

**WHEN MORAL IDENTITY LAPSES:  
EXTENDING PROSOCIAL BEHAVIORS THROUGH A SOCIAL MORAL  
IDENTITY**

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## **Abstract**

Moral identity has been a useful tool in understanding and predicting prosocial expressions. The construct is framed as a type of social identity, yet, the social group component is relatively absent from previous empirical research and the construct's current structure. Across four experimental studies, moral identities with a direct ingroup framing (social moral identity; SMI) were found to differently motivate and predict prosocial behaviors. These effects were found relative to the abstract moral identity (AMI) currently used in research. A theoretical model of a dual motivational process is developed to clarify the key distinctions between AMI and SMI salience. The model illustrates the dichotomy of abstract and group-relevant motivations subsumed within AMI and SMI respectively, and the resulting variations in the receivers of prosocial expressions. Situational cues serve as a key feature of this model, particularly the use of ingroup cues to prime the social identity component of SMI. Trait-activation theory is used to illustrate SMI's functionality given the relevance of contextual cues to SMI. In all, this research distinguishes SMI as a significant agent of predicting prosocial expressions across contexts where AMI has lapsed, elucidates distinctions in the motivating referents behind moral identity, and highlights representation abilities as a primary driver of those differences.

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## Introduction

*“... like other social identities people embrace, moral identity can be a basis for social identification that people use to construct their self-definitions”* (Aquino & Reed, 2002, p. 1423).

Moral identity research has expanded the way organizations predict prosocial behaviors. The identity has been useful in understanding prosociality in people's affective (Aquino, Reed, Thau, & Freeman, 2007; ElBassiouny & Sloan, 2018; Krettenauer & Casey, 2015) and behavioral responses towards others (Hertz & Krettenauer, 2016; Matherne, Ring, & Farmer, 2018). Defined as a type of social identity around a specific set of moral traits, moral identity captures the self-importance of morality (Aquino & Reed, 2002; Blasi, 1984). The set of moral traits that make up the identity are specific to a particular value system (Blasi, 1980). The value system may reflect a larger collective referent (e.g. religious group) or some abstract importance (e.g. Golden Rule). While the theoretical influence of these varying referents (group versus abstract) is alluded to in previous work (e.g. Aquino & Reed, 2002), the current framing of moral identity in empirical research lacks an explicit utilization of an individual's valued social groups (Leavitt, Reynolds, Barnes, Schilpzand, & Hannah, 2012). Present moral identity research is not aligned with existing literature that makes a clear distinction between individual and collective level identity experiences (e.g. Brewer & Roccas, 2001). This is concerning given that moral identities that are specifically informed by one's identification with a valued social group, versus identification with an abstract moral code, can differentially impact the expression of prosocial behaviors. Niche social groups

include an array of additional motivations and values that influence the direction of prosocial expressions. The distinctive influence of group versus abstract referents however is missing from much of the moral identity literature.

Some previous research does capture a social or group framing of moral identity. At the team level, a collective moral identity has been used to describe the aggregate internalization of a work group's moral traits (Kuenzi, Mayer, & Greenbaum, 2019). Research around certain morally laden social groups, such as political affiliation (Winterich, Zhang, & Mittal, 2012; Kaikati, Torelli, Winterich, & Rodas, 2017) or religion (Ysseldyk, Matheson, & Anisman, 2010; Ward & King, 2018) also illustrate social groups as a moral reference. This work however is mostly focused at the group level only, as opposed to considering the individual's personal experience as well. Previous research connecting social identities to morality has primarily focused on group moral norms, with less consideration of the individual's perception and expression of those group norms. Thus, this research seeks to explore a novel conceptualization referred to as a social moral identity (SMI). SMI is defined as the internalization and symbolization of a valued social identity group's perceived moral traits and values. This definition builds on the previous construct by directly incorporating the social identity group as the influencer of one's personal moral identity. Moving forward, the moral identity referenced in previous literature that lacked a true social group framing will be referred to as an abstract moral identity (AMI). SMI represents a social referent group for moral identity, while AMI has no clear or direct referent. As a result of the social group, SMI is connected to both the individual actor and the group itself. AMI however only has relevance to the individual actor. An example of SMI would include the embodiment of

honesty or compassion as a result of someone's identification with their local church. The church serves as the referent and motivator to be honest and show compassion to others. Whereas, AMI would include the embodiment of honesty or compassion solely given the general social standard around the importance of each moral trait.

This research has three key aims. Firstly, this work elucidates important theoretical differences in the motivation behind prosocial behavior following moral identity salience. People generally behave morally for one of two motivations – self-invested (e.g. minimize moral discrepancies) or other-invested (e.g. altruism) (Graham & Valdesolo, 2018; Stets & Carter, 2011; Passini, 2016; Batson, 2011). While both types of motivations can engender moral behaviors (Cialdini et al., 1987; Batson & Shaw, 1991), there are relevant priming differences between the two. A similar distinction can be made between AMI and SMI. AMI is driven by abstract motivations to tend to the well-being of others (Lefebvre & Krettenauer, 2019). The investment to behave morally, however, is not connected to any specific value system other than the broader social standards around morality. Comparatively, SMI has a clear and direct motivation in behaving prosocially because of one's identification with a social group. The social and moral framing together encompass an investment to care for others and a desire to represent one's social identity group well (Tajfel & Turner, 1979). The representation of one's ingroup has both group and self-importance to the individual. This is due to the value people attach to how others view their ingroup, as well as how they believe others in their valued group would perceive them. The reflection on an ingroup is thus a key motivator of prosocial behaviors for SMI. The inclusion of both self-importance and group relevant interests as motivators of SMI expressions of morality illustrate a dual motivational process. The

different moral motivations behind AMI and SMI (i.e. abstract vs group) plausibly create a distinction in the targets of prosocial behavior.

This introduces the second aim of this research. Both AMI and SMI are presumed to increase prosocial behaviors towards others. This is because of the moral identity component within both constructs. The main effect of AMI salience on prosocial behaviors has been established in previous research (e.g. Winterich, Aquino, Mittal, & Swartz, 2013). The social identity component of SMI introduces a novel distinction in the direction of those prosocial behaviors. Situational circumstances that cue the social identity feature of SMI, specifically cues of a valued ingroup (i.e. similar others), can encourage prosocial behaviors directed toward that ingroup. An organization, for example, can serve as a type of social identity group cue. Organizations attempt to identify themselves with certain missions and values that, when signaled and relevant to an employee, can produce prosocial behaviors toward that institution. If an individual's moral identity included traits such as compassion and generosity for example, those traits may be cued via employment at The American Red Cross. As a result, an employee is expected to behave more prosocially towards that organization as compared to their level of prosocial behavior towards an organization they do not identify with (Ashforth & Mael, 1989). With this line of thinking, an ingroup cue would prove insignificant for AMI. This is due to the lack of direct social identity framing of AMI. Trait-activation theory is useful in illustrating the contingency effect of situational cues. While trait-activation theory is typically used to describe personality trait expression (Tett & Guterman, 2000), social identities can function as an individual trait, prompting affect, attitudes, and behaviors that are signaled by social circumstances (Ellemers, Spears, &

Doosje, 1999). Thus, a situation-trait relevant theory is a useful framework for modeling SMI salience.

Finally, this research explores a potential catalyst of SMI via identity representation. Representation likely primes the action between SMI salience and prosocial behaviors. The belief in one's ability to act on the normed traits and values as a representative group member can transmit the effect of identity salience on subsequent behavior (Krettenauer & Casey, 2015; Ellemers, Pagliaro, & Barreto, 2013). Representatives are also likely to feel a moral obligation to present themselves as a model of their valued identity and morals. Overall, SMI salience is theorized to induce motivations towards prosocial behaviors. The motivation is funneled through one's moral obligation and confidence in their ability to be a representative of their ingroup. Differences in the direction of the prosocial behaviors are predicated on ingroup cues from the environment.

Research around SMI makes several contributions to the moral identity literature. Theoretically, this work clarifies the relationship between moral identity foci and moral motivations. Moral identity as it is currently conceptualized has no clear motivational source (abstract vs group). In theory, this lack of clarity around a motivational source is largely due to the current construct lacking a true social identity framing. Current measures of moral identity are relatively abstract and decontextualized (Reed & Aquino, 2003; Leavitt et al., 2012), almost totally excluding aspects of the social or collective influence (Miles & Upenieks, 2018). Not only are moral identity traits thought to be directly informed by valued social groups (Aquino & Reed, 2002), but have also been conceptualized as a commitment to a social role (Hardy & Carlo, 2011). Thus, building on

the social-cognitive model, this work incorporates a true social identity framing to moral identity.

As a practical contribution, SMI is also manipulated and measured using methods that capture both a) the idiosyncratic traits encompassed within individual's moral identities and b) identify the broader social identity groups from which the morals descend. The current moral identity measure does not allow for idiosyncrasies across the traits that make up an individual's moral identity, a specific critique of the construct (Hannah, Avolio, & May, 2011). Considering the ways in which one's moral identity can be directly informed by a valued collective expands the understanding of how moral and social identity interact. Moreover, this research illustrates the use of an individual's personal resources (i.e. valued social groups) to prompt positive work outcomes. Rather than target company efforts for positive employee interpersonal relationships, this research explores a way in which organizations can use pre-existing social identities, values, and situational cues to engender prosocial behaviors. SMI can be used as a tool to bolster prosociality between individuals in work settings in contexts where AMI has lapsed.

[INSERT THEORETICAL MODEL]

### **A Model of Social Moral Identity and Prosocial Behavior**

To reiterate, SMI is defined as the internalization and symbolization of a valued social identity group's perceived moral traits and values. The extent to which an individual constructs their own moral identity around the prescribed traits of a group is what distinguishes a social moral identity from an abstract one. The primary

differentiation between the two typologies is the informant or referent for the set of internalized moral traits. SMI has a clear identity group referent while an AMI's referent is more generalized.

SMI also allows for differences across moral traits within the same broader ingroup. Blasi (1984) suggests that morality can look vastly different within and across groups, with nonoverlapping traits composing each individual moral identity. Members can align their own personal moral identities with varying subsets of moral traits from within the same collective. Consider two persons who identify with the environmentalist organization the Sierra Club but internalize the pertinent values differently. One individual's moral identity may align with the moral virtue of "care," and thus identifies with and acts with care when the Sierra Club is made salient. Another member pinpoints "sanctity" as the key moral stance of the ingroup and behaves consistent with that characteristic when the Sierra Club is made salient. The primary requirement of a social moral identity is that the valued social collective serves as the direct informant of the individual's moral makeup. A comprehension of both moral and social identity aid in clarifying these distinctions.

### **Moral Identity and The Social Cognitive Model**

The traits most closely tied to behaving morally in society at large include being caring, compassionate, fair, friendly, generous, helpful, hardworking, honest, and kind (Aquino & Reed, 2002). These traits inform the broader social standards for identifying moral traits. Early childhood development models from Piaget (1932), followed by Kohlberg's cognitive-developmental approach to moral reasoning (1981; 1984), laid the groundwork for understanding the relationship between moral traits and moral actions.

Blasi (1980; 1993) clarified that relationship with the inclusion of the moral “self” or “identity” as the link between moral traits, reasoning, and behavior. Blasi’s stage model of moral identity filled a gap in predicting prosocial behaviors yet lacked explanatory relevance across circumstances. The model followed the character trait perspective that thought of moral identity as static across social situations (Hardy & Carlo, 2011). For example, this perspective viewed moral identity as a self-narrative (Pratt, Arnold, & Lawford, 2009) or akin to altruistic personality (Carlo, PytlikZillig, Roesch, & Dienstbier, 2009). This made the use of moral identity as a predictive tool from context to context less consistent given that social situations alter the expression of certain traits (Higgins, 1999). As a result, many theorists took a more interactionist approach, leaning on a social-cognitive perspective of moral identity (Bandura, 1986; Mischel, 1968).

The social-cognitive model is one framework for predicting moral behaviors from a moral identity (Hardy & Carlo, 2011; Lapsley & Narvaez, 2004). This perspective views moral identity as a system of moral schemas (Lapsley & Lasky, 2001). This framework is more useful than the character trait perspective in understanding morality across situations, and therefore has greater overall utility in using moral identity as a predictive tool (Bandura, 2001; Aquino, Freeman, Reed, Lim, & Felps, 2009; Aquino, Reed, Thau, & Freeman, 2007; Sparks, 2015; Lapsley, 2016). The social-cognitive model submits that a cognitive-affective network of moral traits interacts with contextual cues to prime behavior (Hardy & Carlo, 2011; Bandura, 1986; Mischel, 1968). For example, this model would theorize that the expression of the moral trait compassion is most useful to another person when a social situation cues the need for a compassionate person (Hardy & Carlo, 2011). Without situational cues from the environment, moral identity salience is



less consistent. In addition to traits, an individual's moral makeup may also include values, goals, behavioral schemas and scripts (Narvaez & Lapsley, 2014). These components represent the latent, moral potential within a person (Tett & Burnett, 2003).

An understanding of the contextual triggers to that potential is a central component of the social-cognitive model and a key predictor of moral identity's utility. Situational cues have been considered important to moral identity (Aquino & Reed, 2002; Blasi, 1984; Hannah et al., 2011). A relevant cue for AMI would be a general signal related to another person's well-being (e.g. a random individual in need). A relevant cue for SMI would reference one's social identity group. The social identity component heightens the motivation to express prosocial behaviors. This is due to the importance of the ingroup that informed the individually valued set of morals. Social identity theory provides additional clarity on the relevance of identity group cues for SMI.

### **Social Identity and Trait Activation Theory**

The awareness of another's social identity group is what cues the social group function of SMI. This is due to the social identity component of the construct. Social identities are a means of understanding the self-concept through the social groups that people identify with (Tajfel & Turner, 1979; Turner, 1982). Valued social groups include an emotional attachment as well. This emotional attachment motivates the maintenance of a positive self-esteem (Aquino et al., 2009; Ashforth & Mael, 1989; Tajfel & Turner, 1979). The more invested a person is in their ingroup, the more they strive to enhance perceptions of their group to elevate their self-esteem. (Gómez, Seyle, Huici, & Swann Jr, 2009). Thus, a person will seek to verify their identity as an ingroup member through their behavior. Locating an outgroup has a similar effect (Ashforth & Mael,

1989). Identifying dissimilar others centralizes ingroup member norms around what makes their social group distinct (Brewer, 1979; Turner, 1982). Both ingroup salience and outgroup awareness encourage the expression of group normed behaviors. Trait-activation theory illustrates how a cue to group membership can influence the direction of behavioral expressions.

Trait-activation theory is typically used to explain personality models (Tett & Guterman, 2000), but has applicability for SMI as well. Identities are a dimension of individual differences, similar to personality (Lapsley, 2016). Identities are enduring in nature, have applicability to a wide range of social situations, and can manifest in response to situational cues. Previous research supports that character traits, from one's identity or personality, can be cued by social situations (Aquino & Kay, 2018; Tett & Burnett, 2003; Mischel, 1990; Ashforth & Mael, 1989). The expression of a personality trait is often dependent on a situational trigger (Tett & Guterman, 2000). Similarly, the social identity component of SMI can be primed following a cue of group membership. Cues allow for the reasonable prediction of trait-expression across social situations (Tett & Burnett, 2003). When a relevant cue is present, the associated behaviors are predicted to follow. The cue that makes group membership salient is what extends SMI prosocial behaviors beyond AMI. Ingroup cues specifically are what prime the "social group" function of SMI.

The signal of a relevant ingroup can direct prosocial behaviors specifically towards that ingroup. Previous research illustrates the relationship between ingroup cues and behaviors expressed in order to benefit the group (e.g. Balliet et al., 2014) A similar ingroup cue would be irrelevant for AMI given its decontextualized framing. It should be

emphasized that while SMI salience is expected to encourage ingroup expressions of prosocial behavior, this does not negate an investment in the well-being of others outside of one's ingroup (i.e. neutral others or outgroup members). The morality component of SMI is still expected to predict benevolent attitudes towards others in general (De Groot & Steg, 2009). An understanding of the motivations behind both SMI and AMI further qualifies this understanding.

### **The Dual Motivational Process Model**

Based on the social cognitive model, this work theorizes that two distinct motivational processes move moral identity salience to prosocial expressions. These motivational frameworks can differentiate the abstract moral identity in the current management literature from the social moral identity proposed in this research that incorporates a true social referent group.

#### **Abstract Moral Identity Motivational Process.**

As noted earlier, there are broader social standards for what it means to behave morally (Graham & Valdesolo, 2018). In order to act on those social standards, people must find some personal importance around what it means to behave morally. Moral identity embodies the personal importance of specific sets of moral traits for each individual. Aquino and Reed (2002) allude to the personal investment aspect of moral identity. They suggest that the driver of moral identity is the significance of the set of moral traits and values to one's own self-concept. Thus, there is a general self-importance behind moral identity's ability to prompt moral behaviors. Included within this self-importance is an understanding of how society generally defines morality. The two are interconnected. Society serves as the general reference group for morality, while the self-

importance encourages action around those morals. In a social situation, a person may show compassion, be respectful, or exude other moral traits because those traits are included within the individual's a) moral identity and b) broader societal moral code, for example. The personal and broader societal standards are what inform the prosocial behaviors that follow AMI salience, as opposed to a specific, niche ingroup for SMI.

As a result of the nature of AMI's referent group (i.e. broader social standards), prosocial behaviors are likely directed at any neutral other in need. Neutral others include those who may or may not be included within one's personal ingroup. Previous literature documents how morality salience can drive one's attention outwards toward the general well-being of others (Graham & Valdesolo, 2018). An interest in others' well-being has also been connected to moral behaviors directed towards outgroups. Moral schemata typically encourage individuals to move their attentional focus away from themselves and similar others, in the direction of dissimilar others (Winterich, Mittal, & Ross Jr, 2009). This speaks to the relationship between moral identity salience and outgroup expressions of moral behaviors. In previous research, AMI has been more predictive of prosocial behaviors towards neutral others (i.e. no ingroup or outgroup distinction), or a clearly identified outgroup (e.g. O'Grady, Vandegrift, Wolek, & Burr, 2019; Crimston, Bain, Hornsey, & Bastian, 2016; Dutton, Roberts, & Bednar, 2010; Reed & Aquino, 2003). This is likely the result of the abstract motivations that follow the seemingly broad and decontextualized structure of AMI. SMI includes similar motivational components, but with a valued ingroup as the key referent, as opposed to society at large.

### **Social Moral Identity Motivational Process.**

SMI includes a specific set of social cognitions of morality, beyond the broader societal standards. Namely, one's ingroup serves as the social referent for the set of moral traits and values the individual has internalized. There are two important considerations that follow from the salience of a valued ingroup.

The first consideration involves an awareness of interindividual group presentation to external parties. Social identity salience begets a consciousness of how one's valued group is perceived by others (Sellers, Rowley, Chavous, Shelton, & Smith, 1997). The appearance of the group becomes synonymous with the appearance of the group member as an individual. Judgements of a valued ingroup can have psychological influences on how individual members perceive themselves (Mael & Ashforth, 1992). Following ingroup salience, the group becomes the key actor, with each individual serving as a representative model for the group. As a result, the individual member is motivated to perform the perceived group-normed moral behaviors in order to demonstrate the moral virtue of the group to others. Here, the target or observer of moral behaviors is similar to that of AMI (i.e. broader societal others), but now with the social moral group as the one being evaluated by others, rather than the self. In this sense, the individual's actions towards others is representative of the group's morals and values towards general others.

The second consideration speaks to the individual's intragroup representation. Following social identity salience, ingroup members are equally aware of how they present to other members within the ingroup. In this process, the group replaces society at large as the standard against which one is evaluated. The member therefore is motivated to exemplify the perceived morals and values of the group in an effort to enhance self-

esteem and minimize dissonance between their identity as a member of the group and their behavior (Tajfel & Turner, 1979). Minimizing dissonance speaks to the felt moral obligation to act on the ingroup's values and morals when visible to other group members (Ajzen, 1991). Here, the target or observer of moral behaviors is different from AMI and has shifted to the group (i.e. ingroup members).

Both considerations reflect two types of representation interests underlying social identity salience. Interindividual representation relates to moral behaviors directed generally at others, similar to AMI. Intragroup representation relates to moral behaviors directed towards the ingroup, distinct from AMI. As a result, it is likely that SMI salience produces prosocial behaviors directed toward neutral others and outgroups, as well as ingroup members. Both types of representation interests can be referred to as group-relevant motivations. The inclusion of group motivations, as compared to abstract motivations, towards both outside others and ingroup members represents a dual motivational process model of SMI. The duality of both types of group relevant motivations (i.e. interindividual and intragroup) encourage prosocial expressions towards others in ways distinct from AMI.

### **Moral Identity, Prosocial Motivation, and Behavior**

Prosocial motivations are one type of prosocial expression that results from moral identity salience (Hannah et al., 2011; Lord, Hannah, & Jennings, 2011; Cohen & Morse, 2014). This type of motivation is defined as an interest in promoting and protecting the welfare of others (Grant & Berg, 2011). As people reflect on the moral values they hold, their motivation to behave prosocially increases (Kroll & Vogel, 2018). This could be understood as an interest in minimizing dissonance between one's moral identity and

their actions (Ashforth, Harrison, & Corley, 2008). People escalate prosocial intentions to maintain a positive moral self (Schaumber & Wiltermuth, 2014; Stets & Serpe, 2016).

Research suggests that enhanced or heightened moral identity prompts general benevolence motivations (Aquino et al., 2009). For example, a person who wishes to be identified generally as a “caring” person will have an increased motivation to care for others. Thus, a moral identity made salient is likely to increase motivations to behave prosocially. This speaks to the influence of AMI in current literature as predictive of prosocial motivations (e.g. Batson et al., 2008).

Building on AMI, SMI salience also includes an awareness of social norms and expectations from an ingroup. Both norms and expectations has been found to precede prosocial motivations (Spence, Brown, Keeping, & Lian, 2014). Signals from one’s social environment can induce motivations to behave prosocially. This is particularly relevant for SMI. Trait activation proposes that social cues contribute to personality trait expression (Tett & Burnett, 2003). In the same way that peer’s needs or expectations can release the latent potential of a personality, situational cues can prime the social identity component of SMI. The social identity component is what heightens group normed behaviors towards others. Given that prosocial motives prompt a desire to positively support others in their environment (Batson, 1987; Grant, Dutton, & Rosso, 2008), cues for SMI can further encourage prosocial motivations directed towards colleagues and one’s organization. This is beneficial in light of prosocial motivations having a positive impact on employee morality towards colleagues (e.g. assisting others; Rioux & Penner, 2001) and their organization (e.g. perseverance through difficult tasks; Grant et al.,

2007). Overall, SMI salience is predicted to generate motivations to behave prosocially towards others.

*Hypothesis 1. SMI salience is a positive predictor of prosocial motivation.*

Moral identity salience is also directly predictive of prosocial behaviors (Gotowiec & Mastrigt, 2019). Prosocial behavior is defined as voluntary helping behaviors with an elevated consideration to tend to the aid of others (Brief & Motowidlo, 1986). In organizations, this often manifests as citizenship behaviors (Rioux & Penner, 2001; Takeuchi, Bolino, & Lin, 2015), donations (Winterich, Mittal, & Aquino, 2013; Zlatev & Miller, 2016), altruism (Barasch, Levine, Berman, & Small, 2014), and volunteering behavior (Crimston et al., 2016). Hertz & Krettenauer (2016) meta analyses examined the relationship between moral identity and moral behavior and found overall support that moral identity strengthens one's pull toward prosocial behavior. Matherne, Ring, and Farmer (2018) found that individuals with highly centralized personal and work-relevant moral identities were less likely to commit unethical prosocial acts. While the relationship between a moral construct and an outcome is not always directly positive, i.e. moral exclusion (Healy, Thomas, & Pedersen, 2017); moral decoupling (Bhattacharjee, Berman, & Reed, 2013); moral disengagement (Chen, Chen, & Sheldon, 2016), the prosocial behaviors following SMI salience are theorized to engender altruistic actions.

*Hypothesis 2. SMI salience is a positive predictor of prosocial behavior.*

### **Ingroup Perceptions as Situational Cues**

The perception of others equally influences the direction of behaviors. By nature, people tend to organize themselves and their environment into groups (Turner, 1985).



Similarities and shared goals help with the grouping process (Ashforth & Mael, 1989), creating ingroups and outside others. Much of the previous moral identity research has almost solely focused on predicting general help-giving, without specifying whether the individuals being helped are or are not members of one's ingroup (e.g. Aquino et al., 2009). This is likely due to the unstated assumption that morality's underlying motivation to tend to the well-being of others was equally predictive across group memberships. As a result, there is minimal exploration of moral identity specifically predicting ingroup prosocial behaviors. The exclusion of group membership contingencies (ingroup vs. neutral vs. outgroup) is reasonable, albeit potentially disadvantageous. A comparative understanding of moral identity across group membership perceptions would be of benefit to morality research (Killen & Smetana, 2014).

Previous research highlights the significance of ingroup associations on prosocial expressions. Interpersonal commonalities have been found to improve helping behaviors across a variety of contexts (Cortland et al., 2017). Phenomena such as ingroup bias (Jacoby-Senhor, Sinclair, & Smith, 2015; Ratner, Dotsch, Wigboldus, van Knippenberg, & Amodio, 2014) and homophily (McPherson, Smith-Lovin, & Cook, 2001) allude to this occurrence. Bystander helping behaviors have been found to increase when social memberships are shared (Levine & Crowther, 2008). Similar results are found within work groups (Gomez et al., 2009) and sports teams (Levine, Prosser, Evans, & Reicher, 2005). Overall, people are more prosocial when they identify trait-similarities between themselves and others (May, Chang, & Shao, 2015). High identification with another person's social norms is predictive of an increase in support and helping behaviors (Baldry & Pagliaro, 2014). Social moral identity builds on this foundation to predict

ingroup prosocial behaviors and how group perceptions alter that relationship. Given its social group framing, an understanding of ingroup cues is particularly germane to SMI.

Cues from an ingroup prompt both normative expectations associated with one's group, and reflection around what constitutes prototypical group member behavior (Ashforth et al., 2008). Trait activation theory suggests that organizations and social situations at work can serve as cues for trait-relevant behavior (Tett & Burnett, 2003). Tett and Burnett (2003) demonstrate that when situational demands are presented (e.g. work task), that those demands cue the release of the necessary personality traits (e.g. conscientiousness) to tend to those demands. A similar process unfolds with SMI. Cues enhance the motivation to achieve a positive social identity and support one's ingroup (Tajfel & Turner, 1979). Ingroup motivations include both the interindividual (i.e. group presentation) and intragroup (i.e. individual presentation) representation concerns described in the dual motivational model.

As a type of social identity, organizational identification would act as a relevant cue for SMI group motivations (Mael & Ashforth, 1992). Organization identification is defined as a feeling of oneness with a work collective around a set of shared characteristics or virtues (Ashforth & Mael, 1989). This feeling can be perceptual or factual (Mael & Tetrick, 1992). Previous research has found a relationship between organization identification, and morality or expressions of prosocial behavior (Kwak & Kwon, 2016; Mael & Ashforth, 1992). For example, Pagliaro and colleagues (2018) found a relationship between ethical work climates and organization identification.

If one's organization can represent a valued, collective ingroup, the cue of organization identification would then prime the social identity component of SMI.

Social cues are most influential when they are considered relevant (Mischel, 1968; Tett & Guterman, 2000; Ajzen, 1991). Organization identification as an ingroup cue would further direct prosocial behaviors towards perceived ingroup members and others outside of the group, including colleagues and the organization itself. The dual motivation process model helps to illustrate this. The group motivations that follow SMI encourages the expression of group normed moral behaviors for the benefit of the group and the individual as a group member. This would include prosocial behaviors directed towards the ingroup and outside others. Because AMI does not have an association with a specific group, AMI salience primes general abstract motivations to behave prosocially. As a result, organization identification is probably ineffective as a cue for AMI without a clear connection between morality and a valued social group. While ingroup cues for SMI are important, similar signals for AMI are likely trivial. Via group motivations, SMI is related to ingroups and neutral other expressions of prosocial behaviors and motivations, while AMI would be most predictive towards neutral others solely.

*Hypothesis 3. The perception of other's group status (in-group member vs. neutral other) will moderate the relationship between SMI and prosocial motivation, such that the relationship will be significantly stronger when the other is perceived to be an in-group member.*

*Hypothesis 4. The perception of other's group status (in-group member vs. neutral other) will moderate the relationship between SMI and prosocial behavior, such that the relationship will be significantly stronger when the other is perceived to be an in-group member.*

### **Social Moral Identity and Representativeness**

Similar to group perceptions, group member representativeness contributes to prosocial expressions. Representativeness alludes to a person's confidence that their attitudes and actions positively align with a group or trait's perceived norms (e.g. Krettenauer & Case, 2015). A person would consider themselves a representative of a collective if they embodied the characteristics they perceived to be normative of their ingroup. For SMI, these characteristics would include the set of perceived moral traits defined by their ingroup. Moreover, representatives are likely to feel a pull towards aligning themselves with the morals and values of their collective. Both the individual actor and the group can profit from member representation. Through intragroup and interindividual representation, individuals minimize dissonance via identity-behavior alignment (Ashforth, Harrison, & Corley, 2008), validate themselves as a member of the collective (Hogg, 2003), and aid in the positive reputation building of the ingroup (Tajfel & Turner, 1979). Because social identity groups provide meaning to one's self-identity (Ashforth & Mael, 1989), by acting on group morals and values individuals can reinforce a positive image of themselves and their group. People are particularly motivated to demonstrate their fulfilment of their group membership through their behaviors (Pagliaro, Brambilla, Sacchi, D'Angelo, & Ellemers, 2013). Group members are also often aware that they may acquire respect and good standing within their social group by behaving in ways deemed morally right and valued by the collective (Pagliaro, Ellemers, & Barreto, 2011). Previous research echoes this understanding.

The association between morality, prosocial behaviors, and impression management interests has been substantiated (Grant & Berg, 2011). Ellemers and colleagues (2013) found that, "...individuals will be motivated to display acts that can

earn them respect as a ‘good’ and ‘proper’ group member” (pg. 36). The more people identify with their group, the more they are motivated to present themselves as ideal members of the group. Winterich and colleagues (2013) also found that the presentational aspect of moral identity was predictive of prosocial behavior through the interest of being seen by others as carrying out prosocial behaviors. Evidence that an individual is not a positive representative of their valued identity can also result in an increase of prosocial behaviors as a way to minimize dissonance (Mashuri, van Leeuwen, & Hanurawan, 2018; Sachdeva, Iliev, & Medin, 2009; Jordan & Monin, 2008). Overall, identity representation can serve as a powerful transmitter between moral identity salience and prosocial behaviors. This is especially true for SMI given the influence of the perceived group norms and expectations that surround representation interests.

*Hypothesis 5. The relationship between SMI and prosocial motivation will be partially mediated through one’s belief that they are a positive representation of their valued identity.*

*Hypothesis 6. The relationship between SMI and prosocial behavior will be partially mediated through one’s belief that they are a positive representation of their valued identity.*

### **Overview of Studies**

To test the hypotheses related to SMI, four experimental studies were conducted. The first study evaluates the relationship between SMI salience and prosocial behavior (H2). It is of a specific interest to test SMI’s ability to produce positive, significant expressions of prosocial actions towards others. The effect of group status perceptions on prosocial behavior was also examined (H4). Specifically, how ingroup perceptions (i.e. I

believe this organization aligns with my valued ingroup), as opposed to a neutral other (i.e. no clear association with my ingroup), strengthens the relationship between SMI salience and prosocial behavior was evaluated. The group status perceptions served as the situational cue in the experiments. The group perception hypothesis was used to directly compare the predictive direction between SMI and AMI prosocial expressions. The moderation hypotheses are of significant interest to this research. While both types of moral identities predict prosocial behavior, it is hypothesized that once an individual categorizes another entity as related to their ingroup or not, the predictive ability of SMI will be stronger than that of AMI.

The second study examined similar relationships but with the inclusion of prosocial motivation. The main effects of SMI salience in predicting prosocial motivation were examined (H1); as well as, the effect of group status perceptions (H3). Replicating the results with prosocial behavior from Study 1 and using qualitative measures to capture novel expressions of prosocial behavior was an additional goal of this study. The qualitative measures allowed for an examination of prosocial expressions directed at an individual's work team. This builds on Study 1's observation of prosocial behavior directed at the organization.

The third experiment examined the mediating influence of representation (H5 and H6). Representation reflects the individual's belief that they are a positive model or "representative" of their valued group or moral. For example, if a participant valued compassion and rated themselves high on representation, this would indicate that they a) believe for themselves and b) believe that others would identify them as a positive representative of what it means to be compassionate. It is hypothesized that an

individual's confidence in their expression of the valued moral (or group characteristics) is a key influence on their motivation and ability to act prosocially. Moreover, this measure considers the moral obligation individuals feel to be a representative of their valued group or moral. It is specifically anticipated that representation will mediate the results for SMI given the significance of the ingroup identity.

A fourth study was conducted as a supplemental analysis solely purposed to ensure that SMI is a distinct construct from a general social identity. Social identity groups were primed as a part of the SMI salience manipulation. As a result, it was possible that the social identity portion of SMI was the primary driver of the results. To find support that a social moral identity (i.e. the compound of social and moral identity framing) was uniquely disparate from a general social identity priming, SMI was tested to see if it was significantly different from a social identity in predicting prosocial behavior. All four studies were designed to evaluate whether SMI was a distinctively novel construct from AMI and a social identity, was predictive of prosocial behaviors and motivations, was fueled by representation confidence, and whether it was predictive of ingroup status perceptions.

## **Study 1**

### **Study 1 Sample and Procedures**

To test the main (H2) and moderating (H4) effects of SMI on prosocial behavior, three-hundred and sixty-one participants were recruited via Amazon Mechanical Turk (MTurk) online participant pool. MTurk is a frequently utilized source for participant samples (e.g. Colquitt, Sabey, Rodell, & Hill, 2019; Ward & King, 2018). Previous studies have found no significant difference between MTurk samples and other

university-based participant pools (Chen et al., 2019). With the inclusion of attention checks and other procedures to minimize careless responding, working with MTurk samples are considered valid for the use of experimental studies (Wood, Harms, Lowman, & DeSimone, 2017). All sample participants were over the age of 18 and currently working in at least part-time positions. The recruiting advertisement indicated that participants would be paid \$1 (15-20-minute task) for their completion of a survey. Fifty-four participants were removed who failed to validate an attention check. The attention check consisted of an added survey question item instructing the participants to select a pre-listed option (e.g. “Somewhat agree”) out of the other available choices. Attention checks help to identify carelessness and inattentiveness in the responses (Maniaci & Rogge, 2014). Those who did not select the pre-listed option were thought to have not read the questions closely and been attentive to the directions. Eighteen participants who self-rated their overall attention, effort, and performance as poor across the three data integrity checks were also removed. The data integrity questions included prompts such as “It is vital to our study that we only include responses from people that devoted their full attention to this study.” The questions, “You will receive credit/payment for this study no matter what, however, please tell us how much effort you put forth towards this study?” on a scale from “None at all” to “A great deal” were also included. Lastly, four additional participants were also dropped who indicated that their English fluency was on an elementary proficiency level. The final sample included two-hundred and eighty-five participants. The average age was 33.93 years old ( $SD = 10.66$  years). The majority of the participant pool was male (58.59%) and White (55.64%), followed by Asian (31.13%) and Black (6.61%).



An experiment was developed using Qualtrics Software to test hypotheses 2 and 4. The survey was made available through the MTurk site whereby participants could sign up. Once participants selected the study, they reviewed an opening statement informing them that they would be completing two parts to a larger project that supports small businesses in their development. Respondents were told that this fictional project frequently recruits “everyday people” through a variety of mediums (e.g. MTurk) and assigns them to different organizations to review company-related content (e.g. mission statement, website layout) and provide feedback. After reviewing this introduction, participants completed a consent form and then answered several questions about themselves to be matched to a company for the review and feedback task.

The study followed a 3 x 2 (moral identity by group status perception) experimental design. Participants were randomly assigned to either one of three moral identity conditions: social (SMI), abstract (AMI), or control. The SMI condition was asked to select one collective or group from a battery of options that they considered to be most important to a) their moral behavior and b) how they personally identify. The options available included social causes and values (e.g. environmentalist), political groups (e.g. liberal), religious groups (e.g. Christian), racial/ethnic groups (e.g. Black/African American), and relationship statuses (e.g. parent) (see Table 19). They then detailed the importance of the identity group and how they believe the social identity guides their moral behavior (e.g. Being an environmentalist encourages me to treat spaces with care and be respectful of how I utilize work materials). This task assisted in making the participant’s SMI group and the morals associated with their SMI group salient. The AMI condition completed a similar task but focused on an important value or moral not

related to an identity group (e.g. compassion, loyalty, respect, freedom). The control condition responded to various neutral questions about their general experiences with consuming and making food items.

Following part 1, participants were then randomly assigned to either one of two small businesses to review content for (i.e. group status manipulation). In the ingroup condition, they were told that they had been matched with “Company A” based on similarities with the company’s identification, interests, or values. This might suggest that the company’s leadership, products, or procedures are aligned with participant characteristics. This is representative of organization identification and serves as the situational cue. In the neutral status condition, they were simply told that they had been randomly assigned to “Company A”. After receiving their company assignment, they were instructed to evaluate a statement the company had prepared about their purpose and goals as a business. The company statements that the participant’s reviewed were industry neutral. This minimized any association between the company and a particular market (e.g. education, agriculture, sales) that could influence the participant’s assumptions about the organization. Participants were to provide feedback around these exerts from the company in letter format that would be sent directly to the organization’s leadership. Prior to the review task, participants were asked if they’d be interested in donating a portion of their study compensation back to the company they had been assigned to. Those who selected “Yes” or “Maybe” were then prompted to list a percentage amount of 0% (“none of my compensation”) to 100% (“all of my compensation”). After the review task, participants completed additional questions on their interest in assisting the company with other tasks. They were also provided the

opportunity to register for monthly reviews of the company's materials. At the conclusion of the survey, participants completed a manipulation check, data integrity and demographic questions.

### **Study 1 Measures**

**Prosocial Behavior.** Prosocial behavior was measured via donations that participants volunteered to give back to their company. Similar operationalizations of prosocial behavior are prevalent in the literature (e.g. Twenge, Baumeister, DeWall, Ciarocco, & Bartels, 2007; Piff, Kraus, Côté, Cheng, & Keltner, 2010). If participants responded "Yes" or "Maybe" to the question, "Would you be interested in donating a portion of your compensation to the company you've been assigned?", they were then allowed to indicate a percentage amount (0% to 100%) to donate from their \$1 compensation. Higher donations were operationalized as an indication of increased prosocial behavior given that the funds served to aid the small business in their growth and development.

**Control Variables.** Participant frequency in generally donating to charities was controlled. Participants were asked to respond to the question, "How frequently do you donate to charities on average?" Responses were rated on a scale from Very infrequently (1) to Very frequently (7). This ruled out the alternate explanation of average tendency to donate to organizations as an influence in behaving prosocially.

English fluency was included as an additional control given the demographic makeup of the sample. While the majority of the MTurk participants are from the US, the pool also includes participants from India, the Philippines and other countries in which

English is not the primary spoken language (Ross, Zaldivar, Irani, & Tomlinson, 2009; Difallah, Filatova, & Ipeirotis, 2018).

## **Study 1 Results**

### **Manipulation Check.**

The survey included the manipulation check item of, “How were you matched with the company you reviewed today” to gauge if participants acknowledged the group status (ingroup vs neutral) matching process between themselves and the companies. Consistent with the priming, participants in the neutral condition listed reasons such as, “I think it was randomly assigned” or “I was randomly matched with Company A”. Consistently, participants in the ingroup condition also provided responses such as, “Based on similar values” or “My core values were used to match me”. Four participants indicated that they could not recall.

The check question of, “What was the purpose of your participation today?” was also included. No participant accurately identified the outcomes of interest for this research. This minimized the influence of participant’s perceptions of the study purpose on their responses.

[INSERT TABLE 1 & 2]

### **Morality Selections and Prosocial Behavior Main Effects (H2).**

Table 1 provides the participant count for each condition. Table 2 presents the top moral group and value selections from the SMI and AMI conditions. Participants in the SMI condition selected “environmentalist” and “liberal” frequently as a valued social moral group. Participants in the AMI condition selected “honesty” and “freedom” frequently as valued abstract morals. Table 3 presents the descriptive statistics and

correlations between the study variables. The morality conditions were dummy coded, using the control condition as the base or comparison group. The control condition was used in this analysis, in addition to the AMI and SMI conditions, to serve as a general “no morality prompting” condition. This provided a comprehensive and comparative look at the differences between SMI salience and no moral prompting (i.e. control condition) and the traditional moral prompting (i.e. AMI).

[INSERT TABLE 3]

To address the main effects of AMI and SMI salience in predicting prosocial behavior, a simple OLS regression with the morality conditions (i.e. AMI and SMI) was used to predict donation amount. Donations or how much of the participant’s own compensation they would provide to the company they reviewed for was representative of prosocial behavior. As shown in Table 4, being in the SMI condition was a significant predictor of less prosocial behavior ( $b = -8.77, p < .05, 95\% \text{ CI } [-17.24, -.30]$ ). Surprisingly, and counter to Hypothesis 2, the relationship is negative, suggesting that prosocial behavior was lower in the SMI condition than the control condition, depicted in Figure 2. Prosocial behavior in the AMI condition was no different from the control condition ( $b = -0.97, n.s., 95\% \text{ CI } [-9.30, 7.36]$ ).

#### **Moderating Effects of Perceived Group Status (H4).**

To evaluate the contingency effect of group status perceptions, a moderator was incorporated considering whether the donation would go to a neutral group or a group representative of the participants’ SMI ingroup or AMI valued moral. In support of hypothesis 4, the interaction effect was significant. In the SMI condition, donations were higher for the organization consistent with SMI relative to a neutral organization ( $b =$

17.03,  $p < .01$ , 95% CI [5.11, 28.96]). For the AMI condition, organizational characteristics did not predict donation amounts ( $b = 2.46$ , *n.s.*, 95% CI [-9.03, 13.96]). In sum, the highest donation amount across all conditions was for the SMI donating to an ingroup target.

[INSERT TABLE 4]

### **Study 1 Discussion**

Study 1 showed mixed support for the hypothesized relationships. The SMI prompt yielded donations that were, on average, lower than the control condition. This suggests that social moral prompting results in a weaker expression of prosocial behaviors. When an individual reflects on a valued social group and the associated morals aligned with their group, they are less likely to act in the consideration of others.

The moderating interest of the model, however, was supported. The results were more consistent with the hypothesized model when group status perceptions were taken into account. When participants prompted with SMI perceived the organization that they were working with as similar in their identification, interests, or values, their expressions of prosocial behavior were exceptionally high. Conversely, when they perceived no such similarities, their expressions were exceptionally low. The results demonstrate a significant positive ingroup result. This result demonstrates the importance of signaling commonalities across working relationships. Again, the neutral and ingroup status perceptions produced null results for AMI. This suggests that framing moral identity in a more personalized way for participants isn't as useful as a predictive tool for prosocial behavior absent of the social group framing and ingroup perceptions. Given the distinct changes for SMI between group perception conditions, a prompting to consider groups

that are associated with one's moral identity may hinder expressions of prosocial behavior if there is not a link between the individual and the target.

## **Study 2**

### **Study 2 Sample and Procedures**

The second study explores similar main and moderating relationships found in Study 1 with supplemental measures of prosocial behavior, while also incorporating prosocial motivation. This study builds on Study 1 by incorporating novel expressions of prosocial behavior and considering the motivation to behave prosocially. Two-hundred and four participants were recruited via a university subject participant pool. The average age was 23.09 years old ( $SD = 8.08$  years). The majority of the participant pool was female (66.83%) and White (53.17%), followed by Asian (37.07%), and Biracial (7.32%).

To address hypotheses 1 and 3 around prosocial motivation and to replicate previous prosocial behavior findings, a 4 x 2 experiment was designed for a laboratory setting. The morality condition prompts follow a similar design as presented in Study 1, but with four morality conditions, as opposed to three: an SMI values condition was used to emphasize the morals and values component of SMI, an SMI group condition was used to emphasize the ingroup component of SMI, an AMI condition, and a control condition. For the experiment, participants were told that they would be piloting games and exercises for a company that develops student educational programs. The educational programs referred to in the experiment were comparable to test preparation materials for the SAT, GRE, and other related standardized tests. Participants were seated in private

carrels with computers to complete a two-part task. For part one, participants responded to several questions relevant to their randomized moral identity conditions.

For the moral identity conditions, both SMI conditions were first prompted to select one of several broad collectives that form around specific social issues or causes that they personally identify with (Christian, Liberal Political, Conservative Political, and Health and Environmental). Definitions were provided for each option that participants could select from to maintain consistency (see Table 21). For example, Conservative Political was defined as, “Groups that are politically and socially relevant to conservative ideals”; and Health and Environmental was defined as, “Groups that are focused on the well-being of people, animals, and the environment”. After selecting one of the broader categories, participants then provide a specific social group that falls underneath the broader category. This group would serve as the ingroup reference for the SMI conditions. Several examples were also provided under each category as a reference. These included the American Family Association or Young Republicans of America for Conservative Political social groups, or Greenpeace and PETA for the Health and Environmental social groups. Participants were also reminded, “You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above”. This included affiliations such as paying membership dues. Thus, participants should be active members in their groups, but this could be through either a formal or informal association.

After listing their specific ingroup, participants in the SMI value condition were given an open-ended space to provide three values that aligned with their ingroup, and three values that do not align. Prompting for opposed values is designed to enhance



participants' association with their SMI ingroup's values. Participants in the SMI group condition provided three values that align with their group and listed one outgroup that is opposed to their valued issues (e.g. aligned group - Liberal, opposite group – Conservative). This additional prompting of the outgroup serves a similar purpose in identifying opposite morals for the SMI values condition. Outgroups, for example, can enhance the participant's salience or awareness of their own valued group and the group's morals (Ashforth & Mael, 1989). Both the values and group-based SMI conditions were included to consider how each type of social moral priming might predict prosocial behaviors. SMI as a construct includes both a moral/value and group component. Emphasizing one or the other may have disparate effects. Including both types in the model allowed for the evaluation of those differences, if any were present.

Participants in the AMI condition responded to a grid of moral traits and values similar to those described in Study 1 and were also prompted to identify three opposite values. The control condition was provided with a grid of neutral words (e.g. boot, aisle, mustard) and asked to select one word (Kousta, Vinson, Vigliocco, 2009). They then wrote sentences and did other menial tasks with their selected word.

Following the moral identity condition assignments, for part two, participants were then randomly assigned to one of two types of companies to pilot exercises for (i.e. group perception manipulation). Both conditions were assigned to work with a random group of three other participants for their task, creating groups of four. In the neutral condition, participants were randomly assigned to pilot tasks for a general testing services company (e.g. SAT, GRE). For the ingroup condition, participants were assigned to testing service companies that aligned with their selected broader social collective (SMI

conditions), abstract value (AMI condition), or presented the same general testing services company prompt as provided in the neutral condition (control condition). For example, a participant in the SMI conditions who selected the Health and Environmental group received a statement that read, “We feel that an appropriate education should be balanced across a variety of subject matter areas and strengthen their relationship skills to help students in our program be productive members of the community and beyond. Science education is crucial for policy work related to health and environmentalism. Thus, in addition to education that promotes the values related to wellness and promoting general awareness of an environmental cause, we also believe that students should be properly educated in mathematics. Math education is fundamental for understanding the underlying science for identifying threats to the environment, nutrition, and also for communicating with policy makers regarding the economic and social benefits of conservation programs. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students.” The control and neutral conditions received a message that included a statement such as, “One Growth is a program that develops educational exercises purposed to support several Educational Testing Services (ETS) initiatives. Specifically, we aid in the development of tests such as the SAT or GRE, as well as tutoring programs. For this pilot, we focus on mathematics education. Math education is fundamental to serving in and running various successful organizations. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students.”

Once randomized to each condition, all participants were instructed to complete math exercises for their respective companies as their piloting task. They were to complete four, timed rounds, given about 1 minute and 30 seconds for each round, of math problems. There were 80 problems total per group, giving each of the 4 people in a group about 20 problems to quickly solve. As a group, they needed to complete at least 40 problems (50%) correctly to pass a round. Participants were cautioned of the importance to complete at least 3 rounds with their work group successfully as to provide the company with quality and comprehensive feedback for their program. They were specifically told, “Our system's algorithm for analyzing and sharing your responses with the program is hindered when there are not enough correctly answered questions for each round within a group. If we do not have a high enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the program. Thus, it will greatly benefit your assigned company if your team does well...”

At the end of each round, participants were issued a scored overview of their own performance, as well as their group member's performance. They were also allowed to send chat messages to one another at the end of each round. The chat room messages included pre-scripted statements to select from such as “We’re doing great!” or “I am not very good at this activity.” There were seven primary categories of messages (not visible to the participants) to choose from that included categories such as “collective gratitude” to “negative collective” feedback (see Table 20). In reality, all participants were working alone, reviewing computer calculated scores of the other three group members. Each group also included one computer programmed member to be doing poorly each round,

“Person B”. All scored performance values from the other group members were formulated by the computer software according to the participant’s actual performance. Meaning, if the participant only got 5 questions correct (25%) of their 20, Person C and D would be programmed to score better or about the same, and Person B would be programmed to score worse (or the same if the participant score was at a 0).

Participants were successfully passed through each round, until their third round in which their group’s averaged performance was said to have been too low to continue. Specifically, the third round was programmed to display an “incomplete pass” to reach the minimum score of 50% correct. Following their score, they were then given the option to either a) simply end the exercise, b) continue to work another round, but to work alone, or c) continue to work another round, and work with their same group. Recall, participants were alerted to the importance of completing the task in its entirety. This includes statements in their directions such as, “...we hope that you will exert full effort to completion,” toward today’s project. For those who chose to continue working, either alone or with their group, they were also provided the opportunity to select the difficulty level of math problems they received (i.e. difficult, medium, easy, very easy). For those working with the same group, it was detailed that whichever difficulty level they selected, their group members would receive the other available options. For example, if a participant chose “medium” problems, the other group members would have to choose from “difficult”, “easy”, or “very easy”. Following the fourth and final round, participants completed additional questions on their interest in assisting the company with other tasks in the future, similar to Study 1. This was followed by a manipulation check, several data integrity and demographic questions.

## Study 2 Measures

**Prosocial Motivation.** Motivation was operationalized as participant's choice to continue to work on the pilot task for the company or not. Given that participants full effort in this task is emphasized in their directions, opting to continue through the task in spite of challenges (i.e. 3<sup>rd</sup> round incomplete pass) with their group symbolizes their motivation to behave prosocially and consider actions that ultimately benefit the organization. Participants were presented with the option to exit the task, continue working and to work alone, or to continue working and work with the same group. These options were respectively coded on a scale from (0) exit to (2) work with same group.

**Prosocial Behavior.** At the conclusion of the study, participants had an opportunity to nominate their assigned companies for a bi-annual lottery. This included funds to support their business. Specifically, participants read that, "The Gateway of Possibility Institution also runs a bi-annual lottery for the businesses and programs they support. Several businesses and programs have an opportunity to win various lump sums of money to support their growth and development. Businesses and programs that are specifically nominated to receive the award have a 61% increased chance at winning. If an organization is not nominated, they will simply be including in the general drawing. Would you like to nominate the One Growth program (i.e. the program the participants were assigned to) for the drawing?" This operationalization of prosocial behavior as lottery nominations has been utilized in previous research (e.g. Goldstein, Vezich, & Shapiro, 2014). Responses were coded "0" for those who answered, "No, I do not nominate my program for the lottery drawing" and, "1" for those who answered, "Yes, I nominate my program for the lottery drawing".

**Control Variables.** Math self-efficacy (Mulhern & Rae, 1998) was used as a control variable for prosocial motivation. This measure reflects participants general feelings about their ability to successfully complete math problems. This likely influences participant motivation to continue the experimental tasks when prompted. Moreover, participant belief in their self-efficacy or ability to complete the task (i.e. math problems) successfully is also related to each morality condition. The task prompts used early in the experiment to match participants to a program were framed in a way to reflect the values and interests of each participant. Thus, respondent's belief in their ability to complete the problems (or not) may also influence their motivation to continue on with the experiment. Thus, math self-efficacy was included as a control. This is a six-item measure that includes statements such as, "I have a lot of self-confidence when it comes to math" and "I am no good at math" ( $\alpha = .91$ ). All item responses ranged from (1) Strongly disagree to (7) Strongly agree.

Participant third-round performance was included as an additional control for prosocial motivation. Recall, there were four rounds total for the task and in the third round, participants received a message that they as a group had not completed the appropriate amount of problems correctly. The participants' performance on this final round before they make the decision to continue the task or not (i.e. prosocial motivation) would likely influence their decision to continue. Those participants doing well may be more encouraged to keep going, while others may be more motivated to quit. Moreover, their performance on the 3<sup>rd</sup> round again reflects the participant's ability to carry out a task that is considered important. The initial condition manipulations made salient the importance of their successful completion of each round based on their morality

conditions. Thus, for reasons similar to those describe for math self-efficacy, this item is also included as a control. Responses ranged from (0) for a failed round to (1) for a passed round. Participants needed to get at least 50% of their own problems correct to have passed a round.

Identity centrality is included as a control variable for prosocial behavior (“My group is an important reflection of who I am”; Sellers et al., 1997) ( $\alpha = .81$ ). Identity centrality is defined as the extent to which a person’s identity is a key component of their self-concept. Implicit in this definition is that each individual has varying identities with altering levels of significance (Sellers et al., 1997). For example, a religious identity may be valued and central given different contexts, whereas a gender or racial identity may have more consistent centrality. The more or less relevant an identity or moral might perceivably be in the moment can influence the attention given to that particular identity or value. In this case, the level of attention to the identity or moral may influence the participants willingness to nomination their company for a lottery drawing (i.e. prosocial behavior). Thus, controlling for this measure minimizes any unnecessary influence on the prediction of company lottery nominations. This does not take away from the importance or saliency of the valued identities given the novel way the moral identity conditions are primed. Participants are specifically asked to choose a valued group that informs their moral behaviors. This control simply removes the possibility of variation across the different identities that participants may select. All item responses ranged from (1) Strongly disagree to (7) Strongly agree.

## **Study 2 Results**

### **Manipulation Check.**

The survey included two manipulation checks around how participants were matched with their program and the purpose of their participation, similar to Study 1. Participants for both group perception conditions accurately identified their method for being matched. No participant accurately identified the outcomes of interest for this research.

[INSERT TABLE 5 & 6]

### **Morality Selections.**

Table 5 details the 3 x 2 participant count for each condition and Table 6 lists the top morality selections from both SMI (group and value) and the AMI conditions for Study 2. Participants in both moral SMI conditions selected “liberal political” most frequently as their valued social moral identity group. Some of the more detailed ingroups included “Democratic party member”, “Human Rights Campaign groups”, and “Black Lives Matter”. Participants in the AMI condition selected “kindness” most frequently, followed by “hardworking” and “compassionate”. Table 7 presents the descriptive statistics and correlations between the study variables. The morality conditions were dummy coded, using the AMI condition as the base or comparison group. The control condition is not included in this set of analyses given that those participants did not complete certain measures that are included in these results. Thus, the focus here is the direct comparison between the AMI and SMI conditions in predicting prosocial expressions.

[INSERT TABLE 7]

### **Prosocial Motivation Main (H1) and Moderating Effects (H3).**



To address the prosocial motivation hypothesis, an ordered logistic regression was used to predict participant choices to continue (or not) supporting their organization through their effort in the experimental task. Displayed in Table 8, prosocial motivation was negatively related to being in both the SMI values condition ( $b = -1.75$ ,  $p < .05$ , 95% CI [-3.16, -0.34]) and SMI group condition ( $b = -0.73$ , *n.s.*, 95% CI [-1.84, 0.37]). The relationship for the SMI values group was also significant, partially supporting hypotheses 1.

To assess the contingency effect of group status perceptions, I ran similar analyses to the previous hypothesis. The SMI values condition coupled with the ingroup perceptions significantly increases participant prosocial motivation ( $b = 1.78$   $p < .05$ , 95% CI [0.07, 3.48]), supporting hypotheses 3. Figure 3 displays the prosocial motivation outcomes using OLS regression for the simplicity of the visual. Overall, the results support that SMI salience is a positive predictor of an increase in prosocial motivations above AMI salience when participants perceive the target to be related to their valued ingroup.

#### **Prosocial Behavior Main (H2) and Moderating Effects (H4).**

A novel conceptualization of prosocial behavior (i.e. lottery nominations) from Study 1 was considered to again examine the relationship between SMI and prosocial expressions. I ran a logistic regression for this analysis. Displayed in Table 8, prosocial behavior was negative and insignificant for both the SMI values condition ( $b = -0.65$ , 95% CI [-1.67, 0.36]) and the SMI group condition ( $b = -0.09$ , 95% CI [-0.90, 0.72]), not supporting hypothesis 2.

To assess the contingency effect of group status perceptions, I ran similar analyses to the previous hypothesis. The SMI values condition coupled with the ingroup perceptions was found to result in both a positive and significant increase in participant prosocial behavior ( $b = 1.39$ ,  $p < .05$ , 95% CI [0.01, 2.78]), displayed in Figure 4. The findings support hypotheses 4 and result in a similar pattern as the effect found in Study 1. Overall, SMI salience was found to be most effective in increasing prosocial behavior when paired with the perception of another's ingroup status.

[INSERT TABLE 8]

### **Prosocial Expressions in Qualitative Outcomes.**

I also examined the chat room messages participants selected to send to their group members after receiving a summary of their results for each round. As evident in Table 9 round 1 comments, the AMI condition primarily used statements such as “I don’t think our score is good enough” (Negative Collective category) and “Looks like a couple of us are doing very well!” (Positive Individual category). The SMI group condition top comments all fell under the Collective Gratitude category with statements such as “Thanks everyone for working so hard!” and “I appreciate all the work you guys are doing”. The SMI values participants primarily sent the chat messages, “I’m having a good time working on this” (Happiness and Pleasure category) and “Great job person B!” (Positive Individual category). It is worth noting here that Person B within the experiment was the computer-generated team member that did poorly across all three rounds. Thus, it is evident that the SMI-values participants were directly encouraging the worst performer on the team. The difference in the type of comments between the SMI conditions and their group members acts as an additional indicator of prosocial expressions.

[INSERT TABLE 9 & 10]

### **Study 2 Discussion**

Study 2 was designed to test the influence of SMI on prosocial motivation. Novel verbal and behavioral expressions of prosociality were also examined. The results followed a similar pattern to that found in Study 1. Without the inclusion of group perceptions, SMI salience seems to result in negative prosocial expressions. In some cases, the negative results are significant. This means that without the inclusion of group status perceptions, if a valued social moral identity is made salient, this may result in few prosocial expressions as compared to a general abstract moral identity.

This effect changes significantly however, with the inclusion of group perceptions. As evident in Study 1 and now Study 2, ingroup status perceptions results in significantly positive increases of prosocial behavior above AMI salience. In the motivation and behavioral outcomes, this is particularly relevant for the values-based social moral identity. This suggests that when primed to reflect on the values of an ingroup, while matched with perceived ingroup members, individuals are significantly more likely to continue through set-backs and provide nominations to one's organization as an expression of prosociality.

The qualitative results echo similar findings. Through the chat messages, the SMI conditions more frequently used comments that signaled collective gratitude and happiness and pleasure, as compared to the vague and negative collective comments from the AMI condition. Moreover, participants in the values-based SMI condition were directly encouraging the team member with the lowest task performance rating. Overall,

SMI salience was found to predict expressions of prosociality in their motivation, verbal comments, and behavioral gestures, particularly when matched with a perceived ingroup.

### **Study 3**

#### **Study 3 Sample and Procedures**

The third study examines identity representation as a mediator between SMI with prosocial motivation and prosocial behavior. Representation refers to the belief that an individual is a positive characterization of their valued social group. If someone personally considered themselves a positive embodiment of SMI and would consider their peers to make a similar judgment, they likely then view themselves as a representative of their identity group. A person who considers themselves a positive representative is also likely to feel a moral obligation to present themselves as such. Thus, the higher an individual scores on representation, the more they see themselves as the ideal model via their attitude, behavioral expressions, and felt obligation. These perceptions of representation likely funnel the effect of SMI salience on subsequent prosocial motivations and behaviors.

To address the mediating effect of representation on the SMI to prosocial motivation and behavior relationships, one-hundred and eighty-eight participants were recruited via a university subject participant pool. No participant included in the previous study was also included in the current study. Ten participants who failed to validate an attention check were removed. The attention check was similar to that included in Study 1. The final sample included one-hundred and seventy-eight participants. The average age was 25.13 years old ( $SD = 8.31$  years). The majority of the participant pool was female (76.05%) and White (70.00%), followed by Asian (21.76%) and Other (2.94%).

To address the set of meditation hypotheses, a 4 x 2 experimental design identical to Study 2 was developed. There are four morality conditions: SMI values (emphasize values), SMI group (emphasize ingroup), AMI, and Control. Both SMI conditions were first prompted to select one of the broader categories listed that they both value and identify with. They then described a more specific ingroup related to the broader social category. Both conditions described why their groups are valuable to them and listed three values or morals that are associated with their collective. The SMI values condition also provided three values that do not align. Participants in the SMI group condition listed one group that is opposite to their valued group. The AMI and control conditions also followed a similar protocol to that described in Study 2. Following the morality priming, the SMI and AMI conditions responded to questions around their belief that they are a positive representation of their valued group or moral.

Participants were then assigned to a company for a review task. This review was closely related to the task described in Study 1. Participants were randomly assigned to one of two conditions (neutral or ingroup) to review content for a small business and provide feedback. Participants were also provided the opportunity to donate a portion of their compensation (\$5) back to their assigned company. Other options for company support included nominating the company for a cash lottery to receive additional funds and signing up for future monthly reviews, similar to Study 2. At the conclusion of the survey, participants completed a manipulation check, data integrity and demographic questions.

### **Study 3 Measures**

**Prosocial Behavior.** The measure of prosocial behavior from Study 1 was replicated here. Specifically, prosocial behavior is operationalized as the percentage amount (0% of \$5 compensation to 100% of \$5 compensation) to donate back to their company. Higher donations were considered an indication of increased prosocial behavior given that the donations served to help the developing businesses.

**Prosocial Motivation.** The Grant (2008) measure was used to capture prosocial motivation. This is a 4-item measure that asks participants to rate the extent to which they agreed or disagreed with statements about the organization they are working for. Measure items included statements such as, “I cared about benefiting the company through my participation” ( $\alpha = .90$ ). Participants responded to two sets of this measure – one that focused on the company’s leadership and another that focused on the company as a whole. This created one composite score for prosocial motivation. Item responses ranged from (1) Strongly disagree to (7) Strongly agree.

**Representation.** Representation is defined as an individual’s felt moral obligation to be and belief that they are a positive characterization of their group’s or individually valued morals. This is a four-item measure with statements, “I am a positive representation of my [group/value]” and “I would feel guilty if I did not represent my [identity/value] well” ( $\alpha = .72$ ). This measure is structured around Ajzen’s 1991 2-item moral obligation measure. Responses ranged from (1) Strongly disagree to (7) Strongly agree.

**Control Variables.** Regard was included as a control variable for prosocial motivation ( $\alpha = .79$ ). This item consistent of Sellers and colleagues (1997) measures for public and private regard. Public regard is related to how the participant believes others

judge their valued group or moral (e.g. “Overall, people in my group are considered good by others”). Private regard centers on how an individual personally views their own group or moral (e.g. “I am proud to be associated with this group”). The ways in which participants view their own group personally and their belief around other’s perceptions will likely influence their motivation to be helpful towards others (Ajzen, 1991).

Participant tendency to donate to charities was also controlled for prosocial behavior. This item was included for similar reasons as detailed in Study 1. Responses ranged from (1) Strongly disagree to (7) Strongly agree.

### **Study 3 Results**

#### **Manipulation Check.**

The survey included two manipulation checks around how participants were matched with their program and the purpose of their participation, similar to Study 1 and 2. Participants for both group perception conditions accurately identified their method for being matched. One participant indicated that they could not recall. Two participants identified some component of the study accurately.

[INSERT TABLE 11 & 12]

#### **Morality Selections.**

Table 11 details the 3 x 2 participant count for each condition and Table 12 lists the top morality selections from both SMI and AMI conditions. Participants in both SMI conditions selected similar ideals as described in Study 2. “Liberal political” was most frequently listed as their valued SMI group, while participants in the AMI condition selected “Compassionate” most frequently as their valued moral. Table 13 presents the descriptive statistics and correlations between the study variables. The morality

conditions were dummy coded, using the AMI condition as the base or comparison group. The control condition is not included in this set of analyses given that those participants did not complete certain measures that are included in these results. Thus, the focus here is the direct comparison between the AMI and SMI conditions in predicting prosocial expressions.

[INSERT TABLE 13]

### **Conditional Indirect Effects of Identity Representation (H5 & H6).**

To examine the mediating effect of representation, I followed moderated mediation modeling procedures as described by Hayes (2013). Bootstrapped at 5,000 replications and reviewing the bias-corrected confidence intervals, the SMI results suggest that representation was a significant mediator for prosocial behavior when perceived to be matched with an ingroup ( $IE = 2.89$ , 95% CI [0.37, 6.81]). This suggests that as representation increased, so does the influence of group perception on prosocial behavior. Meaning, as respondents increased their belief that they are a positive representative of their valued social group, so did the strength of group perception on behavioral expressions of prosociality. The results for neutral group perception were not significant ( $IE = 2.45$ , 95% CI [-0.36, 9.30]). This shows partial support for hypothesis 6.

Representation was also found to be a significant mediator for prosocial motivation around ingroup perceptions ( $IE = -1.55$  95% CI [-3.89, -0.21]), although this relationship was negative. The result suggests that as moral representation increased, the effect of ingroup perceptions on prosocial motivations decreased. Thus, group perception had a weaker impact on prosocial motivation as one's belief that they are a positive representation of their group is enhanced. The results for neutral group perception were



not significant ( $IE = -1.14$ , 95% CI  $[-3.90, 0.10]$ ). This shows partial support for hypothesis 5.

[INSERT TABLE 14]

### **Study 3 Discussion**

Study 3 was utilized to examine the meditating effect of representation. Representation illustrates one's believed confidence and felt obligation to act in accordance with a valued group's normed behaviors or one's individually valued morals. Using a similar measure of prosocial behavior from Study 1 and a novel measure of prosocial motivation as compared to Study 2, representation was found to be a significant mediator for prosocial expressions. The conditional indirect effect results suggest that representation transmits the effect of a social moral identity on prosocial behaviors and prosocial motivations for ingroup perceptions specifically. Moreover, representation was found to boost the influence of group perceptions for behavior but weaken it for motivation. For prosocial motivation, this suggests that as representation confidence increased, the influence of ingroup perceptions was minimized. Individuals may not need the effect of commonality with others to amplify their prosocial motivations if they believe they are an ideal group member. Altogether, the results support that representation is a valuable construct within the hypothesized model.

### **Study 4**

#### **Study 4 Sample and Procedures**

One final experiment was conducted to rule out an alternative explanation for the results. Specifically, I test to see if the general social identity prompting of the SMI conditions is powering the effects of prosocial expressions. Thus, an additional study was

utilized to compare both SMI conditions to a traditional social identity priming. Two hundred and fifteen participants from MTurk were recruited for the final experiment. Eleven participants were removed who indicated that their English fluency was on an elementary or limited proficiency level. The final sample included two-hundred and four participants. The average age was 36.38 years old ( $SD = 11.76$  years). The majority of the participant pool was male (61.58%) and White (69.61%), followed by Asian (15.20%) and Black/African American (7.84%).

The study design was identical to that of Study 3. The morality conditions included both the value based SMI and group based SMI conditions present in the previous two studies. This design also utilized a general social identity prompting as the comparison group. The social identity condition was asked to reflect on the various social identities that are both valuable to them individually and that they relate to personally. Participants then selected a valued social group from a set of options and listed a smaller, more specific ingroup within that broader category – the same procedure followed by the SMI conditions prior to a discussion of the moral traits and values. Following, the participants described why that group was important and detailed one group opposite to their valued group. The priming essentially followed the same logic as the other SMI conditions, but without the inclusion of morality or values aligned with a specific group. The following task for part two was replicated from Study 3 as well.

#### **Study 4 Measures**

**Prosocial Behavior.** Prosocial behavior was measured via participant interest in donating a portion of their \$1 compensation back to the companies they were matched with. Recall, participants responded either “Yes”, “Maybe”, or “No” to the question,

“Would you be interested in donating a portion of your compensation to the company you've been assigned?” Donation interest was coded “0” when they declined to donate and “1” for “Yes” and “Maybe” responses. “Yes” and “Maybe” selections were operationalized as an indication of increased prosocial behavior.

**Control Variables.** Similar to Study 1, participant frequency in generally donating to charities was included as a control. Participants were asked to respond to the question, “How frequently do you donate to charities on average?” Responses were rated on a scale from Very infrequently (1) to Very frequently (7). English fluency is also included as a control.

[INSERT TABLE 15]

#### Study 4 Results

Table 15 presents the descriptive statistics and correlations between the study variables. The morality conditions were dummy coded, using the social identity condition as the base or comparison group. The control condition is not included in this set of analyses given the primary focus here is the direct comparison between the SMI condition and a general social identity group in predicting prosocial expressions.

To address the distinction between a SMI and a traditional social identity in producing prosocial behaviors, I ran a logistic regression on donation interest (i.e. “Yes” and “Maybe” responses). As displayed in Table 16, both the SMI values condition ( $b = 0.95, p < .05, 95\% \text{ CI } [0.05, 1.84]$ ), and the SMI ingroup condition ( $b = 1.28, p < .01, 95\% \text{ CI } [0.41, 2.15]$ ) predicted an increase in donation interest. This suggests that the SMI conditions were significantly different from the comparison group (i.e. traditional social identity) in producing a higher interest in donating back to the companies. The

SMI values ( $OR = 2.58, p < .05$ ) and SMI group ( $OR = 3.60, p < .01$ ) conditions have a significantly higher odds ratio for predicting interest in donations than the social identity group in acting prosocially as well.

[INSERT TABLE 16]

### **Study 4 Discussion**

Studies 1 through 3 generally demonstrate that social moral identity salience can predict prosocial expressions. This is especially true given the ingroup status perceptions. And, while this effect is important, it introduced the possibility that the SMI prompting or “social identity” component of the SMI construct as the primary catalyst for these effects. Thus, Study 4 was utilized to observe the distinction between a general social identity and SMI in producing prosocial behaviors. The results support the difference between the two. As compared to the social identity, participants in the SMI conditions were shown to have a greater interest in donating to the organizations they worked with. Altogether, the results are evidence that a social moral prompt is distinctively beneficial above and beyond general social group salience. It is the conjunction of both the valued social identity group and moral characteristics aligned with that group that produce the prosocial effects found with SMI salience.

### **General Discussion**

As Steven Pinker notes, “Morality is not just any old topic in psychology but close to our conception of the meaning of life. Moral goodness is what gives each of us the sense that we are worthy human beings” (Pinker, 2008, p. 34).” However, morality goes beyond the atomized self-concept. It also extends to our view of others. Pinker goes on to say that, “We seek it in our friends and mates, nurture it in our children, advance it

in our politics and justify it with our religions.” His latter statement emphasizes a point deserving greater attention in the literature on moral identity: our concept of what it is to be moral is inherently based on the networks of valued groups and institutions we interact with.

Previous research has referenced the relationship between social and moral experiences.

Both social and moral identity specifically have influence on the self-concept and behavior (Aquino et al., 2009; Hogg, 2003). Much of this work however has not developed a conceptual foundation for how one’s unique social identity informs their personal moral identity, with a consideration of the underlying motivational processes. The findings from the present investigation address these areas. This research recognizes a distinction between identification processes around abstract morals found in the current literature versus a moral identification process that incorporates the groups with which people identify.

The results support that attending to the morals associated with valued ingroups leads prosocial expressions towards others. This effect is most significant when someone perceives similarities between themselves and their organizations. Organizations in this research served as a situational cue for an ingroup collective. Theoretically, this effect is driven by differences between abstract and group-relevant motivations. The dual process model organizes these differences. The model details that AMI is more influence by the broader societal standards by what it means to be moral, whereas SMI is influenced by an individually valued ingroup. Following these different influences are distinct motivations encouraging the expression of moral behaviors (i.e. present one’s self as moral to broader

society vs. demonstrate morality to broader others and one's group). The dual motivations that underlie SMI specifically are what direct prosocial behaviors towards a range of other individuals (i.e. ingroups and neutral others).

The results provide additional evidence around the range of prosocial behaviors driven by SMI. Direct team members who may or may not also identify with one's organization (i.e. the ingroup) were also found to reap the benefits of SMI salience. This effect is evident in the verbal responses from participants towards others within Study 2. Lastly, representation appears to drive the outcomes for SMI. Individual's belief that they are a positive representation of their valued identity within their group and to others appears to overrule the effect of group perception on prosocial motivation but boost the effect for prosocial behavior. The outcomes overall speak to the importance of representation as a transmitter of SMI salience on prosocial expressions. In conclusion, SMI is an important and predictive tool for motivating prosocial expressions in ways distinct from AMI.

### **Theoretical Implications**

One key development from this research is the theorizing around the socially embedded nature of moral identification. These are the motivating sources underlying AMI (i.e. broader society) and SMI (i.e. valued ingroup). Building from a social cognitive model, this research describes a type of moral identity with a true social identity framing. Social identity theory and trait activation theory elucidate how a social group framing of morality adjusts the ways in which moral identity can predict and direct prosocial behaviors. Moreover, this work builds a dual motivational process model to

illustrate the difference that a social moral identity has in predicting and directing prosocial behaviors.

The prosocial behaviors that generally follow AMI are a result of the broader reference to the social standards of what it means to behave morally. While this framing is sufficient in predicting moral behaviors towards others in general, it presents inconsistencies when considering perceptions that others are included within a valued ingroup. Moral identity is thought to be useful, "...across a wide range of situations...with moral cognitions and moral behaviors" (Aquino & Reed, 2002, pg. 1425). Yet, moral identity does not consistently predict prosocial behaviors directed towards ingroups (e.g. Winterich et al., 2013; Choi & Winterich, 2013).

SMI however was found to predict a range of prosocial expressions across perceptions of group membership status. This is due to both the altruistic interests that morality primes (Lefebvre & Krettenauer, 2019), and the group motivations that underline social identity salience (Tajfel & Turner, 1979). Moral identities have been shown to increase prosocial behaviors directed toward neutral others and outgroups (e.g. O'Grady et al., 2019; Crimston et al., 2016; Dutton et al., 2010; Reed & Aquino, 2003). Social identities typically encourage positive behaviors toward ingroups and prime concerns around group perception (Jacoby-Senghor et al., 2015; Ratner et al., 2014). As an amalgam of both moral and social identity, SMI incorporates an interest in the well-being of others, as well as, motivations to elevate one's positive standing within the group and to outside others. This dual motivational process is illustrated in the results. SMI predicted prosocial expressions directed at perceived neutral others and ingroup members following relevant situational cues. The distinction that this research makes

around a) abstract versus group motivational sources and b) how those sources relate to the targets of prosocial behavior (i.e. ingroup vs neutral others) demonstrates that there is a meaningful distinction between abstract concepts like “care” or “honesty” versus socially meaningful groups that represent care and honesty to the individual. These findings address the relevance of how moral identity is framed, the importance of similarity perceptions between the individual and the target, and the cues that signal those similarities.

### **Practical Implications**

This research is particularly relevant to organizations’ understanding of managing differences and building connections across employees. The contemporary American workforce is highly diverse, with employees representing many different ethnic, cultural, and social groups. Employees in the same organization may draw a sense of self from their membership in community organizations, cultural groups, political parties, and social movements. Moreover, highly politicized social climates create an increased need for organizations to manage multiple employee identities and ideologies in ways that foster community (Gaul, 2018). This might include a focus on morals and helping behaviors amongst employees. Companies have used morality as a means to boost camaraderie within work environments in the past (e.g. May et al., 2015). SMI research can provide additional guidance on how to best manage this process moving forward. Organizations should specifically find ways to build connections across employees in conjunction with a focus on employee morals and values. Social moral identity was found to be predictive of a range of prosocial behaviors (e.g. positive affirmations, nominations, donating money, etc.) when group perceptions were included as a consideration. Using



AMI as a means to encourage prosocial behaviors may be trivial while building employee relationships, if the social identity component of morality is absent. It is not enough to simply bring attention to employee's abstract morals (e.g. kindness, fairness, respect) without an inclusion of the unique identities surrounding those traits.

Thus, organizations should consider tools and strategies that encourage employees to bring their full selves to work. An example of this includes investiture versus divestiture socialization tactics (e.g. Cable & Parsons, 2001). Companies should incorporate investiture tactics during onboarding as a means to embrace the skills and characteristics of the newcomer and use those to the benefit of their socialization. Another example might include multicultural versus colorblind ideologies (Leslie, Bono, Kim, & Beaver, 2020; Plaut, Thomas, & Goren, 2009; Offermann et al., 2014). Organizations can encourage a more multicultural approach to diversity and inclusion practices to support employees of color in the expression of their racial and ethnic backgrounds. These expressions might include inclusive practices from employee attire to holiday acknowledgments.

A focus on "bringing one's whole self to work" is especially relevant if organizations are equally interested in fostering a collective culture within the institution and increasing organization identification. The results of this research suggest that the more one identifies with their social moral identity, the more organization identification matters for predicting prosocial behaviors toward colleagues and their company.

Organizations should draw on individuals' values and the broader social identities associated with those values. This work should occur in tandem with building employee's identification with their organizations. This signals similarities between the organization

and the employee across their values and interests. Those signals serve as the situational cue that heightens the benefits of SMI, as compared to AMI.

### **Limitations and Future Directions**

In building upon this current research, there are areas for future improvement and exploration. This research does not include measures to address the extent to which SMI reflection contributes to the well-being of the individual. While some research suggests that ingroup identification has benefits to one's health and well-being (Greenaway et al., 2015), additional work highlights that other-centered behaviors could come at an emotionally exhaustive cost (e.g. Rubaltelli & Agnoli, 2012). This might be the case if a task is challenging or difficult enough to cause stress, yet an individual engages with the task in support of their collective. Considering this, there is the possibility that the benefits of SMI may come at some expense to the individual. SMI may encourage service to others above what is best for them personally, in the interest of group representation. To resolve this for future studies, it is suggested to include an additional measure of emotional exhaustion or well-being to capture any personal detriments in SMI outcomes that may be masked by the interpersonal results.

Future lab studies should also manipulate team member group perceptions. As the moderating effect, similarity perceptions between the organization and the participant were the only ingroup perceptions manipulated. This was conceptualized as organization identification, while direct team members remained neutral (i.e. no ingroup or outgroup distinction). It would be of interest to consider different configurations of organization and team identification. For example, SMI might differentially predict prosocial behaviors for an individual working for an ingroup organization, but with an immediate

team made up of outgroup members. Previous research does suggest that moral identity predicts prosocial behaviors towards outgroups (ElBassiouny & Sloan, 2018; Reed & Aquino, 2003). However, as shown with this research, the social identity framing of SMI may produce prosocial actions differentially than AMI. These are situational cues worth future exploration.

Finally, future work should also incorporate field experiments and additional qualitative research. The use of student samples and Amazon Mechanical Turk have been corroborated as reliable participant groups for certain theoretical questions and have been used in previous studies (Chen et al., 2019; Lievens et al., 2018; Flynn & Wiltermuth, 2010). Nevertheless, certain contextual features may be of importance to consider that are absent from laboratory research or non-working populations (Henry, 2008; Peterson & Merunka, 2014). Factors such as tenure at an organization or company climate can potentially influence group-relevant motivations, group perceptions, or representation confidence. Additionally, it is also likely that one's non-work SMI can be directly connected to their place of employment (e.g. non-profit work, political campaigns, advocacy programs). Thus, an added consideration of SMI in a true organizational context is worth additional examination.

### **Conclusion**

Moral identity has been a useful tool in predicting prosocial behaviors. Defined as a self-concept assembled around a group of moral traits, it is considered a type of social identity (Aquino & Reed, 2002). While the influence of social groups on moral identity framing has been previously addressed, up until this point, it has not been directly and empirically explored. This research fills that gap. Building out a true social moral identity

construct, this work tests and finds evidence of its predictive ability toward prosocial motivations and behaviors. Moreover, this research examines representation as a key driver of this effect. Theoretically, this work elucidates the moral motivations underlying the differences between social and abstract moral identities. Practically, SMI allows for a direct, social identity foci and idiosyncrasies across moral identity construction. SMI contributes to the identity research by illuminating the ways in which social identities inform the expression of moral behaviors. This is of benefit to both the continued development of moral identity research and the viability of this tool for organizational use.

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## TABLES

Table 1  
*Study 1 Conditions*

Moral Identity Condition	Group Condition		Total
	Neutral	In-group	
Control	51	56	107
AMI	47	48	95
Social Morality	45	38	83
Total	143	142	

*Note.*  $N = 285$



Table 2  
*Study 1 Moral Identity Choices*

SMI	Social Categories	Social Selections
	Social Causes and Values	Environmentalism
	Political Values	Liberal
	Religious Beliefs	Christian
	Race and Ethnicity	White
	Relationship Status	Spouse
AMI		Abstract Selections
		Honesty
		Freedom
		Kindness
		Respect
		Compassion

*Note.*  $N = 285$ . AMI = abstract moral identity. SMI = social moral identity. The lists represent top participant selections for the SMI and AMI conditions.

Table 3  
*Study 1 Means, Standard Deviations, and Correlations*

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. AMI	285	0.33	0.47	1.00					
2. SMI	285	0.29	0.46	-0.45	1.00				
3. Group condition <sup>a</sup>	285	0.50	0.50	0.01	-0.05	1.00			
4. Prosocial behavior	285	14.59	20.54	0.03	-0.01	0.07	1.00		
5. Donation tendency	284	4.45	1.74	0.08	0.01	0.07	0.35	1.00	
6. English fluency	257	3.74	0.81	-0.06	0.04	-0.09	-0.09	-0.15	1.00

*Note.* AMI = abstract moral identity. SMI = social moral identity.

<sup>a</sup>Group condition = Perceived neutral group (0), Perceived in-group (1)

Table 4  
*Study 1 Predictive Outcomes for Prosocial Behavior*

Condition	Estimate	SE	P	95% Confidence Interval	
				Lower	Upper
Donation tendency	3.78***	0.71	0.00	2.39	5.18
English fluency	-0.99	1.53	0.52	-4.00	2.02
Group condition	-2.98	4.06	0.46	-10.98	5.02
AMI	-0.97	4.23	0.82	-9.30	7.36
SMI	-8.77*	4.30	0.04	-17.24	-0.30
AMI x Group condition	2.46	5.84	0.67	-9.03	13.96
SMI x Group condition	17.03**	6.06	0.01	5.11	28.96
<b>Constant</b>	3.36	7.55	0.66	-11.52	18.24

*Note.*  $N = 257$ . AMI = abstract moral identity. SMI = social moral identity. OLS regression produced the estimates for predicting prosocial behavior. Constant represents the control morality condition and neutral group condition.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 5  
*Study 2 Conditions*

Moral Identity Condition	Group Condition		Total
	Neutral	In-group	
AMI	35	33	68
SMI value	33	33	66
SMI group	40	30	70
Total	108	96	

*Note.*  $N = 204$ . AMI = abstract moral identity. SMI = social moral identity. SMI value represents the social morality condition primed via a focus on values associated and not associated with the social moral identity. SMI group represents the social morality condition primed via a focus on values associated with the identity and a group not associated with the identity.

Table 6  
*Study 2 Moral Identity Choices*

Moral Identity Condition	Identity Choice	Percentage
AMI		
SMI value	Kindness	26.09
	Christian	27.14
	Liberal	47.14
	Conservative	1.43
SMI group	Health and Environmental	24.29
	Christian	30.99
	Liberal	40.85
	Conservative	1.41
	Health and Environmental	26.76

Notes:  $N = 204$ . AMI = abstract moral identity. SMI = social moral identity. SMI value represents the social morality condition primed via a focus on values associated and not associated with the social moral identity. SMI group represents the social morality condition primed via a focus on values associated with the identity and a group not associated with the identity.

Table 7  
*Study 2 Means, Standard Deviations, Reliabilities, and Correlations*

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. SMI value	204	0.32	0.47	1.00							
2. SMI group	204	0.34	0.48	-0.50	1.00						
3. Group condition <sup>a</sup>	204	0.47	0.50	0.04	-0.06	1.00					
4. Prosocial motivation <sup>b</sup>	204	1.71	0.51	-0.01	-0.05	0.02	1.00				
5. Prosocial behavior <sup>c</sup>	204	0.74	0.44	0.00	-0.02	-0.02	0.03	1.00			
6. Identity centrality	204	37.99	8.04	-0.15	-0.19	0.01	0.00	0.02	0.81		
7. Math ability	151	29.09	7.84	0.04	-0.04	0.02	-0.05	-0.02	-0.19	0.91	
8. Round 3 performance <sup>d</sup>	204	1.69	0.47	0.06	-0.07	0.02	-0.20	0.03	-0.01	0.37	1.00

*Note.* Reliabilities are listed on the diagonal. SMI = social moral identity.

<sup>a</sup> Group condition = Perceived neutral group (0), Perceived in-group (1)

<sup>b</sup> Prosocial motivation = Exit task (0), Work alone (1), Work in group (2)

<sup>c</sup> Prosocial behavior = No nomination (0), Nomination (1)

<sup>d</sup> Round 3 performance = Failed (0), Passed (1)

Table 8  
Study 2 Predictive Outcomes for Prosocial Motivation and Behavior

Condition	Prosocial Motivation					Prosocial Behavior				
	Estimate	SE	P	95% Confidence Interval		Estimate	SE	P	95% Confidence Interval	
				Lower	Upper				Lower	Upper
Math ability	0.00	0.03	0.95	-0.06	0.06					
Round 3 performance	-1.59**	0.57	0.01	-2.71	-0.48					
Identity centrality						0.01	0.02	0.66	-0.03	0.05
SMI group	-0.73	0.56	0.19	-1.84	0.37	-0.09	0.41	0.83	-0.90	0.72
Group condition	-0.90	0.57	0.11	-2.00	0.21	-0.56	0.39	0.15	-1.33	0.21
SMI value	-1.75*	0.72	0.02	-3.16	-0.34	-0.65	0.52	0.21	-1.67	0.36
SMI value x Group condition	1.78*	0.87	0.04	0.07	3.48	1.39*	0.71	0.05	0.01	2.78
<b>Constant</b>						1.00	0.95	0.30	-0.87	2.86
<b>/cut1</b>	-6.31	1.24		-8.74	-3.87					
<b>/cut2</b>	-3.54	1.08		-5.65	-1.42					
<b>n</b>	151					204				

*Note.* SMI = social moral identity. Ordered logistic regression produced the estimates for prosocial motivation. Logistic regression produced the estimates for predicting prosocial behavior. Constant represents the AMI condition and neutral group condition.

\*p < .05. \*\*p < .01. \*\*\*p < .001.

Table 9  
*Study 2 Task Chat Room Messages for Round 1 and Round 3 by Conditions*

Task Rounds	Moral Identity Condition	Chat Message Category Chat Message	
Round 1	AMI	<b>Negative Collective</b> “I don't think our score is good enough.” (13.24%)	<b>Positive Individual</b> “Looks like a couple of us are doing very well!” (13.24%)
	SMI value	<b>Happiness &amp; Pleasure</b> “I am having a good time working on this.” (13.64%)	<b>Positive Individual</b> “Great job person B!”* (12.12%)
	SMI group	<b>Collective Gratitude</b> “Thanks everyone for working so hard!” (12.86%)	<b>Collective Gratitude</b> “I appreciate all the work you guys are doing.” (11.43%)
Round 3	AMI	<b>Collective Remorse &amp; Apology</b> “Sorry all, I'll try harder.” (27.94%)	<b>Negative Collective</b> “I don't think our score is good enough.” (20.59%)
	SMI value	<b>Difficulty &amp; Displeasure</b> “I'm bored with this activity.” (18.18%)	<b>Collective Remorse &amp; Apology</b> “Sorry all, I'll try harder.” (18.18%)
	SMI group	<b>Difficulty &amp; Displeasure</b> “I'm bored with this activity.” (20.00%)	<b>Difficulty &amp; Displeasure</b> “I am finding this task pretty challenging.” (17.14%)

*Note.*  $N = 204$ . AMI = abstract moral identity. SMI = social moral identity. Table lists the top two responses and their category for each condition with the percentages provided in the parentheses. \*Person B was the computer-generated teammate performing the worst on the task.



Table 10  
*Study 2 Chat Message Options by Category*

	AMI	SMI value	SMI group	
Positive Individual	35.29	36.37	35.71	
Positive Collective	17.64	16.67	17.14	
Negative Collective	17.65	16.67	10.00	
Happiness & Pleasure	14.70	21.22	12.86	Round 1
Difficulty & Displeasure	-	-	-	
Collective Gratitude	14.70	9.09	24.29	
Collective Remorse and Apology	-	-	-	
Positive Individual	-	-	-	
Positive Collective	-	-	-	
Negative Collective	36.77	34.85	32.85	
Happiness & Pleasure	-	-	-	Round 3
Difficulty & Displeasure	22.06	30.30	37.14	
Collective Gratitude	-	-	-	
Collective Remorse and Apology	41.18	34.85	30.00	

*Note.*  $N = 204$ . AMI = abstract moral identity. SMI = social moral identity. Values represent percentages.

Table 11  
*Study 3 Conditions*

Moral Identity Condition	Group Condition		Total
	Neutral	In-Group	
AMI	33	31	64
SMI value	24	29	53
SMI group	30	31	61
Total	87	91	

*Note.*  $N = 178$ . AMI = abstract moral identity. SMI = social moral identity. SMI value represents the social morality condition primed via a focus on values associated and not associated with the social moral identity. SMI group represents the social morality condition primed via a focus on values associated with the identity and a group not associated with the identity.

Table 12  
*Study 3 Moral Identity Choices*

Moral Identity Condition	Identity Choice	Percentage
AMI		
SMI value	Compassion	15.63
	Christian	25.00
	Liberal	51.92
	Conservative	9.62
SMI group	Health and Environmental	13.46
	Christian	26.67
	Liberal	53.33
	Conservative	1.67
	Health and Environmental	13.46

Notes:  $N = 178$ . AMI = abstract moral identity. SMI = social moral identity. SMI value represents the social morality condition primed via a focus on values associated and not associated with the social moral identity. SMI group represents the social morality condition primed via a focus on values associated with the identity and a group not associated with the identity.

Table 13  
*Study 3 Means, Standard Deviations, Reliabilities, and Correlations*

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. SMI value	178	0.30	0.46	<i>1.00</i>							
2. SMI group	178	0.34	0.48	-0.47	<i>1.00</i>						
3. Group condition <sup>a</sup>	178	0.51	0.50	0.05	0.00	<i>1.00</i>					
4. Prosocial behavior	178	6.92	18.79	0.04	0.06	0.07	<i>1.00</i>				
5. Prosocial motivation	178	41.25	12.47	-0.04	-0.01	0.02	-0.19	<i>0.90</i>			
6. Representation	178	22.22	4.37	-0.12	-0.13	0.07	-0.26	0.38	<i>0.72</i>		
7. Regard	178	63.89	12.61	-0.03	-0.16	0.07	-0.30	0.31	0.59	<i>0.79</i>	
8. Donation tendency	178	3.55	1.73	-0.04	0.06	0.12	0.22	-0.02	0.09	-0.13	<i>1.00</i>

*Note.* Reliabilities are listed on the diagonal.

<sup>a</sup>Group condition = Perceived neutral group (0), Perceived in-group (1)

Table 14

*Study 3 Conditional Indirect Effects of Representation for Social Moral Identity*

Group Condition	Prosocial Behavior				Prosocial Motivation			
	Estimate	SE	95% Confidence		Estimate	SE	95% Confidence	
			Interval				Interval	
			Lower	Upper			Lower	Upper
Neutral	2.45	2.29	-0.36	9.30	-1.14	0.95	-3.90	0.10
In-Group	2.89*	1.72	0.37	6.81	-1.55*	0.90	-3.89	-0.21

*Note.*  $N = 178$ . Moderated mediation analyses were produced using SEM. Standard errors are bootstrapped at 5,000 replications. Results reflect the bias-corrected confidence intervals.

Table 15  
*Study 4 Means, Standard Deviations, and Correlations*

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. SMI value	204	0.33	0.47	1.00				
2. SMI group	204	0.37	0.48	-0.53	1.00			
3. Donation interest <sup>a</sup>	204	0.68	0.47	0.05	0.09	1.00		
4. Donation tendency	204	4.86	1.52	0.03	-0.04	0.41	1.00	
5. English fluency	204	4.55	0.69	-0.03	0.13	-0.33	-0.11	1.00

*Notes.* <sup>a</sup> Donation interest= No donation (0), Yes/Maybe donation (1)

Table 16  
*Study 4 Main Effects for Prosocial Behavior*

Condition	Estimate	SE	P	95% Confidence Interval	
				Lower	Upper
Donation tendency	0.63***	0.13	0.00	0.38	0.88
English fluency	-1.51***	0.37	0.00	-2.24	-0.78
SMI value	0.95*	0.46	0.04	0.05	1.84
SMI group	1.28***	0.44	0.00	0.41	2.15
<b>Constant</b>	4.10	1.86	0.03	0.45	7.76

*Note.*  $N = 204$ . Logistic regression produced the estimates for predicting prosocial behavior. Constant represents the traditional social identity condition.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 17

*Hypotheses***Moral Identity, Prosocial Motivation, and Behavior [Main Effects]**

Hypothesis 1. SMI salience is a positive predictor of prosocial motivation.

Hypothesis 2. SMI salience is a positive predictor of prosocial behavior.

**Ingroup Conditions as Situational Cues [Moderation Effects]**

Hypothesis 3. The perception of other's group status (in-group member vs. neutral other) will moderate the relationship between SMI and prosocial motivation, such that the relationship will be stronger when the other is perceived to be an in-group member.

Hypothesis 4. The perception of other's group status (in-group member vs. neutral other) will moderate the relationship between SMI and prosocial behavior, such that the relationship will be stronger when the other is perceived to be an in-group member.

**Social Moral Identity and Representativeness [Mediation Effects]**

Hypothesis 5. The relationship between SMI and prosocial motivation will be partially mediated through one's belief that they are a positive representation of their valued identity.

Hypothesis 6. The relationship between SMI and prosocial behavior will be partially mediated through one's belief that they are a positive representation of their valued identity.



Table 18  
*Study Measures*

Measure Name		Items	Citation
<b>Representation</b>		I am a positive representation of my [group/value].	<b>Ajzen (1991)</b>
		Others [in my group/who share my value] would evaluate me as a positive representative of the [group/value].	
	<b>Moral Obligation</b>	I would feel guilty if I did not represent my [identity/value] well.	
		It would go against my principles not to represent my [identity/value] well.	
<b>Regard</b>	<b>Public Regard</b>	Overall, people [in my group/with the same value] are considered good by others.	<b>Sellers et al. (1997)</b>
		In general, others respect people [in my group/with the same value]	
		People [in my group/with the same value] are not respected by the broader society.	
		In general, [other groups/ others] view people [in my group/with the same value] in a positive manner.	
		Society views people [in my group/with the same value] as an asset.	
	<b>Private Regard</b>	I feel good about others [in my group/with the same value].	
		I am happy that I [am associated with this group/have this value].	
		I feel that others [in my group/with the same value] have made major accomplishments and advancements.	
		I often regret that I [am associated with this group/have this value].	
		I am proud to [be associated with this group/have this value].	
		I feel that [my group/others with this value] has/have made valuable contributions to this society.	
<b>Identity Centrality</b>		Overall, [my group/my value] has very little to do with how I feel about myself.	
		In general, [my group/my value] is an important part of my self-image.	
		My destiny is tied to the destiny of others [in my group/with my same value].	
		My [group/value] is unimportant to my sense of what kind of person I am.	
		I have a strong sense of belonging to others [in my group/with my same value].	
		I have a strong attachment to others [in my group/with my same value].	
		My [group/value] is an important reflection of who I am.	
		My [group/value] is not a major factor in my social relationships.	

<b>Prosocial Motivation</b>	<b>Continue Task</b> (Study 2)	Exit the pilot task	<b>Grant (2008)</b>
		Continue work and work alone	
		Continue work and work with the same group	
	<b>Company Leadership</b> (Study 3)	I care about benefiting the founder through my participation.	
		I want to help the founder through my participation.	
		I want to have positive impact on the founder.	
		It is important to me to do good for the founder through my participation.	
	<b>General Company</b> (Study 3)	I care about benefiting the company through my participation.	
		I want to help the company through my participation.	
		I want to have positive impact on the company.	
		It is important to me to do good for the company through my participation.	
<b>Prosocial Behavior</b>	(Study 1) & (Study 3)	<b>Donation Amount:</b>  What percentage (%) of your compensation would you like to donate? (0% being none and 100% being all of your compensation for today's task)	
	(Study 2)	<b>Lottery Nomination:</b>  The Gateway of Possibility Institution also runs a bi-annual lottery for the businesses and programs they support. Several businesses and programs have an opportunity to win various lump sums of money to support their growth and development.  Businesses and programs that are specifically nominated to receive the award have a 61% increased chance at winning. If an organization is not nominated, they will simply be including in the general drawing.  Would you like to nominate the One Growth program for the drawing?	
		<b>Donation Interest:</b>	

	(Study 4)	<p>We would like to extend an opportunity for you to help the Gateway of Possibility Institution in assisting the programs we service. The institution donates funds to each program and would like to offer the opportunity to the participants as well.</p> <p>Would you be interested in donating a percentage of your compensation to the One Growth program?</p>	
<b>Math Self-efficacy</b>		Generally, I have felt secure about attempting math.	<b>Mulhern &amp; Rae (1998)</b>
		I think I could handle more difficult math problems.	
		I have a lot of self-confidence when it comes to math.	
		I am no good at math.	
		I don't think I could do advanced math.	
		Math has been my worse subject.	
<b>3<sup>rd</sup> Round Performance</b>		<p>Failed Round (0)</p> <p>Passed Round (1)</p>	
<b>Donation Tendency</b>		On average, how frequently do you donate to charities?	
<b>English Fluency</b>		How fluent are you in English?	

Table 19  
*Study 1 Social and Abstract Moral Identity Options*

<b>SMI Options</b>				
Social Causes and Values	Political Groups	Religious Groups	Race and Ethnicity Groups	Relationship Status
Environmentalism Patriot	Conservative	Buddhist	White	Spouse
	Liberal	Christian	Black/ African American	Partner-not married
Social Justice Activist	Libertarian	Hindu	American Indian/ Alaska Native	Parent
	Moderate/ Independent	Jewish	Asian	Child
		Muslim	Native Hawaiian/ Pacific Islander	Sibling
		Skeptic/Atheist	Mixed Race	Friend
<b>AMI Options</b>				
Kindness Respect	Nurturing Freedom	Fairness Compassion	Justice Honest	Loyalty

Table 20  
*Study 2 Chat Message Options by Category*

<b>Positive Individual</b>
“Great job person B!”
“Great job person C!”
“Great job person D!”
“Looks like a couple of us are doing very well!”
<b>Positive Collective</b>
“We’re doing great!”
“Good job everyone!”
<b>Negative Collective</b>
“I don't think our score is good enough.”
“I thought we'd do better than that.”
<b>Happiness &amp; Pleasure</b>
“I am having a good time working on this.”
“This is actually sort of fun.”
<b>Difficulty &amp; Displeasure</b>
“I am finding this task pretty challenging.”
“I'm bored with this activity.”
<b>Collective Gratitude</b>
“Thanks everyone for working so hard!”
“I appreciate all the work you guys are doing.”
<b>Collective Remorse and Apology</b>
“I am not very good at this activity.”
“Sorry all, I’ll try harder.”

Table 21

*Study 2 and Study 3 Social Condition Definitions*

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**Christian**

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**Definition:** Religious groups associated with Christianity.**Examples:** Catholic; Non-denominational; Baptist; Evangelical

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**Liberal Political**

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**Definition:** Groups that are politically and socially relevant to liberal ideals.**Examples:** Human Rights Campaign; Black Lives Matter; National Organization of Women; Democratic Party

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**Conservative Political**

---

**Definition:** Groups that are politically and socially relevant to conservative ideals.**Examples:** Blue Lives Matter; National Rifle Association; American Family Association; Young Republicans of America

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**Health and Environmental**

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**Definition:** Groups that are focused on the well-being of people, animals, and the environment.**Examples:** People for the Ethical Treatment of Animals (PETA); Greenpeace; Vegan Lifestyle; Environmental Student Association

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## FIGURES

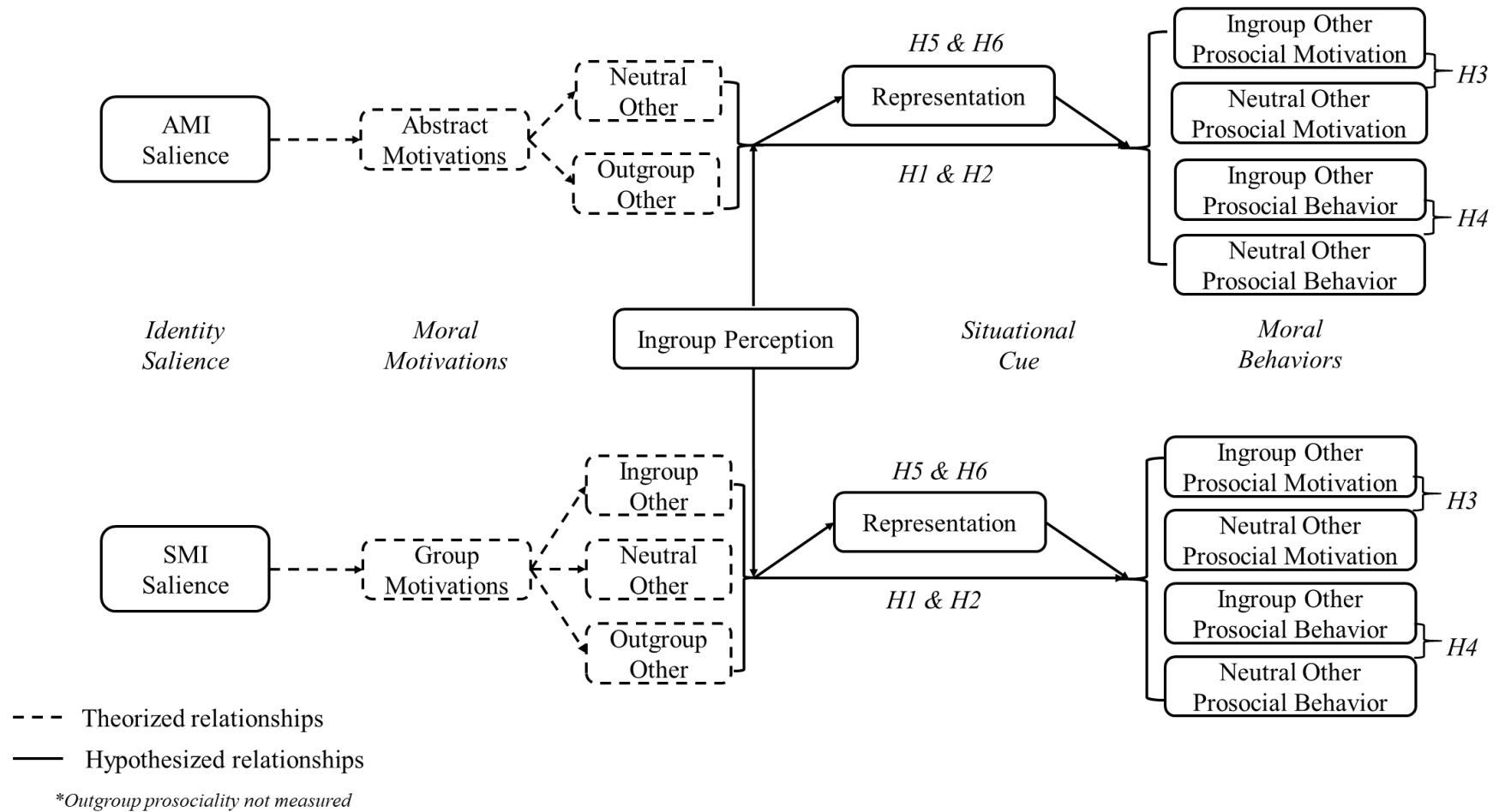


Figure 1. Theoretical Model

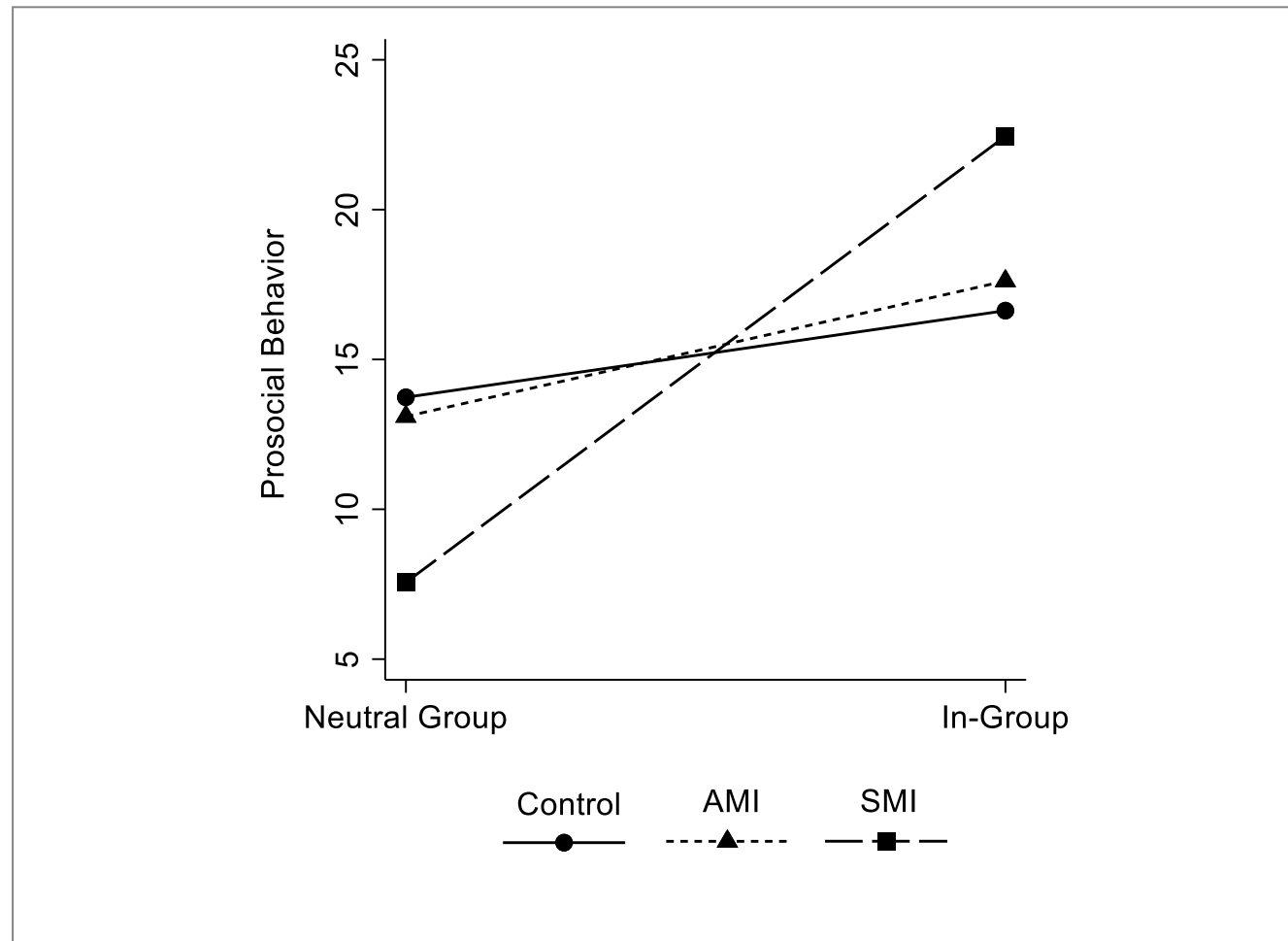


Figure 2. Study 1 interaction plot by conditions for prosocial behavior



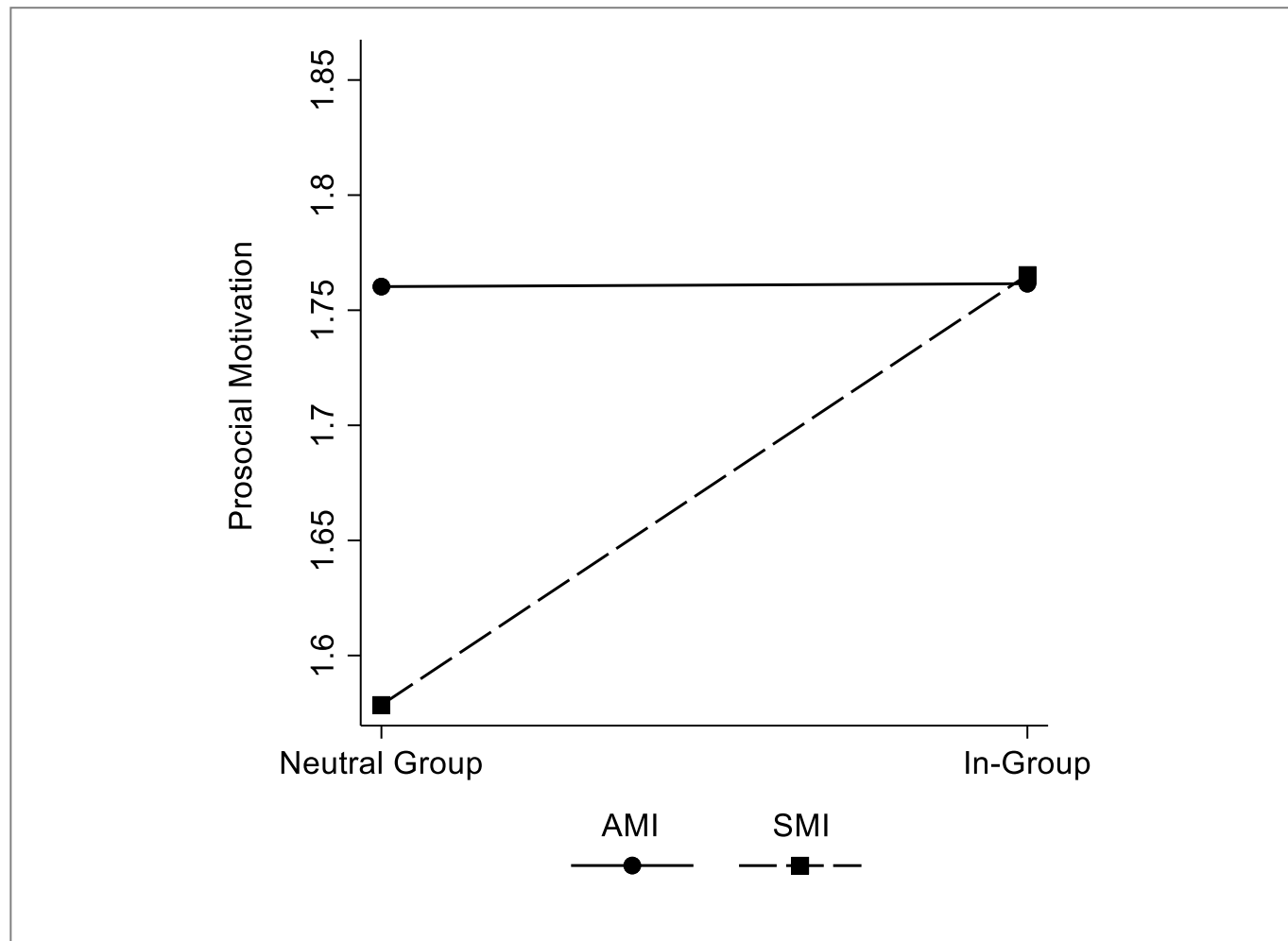


Figure 3. Study 2 interaction plot by conditions for prosocial motivation

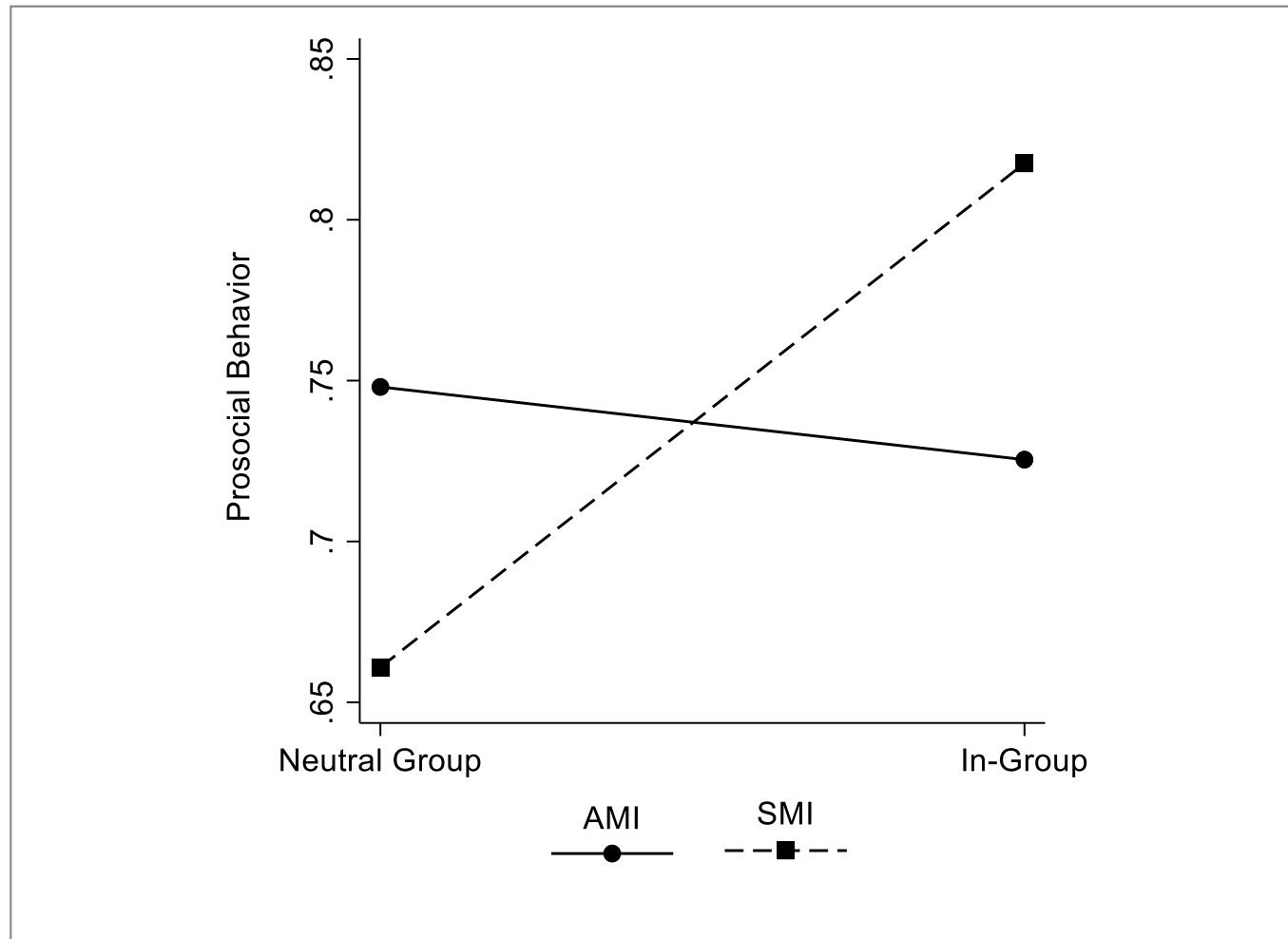


Figure 4. Study 2 interaction plot by conditions for prosocial behavior

**APPENDIX**

**STUDIES 1-4**

## **STUDY 1**

---

Start of Block: Introduction

Q18

Thank you for your participation!

Today, you will complete two parts of a larger project interested in supporting small business development. We are a part of a larger company called *One Growth*, seeking everyday people to assist us in supporting others in building their businesses.

Part 1 of the project includes 1) a consent form and 2) questions that will help us place you in an appropriate group for Part 2. In Part 2, based on your group, you will review information about a particular business and answer a few questions.

When you are ready to begin Part 1, please click the arrows below.

**Thank you again!**

---

Page Break

## End of Block: Introduction

---

### Start of Block: Consent

**Q1 Project Title** Identity and Service Outcomes **Purpose of the Study** The purpose of this study is to evaluate individual interest in supporting small business development.

**Procedures** The procedure involves first answering a set of questions relevant to your everyday life. Then, you will be matched with a small business to review. Your participation is expected to last about 20 min.

**Potential Risks and Discomforts** There are no known risks associated with participating in this research.

**Payment** Following the completion of all tasks, you will be compensated \$1.00 for your total participation. Payment will be processed via the Mturk system. Mturk will transfer our funds to your account. **Potential Benefits** There are no direct benefits from participation in this research. Though this research is not designed to help you personally, the results may help those whom the survey is purposed to assist.

**Confidentiality** We will ask for general demographic information, such as the year you were born or your gender. Such information will be analyzed and reported in an aggregate form (e.g., "40% of participants were women"). To help protect your confidentiality, all the data collected in the study will be kept in password-locked computer files. Each participant will also only be identified through a unique, access code. Only the researchers will have access to the data collected. **Right to Withdraw and Questions**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. You may also skip any question on a survey that you do not want to answer. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized. If you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact Tianna Barnes at barne920@umn.edu , or call at 612-624-4179

**Participant Rights** If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650. **Principal Investigator and Co-Investigator** Tianna Barnes Ph.D. Candidate barne920@umn.edu **Dr. John Kammeyer-Mueller** Professor jkammeye@umn.edu

**Statement of Consent** You may print a copy of this consent form. If you agree to participate, please click "I Consent" below. By doing so you acknowledge that you are 18 years of age or older, have read the consent form, and voluntarily agree to participate in this study.

☐ I consent (1)

☐ I do not consent (2)

*Skip To: End of Survey If Project Title Identity and Service Outcomes Purpose of the Study The purpose of this study is t... = I do not consent*

---

End of Block: Consent

---

Start of Block: WorkerID

Q8

Please write your mTurk ID below:

---

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Page Break

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End of Block: WorkerID

Start of Block: Collective Condition

Q4

Think about the many different ways you can identify yourself.

Consider an identity that is important to how you think about yourself, outside of your work role or position, that guides your moral behavior. Examples of important identities could include your religious group, your nationality, or your political views.

Q10

Pick ONLY ONE identity total from the 5 group options below that is most important to your self-identification AND from which you derive values.

Social Causes and Values (3)	<input type="radio"/> Environmentalist (1)	<input type="radio"/> Patriot (2)	<input type="radio"/> Social Justice Activist (3)	<input type="radio"/> (4)
Political Values (4)	<input type="radio"/> Conservative (1)	<input type="radio"/> Liberal (2)	<input type="radio"/> Libertarian (3)	<input type="radio"/> Moderate/independent (4)
Religion (1)	<input type="radio"/> Buddhist (1)	<input type="radio"/> Christian (2)	<input type="radio"/> Hindu (3)	<input type="radio"/> Jewish (4)
Race/Ethnicity (5)	<input type="radio"/> White (1)	<input type="radio"/> Black/African American (2)	<input type="radio"/> American Indian or Alaska Native (3)	<input type="radio"/> Asian (4)
Relationship Status (6)	<input type="radio"/> Spouse (1)	<input type="radio"/> Partner-not married (2)	<input type="radio"/> Parent (3)	<input type="radio"/> Child (4)



Q21 Please describe the one identity you chose and explain why the identity you chose is important to you.

Ex. I chose social causes/values because I identify as a feminist. Feminism is important to me because I believe as a man that women should have the same privileges we do.

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Q22 Please explain how the one identity you chose guide your moral behavior.

*Ex. Feminism encourages me to value equality and fight for justice and treat others with respect.*

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Page Break

Q24

**Consider the identity you previously chose. Answer the following questions truthfully and as accurately as possible.**

Rate how much you agree or disagree with the following statements.

---

Q30 My identity group has expectations for how we should act/behave.

- ☐ Strongly agree (1)
  - ☐ Agree (2)
  - ☐ Somewhat agree (3)
  - ☐ Neither agree nor disagree (4)
  - ☐ Somewhat disagree (5)
  - ☐ Disagree (6)
  - ☐ Strongly disagree (7)
- 

Q30 I am a positive representation of the identity.

- ☐ Strongly agree (1)
  - ☐ Agree (2)
  - ☐ Somewhat agree (3)
  - ☐ Neither agree nor disagree (4)
  - ☐ Somewhat disagree (5)
  - ☐ Disagree (6)
  - ☐ Strongly disagree (7)
-

Q29 Others who share my identity would evaluate me as a positive representative of the identity.

- ☐ Strongly agree (1)
- ☐ Agree (2)
- ☐ Somewhat agree (3)
- ☐ Neither agree nor disagree (4)
- ☐ Somewhat disagree (5)
- ☐ Disagree (6)
- ☐ Strongly disagree (7)

---

Page Break

Q28

**Consider the identity you previously chose. Answer the following questions truthfully and as accurately as possible.**

Rate how much you agree or disagree with the following statements.

---

Q27 I would feel guilty if I did not represent my identity well.

- ☐ Strongly agree (1)
  - ☐ Agree (2)
  - ☐ Somewhat agree (3)
  - ☐ Neither agree nor disagree (4)
  - ☐ Somewhat disagree (5)
  - ☐ Disagree (6)
  - ☐ Strongly disagree (7)
- 

Q29 It would go against my principles not to represent my identity well.

- ☐ Strongly agree (1)
  - ☐ Agree (2)
  - ☐ Somewhat agree (3)
  - ☐ Neither agree nor disagree (4)
  - ☐ Somewhat disagree (5)
  - ☐ Disagree (6)
  - ☐ Strongly disagree (7)
-

Page Break

---

Q89 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

---

Q91 Please wait while we match you with a company for Part 2



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Page Break

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**End of Block: Collective Condition**

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**Start of Block: Individual Condition****Q7**

Think about the different morals and values you have.

Please select from the options below the moral value that is most important to you AND that guides your behavior.

- ☐ Kindness (1)
  - ☐ Nurturing (2)
  - ☐ Fairness (3)
  - ☐ Justice (4)
  - ☐ Loyalty (5)
  - ☐ Respect (6)
  - ☐ Freedom (7)
  - ☐ Compassion (8)
  - ☐ Honesty (9)
- 

**Q40** Please describe why the moral you chose is important to you.

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Q41 Please explain how the moral you chose guides your behavior.

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Page Break

Q32 What is the likelihood of seeing the moral you chose in the media?

- ☐ Extremely likely (1)
  - ☐ Moderately likely (2)
  - ☐ Slightly likely (3)
  - ☐ Neither likely nor unlikely (4)
  - ☐ Slightly unlikely (5)
  - ☐ Moderately unlikely (6)
  - ☐ Extremely unlikely (7)
- 

Q33 What is the likelihood of seeing the moral you chose at work?

- ☐ Extremely likely (1)
  - ☐ Moderately likely (2)
  - ☐ Slightly likely (3)
  - ☐ Neither likely nor unlikely (4)
  - ☐ Slightly unlikely (5)
  - ☐ Moderately unlikely (6)
  - ☐ Extremely unlikely (7)
-



Q34 What is the likelihood of seeing the moral you chose in everyday life?

- ☐ Extremely likely (1)
- ☐ Moderately likely (2)
- ☐ Slightly likely (3)
- ☐ Neither likely nor unlikely (4)
- ☐ Slightly unlikely (5)
- ☐ Moderately unlikely (6)
- ☐ Extremely unlikely (7)

---

Page Break

Q30 At what age did you begin to value the moral you chose ?

---

Q31 Do you believe most people value the moral you chose ?

- ☐ Yes (1)
- ☐ Maybe (2)
- ☐ No (3)

---

Page Break

Q97 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q99 Please wait while we match you with a company for Part 2



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Page Break

End of Block: Individual Condition

---

Start of Block: Control Condition

Q52 Please describe why you think bread is included in most meals.

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Page Break

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Q36 What bread items do you typically eat?

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Q37 What bread items do others in your age group typically eat?

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Q35 How likely are you to eat some type of bread each day?

- ☐ Extremely likely (1)
- ☐ Moderately likely (2)
- ☐ Slightly likely (3)
- ☐ Neither likely nor unlikely (4)
- ☐ Slightly unlikely (5)
- ☐ Moderately unlikely (6)
- ☐ Extremely unlikely (7)



Q29

Answer the following questions about the bread making processes to the best of your ability.

---

Q55 1. What are the key ingredients in no knead bread dough?

- ☐ Flour, water, salt, yeast (1)
  - ☐ Flour, milk, sugar, yeast (2)
  - ☐ Four, water, yeast (3)
  - ☐ Flour, water, sugar, salt, yeast (4)
- 

Q56 2. What is the purpose of putting salt in the dough?

- ☐ To keep the water from making the flour clump up (1)
  - ☐ To prevent the bread from spoiling later (2)
  - ☐ To slow down the action of the yeast (3)
  - ☐ To enhance the terroir of the boule (4)
- 

Q57 3. How much does the dough expand after everything is mixed?

- ☐ No knead dough doesn't actually expand until it's in the oven (1)
  - ☐ It doubles in size during rising (2)
  - ☐ It triples in size during rising (3)
  - ☐ It quintuples in size during rising (4)
-

Q58 4. What's the best thing to do after your bread is done in the oven?

- ☐ Leave it on a cooling rack for about an hour so it can finish baking (1)
- ☐ Put it in a bag right away so it stays moist (2)
- ☐ Cut a slice right away so you can enjoy the warm from the oven flavor ! (3)
- ☐ None of the above are correct (4)

---

Page Break



Q102 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q104 Please wait while we match you with a company for Part 2



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Page Break

End of Block: Control Condition

---

Start of Block: Task Directions - Similar

Q77

**You have been matched with Company A\* based on similarities in your identification, interests, and values.**

For Part 2, you will be presented with an opening statement about the company's purpose and goals. Please review the statement and provide any edits and suggestions that you deem necessary. Your comments will be directly shared with the company in an effort to better their development as a start up business. Your full effort is encouraged.

\*Actual company names have been concealed to protect the privacy of the business.

---

Q78 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin reviewing the statement.

☐

I have read the above directions carefully. (1)

☐

I understand that I have been matched with Company A based on our similarities to review a statement. (2)

☐

I understand that I should give the task my full effort in order to benefit the company. (4)

---

Page Break

End of Block: Task Directions - Similar

---

Start of Block: Task Directions - Random

Q109

**You have been randomly assigned to Company A\***.

For Part 2, you will be presented with an opening statement about the company's purpose and goals. Please review the statement and provide any edits and suggestions that you deem necessary. Your comments will be directly shared with the company in an effort to better their development as a start up business. Your full effort is encouraged.

\*Actual company names have been concealed to protect the privacy of the business.

-----

Q110 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin reviewing the statement.

☐

I have read the above directions carefully. (1)

☐

(2)

I understand that I have been randomly assigned to review a statement from Company A.

☐

I understand that I should give the task my full effort in order to benefit the company. (4)

End of Block: Task Directions - Random

---

Start of Block: Company Review Task

Q81

Before you begin, we would like to extend an opportunity for you to help us assist the companies we service. We personally donate funds to each company and would like to offer the opportunity to our participants as well.

Would you be interested in donating a portion of your compensation to the company you've been assigned?

-----

Q66 Click to write the question text

- ☐ Yes, I would like to donate a percentage of my compensation. (2)
- ☐ Maybe, I would like to chose to donate at a later time. (3)
- ☐ No, I do not wish to donate any percentage of my compensation. (1)

*Skip To: Q84 If Click to write the question text = No, I do not wish to donate any percentage of my compensation.*

---

Page Break

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Q64 What percentage (%) of your compensation would you like to donate ?

0 10 20 30 40 50 60 70 80 90 100



Page Break

Q84 How frequently do you donate to charities on average?

- ☐ Very frequently (11)
- ☐ Frequently (12)
- ☐ Somewhat frequently (13)
- ☐ Neither frequently nor infrequently (14)
- ☐ Somewhat infrequently (15)
- ☐ Infrequently (16)
- ☐ Very infrequently (17)

---

Page Break

Q82

Please review the following statement from Company A's website and provide your feedback below.

Just as a consumer has choices, at XXX , we take our business choices seriously, including in the way we obtain the products we sell. We strive to have a positive impact not only within our stores and corporate family, but also upon hundreds of vendor facilities throughout the world which make our products, as well as on their employees.

We see these choices as part of a work in progress. Sustainability efforts can be challenging and difficult, often hampered by limitations in technology but we are trying to take the steps in the right direction.

We care for our employees and for the employees of hundreds of vendor facilities that we work with throughout the world. We want all of these employees to work in safe and healthy environments.

XXX enters into a comprehensive agreement with each of our vendors and their factories under which they promise to utilize legally qualified workers, pay them wages which are fair and legal in their jurisdiction, and provide an environment that complies with their legal requirements. Our agreement also covers issues of time off, free association and movement rights, nondiscrimination, environmental protection and security. Our agreement expressly prohibits human trafficking and the use of forced, slave, child, prison labor, or labor from closed or freedom-restricting countries.

At XXX, one of our core values is to encourage giving and to lend a helping hand to those who need it most. We are always finding ways to help our local communities and partner with charities of every scale. Over the years, we have carried a product that has helped a number of organizations. In 2015, we formally introduced the Give Love, Love to Give message. When we partner with an organization on a specific collection, a portion of the proceeds is donated to the designated charity, during a given time frame.

Q83

Use the space below to write a note to the company.

Include your feedback for their above statement in the note.

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Q85

Thank you for your participation!

Your feedback will be shared with the company directly.

Please respond to the following questions below concerning your participation based on how much you agree or disagree with each statement.

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Q86 I am interested in assisting Company A with other tasks to help their company.

- ☐ Strongly agree (6)
  - ☐ Agree (7)
  - ☐ Somewhat agree (8)
  - ☐ Neither agree nor disagree (9)
  - ☐ Somewhat disagree (10)
  - ☐ Disagree (11)
  - ☐ Strongly disagree (12)
- 

Q91 Company A has great potential to succeed.

- ☐ Strongly agree (4)
- ☐ Agree (5)
- ☐ Somewhat agree (6)
- ☐ Neither agree nor disagree (7)
- ☐ Somewhat disagree (8)
- ☐ Disagree (9)
- ☐ Strongly disagree (10)

---

Q92 Please select Somewhat agree for this question.

- ☐ Strongly agree (4)
- ☐ Agree (5)
- ☐ Somewhat agree (6)
- ☐ Neither agree nor disagree (7)
- ☐ Somewhat disagree (8)
- ☐ Disagree (9)
- ☐ Strongly disagree (10)

*Skip To: End of Survey If Please select Somewhat agree for this question. != Somewhat agree*

---

Q90 My feedback today will benefit Company A in their development.

- ☐ Strongly agree (4)
  - ☐ Agree (5)
  - ☐ Somewhat agree (6)
  - ☐ Neither agree nor disagree (7)
  - ☐ Somewhat disagree (8)
  - ☐ Disagree (9)
  - ☐ Strongly disagree (10)
-

Q89 I would assist Company A again in the future.

- ☐ Strongly agree (4)
- ☐ Agree (5)
- ☐ Somewhat agree (6)
- ☐ Neither agree nor disagree (7)
- ☐ Somewhat disagree (8)
- ☐ Disagree (9)
- ☐ Strongly disagree (10)

---

Page Break

Q93

We would also like to extend the opportunity for interested participants to provide monthly reviews for the company in an effort to assist the company in their growth.

Please provide your email below if interested. The company will contact you in the near future.

-----

Q87 Click to write the question text

☐ Email Address (1) \_\_\_\_\_

-----

Q94 Click to write the question text

☐ I do not wish to participate in future reviews. (1)

-----

Page Break \_\_\_\_\_

End of Block: Company Review Task

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Start of Block: Closing Questions

Q70

**Please complete a few closing questions.**

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Q71

How were you matched with the company you reviewed today?

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Q72

What was the purpose of your participation today?

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Page Break

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Q74

Did you notice anything about your task that you would like us to know?

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Page Break

Q75

It is vital to our study that we only include responses from people that devoted their full attention to this study. Otherwise years of effort (the researchers and the time of other participants) could be wasted. You will receive credit/payment for this study no matter what, however, please tell us how much effort you put forth towards this study:

- ☐ A great deal (1)
  - ☐ A lot (2)
  - ☐ A moderate amount (3)
  - ☐ A little (4)
  - ☐ None at all (5)
- 

Q76

Please indicate how much attention you paid to this study. Again, you will receive credit no matter what. We appreciate your honesty!

- ☐ A great deal (1)
  - ☐ A lot (2)
  - ☐ A moderate amount (3)
  - ☐ A little (4)
  - ☐ None at all (5)
-



Q77

In your honest opinion, should we use your data in our analyses in this study?

- ☐ Definitely not (1)
- ☐ Probably not (2)
- ☐ Might or might not (3)
- ☐ Probably yes (4)
- ☐ Definitely yes (5)

---

Page Break

## End of Block: Closing Questions

## Start of Block: CMI Demographics



Q78 What is your year of birth?

---

Q79 How fluent are you in English?

- ☐ Native Proficiency (2)
- ☐ Full Professional Proficiency (3)
- ☐ Professional Proficiency (4)
- ☐ Limited Proficiency (5)
- ☐ Elementary Proficiency (6)

Q80 Choose one or more races that you consider yourself to be:

- ☐ White (1)
- ☐ Black or African American (2)
- ☐ American Indian or Alaska Native (3)
- ☐ Asian (4)
- ☐ Native Hawaiian or Pacific Islander (5)
- ☐ Other (6) \_\_\_\_\_

Q81 What is your sex?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to say (3)



Q82 What is your ZIP code?

---



Q83 Which of the following best describes your sexual orientation?

- ☐ Heterosexual (straight) (1)
- ☐ Homosexual (gay) (2)
- ☐ Bisexual (3)
- ☐ Other (4)
- ☐ Prefer not to say (5)



Q84 Generally speaking, do you usually think of yourself as a Republican, a Democrat, an Independent, or something else?

- ☐ Republican (1)
- ☐ Democrat (2)
- ☐ Independent (3)
- ☐ Other (4) \_\_\_\_\_
- ☐ No preference (5)

End of Block: CMI Demographics

---

## **STUDY 2**

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**Start of Block: Introduction**

Q18

Thank you for your participation!

Today, you will complete two parts of a larger project interested in testing and piloting educational exercises for the Gateway of Possibility Institution focused on student development programs.

In **Part 1** of this project, you will complete a consent form, review a statement from the institution, and complete several questions that will help us assign you to an appropriate program for part 2.

In **Part 2** of this project, you will work in groups on your computer to complete several rounds of education related exercises for your assigned program.

When you are ready to begin, please click the arrows below.

**Thank you again!**

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Page Break

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## End of Block: Introduction

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### Start of Block: Consent

**Q1 Project Title** Identity and Service Work **Purpose of the Study** The purpose of this study is to evaluate a variety of education related problems at varying levels of difficulty. We're also interested in evaluating student commitment to the project. **Procedures** The procedure involves first answering a set of questions relevant to your everyday life. Then, you will complete four rounds of exercises with a group of others related to general education. Your time in the lab is expected to last for about 45 min. **Potential Risks and Discomforts** There are no known risks associated with participating in this research.

**Payment** Following the completion of all tasks, you will be compensated \$10.00 cash for your total participation. **Potential Benefits** There are no direct benefits from participation in this research. Though this research is not designed to help you personally, the results may help the researchers learn more about certain variables of interest.

**Confidentiality** We will ask for general demographic information, such as the year you were born or your gender. Such information will be analyzed and reported in an aggregate form (e.g., "40% of participants were women"). To help protect your confidentiality, all the data collected in the study will be kept in password-locked computer files. Each participant will also only be identified through a unique, access code. Only the researchers will have access to the data collected. **Right to Withdraw and Questions** Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. You may also skip any question on a survey that you do not want to answer. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized. If you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact Tianna Barnes at barne920@umn.edu , or call at 612-624-4179 **Participant Rights** If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650. **Principal Investigator and Co-Investigator** Tianna Barnes Ph.D. Candidate barne920@umn.edu **Dr. John Kammeyer-Mueller** Professor jkammeye@umn.edu **Statement of Consent** You may print a copy of this consent form. If you agree to participate, please click "I Consent" below. By doing so you acknowledge that you are 18 years of age or older, have read the consent form, and voluntarily agree to participate in this study.

☐ I consent (1)

☐ I do not consent (2)

*Skip To: End of Survey If Project Title Identity and Service Work Purpose of the Study The purpose of this study is to ev... = I do not consent*

---

End of Block: Consent

---

Start of Block: Company Statement

Q95 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q89

**Below, you will find the recruitment letter sent from the Gateway of Possibility institution to solicit participation in this project.**

**Please review the letter document .**

**This may help volunteers to better understand their participation today.**

**There will be a pause before the arrows (>>) are visible to move forward.**

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Q92

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Page Break

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End of Block: Company Statement

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Start of Block: Collective Condition - A

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Q60

**Think about the many different social, political, and religious groups that people identify with and relate to.**

**Examples of some of these categories are provided below.**

**Please review the categories and their definition.**

Q61

**Christian** Definition: Religious groups associated with Christianity. Examples:  
Catholic Non-denominational Baptist Evangelical

**Liberal Political** Definition: Groups that are politically and socially relevant to liberal ideals.  
Examples: Human Rights Campaign Black Lives Matter  
National Organization of Women Democratic Party

**Conservative Political** Definition: Groups that are politically and socially relevant to conservative ideals. Examples: Blue Lives Matter National Rifle Association  
American Family Association Young Republicans of America

**Health and Environmental** Definition: Groups that are focused on the well-being of people, animals, and the environment. Examples: People for the Ethical Treatment of Animals (PETA) Greenpeace Vegan Lifestyle Environmental Student Association

---

Q62

**Select ONE broader category that you personally value and that guides your behavior.**

- ☐ Christian (1)
- ☐ Liberal Political (2)
- ☐ Conservative Political (3)
- ☐ Health and Environmental (4)
-

Q63

Write ONE specific group or organization that you personally value and that guides your behavior that falls under the category you selected above.

Example: I selected "Christian" above. I associate with and value the ideas of my "Episcopalian" identity, so I write Episcopalian below.

[note: You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above

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Page Break

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Q204

Briefly explain why identifying with the **#{Q63/ChoiceTextEntryValue}** group is important to you.

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Q205

Think about three morals or values associated with your **#{Q63/ChoiceTextEntryValue}** group.  
Examples include Respect, Equality, Justice, Fairness

**Write the values below.**

- ☐ Value #1 (1) \_\_\_\_\_
- ☐ Value #2 (2) \_\_\_\_\_
- ☐ Value #3 (3) \_\_\_\_\_

Q206

Think about three morals or values NOT associated with your **#{Q63/ChoiceTextEntryValue}** group.

**Write the values below.**

- ☐ Opposite Value #1 (1) \_\_\_\_\_
- ☐ Opposite Value #2 (2) \_\_\_\_\_
- ☐ Opposite Value #3 (3) \_\_\_\_\_

Page Break

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My group is  
not a major  
factor in my  
social  
relationships.  
(8)



---

Page Break







people in  
my group  
as an asset.  
(6)

---

Page Break

---

Q211 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

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Q212  
Please wait while we match you with a program for Part 2



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Page Break

## End of Block: Collective Condition - A

## Start of Block: Collective Condition - B

Q234

Think about the many different social, political, and religious groups that people identify with and relate to.

Examples of some of these categories are provided below.

Please review the categories and their definition.

Q235

**Christian** Definition: Religious groups associated with Christianity. Examples:  
Catholic Non-denominational Baptist Evangelical

**Liberal Political** Definition: Groups that are politically and socially relevant to liberal ideals.  
Examples: Human Rights Campaign Black Lives Matter  
National Organization of Women Democratic Party

**Conservative Political** Definition: Groups that are politically and socially relevant to conservative ideals. Examples: Blue Lives Matter National Rifle Association  
American Family Association Young Republicans of America

**Health and Environmental** Definition: Groups that are focused on the well-being of people, animals, and the environment. Examples: People for the Ethical Treatment of Animals (PETA) Greenpeace Vegan Lifestyle Environmental Student Association

Q236

Select ONE broader category that you personally value and that guides your behavior.

- ☐ Christian (1)
- ☐ Liberal Political (2)
- ☐ Conservative Political (3)
- ☐ Health and Environmental (4)

Q237

Write ONE specific group or organization that you personally value and that guides your behavior that falls under the category you selected above.

**Example: I selected "Christian" above. I associate with and value the ideas of my "Episcopalian" identity, so I write Episcopalian below.**

[note: You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above

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Page Break

Q194

Briefly explain why identifying with the **#{Q237/ChoiceTextEntryValue}** group is important to you.

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Q195

Think about three morals or values associated with your **#{Q237/ChoiceTextEntryValue}** group.  
Examples include Respect, Equality, Justice, Fairness

**Write the values below.**

- ☐ Value #1 (1) \_\_\_\_\_
- ☐ Value #2 (2) \_\_\_\_\_
- ☐ Value #3 (3) \_\_\_\_\_

Q196

Think about another group whose morals and values do NOT align with your **#{Q237/ChoiceTextEntryValue}** group.

**Write that opposite group below.**

---

Page Break





My group is  
not a major  
factor in my  
social  
relationships.  
(8)



Page Break







people in  
my group  
as an asset.  
(6)

---

Page Break

---

Q201 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q202  
Please wait while we match you with a company for Part 2



End of Block: Collective Condition - B

---

Start of Block: Individual Condition

Q173

**Think about the many different morals traits and values that people have. Think about ONE value that you personally identify with and that guides your behavior.**

**Select that value below.**

- ☐ Kindness (1)
- ☐ Nurturing (2)
- ☐ Fairness (3)
- ☐ Justice (4)
- ☐ Loyalty (5)
- ☐ Respect (6)
- ☐ Freedom (7)
- ☐ Compassion (8)
- ☐ Honesty (9)
- ☐ Caring (10)
- ☐ Friendly (11)
- ☐ Generous (12)
- ☐ Hardworking (13)
- ☐ Helpful (14)
- ☐ Selfless (15)

Q174

Briefly explain why the value \${Q173/ChoiceGroup/SelectedChoices} is important to you.

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Q175

Think about three morals or values that you do NOT personally identify with and value.

**Write the values below.**

- ☐ Opposite Value #1 (1) \_\_\_\_\_
- ☐ Opposite Value #2 (2) \_\_\_\_\_
- ☐ Opposite Value #3 (3) \_\_\_\_\_

---

Page Break







factor in my  
social  
relationships.  
(8)

---

Page Break

---





Society  
views  
people with  
the same  
value as an  
asset. (6)



Page Break

Q180 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

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Q181 Please wait while we match you with a program for Part 2



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Page Break

End of Block: Individual Condition

---

Start of Block: Control Condition

Q227

**Look at the list of terms below. Select one word that stands out to you.**

**Go with your first reaction, there are no right and wrong answers.**

- ☐ hay (1)
  - ☐ sum (2)
  - ☐ act (3)
  - ☐ echo (4)
  - ☐ boot (5)
  - ☐ aisle (6)
  - ☐ note (7)
  - ☐ ounce (8)
  - ☐ dozen (9)
  - ☐ mustard (10)
  - ☐ segment (11)
  - ☐ measure (12)
  - ☐ sphere (13)
  - ☐ circuit (14)
  - ☐ substance (15)
  - ☐ dimension (16)
-

Page Break

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Q228

Briefly explain why you selected the word "\${ Q227/ChoiceGroup/SelectedChoices }".

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Page Break



Q229

Write three other words related to the word "\${ Q227/ChoiceGroup/SelectedChoices}"/>.

☐ Similar word #1 (1) \_\_\_\_\_

☐ Similar word #2 (2) \_\_\_\_\_

☐ Similar word #3 (3) \_\_\_\_\_

Q230

Write three other words NOT related to the word "\${ Q227/ChoiceGroup/SelectedChoices}"/>.

☐ Dissimilar word #1 (1) \_\_\_\_\_

☐ Dissimilar word #2 (2) \_\_\_\_\_

☐ Dissimilar word #3 (3) \_\_\_\_\_

Page Break

Q231

Write three sentences using the word "\${Q227/ChoiceGroup/SelectedChoices}".

☐ Sentence #1 (1) \_\_\_\_\_

☐ Sentence #2 (2) \_\_\_\_\_

☐ Sentence #3 (3) \_\_\_\_\_

---

Page Break

Q232 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

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Q233 Please wait while we match you with a company for Part 2



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Page Break

End of Block: Control Condition

---

Start of Block: Task Directions - Neutral Condition

Q48 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

---

Q116 You have been assigned to :

Program: **One Growth**

Group: **A**

**Company Statement (please read):**

One Growth is a program that develops educational exercises purposed to support several Educational Testing Services (ETS) initiatives. Specifically, we aid in the development of tests such as the SAT or GRE, as well as tutoring programs. For this pilot, we focus on mathematics education. Math education is fundamental to serving in and running various successful organizations. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students.

**About your group (please read):**

You will work with other participants who have been randomly assigned to your group.

**Task Directions:**

1. You will work through math problems to help the program One Growth pilot exercises for their student program.
2. You will work on these problems on your computer in your group.
3. Your group will receive 4 rounds of math problems. For each round, your group will receive 80 problems total.
4. Under timed conditions, the group must collectively complete at least 40 problems (50%) correctly to pass one round.
5. You need to pass at least 3 rounds.

**(ATTENTION!)**

Our system's algorithm for analyzing and sharing your responses with the program is hindered when there are not enough correctly answered questions for each round within a group. If we do not have a high enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the program.

Thus, it will greatly benefit your assigned company if your team does well.

Prior evidence from previous pilots suggest that exceptionally poor performance on this task is the result of low effort on the part of participants, so we hope that you will exert full effort to completion. **There will be a pause before the arrows (>>) are visible to move forward.**

Q76 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin the exercises with your group.

☐

I understand that I will work with Group A on the exercises. (1)

☐

I understand that I must pass at least 3 of the 4 rounds successfully. (2)

☐

I understand that my group must correctly solve 50% of the problems to pass a round. (3)

☐

I understand that I should give each problem my full effort in order to benefit the program. (4)

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Page Break

### End of Block: Task Directions - Neutral Condition

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### Start of Block: Task Directions - Similar Condition

Q59 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

*Display This Question:*

*If Select ONE broader category that you personally value and that guides your behavior. = Conservative Political*

*Or Select ONE broader category that you personally value and that guides your behavior. = Conservative Political*

Q312

You have been assigned to :

Company: **One Growth**

Group: **A**

**Company Statement (please read):**

"One Growth is an organization purposed to support educational initiatives centered on conservatism. Specifically, we focus on student to student interactions, as well as aid in the development of general tests for conservative value focused educational programs, as well as tutoring programs.

We feel that an appropriate education should be balanced across a variety of subject matter areas and strengthen their relationship skills to help students in our program be productive members of the community and beyond. Thus, in addition to education that promotes proper understanding of the values and principles of conservatism, we also believe that students should be properly educated in mathematics. Math education is fundamental to running a successful business or family, which is one of the reasons that mathematics has always formed the core of a rigorous and disciplined student experience. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students."

**About your group (please read):**

You will work with other participants who have been randomly assigned to your group.

**Task Directions:**

1. You will work through math problems to help the organization One Growth pilot exercises for their student program.
2. You will work on these problems on your computer in your group.
3. Your group will receive 4 rounds of math problems. For each round, your group will receive 80 problems total.
4. Under timed conditions, the group must collectively complete at least 40 problems (50%) correctly to pass one round.
5. You need to pass at least 3 rounds. **(ATTENTION!)**

Our system's algorithm for analyzing and sharing your responses with the company is hindered when there are not enough correctly answered questions for each round within a group. If we do not have a high enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the organization.

Thus, it will greatly benefit your assigned company if your team does well.

Prior evidence from previous pilots suggest that exceptionally poor performance on this task is the result of low effort on the part of participants, so we hope that you will exert full effort to completion.

There will be a pause before the arrows (>>) are visible to move forward.

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Page Break



Q60 Timing  
 First Click (1)  
 Last Click (2)  
 Page Submit (3)  
 Click Count (4)

-----  
 Display This Question:

*If Select ONE broader category that you personally value and that guides your behavior. = Liberal Political*  
*Or Select ONE broader category that you personally value and that guides your behavior. = Liberal Political*

Q314

You have been assigned to :

Company: **One Growth**

Group: **A**

**Company Statement (please read):**

"One Growth is an organization purposed to support educational initiatives centered on liberalism. Specifically, we focus on student to student interactions, as well as aid in the development of general tests for liberal focused educational programs, as well as tutoring programs.

We feel that an appropriate education should be balanced across a variety of subject matter areas and strengthen their relationship skills to help students in our program be productive members of the community and beyond. Being able to interpret social science research and government statistics is crucial for policy work related to a variety of liberal causes. Thus, in addition to education that promotes the values related to tolerance, community building, and respect, we also believe that students should be properly educated in mathematics. Math education is fundamental for understanding the underlying science for identifying areas of economic and social disparity, and also for communicating with policy makers regarding the efficacy of appropriate governmental initiatives. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students."

**About your group (please read):**

You will work with other participants who have been randomly assigned to your group.

**Task Directions:**

1. You will work through math problems to help the organization One Growth pilot exercises for their student program.
2. You will work on these problems on your computer in your group.
3. Your group will receive 4 rounds of math problems. For each round, your group will receive 80 problems total.
4. Under timed conditions, the group must collectively complete at least 40 problems (50%) correctly to pass one round.
5. You need to pass at least 3 rounds.

**(ATTENTION!)**

Our system's algorithm for analyzing and sharing your responses with the company is hindered when there are not enough correctly answered questions for each round within a group. If we do not have a high

enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the organization.

Thus, it will greatly benefit your assigned company if your team does well.

Prior evidence from previous pilots suggest that exceptionally poor performance on this task is the result of low effort on the part of participants, so we hope that you will exert full effort to completion. There will be a pause before the arrows (>>) are visible to move forward.

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Page Break

Q61 Timing  
 First Click (1)  
 Last Click (2)  
 Page Submit (3)  
 Click Count (4)

-----  
 Display This Question:

*If Select ONE broader category that you personally value and that guides your behavior. = Christian*  
*Or Select ONE broader category that you personally value and that guides your behavior. = Christian*

Q298

You have been assigned to :

Company: **One Growth**

Group: **A**

**Company Statement (please read):**

"One Growth is an organization purposed to support educational initiatives centered on Christianity. Specifically, we focus on student to student interactions, as well as aid in the development of general tests for Christian focused educational programs, as well as tutoring programs.

We feel that an appropriate education should be balanced across a variety of subject matter areas and strengthen their relationship skills to help students in our program be productive members of the community and beyond. Thus, in addition to education that promotes proper understanding of the values and principles of Christianity, we also believe that students should be properly educated in mathematics. Math education is fundamental to running a successful church or civic organization, facilitating better budgeting, planning, and coordination. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students."

**About your group (please read):**

You will work with other participants who have been randomly assigned to your group.

**Task Directions:**

1. You will work through math problems to help the organization One Growth pilot exercises for their student program.
2. You will work on these problems on your computer in your group.
3. Your group will receive 4 rounds of math problems. For each round, your group will receive 80 problems total.
4. Under timed conditions, the group must collectively complete at least 40 problems (50%) correctly to pass one round.
5. You need to pass at least 3 rounds.

**(ATTENTION!)** Our system's algorithm for analyzing and sharing your responses with the company is hindered when there are not enough correctly answered questions for each round within a group. If we do not have a high enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the organization. Thus, it will greatly benefit your assigned

company if your team does well.

Prior evidence from previous pilots suggest that exceptionally poor performance on this task is the result of low effort on the part of participants, so we hope that you will exert full effort to completion.

There will be a pause before the arrows (>>) are visible to move forward.

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Page Break

Q62 Timing  
 First Click (1)  
 Last Click (2)  
 Page Submit (3)  
 Click Count (4)

-----  
 Display This Question:

*If Select ONE broader category that you personally value and that guides your behavior. = Health and Environmental*

*Or Select ONE broader category that you personally value and that guides your behavior. = Health and Environmental*

Q306  
 You have been assigned to :

Company: One Growth  
 Group: A

**Company Statement (please read):**

"One Growth is an organization purposed to support educational initiatives centered on health and environmentalism. Specifically, we focus on student to student interactions, as well as aid in the development of general tests for wellness and protection focused educational programs, as well as tutoring programs.

We feel that an appropriate education should be balanced across a variety of subject matter areas and strengthen their relationship skills to help students in our program be productive members of the community and beyond. Science education is crucial for policy work related to health and environmentalism. Thus, in addition to education that promotes the values related to wellness and promoting general awareness of environmental cause, we also believe that students should be properly educated in mathematics. Math education is fundamental for understanding the underlying science for identifying threats to the environment, nutrition, and also for communicating with policy makers regarding the economic and social benefits of conservation programs. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students."

**About your group (please read):**

You will work with other participants who have been randomly assigned to your group.

**Task Directions:**

1. You will work through math problems to help the organization One Growth pilot exercises for their student program.
2. You will work on these problems on your computer in your group.
3. Your group will receive 4 rounds of math problems. For each round, your group will receive 80 problems total.
4. Under timed conditions, the group must collectively complete at least 40 problems (50%) correctly to pass one round.
5. You need to pass at least 3 rounds. **(ATTENTION!)**

Our system's algorithm for analyzing and sharing your responses with the company is hindered when there are not enough correctly answered questions for each round within a group. If we do not have a high enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the organization.

Thus, it will greatly benefit your assigned company if your team does well.

Prior evidence from previous pilots suggest that exceptionally poor performance on this task is the result of low effort on the part of participants, so we hope that you will exert full effort to completion.

There will be a pause before the arrows (>>) are visible to move forward.

Q74 Timing  
 First Click (1)  
 Last Click (2)  
 Page Submit (3)  
 Click Count (4)

---

*Display This Question:*

*If If Briefly explain why the value  $\{q://QID173/ChoiceGroup/SelectedChoices\}$  is important to you. Text Response Is Displayed*

Q349

You have been assigned to :

Company: **One Growth**

Group: **A**

**Company Statement (please read):**

"One Growth is an organization purposed to support educational initiatives centered on morality-based learning. Specifically, we focus on student to student interactions and encourage  $\{Q173/ChoiceGroup/SelectedChoices\}$  focused values, as well as developing educational and tutoring programs.

We feel that an appropriate education should be balanced across a variety of subject matter areas and strengthen their relationship skills to help students in our program be productive members of the community and beyond. In addition, we encourage education and educational environments that values " $\{Q173/ChoiceGroup/SelectedChoices\}$  Centered" relationships among students and our educators. We believe that such environments are best at enabling comfort and growth for the students. For this pilot, we focus on mathematics education as one educational initiative. Math education is fundamental to serving in and running various successful organizations. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students."

**About your group (please read):**

You will work with other participants who have been randomly assigned to your group.

**Task Directions:**

1. You will work through math problems to help the organization One Growth pilot exercises for their student program.
2. You will work on these problems on your computer in your group.
3. Your group will receive 4 rounds of math problems. For each round, your group will receive 80 problems total.
4. Under timed conditions, the group must collectively complete at least 40 problems (50%) correctly to pass one round.
5. You need to pass at least 3 rounds.

**(ATTENTION!)**

Our system's algorithm for analyzing and sharing your responses with the company is hindered when there

are not enough correctly answered questions for each round within a group. If we do not have a high enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the organization.

Thus, it will greatly benefit your assigned company if your team does well.

Prior evidence from previous pilots suggest that exceptionally poor performance on this task is the result of low effort on the part of participants, so we hope that you will exert full effort to completion. There will be a pause before the arrows (>>) are visible to move forward.

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Page Break



Q76 Timing  
 First Click (1)  
 Last Click (2)  
 Page Submit (3)  
 Click Count (4)

---

*Display This Question:*

*If If Briefly explain why you selected the word "\${q://QID227/ChoiceGroup/SelectedChoices} ".&nbsp; Text Response Is Displayed*

Q75

You have been assigned based on similarities in your identification, interests, values and question responses:

Company: **One Growth**

Group: **A**

**Company Statement (please read):**

"One Growth is an organization purposed to support educational initiatives. For this pilot, we focus on mathematics education. Specifically, we focus on student to student interactions, as well as developing educational and tutoring programs.

We feel that an appropriate education should be balanced across a variety of subject matter areas and strengthen their relationship skills to help students in our program be productive members of the community and beyond. Math education is fundamental to serving in and running various successful organizations. Piloting these math items will make it easier for us to know the difficulty level for these exercises, and sequence math problems appropriately to enhance learning for our students."

**About your group (please read):**

You will work with other participants who have been randomly assigned to your group.

**Task Directions:**

1. You will work through math problems to help the organization One Growth pilot exercises for their student program.
2. You will work on these problems on your computer in your group.
3. Your group will receive 4 rounds of math problems. For each round, your group will receive 80 problems total.
4. Under timed conditions, the group must collectively complete at least 40 problems (50%) correctly to pass one round.
5. You need to pass at least 3 rounds.

**(ATTENTION!)**

Our system's algorithm for analyzing and sharing your responses with the company is hindered when there are not enough correctly answered questions for each round within a group. If we do not have a high enough base rate of correctly answered questions, we do not recoup our lab fees and your responses cannot provide sufficient data to the organization.

Thus, it will greatly benefit your assigned company if your team does well.

Prior evidence from previous pilots suggest that exceptionally poor performance on this task is the result of low effort on the part of participants, so we hope that you will exert full effort to completion.

There will be a pause before the arrows (>>) are visible to move forward.

---

Page Break

Q315 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin the exercises with your group.

☐

I understand that I will work with Group A on the exercises. (1)

☐

I understand that I must pass at least 3 of the 4 rounds successfully. (2)

☐

I understand that my group must correctly solve 50% of the problems to pass a round. (3)

☐

I understand that I should give each problem my full effort in order to benefit the organization. (4)

End of Block: Task Directions - Similar Condition

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**Start of Block: Donation Interest & Lottery Nomination**

Q150

We would like to extend an opportunity for you to help the Gateway of Possibility Institution in assisting the programs we service. The institution donates funds to each program and would like to offer the opportunity to the participants as well.

**Would you be interested in donating a percentage of your compensation to the One Growth program?**

-----

Q151 Click to write the question text

- ☐ Yes, I would like to donate a percentage of my compensation. (2)
- ☐ Maybe, I would like to chose to donate at a later time. (3)
- ☐ No, I do not wish to donate any percentage of my compensation. (1)

*Skip To: Q153 If Click to write the question text = No, I do not wish to donate any percentage of my compensation.*

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Page Break

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Q152

What percentage (%) of your compensation would you like to donate ?

(0% being none and 100% being all of your compensation for today's task)

0 10 20 30 40 50 60 70 80 90 100



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Page Break

Q153

On average, how frequently do you donate to charities ?

- ☐ Very infrequently (11)
- ☐ Infrequently (12)
- ☐ Somewhat infrequently (13)
- ☐ Neither frequently nor infrequently (14)
- ☐ Somewhat frequently (15)
- ☐ Frequently (16)
- ☐ Very frequently (17)

---

Page Break



Q31

LOTTERY OPPORTUNITY

The Gateway of Possibility Institution also runs a bi-annual lottery for the businesses and programs they support. Several businesses and programs have an opportunity to win various lump sums of money to support their growth and development.

Businesses and programs that are specifically nominated to receive the award have a 61% increased chance at winning. If an organization is not nominated, they will simply be including in the general drawing.

Would you like to nominate the One Growth program for the drawing?



**2017 GATEWAY OF POSSIBILITY BI-ANNUAL LOTTERY WINNERS**  
**“IDEAQO – A Branding of Technology and Education”**



Q155 .

- ☐ Yes, I nominate my program for the lottery drawing. (1)
- ☐ No, I do not nominate my program for the lottery drawing. (2)

-----

Page Break

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End of Block: Donation Interest & Lottery Nomination

---

Start of Block: Closing Questions

Q156

**We would also like to extend the opportunity for interested individuals to participate in monthly pilots for the program in an effort to assist them in their development.**

**Please provide your email below if interested. The company program will contact you in the near future.**

-----

Q157 Click to write the question text

☐ Email Address (1) \_\_\_\_\_

-----

Q158 .

☐ I do not wish to sign up at this time. (1)

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Page Break

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Q161

Please rate to what extent you agree or disagree with the following statements about the One Growth program.

	Strongly disagree (25)	Disagree (26)	Somewhat disagree (27)	Neither agree nor disagree (28)	Somewhat agree (29)	Agree (30)	Strongly agree (31)
I cared about benefiting the program through my participation. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to help the program through my participation. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to have a positive impact on the program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important to me to do good for the program through my participation. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

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Q162

Please rate to what extent you agree or disagree with the following questions.

Consider you behavior and attitude on average.

	Strongly disagree (18)	Disagree (19)	Somewhat disagree (20)	Neither agree nor disagree (21)	Somewhat agree (22)	Agree (23)	Strongly agree (24)
I see myself as caring. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as generous. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly go out of my way to help others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49

Please rate to what extent you agree or disagree with the following questions.

Consider you behavior and attitude on average.

	Strongly disagree (18)	Disagree (19)	Somewhat disagree (20)	Neither agree nor disagree (21)	Somewhat agree (22)	Agree (23)	Strongly agree (24)
Generally I have felt secure about attempting math. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I could handle more difficult math problems. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot of self- confidence when it comes to math. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am no good at math. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think I could do advanced math. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math has been my worse subject. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q50

**Have you ever participated in an ETS supported preparatory course?****Examples would be an SAT or GRE Prep Course.**

☐ Yes, I have participated in a prep course. Please list: (1)

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☐ No, I have no participated in a prep course. (2)

---

Page Break



Q163

**What types of questions were asked to match you with a program for the task?**

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Q164

**What was the purpose of your participation today?**

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Q165

**Did you notice anything about your task that you would like us to know?**

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Q166

**It is vital to our study that we only include responses from people that devoted their full attention to this study. Otherwise years of effort (the researchers and the time of other participants) could be wasted. You will receive credit/payment for this study no matter what, however, please tell us how much effort you put forth towards this study:**

- ☐ None at all (21)
- ☐ A little (22)
- ☐ A moderate amount (23)
- ☐ A lot (24)
- ☐ A great deal (25)
- 

Q167

**Please indicate how much attention you paid to this study. Again, you will receive credit no matter what. We appreciate your honesty!**

- ☐ None at all (21)
- ☐ A little (22)
- ☐ A moderate amount (23)
- ☐ A lot (24)
- ☐ A great deal (25)
-

Q168

**In your honest opinion, should we use your data in our analyses in this study?**

- ☐ Definitely not (1)
- ☐ Probably not (2)
- ☐ Might or might not (3)
- ☐ Probably yes (4)
- ☐ Definitely yes (5)

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Page Break

## End of Block: Closing Questions

## Start of Block: Demographics new



Q169 What is your year of birth?

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Q170 How fluent are you in English?

- ☐ Elementary Proficiency (6)
- ☐ Limited Proficiency (5)
- ☐ Professional Proficiency (4)
- ☐ Full Professional Proficiency (3)
- ☐ Native Proficiency (2)

Q171 Choose one or more races that you consider yourself to be:

- ☐ White (1)
- ☐ Black or African American (2)
- ☐ American Indian or Alaska Native (3)
- ☐ Asian (4)
- ☐ Native Hawaiian or Pacific Islander (5)
- ☐ Other (6) \_\_\_\_\_

Q172 What is your sex?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to say (3)
- 

Q173 How many years of work experience do you have?

- ☐ 0-5 years (1)
- ☐ 6-10 years (2)
- ☐ 11-15 years (3)
- ☐ 16-20 years (4)
- ☐ 21+ years (5)
- 

Q174 What is the highest level of education you have completed?

- ☐ No High-School (6)
- ☐ High-school Diploma (1)
- ☐ Associated Degree (2)
- ☐ Bachelors Degree (3)
- ☐ Masters Degree (4)
- ☐ Doctorate; Professional Degree (5)
- 

Q175 What is your major or field area of work?

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End of Block: Demographics new

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Start of Block: CMI Closing

Q68

**Thank you again!**

Please see the research assistant before leaving the lab.

**Be sure to click the arrows (>>) below before leaving your computer.**

End of Block: CMI Closing

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## **STUDY 3**

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Start of Block: Introduction

Q18

Thank you for your participation!

Today, you will complete two parts of a larger project interested in supporting small business development. We are one branch of a larger publicist company called *One Growth*, seeking everyday people to assist us in supporting others in building their businesses. Our clients span a number of industries and desire assistance with growing and advertising their businesses and programs.

Today, you will be matched with a company to review information from their business.

Part 1 of the project includes 1) a consent form and 2) that will help us place you with a business for Part 2. In Part 2, you will review information about a particular business and answer a few questions.

When you are ready to begin Part 1, please click the arrows below.

**Thank you again!**

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Page Break

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## End of Block: Introduction

## Start of Block: Consent

**Q1 Project Title** Identity and Service Outcomes **Purpose of the Study** The purpose of this study is to evaluate individual interest in supporting small business development. **Procedures** The procedure involves first answering a set of questions relevant to your everyday life. Then, you will be matched with a small business to review. Your participation is expected to last about 20 min.

**Potential Risks and Discomforts** There are no known risks associated with participating in this research.

**Payment** We do have check questions throughout the survey, so please make sure you are attentive when you read instructions and answer questions. For your participation, you will receive payment of \$5 in your choice of gift card from Amazon, Target, or Walmart [email address needed]. Disbursement will occur at the conclusion of the study. **Potential Benefits** There are no direct benefits from participation in this research. Though this research is not designed to help you personally, the results may help those whom the survey is purposed to assist.

**Confidentiality** We will ask for general demographic information, such as the year you were born or your gender. Such information will be analyzed and reported in an aggregate form (e.g., "40% of participants were women"). To help protect your confidentiality, all the data collected in the study will be kept in password-locked computer files. Each participant will also only be identified through a unique, access code. Only the researchers will have access to the data collected.

**Right to Withdraw and Questions** Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. You may also skip any question on a survey that you do not want to answer. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized.

If you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact Tianna Barnes at barne920@umn.edu, or call at 612-624-4179. **Participant Rights** If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line via phone at 612-625-1650 (toll free: 1-888-224-8636), or send a letter to: HRPP350-2 McNamara200 Oak St. SE Minneapolis, MN 55414

**Principal Investigator and Co-Investigator** Tianna Barnes Ph.D. Candidate barne920@umn.edu **Dr. John Kammeyer-Mueller** Professor jkammeye@umn.edu **Statement of Consent** You may print a copy of this consent form. If you agree to participate, please click "I Consent" below. By doing so you acknowledge that you are 18 years of age or older, have read the consent form, and voluntarily agree to participate in this study.

☐ I consent (1)

☐ I do not consent (2)

*Skip To: End of Survey If Project Title Identity and Service Outcomes Purpose of the Study The purpose of this study is t... = I do not consent*

Page Break

End of Block: Consent

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Start of Block: WorkerID

Q8  
Please write your First and Last name below:

☐ First Name (1) \_\_\_\_\_

☐ Last Name (2) \_\_\_\_\_

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Page Break

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End of Block: WorkerID

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Start of Block: Collective Condition - A

Q82

Think about the many different social, political, and religious collectives that people identify with and relate to.

Examples of some of these categories are provided below.

Please review the categories and their definition.

Q85

<b>Christian</b>	Definition: Religious groups associated with Christianity.		Examples:
Catholic	Non-denominational	Baptist	Evangelical
<b>Liberal Political</b>	Definition: Groups that are politically and socially relevant to liberal ideals.		
Examples:	Human Rights Campaign		Black Lives Matter
National Organization of Women	Democratic Party		
<b>Conservative Political</b>	Definition: Groups that are politically and socially relevant to conservative		
ideals.	Examples:	Blue Lives Matter	National Rifle Association
American Family Association	Young Republicans of America		
<b>Health and Environmental</b>	Definition: Groups that are focused on the well-being of people, animals, and		
the environment.	Examples:	People for the Ethical Treatment of Animals (PETA)	
Greenpeace	Vegan Lifestyle	Environmental Student Association	

Q86

Select ONE broader category that you personally value and that guides your behavior.

- ☐ Christian (1)
- ☐ Liberal Political (2)
- ☐ Conservative Political (3)
- ☐ Health and Environmental (4)

Q126

Write ONE specific group or organization that you personally value and that guides your behavior that falls under the category you selected above.

**Example: I selected "Christian" above. I associate with and value the ideas of my "Episcopalian" identity, so I write Episcopalian below.**

[note: You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above]

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Page Break

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Q127

Briefly explain why identifying with the  $\{Q126/ChoiceTextEntryValue\}$  group is important to you.

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Q128

Think about three morals or values associated with your  $\{Q126/ChoiceTextEntryValue\}$  group.  
Examples include Respect, Equality, Justice, Fairness

Write the values below.

- ☐ Value #1 (1) \_\_\_\_\_
- ☐ Value #2 (2) \_\_\_\_\_
- ☐ Value #3 (3) \_\_\_\_\_

Q46

Think about three morals or values NOT associated with your  $\{Q126/ChoiceTextEntryValue\}$  group.

Write the values below.

- ☐ Opposite Value #1 (1) \_\_\_\_\_
- ☐ Opposite Value #2 (2) \_\_\_\_\_
- ☐ Opposite Value #3 (3) \_\_\_\_\_

Page Break

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Q129

Consider your group of **#{Q126/ChoiceTextEntryValue}**.

Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
My group has expectations for how we should act/ behave. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a positive representation of my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others in my group would evaluate me as a positive representative of the group. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel guilty if I did not represent my group well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would go against my principles not to represent my group well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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Q131

Consider your group of \${Q126/ChoiceTextEntryValue}.  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
I feel good about others in my group. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy that I am associated with this group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that others in my group have made major accomplishments and advancements. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select Somewhat agree for this question. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often regret that I am associated with this group. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be associated with this group. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my group has made valuable contributions to this society. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-----

Q132

Consider your group of \${Q126/ChoiceTextEntryValue}.  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (36)	Disagree (37)	Somewhat disagree (38)	Neither agree nor disagree (39)	Somewhat agree (40)	Agree (41)	Strongly agree (42)
Overall, people with in my group are considered good by others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, others respect people in my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people consider others in my group, on average, to be more ineffective than other comparable groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my group are not respected by the broader society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, other groups view people in my group in a positive manner. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society views people in my group as an asset. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q133 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

Q134  
Please wait while we match you with a company for Part 2



End of Block: Collective Condition - A

Start of Block: Collective Condition - B

Q91  
**Think about the many different social, political, and religious collectives that people identify with and relate to.**  
  
**Examples of some of these categories are provided below.**  
**Please review the categories and their definition.**

Q92

<b>Christian</b>	Definition: Religious groups associated with Christianity.	Examples:	
Catholic	Non-denominational	Baptist	Evangelical
<b>Liberal Political</b>	Definition: Groups that are politically and socially relevant to liberal ideals.		
Examples:	Human Rights Campaign	Black Lives Matter	
National Organization of Women	Democrat		
<b>Conservative Political</b>	Definition: Groups that are politically and socially relevant to conservative		

ideals.	Examples:	Blue Lives Matter	National Rifle Association
	American Family Association	Young Republicans of America	
<b>Health and Environmental</b>	Definition: Groups that are focused on the well-being of people, animals, and		
the environment.	Examples:	People for the Ethical Treatment of Animals (PETA)	
	Greenpeace	Vegan Lifestyle	Environmental Student Association

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Q93

**Select ONE broader category that you personally value and** that guides your behavior.

- ☐ Christian (1)
- ☐ Liberal Political (2)
- ☐ Conservative Political (3)
- ☐ Health and Environmental (4)
- 

Q94

**Write ONE** specific group or organization that you personally value and that guides your behavior that falls under the category you selected above.

**Example: I selected "Christian" above. I associate with and value the ideas of my "Episcopalian" identity, so I write Episcopalian below.**

[note: You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above]

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Page Break

Q186

**Briefly explain why identifying with the \${Q94/ChoiceTextEntryValue} group is important to you.**

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Q187

Think about three morals or values associated with your group \${Q94/ChoiceTextEntryValue}.

Examples include Respect, Equality, Justice, Fairness

**Write the values below.**

☐ Value #1 (1) \_\_\_\_\_

☐ Value #2 (2) \_\_\_\_\_

☐ Value #3 (3) \_\_\_\_\_

Q188

Think about another group whose morals and values do NOT align with your \${Q94/ChoiceTextEntryValue} group.

**Write that opposite group below.**

---

Page Break

Q189

Consider your group of \${Q94/ChoiceTextEntryValue}.

Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
My group has expectations for how we should act/behave. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a positive representation of my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others in my group would evaluate me as a positive representative of the group. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel guilty if I did not represent my group well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would go against my principles not to represent my group well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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Q191

Consider your group of \${Q94/ChoiceTextEntryValue}.  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
I feel good about others in my group. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy that I am associated with this group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that others in my group have made major accomplishments and advancements. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select Somewhat agree for this question. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often regret that I am associated with this group. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be associated with this group. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my group has made valuable contributions to this society. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q192

Consider your group of \${Q94/ChoiceTextEntryValue}.  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (36)	Disagree (37)	Somewhat disagree (38)	Neither agree nor disagree (39)	Somewhat agree (40)	Agree (41)	Strongly agree (42)
Overall, people with in my group are considered good by others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, others respect people in my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people consider others in my group, on average, to be more ineffective than other comparable groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my group are not respected by the broader society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, other groups view people in my group in a positive manner. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society views people in my group as an asset. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q193 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

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Q194  
Please wait while we match you with a company for Part 2



End of Block: Collective Condition - B

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Start of Block: Individual Condition

Q174

**Think about the many different moral traits and values that people have. Think about ONE value that you personally identify with and that guides your behavior.**

**Select that value below.**

- ☐ Kindness (1)
- ☐ Nurturing (2)
- ☐ Fairness (3)
- ☐ Justice (4)
- ☐ Loyalty (5)
- ☐ Respect (6)
- ☐ Freedom (7)
- ☐ Compassion (8)
- ☐ Honesty (9)
- ☐ Caring (10)
- ☐ Friendly (11)
- ☐ Generous (12)
- ☐ Hardworking (13)
- ☐ Helpful (14)
- ☐ Selfless (15)

Q175

Briefly explain why the value \${Q174/ChoiceGroup/SelectedChoices} is important to you.

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Q89

Think about three morals or values that you do NOT personally identify with.

**Write the values below.**

☐ Opposite Value #1 (1) \_\_\_\_\_

☐ Opposite Value #2 (2) \_\_\_\_\_

☐ Opposite Value #3 (3) \_\_\_\_\_

Page Break

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Q177

Consider your value of  $\$ \{Q174/ChoiceGroup/SelectedChoices\}$ .

Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
Others with my value have expectations for how we should act/behave. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a positive representation of my value. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others who share my value would evaluate me as a positive representative of the value. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel guilty if I did not represent the value well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would go against my principles not to represent the value well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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Q180  
Consider your value of  $\{Q174/ChoiceGroup/SelectedChoicesTextEntry\}$ .  
**Rate how much you agree or disagree with the following questions.**

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
Overall, people with the same value are considered good by others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, others respect people with the same value. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people consider others with the same value, on average, to be more ineffective than other comparable groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with the same value are not respected by the broader society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, other groups view people with the same value in a positive manner. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society views people with the same value as an asset. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q181 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q182 Please wait while we match you with a company for Part 2



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Page Break

End of Block: Individual Condition

---

Start of Block: Control Condition

Q250

**Look at the list of terms below. Select one word that stands out to you.**

**Go with your first reaction, there are no right and wrong answers.**

- ☐ hay (1)
- ☐ sum (2)
- ☐ act (3)
- ☐ echo (4)
- ☐ boot (5)
- ☐ aisle (6)
- ☐ note (7)
- ☐ ounce (8)
- ☐ dozen (9)
- ☐ mustard (10)
- ☐ segment (11)
- ☐ measure (12)
- ☐ sphere (13)
- ☐ circuit (14)
- ☐ substance (15)
- ☐ dimension (16)

---

Page Break

Q251

Briefly explain why you selected the word "\${ Q250/ChoiceGroup/SelectedChoices }".

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Page Break

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Q252

Write three other words related to the word "\${ Q250/ChoiceGroup/SelectedChoices }".

☐ Similar word #1 (1) \_\_\_\_\_

☐ Similar word #2 (2) \_\_\_\_\_

☐ Similar word #3 (3) \_\_\_\_\_

---

Q107

Write three other words NOT related to the word "\${ Q250/ChoiceGroup/SelectedChoices }".

☐ Dissimilar word #1 (1) \_\_\_\_\_

☐ Dissimilar word #2 (2) \_\_\_\_\_

☐ Dissimilar word #3 (3) \_\_\_\_\_

---

Page Break

---

Q108

Write three sentences using the word "\${Q250/ChoiceGroup/SelectedChoices}".

☐ Sentence #1 (1) \_\_\_\_\_

☐ Sentence #2 (2) \_\_\_\_\_

☐ Sentence #3 (3) \_\_\_\_\_

---

Page Break

Q257 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q258 Please wait while we match you with a company for Part 2



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Page Break



End of Block: Control Condition

---

Start of Block: Task Directions & Founder Letter [Neutral Condition]

Q92 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

---

Q109

**You have been randomly assigned to Company 9A03\*.**

\*Actual company names have been concealed to protect the privacy of the business.

**Task Description:** In Part 2, you will be presented with an excerpt from the company's mission and vision statement.

**Task Directions:** Please review the statement and write a letter in the space provided to the founder. Your letter should provide feedback on how they can improve the statement and attract customers. Your letter will be directly shared with the company. Thus, your full effort is encouraged.

**Please read the letter below from the founder of Company 9A03\* before you begin.**

There will be a pause before the arrows (>>) are visible to move forward.

---



Dear One Growth Selection Team,

Thank you all for selecting us to participate in your program. For our company, it's our mission to create opportunities so people can live better. We consider it our responsibility to make a positive impact in the communities we serve. Whether it's through the many services we provide to other organizations that share our mission or through the inspiring volunteer efforts of our company associates, we are passionate about helping people live better. One community at a time.

In Fiscal Year 2016, our staff contributed more than **1.25 hundred hours** of their time outside of work to volunteer causes. Our company meets the needs of the underserved by directing charitable giving toward our core areas of focus: Morality, Opportunity, Sustainability, and Community.

We are excited to partner with One Growth for this opportunity and look forward to maturing and continuing to support our community. We have a clear vision for our company and want to see it grow to its maximum potential.

Thank you for your sponsorship!

Best regards,

J. Patterson

Page Break

---

Q110 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin reviewing the statement.

☐

I have read the founder's letter. (5)

☐

I have read the previous directions carefully. (1)

☐

I understand that I have been assigned to review a statement from Company 9A03. (2)

☐

I understand that I should give the task my full effort in order to benefit the company. (4)

End of Block: Task Directions & Founder Letter [Neutral Condition]

---

Start of Block: Task Directions & Founder Letter [Similar Condition]

Q261 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q95

**You have been assigned to Company 9A03\* based on similarities in your identification, interests, values, and responses.**

\*Actual company names have been concealed to protect the privacy of the business.

**Task Description:** In Part 2, you will be presented with an excerpt from the company's mission and vision statement.

**Task Directions:** Please review the statement and write a letter in the space provided to the founder. Your letter should provide feedback on how they can improve the statement and attract customers. Your letter will be directly shared with the company. Thus, your full effort is encouraged.

**Please read the letter below from the founder of Company 9A03\* before you begin.**

There will be a pause before the arrows (>>) are visible to move forward.

---

Q263



Dear One Growth Selection Team,

Thank you all for selecting us to participate in your program. For our company, it's our mission to create opportunities so people can live better. We consider it our responsibility to make a positive impact in the communities we serve. Whether it's through the many services we provide to other organizations that share our mission or through the inspiring volunteer efforts of our company associates, we are passionate about helping people live better. One community at a time.

In Fiscal Year 2016, our staff contributed more than **1.25 hundred hours** of their time outside of work to volunteer causes. Our company meets the needs of the underserved by directing charitable giving toward our core areas of focus: Morality, Opportunity, Sustainability, and Community.

We are excited to partner with One Growth for this opportunity and look forward to maturing and continuing to support our community. We have a clear vision for our company and want to see it grow to its maximum potential.

Thank you for your sponsorship!

Best regards,

J. Patterson

Page Break

---

Q264 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin reviewing the statement.

☐

I have read the founder's letter. (5)

☐

I have read the previous directions carefully. (1)

☐

I understand that I have been assigned to review a statement from Company 9A03. (2)

☐

I understand that I should give the task my full effort in order to benefit the company. (4)

End of Block: Task Directions & Founder Letter [Similar Condition]

---

Start of Block: Donation Interest & Lottery Nomination

Q81

Before you begin, we would like to extend an opportunity for you to help us assist the companies we service. We personally donate funds to each company and would like to offer the opportunity to our participants as well.

**Would you be interested in donating a percentage of your compensation to Company 9A03?**

*\*\*Note: Participants today do receive real compensation for their participation and we will provide our companies with funds based on the percentage of donations provided by the participants.*

---

Q66 Click to write the question text

☐

Yes, I would like to donate a percentage of my compensation. (2)

☐

Maybe, I would like to chose to donate at a later time. (3)

☐

No, I do not wish to donate any percentage of my compensation. (1)

*Skip To: Q84 If Click to write the question text = No, I do not wish to donate any percentage of my compensation.*

---

Page Break

---

Q64

What percentage (%) of your compensation would you like to donate ?

(0% being none and 100% being all of your compensation for today's task)

0 10 20 30 40 50 60 70 80 90 100



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Page Break



Q84

On average, how frequently do you donate to charities ?

- ☐ Very infrequently (11)
- ☐ Infrequently (12)
- ☐ Somewhat infrequently (13)
- ☐ Neither frequently nor infrequently (14)
- ☐ Somewhat frequently (15)
- ☐ Frequently (16)
- ☐ Very frequently (17)

---

Page Break



Q96

**LOTTERY OPPORTUNITY**

Our company *One Growth* also runs a bi-annual lottery for the businesses we support. All businesses have an opportunity to win various lump sums of money to support their growth and development.

Business that are specifically nominated to receive the award have a 61% increased chance at winning. If a business is not nominated, they will simply be including in the general drawing.

**Would you like to nominate Company 9A03 for the drawing?**

---

Q93 .

- ☐ Yes, I nominate my company for the lottery drawing. (1)
- ☐ No, I do not nominate my company for the lottery drawing. (2)
- 

Page Break

---

End of Block: Donation Interest & Lottery Nomination

---

Start of Block: Task

Q86 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

---

Q95

**Please review the excerpt of your company's mission and vision statement below. Then, respond to the company in your letter.**

---

Q95



PATTERSON &amp; ASSOCIATES

## Mission and Vision

Our corporate mission is “to create opportunities for others to grow their business.” This mission was established by the company’s founder. Strategic decisions in the business are a direct result of this mission. The mission is synonymous to the company’s slogan, “Create Opportunities. Live the Mission.” The company’s business strategies involve using availability and accessibility as a selling point. The significance of such a selling point is exhibited in many of the company’s programs. The “all Program” involves direct contact between the public and 4 d from those we service.

Our corporate vision is to “Be THE destination for customers to go for their needs.” This vision was officially articulated in the company’s 2017 investment community report. The vision statement from the previous year’s reflects strategic changes that our company implemented in response to the current landscape and the needs of the community. In the past, the company’s vision was to be the industry. At present, our vision statement includes the same goal, but with a focus on accommodating customers.

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Q83

**Use the space below to write your letter to the founder, providing feedback to the business.**

There will be a pause before the arrows (>>) are visible to move forward.

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End of Block: Task

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Start of Block: Closing Questions

Q93

**We would also like to extend the opportunity for interested participants to provide monthly reviews for the company in an effort to assist the company in their growth.**

**Please provide your email below if interested. The company will contact you in the near future.**

---

Q87 Click to write the question text

☐ Email Address (1) \_\_\_\_\_

---

Q83 .

☐ I do not wish to sign up at this time. (1)

---

Page Break

---

Q85

**Thank you for your participation!**

**Your feedback will be shared with the company shortly.**

**Please respond to the following questions below concerning your participation**

Q99

**Please rate to what extent you agree or disagree with the following questions about Company 9A03's founder.**

[illegible]



Q100

Please rate to what extent you agree or disagree with the following questions about the Company 9A03.

	Strongly disagree (25)	Disagree (26)	Somewhat disagree (27)	Neither agree nor disagree (28)	Somewhat agree (29)	Agree (30)	Strongly agree (31)
I care about benefiting the company through my participation. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to help the company through my participation. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to have positive impact on the company. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to do good for the company through my participation. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q85

Please rate to what extent you agree or disagree with the following questions.  
Consider you behavior and attitude on average.

	Strongly disagree (18)	Disagree (19)	Somewhat disagree (20)	Neither agree nor disagree (21)	Somewhat agree (22)	Agree (23)	Strongly agree (24)
I see myself as caring. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as generous. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly go out of my way to help others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q71

**What types of questions were you asked to match you with a company?**

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Q72

**What was the purpose of your participation today?**

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Q74

**Did you notice anything about your task that you would like us to know?**

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Page Break

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Q75

**It is vital to our study that we only include responses from people that devoted their full attention to this study. Otherwise years of effort (the researchers and the time of other participants) could be wasted. You will receive credit/payment for this study no matter what, however, please tell us how much effort you put forth towards this study:**

- ☐ None at all (21)
- ☐ A little (22)
- ☐ A moderate amount (23)
- ☐ A lot (24)
- ☐ A great deal (25)
- 

Q76

**Please indicate how much attention you paid to this study. Again, you will receive credit no matter what. We appreciate your honesty!**

- ☐ None at all (21)
- ☐ A little (22)
- ☐ A moderate amount (23)
- ☐ A lot (24)
- ☐ A great deal (25)
-

Q77

**In your honest opinion, should we use your data in our analyses in this study?**

- ☐ Definitely not (1)
- ☐ Probably not (2)
- ☐ Might or might not (3)
- ☐ Probably yes (4)
- ☐ Definitely yes (5)

---

Page Break

## End of Block: Closing Questions

## Start of Block: Demographics



Q78 What is your year of birth?

---

Q79 How fluent are you in English?

- ☐ Elementary Proficiency (6)
- ☐ Limited Proficiency (5)
- ☐ Professional Proficiency (4)
- ☐ Full Professional Proficiency (3)
- ☐ Native Proficiency (2)

Q80 Choose one or more races that you consider yourself to be:

- ☐ White (1)
- ☐ Black or African American (2)
- ☐ American Indian or Alaska Native (3)
- ☐ Asian (4)
- ☐ Native Hawaiian or Pacific Islander (5)
- ☐ Other (6) \_\_\_\_\_

Q81 What is your sex?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to say (3)
- 

Q101 How many years of work experience do you have?

- ☐ 0-5 years (1)
- ☐ 6-10 years (2)
- ☐ 11-15 years (3)
- ☐ 16-20 years (4)
- ☐ 21+ years (5)
- 

Q102 What is the highest level of education you have completed?

- ☐ No High-School (6)
- ☐ High-school Diploma (1)
- ☐ Associated Degree (2)
- ☐ Bachelors Degree (3)
- ☐ Masters Degree (4)
- ☐ Doctorate; Professional Degree (5)
- 

Q103 What is your major or field area of work?

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End of Block: Demographics

---



**Start of Block: Payment**

Q231

**Thank you for your participation !****Below, you will find several options available to receive your compensation. Please select one option to receive your payment of \$5.*****Note: Gift cards will be distributed online via email link at the end of each week***☐ Amazon Gift Card (2)☐ Target Gift Card (3)☐ Walmart Gift Card (4)

---

Page Break

Display This Question:

*If Thank you for your participation ! Below, you will find several options available to receive yo... = Amazon Gift Card*

Q232

**You have selected "Amazon Gift Card" as your payment option. Please provide an email address below.**

Email Address (1) \_\_\_\_\_

Page Break

Display This Question:

*If Thank you for your participation ! Below, you will find several options available to receive yo... = Target Gift Card*

Q233

**You have selected "Target Gift Card" as your payment option. Please provide an email address below.**

Email Address (1) \_\_\_\_\_

Page Break

Display This Question:

*If Thank you for your participation ! Below, you will find several options available to receive yo... = Walmart Gift Card*

Q234

**You have selected "Walmart Gift Card" as your payment option. Please provide an email address below.**

Email Address (1) \_\_\_\_\_

Page Break

End of Block: Payment

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## **STUDY 4**

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Start of Block: Introduction

Q18

Thank you for your participation!

Today, you will complete two parts of a larger project interested in supporting small business development. We are one branch of a larger publicist company called *One Growth*, seeking everyday people to assist us in supporting others in building their businesses. Our clients span a number of industries and desire assistance with growing and advertising their businesses and programs.

Today, you will be matched with a company to review information from their business.

Part 1 of the project includes 1) a consent form and 2) that will help us place you with a business for Part 2. In Part 2, you will review information about a particular business and answer a few questions.

When you are ready to begin Part 1, please click the arrows below.

**Thank you again!**

---

Page Break

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## End of Block: Introduction

---

### Start of Block: Consent

**Q1 Project Title** Identity and Service Outcomes **Purpose of the Study** The purpose of this study is to evaluate individual interest in supporting small business development. **Procedures** The procedure involves first answering a set of questions relevant to your everyday life. Then, you will be matched with a small business to review. Your participation is expected to last about 20 min.

**Potential Risks and Discomforts** There are no known risks associated with participating in this research.

**Payment** We do have check questions throughout the survey, so please make sure you are attentive when you read instructions and answer questions. Disbursement will occur at the conclusion of the study via the Amazon Mechanical Turk system. **Potential Benefits** There are no direct benefits from participation in this research. Though this research is not designed to help you personally, the results may help those whom the survey is purposed to assist.

**Confidentiality** We will ask for general demographic information, such as the year you were born or your gender. Such information will be analyzed and reported in an aggregate form (e.g., "40% of participants were women"). To help protect your confidentiality, all the data collected in the study will be kept in password-locked computer files. Each participant will also only be identified through a unique, access code. Only the researchers will have access to the data collected. **Right to Withdraw and Questions** Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. You may also skip any question on a survey that you do not want to answer. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized. If you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact Tianna Barnes at barne920@umn.edu, or call at 612-624-4179 **Participant Rights** If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line via phone at 612-625-1650 (toll free: 1-888-224-8636), or send a letter to: HRPP350-2 McNamara200 Oak St. SE Minneapolis, MN 55414

**Principal Investigator and Co-Investigator** Tianna Barnes Ph.D. Candidate barne920@umn.edu **Dr. John Kammeyer-Mueller** Professor jkammeye@umn.edu **Statement of Consent** You may print a copy of this consent form. If you agree to participate, please click "I Consent" below. By doing so you acknowledge that you are 18 years of age or older, have read the consent form, and voluntarily agree to participate in this study.

☐ I consent (1)

☐ I do not consent (2)

*Skip To: End of Survey If Project Title Identity and Service Outcomes Purpose of the Study The purpose of this study is t... = I do not consent*

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Page Break

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End of Block: Consent

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Start of Block: WorkerID

Q8

Please write your First and Last name below:

☐ First Name (1) \_\_\_\_\_

☐ Last Name (2) \_\_\_\_\_

☐ mTurk ID (3) \_\_\_\_\_

-----  
Page Break

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End of Block: WorkerID

Start of Block: Collective Condition - A

Q82

Think about the many different social, political, and religious collectives that people identify with and relate to.

Examples of some of these categories are provided below.

Please review the categories and their definition.

Q85

<b>Christian</b>	Definition: Religious groups associated with Christianity.		Examples:
Catholic	Non-denominational	Baptist	Evangelical
<b>Liberal Political</b>	Definition: Groups that are politically and socially relevant to liberal ideals.		
Examples:	Human Rights Campaign		Black Lives Matter
National Organization of Women	Democratic Party		
<b>Conservative Political</b>	Definition: Groups that are politically and socially relevant to conservative		
ideals.	Examples:	Blue Lives Matter	National Rifle Association
American Family Association	Young Republicans of America		
<b>Health and Environmental</b>	Definition: Groups that are focused on the well-being of people, animals, and		
the environment.	Examples:	People for the Ethical Treatment of Animals (PETA)	
Greenpeace	Vegan Lifestyle	Environmental Student Association	

Q86

Select ONE broader category that you personally value and that guides your behavior.

- ☐ Christian (1)
- ☐ Liberal Political (2)
- ☐ Conservative Political (3)
- ☐ Health and Environmental (4)

Q126

Write ONE specific group or organization that you personally value and that guides your behavior that falls under the category you selected above.

**Example: I selected "Christian" above. I associate with and value the ideas of my "Episcopalian" identity, so I write Episcopalian below.**

[note: You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above

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Page Break

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Q127

Briefly explain why identifying with the  $\{Q126/ChoiceTextEntryValue\}$  group is important to you.

---



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---



---

Q128

Think about three morals or values associated with your  $\{Q126/ChoiceTextEntryValue\}$  group.  
Examples include Respect, Equality, Justice, Fairness

Write the values below.

- ☐ Value #1 (1) \_\_\_\_\_
- ☐ Value #2 (2) \_\_\_\_\_
- ☐ Value #3 (3) \_\_\_\_\_

Q46

Think about three morals or values NOT associated with your  $\{Q126/ChoiceTextEntryValue\}$  group.

Write the values below.

- ☐ Opposite Value #1 (1) \_\_\_\_\_
- ☐ Opposite Value #2 (2) \_\_\_\_\_
- ☐ Opposite Value #3 (3) \_\_\_\_\_

Page Break

---

Q129

Consider your group of \${Q126/ChoiceTextEntryValue}.

Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
My group has expectations for how we should act/ behave. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a positive representation of my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others in my group would evaluate me as a positive representative of the group. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel guilty if I did not represent my group well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would go against my principles not to represent my group well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-----



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Page Break

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Q132

Consider your group of \${Q126/ChoiceTextEntryValue}.  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (36)	Disagree (37)	Somewhat disagree (38)	Neither agree nor disagree (39)	Somewhat agree (40)	Agree (41)	Strongly agree (42)
Overall, people with in my group are considered good by others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, others respect people in my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people consider others in my group, on average, to be more ineffective than other comparable groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my group are not respected by the broader society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, other groups view people in my group in a positive manner. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society views people in my group as an asset. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q133 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

Q134  
Please wait while we match you with a company for Part 2



End of Block: Collective Condition - A

Start of Block: Collective Condition - B

Q91  
**Think about the many different social, political, and religious collectives that people identify with and relate to.**  
  
**Examples of some of these categories are provided below.**  
**Please review the categories and their definition.**

Q92

<b>Christian</b>	Definition: Religious groups associated with Christianity.	Examples:	
Catholic	Non-denominational	Baptist	Evangelical
<b>Liberal Political</b>	Definition: Groups that are politically and socially relevant to liberal ideals.		
Examples:	Human Rights Campaign	Black Lives Matter	
National Organization of Women	Democrat		
<b>Conservative Political</b>	Definition: Groups that are politically and socially relevant to conservative		

ideals.	Examples:	Blue Lives Matter	National Rifle Association
	American Family Association	Young Republicans of America	
<b>Health and Environmental</b>	Definition: Groups that are focused on the well-being of people, animals, and		
the environment.	Examples:	People for the Ethical Treatment of Animals (PETA)	
	Greenpeace	Vegan Lifestyle	Environmental Student Association

---

Q93

**Select ONE broader category that you personally value and** that guides your behavior.

- ☐ Christian (1)
- ☐ Liberal Political (2)
- ☐ Conservative Political (3)
- ☐ Health and Environmental (4)
- 

Q94

**Write ONE specific group or organization** that you personally value and that guides your behavior that falls under the category you selected above.

**Example: I selected "Christian" above. I associate with and value the ideas of my "Episcopalian" identity, so I write Episcopalian below.**

[note: You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above]

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Page Break

Q186

**Briefly explain why identifying with the \${Q94/ChoiceTextEntryValue} group is important to you.**

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Q187

Think about three morals or values associated with your group \${Q94/ChoiceTextEntryValue}.

Examples include Respect, Equality, Justice, Fairness

**Write the values below.**

- ☐ Value #1 (1) \_\_\_\_\_
- ☐ Value #2 (2) \_\_\_\_\_
- ☐ Value #3 (3) \_\_\_\_\_

Q188

Think about another group whose morals and values do NOT align with your \${Q94/ChoiceTextEntryValue} group.

**Write that opposite group below.**

---

Page Break

---

Q189

Consider your group of \${Q94/ChoiceTextEntryValue}.

Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
My group has expectations for how we should act/behave. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a positive representation of my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others in my group would evaluate me as a positive representative of the group. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel guilty if I did not represent my group well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would go against my principles not to represent my group well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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Q191

Consider your group of \${Q94/ChoiceTextEntryValue}.  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
I feel good about others in my group. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy that I am associated with this group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that others in my group have made major accomplishments and advancements. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select Somewhat agree for this question. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often regret that I am associated with this group. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be associated with this group. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my group has made valuable contributions to this society. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-----



Q192

Consider your group of \${Q94/ChoiceTextEntryValue}.  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (36)	Disagree (37)	Somewhat disagree (38)	Neither agree nor disagree (39)	Somewhat agree (40)	Agree (41)	Strongly agree (42)
Overall, people with in my group are considered good by others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, others respect people in my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people consider others in my group, on average, to be more ineffective than other comparable groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my group are not respected by the broader society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, other groups view people in my group in a positive manner. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society views people in my group as an asset. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q193 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

Q194  
Please wait while we match you with a company for Part 2



End of Block: Collective Condition - B

Start of Block: Collective - SIT

Q279  
**Think about the many different social, political, and religious collectives that people identify with and relate to.**  
  
**Examples of some of these categories are provided below.**  
**Please review the categories and their definition.**

Q280

<b>Christian</b>	Definition: Religious groups associated with Christianity.	Examples:	
Catholic	Non-denominational	Baptist	Evangelical
<b>Liberal Political</b>	Definition: Groups that are politically and socially relevant to liberal ideals.		
Examples:	Human Rights Campaign	Black Lives Matter	
National Organization of Women	Democrat		
<b>Conservative Political</b>	Definition: Groups that are politically and socially relevant to conservative		

ideals. Examples: Blue Lives Matter National Rifle Association  
 American Family Association Young Republicans of America  
**Health and Environmental** Definition: Groups that are focused on the well-being of people, animals, and  
 the environment. Examples: People for the Ethical Treatment of Animals (PETA)  
 Greenpeace Vegan Lifestyle Environmental Student Association

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Q281

**Select ONE broader category that you personally value and identify with.**

- ☐ Christian (1)
- ☐ Liberal Political (2)
- ☐ Conservative Political (3)
- ☐ Health and Environmental (4)
- 

Q282

**Write ONE specific group or organization that you personally value and identify with that falls under the category you selected above.**

**Example: I selected "Christian" above. I associate with and value the ideas of my "Episcopalian" identity, so I write Episcopalian below.**

[note: You don't have to be officially affiliated with the group and it does not have to be one of the examples listed above]

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Page Break

Q283

**Briefly explain why identifying with the  $\${Q282/ChoiceTextEntryValue}$  group is important to you.**

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Q285

Think about another group that is dissimilar to your  $\${Q282/ChoiceTextEntryValue}$  group.

**Write that opposite group below.**

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Page Break

Q286

Consider your group of \${Q282/ChoiceTextEntryValue}.

Rate how much you agree or disagree with the following questions.

	Strongly disagree (29)	Disagree (30)	Somewhat disagree (31)	Neither agree nor disagree (32)	Somewhat agree (33)	Agree (34)	Strongly agree (35)
My group has expectations for how we should act/ behave. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a positive representation of my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others in my group would evaluate me as a positive representative of the group. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel guilty if I did not represent my group well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would go against my principles not to represent my group well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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Q289

Consider your group of  $\{Q282/ChoiceTextEntryValue\}$ .  
Rate how much you agree or disagree with the following questions.

	Strongly disagree (36)	Disagree (37)	Somewhat disagree (38)	Neither agree nor disagree (39)	Somewhat agree (40)	Agree (41)	Strongly agree (42)
Overall, people with in my group are considered good by others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, others respect people in my group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most people consider others in my group, on average, to be more ineffective than other comparable groups. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my group are not respected by the broader society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, other groups view people in my group in a positive manner. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society views people in my group as an asset. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q290 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

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Q291  
Please wait while we match you with a company for Part 2



End of Block: Collective - SIT

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Start of Block: Control Condition

Q250

**Look at the list of terms below. Select one word that stands out to you.  
Go with your first reaction, there are no right and wrong answers.**

- ☐ hay (1)
- ☐ sum (2)
- ☐ act (3)
- ☐ echo (4)
- ☐ boot (5)
- ☐ aisle (6)
- ☐ note (7)
- ☐ ounce (8)
- ☐ dozen (9)
- ☐ mustard (10)
- ☐ segment (11)
- ☐ measure (12)
- ☐ sphere (13)
- ☐ circuit (14)
- ☐ substance (15)
- ☐ dimension (16)

Q251

Briefly explain why you selected the word "\${ Q250/ChoiceGroup/SelectedChoices}"/>.

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Page Break

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Q252

Write three other words related to the word "\${ Q250/ChoiceGroup/SelectedChoices} ".

☐ Similar word #1 (1) \_\_\_\_\_

☐ Similar word #2 (2) \_\_\_\_\_

☐ Similar word #3 (3) \_\_\_\_\_

---

Q107

Write three other words NOT related to the word "\${ Q250/ChoiceGroup/SelectedChoices} ".

☐ Dissimilar word #1 (1) \_\_\_\_\_

☐ Dissimilar word #2 (2) \_\_\_\_\_

☐ Dissimilar word #3 (3) \_\_\_\_\_

---

Page Break

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Q108

Write three sentences using the word "\${Q250/ChoiceGroup/SelectedChoices}".

☐ Sentence #1 (1) \_\_\_\_\_

☐ Sentence #2 (2) \_\_\_\_\_

☐ Sentence #3 (3) \_\_\_\_\_

---

Page Break

Q257 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q258 Please wait while we match you with a company for Part 2



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Page Break

End of Block: Control Condition

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Start of Block: Task Directions & Founder Letter [Neutral Condition]

Q92 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

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Q109

**You have been randomly assigned to Company 9A03\***.

\*Actual company names have been concealed to protect the privacy of the business.

**Task Description:** In Part 2, you will be presented with an excerpt from the company's mission and vision statement.

**Task Directions:** Please review the statement and write a letter in the space provided to the founder. Your letter should provide feedback on how they can improve the statement and attract customers. Your letter will be directly shared with the company. Thus, your full effort is encouraged.

**Please read the letter below from the founder of Company 9A03\* before you begin.**

There will be a pause before the arrows (>>) are visible to move forward.

---



Q96



Dear One Growth Selection Team,

Thank you all for selecting us to participate in your program. For our company, it's our mission to create opportunities so people can live better. We consider it our responsibility to make a positive impact in the communities we serve. Whether it's through the many services we provide to other organizations that share our mission or through the inspiring volunteer efforts of our company associates, we are passionate about helping people live better. One community at a time.

In Fiscal Year 2016, our staff contributed more than **1.25 hundred hours** of their time outside of work to volunteer causes. Our company meets the needs of the underserved by directing charitable giving toward our core areas of focus: Morality, Opportunity, Sustainability, and Community.

We are excited to partner with One Growth for this opportunity and look forward to maturing and continuing to support our community. We have a clear vision for our company and want to see it grow to its maximum potential.

Thank you for your sponsorship!

Best regards,

J. Patterson

Page Break

---

Q110 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin reviewing the statement.

☐

I have read the founder's letter. (5)

☐

I have read the previous directions carefully. (1)

☐

I understand that I have been assigned to review a statement from Company 9A03. (2)

☐

I understand that I should give the task my full effort in order to benefit the company. (4)

End of Block: Task Directions & Founder Letter [Neutral Condition]

---

Start of Block: Task Directions & Founder Letter [Similar Condition]

Q261 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q95

**You have been assigned to Company 9A03\* based on similarities in your identification, interests, values, and responses.**

\*Actual company names have been concealed to protect the privacy of the business.

**Task Description:** In Part 2, you will be presented with an excerpt from the company's mission and vision statement.

**Task Directions:** Please review the statement and write a letter in the space provided to the founder. Your letter should provide feedback on how they can improve the statement and attract customers. Your letter will be directly shared with the company. Thus, your full effort is encouraged.

**Please read the letter below from the founder of Company 9A03\* before you begin.**

There will be a pause before the arrows (>>) are visible to move forward.

---

Q263



Dear One Growth Selection Team,

Thank you all for selecting us to participate in your program. For our company, it's our mission to create opportunities so people can live better. We consider it our responsibility to make a positive impact in the communities we serve. Whether it's through the many services we provide to other organizations that share our mission or through the inspiring volunteer efforts of our company associates, we are passionate about helping people live better. One community at a time.

In Fiscal Year 2016, our staff contributed more than **1.25 hundred hours** of their time outside of work to volunteer causes. Our company meets the needs of the underserved by directing charitable giving toward our core areas of focus: Morality, Opportunity, Sustainability, and Community.

We are excited to partner with One Growth for this opportunity and look forward to maturing and continuing to support our community. We have a clear vision for our company and want to see it grow to its maximum potential.

Thank you for your sponsorship!

Best regards,

J. Patterson

Page Break

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Q264 Please indicate your agreement to each term below. Then click Next (>>) when you are ready to begin reviewing the statement.

☐

I have read the founder's letter. (5)

☐

I have read the previous directions carefully. (1)

☐

I understand that I have been assigned to review a statement from Company 9A03. (2)

☐

I understand that I should give the task my full effort in order to benefit the company. (4)

End of Block: Task Directions & Founder Letter [Similar Condition]

---

Start of Block: Donation Interest & Lottery Nomination

Q81

Before you begin, we would like to extend an opportunity for you to help us assist the companies we service. We personally donate funds to each company and would like to offer the opportunity to our participants as well.

**Would you be interested in donating a percentage of your compensation to Company 9A03?**

*\*\*Note: Participants today do receive real compensation for their participation and we will provide our companies with funds based on the percentage of donations provided by the participants.*

---

Q66 Click to write the question text

☐

Yes, I would like to donate a percentage of my compensation. (2)

☐

Maybe, I would like to chose to donate at a later time. (3)

☐

No, I do not wish to donate any percentage of my compensation. (1)

*Skip To: Q84 If Click to write the question text = No, I do not wish to donate any percentage of my compensation.*

---

Page Break

---

Q64

What percentage (%) of your compensation would you like to donate ?

(0% being none and 100% being all of your compensation for today's task)

0 10 20 30 40 50 60 70 80 90 100



-----  
Page Break

Q84

On average, how frequently do you donate to charities ?

- ☐ Very infrequently (11)
- ☐ Infrequently (12)
- ☐ Somewhat infrequently (13)
- ☐ Neither frequently nor infrequently (14)
- ☐ Somewhat frequently (15)
- ☐ Frequently (16)
- ☐ Very frequently (17)

---

Page Break





Q96

**LOTTERY OPPORTUNITY**

Our company *One Growth* also runs a bi-annual lottery for the businesses we support. All businesses have an opportunity to win various lump sums of money to support their growth and development.

Business that are specifically nominated to receive the award have a 61% increased chance at winning. If a business is not nominated, they will simply be including in the general drawing.

**Would you like to nominate Company 9A03 for the drawing?**



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Q93 .

- ☐ Yes, I nominate my company for the lottery drawing. (1)
- ☐ No, I do not nominate my company for the lottery drawing. (2)
- 

Page Break

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End of Block: Donation Interest & Lottery Nomination

---

Start of Block: Task

Q86 Timing  
First Click (1)  
Last Click (2)  
Page Submit (3)  
Click Count (4)

---

Q95  
**Please review the excerpt of your company's mission and vision statement below. Then, respond to the company in your letter.**

---

Q95



PATTERSON &amp; ASSOCIATES

## Mission and Vision

Our corporate mission is “to create opportunities for others to grow their business.” This mission statement was created by the company’s founder. Strategic decisions in the business are a direct result of this mission statement. The mission statement is synonymous to the company’s slogan, “Create Opportunities. Live Your Dream.” The company’s business strategies involve using availability and accessibility as a selling point. The significance of such a selling point is exhibited in many of the company’s products. The “all Program” involves direct contact between the public and 4 d from those we service.

Our corporate vision is to “Be THE destination for customers to go to for all their needs.” This vision statement was officially articulated in the company’s 2017 investment community report. The vision statement from the previous year’s reflects strategic changes that our company implemented in response to the current business landscape and the needs of the community. In the past, the company’s vision statement was “to be the best in the industry.” At present, our vision statement includes the same goal but with a focus on accommodating customers.

Q83

Use the space below to write your letter to the founder, providing feedback to the business.

There will be a pause before the arrows (>>) are visible to move forward.

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End of Block: Task

Start of Block: Closing Questions

Q93

We would also like to extend the opportunity for interested participants to provide monthly reviews for the company in an effort to assist the company in their growth.

Please provide your email below if interested.

The company will contact you in the near future.

Q87 Click to write the question text

☐ Email Address (1) \_\_\_\_\_

Q83 .

☐ I do not wish to sign up at this time. (1)

Page Break

[illegible]

Q100

Please rate to what extent you agree or disagree with the following questions about the Company 9A03.

	Strongly disagree (25)	Disagree (26)	Somewhat disagree (27)	Neither agree nor disagree (28)	Somewhat agree (29)	Agree (30)	Strongly agree (31)
I care about benefiting the company through my participation. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to help the company through my participation. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to have positive impact on the company. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to do good for the company through my participation. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q85  
Please rate to what extent you agree or disagree with the following questions.  
Consider you behavior and attitude on average.

	Strongly disagree (18)	Disagree (19)	Somewhat disagree (20)	Neither agree nor disagree (21)	Somewhat agree (22)	Agree (23)	Strongly agree (24)
I see myself as caring. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as generous. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly go out of my way to help others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q71

**What types of questions were you asked to match you with a company?**

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Q72

**What was the purpose of your participation today?**

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Q74

**Did you notice anything about your task that you would like us to know?**

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Page Break

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Q75

**It is vital to our study that we only include responses from people that devoted their full attention to this study. Otherwise years of effort (the researchers and the time of other participants) could be wasted. You will receive credit/payment for this study no matter what, however, please tell us how much effort you put forth towards this study:**

- ☐ None at all (21)
  - ☐ A little (22)
  - ☐ A moderate amount (23)
  - ☐ A lot (24)
  - ☐ A great deal (25)
- 

Q76

**Please indicate how much attention you paid to this study. Again, you will receive credit no matter what. We appreciate your honesty!**

- ☐ None at all (21)
  - ☐ A little (22)
  - ☐ A moderate amount (23)
  - ☐ A lot (24)
  - ☐ A great deal (25)
-

Q77

**In your honest opinion, should we use your data in our analyses in this study?**

- ☐ Definitely not (1)
- ☐ Probably not (2)
- ☐ Might or might not (3)
- ☐ Probably yes (4)
- ☐ Definitely yes (5)

---

Page Break

## End of Block: Closing Questions

## Start of Block: Demographics



Q78 What is your year of birth?

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Q79 How fluent are you in English?

- ☐ Elementary Proficiency (6)
- ☐ Limited Proficiency (5)
- ☐ Professional Proficiency (4)
- ☐ Full Professional Proficiency (3)
- ☐ Native Proficiency (2)

Q80 Choose one or more races that you consider yourself to be:

- ☐ White (1)
- ☐ Black or African American (2)
- ☐ American Indian or Alaska Native (3)
- ☐ Asian (4)
- ☐ Native Hawaiian or Pacific Islander (5)
- ☐ Other (6) \_\_\_\_\_

Q81 What is your sex?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Prefer not to say (3)
- 

Q101 How many years of work experience do you have?

- ☐ 0-5 years (1)
- ☐ 6-10 years (2)
- ☐ 11-15 years (3)
- ☐ 16-20 years (4)
- ☐ 21+ years (5)
- 

Q102 What is the highest level of education you have completed?

- ☐ No High-School (6)
- ☐ High-school Diploma (1)
- ☐ Associated Degree (2)
- ☐ Bachelors Degree (3)
- ☐ Masters Degree (4)
- ☐ Doctorate; Professional Degree (5)
- 

Q103 What is your major or field area of work?

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End of Block: Demographics

---

Start of Block: Payment

Q231

**Thank you for your participation !**

**Below, you will find several options available to receive your compensation. Please select one option to receive your payment of \$5.**

*Note: Gift cards will be distributed online via email link at the end of each week*

☐ Amazon Gift Card (2)

☐ Target Gift Card (3)

☐ Walmart Gift Card (4)

---

Page Break



Display This Question:

*If Thank you for your participation ! Below, you will find several options available to receive yo... = Amazon Gift Card*

Q232

**You have selected "Amazon Gift Card" as your payment option. Please provide an email address below.**

Email Address (1) \_\_\_\_\_

Page Break

Display This Question:

*If Thank you for your participation ! Below, you will find several options available to receive yo... = Target Gift Card*

Q233

**You have selected "Target Gift Card" as your payment option. Please provide an email address below.**

Email Address (1) \_\_\_\_\_

Page Break

Display This Question:

*If Thank you for your participation ! Below, you will find several options available to receive yo... = Walmart Gift Card*

Q234

**You have selected "Walmart Gift Card" as your payment option. Please provide an email address below.**

Email Address (1) \_\_\_\_\_

Page Break

End of Block: Payment

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