who joins his group. To begin, I need you to fill out a personality questionnaire on the laptop, which will be the basis for your evaluation by the team captain. His name is Eric Scott, and he is from the Edge-U-Lead initiative program, which helps the leadership school coordinate research. His picture is right there against the blackboard, I don’t know if you can see due to the quality of the picture, but he is black (or white). Also, Eric can see you through two cameras, one hooked up to the laptop and the other connected to the ceiling of the room. This is just so that he can speed up the process of knowing each team member by name and face if you are selected for the task. Once you have finished the personality questionnaire, it will be sent directly to Eric, who will make his evaluations. While you are waiting, you will be given another survey on the laptop. If you finish with that and you find yourself waiting for your feedback, do not be alarmed, it will take a few moments to run back and forth to get everyone’s evaluations. Before I leave though, there is one final thing. Take your dominant hand and grip this hand grip for as long as you possibly can. I will slip a marker in between the two handles so that when it falls out I know when to stop the timer. I need to measure the amount of time you can hold the grip for reasons I was not told by the people running the research.”

Experimenter leaves and begins Video Observations, while Participant completes P.Q. and A.S.Q. Once participant is completed with both, Experimenter waits a few moments before handing rejection feedback to participant in manila folder.

Experimenter:

“Sorry about the delay, it took longer than expected. Here you go. Go ahead and open the folder, it has your feedback in it along with instructions.”

Experimenter leaves participant room to go to Lab Room 2 and acts like he is giving acceptance feedback to a participant. Experimenter waits a few moments before opening Lab Room 2 and acting as if participant has been selected, the experimenter says

“Follow me through this way so I can get you to your next task.”

Experimenter opens and shuts lab door to make it seem as if a selected participant is moving on to the group competition. Experimenter then commences video observations, and looks on as participants complete their Self-Esteem survey, ATD questionnaire, and reasoning test on the laptop. Once the reasoning test is complete, experimenter waits a few moments before re-entering participant lab room to begin post-rejection self-regulation measure, manipulation check, and de-briefing.

Experimenter:

“Before I let you go there are a few more things we need to do. I need you to grip the hand-grip once more, and same as last time hold it as tight as possible until the marker falls out from in between the handles.”

“OK, I need you to fill out this form to the best of your ability. Just put a check mark next to each piece of information you had about the team captain”

Experimenter hands Participant Manipulation Check form and Participant quickly completes it before de-briefing begins.

“So there are a few questions I would like to ask you before I let you go. What did you think about the experiment? Do you feel like you have gained any knowledge from this experiment? (**Participant Response**) Do you feel that you should have been selected? (**Participant Response**)”

Experimenter takes note of Participant responses!

Experimenter:

Well, there are a few things I would like to discuss with you regarding the study. To walk you through it, here is a de-briefing statement letting you know that the key purpose of the study was to examine rejection within and across racial groups. In order to investigate the phenomena of exclusion, we manipulated the race of the team captain (White/Black) and we are studying both White and Black

participants. Measures were then taken to assess how you feel about yourself (self-esteem), what you blamed your rejection on (attributions to rejection) and we measured how being rejected may have impacted how you think (cognitive capacity) and how you regulate yourself (self-regulation ability) which was measured with the hand grip task. Additionally, all participants in the study were rejected and the personality questionnaire you filled out earlier was the medium by which the rejection looked legitimate. The rejection experienced in this study was a result of experimental manipulation and not your personality, activities, age, or race, which were indicated in the personality questionnaire. It was necessary for you to believe that you were excluded, while others were selected, so as to create an emphasis on the rejection. You were told of a \$75 lottery so that it could act as an extra incentive to have a stake in the competition. All participants will be entered into this \$75 lottery.”

“Are there any questions or concerns you have regarding the study, or anything that you may need clarification on?”

Experimenter and Participant discuss questions/concerns/ of the study.

Experimenter:

Were you at all aware of the manipulation? Do you feel like there were areas of the experiment where the purpose of the study was transparent?

Continue Experimenter/Participant discussion

Experimenter:

“If you have any questions regarding the study, or any concerns that may arise after you’ve left here, do not hesitate to contact me through e-mail or phone. If that’s all, then here is the \$10 you were promised for your participation and I will also inform you if you win the \$75 lottery. Before you leave though, I need your signature signifying that you have received payment for participation and another signature asking for your confidentiality. It is important that you not discuss your experience during this experiment with anyone else or reveal its true purpose. Thanks.”

Participant provides signatures and leaves lab

Appendix F: Debriefing Statement

The key purpose of the study was to examine rejection within and across racial groups. In order to investigate the phenomena of exclusion, we manipulated the race of the team captain (White/Black) and we are studying both White and Black participants. Measures were then taken to assess how you feel about yourself (self-esteem), what you blamed your rejection on (attributions to rejection) and we measured how being rejected may have impacted how you think (cognitive capacity) and how you regulate yourself(self-regulation ability) which was measured with the hand grip task.

Additionally, all participants in the study were rejected and the personality questionnaire you filled out earlier was the medium by which the rejection looked legitimate. The rejection experienced in this study was a result of experimental manipulation and not your personality, activities, age, or race, which were indicated in the personality questionnaire. There was no real evaluation of the questionnaire since all participants were going to be rejected. Furthermore, it was necessary for you to believe that you were excluded, while others were selected, so as to create an emphasis on the rejection. You were told of a \$75 lottery so that it could act as an extra incentive to have a stake in the competition. All participants will be entered into this \$75 lottery.

Should you have any questions regarding this research, please feel free to contact Prasant Dubey: prasant.dubey@richmond.edu or Dr. Crystal Hoyt: choyt@richmond.edu.