University of Porto

Faculty of Psychology and Education Sciences

**IMPACT OF GROUP'S RELATIVE STATUS ON EVALUATIONS OF
NORMATIVE AND DEVIANT MEMBERS**

Ana Rita Alves Lourenço

october, 2016

Dissertation presented for the Integrated Master's in Psychology, Faculty of Psychology and Education Sciences of University of Porto, supervised by Professor *José M. Marques* (F.P.C.E.U.P.)

LEGAL NOTICES

To my grandmother,
For being unconditionally there for me

Acknowledgements

To Professor José Marques for soon captivating my interest in Social Psychology. Thank you for your passionate and vigorous teaching, and for keeping me challenged in every way. Thank you for always being truthful and giving me the space and opportunities to choose what I believed was best for me.

To Professor Isabel Rocha Pinto for your availability and your support over the last two years. For all the teachings and the challenges. For your goodwill and care.

To all the participants who agreed to be part of these studies, as well as my friends who made efforts to help me get to them. I am grateful for your words of encouragement and support.

To my family: my grandparents, my parents and my brother. For doing everything in your power to give me the best education, for never doubting my abilities, for believing in me and the person I could become. To my parents for the everyday efforts, and for all the love you always gave me. To my big brother, for being an example, a true friend and the best person I know. To all of you, for providing me a blissful home and a space of comfort to where I can always return. Forgive me all the days and nights that went by without you putting your sight on me.

To Carina, for being the best *partner in crime* that I could ask for. For all the hours you spent listening to my dramas, and for all the support you gave me. Thank you so much for helping me keep my sanity this last year! To my *lab colleagues*, Miguel and André. Miguel, thank you for your precious help on this work, you gave me an incredible and fundamental support; I will always remember the hours of conversation, bad music and good cookies. André, thank you for your good mood and your jokes, you always have a nice way to keep the spirits up.

To all my mentors and close friends. Catarina M., for being an example, for looking at me and seeing my potential, and for always being there for me (no matter what). I will always look up to you as a role model. João, for becoming one of my best friends and being so important to my personal growth. With you I learnt so many lessons and had the opportunity to become someone stronger and wiser. Rodrigo, for being so genuine and caregiving, and always being protective of me. Pedro, for being my *spiritual guide*, for coming and going, and always have the right words to say. Each one of you inspired me in many different ways, and I'm grateful that you came to make part of my life.

To Joana, Ana, Lígia, Samuel, Flávia, Mafalda, Mariana, Vânia, Ricardo. For making these five years memorable. For being the best I could ask for. For every single moment we spent together.

Sílvia, Beta, Daniela F., Carolina, Carla, Anabela, Catarina, Daniela P. For being the most incredible girls I have ever met! Thank you so much for your friendship and companion, and for being so good to me.

Sara, for sharing with me that it was one of the most important and life changing projects. Thank you for your true friendship, loyalty and respect. Mónica, Ana, Inês, for believing in us and making my last year so special. Each one of you has given me so much, and in so many ways, that I can only hope to have given you as much in return.

Ivo, for being in my life only for a year, and somehow making me feel it has been so for ages. For your friendship, your care and effort to make things right. Let us keep disagreeing for many years to come.

To my Students Association's team: for believing in us and allowing me to lead and represent us. Thank you for your effort, your work, and good mood. You can't even imagine how proud I am of what we turned out possible this year.

To the Bling-Bling Gang. Always there for me, the first when it comes to criticize, but also the first in line to come to my rescue. I love you guys.

Resumo

Será que o estatuto relativo de um grupo afeta as perceções de membros desviantes do endogrupo? Com base na teoria da dinâmica de grupos subjetiva averiguamos a ideia de que membros normativos do endogrupo são positivamente avaliados comparativamente a membros semelhantes do exogrupo e que membros desviantes do endogrupo são derrogados comparativamente a membros semelhantes do exogrupo. No entanto, segundo a perspetiva dos grupos agregado-coleção, prevemos que julgamentos de membros de um grupo revelem um padrão semelhante para grupos de baixo e alto estatuo. Os primeiros porque precisam proteger a sua superioridade social e os últimos porque se veem como mais interdependentes e percecionam membros indesejáveis do endogrupo como uma ameaça à sua identidade. Assim, prevemos um efeito de ovelha negra, independentemente do estatuto.

Foram conduzidas duas experiências (Ns = 148 e 224, respetivamente). Na Experiência 1 utilizámos um cenário onde participantes masculinos e femininos tiveram conhecimento de um gestor de recursos humanos masculino ou feminino que expressou lealdade ou deslealdade ao escolher um candidato do endogrupo/exogrupo. Na Experiência 2, participantes de Engenharia e Psicologia foram confrontados com um gestor de Engenharia ou Psicologia que expressou lealdade ou deslealdade ao demonstrar preferência por candidatos de Engenharia ou Psicologia. Os resultados da Experiência 1 foram inconclusivos. Na Experiência 2 encontrou-se um efeito de ovelha negra em ambos os estatutos. Adicionalmente, uma análise exploratória das emoções demonstrou que indivíduos de baixo estatuto demonstravam emoções positivas mais fortes relativamente a membros desleais do exogrupo e emoções negativas mais fortes relativamente a membros desleais do endogrupo. Discutimos o contributo deste estudo para a compreensão das relações entre grupos com diferente estatuto e a reação dos seus membros perante o desvio.

Palavras-chave: dinâmica de grupos subjetiva, perspetiva dos grupos agregado-coleção, estatuto intergrupal, identidade social, desvio endogrupal e exogrupal

Abstract

Does groups' relative status affect perceptions of deviant ingroup members? Based on subjective group dynamics theory, we examine the idea that normative ingroup members would be upgraded relative to similar outgroup members, and deviant ingroup members would be derogated relative to similar outgroup members. However, in light of the aggregate-collection group perspective, we predict that judgments of group members would show a similar pattern for both high and low status groups because members of the former need to protect their superior social position, whereas members of the latter see themselves as more interdependent and view undesirable ingroup members as a threat to their identity. Thus, we predicted a black sheep effect on both high and low status groups.

We conducted 2 experiments (Ns = 148 and 224, respectively). In Experiment 1, we used a scenario in which male and female participants learnt about a male or a female Human Resources manager who expressed ingroup loyalty or disloyalty, by choosing an ingroup/outgroup candidate. In Experiment 2, Engineering and Psychology participants learned about an Engineering or a Psychology manager who expressed ingroup loyalty or disloyalty by showing preference for Engineering or Psychology applicants for a job. Results for Experiment 1 were inconclusive. In Experiment 2 we found a black sheep effect in both low and high status groups. An exploratory analysis on emotions showed that low status participants held stronger positive emotions toward disloyal outgroup members and stronger negative emotions toward disloyal ingroup members. We discuss this work's contribution to understanding the relation between groups' relative status and their members' reaction to deviance.

Keywords: subjective group dynamics, aggregate-collection group perspective, intergroup status, social identity, ingroup and outgroup deviance

Introduction

People often react strongly to deviant members of their own group (e.g., Marques & Paez, 1994, 2008). We recurrently see individuals being judged and excluded by their groups for committing acts other members consider open to criticism. In this work, we propose to investigate the perceived impact of deviant behaviour when taking into account social asymmetries. Status differences are an important factor of intergroup interaction (e.g., Caricati & Monacelli, 2012). In fact, groups often share similar representations about high and low status groups and interact with each other on the basis of these representations (Lorenzi-Cioldi, 2008). Based on the idea that individuals may achieve a positive social identity by attaining higher prestige and status to their group as compared to relevant outgroups, we propose that the social position of a group differently affects the way individuals perceive and react to deviant ingroup members' behaviour.

To explore this idea, we depart from the social identity approach, namely subjective group dynamics theory (e.g., Marques, Paez, & Abrams, 1998), as well as aggregate-collection group perspective (e.g. Lorenzi-Cioldi, 1988; Lorenzi-Cioldi & Doise, 1990)

1. The Social Identification Approach

In daily life, individuals identify themselves as members of meaningful social categories (Tajfel, 1978; Tajfel & Turner, 1979). Social categories allow individuals to hold a cognitive representation of the society and to make sense of the dynamics occurring within it, as well as the place they occupy in the specific social contexts that emerge as a result of such dynamics (Tajfel, 1978). Self-categorization refers to the specific component of social categorization that deals specifically with the inclusion of the self into social categories in specific social contexts (Turner, Hogg, Oakes, Reicher, & Wetherell, 1987). The idea that this process is associated with cognitive, evaluative, and emotional antecedents and consequences is the basic tenet of the social identification framework, including social identity theory (SIT; e.g. Tajfel, 1978; Tajfel & Turner, 1979), self-categorization theory (SCT; e.g. Abrams & Hogg, 1990), and subjective group dynamics theory (SGDT; e.g. Marques, et al., 1998).

1.1. Social identity theory and the analysis of behaviour in small groups.

According to SIT, people are motivated to search and hold a positive self-concept as group members (Tajfel, 1978; Tajfel & Turner, 1979). Because, social categorization turns group membership into a major component of the self, the positive orientation that individuals hold about themselves turns into a positive orientation towards the ingroup. As a result, people develop an attitude of *ingroup favouritism* – i.e., a tendency to value ingroup's characteristics, members, worldviews, products, etc., more than outgroup's (Tajfel & Turner, 1986). As a consequence of this positive orientation towards the self, when they include themselves into a social category, people struggle to achieve and maintain a positive social identity by creating a positive differentiation between that category (the ingroup) and other relevant (outgroup) categories. In other words, when the ingroup is cognitively salient, people will attempt to objectively or subjectively generate a positive differentiation between the ingroup and a relevant outgroup that is present in the social comparison situation (Tajfel, 1978). In this psychological context, people should ultimately expect (and/or wish) their ingroup to be endowed with higher prestige and status than other relevant groups on meaningful dimensions (Tajfel & Turner, 1979; Hogg & Vaughan, 2011a).

Other research conducted outside the realm of SIT, known under the heading of small groups approach, focuses on intragroup processes which occur on interactions among members of face-to-face groups. This approach posits that group belongingness is both an antecedent and a consequence of members' commitment to the rules that prescribe adequate opinions, attitudes, beliefs, and behaviour, i.e., what is normatively expected from them (e.g. Festinger, 1950; cf. also Forsyth, 1995). According to Festinger (1950) group membership fulfils two social psychological functions. One such function is *social reality*, by allowing individuals to validate their opinions about the social world by affiliating with others who share similar beliefs. The other function is *group locomotion*, by letting members to cooperate in order to accomplish shared goals. Because uniformity functions as a means to obtain a subjectively valid social reality as well as to define and to achieve relevant group goals, group members are motivated to achieve consensus. Therefore, members resort to two kinds of influence: *informational influence*, which occurs when individuals privately accept other members' opinions as objective and trustworthy, and *normative influence*, which arises when individuals adopt certain opinions and behaviour based on their motivation to uphold other people's positive expectations about themselves. Although they facilitate group's uniformity, these kinds

of influence may not be enough to prevent group deviance. Members who diverge generate uncertainty and are viewed as deviant, and, consequently, they tend to be disliked and rejected by the normative members (Festinger, 1950; Levine, 1989).

SGDT integrates the SIT and the small-group approach perspectives. It proposes that negative reactions to ingroup deviants may function as a means to restore or even to reinforce the norms that the deviants violated, either by attempting to include the deviants (i.e. making them reintegrate the group's mainstream) or by excluding them from the group (see Marques, 2010b; Marques & Paez, 2008).

2. Subjective Group Dynamics Theory and Black Sheep Effect

SGDT (e.g., Marques, et al., 1998) explores the intragroup processes derived from the interplay between individuals' social identification and their reactions to emerging ingroup deviants. According to Marques and colleagues (1998) two types of focus that sustain the differentiation between groups can be distinguished: *descriptive* and *prescriptive*. *Descriptive focus* allows for social categorization and intergroup differentiation by defining group prototypes and associated intergroup contrasts. Thus, in adopting a descriptive focus, individuals emphasize group norms responsible for intergroup distinctiveness and for the categorization of people as group members. In turn, in adopting a *prescriptive focus*, individuals delve into values and moral expectations that regulate group positiveness. Together, the two focus would allow people to hold a clear-cut social identity by differentiating between ingroup and relevant outgroups, while simultaneously ensuring that the ingroup is positively distinct from the outgroup – *ingroup subjective validity* (e.g., Abrams, 2012; Marques, Abrams, Paez, & Hogg, 2001; Marques et al., 1998; Pinto, Marques, Levine, & Abrams, 2010).

The black sheep effect (Marques, Yzerbyt, & Leyens, 1988) is at the origin of the above idea. Several studies (cf. Marques & Paez, 1994, 2008) have shown that individuals tend to judge deviant ingroup members more negatively than equally deviant outgroup members. Simultaneously, individuals judge normative ingroup members more favourably than similarly normative outgroup members. As Marques (2010a) pointed out, this might appear in contradiction with individuals' attitude of ingroup favouritism (cf. above). However, as these authors suggested, in derogating deviant ingroup members, individuals should be protecting their group's positive image by legitimating their belief

in positive ingroup distinctiveness (Marques & Paez, 1994). The black sheep effect can thus be conceived of as a way of symbolically deal with the negative impact of salient deviant ingroup members on individuals' social identity (Marques et al., 1998).

3. Intergroup Status and Intergroup Behaviour

Status may be defined as the "consensual evaluation of the […] prestige of a group and its members as a whole" (Hogg & Vaughan, 2011b, p. 301). Indeed, status can be ascribed to a group as a whole so that group members' prestige bask in the group's prestige, based on characteristics that are not necessarily related to their individual actions but rather are characteristics of the group as a whole (Sutton, 2010).

As noted above, SIT holds that individuals are motivated to uphold a positive notion of themselves as group members, i.e. a positive social self-concept (Tajfel, 1978; Tajfel & Turner, 1979; Oakes, Haslam, & Turner, 1994). We may assume that one way people may achieve such positive social self-concept is by getting higher prestige and status to their group as compared to relevant outgroups. Therefore, it seems reasonable to suppose that group status plays an important role on intergroup behaviour (Bettencourt, Dorr, Charlton, & Hume, 2001; Caricati & Monacelli, 2012).

In line with SIT (Tajfel & Turner, 1979, 1986), social comparison between low and high status groups allows members of the latter groups to retain and increase positive evaluations and feelings about their membership, while entailing negative evaluations and feelings by members of the former groups, forcing them to adopt strategies aimed to achieve a more positive social identity (Tajfel & Turner, 1979, 1986; see also Bettencourt et al., 2001; Jetten, Spears, Hogg, & Manstead, 2000).

In the present study, we focus at the intergroup level of analysis, taking into consideration the status hierarchy's relations established between groups.

4. Aggregate-Collection Group Perspective

A relevant theoretical account of the role played by status differentials in intergroup relations is the aggregate-collection group perspective proposed by Lorenzi-Cioldi and associates (ACG; e.g. Lorenzi-Cioldi, 1988; Lorenzi-Cioldi & Doise, 1990).

According to this perspective, regardless of their own positions in a status hierarchy, individuals hold and share different cognitive representations of high status, dominant, and of low status, dominated, groups. High status groups are represented as social categories composed of distinctive, highly heterogeneous and not fully interchangeable individuals. These groups are referred to as *collections,* because their members accentuate their individuality and interpersonal differentiation within the ingroup (Lorenzi-Cioldi, 1988; 1998). Conversely, members of low status groups are perceived as strongly homogeneous and interchangeable individuals who are defined mainly by the shared characteristics that differentiate their group from other groups. Hence, the latter groups are referred to as *aggregates*, because their members are perceived as undifferentiated from each other (Lorenzi-Cioldi, 1988; 1998).

The different representations of high and low status groups may ensue from the social criteria which trigger the cognitive biases derived from perceivers' group memberships (Lorenzi-Cioldi, 2008; Lorenzi-Cioldi, Deaux, & Dafflon, 1998). A membership logic would be responsible for causing an outgroup homogeneity effect, whereas a status logic would generate a low status group homogeneity effect (Lorenzi-Cioldi, 2008).

4.1. Oppression and ideology.

Lorenzi-Cioldi (2006) elaborates on the above idea, by discussing five possible accounts of this dual representation. In the present work, we highlight two such accounts: *oppression* and *ideology*. Oppression theories hold that higher status individuals are more powerful than, and thus receive more attention from, lower status individuals than vice-versa (Lorenzi-Cioldi, 2008). As a result, high status groups' greater perceived variability should emerge from low status members' motivation to obtain detailed information about their behaviours, intentions and principles. This would allow the former to predict the latter's actions, and thus behave adequately, and, possibly, to influence them (see also Fiske, 1993). The ideology-based explanation, in turn, holds that members of high status groups feel compelled to promote the idea that their value rests on their deservedness (i.e. on the fact that they are indeed special and unique) rather than their mere group membership (see also Jost & Banaji, 1994).

4.2. System justification theory.

In agreement with the above idea, system justification theory (SJT; Jost & Banaji,

1994; Jost & Hunyadi, 2002) argues that individuals rationalize their social status by committing themselves to an existing ideology that supports the status quo (cf. also Hogg & Vaughan, 2011a). Commitment to such ideology allows individuals to view intra and intergroup hierarchies as objectively fair and justified. As a result, even those individuals who occupy low status positions, should perceive themselves as deserving their status, provided that they accept the system-justification ideology (Sutton, 2010). By resisting social change and justifying the existing social system, low status individuals help maintaining their own group's disadvantaged position even at the expense of their immediate personal or collective interests or esteem (Jost & Hunyadi, 2002).

In brief, SJT addresses the existence of an ideological motive that rationalizes the existing social order and plays an important role in the internalization of inferiority amongst members of disadvantaged groups (Jost, Banaji, & Nosek, 2004). Importantly, this ideological motive may not be conscious but exist at an implicit level of awareness, occasionally stronger on disadvantaged individuals in terms of social order (Jost et al., 2004).

It seems obvious that ingroup members who question the legitimacy of a status differential between ingroup and outgroup are treated as deviant when the ingroup holds the higher status. In turn, in lower status groups this treatment is reserved to members who accept the legitimacy of the status differential (Scheepers, Branscombe, Spears, & Doosje, 2002). We may thus hypothesize that members of higher status groups who question the status differential should be viewed as a threat to other members' identity and, as such treated by them as deviant. We deal with this general hypothesis in the following section.

Overview and Hypotheses

We propose that groups' relative status affects the extent to which group members are perceived and evaluated. The above reviewed literature suggests that groups' status plays a powerful role in the perceptual and representative processes that occur among groups (e.g., Bettencourt et al., 2001; Caricati & Monacelli, 2012; Jetten et al., 2000; Lorenzi-Cioldi, 1988; Lorenzi-Cioldi & Doise, 1990). We believe that the shared representations held by high and low status groups about each other should impact differently on how individuals ensure the ingroup's subjective value. The aim of our studies is to explore how members of high and low status groups react to other ingroup or outgroup members who are disloyal to their own group, thus potentially reinforcing or jeopardizing ingroup's subjective validity.

Based on SIT, we assume that individuals may reinforce their social identity by struggling for ingroup's higher prestige and status as compared to other groups (Tajfel, 1978; Tajfel & Turner, 1979). Consequently, in line with SGDT and with previous evidence on the black sheep effect, ingroup members whose behaviour increases the group's prestige or status and, hence, subjective validity, should be upgraded relative to outgroup members who do the same with respect to their own group. Concomitantly, ingroup members whose behaviour decreases the ingroup's prestige or status should be viewed as socially undesirable, hence being derogated as compared to similar outgroup members (e.g. Marques & Paez, 1994). Secondly, based on the ACG model of Lorenzi-Cioldi and colleagues (cf. Lorenzi-Cioldi, 2008), we may expect, on the one hand, these judgments to be more extreme among members of low status than among members of high status groups, because the former see themselves as more interdependent than the latter, the latter should feel undesirable ingroup members as a lesser threat to their identity than the former. On the other hand, as shown by Scheepers and colleagues (2002), members of high status groups need to legitimize their superior social position (Jost & Banaji, 1994) in order to prove they deserve such position, so we may also expect extreme judgments among members of high status. Taking both these ideas into account, we expect a similar pattern to both low and high status groups.

Thirdly, the opinion of outgroup members should have a differential impact depending on the groups' relative status. Indeed, assuming, as proposed by ACG, that there is an attentional asymmetry which motivates members of low status groups to seek information about members of high status, powerful, group while leading members of

high status groups to ignore differences among members of low status (Lorenzi-Cioldi, 2008; see also Fiske, 1993), we may assume that the actions and opinions of outgroup members are particularly relevant when these individuals issue from high status groups.

In brief, because both high and low status groups seek to maintain, or achieve, a higher rank in the social structure, respectively, we can predict ingroup members who conform to a group-protecting norm by showing ingroup loyalty to be positively evaluated, and ingroup members who oppose that norm by displaying outgroup loyalty to be derogated. We do not expect differences between group status.

In turn, according to SGDT (see Marques et al., 2001) we can expect outgroup members to be less relevant for participants' social identity, and therefore we predict judgments about outgroup members to be less extreme.

Finally, because both low and high status groups are invested in supporting the status quo through a system justification ideology, we aim to explore the association between this construct and targets' evaluations.

To test the above ideas, we conducted two experiments. In Experiment 1, we used gender, which we considered to define one of the most salient social hierarchies (see Fiske, 2010; cf. also Lorenzi-Cioldi, 1988, 1993; Lorenzi-Cioldi & Doise, 1990; Lorenzi-Cioldi & Doise, 1994; Lorenzi-Cioldi, Eagly & Stewart, 1995). We used a fictitious scenario wherein a male vs. female Human Resources manager expressed or not loyalty to their gender-category by choosing a male over a female candidate (or vice-versa) for a job, in spite of the fact that both candidates submitted equally strong applications.

We designed Experiment 2 to examine a similar phenomenon, but, this time, we used Engineering vs. Psychology as a manipulation of the status asymmetry, Engineering being the high status group, and Psychology the low status group. As in Experiment 1, the cover-story also referred to recruitment processes in the labour market. In the present case, Engineer vs. Psychologists manager displayed a general preference for candidates with Engineering vs. Psychology training.

Experiment 1

1. Method

1.1. Participants and design.

Participants were 38 male and 110 female university students (N = 148[1]; Ns varied between 7 and 29 between conditions), aged from 18 to 45 years old (M = 23.58, SD = 4.72), who agreed to participate in an online study. Participants' sex was similarly distributed across conditions, $\chi^2(1)$ = 0.38, p = .944, whereas age was not, $F(7,140)$ = 3.24, p = .003, likely due to the low sample size among men. The experiment follows a 2 (Participant's Gender: Male vs. Female) X 2 (Target's Gender: Ingroup vs. Outgroup) X 2 (Target's Loyalty: Loyal vs. Disloyal) between-participants design.

1.2. Procedure and materials.

Participants were invited to participate in an online survey, purportedly about "Recruitment and Selection Process". They were told that their opinion as future decision-makers in the working environment was essential to assess and better understand the organizational processes that take place in Portuguese companies.

Participants first answered a set of demographic questions. Then they learned about a (purportedly real, but in fact fictitious) case concerning the hiring of a candidate to a sales job position by a company[2]. The case included the full description of the job, followed by the profile of two applicants. Both applicants presented equal skills and other characteristics, except that one was female and the other was male[3]. Participants could

---

[1] 209 university students were inquired. However, a total of 61 were eliminated from our sample for failing the manipulation checks.

[2] The job description induction was selected through a pilot study to ensure that it was not stereotyped neither as a masculine or feminine profession. Participants (N = 24) gave their opinion about three different job descriptions (salesperson, travel agent, administration assistant), assessing if they were perceived to be more adequate to men or women [1 = Men; 7 = Women] on four different statements. Results showed that salesperson was the most neutral job and did not differ from the scale midpoint: (1) "This job is best suited to" (M = 4.04, SD = 0.46; $t(23)$ = 0.44, p = .664), (2) "This job will be best performed by" (M = 4.17 SD = 0.64; $t(23)$ = 1.28, p = .213), (3) "This job is usually performed by" (M = 4.00, SD = 1.25, $t(23)$ = 0.01; p = 1.000), (4) "This job should be primarily performed by" (M = 4.17, SD = 0.48; $t(23)$ = 1.70, p = .103). Moreover, a MANOVA on each of the items yielded no significant effects, $F(1, 22)$ always < 1.80, p > .193, thus reinforcing that salesperson was as adequate for men and women.

[3] To ensure that both candidates had equal skills we conducted a pilot study in which participants evaluated which profile was most capable to fill a salesperson job position [1 = Profile X; 7 = Profile Y] on three different statements. Results showed that both profiles were equally suitable since there were no significant differences from the scale midpoint: (1) "Which profile is most suitable for the job?" (M = 3.75, SD = 1.02;

then read a report sent by the Human Resources manager to the Administration Board, stating that "After documentary analysis of the candidates' curricula it is my opinion that both have equally aptitude for the position. However, based on the experience that I have accumulated over the years, I recommend that [Candidate X] be excluded and that [Candidate Y] proceeds to the final selection phase for the purpose of the effective fulfilment of the job's position". With this case, we wanted to give participants the impression that the manager chose a candidate based solely on their gender. Two experimental conditions were manipulated in the case: the gender of the HR manager, and the gender of the selected candidate.

Target's gender manipulation. The manager responsible for the recruitment process was presented either as a female or a male. This information was presented by referring to the manger by using gender specific vocabulary which accordingly to Portuguese language allows to distinguish men and women. According to participants' gender, this manipulation corresponded to an Ingroup vs. Outgroup target.

Target's loyalty manipulation. We also manipulated the gender of the applicant chosen by the manager. Depending on condition, the manager either selected the female or the male candidate which, according to the manager's gender, constituted Loyalty or Disloyalty.

Participants were randomly assigned to one of the experimental conditions. After reading the manipulations they were asked to answer to a series of measures tapping their evaluation of the target's behaviour, plus a system justification gender scale and a benevolent sexism scale. The latter two scales were aimed respectively to know participants' strength of agreement (or disagreement) with a gender-specific system justification ideology and to access participants' level of benevolence toward women. Finally they completed the manipulation checks that ensured that participants acknowledged gender manipulations.

After the questionnaire ended, participants were debriefed and thanked for their participation.

$t(19) = -1.10, p = .287$), (2) "Which profile is more able to perform the job in an effective way?" ($M = 4.10$, $SD = 1.41$; $t(19) = 0.32, p = .755$), (3) "Which of the profiles will be more advantageous for the company?" ($M = 3.60$, $SD = 1.31$; $t(19) = -1.36, p = .189$). Moreover, a MANOVA on each of the items yielded no significant effects, $F(1, 22)$ always < 2.65, $p > .121$, thus reinforcing that both profiles were equally adequate for men and women.

1.3. Dependent measures.

Validation. In order to know to what extent participants agreed with, or disagreed from, the target, they were asked to evaluate the decision on four bipolar scales (1 = "wrong", "invalid", "illegitimate" and "bad"; 7 = "right", "valid", "legitimate" and "good"). We averaged these four items to create a Validation score (Cronbach's α = .92).

Evaluation. We adapted a scale based on Leach, Ellemers and Barreto (2007) composed by nine traits (1 = *Completely disagree*; 7 = *Completely agree*) with the purpose of assessing participants target's evaluation. A Principal Components Factorial Analysis with Varimax rotation set to extract 3 factors showed the following saturation of the nine items: (1) *Competence* ("trustworthy", "intelligent", "competent", "skilled", Cronbach's α = .95) explaining 37.17% of variance; (2) *Sociability* ("likeable", "friendly", "warm", Cronbach's α = .94) that explains 31.36% of variance; and (3) *Morality* ("honest", "sincere", Cronbach's α = .85) explaining 19.52% of variance of the results[4] (See Table 1). We averaged these nine items into an overall Evaluation score (Cronbach's α = .94), and created one score for each factor: Competence, Sociability and Morality.

System justification. In order to assess gender specific system justification participants responded to a Portuguese translation and adaptation of Jost & Kay's (2005) System Justification Gender Scale (e.g., "In general, relations between men and women are fair"). Participants indicated to what extent they agreed with eight statements (1 = *Completely disagree*; 7 = *Completely agree*), so that agreement resulted on higher scores on gender-specific system justification. We created a System Justification score by averaging these items (Cronbach's α = .63).

Benevolent sexism scale. Participants were exposed to the items from Glick and Fiske's (1996) Ambivalent Sexism Inventory (ASI), concretely to the Benevolent Sexism subscale (BS). We used Costa, Oliveira, Pereira & Leal's (2015) scale adaptation to Portugal, with the exception that in order to maintain consistency of the measures throughout the study we used a 7-point scale contrary to the original 6-point scale used by those authors (1 = *Completely disagree*; 7 = *Completely agree*). This subscale is composed by eleven items (e.g., "In a disaster, women ought not necessarily to be rescued

---

[4]We expected "trustworthy" to load on Morality, but it is possible that it was interpreted as being a more intellectual feature like "reliable" and not necessarily as an example of morality (someone who can be trusted in general). For the Portuguese language, "trustworthy" applies both to the intellectual and to the moral domains.

before men") that we averaged into a Benevolent Sexism Scale score (Cronbach's α = .79).

Table 1 about here

2. Results and Discussion

2.1. Validation.

A Participant's Gender X Target's Gender X Target's Loyalty ANOVA on the Validation score showed no significant effects, $F(1,140) \leq 0.18$, $p \geq .677$. Participants evaluated the target's decision as being neutral ($M = 4.14$, $SD = 1.51$; $t(147) = 1.10$, $p = .273$) regardless of the experimental conditions. This result is contrary to our hypothesis, since we expected an interaction between Target's Gender and Target's Loyalty consistent with a BSE. Furthermore, this result shows that, by considering the targets' decision to be neutral, participants made no differentiation between normative (loyal) and deviant (disloyal) targets.

2.2. Evaluation.

We expected to a BSE on targets evaluation for both low and high status. A Participant's Gender X Target's Gender X Target's Loyalty ANOVA on the Evaluation score showed no significant effects, $F(1,140) \leq 0.07$, $p \geq .799$. Participants evaluated target's as being neutral ($M = 4.16$, $SD = 1.19$; $t(147) = 1.67$, $p = .096$) regardless of the experimental conditions. Although consistent with the previous result, this finding is also contrary to our hypothesis.

We computed a Gender X Target's Gender X Target's Loyalty ANOVA for each evaluation component, to test the same hypothesis above. No effects emerged for Competence and Sociability, respectively, $F(1,140) \leq 0.01$, $p \geq .920$, and, $F(1,140) \leq 0.01$, $p \geq .952$. Finally, for Morality, we found a marginal Gender X Target's Loyalty interaction, $F(1,140) = 3.50$, $p = .064$, $\eta_p^2 = .01$. Women considered loyal targets as more moral ($M = 4.94$, $SD = 0.19$) than men ($M = 4.28$, $SD = 0.31$; $F(1,140) = 3.50$, $p = .064$, $\eta_p^2 = .02$), but there were no differences regarding disloyal targets ($F(1,140) = 0.75$, $p = .388$).

2.3. System justification.

To examine whether participants endorsed a gender system ideology differently across conditions we computed a Gender X Target's Gender X Target's Loyalty ANOVA for the System Justification score. We found a significant effect of Gender, $F(1,140) = 7.51$, $p = .007$, $\eta_p^2 = .05$. The gender effect reveals that women ($M = 3.63$, $SD = 0.78$) agreed less with a gender-specific system justification ideology than did men ($M = 4.03$, $SD = 0.68$). No other effects were significant, $F(1,140) \leq 0.63$, $p \geq .430$.

2.4. Benevolent sexism scale.

To examine whether participants differently showed benevolence towards women across conditions, we computed a Participant's Gender X Target's Gender X Target's Loyalty ANOVA on the Benevolent Sexism score. We found a significant effect of Gender, $F(1,140) = 9.31$, $p = .003$, $\eta_p^2 = .06$. Female participants ($M = 2.95$, $SD = 0.96$) showed lower levels of benevolence toward women than did male participants ($M = 3.48$, $SD = 0.95$). No other effects were significant, $F(1,140) \leq 1.53$, $p \geq .219$.

2.5. Correlational analysis.

We correlated the participants' system justification with targets' evaluation scores across experimental conditions. This analysis showed significant correlations only in the Male X Outgroup X Disloyal condition. System Justification correlated with Evaluation, $r(7) = .82$, $p = .025$, Evaluation Competence, $r(7) = .71$, $p = .077$, and Evaluation Sociability, $r(7) = .69$, $p = .084$ (see Table 2). The more male participants agreed with a system justification belief, the more favourably they evaluated the female targets and the more they considered them competent and sociable.

Table 2 about here

In this study we aimed to test if men and women have the same patterns of reaction when facing an ingroup/outgroup normative/deviant individual. The results of Experiment 1 were contrary to our hypotheses since we expected both groups to reveal a pattern consistent with the BSE. In fact, these results show no differences on validation, evaluation, competence and sociability, and no distinction was recorded between target's behaviour. This leads us to believe participants made no differentiation between normative (loyal) and deviant (disloyal) targets on these components. However,

importantly enough, we observed that women considered loyal targets to be more moral than men. Moreover, women showed lower levels of benevolence toward women (when compared with men), which appears in line with the literature (Costa et al., 2015). Furthermore, men showed more commitment to an ideology that supports the gender status quo than women, which seems consistent with the idea that high status individuals are more likely than lower status individuals to support an ideology legitimizing the status quo (Zimmerman & Reyna, 2013).

Regarding the associations between system justification and other variables, results show that men that evaluate a disloyal woman positively associate system justification beliefs with the target's evaluation, competence and sociability, probably because this target's behaviour is in line with the status asymmetry (more strongly supported by men). It is important to note, however, that this experimental condition had only 7 participants, which severely weakens confidence on this result.

3. Methodological Shortcomings of Experiment 1

Results of Experiment 1 may be due to several methodological flaws. First, we did not have similar and sufficient numbers of participants across conditions. Second, there were no significant differences between the evaluation of the normative and deviant targets, which clearly suggests that our manipulation of target's loyalty was unsuccessful. Indeed, the choice of an ingroup or outgroup applicant by targets may not have been perceived by participants as a (dis)loyal act.

In a less formal tone, the "take-home" message from this experiment may well be that, in today's society, gender interactions are much more complex than we considered when planning it. Giving the current debate on gender equality policies in the work context, it seems reasonable to suppose that participants did not interpret our manipulation as linearly as we initially expected. For example, it is not sure that a man who chose a female candidate to a job position would be considered by other men as deviant because he was not showing ingroup loyalty. On the contrary, such a man might be simply viewed as someone engaged on a gender equality policy, thus following a socially valued standard. The fact we had a neutral targets' evaluation corroborates this idea. Furthermore, because the target was presented as someone with accumulated work experience it may also be that participants did not consider the target's choice as based

on a gender-based criterion, but rather on the fact that the target may have considered some specificities of the candidate's résumé to be particularly relevant. This artefact might well have been strengthened by the fact that participants were evaluating a target who was presented as an expert on the work context, a field with which most participants had little or none contact yet.

Taking these features into consideration, we conducted Experiment 2 in order to overcome these limitations and to test the same hypotheses as in Experiment 1. Given the complexity of gender relations we opted to drop this group as status manipulation, using instead Engineering and Psychology fields of study, simultaneously to be more relevant to participants. Furthermore, we chose to evaluate system justification beliefs before assigning participants to the experimental conditions so that conclusions on this matter could not suffer any interference of manipulations. Finally, we added a set of measures about the target's emotional impact with a more exploratory purpose.

Experiment 2

1. Method

1.1. Participants and design.

Participants were 113 psychology and 111 engineering university students (N = 224[5]), aged from 17 to 52 years old (*M* = 20.94, *SD* = 4.76), and similarly distributed across conditions ($F_{\text{age}}(7,215) = 0.09$, *p* = .999). A 2 (Ingroup Status: High vs. Low) X 2 (Target's Group: Ingroup vs. Outgroup) X 2 (Target's Loyalty: Loyal vs. Disloyal) between-participants design was conducted. As expected, sex was not equally distributed across conditions, $\chi^2(7) = 41.03$, *p* < .001. This result is due to the fact that Psychology has traditionally more women enrolled whereas some Engineering courses are mainly attended by men.

1.2. Procedure and materials.

Participants were invited to participate in a survey allegedly about "Recruitment and Selection Policies in the Portuguese Companies". They were told that the study intended to gather the opinion of future professionals about the recruitment and selection processes developed by the Portuguese managers.

First, participants responded to a set of demographic questions and then were asked to answer to a social identification and a system justification scale. These intended respectively to understand participants' group identification and their degree of agreement (or disagreement) with a system justification ideology.

Subsequently, they were informed about a (purportedly real, but fictitious) case regarding an excerpt of one manager's communication directed to college students, potential future employees of the company he/she belonged to. It was explained that part of the communication was dedicated to the theme of recruitment and selection of new employees. Participants then read three quotes selected from the manager's communication: "All my training has been developed in the field of [Engineering/Psychology] and early I started to work and gain experience in big companies (...). I've seen many people coming and going, some good and some bad

---

[5]236 university students were inquired. However, a total of 12 were eliminated from our sample for failing the manipulation check.

(professionals), and I quickly had to deal with the difficulty of knowing how to choose a good candidate."; "I often find candidates with a very similar profile, and the truth is that after a while we make decisions based on instinct (...). That's how I came to realize that whenever I have to choose, say, between a person with a background in the engineering or psychology field, I choose with my eyes closed a [colleague/candidate] from [Engineering/Psychology]. There's no room for doubt!"; "(...) I've handled with a lot of [Engineering/Psychology] guys and the truth is that people in [our area/this area] work so much better than people from [Engineering/Psychology]. (...) So on what depends on me whenever I have to choose will always be [Engineering/Psychology] first.". Resembling Experiment 1, we sought to pass on the idea that the manager always preferred a candidate based on their field of study. Two experimental conditions were manipulated in the communication: the training area of the manager, and the training area he/she favoured.

Target's group manipulation. The manager was presented as having training either on Psychology or Engineering. This information was presented on the first part of the communication. According to participants' group, this manipulation corresponded to an Ingroup vs. Outgroup target.

Target's loyalty manipulation. Such as in Experiment 1, we manipulated the group preferred by the manager. Depending on condition, the manager either considered Psychology or Engineering candidates as more capable workers which, according to manager's group, constituted Loyalty or Disloyalty.

Participants were randomly assigned to one of the experimental conditions. Right after they completed a manipulation check that ensured they acknowledged target's group manipulation. Then they were asked to respond to the same measures of Experiment 1 that concerned their evaluation of the target's behaviour plus a set of measures about the target's emotional impact.

After completing the questionnaire, participants were debriefed and thanked for their participation.

1.3. Control measures.

Social identification. We adapted Doosje, Ellemers & Spears (1995) scale to measure participants' ingroup identification. Participants indicated to what extent they agreed with four statements (e.g., "I identify with the other people from Engineering/Psychology field") on a seven-point scale (1 = *Completely disagree*; 7 = *Completely agree*) averaged into a Social Identification score (Cronbach's α = .84).

System justification. To measure system justification beliefs participants responded to a Portuguese translation and adaptation to the working environment of Kay & Jost's (2003) System Justification Scale (e.g., "In general, I find the labour market to be fair"). Participants indicated to what extent they agreed with eight items (1 = *Completely disagree*; 7 = *Completely agree*), that we averaged into a System Justification score (Cronbach's α = .79).

Status perception. In order to control if participants perceived Engineering field to have more status than Psychology field, they were asked to respond to what extent they agreed with the following statement (1 = *Completely disagree*; 7 = *Completely agree*): "Currently, on the eyes of the Portuguese in general, people who are trained in Engineering have more status than people who are trained in Psychology.". We introduced more statements with the purpose of disguise this question.

1.4. Dependent measures.

Validation. Participants were asked to evaluate the target's opinion on the same bipolar scales as in Experiment 1. We averaged these items to create a Validation score (Cronbach's α = .90).

Emotions. In order to understand the emotional impact of the statement made by the target, participants were asked to evaluate to what extent the targets decision made them feel (1 = Completely disagree; 7 = Completely agree): "shame", "anger", "satisfaction" and "pride".

Evaluation. In order to assess target's evaluation, we used Leach et al.'s (2007) scale, as we did in Experiment 1. A Principal Components Factorial Analysis with Varimax rotation extracted 3 factors (respectively, 53.11%, 15.38%, and 9.61% of the variance). "Trustworthy", "intelligent", "competent", and "skilled" saturated in the first factor, which we interpreted as *Competence* (Cronbach's α = .84). "Likeable", "friendly", and "warm", saturated on the second factor, which we interpreted as *Sociability* (Cronbach's α = .91). Finally, "honest", and "sincere", saturated on the third factor, which we interpreted as *Morality* (Cronbach's α = .82)[6] (See Table 3). We also constructed an overall Evaluation score by averaging these nine items (Cronbach's α = .89).

Table 3 about here

---

[6]Although we used another Portuguese expression to translate "trustworthy", this item was once again interpreted as being a more intellectual feature.

2. Results

2.1. Control measures.

Social identification. Participants identified with their group ($M = 5.55$, $SD = 1.10$). A One-Way ANOVA computed on the Social Identification score yielded no significant effect, $F(7,216) = 0.59$, $p = .765$, which means the level of identification was the same across conditions.

System justification. We computed an Ingroup Status X Target's Group X Target's Loyalty ANOVA on the System Justification score in order to search for Ingroup Status effects. This analysis yielded a significant effect of Ingroup Status, $F(1,216) = 13.21$, $p < .001$, $\eta_p^2 = .06$. Engineering students ($M = 3.34$, $SD = 0.80$) agreed more with a status quo ideology in the working environment than did Psychology students ($M = 2.94$, $SD = 0.82$).

Status perception. As expected, participants perceived the field of Engineering to have more status than that of Psychology ($M = 5.48$, $SD = 1.53$). A One-Way ANOVA on this variable yielded no significant effects, $F(7,216) = 1.14$, $p = .338$, which means this perception was the same across conditions.

2.2. Dependent measures.

Validation. We computed an Ingroup Status X Target's Group X Target's Loyalty ANOVA on the Validation score in order to search for a pattern consistent with a BSE. We found a significant Target's Group X Target's Loyalty interaction, $F(1,213) = 37.17$, $p < .001$, $\eta_p^2 = .15$. As expected, loyal ingroup targets ($M = 3.76$, $SD = 1.19$) received more validation than did similar loyal outgroup targets ($M = 2.52$, $SD = 1.84$; $F(1,213) = 21.88$, $p < .001$, $\eta_p^2 = .09$), and disloyal ingroup targets ($M = 2.86$, $SD = 0.20$) received less validation than did disloyal outgroup targets ($M = 3.92$, $SD = 1.19$; $F(1,213) = 15.60$, $p < .001$, $\eta_p^2 = .07$).

Emotions. To examine whether target's behaviour had an emotional impact on participants, we computed an Ingroup Status X Target's Group X Target's Loyalty ANOVA for each emotion.

Shame. For Shame, this analysis yielded a marginally significant three-way interaction, $F(1,216) = 3.21$, $p = .075$, $\eta_p^2 = .02$. As can be seen in Table 4 and Figure 1 comparing high and low status groups: disloyal ingroup targets caused more shame to Psychology students than to Engineering students ($F(1,219) = 6.98$, $p = .009$, $\eta_p^2 = .03$);

disloyal outgroup targets caused less shame to Psychology students than to Engineering students ($F(1,219) = 3.90$, $p = .049$, $\eta_p^2 = .02$) (no other interaction was significant, $F(1,219) \leq 0.37$, $p \geq .544$). Additionally, for low status group, disloyal ingroup targets caused more shame than disloyal outgroup targets ($F(1,219) = 14.67$, $p < .001$, $\eta_p^2 = .06$; no other interaction was significant at this level, $F(1,219) \leq 0.82$, $p \geq .365$); disloyal ingroup targets caused more shame than loyal ingroup targets ($M = 3.29$, $SD = 1.36$; $F(1,219) = 3.95$, $p = .048$, $\eta_p^2 = .02$; no other interaction was significant at this level, $F(1,219) \leq 2.51$, $p \geq .115$). Moreover, we found a marginally significant Target's Group X Target's Loyalty interaction, ($F(1,216) = 3.53$, $p = .062$, $\eta_p^2 = .02$). This indicates that disloyal outgroup targets ($M = 2.94$, $SD = 0.23$) caused less shame than disloyal ingroup targets ($M = 3.64$, $SD = 0.24$; $F(1,216) = 4.53$, $p = .035$, $\eta_p^2 = .02$). No significant differences were found for loyal targets, $F(1,216) = 0.27$, $p = .607$).

Anger. As was the case for Shame, for Anger, we also found a three-way interaction, $F(1,216) = 29.12$, $p < .001$, $\eta_p^2 = .12$. As can be seen in Table 4 and Figure 2 comparing high and low status groups: disloyal ingroup targets caused more anger to Psychology students than to Engineering students ($F(1,219) = 20.35$, $p < .001$, $\eta_p^2 = .09$); disloyal outgroup targets caused less anger to Psychology students than to Engineering students ($F(1,219) = 4.85$, $p = .029$, $\eta_p^2 = .02$); loyal outgroup targets caused more anger to Psychology students than to Engineering students ($F(1,219) = 6.04$, $p = .015$, $\eta_p^2 = .03$; no other interaction was significant, $F(1,219) = 1.56$, $p = .212$). Moreover, for low status group: loyal ingroup targets caused less anger than loyal outgroup targets ($F(1,219) = 14.73$, $p < .001$, $\eta_p^2 = .06$) and, conversely, disloyal ingroup targets caused more anger than disloyal outgroup targets ($F(1,219) = 35.46$, $p < .001$, $\eta_p^2 = .14$; no other interaction was significant, $F(1,219) \leq 0.82$, $p \geq .366$); loyal ingroup targets caused less anger than disloyal ingroup targets ($F(1,219) = 25.26$, $p < .001$, $\eta_p^2 = .10$) and loyal outgroup targets caused more anger than disloyal outgroup targets ($F(1,219) = 22.27$, $p < .001$, $\eta_p^2 = .09$; no more interactions were significant, $F(1,219) \leq 0.78$, $p \geq .379$). Moreover, there was a significant interaction between Target's Group and Target's Loyalty ($F(1,216) = 19.97$, $p < .001$, $\eta_p^2 = .09$) that indicated that loyal ingroup targets ($M = 2.75$, $SD = 0.22$) caused less anger than similar loyal outgroup targets ($M = 3.59$, $SD = 0.21$; $F(1,216) = 7.36$, $p = .007$, $\eta_p^2 = .03$) and disloyal outgroup targets ($M = 2.57$, $SD = 0.22$) caused less anger than similar disloyal ingroup targets ($M = 3.70$, $SD = 0.23$; $F(1,216) = 12.95$, $p < .001$, $\eta_p^2 = .06$).

Satisfaction. As with the previous two emotions, Satisfaction also yielded a

significant three-way interaction, $F(1,216) = 10.55$, $p = .001$, $\eta_p^2 = .05$. As can be seen in Table 4 and Figure 3, this showed that comparing high and low status groups: loyal outgroup targets caused less satisfaction to Psychology students than to Engineering students ($F(1,219) = 3.15$, $p = .077$, $\eta_p^2 = .01$) and disloyal outgroup targets caused more satisfaction to Psychology students than to Engineering students ($F(1,219) = 10.81$, $p = .001$, $\eta_p^2 = .05$; no other interaction was significant, $F(1,219) \leq 0.91$, $p \geq .340$). Moreover, for low status group: loyal ingroup targets caused more satisfaction than loyal outgroup targets ($F(1,219) = 17.22$, $p < .001$, $\eta_p^2 = .07$) and disloyal ingroup targets caused less satisfaction than disloyal outgroup targets ($F(1,219) = 29.86$, $p < .001$, $\eta_p^2 = .12$; no other interaction was significant, $F(1,219) \leq 4.25$, $p \geq .041$); loyal ingroup targets caused more satisfaction than disloyal ingroup targets ($F(1,219) = 11.44$, $p = .001$, $\eta_p^2 = .05$) and loyal outgroup targets caused less satisfaction than disloyal outgroup targets ($F(1,219) = 38.80$, $p < .001$, $\eta_p^2 = .15$). For high status group, loyal ingroup targets caused more satisfaction than disloyal ingroup targets ($F(1,219) = 4.71$, $p = .031$, $\eta_p^2 = .02$; no other interaction was significant, $F(1,219) = 0.70$, $p = .402$). Additionally, an interaction between Target's Group and Target's Loyalty ($F(1,216) = 38.84$, $p < .001$, $\eta_p^2 = .15$) indicated that loyal outgroup targets ($M = 1.90$, $SD = 0.22$) caused less satisfaction than similar loyal ingroup targets ($M = 3.25$, $SD = 0.22$; $F(1,216) = 19.33$, $p < .001$, $\eta_p^2 = .08$) and disloyal ingroup targets ($M = 2.04$, $SD = 0.23$) caused less satisfaction than similar disloyal outgroup targets ($M = 3.40$, $SD = 0.22$; $F(1,216) = 19.51$, $p < .001$, $\eta_p^2 = .08$).

Pride. Finally, the analysis of Pride yielded a three-way interaction that mirrored those found for the preceding emotions, $F(1,216) = 7.05$, $p = .009$, $\eta_p^2 = .03$. As can be seen in Table 4 and Figure 4, this showed that comparing high and low status groups: disloyal ingroup targets caused less pride to Psychology students than to Engineering students ($F(1,219) = 3.74$, $p = .054$, $\eta_p^2 = .02$); disloyal outgroup targets caused more pride to Psychology students than to Engineering students ($F(1,219) = 8.24$, $p = .005$, $\eta_p^2 = .04$; no other interaction was significant, $F(1,219) \leq 0.19$, $p \geq .662$). Furthermore, for low status group: loyal ingroup targets caused more pride than loyal outgroup targets ($F(1,219) = 8.88$, $p = .003$, $\eta_p^2 = .04$) and disloyal ingroup targets caused less pride than disloyal outgroup targets ($F(1,219) = 44.52$, $p < .001$, $\eta_p^2 = .17$); loyal ingroup targets caused more pride than disloyal ingroup targets ($F(1,219) = 16.67$, $p < .001$, $\eta_p^2 = .07$) and loyal outgroup targets caused less pride than disloyal outgroup targets ($F(1,219) = 28.89$, $p < .001$, $\eta_p^2 = .11$). For high status group: loyal ingroup targets caused more pride than loyal outgroup targets ($F(1,219) = 7.94$, $p = .005$, $\eta_p^2 = .04$; no other interaction was

significant, $F(1,219) = 2.02$, $p = .157$); loyal ingroup targets caused more pride than disloyal ingroup targets ($F(1,219) = 5.33$, $p = .022$, $\eta_p^2 = .02$) and loyal outgroup targets caused less pride than disloyal outgroup targets ($F(1,219) = 3.54$, $p = .061$, $\eta_p^2 = .02$). Additionally, this analysis showed a significant interaction between Target's Group and Target's Loyalty ($F(1,216) = 47.23$, $p < .001$, $\eta_p^2 = .18$) that indicated that loyal outgroup targets ($M = 2.00$, $SD = 0.22$) caused less pride than similar loyal ingroup targets ($M = 3.25$, $SD = 0.22$; $F(1,216) = 16.60$, $p < .001$, $\eta_p^2 = .07$); moreover, disloyal ingroup targets ($M = 1.80$, $SD = 0.23$) caused less pride than similar disloyal outgroup targets ($M = 3.56$, $SD = 0.22$; $F(1,216) = 31.70$, $p < .001$, $\eta_p^2 = .13$).

Table 4 and Figures 1, 2, 3 and 4 about here

Evaluation. We predicted a BSE on both high and low status groups. To test this idea, we computed a Participant's Ingroup Status X Target's Group X Target's Loyalty ANOVA on the Evaluation score that showed a significant interaction between Target's Group and Target's Loyalty, $F(1,216) = 14.13$, $p < .001$, $\eta_p^2 = .06$. As expected, loyal ingroup targets ($M = 4.14$, $SD = 0.14$) were evaluated more favourably than loyal outgroup targets ($M = 3.68$, $SD = 0.14$; $F(1,216) = 5.45$, $p = .021$, $\eta_p^2 = .03$). Concomitantly, disloyal ingroup targets ($M = 3.55$, $SD = 1.44$) were evaluated more unfavourably than disloyal outgroup targets ($M = 4.15$, $SD = 0.14$; $F(1,216) = 8.86$, $p = .003$, $\eta_p^2 = .04$).

We also computed a Participant's Ingroup Status X Target's Group X Target's Loyalty ANOVA for each evaluation component. For Competence, this analysis yielded a significant interaction between Target's Group and Target's Loyalty, $F(1,216) = 14.67$, $p < .001$, $\eta_p^2 = .06$. Globally, loyal ingroup targets ($M = 3.98$, $SD = 0.16$) were considered more competent than similar loyal outgroup targets ($M = 3.39$, $SD = 0.16$; $F(1,216) = 6.55$, $p = .011$, $\eta_p^2 = .03$) and disloyal ingroup targets ($M = 3.31$, $SD = 0.17$) were considered less competent than disloyal outgroup targets ($M = 3.98$, $SD = 0.16$; $F(1,216) = 8.15$, $p = .005$, $\eta_p^2 = .04$). These results are consistent with our prediction.

For Sociability, we found an interaction between the three factors, $F(1,214) = 8.12$, $p = .005$, $\eta_p^2 = .04$. As can be seen in Table 4 and Figure 5, for low status group, loyal ingroup targets were considered more sociable than disloyal ingroup targets ($F(1,217) = 10.32$, $p = .002$, $\eta_p^2 = .05$). Simultaneously, loyal outgroup targets were considered less sociable than disloyal outgroup targets ($F(1,217) = 12.70$, $p < .001$, $\eta_p^2 =$

.06). No significant effects were found for participants belonging to the high status group, ($F(1,217) \leq 1.62$, $p \geq .204$). Furthermore, low status group considered loyal ingroup targets more sociable than loyal outgroup targets ($F(1,217) = 9.05$, $p = .003$, $\eta_p^2 = .04$), Simultaneously, they considered disloyal ingroup targets to be less sociable than disloyal outgroup targets ($F(1,217) = 14.16$, $p < .001$, $\eta_p^2 = .06$). No significant effects were found for high status group ($F(1,217) \leq 0.51$, $p \geq .476$). Finally, there was a difference for disloyal outgroup targets when comparing members of different ingroup status: Psychology students considered disloyal outgroup targets more sociable than Engineering students ($F(1,217) = 6.63$, $p = .011$, $\eta_p^2 = .03$) (no other comparison held significant effects, $F(1,217) \leq 1.30$, $p \geq .255$). Additionally, this ANOVA yielded a significant Target's Group X Target's Loyalty interaction, $F(1,214) = 14.90$, $p < .001$, $\eta_p^2 = .07$. Loyal ingroup targets ($M = 3.91$, $SD = 0.16$) were considered more sociable than loyal outgroup targets ($M = 3.30$, $SD = 0.16$; $F(1,214) = 6.95$, $p = .009$, $\eta_p^2 = .03$) and disloyal ingroup targets ($M = 3.16$, $SD = 0.17$) were considered less sociable than disloyal outgroup targets ($M = 3.82$, $SD = 0.16$; $F(1,214) = 7.96$, $p = .005$, $\eta_p^2 = .04$).

Finally, the analysis of the Morality score yielded a significant Ingroup Status X Target's Loyalty interaction, $F(1,215) = 5.01$, $p = .026$, $\eta_p^2 = .02$. Participants in the high status group considered loyal targets ($M = 5.07$, $SD = 0.20$) to be more moral than disloyal targets ($M = 4.57$, $SD = 0.21$; $F(1,215) = 3.17$, $p = .076$, $\eta_p^2 = .02$), but there were no differences for participants who belonged to the low status group ($F(1,215) = 1.91$, $p = .168$, $\eta_p^2 = .01$).

Figure 5 about here

2.3. Correlational analysis.

We correlated participants' system justification beliefs and evaluations of the targets across conditions. In the Low Status X Ingroup X Disloyal Target condition, System Justification correlated with Evaluation Sociability, $r(25) = .41$, $p = .040$. The more participants agreed with a system justification belief, the more they considered the target to be sociable. In the Low Status X Outgroup X Loyal Target condition, System Justification correlated with Competence, $r(29) = .38$, $p = .043$ (see Table 5). The more participants agreed with a system justification belief, the more they considered the target to be competent.

3. Discussion

In general, the present results were consistent with our predictions. Participants upgraded loyal ingroup members and derogated disloyal ingroup members, independently of the group status. Concomitantly, they judged outgroup members as less extreme. These findings are consistent for target's validation, evaluation and competence, showing, however, a different pattern for sociability and morality.

Regarding sociability, this characteristic is normally attributed to less successful groups in a way of accomplishing a positive evaluation through other characteristic than competence (e.g., Fiske, Cuddy, Glick, & Xu, 2002; Judd, James-Hawkins, Yzerbyt, & Kashima, 2005; Kay & Jost, 2003). In fact, our results show that low status group considered loyal ingroup members as more sociable than high status group, and viewed loyal ingroup members as more sociable than disloyal ingroup members. Additionally, for low status individuals loyal outgroup members are seen as less sociable than disloyal outgroup members. A likely explanation for this finding is that disloyal outgroup targets are showing approval of the low status group, and therefore are also providing a positive evaluation to their ingroup.

Regarding morality, the literature suggests that this dimension is positively associated with a positive ingroup identity, being therefore an important characteristic for group membership (Leach et al., 2007). However, our results reveal only one significant relation on this component: high status group considered loyal ingroup members as more moral than disloyal ingroup members.

Concerning system justification beliefs, consistently with Experiment 1, participants who belonged to the high status group showed higher commitment to a pro status quo ideology, which is congruent with the idea that high status individuals are more likely to agree with ideals legitimizing the current state of affairs (Zimmerman & Reyna, 2013). Regarding system justification correlations, our findings suggest that when evaluating a loyal outgroup member, low status group members positively associate system justification beliefs with competence. This suggests that the more these individuals believe in the status quo, the more competent consider a high status member who legitimizes extant status differences.

We included emotional impact on this experiment in an exploratory way. The results show a different pattern for low and high status groups. First, regarding shame, disloyal ingroup targets caused more shame to the low status group participants than to the high status group participants. In fact, to the former participants, disloyal ingroup targets caused more shame than loyal ingroup targets and disloyal ingroup targets caused more shame than disloyal outgroup targets. This suggests that the emotional impact of ingroup deviance was stronger for the low status group. Secondly, concerning anger, disloyal ingroup targets and loyal outgroup targets generated more anger to low status than to high status group participants. Consistent with this result, to low status group participants, loyal ingroup targets generated less anger than loyal outgroup targets, whereas disloyal ingroup targets caused more anger than disloyal outgroup targets. This suggests, in line with the previous results, that ingroup deviance has a stronger impact for the low status than for the high status group, and, additionally, that loyal outgroup members had also a strong negative impact. Regarding positive emotions, and specifically, satisfaction, loyal outgroup targets caused less satisfaction and disloyal outgroup targets caused more satisfaction to low status group than to high status. Reinforcing these differences, for low status group loyal ingroup targets caused more satisfaction than loyal outgroup targets and loyal outgroup targets caused less satisfaction than disloyal outgroup targets. For pride, disloyal ingroup targets caused less pride and disloyal outgroup targets caused more pride to low status group than to high status group participants. Furthermore, to the former participants, loyal ingroup targets caused more pride than loyal outgroup targets and loyal outgroup targets caused less pride than disloyal outgroup targets. In brief, these results indicate that low status groups pay more attention to, and suffer a stronger impact from, deviant behaviour from the higher status outgroup than vice-versa. These findings are in line with oppression theories, in that high status groups are a stronger focus of attention than are low status groups (Lorenzi-Cioldi, 2008; see also Fiske, 1993).

General Discussion and Conclusions

The framework for the present studies is based on subjective group dynamics theory. Accordingly to SGDT individuals restore or even reinforce their positive ingroup identity through an intragroup differentiation process (Marques & Paez, 1994). In fact, in order to regulate group's positiveness individuals react negatively to ingroup deviants, downgrading these members in comparison with deviant outgroup members. Therefore, a black sheep effect appears anytime judgements are more negative for deviant ingroup members than equally deviant outgroup members, and alongside, judgements are more positive for normative ingroup members than similarly normative outgroup members (e.g., Marques & Paez, 1994, 2008).

This work also departs from of the aggregate-collection group perspective. One of the assumptions of this perspective is that individuals share alike representations of low and high status groups: the former are perceived as homogeneous and interchangeable individuals and the latter are perceived as heterogeneous and not fully interchangeable individuals (Lorenzi-Cioldi, 1988; 1998). In this sense, the actions of low status individuals could be perceived as more representative of the group than the actions of the high status group individuals. Furthermore, when considering the ideology-based explanation, we note that individuals of high status groups feel the need to endorse the ideology that they deserve their status position because they have value. Thus, adding reaction to deviance on this line of thought, we have two convergent effects. On the one hand, the homogeneity associated to low status groups that has a greater impact on their group's social identity; on the other hand, the need to ascribe credibility to a high status position associated to high status groups.

In light of both perspectives, we proposed that a black sheep effect should emerge for both low and high status groups. Our results partially supported our predictions. In fact, findings of Experiment 1 were inconclusive on this matter, but findings of Experiment 2 showed this effect. Our participants positively evaluated loyal ingroup members and negatively evaluated disloyal ingroup members, independently of the group status. Alongside, they evaluated outgroup members in a less extreme degree.

We also expected to find the opinion of outgroup members to have a greater impact for low status group. This assumption was based on ACG's oppression explanation that holds the existence of an attentional asymmetry which leads low status

individuals to learn about powerful, high status individuals' characteristics (Fiske, 1993). Although results show that this was not true for target's evaluation and other evaluations components, in Experiment 2 we found this effect on emotions. Even though it was not an initial aim of this study, these results raise an interesting debate. Indeed, our results suggest that low status individuals held more positive emotions toward disloyal outgroup member, followed by the loyal ingroup member. This shows the impact that high group members have on positive emotions when showing favoritism towards the low status group. Interestingly, although low status showed strong negative emotions towards the loyal outgroup members, the disloyal ingroup member seemed to have the stronger impact. This shows the negative emotional impact ingroup deviant members have for the low status group's identity.

We also searched for associations with system justification beliefs, once this construct is close to ACG's perspective. We tried to figure if individuals system's legitimacy beliefs could be associated to (dis)loyal target's evaluations. However results on this matter seem inconclusive to make assumptions. Nevertheless, both studies seem to support the idea that high status group are more committed to a pro status quo ideology than low status group.

Furthermore, results on evaluation components suggest that different evaluation traits could also suffer a status effect. Indeed, literature predicts that low and high status give a distinct weight to evaluation components (e.g., Fiske et al., 2002; Leach et al., 2007). The fact that two components held different patterns of analysis than the overall evaluation corroborates this idea.

Since no other model or theory predicts if and how low and high status react to normative and deviant ingroup (and outgroup) members, this work can thus give some guidelines to how groups' relative status impact on groups' perceptions of deviant ingroup members. However, there are some limitations to point that are discussed below.

First, our hypotheses were only confirmed in Experiment 2. In fact, we assume that the lack of confirmation on Experiment 1 was due to methodological shortcomings. Therefore, more research is needed to replicate the findings.

Second, regarding results on emotional impact, we need to clear that the sample used was composed of Psychology and Engineering university students. Giving the properties of each scientific field, Psychology students could be more apt to recognize and distinguish emotions than Engineering students, thus increasing the ingroup status effect.

First, as evidence of the existence of these two convergent processes that result on a similar pattern for both low and high status groups it could be of interest to include variables to measure these two distinct phenomena. Secondly, to explore the different emotional impact deviant members have for both low and high status group. Indeed, the overall evaluation resulted on a similar pattern regardless of the status, whereas emotions did not. The explanations underlying these results could bring some interesting input to how (low and high status) groups deal emotionally with deviance. Additionally, we failed to correlate system justification beliefs with members' evaluations. Nonetheless we cannot deny the possible impact these beliefs can have when (low and high status) groups evaluate a member that shows (un)supporting behaviour facing the status differential.

Nevertheless, the present work provides a relevant contribution on the relation between groups' relative status and reaction to deviance, showing that both low and high status groups upgrade normative ingroup members and derogate deviant ingroup members, and simultaneously evaluate outgroup members less extremely.

References

Abrams, D. (2012). Extremism is normal: The roles of deviance and uncertainty in shaping groups and society. In M.A. Hogg and D.L. Blaylock (Eds.), *The Claremont Symposium. Extremism and the psychology of uncertainty* (pp. 36–54). Chichester: Wiley-Blackwell.

Abrams, D., & Hogg, M. A. (1990). An introduction to social identity approach. In D. Abrams & M. A. Hogg (Eds.), *Social identity theory: Constructive and critical advances* (pp. 1–9). London: Harvester Wheatsheaf.

Bettencourt, B. A., Dorr, N., Charlton, K., & Hume, D. L. (2001). Status differences and in-group bias: A meta-analytic examination of the effects of status stability, status legitimacy, and group permeability. *Psychological Bulletin, 127,* 520–542. doi: 10.1037//0033-2909.127.4.520

Caricati, L., & Monacelli, N. (2012). Intergroup biases of the intermediate-status group: The effect of stability and instability of social stratification. *The Journal of Social Psychology, 152,* 713–726. doi: 10.1080/00224545.2012.691572

Costa, P. A., Oliveira, R., Pereira, H. & Leal, I. (2015). Adaptação dos inventários de sexismo moderno para Portugal: O inventário de sexismo ambivalente e o inventário de ambivalência em relação aos homens. *Psicologia Reflexão e Crítica, 28,* 126–135. doi: 10.1590/1678-7153.201528114

Doosje, B., Ellemers, N., & Spears, R. (1995). Perceived intragroup variability as a function of group status and identification. *Journal of Experimental and Social Psychology, 31,* 410–436. doi:10.1037/0022-3514.58.1.60

Festinger, L. (1950). Informal social communication. *Psychological Review, 57*(5), 271–282. doi: 10.1037/h0056932

Fiske, S. T. (1993). Controlling other people: The impact of power on stereotyping. *American Psychologist, 48,* 621–628. doi: 10.1037/0003-066X.48.6.621

Fiske, S. T. (2010). Interpersonal stratification: Status, power, and subordination. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (pp. 941–982). Hoboken, NJ: Wiley.

Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often) mixed stereotype content: Competence and warmth respectively follow from perceived

status and competition. *Journal of Personality and Social Psychology, 82,* 878–902. doi: 10.1037//0022-3514.82.6.878

Forsyth, D. R. (1995). Norms. In A. S. R. Manstead, M. Hewstone, S. T. Fiske, M. A. Hogg, H. T. Reis & G. Semin (Eds.), *The blackwell encyclopedia of social psychology* (pp. 412–417). Oxford, UK: Blackwell.

Glick, P., & Fiske, S. T. (1996). The ambivalent sexism inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology, 70,* 491–512. doi:1996-03014-006

Hogg, M. A., & Vaughan, G. M. (2011a). Intergroup behaviour. In M. A. Hogg & G. M. Vaughan (Eds.), *Social psychology* (pp. 397–449). Essex: Pearson.

Hogg, M. A., & Vaughan, G. M. (2011b). People in groups. In M. A. Hogg & G. M. Vaughan (Eds.), *Social psychology* (pp. 271–310). Essex: Pearson.

Jetten, J., Spears, R., Hogg, M. A., & Manstead, A. S. R. (2000). Discrimination constrained and justified: Variable effects of group variability and in-group identification. *Journal of Experimental Social Psychology, 36,* 329–356. doi:10.1006/jesp.1999.1407

Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology, 33,* 1–27. doi: 10.1111/j.2044-8309.1994.tb01008.x

Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology, 25,* 881–919. doi: 10.1111/j.1467-9221.2004.00402.x

Jost, J.T., & Hunyady, O. (2002). The psychology of system justification and the palliative function of ideology. *European Review of Social Psychology, 13*, 111–153. doi: 10.l080/10463280240000046

Jost, J. T., & Kay, A. C. (2005). Exposure to benevolent sexism and complementary gender stereotypes: Consequences for specific and diffuse forms of system justification. *Journal of Personality and Social Psychology, 88,* 498–509. doi: 10.1037/0022-3514.88.3.498

Judd, C. M., James-Hawkins, L., Yzerbyt, V., Kashima, Y. (2005). Fundamental dimensions of social judgment: Understanding the relations between judgments of competence and warmth. *Journal of Personality and Social Psychology, 89,* 899-913. doi: 10.1037/0022-3514.89.6.899

Kay, A.C., & Jost, J.T. (2003). Complementary justice: Effects of "poor but happy" and "poor but honest" stereotype exemplars on system justification and implicit activation of the justice motive. *Journal of Personality and Social Psychology, 85,* 823–837. doi: 10.1037/0022-3514.85.5.823

Leach, C. W., Ellemers, N., & Barreto, M. (2007). Group virtue: The importance of morality (vs. competence and sociability) in the positive evaluation of in-groups. *Journal of Personality and Social Psychology, 93*, 234–249. doi: 10.1037/0022-3514.93.2.234

Levine, J. M. (1989). Reaction to opinion deviance in small groups. In P. Paulus (Ed.), *Psychology of group influence* (pp. 187–231). Hillsdale, NJ: Erlbaum.

Lorenzi-Cioldi, F. (1988). Individus dominants et groupes dominés [Dominant individuals and dominated groups]. Grenoble: Presses Universitaires.

Lorenzi-Cioldi, F. (1993). They all look alike, but so do we, sometimes ... Perception of ingroup and outgroup homogeneity as a function of gender and context. *British Journal of Social Psychology, 32,* lll–124. doi: 10.1111/j.2044-8309.1993.tb00990.x

Lorenzi-Cioldi, F. (1998). Group status and perceptions of homogeneity. *European Review of Social Psychology, 9,* 31–75. doi: 10.1080/14792779843000045

Lorenzi-Cioldi, F. (2006). Group status and individual differentiation. In T. Postmes & J. Jetten (Eds.), *Individuality and the group: Advances in social identity* (pp. 93–115). London: Sage.

Lorenzi-Cioldi, F. (2008). Group homogeneity perception in status hierarchies: The moderating effect of the salience of group status differentials. *Revue Internationale de Psychologie Sociale, 22,* 91–115. Retrieved from http://www.cairn.info/revue-internationale-de-psychologie-sociale-2008-3-page-67.htm

Lorenzi-Cioldi, F., Deaux, K., & Dafflon, A.C., (1998). Group homogeneity as a function of relative social status. *Swiss Journal of Psychology*, 57, 255–273.

Lorenzi-Cioldi, F., & Doise, W. (1990). Levels of analysis and social identity theory. In D. Abrams & M. Hogg (Eds.), *Social identity theory* (pp. 71–88). New York: Harvester.

Lorenzi-Cioldi, F., & Doise, W. (1994). Identité sociale et identité personnelle. In R. Y. Bourhis & J. Ph. Leyens (Eds.), *Stéréotypes, discrimination et relations intergroupes* (pp. 69–96). Bruxelles: Mardaga.

Lorenzi-Cioldi, F., Eagly, A. H., & Stewart, T. (1995). Homogeneity of gender groups in memory. *Journal of Experimental Social Psychology, 31,* 193–217. doi: 10.1006/jesp.1995.1010

Marques, J. M. (2010a). Black sheep effect. In J. M. Levine & M. A. Hogg (Eds.), *Encyclopedia of group processes and intergroup relations* (pp. 55–57). Thousand Oaks, Ca: Sage.

Marques, J. M. (2010b). Opinion deviance. In J. M. Levine & M. A. Hogg (Eds.), *Encyclopedia of group processes and intergroup relations* (pp. 616–620). Thousand Oaks, Ca: Sage.

Marques, J. M., Abrams, D., Paez, D., & Hogg, M. A. (2001). Social categorization, social identification, and rejection of deviant group members. In M. A. Hogg and R. S. Tindale (Eds.), *Blackwell handbook of social psychology* (vol. 3, pp. 400–424): Group Processes. Oxford: Blackwell

Marques, J. M., & Paez, D. (1994). The black sheep effect: Social categorisation, rejection of ingroup deviates, and perception of group variability. In W. Stroebe & M. Hewstone (Eds.), *European review of social psychology* (Vol. 5, pp. 37–68). Chichester, England: Wiley.

Marques, J. M., & Paez, D. (2008). Dynamique de groupes subjective: Un cadre théorique pour l'effet brebis galeuse. In R. V. Joule & P. Huguet (Eds), *Bilans et perspectives en psychologie sociale* (Série nº 2, pp. 71–115). Grenoble: Presses Universitaires de Grenoble.

Marques, J. M., Paez, D. & Abrams, D. (1998). Social identity and intragroup differentiation as subjective social control. In S. Worchel, J. F. Morales, D. Paez & J.-C. Deschamps (Eds.), *Social Identity: International perspectives* (pp. 124–141). New York: Sage.

Marques, J. M., Yzerbyt, V. Y., & Leyens, J-Ph. (1988). The 'black sheep effect': Extremity of judgments towards ingroup members as a function of group identification. *European Journal of Social Psychology, 18,* 1–16. doi: 10.1002/ejsp.2420180102

Oakes, P. J., Haslam, S. A., & Turner, J. C. (1994). *Stereotyping and social reality.* Oxford: Blackwell.

Pinto, I. R., Marques, J. M., Levine, J. M., & Abrams, D. (2010). Membership status and subjective group dynamics: Who triggers the black sheep effect? *Journal of Personality and Social Psychology, 99,* 107–119. doi: 10.1037/a0018187

Scheepers, D., Branscombe, N. R., Spears, R., & Doosje, B. (2002). The emergence and effects of deviants in low and high status groups. *Journal of Experimental Social Psychology, 38,* 611–617. doi: 10.1016/S0022-1031(02)00506-1

Sutton, R. M. (2010). Status. In J. M. Levine & M. A. Hogg (Eds), *Encyclopedia of group processes and intergroup relations* (pp. 839–844). Thousand Oaks, Ca: Sage.

Tajfel, H. (1978). *Differentiation between social groups: Studies in the social psychology of intergroup relations.* London: Academic Press.

Tajfel, H., & Turner, J.C. (1979). An integrative theory of intergroup conflict. In W.G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Monterey, CA: Brooks-Cole.

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7–24). Chicago: Nelson-Hall Publishers.

Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory.* Oxford: Blackwell.

Zimmerman, J.L., & Reyna, C. (2013). The meaning and role of ideology in system justification and resistance for high- and low-status people. *Journal of Personality and Social Psychology, 105(1),* 1–23. doi: 10.1037/a0032967

Appendix

Appendix A. Survey – Experiment 1 [Example: Male X Ingroup X Loyal]
Appendix B. Survey – Experiment 2 [Example: High Status X Ingroup X Loyal]

Tables

Table 1. Factor Loadings of the Principal Components Analysis with Varimax Rotation of Evaluation (Experiment 1)

Table 2. Pearson's product moment correlations between system justification and target's evaluation (Experiment 1)

Table 3. Factor Loadings of the Principal Components Analysis with Varimax Rotation of Evaluation (Experiment 2)

Table 4. Means across experimental conditions (Experiment 2)

Table 5. Pearson's product moment correlations between system justification and target's evaluation (Experiment 2)

Figures

Figure 1. Shame as a function of Ingroup Status, Target's Group and Target's Loyalty

Figure 2. Anger as a function of Ingroup Status, Target's Group and Target's Loyalty

Figure 3. Satisfaction as a function of Ingroup Status, Target's Group and Target's Loyalty

Figure 4. Pride as a function of Ingroup Status, Target's Group and Target's Loyalty

Figure 5. Sociability as a function of Ingroup Status, Target's Group and Target's Loyalty

Estudo sobre Processos de Recrutamento e Seleção

O presente questionário está integrado no âmbito de uma dissertação de Mestrado Integrado em Psicologia na área de Psicologia das Organizações, Social e do Trabalho. Pretendemos recolher a opinião dos estudantes universitários enquanto eventuais futuros trabalhadores relativamente a processos organizacionais, tais como processos de recrutamento e seleção desenvolvidos pelas empresas portuguesas. O seu contributo é fundamental dado que provavelmente terá que lidar com situações similares no futuro.

As suas respostas serão estritamente anónimas e confidenciais e destinam-se apenas a fins de investigação científica. Desde já agradecemos a sua colaboração. Desta forma, pedimos que leia com atenção o caso que lhe vamos expor. Os casos que apresentamos tiveram lugar numa empresa nacional, que não identificaremos por motivos de confidencialidade, e destinam-se a construir uma base de dados sobre critérios de empregabilidade utilizados nos departamentos de recursos humanos nas empresas portuguesas.

Antes de mais pedimos que nos responda a algumas questões sobre a sua experiência profissional.

[Página Seguinte]

Sexo
❍ Feminino
❍ Masculino

Idade

Curso que frequenta

Ano do curso que frequenta

Já me candidatei a um emprego:
❍ Sim
❍ Não

Já fui selecionado/a, de entre outros candidatos, para o lugar a que me candidatei:
❍ Sim
❍ Não
❍ Não se Aplica

[Página Seguinte]

O caso que lhe apresentamos diz respeito a uma contratação de uma pessoa para desempenhar uma função no quadro de uma empresa. De seguida apresentamos o descritivo dessa função.

Função: Comercial
Requisitos mínimos: 12º ano
Nota: não é necessária experiência prévia pois a empresa assegura formação inicial e contínua

Descrição da função:
- Analisar as condições de venda - produtos/serviços da empresa, clientes, concorrência e o mercado em geral;
- Participar no desenvolvimento, organização e animação do espaço de venda;
- Processar a venda de produtos/serviços;
- Organizar e cumprir os procedimentos administrativos referentes à atividade comercial.

Numa primeira fase foram selecionadas duas pessoas com base na avaliação dos currículos vitae. Apresentamos o perfil destes dois candidatos que foram referenciados à Administração, juntamente com o parecer do Diretor de Recursos Humanos responsável pelo processo.

Perfil Candidata X
Sexo: Feminino
Nacionalidade: Portuguesa
Formação: 12º ano
Skills: pessoa motivada, boa comunicação, estruturada e trabalhadora

Perfil Candidato Y
Sexo: Masculino
Nacionalidade: Portuguesa
Formação: 12º ano
Skills: pessoa organizada, ativa, comunicação assertiva e empenhada

Indique a sua opinião acerca de cada uma das seguintes questões:

Qual dos perfis é mais adequado para a função?

	1	2	3	4	5	6	7	
Perfil Candidata X	○	○	○	○	○	○	○	Perfil Candidato Y

Qual dos perfis tem maior capacidade para desempenhar a função de uma forma eficaz?

	1	2	3	4	5	6	7	
Perfil Candidata X	❍	❍	❍	❍	❍	❍	❍	Perfil Candidato Y

Qual dos perfis será mais vantajoso para a empresa?

	1	2	3	4	5	6	7	
Perfil Candidata X	❍	❍	❍	❍	❍	❍	❍	Perfil Candidato Y

[Página Seguinte]

De seguida verá uma transcrição do relatório enviado à Administração pelo Diretor de Recursos Humanos responsável pelo processo.

"Terminado o processo da análise documental dos currículos dos candidatos, é meu parecer que ambos se mostram igualmente competentes para a posição. No entanto, com base na minha própria experiência acumulada ao longo dos anos, a exclusão sumária [da CANDIDATA X], passando [o CANDIDATO Y] à fase final de seleção com vista ao efetivo preenchimento do cargo."

██████████████████████

Diretor de RH

Na sua opinião, a decisão do Diretor de Recursos Humanos é:

	1	2	3	4	5	6	7	
Incorreta	❍	❍	❍	❍	❍	❍	❍	Correta
Inválida	❍	❍	❍	❍	❍	❍	❍	Válida
Ilegítima	❍	❍	❍	❍	❍	❍	❍	Legítima
Má	❍	❍	❍	❍	❍	❍	❍	Boa

Pense na decisão tomada pelo Diretor de Recursos Humanos acima descrito. Na sua opinião, o Diretor é:

	1- Discordo Totalmente	2	3	4	5	6	7 - Concordo Totalmente
Honesto	❍	❍	❍	❍	❍	❍	❍
Sincero	❍	❍	❍	❍	❍	❍	❍
Digno de Confiança	❍	❍	❍	❍	❍	❍	❍
Simpático	❍	❍	❍	❍	❍	❍	❍
Amigável	❍	❍	❍	❍	❍	❍	❍
Caloroso	❍	❍	❍	❍	❍	❍	❍
Inteligente	❍	❍	❍	❍	❍	❍	❍
Competente	❍	❍	❍	❍	❍	❍	❍
Qualificado	❍	❍	❍	❍	❍	❍	❍

[Página Seguinte]

Agora indique a sua opinião acerca de cada uma das seguintes afirmações:

	1 - Discordo Totalmente	2	3	4	5	6	7 - Concordo Totalmente
De uma forma geral, as relações entre homens e mulheres são justas.	❍	❍	❍	❍	❍	❍	❍
De uma forma geral, a divisão do trabalho nas famílias funciona como devia ser.	❍	❍	❍	❍	❍	❍	❍
Os papéis femininos e masculinos precisam de ser radicalmente alterados.	❍	❍	❍	❍	❍	❍	❍
Portugal é um bom país para as mulheres viverem.	❍	❍	❍	❍	❍	❍	❍
A maioria das políticas relacionadas com o género e com a divisão sexual do trabalho são para o bem comum.	❍	❍	❍	❍	❍	❍	❍
Toda a gente (homem ou mulher) tem uma oportunidade justa de alcançar a riqueza e a felicidade.	❍	❍	❍	❍	❍	❍	❍
Na nossa sociedade, o sexismo está a aumentar a cada ano que passa.	❍	❍	❍	❍	❍	❍	❍
A sociedade está organizada de forma a que, em geral, homens e mulheres tenham o que merecem.	❍	❍	❍	❍	❍	❍	❍
Não importa o quão realizado seja, um homem não é verdadeiramente completo enquanto pessoa se não tiver o amor de uma mulher.	❍	❍	❍	❍	❍	❍	❍

Afirmação	○	○	○	○	○	○	○
Num desastre, as mulheres não deviam, necessariamente, ser resgatadas antes dos homens.	○	○	○	○	○	○	○
As pessoas são muitas vezes verdadeiramente felizes na vida sem estarem romanticamente envolvidas com uma pessoa do sexo oposto.	○	○	○	○	○	○	○
Muitas mulheres têm uma qualidade de pureza que poucos homens possuem.	○	○	○	○	○	○	○
As mulheres deviam ser estimadas e protegidas pelos homens.	○	○	○	○	○	○	○
Todo o homem devia ter uma mulher que ele adore.	○	○	○	○	○	○	○
Os homens são completos sem mulheres.	○	○	○	○	○	○	○
Uma boa mulher deve ser colocada num pedestal pelo seu homem.	○	○	○	○	○	○	○
As mulheres, comparadas com os homens, tendem a ter uma sensibilidade moral superior.	○	○	○	○	○	○	○
Os homens devem estar dispostos a sacrificar o seu próprio bem-estar para garantirem a segurança financeira para as mulheres nas suas vidas.	○	○	○	○	○	○	○
As mulheres, comparadas com os homens, tendem a ter um sentido mais refinado de cultura e bom gosto.	○	○	○	○	○	○	○

Antes de terminar pedimos que pense novamente no caso apresentado.

A pessoa que efetuou um parecer acerca da adequação dos candidatos à função era:
○ Homem
○ Mulher

O/a candidato/a selecionado/a era:
○ Homem
○ Mulher

Muito obrigado pela sua participação.

As suas respostas permitir-nos-ão prosseguir a nossa investigação. A nossa obrigação ética enquanto investigadores é transmitir o objetivo concreto do estudo a todos os participantes.

Este estudo integra-se numa dissertação de Mestrado Integrado em Psicologia na área da Psicologia Social e aborda questões como a reação das pessoas face ações diferentes das suas, podendo, com isso, afetar a imagem dos grupos a que fazem parte.

De modo a endereçar este problema de investigação necessitamos de criar cenários controlados para assegurar que todos os participantes estão a responder nas mesmas condições. Neste estudo, mostrámos-lhe um caso de recrutamento numa empresa, bem como dois perfis de candidatos e a decisão do responsável pelo processo. Contudo, estes não são reais - embora simulem situações reais do nosso dia-a-dia.

Esperamos que tenha achado esta investigação interessante. Caso tenha alguma questão a colocar acerca desta investigação, por favor envie um email para a investigadora principal (Ana Lourenço – mipsi11144@fpce.up.pt).

Sexo: _____ Idade: _____

Faculdade:_____ Curso: _____

Estudo sobre Políticas de Recrutamento e Seleção nas Empresas Portuguesas

Este questionário faz parte de um inquérito conduzido na Universidade do Porto acerca das opiniões dos futuros profissionais relativamente ao recrutamento e seleção de pessoal nas empresas portuguesas.

Por favor responda o mais sinceramente possível às questões que lhe colocamos abaixo. A sua opinião é muito importante para conhecermos a realidade atual e futura quanto às estratégias de emprego a que recorrem os empregadores atuais e futuros.

As suas respostas são estritamente anónimas e confidenciais e destinam-se apenas a fins de investigação científica. Agradecemos desde já a sua colaboração.

Pedimos que se posicione, em primeiro lugar, relativamente às seguintes afirmações assinalando o algarismo que melhor corresponde à sua opinião:

- Identifico-me com as pessoas da área da Engenharia.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Penso em mim muitas vezes como pertencente à área da Engenharia.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Estou contente por ser da área da Engenharia.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Tenho uma forte ligação com as pessoas da área da Engenharia.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- De uma forma geral, considero o mundo do trabalho justo.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- De uma forma geral, o mundo do trabalho funciona como deveria ser.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- O mundo do trabalho precisa de ser radicalmente reestruturado.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Portugal é um bom país para se trabalhar.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- A maioria das políticas empresariais relacionadas com o trabalho é para o bem comum.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Toda a gente tem uma oportunidade justa, através do trabalho, alcançar a riqueza e a felicidade.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Em Portugal, o mundo do trabalho está a piorar a cada ano que passa.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- O mundo do trabalho está organizado de forma a que as pessoas em geral tenham o que merecem.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- De uma forma geral, as vagas de acesso ao Ensino Superior correspondem às necessidades do país.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Os cursos com média de acesso mais elevada são, normalmente, mais prestigiantes.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Atualmente, aos olhos dos portugueses em geral, as pessoas que são formadas em engenharia têm mais estatuto do que as pessoas que são formadas em psicologia.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Atualmente, aos olhos dos portugueses em geral, as pessoas que tiram o curso de medicina têm mais estatuto do que as pessoas que tiram o curso de enfermagem.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

Abaixo pode ler um excerto verídico retirado de uma comunicação dedicada ao tema de recrutamento e seleção de novos colaboradores feita por um/a gestor/a de uma grande empresa nacional num encontro nacional dirigido a estudantes universitários, potenciais colaboradores daquela empresa. Apresentamos-lhe este excerto dado que se trata de uma declaração feita por uma pessoa com influência direta na área de recrutamento e seleção de pessoal. Não identificaremos nem o/a gestor/a nem a empresa por motivos de confidencialidade.

"Toda a minha formação foi desenvolvida na área da Engenharia e desde cedo comecei a trabalhar e a adquirir experiência em grandes empresas (…). Já vi muita gente a entrar e a sair, alguns bons e outros maus [profissionais], e rapidamente tive que lidar com a dificuldade de saber escolher um bom candidato."

"Muitas vezes encontro candidatos com perfil muito semelhante, e a verdade é que passado algum tempo tomamos decisões por instinto (…). Foi assim que acabei por perceber que sempre que tenho que optar por, digamos, por uma pessoa com uma formação na área das engenharias ou da psicologia, escolho de olhos fechados um colega de Engenharia. Nem há margem para dúvidas!"

"(…) já apanhei muita malta da Engenharia e a verdade é que as pessoas da nossa área trabalham muito melhor que as pessoas de Psicologia. (…) por isso no que depender de mim sempre que tiver que escolher será Engenharia primeiro."

Para garantir que compreendeu a informação deste excerto, indique por favor qual é a área de formação deste/a gestor/a:

_____.

Na sua opinião, a posição deste/a gestor/a é:

Incorreta	1	2	3	4	5	6	7	Correta
Inválida	1	2	3	4	5	6	7	Válida
Ilegítima	1	2	3	4	5	6	7	Legítima
Má	1	2	3	4	5	6	7	Boa

_____

Pense na posição tomada pelo/a gestor/a.

- Esta pessoa faz-me sentir vergonha.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Esta pessoa faz-me sentir raiva.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Esta pessoa faz-me sentir satisfação.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Esta pessoa faz-me sentir orgulho.

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

Ainda relativamente ao/à gestor/a. Na sua opinião, esta pessoa é:

- Honesta

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Sincera

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Confiável

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Simpática

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Amigável

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Calorosa

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Inteligente

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Competente

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Qualificada

Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

Pedimos que se posicione em relação às seguintes afirmações:

- Esta pessoa não tem nada a ver comigo.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Eu e esta pessoa somos...
  Muito Semelhantes   1   2   3   4   5   6   7   Muito Diferentes

- Esta pessoa não representa as pessoas da sua área.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Em comparação com as pessoas da sua área, em geral, considero esta pessoa...
  Muito Semelhante   1   2   3   4   5   6   7   Muito Diferente

- Em geral, considero-me uma pessoa muito distinta das pessoas desta área.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Quando me comparo com as pessoas desta área, em geral, considero-me uma pessoa...
  Muito Semelhante   1   2   3   4   5   6   7   Muito Diferente

Por último, indique de forma concorda com as seguintes afirmações:

- Sinto-me otimista a encontrar rapidamente um emprego quando terminar o curso.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Sinto que vou encontrar um emprego mais rapidamente que os meus colegas de Engenharia.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

- Sinto que vou encontrar um emprego mais rapidamente que os colegas de Psicologia.
  Discordo totalmente   1   2   3   4   5   6   7   Concordo totalmente

Muito obrigado pela sua colaboração!

Table 1

Factor Loadings of the Principal Components Analysis with Varimax Rotation of Evaluation (Experiment 1)

	Factor 1 (Competence)	Factor 2 (Sociability)	Factor 3 (Morality)
Variance explained	37.17%	31.36%	19.52%
Honest	.55	.22	**.71**
Sincere	.24	.25	**.90**
Likeable	.37	**.85**	.21
Friendly	.31	**.89**	.21
Warm	.26	**.85**	.19
Trustworthy	**.73**	.42	.35
Intelligent	**.82**	.33	.22
Competent	**.89**	.28	.23
Skilled	**.83**	.31	.30
Cronbach's α	.95	.94	.85

Note. Bold indicate items with higher saturations (≥.71).

Table 2

Pearson's product moment correlations between system justification and target's evaluation (Experiment 1)

Measure	Experimental Condition							
	1	2	3	4	5	6	7	8
	(n = 11)	(n = 10)	(n = 7)	(n = 10)	(n = 28)	(n = 28)	(n = 25)	(n = 29)
Evaluation	.41	-.08	.82*	.11	-.25	.09	.32	.17
Evaluation Competence	.38	.01	.71‡	-.06	-.17	.03	-.01	.20
Evaluation Sociability	.43	.03	.69‡	.45	.19	.17	.15	.09
Evaluation Morality	.28	-.38	.12	-.05	.04	.07	-.07	.17

Note. * $p < .05$; ‡ $p < .10$

1– Male X Ingroup X Loyal; 2 – Male X Ingroup X Disloyal; 3 – Male X Outgroup X Disloyal; 4 – Male X Outgroup X Loyal; 5 – Female X Ingroup X Loyal; 6 – Female X Ingroup X Disloyal; 7 – Female X Outgroup X Disloyal; 8 – Female X Outgroup X Loyal

Table 3

Factor Loadings of the Principal Components Analysis with Varimax Rotation of Evaluation (Experiment 2)

	Factor 1 (Competence)	Factor 2 (Sociability)	Factor 3 (Morality)
Variance explained	53.11%	15.38%	9.61%
Honest	.29	.06	**.87**
Sincere	.11	.16	**.90**
Likeable	.34	**.87**	.15
Friendly	.32	**.87**	.15
Warm	.22	**.86**	.06
Trustworthy	**.63**	.31	.39
Intelligent	**.76**	.30	.15
Competent	**.79**	.27	.25
Skilled	**.80**	.22	.09
Cronbach's α	.84	.91	.82

Note. Bold indicate items with higher saturations ($\geq$.63).

Table 4

Means across experimental conditions (Experiment 2)

	Ingroup Status			
	High		Low	
	Ingroup Target	Outgroup Target	Ingroup Target	Outgroup Target
Validation				
Loyal Target	3.76 (1.75)	2.45 (1.27)	3.77 (1.46)	2.59 (1.54)
Disloyal Target	3.26 (1.10)	3.73 (1.67)	2.45 (1.01)	4.01 (1.25)
Shame				
Loyal Target	3.07 (1.56)	3.48 (1.66)	3.29 (1.86)	3.21 (1.92)
Disloyal Target	3.00 (1.96)	3.37 (1.67)	4.27 (1.91)	2.50 (1.14)
Anger				
Loyal Target	3.04 (1.48)	3.03 (1.82)	2.46 (1.40)	4.14 (2.13)
Disloyal Target	2.63 (1.69)	3.04 (1.53)	4.77 (1.82)	2.10 (1.09)
Satisfaction				
Loyal Target	3.21 (1.89)	2.31 (1.34)	3.29 (1.86)	1.48 (0.95)
Disloyal Target	2.26 (1.68)	2.67 (1.88)	1.77 (1.70)	4.13 (1.66)
Pride				
Loyal Target	3.32 (2.07)	2.10 (1.29)	3.18 (1.85)	1.90 (1.47)
Disloyal Target	2.30 (1.59)	2.93 (1.88)	1.31 (0.68)	4.20 (1.80)
Overall Evaluation				
Loyal Target	4.23 (1.06)	3.84 (0.91)	4.05 (0.81)	3.52 (1.00)
Disloyal Target	3.56 (1.18)	3.86 (1.23)	3.55 (1.13)	4.44 (1.03)
Competence				
Loyal Target	4.10 (1.30)	3.57 (1.22)	3.86 (1.05)	3.21 (1.24)
Disloyal Target	3.31 (1.26)	3.77 (1.32)	3.30 (1.19)	4.19 (1.24)
Sociability				
Loyal Target	3.73 (1.20)	3.49 (1.26)	4.08 (0.91)	3.11 (1.10)
Disloyal Target	3.31 (1.24)	3.41 (1.29)	3.01 (1.50)	4.23 (1.20)
Morality				
Loyal Target	5.25 (1.51)	4.90 (1.37)	4.43 (1.38)	4.84 (1.72)
Disloyal Target	4.43 (1.73)	4.70 (1.66)	4.79 (1.48)	5.27 (1.13)

Table 5

Pearson's product moment correlations between system justification and target's evaluation

Measure	Experimental Condition							
	1	2	3	4	5	6	7	8
	(n = 28)	(n = 27)	(n = 27)	(n = 29)	(n = 28)	(n = 26)	(n = 30)	(n = 29)
Evaluation	.19	.25	.19	.26	.20	.28	-.18	.16
Evaluation Competence	-.05	-.06	.08	.09	.17	.24	-.16	-.23
Evaluation Sociability	.19	.30	.11	.06	-.13	.41*	.11	.10
Evaluation Morality	.26	.34	.26	.33	.28	.07	-.35	.38*

Note. * $p < .05$; ‡ $p < .10$

1– High Status X Ingroup X Loyal; 2 – High Status X Ingroup X Disloyal; 3 – High Status X Outgroup X Disloyal; 4 – High Status X Outgroup X Loyal; 5 – Low Status X Ingroup X Loyal; 6 – Low Status X Ingroup X Disloyal; 7 – Low Status X Outgroup X Disloyal; 8 – Low Status X Outgroup X Loyal

Figure 1. Shame as a function of Ingroup Status, Target's Group and Target's Loyalty
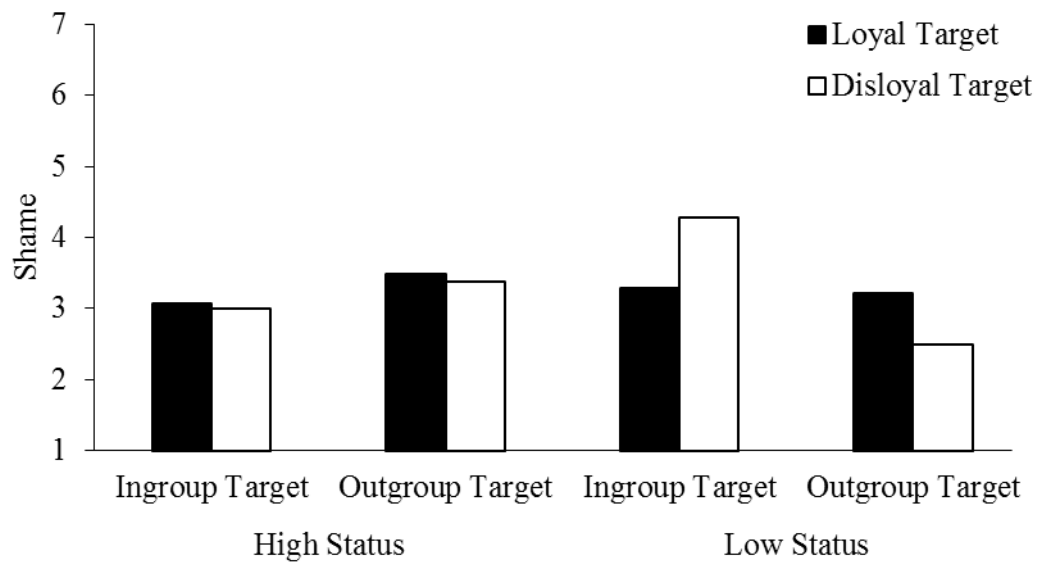
Figure 2. Anger as a function of Ingroup Status, Target's Group and Target's Loyalty
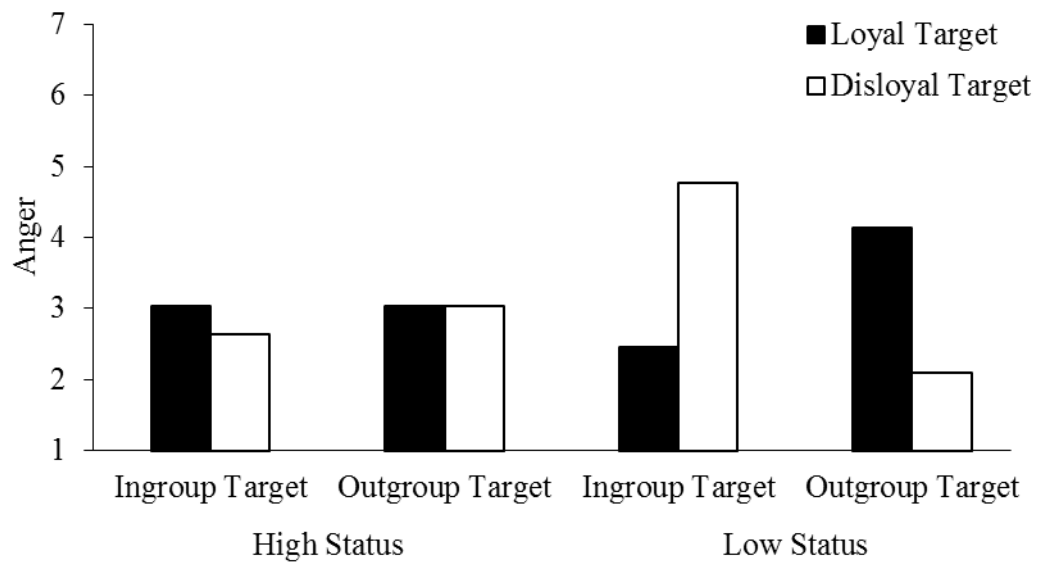
Figure 3. Satisfaction as a function of Ingroup Status, Target's Group and Target's Loyalty
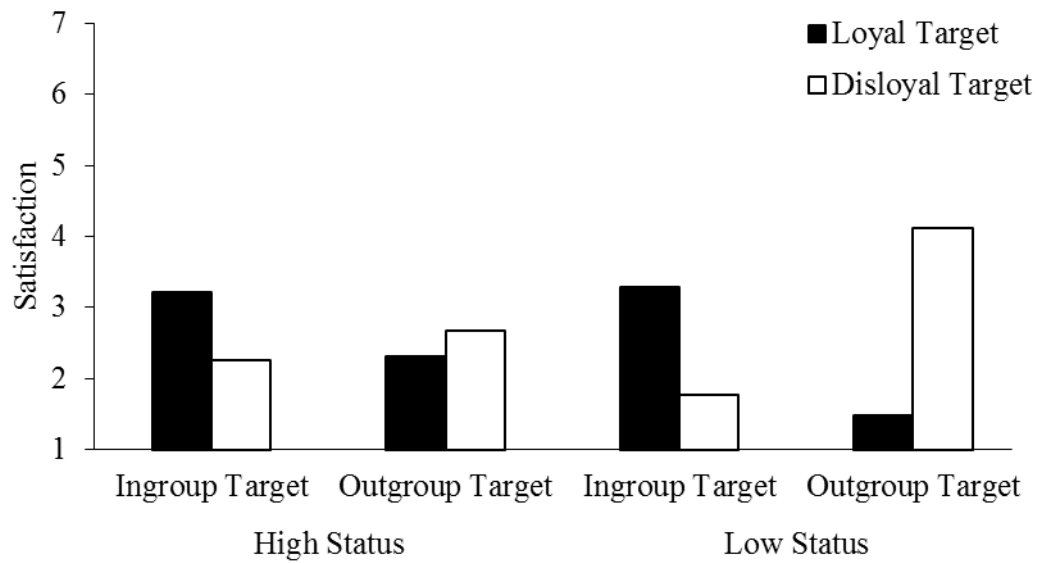
Figure 4. Pride as a function of Ingroup Status, Target's Group and Target's Loyalty
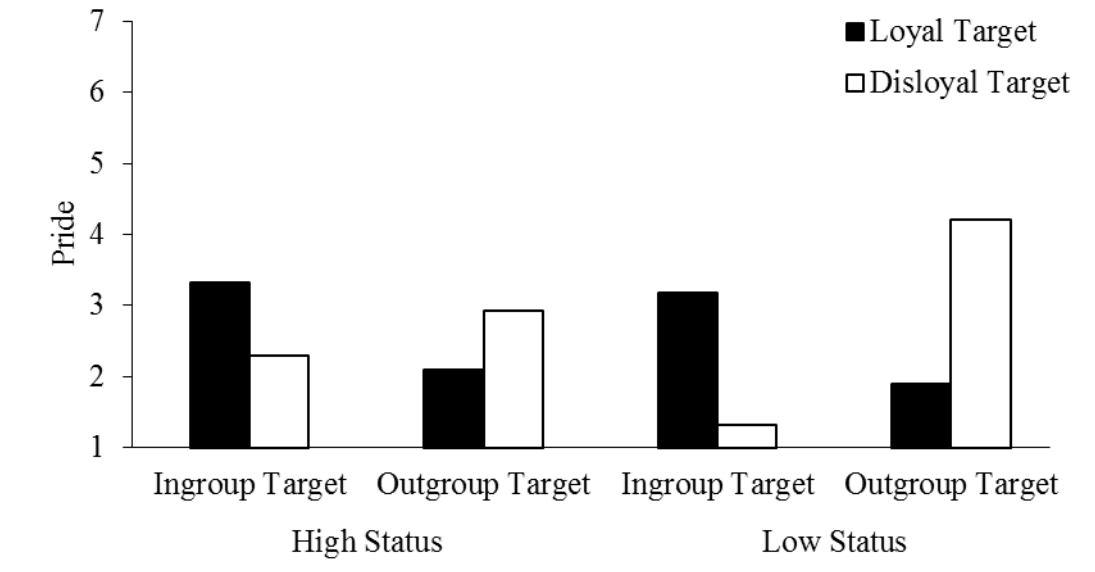
Figure 5. Sociability as a function of Ingroup Status, Target's Group and Target's Loyalty