

Role Differences in the Perception of Injustice

by

Leanne L. Gosse

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Department of Psychology
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ABSTRACT

The current dissertation examined role differences in the perception of injustice; specifically, differences in how victims and offenders respond to a situation that they both agree is unfair. Past research has demonstrated that role affects reactions to transgressions and injustice, including recall of transgressions, and attributions of blame and responsibility (e.g., Baumeister, Stillwell, & Wotman, 1990; Mikula, Athenstaedt, Heschgl, & Heimgartner, 1998). However, to date, little work has examined role differences in perceptions of *why* an event is perceived as unfair (i.e., how an injustice is framed) or *how* justice should be restored. These were the perceptions I focused on in the present thesis. I also examined potential concerns that may motivate victims' and offenders' justice reactions, as well as the potential interaction between role and relationship quality in predicting justice reactions. In Studies 1 and 2, several of the predicted role differences in concerns were found; however, these did not lead to the expected differences in framing and restoration. In Study 1, using a vignette methodology, I found differences primarily in how victims and offenders believed justice should be restored. Overall, the significant role effects showed an accommodating response pattern (e.g., offenders proposed punishment more than did victims and neutral observers, whereas victims recommended minimal compensation more than did offenders and neutral observers), inconsistent with previous research and my hypotheses. Study 2, which employed a sample of romantic couples, substantiated the accommodating pattern found in Study 1. Study 3, which sampled a broader range of relationships, also showed examples of accommodating reactions. In addition, Study 3 provided some support for the hypothesized interaction between role and relationship quality, such that responses

were more accommodating as relationship quality increased. For example, offenders more strongly endorsed methods of restoration such as offender apology and recognition of the relationship with increasing relationship quality. Overall, the results from this dissertation support the general notion that victims and offenders respond to injustice differently, and, in-line with previous research on other justice-related responses (e.g., Mikula et al., 1998), suggest that victims and offenders show an other-serving, accommodating tendency in justice reactions when relationship quality is high.

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Introduction

Justice is both an important construct through which people examine their lives, as well as a strong motive for human behaviour (Clayton, 1992; Lerner, 1980). Indeed, researchers have argued that the concept of justice as a positive value is universal (e.g., Peterson & Seligman, 2004), as is the motivational nature of justice (e.g., Haidt & Joseph, 2004; Kwok & Walter, 2001). However, despite agreement on the importance of justice, subjective perceptions of justice vary with time, place, situation, and individual differences (e.g., Deutsch, 1975; Mikula & Schlamberger, 1985; Sampson, 1975). These varying perceptions can cause conflict. Therefore, one interesting avenue of research is how and why certain factors lead to variations in perceptions of justice. The goal of the current thesis is to focus on one situational variable (a person's role as a victim or offender of injustice) and how this variable influences such perceptions. Specifically, in three studies I examined differences in how victims and offenders frame injustice and think justice should be restored. I also examined how role interacts with relationship quality to predict these justice perceptions.

Researchers have already examined a number of situational variables and their relation to perceptions of justice. For example, studies have shown that different social relations evoke the use of unique justice norms that lead to varying allocations of resources (Deutsch, 1975). It is possible, therefore, that a decision may be judged as fair within one type of social situation (e.g., a family), but not in another (e.g., work environment). The presence and nature of a comparison other is an additional example of a situational variable that influences justice perceptions. Crosby's (1976) model of relative deprivation, for instance, demonstrated the importance of social comparison in

producing a sense of injustice and associated feelings of resentment and anger. According to her model it is not what one has or does not have that necessarily determines these reactions, but what one has in comparison to another (see also equity theory Adams, 1965; Walster, Walster, & Berscheid, 1973).

One situational variable that has been found to affect perceptions of justice is role or position in a conflict (Mikula Petri, & Tanzer, 1990; Mikula & Schlamberger, 1985); for example, one's role as victim or offender of injustice. The research on role and perceptions of justice has focused primarily on role differences in reactions to inequity (Walster et al., 1973), differences in attributions of blame and responsibility within interpersonal relationships (Mikula, Athenstaedt, Heschgl, & Heimgartner, 1998; Mikula & Schlamberger, 1985), and differences in the recall of a transgression (Stillwell & Baumeister, 1997). In addition, Heuer, Penrod, and Kattan (2007) examined role differences in the framing of an injustice. At present, the majority of this research has focused on victims' and observers' reactions to a potential injustice, though Heuer et al. (2007) examined authority versus subordinate roles.

Although there is previous research examining role differences and perceptions of justice, the research is lacking in three ways. First, there is very little work examining offenders' perceptions of justice compared to victims', with even less work examining both the victims' and offenders' perspectives on the same event. Second, researchers have yet to examine how people *frame* an injustice depending on their role as victim or offender. In other words, in situations where a victim and an offender *agree* there has been an injustice, how have each of these people determined what made the event unfair? Third, there is little research on role differences in perceptions of how justice should be

restored. Existing work on role and the restoration of justice has focused primarily on the types of restoration victims prefer (e.g., Gromet & Darley, 2009; Okimoto, Wenzel, & Feather, 2009; Wenzel, Okimoto, Feather, & Platow, 2008), without mention of whether offenders believe the same forms of restitution to be necessary.

Purpose of the Current Thesis

The purpose of the current thesis is to address the above gaps in the literature by first examining both victims' *and* offenders' perspectives on the same event. The second purpose is to examine how victims and offenders *frame* an injustice. Finally, the third goal of the current thesis is to investigate how both the victims and offenders think justice should be *restored*. These goals are of practical and theoretical importance. It is of practical importance to establish whether there are role-related differences, as different ways of framing injustice and different preferences for restoration could lead to increased conflict and decreased reconciliation. Theoretically, my research contributes to the existing work on the psychology of justice by showing how the situational variable of victim-offender role can lead to differences in perceptions beyond those previously investigated. Theories of the psychology of justice might have to be modified to account for the victim versus offender perspectives found in the present research.

In Study 1, I used vignettes to examine differences between victims and offenders in their justice perceptions; specifically, in how they frame an injustice and believe justice should be restored. In Study 2, I continued to test role differences in justice perceptions; however, instead of using vignettes, I asked romantic couples to report on real life transgressions in their relationship. In both Studies 1 and 2, I also explored victim versus offender concerns that arise from basic human motives. I proposed that

these concerns help explain the expected role differences. The purpose of Study 3 was to examine a trend in the results from the first two studies, and to survey responses to real life transgressions from a broader array of relationships. In Studies 2 and 3 I also examined differences between victims and offenders in framing and restoration using the concepts of restorative and retributive justice. Finally, I attempted to examine the moderating role of relationship quality in all three studies.

The remainder of the introduction will proceed as follows: First, past research on role differences in reactions to injustice and transgressions will be explored. Second, research on relationship quality as a moderator of role differences will be examined. Third, a series of motives will be examined from both a victim's and offender's perspective in order to provide the rationale for the expected differences between victims and offenders in how they frame an injustice and think justice should be restored.

Role Differences in Reactions to Injustice and Transgressions

Equity theorists believe fairness will ensue when the ratio of an individual's outputs to inputs in a given situation is equal to the ratio of outputs to inputs of a comparison other (Adams, 1965; Walster et al., 1973). When these ratios are not equal, people will experience distress. This distress will lead to efforts to restore equity or leave the relationship.

Researchers studying equity theory were some of the first to predict victim-offender differences with respect to justice. Walster et al. (1973) found inequity lead to different emotional reactions on behalf of victims and offenders. Victims tended to experience anger as a result of inequity, whereas offenders often experienced guilt (see also Hegdvedt, 1990). In addition to the empirically documented differences in emotional

reactions, equity theorists have predicted continued conflict as a result of victims and offenders choosing to restore justice differently. According to the theory, choice of restoration will depend on what is in a party's self-interest. For example, victims may want material compensation (e.g., money) as a result of the injustice rather than a psychological solution to the inequity (e.g., reevaluate what they deserve). However, because compensation is under the control of the offender and material compensation is not in the offender's self-interest, the offender may choose not to offer it. The lack of compensation on the part of the offender may actually increase future conflict (Walster et al., 1973).

In summary, although the majority of empirical work on equity theory does not directly compare how victims and offenders frame an injustice or want to restore justice, past research does establish that both victims and offenders have different emotional reactions to inequity. In addition, this research also implies that victims and offenders are motivated by their own self-interest and that there can be negative consequences when justice is not restored in a sufficient manner for both the victim and offender. Research and theory exploring victim and offender differences can reduce such negative consequences and help victims and offenders to understand each other's perspective.

A second area of research, which directly examines role differences, investigates victim's and offender's attributions of blame and responsibility (Mikula, 1994; Mikula, 2003; Mikula, et al., 1998; Stillwell & Baumeister, 1997). For example, in a series of studies, Mikula and colleagues (e.g., Mikula, 2003; Mikula et al., 1998) found attributional differences in response to a negative incident in both romantic relationships and same-sex friendships. Overall, victims rated transgressions as more unjust than did

offenders, and attributed more intention, causality, and blame to the offender than offenders did to themselves (see also Stillwell & Baumeister, 1997). The authors proposed the observed differences occurred because injustice carries different consequences for victims and offenders. Victims are often concerned with proving there was an injustice in order to confirm that they were not deserving of the transgression (Mikula et al., 1998). Offenders try to deny that an injustice has occurred, because they do not want to be viewed as a person who could cause harm to another. In other words, both victims' and offenders' attributions might have been motivated by the self-serving desire to project a positive image to others.

One exception in Mikula et al. (1998) to the trends noted in the previous paragraph was for offender-reported events. Although, in Studies 1 and 2, the aforementioned pattern occurred regardless of whether the victim or the offender reported the event, a different pattern emerged for offender-reported events in Studies 3 and 4. Specifically, events recalled by the offender were judged as less unjust and more deserved by the victim than by the offender. In addition, offenders were more likely to blame themselves than the victims were to blame the offenders. In general, these results show less self-serving tendencies for offender-reported events.

For Study 3, these results appeared to be due to accommodating responses on the part of the offender, whereas, in Study 4, both victims and offenders appeared to be accommodating. Mikula and colleagues proposed that the effects observed in Studies 3 and 4 occurred because offender-recalled events in those studies were more strongly influenced by relationship quality (relationship quality will be discussed at length later in this thesis) than were victim-recalled events. Presumably, the offender would take more

responsibility and blame compared to the victim when the relationship quality is high compared to when it is low (see Kearns & Fincham, 2005). However, Mikula's explanation implies a three-way interaction of role, source of report, and relationship quality that was not observed. Regardless, the inconsistent results between studies highlight the need to examine moderators of role effects, such as relationship quality.

A second explanation raised by Mikula et al. (1998) for the accommodating responses is, I suspect, more meaningful. In the case of the offender-recalled events, offenders might be more comfortable with their guilt and have accepted their role in the event, leading them to more easily attribute blame to the self. In addition, victims might be granting offenders "credit" for confessing their wrongdoing and are possibly accepting this confession as an admission of guilt. This perceived admission of guilt might lead victims to have kinder reactions towards offenders.

Overall, research by Mikula and others demonstrates differences between victims and offenders with respect to blame and responsibility judgments. The differences tend to reflect self-serving tendencies, perhaps because victims and offenders are trying to project a positive image to others; that is, they are engaging in self-enhancement. Note though that relationship quality might moderate these effects. Mikula's work in particular is valuable with respect to role differences, as the authors examined both partners' perspectives on one event. To date, the majority of the research examining role differences has not included two perspectives on the same event; rather, in most studies participants rate different events. Moreover, Mikula and colleagues are the first to ask participants to recall a time when they were the offender and a time when they were the victim within their relationship, in order to control for individual difference effects.

The current research adds to Mikula and colleagues' focus on attributions of blame and responsibility by looking at role differences in how an injustice is framed (i.e., why the event is considered to be unfair) and in beliefs about how justice should be restored. Study 2 in the current thesis used a methodology for examining role differences similar to that used by Mikula et al. (1998) in that victims and offenders responded to the same events.

In addition to the work on role differences in attributions of blame and responsibility, researchers have examined differences between victims and offenders in the recall of a transgression (Baumeister et al., 1990; Kearns & Fincham, 2005; Stillwell & Baumeister, 1997). For example, Stillwell and Baumeister (1997) asked participants to take the role of either a victim or offender and recall a story that described a transgression. The researchers then examined the type of details that were omitted from or included in the recall of the story as a function of the role the participants were asked to take.

Victims tended to emphasize details that portrayed the offender in a negative light, ignore details such as mitigating circumstances, and downplay any positive action the offender took. On the other hand, offenders were less likely to focus on the negative outcome the victim experienced and were more likely to focus on the extenuating circumstances. Also, the most common method of distortion was to omit information, rather than embellish the stories, for both the victim and offender. The authors had originally expected only offenders to distort their recall; however, the results demonstrate that both the victim and the offender are motivated to recall stories in a way that presents a positive image of themselves to others and/or themselves. Specifically, the authors

speculated that offenders distort their recall in an effort to appear less guilty, whereas victims are motivated to distort their recall to maintain their dignity.

Research by Kearns and Fincham (2005) has also examined distortions in recall resulting from role differences. However, instead of asking participants to recall a hypothetical story that was provided for them earlier, the researchers asked participants to recall a time within a romantic relationship when they were the victim of a transgression and a time when they were the offender. Results supported those of Stillwell and Baumeister (1997), in that victims portrayed the offender in a more negative light than did the offender. Specifically, participants recalling a story from the perspective of the victim were more likely to consider the offender's behaviour as incomprehensible and more likely to see their anger at the offender as justified. Offenders, on the other hand, were more likely to see their behaviour as caused by extenuating circumstances, as justified and impulsive, and as having few negative consequences for the victim.

In summary, as with the research on attributions, victims and offenders seem to be recalling events in a self-serving way, perhaps with the specific goal of self-enhancement; that is, both victims and offenders may be trying to appear in a positive light to others and perhaps to themselves. By acting in a self-serving way, victims and offenders may also be trying to protect their self-interests by appearing more deserving of compensation in the case of the victim, or less deserving of punishment in the case of the offender.

In addition to research on reactions to inequity, attributions of responsibility, and the types of details recalled when recounting a story, at least one study has examined how role influences the framing of injustice or why an event is perceived as unfair in the first place. Although not investigating victim and offender differences, Heuer et al. (2007)

found that a role variable—whether participants were in an authority or subordinate position—influenced the type of information used to judge whether a procedure was fair. Specifically, authority figures focused on outcome concerns (e.g., societal benefits), whereas subordinates focused on procedural criteria (e.g., having the opportunity to be heard - voice) when evaluating the fairness of procedures. These findings are central to the present research as they provide evidence that although people may agree an event is unfair, their role in the event might lead them to focus on different aspects of the situation in describing why it is unfair.

The Moderating Effect of Relationship Quality

Although past research has demonstrated that victims and offenders tend to exhibit self serving tendencies in their justice perceptions (perhaps to increase material gains or to enhance the self), some of these effects are moderated by relationship quality. When making attributions of blame and responsibility, victims tend to attribute less blame and responsibility to offenders than offenders do to themselves when the relationship quality is high compared to when it is low. However, victims tend to attribute more blame and responsibility to offenders than offenders do to themselves when the relationship quality is low compared to when it is high (Kearns & Fincham, 2005; Mikula et al., 1998). Furthermore, victims are more likely to perceive greater injustice as a result of the transgression compared to offenders when relationship quality is low compared to high. With respect to recall, researchers have found that victims and offenders are less likely to demonstrate self-serving tendencies when recalling or reconstructing the details of a transgression, and are more likely to view their partners' negative behaviour in a

benign manner, when they are in satisfying, loving relationships than when they are in lower quality relationships (Kearns & Fincham, 2005).

The moderating effect of relationship quality on victims' and offenders' reactions is consistent with the broader research on interpersonal relationships. Extensive research has shown that, in satisfying, romantic relationships, individuals demonstrate motivated biases that lead them to construct events within their relationship in a positive light and perceive their partners' actions as benevolent in order to reduce conflict and maintain the relationship (Fincham & Bradbury, 1992; Murray & Holmes, 1993; Murray, Holmes, & Griffen, 1996). Murray, Holmes, Dolderman, and Griffen (2000) propose that being committed to one person romantically can be threatening. When in a committed relationship, people's hopes, desires, and goals are inextricably tied to the other person. Yet, partners will sometimes make poor choices, transgress within the relationship, and potentially hurt one another. To deal with the need to feel secure in relationships, people are motivated to see their partner as virtuous and to appraise their partner's behaviour as benevolent. These qualities are related to greater relationship quality and satisfaction (Kearns & Fincham, 2005). In summary, when relationship quality is high, the motivational bias towards protecting one's relationship and one's sense of security in the relationship is also high. Therefore, people will show more accommodating, or relationship-serving responses with respect to their partner, and weaker self-serving responses. However, when relationship quality is low, individuals are motivated less towards the relationship and their responses will be less accommodating and more self-serving.

Research on communal versus exchange relationships (Clark & Mills, 1993) leads to a similar conclusion. In a communal relationship, each person is concerned with the welfare of the other; whereas, in an exchange relationship, benefits are given with the expectation that they will be returned. Members of communal relationships frequently hold positive attitudes towards benefitting their partner when a need exists, and do not act to obtain something in return (Clark & Mills, 1993). Focusing on a partner's needs may make it easier to take the partner's perspective after a transgression, therefore leading to more accommodating responses compared to exchange relationships.

Summary of Research on Role Differences and the Moderating Effect of Relationship Quality

Overall, the research on role differences suggests that people's role with respect to transgressions and injustice affects their justice-related responses. To date, the majority of the work completed on role differences highlights how victims and offenders will react to an injustice in a self-serving way, which is minimized when relationship quality is high compared to low. The current thesis will expand upon these findings by examining differences in how victims and offenders frame an injustice (i.e., why they consider the event to be unfair) and how they believe justice should be restored. The rationale for predicted differences is outlined in the following sections. Furthermore, the moderating role of relationship quality on role differences in framing and restoration will also be examined, with the expectation that individuals in low quality relationships will show more self-serving, less accommodating responses compared to individuals high in relationship quality.

Human Motives and Reactions to Injustice

Why might victims and offenders frame an injustice and restore justice differently? The literature reviewed so far in this thesis suggests that victims and offenders often exhibit self-serving tendencies in their reactions to transgressions and injustice. These reactions often differ because victims and offenders have different concerns in serving the self (e.g., wishing to gain compensation versus wishing to avoid giving compensation). In the current thesis, I expand on this notion by exploring three ways in which responses can be “self-serving,” each of which is relevant to fulfilling a different human motive. Fiske (2004) has proposed that core social motives create a “psychological force for a person” (p. 14) that influences behaviour. In other words, each individual interprets a situation in light of his/her motives and it is this interpretation that guides cognitions and behaviours. Similar to Fiske’s human motive theory, I expect that relevant motives combined with role (i.e., the situation), will lead to different perceptions of justice in terms of framing and restoration. For Study 1 and 2, I proposed that the different concerns arising as a result of several human motives relevant to the desire for justice will lead to differences between victims and offenders in why they perceive an event to be unfair and how they believe justice should be restored.

In the past, various researchers have theorized about the potential motives that may underlie the need for justice. At least three broad types of motives have been proposed. I refer to these motives as: belongingness, self-enhancement, and self-interest. All of these motives are self-serving in that each can be seen as a desire to benefit the self in some way.

First, belongingness refers to the need to have meaningful social connections. A feeling of belongingness is self-serving as it provides a sense of connectedness and

perception of future support. For the current thesis, I conceptualized belongingness as the need to be a valued member of an interpersonal relationship (e.g., with a friend, romantic partner, or classmate).

Second, according to Fiske (2004), self-enhancement includes individuals' desire to feel good about themselves, to look good in the eyes of others, and to engage in self-improvement. For the current thesis, I focused on self-enhancement as the need to have a positive self-image in the eyes of others, as well as strong self-esteem.

Third, a self-interest motive has been defined in a number of ways from very broad to very narrow. Using a very broad definition, in which self-interest refers to anything seen to benefit the self, self-interest would not be distinguishable from belongingness or self-enhancement as all can be seen as a drive to obtain something that benefits the self, though the nature of the ultimate benefit differs. For the current thesis, I use a narrower definition of the self-interest motive as the desire for material resources.

There is continued debate in the literature surrounding what motive underlies the need for justice (cf., Thibaut & Walker, 1976; Tyler, 1989), when each motive is relevant (Heuer & Stroessner, 2011; Skitka, 2003), and whether justice can even be reduced to another motive (Lerner, 2003). Recent research by Heuer and Stroessner (2011) supports a multiple motive approach to justice, indicating that more than one motive can influence perceptions of justice in any one situation. In a series of three experiments, Heuer and Stroessner demonstrated that the relationship between respectful treatment and judgments of procedural fairness was mediated by the degree to which the treatment fulfilled more than one motive; for example, a need to be a positively valued member of one's group (i.e., belongingness) and material self-interest. According to Heuer and Stroessner (2011),

although justice judgments are often the result of multiple needs, different motives can be more or less salient in any given situation.

For the current thesis I will adopt a multiple-motive perspective similar to that recently proposed by Heuer and Stroessner (2011). I assume that people care about justice in interpersonal relationships because it serves all of the following motives: belongingness, self-enhancement, and self-interest (though these might vary in strength from one relationship or event to another). I expect the belongingness, self-enhancement, and self-interest motives to lead to different concerns for victims and offenders, leading to differing judgments regarding *why* an event is perceived as unfair and *how* justice should be restored. Although other motives have been proposed in the literature (e.g., reduction of uncertainty, van den Bos & Lind, 2002; control Mikula, 1984) I will focus on the above as they are the most common in the social psychology of justice. In the following sections, I discuss belongingness, self-enhancement, and self-interest in more detail. I also argue that different concerns arise from these motives for victims versus offenders, leading to differences in the framing of an injustice and beliefs about how justice should be restored.

Belongingness. According to Fiske (2004), the need to belong is *the* core social motive. Similarly, it has been proposed that the need to experience love and a sense of belongingness is one of the most basic human needs. Maslow (1968), for example, included belongingness in his motivational hierarchy of basic needs. In addition, Bowlby's (1973) influential attachment theory proposes that forming and maintaining social bonds has important implications for healthy social development.

Belongingness has also been seen as a motive central to the need for justice (e.g., Lind & Tyler, 1988; Wenzel, 2002). For example, Lind and Tyler's (1988) group-value model of procedural justice begins with the assumption that people value group membership because group identification is rewarding (see also the relational model of authority, Tyler & Lind, 1992, and the group engagement model, Tyler & Blader, 2003). As a result, people evaluate events in terms of their motivation to belong. Procedures will therefore be perceived as fair when they convey information that one is a valued member of the in-group. According to Tyler (1989), trust in authorities, neutrality of the decision maker, and respect communicate information about one's standing within the group, and therefore these variables influence perceptions of procedural justice. When trust, neutrality, and respect are violated, people judge that an injustice has occurred (DeCremer & Tyler, 2005; Tyler, 1989). It follows that trust, neutrality, and respect, or more generally, a sense of being a valued member of a group, must be restored in order for justice to be restored (e.g., Okimoto, 2008).

Extrapolating the belongingness theories of justice to interpersonal relationships, one could speculate that an action on behalf of one's partner is perceived as fair when it provides evidence that one is a valued member of the relationship (rather than a larger group). As suggested by Heuer and Stroessner's (2011) findings, an action on behalf of one's partner might be perceived as unfair when it does not provide evidence that one is a valued member of the relationship. Justice is restored when people regain the feeling that they are valued in the relationship. For the current thesis, I assume that both victims and offenders are motivated by belongingness; however, I propose that this motive will result

in different concerns for each as a result of their different perspectives, ultimately leading to different interpretations of why an event is unfair and how justice should be restored.

Victims and belongingness. For victims, I propose that transgressions can raise concerns related to belongingness such that they suggest that the offender currently devalues the relationship and the victim's standing in the relationship. Therefore, victims will have a greater tendency than offenders to see the event as unfair in terms of cues to this specific belongingness concern—what I will refer to as “devaluation cues.”

Devaluation cues might include a violation of the victim's trust (Baumeister, Stillwell, & Wotman, 1990; Stillwell & Baumeister, 1997), and an indication that the offender does not think the victim is worth being treated well.

If an event raises victims' concerns related to current devaluation of the relationship and their standing in the relationship, they will believe that restoration of fairness must address these particular concerns. Victims will have a greater tendency than offenders, therefore, to report that fairness should be restored by acts that show the offender recognizes the importance of the relationship and the victim's place in the relationship (e.g., a sincere apology on the part of the offender).

Offenders and belongingness. For offenders, I propose transgressions can raise concerns related to belongingness such that they suggest that the victim might devalue the relationship in the future. Presumably, the victim might devalue the relationship because the offender violated a social norm (e.g., the offender was deceitful). Therefore, offenders will have a greater tendency than victims to define the unfairness in terms of the violation of a social norm.

If the event raised offenders' concerns with future devaluation of the relationship, then the offender will believe that fairness should be restored by moving on quickly. Offenders will think they should move past the injustice quickly to avoid the possibility of focusing on the injustice and causing future devaluation.

Self-Enhancement. The need for self-enhancement has also been proposed to be a core social motive (Fiske, 2004; Maslow, 1968). Research has demonstrated that people like to feel as though they are good, lovable people, and they like to receive positive feedback about themselves (Fiske, 2004). Fiske has proposed that self-enhancement in terms of feeling good about oneself and looking good in the eyes of others serves an important group or social function. Individuals who feel good about themselves tend to be productive, healthy individuals. As a consequence, they tend to be more cooperative and socially responsible. In contrast, individuals who do not feel good about themselves, tend to develop negative, self-destructive behaviours such as substance abuse, eating disorders, and irresponsible sexual behaviour. These negative behaviours undermine constructive group behaviour.

Various justice theorists claim that self-enhancement motives in part underlie a need for justice. For example, some procedural justice theories propose that cues addressing belongingness needs, by providing information about one's standing in the group, are also relevant to self-enhancement because feeling liked a valued group member in turn increases self-worth (Tyler & Blader, 2003; Tyler, DeGoey, & Smith, 1996). In addition, research on moral mandates has demonstrated that individuals are likely to judge a decision as fair when the outcome matches a strong moral attitude they hold that expresses their deeply held values (Skitka & Mullen, 2008). This finding

provides evidence that fairness is defined in part by whatever one believes projects a positive view (in this case, a moral view) of the self. Taken together, the findings noted in this paragraph highlight the importance of one's self-concept in justice judgments and suggest that self-enhancement information influences perceptions of justice. For the current thesis, I assume that both victims and offenders are motivated by self-enhancement; however, I propose that this motive will result in different concerns for each as a result of their different perspectives, ultimately leading to different interpretations of why an event is unfair and different opinions about how justice should be restored.

Victims and self-enhancement. For victims, I argue that transgressions can raise concerns related to self-enhancement such that they can project a poor image of the victim to others; specifically, an image of the victim as not worthy of good and fair treatment. Therefore, victims will have a greater tendency than will offenders to define the unfairness in terms of looking bad (i.e., unworthy) in the eyes of others.

If an event raises victims' concerns that their self-image as a worthwhile individual will suffer, then they will believe that a worthy image must be restored. Victims will have a greater tendency than will offenders, therefore, to suggest that restoration of fairness should involve a clear understanding of both sides in the event (in order to dispel any misconceptions that reflect badly on the victim) as well as signs that the victim is a worthwhile person.

Offenders and self-enhancement. For offenders, I propose that transgressions can raise concerns related to self-enhancement such that, once others become aware of further details of the event, a poor image of the offender can be projected to others; specifically,

an impression that the offender is not a good person. In addition, self-enhancement concerns can be raised in that the offender's self-esteem may be threatened by the thought that he or she is not a good person. To protect their self-image and self-esteem, offenders will frame the event as unfair in ways that downplay the event (e.g., they will frame it as an isolated incident and give mitigating circumstances).

Given that a transgression raises offenders' concerns with appearing to be a good person to others and the self, offenders will believe that this aspect of their self-image and self-esteem must be maintained. This can be accomplished if the victim accepts partial responsibility for the transgression. Therefore, offenders will have a greater tendency than victims to suggest that, in order for fairness to be restored, the victim must accept partial responsibility.

Self-Interest. Many theorists propose that self-interest is an underlying motive for human behaviour (Cropanzano, Goldman, & Folger, 2005; Lerner & Clayton, 2011). Empirical evidence of the self-interest motive is far-reaching. For example, findings from research on social dilemmas are consistent with the notion that humans are motivated by self-interest in these situations, often with deleterious effects (Lynn & Oldenquist, 1986). Research on pro-social behaviour has shown that highlighting benefits to the self can increase volunteer behaviour (Perloff, 1987; Snyder, 1993). Even in the domain of public policy attitudes, where researchers have long claimed that self-interest has minimal effects (Sears, Hensler, & Speer, 1979), there is evidence that financial self-interest predicts attitudes at least towards imminent public policy changes (Hunt, Kim, Borgida, & Chaiken, 2010).

Many theories of justice also highlight the importance of self-interest as an underlying motive. For example, equity theorists and social exchange theorists assume that individuals are motivated to maximize their resources—whether it is material goods, money, or services—in their social interactions with others (e.g., Adams, 1965; Thibaut & Kelley, 1959; Walster et al., 1973). Much of the original research on social exchange theory and equity theory therefore claims that justice is a concern for individuals only as far as fair distributions secure the likelihood that people will maximize their outcomes in the long-term. Some findings are consistent with this perspective. For example, research on distributive justice has shown that the threshold for reacting negatively to being disadvantaged by inequity is lower than for being advantaged by inequity (Berkowitz, & Walster, 1976; Peters & van den Bos, 2008). In addition, research on Thibaut and Walker's (1976) model of procedural justice provides theoretical and empirical support for the notion that individuals care about procedural fairness because of the control it provides them over their outcome (though other motives are also important, see Tyler, 1989). This control better allows people to reap long-term benefits. For the current thesis, I assume that both victims and offenders are motivated by self-interest: However, I propose that this motive will result in different concerns for each as a result of their different perspectives, ultimately leading to different interpretations of why an event is unfair and how justice should be restored.

Victims and self-interest. For victims, I propose that transgressions can raise concerns related to self-interest such that victims may lose material resources or opportunities as a result of the event. Therefore, victims will have a greater tendency than offenders to define unfairness in terms of those material resources or opportunities lost.

If an event raises victims' concerns related to the loss of material resources or opportunity, then they will believe these losses must be dealt with in restoring fairness. Victims will have a greater tendency than offenders, therefore, to say that fairness should be restored by the offender providing material compensation for losses.

Offenders and self-interest. For offenders, I propose that transgressions can raise concerns related to self-interest such that offenders may be concerned with ending up in a worse material position as a result of the event (e.g., as a result of providing compensation or receiving punishment). Offenders will believe they can avoid ending up in a worse position (e.g, they can minimize the need for compensation and decrease the likelihood of punishment) if the victim is responsible for the injustice. Therefore, offenders will have a greater tendency than will victims to frame the unfairness in terms of victim responsibility.

If an event raises offenders' concerns with ending up in a worse material position, then offenders will believe this self-interest concern should be addressed in restoring fairness. Offenders, therefore, will have a greater tendency than victims to suggest that fairness should be restored through minimal compensation. Offenders will also have a greater tendency to downplay the need for punishment.

Summary. In summary, a number of motives have been linked with a desire for justice; most notably, belongingness, self-enhancement, and self-interest. Research on each of these suggests that people will define justice in terms of what fulfills or violates these motives. By extension, when people perceive an injustice has occurred, they should want to restore justice in ways that satisfy belongingness, self-enhancement, and self-interest concerns.

For the present research, I will take a multiple-motive perspective (see Heuer & Stroessner, 2011; Skitka, 2003) and assume that victims and offenders of a transgression, who are in an interpersonal relationship with one another, are motivated to some extent by belongingness, self-enhancement, and self-interest. Given that both the victim and offender experience the transgression as an injustice, I assume, therefore, that each will frame the injustice in terms of factors that violate belongingness, self-enhancement, and self-interest. These factors will differ because the three motives manifest themselves in different concerns for the victim and offender. Thus, victims and offenders will differ in how they frame the injustice. Because different concerns must be addressed for victims and offenders to feel that justice is restored, victims and offenders will also differ in the methods of restoration that they endorse.

Study 1

Overview

The goal of Study 1 was to establish whether there are differences in how victims and offenders frame an injustice and in how they believe justice should be restored. In addition, Study 1 examined whether relationship quality moderates the expected role differences. Participants read two scenarios depicting a transgression (one regarding concert attendance, another regarding a job) and took the role of either the victim, offender, or neutral observer. Participants were also randomly assigned to either a close relationship (friend) or less-close relationship (classmate) condition. Relationship closeness was the operationalization of relationship quality, as true relationship quality could not be assessed using scenarios. After participants read each scenario, they completed a paper and pencil questionnaire, which primarily assessed how they framed

the injustice, how they believed justice should be restored, as well as potential mediators of the relationship between role and responses to injustice (i.e., concerns related to belongingness, self-enhancement, and self-interest motives).

Hypotheses

Based on the research on role differences with respect to transgressions and injustice, the literature on motives underlying justice, and my arguments regarding how the three motives of belongingness, self-enhancement, and self-interest are manifested in different concerns for victims and offenders, I propose the following:

1. There will be differences in how victims and offenders frame injustice.
 - a) Victims will have a greater tendency than offenders to frame the event as unfair in terms of cues to devaluation of the relationship and the victim's standing in the relationship, in terms of looking unworthy in the eyes of others, and in terms of material rewards or opportunities lost.
 - b) Offenders will have a greater tendency than victims to frame the event as unfair in terms of a violation of a social norm, in terms that downplay the event, and in terms of victim responsibility.
2. There will be differences in what victims and offenders think should be done to restore justice.
 - a) Victims will have a greater tendency than offenders to think that offenders should provide recognition of the importance of their relationship and the victim's place in the relationship, that there should be an understanding of both sides of the event as well as demonstrations of the victim's worth, and that offenders should provide compensation for material losses.

- b) Offenders will have a greater tendency than victims to suggest that the victim and offender should move on quickly, to suggest that the victim should take partial responsibility, and to suggest minimal compensation as well as to downplay the need for punishment.
- 3. There will be differences between victims and offenders in the types of belongingness, self-enhancement, and self-interest concerns that arise as a result of the injustice.
 - a) Victims will be more concerned than will offenders that the other person devalues the relationship and their standing in the relationship, that they have gained a poor self-image in others' eyes (as being unworthy), and that they have lost material resources or opportunities as a result of the injustice.
 - b) Offenders will be more concerned than will victims that the other person will devalue the relationship in the future, that they will gain a poor self-image in other's eyes (as being bad) and that they have lost self-esteem, and that they will end up in a worse material position.
- 4. Hypotheses 1 and 2 will be mediated by the concerns mentioned in Hypothesis 3, in the manner described in the introduction.
- 5. Closeness of relationship will moderate the effects of role on framing and restoration. Participants in the less-close relationship condition (intended to represent low relationship quality) will demonstrate the self-serving tendencies noted in Hypotheses 1 and 2 when responding to the framing and restoration questions. On the other hand, participants in the close relationship condition

(intended to represent high relationship quality) will demonstrate weaker self-serving tendencies, and perhaps even a relationship bias (i.e., accommodating tendencies) when responding to the framing and restoration questions. The moderating influence of relationship quality on concerns are more exploratory and no specific predictions were made.

Method

Design. This study used a 3 (Role: Victim vs. offender vs. neutral observer) x 2 (Closeness of relationship: Close relationship vs. less-close relationship) x 2 (Scenario: Concert vs. job) mixed design, with role and closeness of relationship as between-subjects variables and scenario as a within-subjects variable. Each participant was randomly assigned to one of the six Role x Closeness of relationship conditions.

Participants. Participants were recruited from Brock University's Psychology research participant pool. There were 123 participants in total, 94 women ($M_{age} = 21.34$, $SD = 5.09$) and 29 men ($M_{age} = 20.90$, $SD = 5.02$). Participants were told they were being recruited for a study on reactions to injustice. They received course credit for their help.

Procedure and measures. Participants came to the lab and participated in one 60-minute session in small groups of three to five people. When they arrived, they were reminded that the purpose of the study was to assess reactions to injustice. Participants were then given the consent form (Appendix A) to read over, and, if they agreed to participate, the experimenter collected a signed copy of the consent form. After the consent process was finished, participants were given a package that contained two scenarios from the same condition (Appendix B) and the Reactions to Injustice

Questionnaire (Appendix C) after each scenario. Scenario one described a transgression whereby a person canceled plans with another individual last minute in order to bring the person he/she had a crush on to a concert. Scenario two depicted a situation whereby an individual received a job he/she did not deserve because he/she lied in the application. The sex of the main character in each scenario was matched with the participants' sex. The order of scenario was counterbalanced across participants.

The items on the Reactions to Injustice Questionnaire assessed how participants framed the injustice in the scenario, how they believed justice should be restored, and the concerns behind these responses related to belongingness, self-enhancement, and self-interest motives. The questionnaire also assessed participants' emotional response to the events. In addition, there were a number of items to assess whether the manipulation was successful.

Manipulations. To manipulate role, participants were asked to take the perspective of one of the following: victim, offender, or of a neutral observer while reading the scenario and completing the questionnaire. The role of neutral observer was included as a control group. To manipulate closeness of relationship, the two scenarios depicted a transgression that occurred between two best friends (close relationship), or between two classmates (less-close relationship).

Dependent measures. How participants framed the injustice, thought justice should be restored, and the concerns that were raised as a result of the injustice were assessed using a 61-item Reactions to Injustice Questionnaire created for this study. The first two items on the questionnaire were open-ended questions and assessed how participants framed the injustice ("What made the event unfair? In other words, why is

this event an example of unfairness rather than just a negative experience?") and how participants thought justice could be restored ("Now that something unfair has happened, what can be done to restore justice?").

Participants then rated 13 items that assessed how participants framed the injustice. The items were intended to tap the dependent variables in Hypothesis 1. The wording of the items differed slightly to match the participant's perspective (e.g., Victim or Neutral Observer Item #2 = "What happened was unfair because the offender's actions were wrong"; Offender Item #2 = "What happened was unfair because my actions were wrong"). Ratings for these items were done using 7-point likert scales that ranged from (1) *definitely not why it is unfair* to (7) *definitely why it is unfair*. Participants also provided ratings for 14 questions, using a 7-point likert scale, about how victims, offenders, and neutral observers thought justice should be restored. The items were intended to tap the dependent variables in Hypothesis 2. The wording of the items differed slightly to match the participant's perspective (e.g., Victim Item #1= "In order to make things fair the offender should give me a sincere apology"; Offender Item #1 = "In order to make things fair I should give the victim a sincere apology"; Neutral Observer Item #1= "In order to make things fair the offender should give the victim a sincere apology"). Ratings for these items were done using 7-point likert scales that ranged from (1) *definitely would not help make things fair* to (7) *definitely would help make things fair*.

Eighteen items addressed the concerns that were hypothesized to mediate the relationship between role and framing, and between role and restoration. Eight items assessed belongingness concerns (e.g., "I am concerned that my friend/classmate does not

consider fairness important in our relationship”), five assessed self-enhancement concerns (e.g., “I am concerned that my friend/classmate does not think well of me”), and five items assessed self-interest concerns (e.g., “I am concerned that I missed out on something I really wanted”). These items were rated on a 7-point likert scale that ranged from (1) *not at all concerned* to (7) *extremely concerned*. Participants who were asked to take the role of neutral observer did not complete this section of the questionnaire, as they would not be expected to experience the same concerns as a person directly affected by the injustice.

Seven items assessed the extent to which participants had certain emotional reactions to the scenarios, specifically guilt, shame, anger, hurt, disgust, amusement, and regret. These items were answered on a 7-point likert scale, ranging from (1) *not at all* to (7) *extremely*.

Finally, two questions asked how much the participants identified with the victim and the offender. These items were also answered on a 7-point likert scale, ranging from (1) *not at all* to (7) *extremely*.

Manipulation checks. Two open-ended questions were used to assess whether the manipulations were effective. First, participants were asked: “What was the victim’s relationship to the offender?”, which assessed the closeness of the relationship manipulation. Second, participants were asked: “What perspective were you asked to take while answering the questions about the scenario?”, which assessed the role manipulation.

Results

Development of composite variables. In order to develop composite variables for the framing, restoration, concern, and emotion subsections of the Reactions to Injustice Questionnaire, each section of the questionnaire was subjected to a principal components analysis with varimax rotation. A separate analysis was conducted for each role (victim, offender, and neutral observer), as well as for each section (framing, restoration, concerns, and emotions), and for each scenario (24 analyses in total). In addition to the principle components analyses, correlation matrices were examined.¹ On the basis of these results, the original questions that made up each section of the questionnaire were grouped to make six dependent variables for framing, seven for restoration, seven for concerns, and two for emotions. Of these, three variables for framing, one for restoration, three for concerns, and two for emotions were composites of a number of items, whereas the other variables were made up of one item. Note that the emotion of amusement was not included in the main analyses of the study because it did not fit with the other emotions, nor did I have specific predictions regarding the emotion.

As a result of the factor analyses, a few of the dependent variables mentioned in the hypotheses section were split into more than one indicator of the variables, and a few were combined into a single measure. Specifically, there were two indicators of the general concept of moving on quickly, labelled “move on quickly” and “nothing can be done.” There were also two indicators of “minimal compensation” and “punishment of offender.” There were three indicators of the general concern about being in a worse position labelled “worse position,” “fear of punishment,” and “fear of revenge.”

With regards to the dependent variables that were combined, “recognition of relationship/event/victim” was a combination of the items that represented recognition of

¹ Results of the 24 principle analyses and all correlation matrices can be obtained from the author.

the importance of the relationship and the victim's place in the relationship, as well as the items meant to measure understanding of both sides of the event and demonstrations of the victim's worth. Also, "present and future devaluation" concerns was a combination of the belongingness concerns hypothesized to be more relevant to victims (i.e., concerns that the other devalues the relationship and one's standing in the relationship) and those hypothesized to be more relevant to offenders (i.e., concerns that the other will devalue the relationship in the future). Finally, "poor self-image" was a combination of self-enhancement concerns hypothesized to be more relevant to victims (i.e., concern that one has a poor self-image in others' eyes) and one of those hypothesized to be more relevant to offenders (i.e., concern with gaining a poor self-image in others' eyes as bad). Thus, parts of Hypothesis 3 involving "poor self-image" could not be tested, and analyses involving the "present and future devaluation" and "poor self-image" variables were necessarily exploratory. Appendix C indicates which items from the Reactions to Injustice Questionnaire make up the dependent variables in Table 1. See Table 1 for a list of all primary dependent variables and alphas. The data were screened to ensure that statistical assumptions were met.

Correlations. Tables 2 and 3 present correlations among the primary dependent variables, for the concert scenario and job scenario respectively. A number of the dependent variables noted in Tables 2 and 3 were highly correlated, which suggests that a few constructs are highly related. For example, for both the concert and job scenarios, concerns with devaluation of relationship, a poor self-image and poor self-esteem were highly correlated. Similarly, for restoration, recognition was correlated with a number of the other methods of restoration in a way that suggests that this variable might not be a

unique indicator of the construct. Correlations between the three groupings will be noted in the mediation section of the results.

Table 1

Primary Dependent Variables and Alphas for Composite Variables, Study 1

Variable	Hypothesized Relation	Alpha	
		Concert Scenario	Job Scenario
<i>Framing</i>			
Devaluation Cues (4 items)	victim > offender	.75	.91
Look Unworthy (1 item)	victim > offender		
Material Resources or Opportunities Lost (1 item)	victim > offender		
Social Norm Violation (3 items)	victim < offender	.57	.69
Downplay Event (3 items)	victim < offender	.67	.66
Victim Responsibility (1 item)	victim < offender		
<i>Restoration</i>			
Recognition of relationship/event/victim (8 items)	Victim > offender	.86	.90
Compensation (1 item)	victim > offender		
Move on quickly			
Move on quickly (1 item)	victim < offender		
Nothing can be done (1 item)	victim < offender		
Victim accept responsibility (1 item)	victim < offender		
Minimal compensation (1 item)	victim < offender		
Punishment of offender (1 item)	victim > offender		
<i>Concerns</i>			
Present and Future Devaluation (8 items)	Exploratory	.92	.88
Poor Self-Image (4 items)	Exploratory	.94	.91
Poor Self-Esteem (1 item)	victim < offender		
Loss of Material Resources or Opportunities (1 item)	victim > offender		
Worse position			
Worse position (1 item)	victim < offender		
Fear of Punishment (1 item)	victim < offender		
Fear of Revenge (2 items)	victim < offender	.96	.89
<i>Emotions</i>			
Guilt (3 items)	victim < offender	.82	.84
Anger (3 items)	victim > offender	.72	.75

Manipulation checks. To confirm that the manipulations were successful and participants took the correct perspective while reading the scenarios and answering the questions, participants were asked to answer the following questions “What was the victim’s relationship to the offender?” and “What perspective were you asked to take while answering the questions about the scenario?” With respect to the first question, of

the 123 participants (62 in the friend condition, 61 in the classmate condition), one person in the friend condition was incorrect, and eight people in the classmate condition were incorrect. In regards to the second question, one participant did not answer the question for either of his/her scenarios. A second participant was incorrect and listed “victim” as his/her role instead of “neutral observer.”

Primary analyses. Unless otherwise noted, dependent variables were analyzed using a series of mixed ANOVAs, with Role (3 levels: victim vs. offender vs. neutral observer), Closeness of relationship (2 levels: close relationship vs. less-close relationship), and Scenario (2 levels: concert vs. job) as independent variables. Role and closeness of relationship were between-subjects variables, whereas scenario was a within-subjects variable. Significant effects involving more than two means were followed up with simple effects and/or LSD post hoc analyses.

The 10 individuals who gave incorrect responses and the person with missing data were removed from all analyses, leaving 114 participants, 88 women ($M_{age} = 21.21$, $SD = 4.79$), and 26 men ($M_{age} = 21.19$, $SD = 5.23$).

The results will be presented as follows. Results for framing variables will be given first, followed by the results for restoration, then concerns. In each of these three sections, role main effects will be presented first, as these were the primary effects of interest. Second, role by relationship closeness interactions will be presented. The role by relationship closeness interactions will be followed by a description of other main effects, then other interactions, and finally the results of the open-ended data.

Table 2

Correlations Among Primary Dependent Variables in Study 1- Concert Scenario

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Concerns																			
1. Devaluation ^a	--																		
2. Self-Image ^b	.83**	--																	
3. Self-Esteem ^c	.46**	.66**	--																
4. Worse Position	.23*	.07	.01	--															
5. Loss ^d	.49**	.46**	.42**	.16	--														
6. Revenge ^e	.55**	.59**	.33**	.15	.41**	--													
7. Punishment ^f	.40**	.45**	.50**	.08	.43**	.53**	--												
Framing																			
8. Dev. Cues ^g	.34**	.35**	.29**	.08	.20	.24*	.22	--											
9. Social Norm ^h	.16	.10	.14	.05	.07	-.01	.04	.50**	--										
10. Unworthy ⁱ	.23*	.30**	.27**	.17	.23*	.41**	.38**	.29**	.08	--									
11. Vic. Resp. ^j	.10	.06	.08	.08	.11	.10	.30**	.04	-.09	.22*	--								
12. Downplay ^k	-.22	-.08	-.10	.14	-.05	-.03	-.20*	-.10	.10	.10	.11	--							
13. Loss ^l	-.04	.07	.33**	.35**	.09	.13	.20	.34**	.14				--						
Restoration																			
14. Victim Resp. ^m	.12	.05	-.01	.19	.19	.15	.23*	.15	.04	.37**	.49**	.90	.11	--					
15. Recognition ⁿ	.49**	.55**	.50**	.15	.15	.38**	.28*	.48**	.45**	.15	-.03	.11	.33**	.07	--				
16. Nothing Done ^o	.07	.02	-.05	-.01	-.01	-.03	.27*	-.10	.00	-.00	.00	-.01	-.27**	-.11	-.41**	--			
17. Compensation ^p	.11	.28**	.32**	-.04	-.04	.12	.29*	.29**	.09	.24**	-.05	-.22*	.39**	-.10	.33**	-.12	--		
18. Punishment ^q	.36**	.41**	.33**	.07	.07	.24*	.55**	.37**	.19*	.34**	.11	-.21*	.26**	.01	.30**	.12	.36**	--	
19. Min. Comp. ^r	-.21	-.27*	-.16	.10	.10	-.17	-.27*	-.13	-.10	.01	.00	-.25**	-.08	.02	-.70	-.14	-.24**	-.16	--
20. Move on ^s	.07	.03	-.05	.14	.14	.06	-.03	-.01	.23*	.16	-.09	.21*	.06	.09	.35**	-.28**	-.00	-.08	.33**

Note. $N = 11-114$ for Framing and Restoration; $N = 77-78$ for Concerns.

^a Devaluation = Devaluation cues, ^b Self-Image = Poor Self-Image, ^c Self-Esteem = Poor Self-Esteem, ^d Loss = Loss of Material Resources or Opportunities, ^e Revenge = Fear of Revenge, ^f Punishment = Fear of Punishment, ^g Dev. Cues = Devaluation cues, ^h Social Norm = Social Norm Violation, ⁱ Unworthy = Look Unworthy, ^j Vic. Resp. = Victim Responsibility (framing), ^k Downplay = Downplay Event, ^l Loss = Material Resources or Opportunities Lost (Framing), ^m Victim Resp = Victim Accept Responsibility, ⁿ Recognition = Recognition of Relationship/Event/Victim, ^o Nothing Done = Nothing can be Done, ^p Compensation = Minimal Compensation, ^q Punishment = Punishment of the Offender, ^r Min. Comp. = Minimal Compensation, ^s Move on = Move on Quickly.

* $p < .05$. ** $p < .01$.

Table 3

Correlations Among Primary Dependent Variables in Study 1- Job Scenario

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Concerns																			
1. Devaluation ^a	--																		
2. Self-Image ^b	.87**	--																	
3. Self-Esteem ^c	.47**	.64**	--																
4. Worse Position	-.12	-.17	-.15	--															
5. Loss ^d	.51**	.58**	.45**	.05	--														
6. Revenge ^e	.47**	.55**	.29*	-.03	.35**	--													
7. Punishment ^f	.33**	.40**	.30**	-.19	.27*	.25*	--												
Framing																			
8. Dev. Cues ^g	.38**	.41**	.20	-.09	.04	.09	-.04	--											
9. Social Norm ^h	-.01	.10	-.02	.13	-.04	-.12	-.03	.31**	--										
10. Unworthy ⁱ	.39**	.38**	.28*	-.06	.15	.40*	.34**	.31**	.11	--									
11. Vic. Resp. ^j	.15	.14	.07	-.07	.15	.16	.33**	-.04	-.12	.16	--								
12. Downplay ^k	.04	-.03	.06	-.12	.20	.16	.25**	-.21**	-.31**	.03	.24*	--							
13. Loss ^l	.25*	.41**	.38**	-.03	.23*	.12	.23*	.27**	.27**	.30**	.13	-.16	--						
Restoration																			
14. Victim Resp. ^m	.14	.13	.04	.14	.04	.13	.25*	.07	.14	.28**	.25**	.24**	.18*	--					
15. Recognition ⁿ	.54**	.63**	.38**	-.29**	.23*	.27*	.20	.67**	.27**	.26*	-.00	-.05	.45**	.10	--				
16. Nothing Done ^o	.18	.16	.03	.20	.20	.08	.01	.14	-.13	.22*	.18	.01	.01	.08	-.00	--			
17. Compensation ^p	.16	.25*	.31**	-.16	.12	.30**	.07	.24*	.09	.13	-.01	-.19*	.26**	-.06	.19*	-.19*	--		
18. Punishment ^q	.11	.21	.30**	-.04	.05	.15	-.04	.07	.42**	.18	-.10	-.20*	.28**	.06	.08	-.12	.22*	--	
19. Min. Comp. ^r	-.23*	-.18	-.04	.15	-.05	.18	.08	-.34**	-.03	-.11	.02	.09	-.17	-.02	-.27**	-.13	.01	-.12	--
20. Move on ^s	.17	.19	.16	-.03	.27*	.18	.21	.14	.18	.04	-.05	.24**	.15	.11	.28**	-.19*	.06	.00	.17

Note. $N = 111-114$ for Framing and Restoration; $N = 77-78$ for Concerns.

^a Devaluation = Devaluation cues, ^b Self-Image = Poor Self-Image, ^c Self-Esteem = Poor Self-Esteem, ^d Loss = Loss of Material Resources or Opportunities, ^e Revenge = Fear of Revenge, ^f Punishment = Fear of Punishment, ^g Dev. Cues = Devaluation Cues, ^h Social Norm = Social Norm Violation, ⁱ Unworthy = Look Unworthy, ^j Vic. Resp. = Victim Responsibility (framing), ^k Downplay = Downplay Event, ^l Loss = Material Resources or Opportunities Lost (Framing), ^m Victim Resp = Victim Accept Responsibility, ⁿ Recognition = Recognition of Relationship/Event/Victim, ^o Nothing Done = Nothing can be Done, ^p Compensation = Minimal Compensation, ^q Punishment = Punishment of the Offender, ^r Min. Comp. = Minimal Compensation, ^s Move on = Move on Quickly.

* $p < .05$. ** $p < .01$.

Following the sections on framing, restoration, and concerns, will be a section containing the results of the mediation analyses using regression. Finally, results of analyses for emotional responses will be reported.

For all of the above sections, excluding that on mediation, all inferential and descriptive statistics will be included in the text when there are one or two significant effects involving the same independent variables. However, when there are more than two significant main effects or two-way interactions involving the same independent variables, all statistics will be reported in a table. All descriptive statistics pertaining to three-way interactions, and statistics for some follow-up tests for these interactions, will also be presented in tables.

Framing.

Role effects. The results of the ANOVAs revealed one significant main effect for role, $F(2, 108) = 8.04, p < .001$. Inconsistent with hypotheses, individuals asked to take the perspective of the victim ($M = 3.24, SD = 1.98$) were significantly less likely than individuals asked to take the role of offender ($M = 4.56, SD = 1.85$) and neutral observer ($M = 4.46, SD = 1.99$) to rate the injustice as unfair because of material resources or opportunities lost. For both significant comparisons, post hoc analyses yielded $ps < .001$.

Role by relationship effects. The analyses for framing did yield one significant role by relationship interaction, $F(2, 108) = 3.31, p = .04$, which qualified the role main effect noted in the previous section. In the close relationship condition, a significant effect was observed for role $F(2, 58) = 13.02, p < .001$, such that participants asked to take the perspective of the victim ($M = 2.93, SD = 1.93$) were significantly less likely to frame the injustice in terms of resources or opportunities lost, compared to the offender

($M = 5.12$, $SD = 1.76$) and neutral observer ($M = 4.68$, $SD = 1.94$); for both post hoc tests, $p < .001$. No significant role effect was observed in the less-close relationship condition. The above results partially support predictions for the moderating effect of relationship quality on role in that victims and offenders in the close relationship condition did not respond in a self-serving manner.

Other main effects. Four significant main effects were observed for scenario. Participants were more likely to frame the injustice in terms of material resources or opportunities lost, a norm violation, and victim responsibility, in the job scenario compared to the concert scenario. However, the reverse was true for downplaying event. Results of these four tests can be seen in Table 4. No interactions on framing variables were observed beyond those noted under role by relationship effects.

Open-ended results for framing. The question “What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?” was coded to determine if participants spontaneously framed the event as unfair according to the framing variables in Table 1. Open-ended responses were coded by two independent raters. Inter-rater reliability was high with 93.5% agreement between coders ($\kappa = .81-.94$). For disagreements, data from the rater who had more experience with coding open-ended responses were used in all analyses. For each framing variable, responses were coded as “1” if they included any elements of the likert-scale items making up that variable. Otherwise, responses were assigned a “0.”

Table 4

Descriptive and Inferential Statistics for Scenario Main Effects on Framing Variables, Study 1

Dependent Variable	Concert	Job	<i>F</i>	<i>df</i>	<i>p</i>
	<i>M (SD)</i>	<i>M (SD)</i>			
Loss ^a	3.68(1.97)	4.44(2.11)	11.93	1,108	.001
Social Norm Violation	5.23 (1.21)	5.62 (1.27)	12.71	1, 107	.001
Downplay Event	3.73(1.52)	2.45(1.23)	68.69	1, 108	<.001
Victim Responsibility	1.73 (1.25)	2.18 (1.69)	7.28	1, 108	.008

Note. *N* = 114, except for Social Norm Violation where *N* = 113.

^aMaterial Resources or Opportunity Lost.

A chi-square test of independence was performed for each role (victim, offender, and neutral observer) by framing variable (whether or not the particular type of framing was mentioned) contingency table. A separate set of tests was conducted for each scenario. Results of these analyses did not yield any significant effects, indicating that role was independent of participants' qualitative framing responses.

Summary of framing effects. Predictions for the effect of role on framing were not supported. For the only significant main effect involving role, the offender was more likely to frame the injustice in terms of resources or opportunities lost than was the victim, who also endorsed this framing variable less than did neutral observers, contrary to Hypothesis 1. However, closeness of relationship did moderate the effect of role on this particular framing variable. As anticipated by Hypothesis 5, victims showed an accommodating response in the close relationship condition; however, a self-serving tendency did not occur in the less-close relationship condition, contrary to Hypothesis 5.

No significant effects were observed for the qualitative questions; therefore, the qualitative data showed no support for the hypotheses.

Restoration.

Role effects. Results of these analyses yielded six significant main effects for role, none of which supported Hypothesis 2. Descriptive and inferential statistics for all role main effects for restoration can be seen in Table 5. First, for recognition of relationship/event/victim, participants asked to take the perspective of the offender and neutral observer had a greater tendency to endorse recognition as a method of restoration than did victims. Second, participants asked to take the perspective of the victim had a greater tendency to endorse minimal compensation as a means of restoring justice than did offenders and neutral observers. Third, participants asked to take the perspective of the neutral observer had a greater tendency to endorse moving on quickly as a method of restoration than did victims and offenders. Fourth, participants asked to take the role of the neutral observer had a greater tendency than did offenders and victims to endorse victim responsibility as a method of restoration. Fifth, participants asked to take the role of the offender and neutral observer endorsed compensation as a method of restoration more than did victims. Finally, participants asked to take the perspective of the offender endorsed punishment of the offender as a method of restoration more than did victims.

Role by relationship effects. There was a significant role by relationship interaction for punishment of offender, $F(2, 107) = 3.95, p = .022$, which qualified the role main effect noted in the previous section. In the close relationship condition, a significant role effect was found, $F(2, 110) = 6.22, p = .003$. Consistent with expectations, offenders ($M = 3.97, SD = 1.93$) had a greater tendency to endorse

punishment than did victims ($M = 2.85, SD = 1.71$). Offenders also had a greater tendency to endorse punishment than did neutral observers ($M = 3.64, SD = 1.67$). For both significant comparisons, post hoc analyses yielded $ps < .05$. There was no significant effect for role and thus no evidence of a self-serving tendency, in the less-close relationship condition.

Table 5

Descriptive and Inferential Statistics for Role Main Effects on Restoration Variables, Study 1

Dependent Variable	Role			F	df	p
	Victim	Offender	Neutral Obs. ^g			
	M (SD)	M (SD)	M (SD)			
Recognition ^a	4.36 (1.49) ^c ^{cd}	5.40 (1.49) ^c	4.94 (1.50) ^{cd}	6.55	2, 107	.002
Compensation	3.04 (2.15) ^c ^{cd}	4.75 (1.86) ^c	4.10 (2.18) ^{cd}	9.64	2, 108	<.001
Move on Quickly	4.23 (2.03) ^c ^{cd}	4.22 (1.77) ^c	5.23 (1.90) ^{cd}	4.37	2,108	.015
Responsibility ^b	2.43 (1.63) ^c	2.33 (2.02) ^{cd}	3.30 (2.46) ^c ^{cd}	3.35	2, 108	.039
Compensation ^c	3.81 (1.98) ^c ^{cd}	2.98 (1.92) ^c	2.90 (1.74) ^{cd}	3.57	2, 108	.031
Punishment ^f	2.89 (1.59) ^c ^{cd}	3.96 (1.96) ^c	3.69 (1.56) ^{cd}	6.13	2, 107	.003

Note. $N = 114$, except for Social Norm Violation and Punishment of Offender where $N = 113$; Means with similar superscripts are significantly different from one another ($p < .05$).

^aRecognition = Recognition of relationship/event/victim, ^bResponsibility = Victim Accept Responsibility, ^cCompensation = Minimal Compensation, ^fPunishment = Punishment of the Offender, ^gNeutral Obs. = Neutral observer.

Other main effects. There were three main effects for scenario involving restoration variables. For two of the three effects, higher scores on the restoration items

were observed in response to the job scenario compared to the concert scenario. See Table 6 for descriptive and inferential statistics.

In addition, there was one relationship main effect for recognition, $F(1, 107) = 4.64, p = .033$. Overall, participants endorsed greater recognition of relationship/event/victim in the close relationship condition ($M = 5.16, SD = 1.50$) compared to the less-close relationship condition ($M = 4.63, SD = 1.39$).

Table 6

Descriptive and Inferential Statistics for Scenario Main Effects on Restoration Variables, Study 1

Dependent Variable	Scenario		<i>F</i>	<i>df</i>	<i>p</i>
	Concert <i>M (SD)</i>	Job <i>M (SD)</i>			
Recognition ^a	5.28 (1.28)	4.52 (1.66)	44.32	1, 107	<.001
Responsibility ^b	2.43 (1.93)	2.93 (2.21)	6.66	1, 108	.011
Punishment of Offender	2.48 (1.62)	4.48 (2.13)	109.91	1, 107	<.001

Note. $N = 114$, except for Recognition of relationship/event/victim and Punishment of Offender where $N = 113$.

^aRecognition = Recognition of relationship/event/victim, ^b Responsibility = Victim Accept Responsibility.

Other interactions. There was one significant role by scenario interaction, $F(2, 107) = 4.09, p = .02$, which qualified the role effect noted above for minimal compensation. There was a role main effect for the concert scenario, $F(2, 111) = 6.86, p = .002$. Victims ($M = 3.45, SD = 1.95$) endorsed minimal compensation significantly more than did offenders ($M = 3.08, SD = 2.02$), and neutral observers ($M = 3.17, SD = 1.92$) in response to the concert scenario. For both significant comparisons, post hoc tests yielded $ps < .003$. However, the role effect was nonsignificant for the job scenario.

There were three relationship by scenario interactions. First, for moving on quickly, follow-up tests showed no significant difference between those in the less-close and close relationship conditions for either scenario; however, there was a significant effect for scenario for individuals in the less-close condition, $F(1, 52) = 16.31, p < .001$. Individuals in the less-close condition had a greater tendency to endorse moving on as a method of restoration in response to the concert scenario ($M = 5.09, SD = 1.82$) than the job scenario ($M = 4.06, SD = 2.08$). Second, participants in the less-close relationship condition were significantly more likely than those in the close relationship condition to endorse minimal compensation for the concert scenario only. There was no effect on minimal compensation for the job scenario. Finally, those in the less-close relationship condition were significantly more likely to endorse punishment of the offender than those in the close relationship condition for the job scenario only. There was no significant relationship effect on punishment of the offender for the concert scenario. Descriptive and inferential statistics can be seen in Table 7.

Table 7

Descriptive and Inferential Statistics for Relationship by Scenario Interactions on Restoration Variables, Study 1

Dependent Variable	Scenario	Relationship		<i>F</i>	<i>df</i>	<i>p</i>
		Close <i>M (SD)</i>	Less-Close <i>M (SD)</i>			
Move on Quickly	Concert	4.61 (1.88)	5.09 (1.82)	5.35	1, 108	.023
	Job	4.07 (2.18)	4.06 (2.08)	NS		
Compensation ^a	Concert	2.90 (1.89)	3.66 (2.01)	4.17	1, 107	.044
	Job	3.23 (1.89)	3.24 (2.04)	4.42		
Punishment ^b	Concert	2.47 (1.63)	2.45 (1.62)	NS	1, 107	.048
	Job	4.39 (2.09)	4.96 (1.98)	5.15		

Note. For move on quickly all follow-up tests were non-significant.

^aCompensation = Minimal Compensation, ^b Punishment = Punishment of the Offender.

In addition, the role by relationship interaction for punishment noted earlier was qualified by a significant role by relationship by scenario interaction, $F(2, 107) = 4.12, p = .019$. When examined by scenario, a significant role by relationship interaction was observed for the job scenario; however, no significant interaction was observed for the concert scenario. Follow-up analyses on the job scenario demonstrated a significant main effect for role in both the close relationship condition and the less-close relationship condition. In the close relationship condition, offenders and neutral observers endorsed punishment of offender as a means of restoring justice more than did victims. For both significant comparisons, post hoc tests yielded $ps < .004$. However, in the less-close relationship condition neutral observers endorsed punishment of the offender more than did offenders, $p = .009$. No significant differences were observed between victims and offenders, or between victims and neutral observers. Descriptive and inferential statistics for the role by relationship interaction for the job scenario and simple effects of role within each relationship condition for the job scenario, can be seen in Table 8.

Table 8

Descriptive and Inferential Statistics for Role by Relationship by Scenario Interaction on Punishment, Study 1

Scenario	Relationship	Victim	Role Offender	Neutral Observer	<i>F</i>	<i>df</i>	<i>p</i>
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>			
Job					6.22	2, 107	.003
	Close	2.71 (1.79)	5.00 (1.19)	4.55 (2.13)	7.80	2, 58	.001
	Less-Close	4.89 (2.17)	4.17 (2.09)	5.94 (1.12)	3.78	2, 49	.030

Note. For follow-up tests, $N = 61$ for close-relationship and $N = 52$ for less-close relationship.

Open-ended results for restoration. The question “Now that something unfair has happened, what can be done to restore justice?” was coded to determine if participants spontaneously mentioned the restoration variables in Table 1. Open-ended responses were coded by two independent raters. Inter-rater reliability was high with 96% agreement between coders ($\kappa = .71-1.0$). Data from the rater who had more experience with coding open-ended responses were used in all analyses. For each restoration variable, responses were coded as “1” if they included any elements of the likert-scale items making up that variable. Otherwise, responses were assigned a “0.”

A chi-square test of independence was performed for each role (victim, offender, and neutral observer) by restoration variable (whether or not the particular type of restoration was mentioned) contingency table. A separate set of tests was conducted for each scenario. Three significant results emerged, none of which conformed to hypotheses. Whether or not participants mentioned compensation as a means of restoring justice was related to role for both the concert scenario, $\chi^2 (2) = 8.85, p = .01$, and the job scenario, $\chi^2 (2) = 15.87, p < .001$. Examination of the standardized residuals for the concert scenario indicated that more victims than expected under the null hypothesis indicated they did not endorse compensation as a method of restoration (standardized residual = 1.8, others < 1). A similar finding occurred for the job scenario for victims not endorsing compensation (standardized residual = 2.2, others < 1.8). These results are consistent with results of the quantitative items, which indicated that offenders had a

greater tendency to suggest compensation as a method of restoring justice than did victims.

A third significant result was found for the concert scenario. Whether or not participants mentioned that nothing could be done to restore justice was related to role, $\chi^2(2) = 8.19, p = .02$. Examination of the standardized residuals demonstrated that more victims than expected under the null hypothesis indicated that nothing could be done to restore justice (standardized residual = 2.1, others < .20). A significant finding for nothing can be done did not emerge for the quantitative data.

Summary of restoration effects. The predictions for restoration involved in Hypothesis 2 were not supported. Although there were significant role main effects for six of the seven restoration variables, excluding nothing can be done, none were in the hypothesized direction. First, I had expected victims to have a greater tendency than offenders to endorse recognition of the relationship/event/victim, compensation, and punishment as methods of restoration, and also more than neutral observers in the case of punishment. However, in all three cases, offenders endorsed the method more than did victims. Second, I had proposed that offenders would have a greater tendency than victims to endorse moving on quickly, minimal compensation, and victim responsibility as methods of restoration. However, there were no significant differences between offenders and victims for moving on quickly and victim accepting responsibility. Instead, neutral observers were significantly more likely than both offenders and victims to endorse those dependent variables. For minimal compensation, victims showed greater endorsement than offenders (and neutral observers), at least for the concert scenario. Qualitative data also did not support Hypothesis 2.

Role was moderated by relationship closeness only for punishment, although this effect was superseded by a three-way interaction involving scenario. In the job scenario, consistent with Hypothesis 3, offenders in the close relationship condition demonstrated an accommodating tendency as they endorsed punishment of the offender more than did the victim (but the same as the neutral observer). The same pattern was not observed in the less-close relationship condition. Overall, Hypothesis 3 received little support with respect to restoration.

Concerns.

Role effects. The results of the ANOVAs examining concerns yielded seven main effects for role. Of the five dependent variables that can be used to test hypotheses, all showed significant role effects in the predicted direction.

Offenders expressed greater concern with poor self-esteem, ending up in a worse position, fear of punishment, and fear of revenge compared to victims. Victims demonstrated greater concern with loss of material reward or opportunity as a result of the transgression than did offenders. I had predicted that victims would express greater concern with present relationship and individual devaluation as well as with gaining a poor self-image, whereas offenders would express greater concern with future relationship devaluation as well as gaining a poor self-image as a bad person and self-esteem. However, these hypotheses could not be tested because all devaluation items were combined into one measure of present and future devaluation, and all self-image items were combined into one measure. Offenders expressed greater concern compared to victims in response to these two composite variables. A list of all descriptive and inferential statistics can be seen in Table 9.

Role by relationship effects. There was a significant role by relationship interaction for concern with loss of material resources or opportunities, $F(1, 74) = 4.62, p = .035$, which qualified the role effect on this dependent variable noted in the previous paragraph. In the less-close relationship condition, victims expressed significantly more concern over losing something as a result of the transgression ($M = 5.24, SD = 1.33$) compared to offenders ($M = 3.33, SD = 1.51$), $F(1, 35) = 24.58, p < .001$. Thus, the predicted role effect only occurred in the less-close relationship condition. There was no significant difference between victims and offenders in the close relationship condition. No other significant role by relationship interaction was observed.

Table 9

Descriptive and Inferential Statistics for Role Main Effects on Concern Variables, Study 1

Dependent Variable	Role		<i>F</i>	<i>df</i>	<i>p</i>
	Victim <i>M (SD)</i>	Offender <i>M (SD)</i>			
Present and Future Devaluation	3.49 (1.67)	4.53 (1.37)	11.51	1, 74	.001
Poor Self-Image	3.17 (1.79)	5.21 (1.51)	37.33	1, 74	<.001
Poor Self-Esteem	3.09 (1.84)	5.37 (1.57)	43.40	1, 74	<.001
Loss ^a	4.93 (1.62)	3.70 (1.88)	14.98	1, 74	<.001
Worse Position	2.77 (1.87)	3.86 (1.88)	9.60	1, 73	.003
Fear of Punishment	1.39 (.97)	3.14 (1.71)	50.51	1, 74	<.001
Fear of Revenge	2.16 (1.55)	4.07 (1.88)	27.55	1, 73	<.001

Note. $N = 78$, except for Worse Position and Fear of Revenge where $N = 77$.

^aLoss = Loss of Material Opportunity or Reward.

Other main effects. With respect to other main effects, there was a significant relationship closeness main effect for self-image, $F(1, 74) = 5.81, p = .018$. Participants in the close relationship condition expressed significantly more concern over their self-image ($M = 4.59, SD = 1.88$) than did participants in the less-close relationship condition ($M = 3.79, SD = 1.92$).

There were two significant main effects for scenario, one for concern with loss of material resources or opportunities, $F(1, 74) = 42.44, p < .001$, and one for concern with ending up in a worse position, $F(1, 74) = 31.70, p < .001$. With respect to the first effect, participants expressed greater loss in response to the job scenario ($M = 3.88, SD = 2.03$) compared to the concert scenario ($M = 2.78, SD = 1.81$). Similarly, participants expressed greater concern with ending up in a worse position in response to the job scenario ($M = 5.13, SD = 1.93$) compared to the concert scenario ($M = 3.54, SD = 1.83$).

Other interactions. There were three significant role by scenario interactions that qualified previously reported main effects. For present and future devaluation, offenders expressed greater concern than did victims in response to both scenarios; however, there was a larger difference between victims and offenders in response to the job scenario. For concern with ending up in a worse position, offenders expressed greater concern than did victims in response to the job scenario. A significant difference between victims and offenders was not observed in the concert scenario. The opposite was found for loss of material resources or opportunities. Victims reported more concern than did offenders in response to the job scenario. For loss there was no significant difference between victims and offenders in response to the concert scenario. Descriptive and inferential statistics for all role by scenario interactions on concern variables can be seen in Table 10.

Table 10

Descriptive and Inferential Statistics for Role by Scenario Interactions on Concern Variables, Study 1

Dependent Variable	Scenario	Role		<i>F</i>	<i>df</i>	<i>p</i>
		Victim <i>M (SD)</i>	Offender <i>M (SD)</i>			
Devaluation ^a				4.55	1, 74	.036
	Job	3.39 (1.60)	4.70 (1.33)	15.83	1, 76	<.001
	Concert	3.66 (1.74)	4.33 (1.42)	3.79	1, 76	.055
Loss ^b				5.98	1, 74	.017
	Job	6.00 (1.32)	4.21 (2.06)	21.14	1, 76	<.001
	Concert	3.83 (1.92)	3.23 (1.70)	NS		
Worse position				5.40	1, 73	.023
	Job	3.12 (1.99)	4.70 (1.76)	13.48	1, 75	<.001
	Concert	2.42 (1.75)	3.16 (1.82)	NS		

Note. *N* = 78 except for Worse Position where *N* = 77.

^aDevaluation = Present and Future Devaluation, ^b Loss = Loss of Material opportunity or Reward.

Summary of concerns. Overall, the predictions for concerns involved in Hypothesis 4 were supported. Victims demonstrated greater concern with the loss of material resources or opportunities than did offenders, as predicted. Also, as I predicted, offenders expressed greater concern with poor self-esteem, ending up in a worse position, fear of punishment, and fear of revenge. Contrary to predictions, offenders expressed greater concern for present and future devaluation and poor self-image than did victims. Some of these effects were qualified, primarily by scenario, such that the obtained

difference appeared to be larger for the job scenario. I made no predictions about role by relationship interactions on concerns as for framing and restoration variables. However, victims expressed greater concern over the loss of material resources or opportunities in the less-close relationship condition compared to offenders.

Mediation. I planned to test mediation using a series of regression analyses following the steps outlined by Baron and Kenny (1986). I first regressed each type of framing and each type of restoration on a two-level role variable (the independent variable) with victim and offender as the two conditions (recall that neutral observers did not answer the concern items). However, none of the role effects for framing and restoration were in the predicted direction, therefore, I did not proceed with additional testing. Thus, Hypothesis 3 was not supported.

In addition, examination of the correlations between framing, restoration, and concern variables presented in Tables 2 and 3 suggest that the expected relationship between concerns and framing, as well as between concerns and restoration, generally did not exist as predicted. For example, my reasoning in the introduction implies that concerns with loss of material resources or opportunities would lead to endorsing material compensation as a method of restoration. However, these two variables were not correlated. In addition, my reasoning implies that concerns with self-esteem after the injustice would lead to framing the injustice in a way that downplays the event. However, again these two variables were not correlated. A small number of the expected relationships among variables did exist. For example, concern with fear of punishment was correlated with framing in terms of the victim being partly responsible.

Emotions. I conducted two ANOVAs for the emotion variables of anger and guilt. There was a significant role main effect for anger, $F(2, 106) = 30.57, p < .001$, such that victims expressed significantly more anger as a result of the injustice ($M = 5.16, SD = 1.71$) than did offenders ($M = 3.21, SD = 1.34$) and neutral observers ($M = 3.64, SD = 1.42$). For both significant comparisons, $ps < .001$. There was also a significant main effect for scenario $F(2, 106) = 26.85, p < .001$. Participants expressed greater anger after responding to the job scenario ($M = 4.36, SD = 1.45$) compared to the concert scenario ($M = 3.70, SD = 1.68$). These two main effects were qualified by a significant role by scenario interactions, $F(2, 106) = 6.57, p = .002$. There was a significant role main effect for the concert scenario, $F(2, 109) = 21.36, p < .001$. Victims ($M = 4.79, SD = 1.45$) expressed significantly greater anger than did both offenders ($M = 2.65, SD = 1.35$) and neutral observers ($M = 3.63, SD = 1.50$), and neutral observers expressed significantly more anger than did offenders. For the significant comparisons, $ps < .004$. There was also a significant role main effect for the job scenario $F(2, 111) = 31.06, p < .001$, though the pattern was slightly different than that in the concert scenario. Victims ($M = 5.58, SD = .91$) expressed significantly greater anger than did both offenders ($M = 3.79, SD = 1.29$) and neutral observers ($M = 3.70, SD = 1.32$); however, there was no significant difference between neutral observers and offenders. For significant comparisons, $ps < .001$.

For guilt there was a significant main effect for role, $F(2, 106) = 49.87, p < .001$, such that victims ($M = 2.48, SD = 1.00$) and neutral observers ($M = 2.60, SD = 1.70$) expressed significantly less guilt than did offenders ($M = 5.32, SD = 1.66$), both $ps < .001$. This effect was qualified by a role by relationship by scenario interaction, $F(2, 106) = 3.94, p = .022$. In response to the job and concert scenarios, offenders experienced

greater guilt than did victims and neutral observers in the close relationship condition compared to the less-close relationship condition. However, the differences observed for role were less in the close relationship condition in response to the job scenario. Means and standard deviations for the three-way interaction, as well as inferential statistics for the simple effects of role and LSD comparisons can be seen in Table 11.

Discussion

The purpose of Study 1 was to establish whether there are differences in how victims and offenders frame an injustice and in how they believe justice should be restored. A second goal of Study 1 was to examine whether relationship quality moderates the expected role differences. The predictions involving Hypotheses 1 and 2 were not supported. With respect to the six framing variables, there was only one significant main effect for role, when the dependent variable was material resources or opportunities lost.

Table 11

Descriptive and Inferential Statistics for the Role by Relationship by Scenario Interaction on Guilt, Study 1

Scenario	Relationship	Role			F	df	p
		Victim M (SD)	Offender M (SD)	Neutral Observer M (SD)			
Job	Close	2.76 (1.04) ^a	5.58 (1.60) ^{a bb}	2.61 (1.86) ^{bb}	22.33	2, 58	<.001
	Less-close	2.35 (1.04) ^a	5.65 (1.78) ^{a bb}	2.62 (1.65) ^{bb}	26.84	2, 50	<.001
Concert	Close	2.25 (.87) ^a	5.32 (1.70) ^{a bb}	2.60 (1.64) ^{bb}	27.21	2, 57	<.001
	Less-close	2.56 (1.06) ^a	4.74 (1.59) ^{a bb}	2.58 (1.70) ^{bb}	12.76	2, 49	<.001

Note. $N = 112$; Means with similar superscripts are significantly different from one another ($p < .05$).

Contrary to hypotheses, offenders had a greater tendency than did victims to frame the injustice in terms of loss. In contrast to the role results for framing, six of the seven restoration variables yielded a significant role effect. However, none of these were in the predicted direction. Four were in the opposite direction and two did not yield significant differences between victims and offenders, but instead were based on differences involving the neutral observer. Analyses for the qualitative data also showed no support for the framing or restoration hypotheses.

Despite lack of support for the first two hypotheses, there was a general pattern to the significant role effects. Responses seemed to reflect generosity toward the other party, or an “other-serving tendency” or “accommodating tendency” rather than a “self-serving tendency.” For example, when the significant role effect involved a dependent variable that reflected harm done or full restoration (rather than minimal action), offenders endorsed the variable more than did victims (e.g., material resources or opportunities lost, recognition of the relationship/event/victim, punishment). Furthermore, offenders scored higher than did neutral observers on one of these variables (i.e., punishment), and victims scored lower than neutral observers on five (i.e., recognition of relationship/event/victim, compensation, move on quickly, victim accept responsibility, and punishment). However, when the significant role effect involved a dependent variable that reflected minimization of restoration, the trend was for victims to score higher than offenders (i.e., minimal compensation) and neutral observers (i.e., minimal compensation); or for offenders to score lower than neutral observers (i.e., move on quickly and victim accept responsibility). These other-serving, accommodating patterns occurred with very few

exceptions. An alternative interpretation of the significant role main effects is that they reflect an overall trend for the offender to endorse items more than victims (with some exceptions).

Occasionally, role main effects were qualified by a higher order interaction. It was often the case that the observed effect was stronger in response to the job scenario compared to the concert scenario.

The predictions regarding victim-offender differences in concerns (Hypothesis 3) did receive some support. All five of the dependent variables that could be used to test predictions yielded results in the hypothesized direction. Predictions regarding concerns that the other person devalues the relationship and one's standing in the relationship (victims were expected to have greater concerns than were offenders), and concerns about future devaluation of the relationship (offenders were expected to have greater concerns than were victims) could not be tested because items for all these concerns were highly intercorrelated, leading to a single composite measure of concerns with present and future devaluation. Similarly, predictions regarding concerns projecting a poor self-image to others as unworthy or bad also could not be tested as the items were again intercorrelated, leading to a single overall measure of concerns about poor self-image. Offenders scored higher than did victims on both of these composite variables, as with the majority of variables in Study 1. In Study 2, modifications were made to the Reactions to Injustice Questionnaire in order to improve the measures.

I also hypothesized that concerns would mediate the predicted effect of victim-offender role on framing and restoration (Hypothesis 4). Predictions regarding the

mediating effect of the concerns on role and framing and role and restoration were not supported.

I also hypothesized that closeness of relationship would moderate the effects of role on framing and restoration (Hypothesis 5). I predicted that participants in the less-close relationship condition would demonstrate the predicted self-serving tendencies in Hypothesis 1 and 2; whereas, participants in the close relationship condition would demonstrate a weaker self-serving tendency and perhaps an other-serving or accommodating tendency. The results of Study 1 demonstrated that closeness of relationship did not moderate the effect of role as often as expected. Indeed, out of 13 framing and restoration variables, a role by relationship interaction occurred only twice (once for framing and once for restoration). Despite so few interactions of this sort, in the two that did occur, there was support for the idea of an other-serving tendency, or a weaker self-serving tendency, in the close relationship condition. However, in the less-close relationship condition, the simple effect of role was nonsignificant, contrary to hypotheses.

One reason that role and relationship closeness did not interact more often might be that the closeness of relationship variable was a poor operationalization of the conceptual variable of interest—relationship quality. Previous research led me to expect that role and closeness of relationship would interact to affect framing and restoration (Holmes & Levinger, 1994; Kearns & Fincham, 2005; Mikula, 1998). However, most of these studies assessed relationship quality in couples who had an established relationship, which is different than the friend versus acquaintance variable that I examined in Study 1.

In Study 2, relationship quality was operationalized in a similar manner as past research on established relationships.

Finally, I examined several emotional reactions to the vignettes. Previous research has demonstrated that anger and guilt are two emotions often associated with the experience of injustice (Adams, 1965; Thibaut & Kelley, 1959; Walster et al., 1973). Consistent with previous research, in Study 1, I demonstrated that victims had a greater tendency to experience anger as a result of the vignettes, whereas, offenders had a greater tendency to experience guilt.

In summary, some support was found for predicted differences between victims and offenders in the concerns that arise from an instance of injustice. In addition, results for emotional reactions were consistent with past research. However, there was little support for predicted differences between victims and offenders in how they framed the injustice and in how they thought justice should be restored. Instead, results for these variables showed an overall tendency (especially with respect to restoration) for victims and offenders to respond in an accommodating or other-serving fashion. There was also little support for the moderating role of relationship quality (operationalized as friends versus acquaintances). Despite some evidence on the emotion variables that participants were considering their assigned roles as though they were real, the vignette methodology could have contributed to the lack of support for the framing and restoration hypotheses. It is possible that although participants' responses with respect to the emotions and concerns they would experience were realistic, their responses with respect to how they would frame the injustice and think justice should be restored were more generous than

would be the case with a real transgression. Therefore, in Study 2 I investigated reactions to injustice in response to real transgressions.

Study 2

Study 2 was conducted as an additional test of victim and offender differences with respect to framing and restoration. Similar to Study 1, for Study 2 I assumed that victims and offenders of a transgression, who are in an interpersonal relationship with one another, are motivated to some extent by belongingness, self-enhancement, and self-interest. Given that both the victim and offender experience the transgression as an injustice, I assumed that each will frame the injustice in terms of factors that violate belongingness, self-enhancement, and self-interest. These factors will differ because the three motives manifest themselves in different concerns for the victim and offender. Thus, victims and offenders will differ in how they frame the injustice. Because different concerns must be addressed for victims and offenders to feel that justice is restored (and presumably belongingness, self-enhancement, and self-interest), victims and offenders will also differ in the methods of restoration that they endorse.

Goals

There were three primary goals to this investigation. First, Study 2 was completed using real life romantic couples and events to determine whether the kinds of results found in Study 1 are representative of the vignette methodology or are characteristic of victim-offender differences in real relationships.

Second, I examined the moderating role of relationship quality using a different operationalization of this variable that is more similar to the relevant past literature. Specifically, instead of operationalizing relationship quality as friends versus

acquaintances, I asked people in romantic relationships to rate the quality and closeness of their relationship.

Third, in Study 2 I also investigated restorative and retributive justice as a way of understanding victim-offender differences in framing and restoration. In taking a deeper look at past research on victim and offender reactions to transgressions, as well as the proposed methods of framing and restoration from Study 1, it appears that reactions to transgression and injustice map onto the frameworks of restorative and retributive justice. In particular, offenders' reactions found in past research are consistent with retributive justice, whereas victims' reactions are consistent with restorative justice (e.g., Baumeister et al., 1990; Kearns & Fincham, 2005). Considering my work in terms of these two justice concepts will not only provide an additional theoretical framework within which the current findings can be addressed, but will add to the emerging study of restorative versus retributive justice as there is currently very little research on offenders' preferences for either form of justice.

Restorative and Retributive Justice

Traditionally, both the theory and practice of justice has been thought of in terms of retributive justice. Retributive justice is a punitive system that focuses on blame, punishment, and just deserts. Injustice is often seen as a violation of formal rules. When a person violates those rules, he or she is held accountable to society for his or her wrongdoing (Goodstein & Aquino, 2010; Gromet & Darley, 2006; Gromet & Darley, 2009). On the other hand, restorative justice focuses primarily on repairing the harm caused by the injustice, and the offender is held accountable to the victim. The focus of restorative justice is on rebuilding the relationship between the victim, offender, and community,

understanding the injustice, and providing the victim and offender with an opportunity to be heard (Bazemore, 1998; Braithwaite, 2002; Christie, 1977; Gromet & Darley 2009; Wenzel et al., 2008).

To date, research has provided evidence that victims are more satisfied with their experience with the courts after they have participated in a restorative justice process compared to a retributive process (Latimer, Dowden, & Muise, 2005; Strang, 2002). Researchers have proposed that victims tend to be more satisfied with a restorative process versus a retributive one because they have greater control over the restorative process and are given the ability to confront their offender (Latimer et al., 2005). Strang (2002) has provided additional evidence that, under certain circumstances, victims may prefer emotional restoration over and above material restoration, which is characteristic of restorative justice.

Researchers have also demonstrated conditions under which victims are more likely to endorse retributive or restorative methods of restoration following an injustice (Okimoto & Wenzel 2008; Wenzel et al., 2008). Okimoto and Wenzel (2008) proposed that injustice can lead to two specific types of concerns; concerns that stem from an imbalance between power and status of the victim and offender, and concerns that arise from a violation of shared values between the victim and offender. Okimoto and Wenzel propose that, for victims, these two concerns motivate how they will respond to an injustice. In addition, any action that is taken to restore justice must address these two concerns in order for the action to be effective from the perspective of the victim.

One factor that determines what type of concern is salient is the presence of a shared identity. When victims and offenders share a common identity, as is the case in the

current research with romantic couples, a violation of values is of greater concern after an injustice than a violation of status and power. Victims who are primarily concerned with values are more likely to adopt a restorative method of restoration than a retributive method (Okimoto & Wenzel, 2008; Okimoto, Wenzel, & Feather, 2009; Wenzel & Thielmann, 2006).

Research by Baumeister et al. (1990) described in the introduction to this thesis demonstrates that, when responding to another's wrongdoing, victims highlight aspects of the injustice that demonstrate a preference for restorative over retributive justice. For example, when asked to recall relevant details about a transgression, victims focused on restorative aspects of the event such as relationship damage, future implications of the transgression, understanding offenders' motives, and the senseless and immoral nature of the event. Again the majority of these findings are from research on interpersonal relationships, and thus presumably demonstrate the importance for victims of the restoration of shared values.

What remains uncertain is whether offenders will demonstrate a preference for restorative or retributive justice in how they frame an unfair event and in how they believe justice should be restored. Although there is evidence to suggest that when victims and offenders have a shared identity, victims will primarily support restorative justice over retributive justice (Okimoto & Wenzel, 2008; Okimoto et al., 2009; Wenzel & Thielmann 2006), there is no evidence to suggest the same would hold true for offenders.

The lack of research on preferences for restorative and retributive justice for offenders is an important avenue for further research. If offenders are expected to restore

justice after a wrongdoing, it is important to understand if offenders demonstrate similar preferences to those of victims. Although the research on victims indicates a shared identity is one factor that influences the desire for restorative methods of restoration, there is reason to believe that offenders may not necessarily be motivated towards restorative methods as a result of a shared identity. For offenders to support restorative methods of restoration, they must be willing to admit their faults and to communicate these to the victim. This could be threatening, leaving offenders open to the possibility of relationship loss, punishment, and embarrassment. Furthermore, previous work by Kearns and Fincham (2005) and Baumeister et al. (1990) shows that, after an injustice, perpetrators tend to recall information that denies negative consequences of their actions, focuses on excuses or mitigating circumstances, and emphasizes the impulsiveness of their actions. These details are more characteristic of a retributive framework than a restorative framework. Furthermore, some unexpected findings in Study 1 could reflect a tendency for victims to prefer restorative justice and offenders to prefer retributive justice (though not all findings fit this proposition). For example, offenders were more likely to endorse punishment than were victims. Punishment is characteristic of retributive justice.

Following from the research and arguments presented in this section, I propose the following exploratory hypotheses. Victims will be more likely than offenders to endorse restorative justice in the way they frame an injustice and in the way they believe justice should be restored. In contrast, offenders will be more likely to endorse a retributive model in the way they frame an injustice and the way they believe justice should be restored.

Hypotheses

Hypotheses 1 to 5 are virtually identical to Study 1. Differences are noted after each hypothesis. Hypotheses 6 and 7 are more exploratory, and are based on the distinction between restorative and retributive justice described in the introduction to Study 2.

1. There will be differences in how victims and offenders frame injustice.
 - a) Victims will have a greater tendency than offenders to frame the event as unfair in terms of cues to devaluation of the relationship, in terms of looking unworthy in the eyes of others, and in terms of material reward or opportunities lost.
 - b) Offenders will have a greater tendency than victims to frame the event as unfair in terms of a violation of a social norm, in terms that downplay the event, and in terms of victim responsibility.

Note: Devaluation of the relationship is no longer combined with devaluation of victim's standing in the relationship. The latter construct is too conceptually similar to looking unworthy in others' eyes.

2. There will be differences in what victims and offenders think should be done to restore justice.
 - a) Victims will have a greater tendency than offenders to think that offenders should provide recognition of the importance of their relationship, that there should be an understanding of both sides of the event as well as demonstrations of the victim's worth, and that offenders should provide compensation for material losses.

- b) Offenders will have a greater tendency than victims to suggest that the victim and offender should move on quickly, to suggest that the victim should take partial responsibility, and to downplay the need for punishment.

Note: Recognition of the victim's place in the relationship is no longer combined with recognition of the importance of the relationship. The former construct is too conceptually similar to demonstrations of a victim's worth. In addition, minimization of compensation is no longer paired with downplaying the need for punishment.

- 3. There will be differences between victims and offenders in the types of belongingness, self-enhancement, and self-interest concerns that arise as a result of the injustice.

- a) Victims will be more concerned than will offenders that the other person devalues the relationship, that they have gained a poor self-image in others' eyes (as being unworthy), and that they have lost material resources or opportunities as a result of the injustice.

- b) Offenders will be more concerned than will victims, that they will gain a poor self-image in others' eyes (as being bad) and that they have lost self-esteem, and that they will end up in a worse material position.

Note: Concern regarding a person's standing in his/her relationship has been removed because it is too conceptually similar to concerns with poor self-image. Also, concerns that the other person would devalue the relationship in the future were so highly correlated with concerns with present devaluation in Study 1, that I concluded

that they measured the same overall construct. In Study 2, future concern items were removed to reduce the number of items administered.

4. Hypotheses 1 and 2 will be mediated by the concerns mentioned in Hypothesis 3, in the manner outlined in the introduction to this thesis, with the exception of the predicted role difference for framing in terms of a violation of a social norm and restoring justice by moving on quickly.
5. Relationship quality will moderate the effects of role on framing and restoration. The lower quality the relationship, the more participants will demonstrate the self-serving tendencies noted in Hypotheses 1 and 2 when responding to the framing and restoration questions. Participants in higher quality relationships might not only show less self-serving tendencies, but might even show an other-serving tendency or accommodating style when responding to the framing and restoration questions. The moderating influence of relationship quality on concerns is more exploratory and no specific predictions have been made.
6. There will be differences in the extent to which victims and offenders will endorse restorative and retributive justice when framing the injustice.
 - a) Victims will have a greater tendency than offenders to frame the injustice in terms of restorative justice.
 - b) Offenders will have a greater tendency than victims to frame the injustice in terms of retributive justice.
7. There will be differences in the extent to which victims and offenders will endorse methods of restoration that are characteristic of restorative and retributive justice.

- a) Victims will have a greater tendency than offenders to endorse methods of restoration that are characteristic of restorative justice.
- b) Offenders will have a greater tendency than victims to endorse methods of restoration that are characteristic of retributive justice.

Method

Design. This study was a 2 x 2 x 2 mixed design with role (victim vs. offender), and sex (male vs. female) as within-subjects variables and order of events recalled (male-offender/female-victim first vs. Male-victim/female-offender first) as a between-subjects variable. Participants came to the lab with their partner and were seated in separate rooms for the duration of the study. Both partner A and partner B were given the opportunity to assume the role of the victim as well as that of the offender. All couples were run one at a time.

Participants. Sixty-five dating and married couples (*M*_{age, women} = 21.28, *SD* = 5.18; *M*_{age, men} = 21.95, *SD* = 4.98) were recruited from Brock University's Psychology research participant pool and the St. Catharines community. Seven couples had to be removed from analyses as they could not complete study requirements (e.g., recall an example of unfairness), leaving 58 couples. Participants were told they were being recruited for a study on reactions to injustice and would be asked to recall a time when they treated their partner unfairly and a time when their partner treated them unfairly. All participants had to be dating for a minimum of 6 months to participate. The couples had been together for 2.76 years on average.

Procedure. When participants arrived at the lab with their partners, they were reminded that the purpose of the present study was to assess reactions to injustice.

Participants were given the consent form (Appendix D) to read over and, if they agreed to participate, the experimenter collected a signed copy of the consent form from each partner. After the consent process was complete, participants were randomly assigned to the position of either partner A or partner B and were asked to sit in separate rooms for the duration of the study. Once seated, the researcher asked partner A to recall an event where he/she was the victim within his/her relationship and to write a short paragraph about the event. Participants taking the role of the victim were asked to recall an event they believed their partner would a) agree is unfair, and b) agree they were the perpetrator of. Participants were informed the injustice could be of any severity and they were reminded the incident would be kept confidential between the researcher and the couple. No other instructions or examples were provided. Participants were given 5 minutes to write about the event. Meanwhile, participants taking the role of the offender (partner B) were asked to recall an event they believed their partner would a) agree is unfair, and b) agree they were they were the victim of. The remainder of the instructions were similar to those given to partner A.

After the five minutes of writing, the researcher collected and read both paragraphs in a separate room and chose one event. The researcher then presented this event to the partner who had not written about that event, asked if he/she recalled the event, agreed it was an example of unfairness, and agreed with his/her respective role in the unfairness. If the answer to all of these questions was “yes”, the researcher asked both partners to complete the Reactions to Injustice Questionnaire Revised (Appendix E) from their respective roles. If one partner did not recall the event, did not agree it was unfair, or did not agree with his or her role in the event, the other partner’s event was used (3

couples). Upon finishing the questionnaire, the roles were reversed and the process was completed again.

The event that was initially chosen by the researcher was counterbalanced so that half of the time the researcher started with the victim-recalled event and half of the time started with the offender-recalled event. However, the researcher deviated from this procedure when only one partner could recall an event, or when one partner did not agree the event was unfair or on his/her respective role. Although the researcher attempted to counterbalance whether the dyad responded to only victim-recalled or offender-recalled events, sometimes one partner could not remember an event or did not agree an event was unfair so the other partner's event had to be used as the target event. Overall, 24 couples (40% of dyads) responded to two offender-generated events as planned, 31 (55 % of dyads) responded to two victim-generated events as planned, and 3 couples (5% of dyads) responded to one offender-generated event and one victim-generated event. An attempt was also made to counterbalance whether the woman or the man took the victim role first. Overall, women were the victim first for 31 couples and men were the victim first for 27 couples.

Measures. All dependent variables were answered with the Reactions to Injustice Questionnaire Revised, an 89-item measure comprised of six major sections, created for this study. The questionnaire followed a format similar to the original questionnaire used in Study 1, with an additional section (section 6) including items related to general attributions of blame and responsibility, perceived intentionality, and perceived severity. The first five sections (open-ended items, framing, restoration, concerns, and emotions) were extensions of the questionnaire used in Study 1. Items were added in an attempt to

increase the reliability of certain measures from Study 1 and to increase representation of facets of restorative and retributive justice. In addition, some items from Study 1 were dropped because, in retrospect, they did not seem to capture the construct they were intended to assess, or the construct they were intended to assess was modified slightly to increase conceptual clarity (i.e., items had low reliability in Study 1). Finally, some items from Study 1 were reworded to clarify their meaning to participants or to better fit the current relationship context (i.e., romantic couples).

Wording on each version of the questionnaire was slightly different depending on the role (victim or offender). The first section was made up of two open-ended questions that assessed how participants framed the injustice (“What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?”), as well as how participants thought justice should be restored (“Regardless of whether or not justice has been restored please describe in as much detail as possible how you think justice should have been restored. This could involve action on behalf of the offender, a third party or you.”).

Section two included 24 quantitative items that assessed how victims and offenders framed the injustice (e.g., “What happened is unfair because my partner’s actions were immoral”). The ratings for these items were given on 7-point likert scales ranging from (1) *definitely not why it is unfair* to (7) *definitely why it is unfair*. Section three used 29 items to assess how participants thought justice should be restored (e.g. “In order to make things fair my partner should make an effort to understand how I feel after the injustice”). These items were rated on 7-point likert scales ranging from (1) *definitely would not help make things fair* to (7) *definitely would help make things fair*. Of the items in the framing

and restoration sections, only 30 items were intended to assess the constructs contained in Hypotheses 1 and 2. Twenty-three items were intended to be additional restorative or retributive justice items. Of these 53 items, an additional 5 were included for the purposes of future research and are not mentioned in the results section. Analyses for these five items can be found in Appendix F.

Section four included 10 items that assessed the concerns that may be relevant as a result of the injustice. Two items assessed group belongingness concerns (e.g., “I am concerned that my partner does not consider our relationship important”), four items assessed self-enhancement concerns (e.g., “I am concerned that my partner does not think well of me”), and four items assessed self-interest concerns (e.g., “I am concerned that I missed out on something I really wanted”). These items were answered on a 7-point likert scale ranging from (1) *not at all concerned* to (7) *extremely concerned*.

Section five included 12 items and assessed participants’ emotional reactions to the event. Participants responded to these items on a 7-point likert scale, ranging from (1) *not at all* to (7) *extremely*. Six items were similar to Study 1 (guilty, ashamed, angry, regretful, hurt, and disgusted), whereas six items were new (anxious, depressed, sad, resentful, sense of loss, and disappointed).

Section six was comprised of 13 questions and measured perceptions related to blame (e.g., “To what extent do you blame your partner for the event?”) and responsibility (e.g., “To what extent was your partner responsible for the unfair event?”), intentionality (e.g., “To what extent could your partner have acted in a different way?”), as well as the severity of the injustice (e.g., “Please rate the severity of the unfair event”). All questions in section six were completed using a 7-point likert scale with various end

points to fit the questions. Finally, section seven assessing demographic characteristics (year at Brock University, age, and sex) and length of the relationship (in months and years). Quality of relationship was assessed with two items on this page. The first item, “Please rate the quality of your relationship with your partner” was answered on a 7-point likert scale, ranging from (1) *not at all positive* to (7) *extremely positive*. The second item, “Please rate how close you are with your partner” was also rated on a 7-point likert scale, ranging from (1) *not at all close* to (7) *extremely close*.

Finally, participants were asked to recall something positive about their relationship, as well as to describe how this positive event affected their relationship and how it made them feel. Participants also listed five positive attributes of the other person. The purpose of these questions was to allow participants to end the study on a positive note. These questions were not included in the analyses.

Results

Development of composite variables. In order to develop composite variables for the framing, restoration, and concerns sections of the Reactions to Injustice Questionnaire Revised, each of these sections was subjected to principal components factor analyses with varimax rotation. For each section, a separate principal components analysis was conducted (12 in total) for each role (victim and offender) and sex (male and female). On the basis of these analyses, examination of correlation matrices, and reliability analyses (after which an item was sometimes dropped because doing so increased Cronbach’s alpha), the items were grouped to make seven dependent variables for framing, eight for restoration, and six for concerns. Of these, four for framing, six for

restoration, and two variables for concerns were composites of two or more questions, whereas the other variables were made up of one item.

As a result of the principle components analyses for framing, restoration, and concerns a few of the dependent variables were split into more than one indicator of the variables and a few combined into a single measure. Specifically, there were two indicators of the general concept of a social norm violation, labelled “social norm violation” and “immorality of behaviour.” There were also three indicators of recognition of relationship/victim, labelled “recognition of relationship/victim,” “apology,” and “promise never to commit the injustice again.” In contrast to Study 1, but in line with my original intentions, understanding items were now included on their own and not as part of recognition of relationship/victim. Finally, in line with Study 1, “poor self-image and poor self-esteem” was a combination of self-enhancement concerns hypothesized to be more relevant to victims and those hypothesized to be relevant to offenders. Thus, as in Study 1, parts of Hypothesis 3 could not be tested. See Table 12 for a list of all primary dependent variables and alphas. The data were screened to ensure that statistical assumptions were met.

For framing and restoration, a separate principal components analysis was conducted for each role (victim and offender) and sex (male and female) (8 analyses in total), using the items assumed to represent restorative and retributive justice. For framing, seven items made up restorative justice and four items made up retributive justice after three items were dropped, as they did not correlate well with the other items. For restoration, sixteen items made up restorative justice and seven items made up

retributive justice after two items were dropped as they did not correlate well with the other items, and did not add to the overall alpha.

Table 12

Primary Dependent Variables and Alphas for Composite Variables, Study 2

	Hypothesized Relation	Alpha
<i>Framing</i>		
Devaluation Cues (3 items)	victim > offender	.59
Look Unworthy (2 items)	victim > offender	.68
Loss ^a (1 item)	victim > offender	
Social Norm Violation		
Social Norm Violation (2 items)	victim < offender	.66
Immorality of Behaviour (2 items)	victim < offender	.77
Downplay Event (2 items)	victim < offender	.67
Victim Responsibility (1 item)	victim < offender	
<i>Restoration</i>		
Recognition of relationship/victim		
Recognition (3 items)	victim > offender	.77
Apology (2 items)	victim > offender	.72
Promise ^c (1 item)	victim > offender	
Understanding (4 items)	victim > offender	.71
Compensation (2 items)	victim > offender	.81
Move on Quickly (2 items)	victim < offender	.51
Victim Accept Responsibility (1 item)	victim < offender	
Punishment of Offender (2 items)	victim > offender	.71
<i>Concerns</i>		
Devaluation of Relationship (2 items)	victim > offender	.78
Poor Self-image and Self-esteem (4 items)	Exploratory	.60
Loss Concern ^d (1 item)	victim > offender	
Worse Position		
Worse Position (1item)	victim < offender	
Fear of Punishment (1 item)	victim < offender	
Fear of Revenge (1 item)	victim < offender	
<i>Emotions</i>		
Guilt (1 item)		
Anger (1 item)		
<i>Restorative and Retributive Justice</i>		
Framing (Restorative justice) (7 items)	victim > offender	.70
Framing (Retributive justice) (4 items)	victim < offender	.70
Restoration (Restorative justice) (16 items)	victim > offender	.82
Restoration (Retributive justice) (7 items)	victim < offender	.67

Note. Alphas are averages across victim and offender conditions.

^aLoss = Material Resources or Opportunities Lost, ^c Promise = Promise to Never Commit the Injustice Again, ^dLoss Concern = Concern with Loss of Material Resources or Opportunities.

Four separate principal components analyses were also conducted for each role (victim and offender) and sex (male and female) to examine the 12 proposed emotions. Based on these factor analyses, I decided to analyze each emotion separately as there was little consistency in factor loadings across the conditions (i.e., role and sex). Of the 12 possible emotions, results for anger and guilt, the emotions most studied in the justice literature, are reported in the results section, whereas results of the remaining emotions can be seen in Appendix G.

Four separate analyses were also conducted for the section examining blame and responsibility related variables. To stay consistent with Study 3 and because results of the principle components analyses demonstrated different structures for victims and offenders, I decided to analyze the individual items in the blame and responsibility related section separately².

Two items assessed relationship quality; however, there was little variability in self-reported relationship quality. Of the 116 ratings (58 couples), all ratings were positive and above four on a 7-point scale ($M = 6.04$, $SD = .75$). Therefore, Hypothesis 5 could not be tested in Study 2. This limitation was addressed in Study 3.

Correlations. Tables 13 to 16 present correlations among the primary dependent variables, for male-victim, male-offender, female-victim, female-offender respectively. A number of the dependent variables noted in Tables 13 to 16 were highly correlated, which suggests that a few constructs are highly related. For example, framing in terms of looking unworthy, material resources or opportunities lost, a social norm violation, and

² Results of all principle components analyses and all correlation matrices can be obtained from the author.

immorality of the behaviour were all significantly related to devaluation cues suggesting that the latter variable might not be a unique indicator of the construct of interest.

Correlations between the three groupings will be noted in the mediation section of the results.

Primary analyses. Similar to Study 1, the majority of analyses were mixed ANOVAs, with role (2 levels: victim vs. offender), sex (2 levels: men vs. women) and role-order (2 levels: female-victim/male-offender first vs. female-offender/male-victim first) as independent variables. Role-order was a between-subjects variable, whereas role and sex were both within-subjects variables. For all of the above sections, excluding that on mediation, all inferential and descriptive statistics will be included in the text when there are one or two significant effects involving the same independent variables.

However, when there are more than two significant effects involving the same independent variables, all statistics will be reported in a table. All descriptive statistics pertaining to three-way interactions, and statistics for some follow-up tests for these interactions will also be presented in tables.

Preliminary analyses. Results of a mixed ANOVA examining the perceived severity of the event demonstrated no significant effects. Therefore, any group differences observed in the primary analyses cannot be attributed to a confound between the independent variables and the perceived severity of the event. Similarly, results of a mixed ANOVA examining the perceived fairness of the event did not demonstrate any significant effects. Any group differences observed in the primary analyses also cannot be attributed to a confound between the independent variables and the perceived fairness of the event.

Table 13

Correlations Among Primary Dependent Variables in Study 2- Male Victim

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Framing																			
1 Devaluation Cues																			
2 Look Unworthy	.39**																		
3 Loss ^a	.36**	.18																	
4 Social Norm ^b	.41**	.35**	.12																
5 Immorality of ^c	.59**	.38**	.26*	.39**															
6 Downplay Event	-.03	.08	-.17	.05	.02														
7 Vic. Responsibility ^d	.02	.02	-.17	-.14	.06	.36**													
Restoration																			
8 Recognition ^e	.45**	.33*	.25	.35**	.47**	-.17	-.20												
9 Apology	.23	.23	-.01	.52**	.26*	.10	-.09	.37**											
10 Promise ^f	.38**	.19	.24	.48**	.49**	-.13	-.03	.50**	.45**										
11 Understanding	.19	.25	-.04	.33**	.13	.15	.06	.37**	.60**	.23									
12 Compensation	.27	.26*	.33*	.13	.36**	-.32*	-.08	.48**	.22	.40**	.11								
13 Move on Quickly	-.12	-.12	-.21	.25	.10	-.05	-.00	.21	.07	.35**	.01	.00							
14 Punishment ^g	.52**	.26*	.36**	.38**	.45**	-.27*	-.12	.52**	.29*	.52**	.21	.70**	.07						
Concerns																			
15 Devaluation ^h	.65**	.42**	.16	.33*	.51**	-.16	-.15	.50**	.33*	.46**	.34**	.24	.10	.36**					
16 Poor SI & SE ⁱ	.41**	.51**	.11	.35**	.26	-.25	-.08	.41**	.21	.28*	.34**	.16	-.01	.20	.49**				
17 Loss ^j	.17	.02	.36	-.00	.39**	.06	.08	.01	.08	.25	-.03	.10	.12	.12	.26	.05			
18 Worse position	.30*	.23	.15	.14	.32*	.01	-.13	.20	.12	.22	.11	.10	.09	.13	.37**	.29*	.13		
19 Punishment ^k	.15	.17	.11	.13	-.02	-.05	.06	.02	.00	.25	.01	.17	.01	.02	.07	.36**	-.09	.40**	
20 Fear of Revenge	.31*	.28*	.09	.25	.21	-.03	.18	-.01	.15	.09	.10	.13	-.10	.16	.26*	.30	.20	.08	.15

Note. $N = 57$ to 58 .

^aLoss = Material Resources or Opportunities Lost (Framing), ^bSocial Norm = Social Norm Violation, ^cImmorality = Immorality of Behaviour, ^dVic. Resp. = Victim Responsibility (framing),

^eRecognition = Recognition of Relationship/Event/Victim, ^fPromise = Promise to never commit the Injustice Again, ^gPunishment of the Offender, ^hDevaluation = Devaluation of the relationship, ⁱPoor Self-image and Self-esteem, ^jLoss = Loss of Material Resources or Opportunities, ^kPunishment = Fear of Punishment.

* $p < .05$. ** $p < .01$.

Table 14

Correlations Among Primary Dependent Variables in Study 2- Male Offender

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Framing																			
1 Devaluation Cues																			
2 Look Unworthy	.03																		
3 Loss ^a	.31*	.17																	
4 Social Norm ^b	.14	.08	.13																
5 Immorality of ^c	.49**	.24	.32*	.15															
6 Downplay Event	-.04	.20	.14	.20	.07														
7 Vic. Responsibility ^d	-.26*	.31*	.04	.29*	-.00	.39**													
Restoration																			
8 Recognition ^e	.22	.26*	.26	.29*	.35**	.13	.07												
9 Apology	.30	.04	-.16	.07	.23	-.07	-.11	-.03											
10 Promise ^f	.20	-.00	.08	.10	.45**	-.15	.02	-.01	.18										
11 Understanding	-.03	.13	.19	.39**	.17	.42**	.21	.27*	.31*	-.01									
12 Compensation	.19	.16	.18	.08	.42**	-.17	.03	.45**	.01	.21	.14								
13 Move on Quickly	.02	.16	-.05	.24	.17	-.40	.14	.09	.03	.07	.02	.30*							
14 Punishment ^g	.42**	.28*	.31	.00	.47**	-.22	-.04	.40**	.38**	.38**	.05	.43**	.17						
Concerns																			
15 Devaluation ^h	.29*	.27*	.20	.28*	.28*	.20	.23	.40**	-.05	-.02	.18	.36**	.08	.20					
16 Poor SI & SE ⁱ	.13	.31*	-.00	.13	.23	.06	.03	.27*	.23	.02	.13	.17	.05	.30*	.33*				
17 Loss ^j	.13	.29	.11	.01	.27*	-.06	-.16	.32*	.03	.09	-.14	.41**	.15	.32	.25	.05			
18 Worse position	.09	.19	.17	.05	.04	.31*	.11	.28*	-.10	.03	.30*	.12	.02	.11	.32*	.31*	.01		
19 Punishment ^k	.42**	.05	.30*	-.03	.23	-.13	-.11	.25	.21	.42	-.05	.41**	.24	.66**	.23	.22	.16	.32*	
20 Fear of Revenge	.13	.22	.19	.07	.14	.29*	-.05	.13	.10	.08	-.02	.18	-.01	.28*	.02	.39**	.18	.40**	-.36**

Note. $N = 57$ to 58 .

^aLoss = Material Resources or Opportunities Lost (Framing), ^bSocial Norm = Social Norm Violation, ^cImmorality = Immorality of Behaviour, ^dVic. Resp. = Victim Responsibility (framing), ^eRecognition = Recognition of Relationship/Event/Victim, ^fPromise = Promise to never commit the Injustice Again, ^gPunishment of the Offender, ^hDevaluation = Devaluation of the relationship, ⁱPoor Self-image and Self-esteem, ^jLoss = Loss of Material Resources or Opportunities, ^kPunishment = Fear of Punishment.

* $p < .05$. ** $p < .01$.

Table 15

Correlations Among Primary Dependent Variables in Study 2- Female Victim

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Framing																			
1 Devaluation Cues																			
2 Look Unworthy	.30*																		
3 Loss ^a	.27*	.32*																	
4 Social Norm ^b	.29*	.09	.32*																
5 Immorality of ^c	.47**	.24	.29*	.31*															
6 Downplay Event	-.03	-.03	.21	-.22	.06														
7 Vic. Responsibility ^d	-.11	.16	.23	-.16	-.17	.51**													
Restoration																			
8 Recognition ^e	.58**	.28*	.32*	.39**	.35**	-.00	.03												
9 Apology	.21	.09	.23	.43	.08	-.02	-.15	.54											
10 Promise ^f	.41**	.11	.21	.51**	.26	-.25	-.38**	.53**	.49**										
11 Understanding	.25	.13	.19	.26*	.26*	.18	.11	.58**	.33*	.26*									
12 Compensation	.33*	.19	.34**	.21	.30*	.10	-.00	.41**	.19	.40**	.22								
13 Move on Quickly	-.06	-.05	-.12	.14	-.24	-.09	.02	.17	.36**	.33*	.05	.11							
14 Punishment ^g	.52**	.42**	.32*	.43**	.31*	-.32*	-.19	.46**	.30*	.45**	.24	.40**	.01						
Concerns																			
15 Devaluation ^h	.63**	.02	.02	.18	.36**	-.02	-.17	.31*	.21	.15	.13	-.04	.04	.26*					
16 Poor SI & SE ⁱ	.48**	.49**	.15	.11	.09	-.12	.11	.18	.02	.14	.12	.27*	-.10	.29*	.25				
17 Loss ^j	.15	.04	.50	.07	-.07	.29	.22	.23	.15	.09	.19	.24	.20	.10	-.00	-.05			
18 Worse position	.02	.15	.03	-.07	-.15	.03	.19	-.8	-.13	-.27	-.10	-.06	-.10	-.06	-.06	.07	.21		
19 Punishment ^k	.15	.37**	.01	.07	-.04	.06	.08	.04	-.02	-.01	-.06	.26	.04	.11	-.13	.29*	.20	.37**	
20 Fear of Revenge	.34**	.22	.15	.03	.05	.03	.23	.31*	-.01	.18	.69	.36**	.02	.36**	.05	.25	.26	.15	.25

Note. $N = 57$ to 58 .

^aLoss = Material Resources or Opportunities Lost (Framing), ^bSocial Norm = Social Norm Violation, ^cImmorality = Immorality of Behaviour, ^dVic. Resp. = Victim Responsibility (framing),

^eRecognition = Recognition of Relationship/Event/Victim, ^fPromise = Promise to never commit the Injustice Again, ^gPunishment of the Offender, ^hDevaluation = Devaluation of the relationship, ⁱPoor Self-image and Self-esteem, ^jLoss = Loss of Material Resources or Opportunities, ^kPunishment = Fear of Punishment.

* $p < .05$. ** $p < .01$.

Table 16

Correlations Among Primary Dependent Variables in Study 2- Female Offender

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Framing																			
1 Devaluation Cues																			
2 Look Unworthy	.01																		
3 Loss ^a	-.10	.26																	
4 Social Norm ^b	.09	.18	.16																
5 Immorality of ^c	.52**	.27*	.07	.16															
6 Downplay Event	-.07	-.06	.10	.05	-.15														
7 Vic. Responsibility ^d	-.06	.26	.07	.11	-.14	.43**													
Restoration																			
8 Recognition ^e	.31*	.13	-.12	.03	.23	.01	.04												
9 Apology	.24	-.10	.09	.11	.29	-.10	-.29	.12											
10 Promise ^f	.25	-.11	-.02	.21	.22	-.22	-.23	.30*	.50**										
11 Understanding	.01	-.06	.13	.28*	.08	.48**	.17	.30*	.26	.30*									
12 Compensation	.27*	.12	.20	.07	.31*	-.30	-.13	.33*	.22	.24	.09								
13 Move on Quickly	.20	-.03	.02	.09	.16	-.11	-.10	.09	.03	.31*	-.03	-.02							
14 Punishment ^g	.22	.06	.08	.01	.35**	-.13	-.05	.32*	.31*	.29*	.28*	.30*	.26*						
Concerns																			
15 Devaluation ^h	.04	.14	-.01	.06	-.07	-.05	.14	.02	-.39**	-.19	.11	-.05	.21	.23					
16 Poor SI & SE ⁱ	.29*	.38**	.18	.22	.04**	-.01	.06	.09	.33*	.32*	.17	.21	.07	.37**	.02				
17 Loss ^j	.23	.17	.41	.03	.19	.05	.17	-.08	.06	.16	.13	.01	.09	.23	.12	.24			
18 Worse position	-.03	.11	.07	.03	.22	.20	.33*	.15	-.11	.06	.40**	.11	.06	.31*	.20	.07	.20		
19 Punishment ^k	.13	.49**	.35**	.15	.36**	.02	.19	.12	.00	.01	.03	.12	.32	.49**	.10	.44**	.30*	.19	
20 Fear of Revenge	.46**	.03	-.06	.09	.29**	.17	.15	.12	.02	.11	.15	.20	.24	.12	.17	.43**	.03	.26	.13

Note. $N = 57$ to 58 .

^aLoss = Material Resources or Opportunities Lost (Framing), ^bSocial Norm = Social Norm Violation, ^cImmorality = Immorality of Behaviour, ^dVic. Resp. = Victim Responsibility (framing),

^eRecognition = Recognition of Relationship/Event/Victim, ^fPromise = Promise to never commit the Injustice Again, ^gPunishment of the Offender, ^hDevaluation = Devaluation of the relationship, ⁱPoor Self-image and Self-esteem, ^jLoss = Loss of Material Resources or Opportunities, ^kPunishment = Fear of Punishment.

* $p < .05$. ** $p < .01$.

Framing.

Role effects. The results of the analyses for the primary framing variables revealed five significant main effects for role. Offenders had a greater tendency than victims to rate the event as unfair in terms of devaluation cues, a social norm violation, the immorality of the behaviour, and in ways that downplay the event. Victims had a greater tendency than offenders to report the event as unfair because the victim was responsible. Framing in terms of devaluation cues and the victim's responsibility did not support Hypothesis 1; however, the other three role main effects supported predictions. Descriptive and inferential statistics for all role main effects for framing can be seen in Table 17.

Table 17

Descriptive and Inferential Statistics for Role Main Effects on Framing Variables, Study 2

Dependent Variable	Role		<i>F</i>	<i>df</i>	<i>p</i>
	Victim	Offender			
Devaluation Cues	2.62 (1.47)	2.87 (1.42)	4.16	1, 55	.046
Social Norm Violation	4.83 (1.56)	5.24 (1.50)	4.71	1, 56	.034
Immorality ^a	2.64 (1.71)	3.31 (2.45)	15.74	1,56	<.001
Downplay the Event	4.32 (1.67)	4.72 (1.57)	5.68	1, 56	.021
Victim Responsibility	3.19 (2.00)	2.61 (1.90)	9.50	1, 56	.003

Note. $N = 57$, except for Devaluation Cues where $N = 56$.

^aImmorality = Immorality of the Behaviour.

Role by sex effects. The above role effect for devaluation cues was qualified by a significant role by sex interaction, $F(1, 55) = 8.55, p < .001$. There was a significant

difference between victims and offenders for men, $F(1, 56) = 10.71, p < .001$. Men framed the unfairness more in terms of devaluation cues when asked to think about a time when they had been an offender ($M = 3.16, SD = 1.57$) than when asked to think about a time when they had been a victim ($M = 2.35, SD = 1.37$). However, a significant difference between victims and offenders was not observed for women. A second role by sex interaction was observed for framing the event in terms of looking unworthy, $F(1, 56) = 5.54, p = .022$. There was a significant difference between victims and offenders for women $F(1, 57) = 5.49, p = .022$. Women framed the unfairness more in terms of looking unworthy when asked to think about a time when they had been an offender ($M = 2.22, SD = 1.60$) than when asked to think about a time when they had been a victim ($M = 1.67, SD = 1.16$). However, a significant difference between victims and offenders was not observed for men.

Role by role-order effects. Two of the role main effects reported earlier were qualified by significant role by role-order (female-offender/male-victim first vs. female-victim/male-offender first) interactions. First, there was an interaction found for framing the event in terms of a social norm violation, $F(1, 55) = 7.97, p = .007$. There was a significant difference observed when women were asked to think about a time when they had been an offender (and men the victim) first, $F(1, 26) = 19.67, p < .001$. Offenders ($M = 5.72, SD = 1.16$) had a greater tendency than victims ($M = 4.80, SD = 1.38$) to frame the event in terms of a social norm violation. No significant differences were observed between victims and offenders for social norm violation when women were asked to think about a time when they had been a victim first. Thus, the predicted difference

between victims and offenders only occurred when women were asked to think about a time when they had been the offender first.

Second, there was a significant effect found for framing the unfairness in terms of the victim's responsibility, $F(1, 56) = 18.31, p < .001$. Examination of means within each order (female-offender/male-victim first vs. female-victim/male-offender first) did not reveal a significant difference between victims and offenders for either order. However, there was a significant effect for role-order, $F(1, 56) = 8.83, p = .004$. Victims had a greater tendency to frame the event in terms of their own responsibility when they were asked to think about a time when they had been an offender first ($M = 3.70, SD = 2.13$), compared to when they were asked to think about a time when they had been a victim first ($M = 2.68, SD = 1.76$). A significant difference was not observed for offenders.

Other main effects. There was one significant main effect for sex for framing the event in terms of the immorality of the behaviour, $F(1, 55) = 7.09, p = .010$. Overall, men had a greater tendency to frame the event in terms of the immorality of the behaviour ($M = 3.31, SD = 1.90$) than did women ($M = 2.65, SD = 1.74$). No other main effects and no significant sex by role-order interactions were found.

Open-ended results for framing. The question "What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?" was coded to determine if participants listed any of the primary ways of framing from Table 12 in their open-ended responses. Each response was coded for the number of times it contained elements of each of these framing variables. Open-ended responses were coded by two independent raters. Inter-rater reliability was high with 94% agreement between coders ($\kappa = .74-1.0$). Data from the rater who had more

experience with coding open-ended responses were used in all analyses. Final scores ranged from 0-3. A series of mixed ANOVAs was then conducted to examine differences between victims and offenders in how they framed the event. These analyses did not result in any significant effects, indicating there were no significant differences in the qualitative responses of victims and offenders.

Restorative and retributive justice. When framing items were grouped according to those that represent restorative justice, a significant effect for role was observed, $F(1, 55) = 12.37, p = .001$. Overall, offenders were more likely than victims to frame the events as unfair for reasons that are characteristic of restorative justice ($M = 3.94, SD = 1.19$; $M = 3.57, SD = 1.12$, respectively). This effect, however, was qualified by a significant role by role-order interaction, $F(1, 55) = 4.49, p = .039$ and a significant role by sex interaction, $F(1, 55) = 8.78, p = .004$.

With respect to role-order, there was a significant difference between victims and offenders when women were asked to think about a time when they had been an offender first, $F(1, 25) = 23.41, p < .001$. Offenders ($M = 6.13, SD = .51$) had a greater tendency than victims to frame the event in ways that were characteristic of restorative justice ($M = 5.71, SD = .81$). There was also a significant difference between victims and offenders when women were asked to think about a time when they had been a victim first and men the offender, $F(1, 28) = 8.95, p = .006$. Offenders ($M = 5.82, SD = .71$) had a greater tendency than did victims to frame the event in ways that were characteristic of restorative justice ($M = 5.32, SD = 1.17$). Although the difference between victims and offenders was in the same direction in both conditions, the difference appeared to be

slightly larger when women were asked to think about a time when they had been a victim first.

For the role by sex interaction, a significant role effect was observed for men, $F(1, 55) = 17.19, p < .001$. Contrary to predictions, men framed the injustice more in terms of restorative justice when they were asked to think about a time when they had been an offender ($M = 4.16, SD = 1.22$) compared to when they were asked to think about a time when they had been a victim ($M = 3.89, SD = 1.14$). No significant difference was observed for women.

When items were grouped according to those that represent retributive justice, a main effect was observed for role, $F(1, 56) = 14.08, p < .001$. Consistent with predictions, offenders ($M = 4.78, SD = 1.50$) had a greater tendency than victims ($M = 4.17, SD = 1.50$) to frame the event as unfair for reasons that are characteristic of retributive justice. This effect was qualified by a significant role by role-order interaction, $F(1, 56) = 4.37, p = .041$. Offenders ($M = 4.86, SD = 1.41$) had a greater tendency than victims to frame the event in ways that were characteristic of retributive justice ($M = 3.92, SD = 1.37$), when women were asked to think about a time when they had been an offender first, $F(1, 26) = 18.02, p < .001$. There was no significant difference between victims and offenders when women were asked to think about a time when they had been a victim first.

Summary of framing effects. For framing, of the five significant role main effects, three supported my hypotheses. Offenders had a greater tendency than victims to frame the event as unfair in terms of a violation of a social norm, in terms of the immorality of the behaviour, and in terms that downplayed the event. However, two of

the significant effects did not support my predictions. Offenders had a greater tendency than victims to frame the event in terms of devaluation cues, and victims had a greater tendency than offenders to frame the event in terms of the victim's responsibility. In addition, offenders endorsed items that represented both restorative and retributive justice more than victims. Thus, there was an overall trend for offenders to have a greater tendency than victims to frame the event in terms of the proposed methods of framing.

There were also a series of role by role-order interactions that qualified several of the main effects noted in the previous paragraph. In general, the effect appeared larger when women were the offender and men the victim first. There were also a number of role by sex interactions; however, there was no consistent pattern of results for these interactions. No significant effects were observed for the qualitative data, and, therefore, the qualitative data showed no support for the hypotheses.

Restoration.

Role effects. The results of the analyses for the primary restoration variables demonstrated seven main effects for role. Participants had a greater tendency when asked to think about a time when they had been an offender than when asked to think about a time when they had been a victim to endorse the following methods of restoration: recognition of relationship/victim, apology, promise to never commit the injustice again, understanding, compensation, and punishment. Participants had a greater tendency when asked to think about a time when they had been a victim than when asked to think about a time when they had been an offender to suggest the victim accept responsibility for his/her part in the unfairness as a means of restoring justice. None of the above role

effects supported predictions. Descriptive and inferential statistics for all role main effects for restoration can be seen in Table 18.

Table 18

Descriptive and Inferential Statistics for Role Main Effects on Restoration Variables, Study 2

Dependent Variable	Role		<i>F</i>	<i>df</i>	<i>p</i>
	Victim	Offender			
Recognition ^a	<i>M</i> (<i>SD</i>) 4.69 (1.50)	<i>M</i> (<i>SD</i>) 5.42 (1.08)	53.92	1, 56	<.001
Apology	5.66 (1.49)	6.30 (.98)	14.54	1, 55	<.001
Promise ^b	4.42 (2.08)	5.08 (1.81)	10.92	1, 56	.002
Understanding	5.75 (1.18)	6.10 (.97)	9.17	1, 56	.004
Compensation	2.36 (1.60)	2.61 (1.90)	28.66	1, 55	<.001
Responsibility ^c	4.95 (2.35)	3.05 (2.12)	17.20	1, 56	<.001
Punishment ^d	1.91 (1.32)	2.79 (1.69)	28.95	1, 56	<.001

Note. *N* = 57 except for Apology where *N* = 56.

^aRecognition = Recognition of relationship/victim, ^b Promise = Promise to never commit the injustice again, ^c Responsibility = Victim Accept Responsibility, ^dPunishment = Punishment of the Offender.

Role by sex effects. Two of the role main effects were qualified by significant role by sex interactions. There was a significant role by sex interaction for recognition of relationship/victim, $F(1, 56) = 11.85, p = .001$, and for punishment of the offender, $F(1, 56) = 10.27, p = .002$.

For recognition of relationship/victim, there was a significant difference between victims and offenders for men, $F(1, 57) = 56.37, p < .001$. For men, offenders ($M = 5.43$,

$SD = 1.00$) had a greater tendency to endorse recognition of the relationship/victim as a method of restoration than did victims ($M = 4.37, SD = 1.69$). There was also a significant difference between victims and offenders for women, $F(1, 57) = 8.46, p = .005$. For women, offenders ($M = 5.90, SD = 1.55$) had a greater tendency to endorse recognition of the relationship/victim as a method of restoration than did victims ($M = 5.00, SD = 1.31$). The difference between victims and offenders appeared to be larger for men compared to women.

For punishment, there was a significant difference between victims and offenders for men, $F(1, 56) = 5.90, p = .018$, but not for women. For men, offenders ($M = 3.18, SD = 1.96$) had a greater tendency to endorse punishment of the offender as a method of restoration than did victims ($M = 1.79, SD = 1.89$).

Role by role-order effects. There were three role by role-order interactions, which qualify role main effects mentioned earlier (see Table 19). First, a significant role by role-order interaction was found for promise never to commit the injustice again. When women were asked to think about a time when they had been an offender first, offenders had a greater tendency than victims to suggest the offender should promise never to commit the injustice again. There was no significant difference between offenders and victims when women were asked to think about a time when they had been a victim first.

Second, there was a role by role-order effect for compensation. There was no significant difference between victim and offenders in either role-order condition; however, the difference between victims and offenders appeared to be greater when women were asked to think about a time when they had been a victim first. Third, there was a significant role by role-order effect for victim accepts responsibility. There was no

significant difference between victim and offenders in either role-order condition; however, the difference between victims and offenders appeared to be greater when women were asked to think about a time when they had been a victim first. Descriptive and inferential statistics for all significant role by role-order interactions for the primary restoration variables can be seen in Table 19.

Table 19

Descriptive and Inferential Statistics for the Role by Role-order Interactions on Restoration Variables, Study 2

Dependent variable	Role-order	Role		<i>F</i>	<i>df</i>	<i>p</i>
		Victim <i>M (SD)</i>	Offender <i>M (SD)</i>			
Promise ^a				5.09	1, 56	.028
	FV/MO	4.66 (2.09)	4.87 (1.89)	NS		
	FO/MV ^c	4.18 (2.06)	5.30 (1.65)	13.51	1, 26	.001
Compensation				6.79	1, 55	.012
	FV/MO	2.47 (1.84)	2.77 (1.62)	NS		
	FO/MV ^c	3.34 (1.40)	3.02 (1.32)	NS		
Responsibility ^b				16.65	1, 56	<.001
	FV/MO	3.35 (2.30)	3.34 (2.23)	NS		
	FO/MV ^c	4.74 (2.21)	2.76 (1.90)	NS		

Note. *N* = 57, except for Apology where *N* = 56.

^aPromise = Promise to never commit the injustice again, ^bResponsibility = Victim Accept Responsibility, ^cFO/MV = Female-offender/Male-victim first.

Other main effects. There was one role-order main effect observed for understanding, $F(1, 56) = 10.25, p = .002$. Participants had a greater tendency to suggest

that restoration should involve understanding when women were asked to think about a time when they had been an offender first ($M = 6.18, SD = .84$), compared to when women were asked to think about a time when they had been a victim first ($M = 5.67, SD = 1.20$).

Three main effects were also observed for sex. Overall, women had a greater tendency than men to report that, in order for the event to be resolved, there should be recognition of the relationship/victim, an apology, and a promise to never commit the injustice again. Descriptive and inferential statistics for all sex main effects for restoration can be seen in Table 20.

Table 20

Descriptive and Inferential Statistics for Sex Main Effects on Restoration Variables, Study 2

Dependent Variable	Male	Female	<i>F</i>	<i>df</i>	<i>p</i>
	<i>M (SD)</i>	<i>M (SD)</i>			
Recognition ^a	4.90(1.35)	5.22 (1.23)	4.21	1, 56	.045
Apology	5.77 (1.28)	6.19 (1.20)	8.05	1, 55	.006
Promise ^b	4.43 (2.05)	5.08 (1.85)	6.41	1, 56	.045

Note. $N = 57$, except for Apology where $N = 56$.

^aRecognition = Recognition of the Relationship, ^bPromise = Promise never to commit the injustice again.

Sex by role-order interactions. Two sex by role-order interactions were observed for recognition of relationship/victim, $F(1, 56) = 5.90, p = .018$, and promise never to commit the injustice again, $F(1, 56) = 3.87, p = .054$. For recognition of relationship/victim, there was a significant sex difference observed when women were asked to think about a time when they had been an offender first, $F(1, 26) = 14.27, p =$

.001. Consistent with the sex main effect observed for recognition of relationship/victim, women ($M = 5.52, SD = 1.45$) had a greater tendency than men ($M = 4.82, SD = 1.39$) to suggest recognition of relationship/victim as a method of restoration. No significant difference was observed between women and men for this dependent variable when women were asked to think about a time when they had been a victim first.

For promise to never commit the injustice again, there was also a significant sex difference observed when women were asked to think about a time when they had been an offender first $F(1, 26) = 9.30, p = .005$. Again, consistent with the main effect observed for promise never to commit the injustice again, women ($M = 5.30, SD = 1.61$) had a greater tendency than men ($M = 4.18, SD = 2.10$) to suggest a promise never to commit the injustice again as a method of restoration. No significant difference was observed between women and men for this dependent variable when women were asked to think about a time when they had been a victim first.

Open-ended results for restoration. The question “Regardless of whether or not the event has been resolved please describe in as much detail as possible how you think justice should have been restored. This could involve action on behalf of the victim, a third party, you, etc.?” was coded to determine if participants listed any of the primary methods of restoration in their open-ended responses. Each response was coded for the number of times it contained elements of each of the restoration variables in Table 12. Final scores for the open-ended restoration variables ranged from 0-3. Open-ended responses were coded by two independent raters. Inter-rater reliability was high with 97% agreement between coders ($\kappa = .65-1.0$). Data from the rater who had more experience with coding open-ended responses were used in all analyses. A series of mixed ANOVAs

was conducted to examine differences between victims and offenders in the degree to which the various methods of restoration were endorsed.

Results of these analyses yielded one significant effect for recognition of relationship/victim, $F(1, 50) = 10.28, p = .002$. In support of the quantitative measures, offenders ($M = .294, SD = .053$) had a greater tendency than victims ($M = .098, SD = .028$) to suggest recognition of the relationship/victim as a method of restoring justice.

Restorative and retributive justice. When restoration items were grouped according to those that represent restorative justice, a significant effect for role was observed, $F(1,51) = 21.35, p < .001$. Contrary to my predictions, offenders ($M = 5.85, SD = .68$) had a greater tendency than victims ($M = 5.40, SD = 1.03$) to suggest methods of restoration that are characteristic of restorative justice. There was also a significant main effect for sex, $F(1,51) = 5.90, p = .021$. Women ($M = 5.79, SD = .82$) had a greater tendency than men ($M = 5.46, SD = .89$) to endorse methods of restoration that represent restorative justice. Finally, there was a significant main effect for role-order, $F(1, 51) = 6.23, p = .016$. Participants had a greater tendency to endorse methods of restoration that are characteristic of restorative justice when women were asked to think about a time when they had been an offender first ($M = 5.82, SD = .66$), compared to the alternative ($M = 5.45, SD = .96$).

In addition, there was a significant role by sex interaction, $F(1,53) = 11.91, p = .001$. For men, there was a significant difference between victims and offenders, $F(1,53) = 31.39, p < .001$. Offenders ($M = 5.91, SD = 1.11$) endorsed items that represent retributive justice more than did victims ($M = 5.21, SD = .63$). No significant differences were observed between victims and offenders for women.

When items were grouped according to those that represent retributive justice, a main effect for role was observed $F(1,53) = 24.12, p < .001$. As predicted, offenders ($M = 4.64, SD = 1.01$) had a greater tendency than victims ($M = 4.14, SD = 1.01$) to endorse methods of restoration that were characteristic of retributive justice. This effect was qualified by a significant role by sex interaction, $F(1, 53) = 6.82, p = .012$. For men, there was a significant difference between victims and offenders, $F(1, 53) = 31.51, p < .001$. Offenders ($M = 4.87, SD = 1.00$) endorsed items that represent retributive justice more than did victims ($M = 4.12, SD = 1.02$). No significant difference was observed between victims and offenders for women. Therefore, the predicted role effect only occurred for men.

Summary of restoration effects. In general, offenders were higher on most methods of restoration compared to victims, including restorative and retributive justice. The only exception was for victim responsibility, where victims scored higher than offenders. The only result that supported predictions was for retributive justice. The majority of findings were qualified by either a role by sex or role by role-order interaction. Specifically, the victim-offender difference in the role main effect tended to occur primarily for men or primarily when women were asked to think about a time when they had been an offender first. Results of the open-ended data yielded only one significant effect for recognition of relationship/victim, which was contrary to hypotheses.

Concerns.

Role effects. The ANOVAs examining concerns resulted in four main effects for role. For three of the four dependent variables (poor self-image and self-esteem, fear of

punishment, and fear of revenge) offenders expressed greater concern than did victims. However, victims expressed greater concern with devaluation of the relationship than did offenders. All four significant effects support predictions. Descriptive and inferential statistics for all role main effects for concerns can be seen in Table 21.

Role by role-order effects. There was one significant role by role-order interaction for material resources or opportunities lost, $F(1, 56) = 4.60, p = .036$. Offenders ($M = 3.68, SD = 2.16$) were more concerned with loss of material resources or opportunities compared to victims ($M = 2.92, SD = 2.10$) when women were asked to think about a time when they had been an offender first, $F(1, 30) = 7.48, p = .010$. There was no significant difference between victims and offenders when women were asked to think about a time when they had been a victim first.

Table 21

Descriptive and Inferential Statistics for Role Main Effects on Concern Variables, Study 2

	Victim	Offender			
Dependent Variable	<i>M (SD)</i>	<i>M (SD)</i>	<i>F</i>	<i>df</i>	<i>p</i>
Devaluation ^a	3.84 (2.01)	2.82 (1.83)	18.49	1, 55	<.001
Poor self-image	3.03 (1.54)	3.73 (1.64)	15.16	1, 56	<.001
Poor self-esteem	2.77 (1.71)	4.44 (1.76)	47.14	1, 55	<.001
Fear of Punishment	1.84 (2.01)	2.26 (1.66)	4.16	1, 56	.046

Note. $N = 57$, except for Poor Self-Esteem where $N = 56$.

^aDevaluation = Devaluation of Relationship.

Other main effects. The ANOVAs examining concerns resulted in three main effects for sex. For all three dependent variables (poor self-esteem, fear of punishment,

and fear of revenge), men expressed greater concern than did women. Descriptive and inferential statistics for all sex main effects for concerns can be seen in Table 22. No other main effects and no other significant sex by role-order interactions were found.

Table 22

Descriptive and Inferential Statistics for Sex Main Effects on Concern Variables, Study 2

Dependent Variable	Men	Women	<i>F</i>	<i>df</i>	<i>p</i>
	<i>M (SD)</i>	<i>M (SD)</i>			
Poor self-esteem	3.86 (1.70)	3.35 (1.77)	4.95	1, 56	.030
Fear of Punishment	2.38 (1.73)	1.71 (1.30)	9.39	1, 56	.003
Fear of Revenge	2.45 (1.94)	1.85 (1.58)	4.73	1, 56	.034

Note. *N* = 57.

Mediation. I planned to use a series of regression analyses following the steps outlined by Judd, Kenny, and McClelland (2001) to test Hypothesis 4, that the predicted effects for framing and restoration in Hypotheses 1 and 2 would be mediated by the concerns. However, only three of the role effects for framing and restoration conformed to predictions: Framing in terms of a social norm violation and immorality of behaviour, and in ways that downplay the event. For social norm violation and immorality of the behaviour, there was no predicted mediator in Study 2. For downplaying the event, the proposed mediator—concerns with gaining a poor self-image in others’ eyes (as being bad) and poor self-esteem—was combined with other items after the principle components analyses to create a different concern variable (concern with “poor self-image and poor self-esteem”). Thus, the hypothesized mediation for downplaying the event could not be tested. Hypothesis 4, therefore, was not supported.

In addition, examination of the correlations between framing, restoration, and concern variables presented in Tables 13 to 16 suggest that the expected relationship between concerns and framing, as well as between concerns and restoration, generally did not exist as predicted. For example, as noted in Study 2, my reasoning in the introduction implies that concerns with loss of material resources or opportunities would lead to endorsing material compensation as a method of restoration. However, these two variables were not correlated. In addition, my reasoning implies that concerns with ending up in a worse position as a result of trying to restore justice will lead to framing the injustice in terms of the victim's responsibility. However, again these two variables were not correlated.

Emotions. A significant role main effect was found for anger, $F(1, 56) = 22.33, p < .001$. Victims ($M = 4.89, SD = 1.85$) reported significantly more anger than did offenders ($M = 3.71, SD = 2.24$) as a result of the recalled events. Second, there was a significant role main effect for guilt as predicted, $F = (1, 56) = 59.39, p < .001$. Offenders ($M = 5.20, SD = 1.79$) reported significantly more guilt than did victims ($M = 3.09, SD = 2.15$) as a result of the recalled events.

Additional analyses.

Significant role effects were found for both victim and offender responsibility and blame. With respect to responsibility, offenders ($M = 5.96, SD = 1.17$) had a greater tendency than did victims ($M = 5.60, SD = 1.26$) to attribute responsibility for the unfairness to the offender, $F(1, 54) = 6.80, p = .012$. In addition, victims ($M = 3.07, SD = 1.64$) had a greater tendency than did offenders ($M = 2.61, SD = 1.70$) to attribute responsibility for the unfairness to the victim, $F(1, 56) = 7.09, p = .010$. The latter was

qualified by a significant role by role-order interaction, $F(1, 56) = 7.09, p = .010$. When women were asked to think about a time when they had been an offender first, victims ($M = 3.41, SD = 1.72$) had a greater tendency than did offenders ($M = 2.59, SD = 1.66$) to rate the victim as responsible for the events. Post hoc analysis was significant at $p < .05$. However, there was no significant difference between victims and offenders when women were asked to think about a time when they had been a victim first.

Similar effects were found for blame. Offenders ($M = 5.71, SD = 1.34$) had a greater tendency than did victims ($M = 5.22, SD = 1.48$) to attribute blame to the offender, $F(1, 56) = 7.66, p = .008$. In addition, victims ($M = 2.74, SD = 1.53$) had a greater tendency than did offenders ($M = 2.30, SD = 1.52$) to attribute blame to the victim $F(1, 56) = 7.08, p = .010$. Again, the latter was qualified by a significant role by role-order interaction, $F(1, 56) = 11.24, p = .001$. When women were asked to think about a time when they had been an offender first, victims ($M = 3.06, SD = 1.54$) had a greater tendency than did offenders to attribute blame to the victim ($M = 2.07, SD = 1.30$). Post hoc analysis was significant at $p < .05$. However, there was no significant difference between victims and offenders when women were asked to think about a time when they had been a victim and men an offender first.

Similar to the above interactions, there was a role by role-order interaction for the victim having the possibility of acting differently, $F(1, 56) = 4.10, p = .048$. When women were asked to think about a time when they had been an offender first, victims ($M = 4.63, SD = 1.93$) had a greater tendency than did offenders ($M = 3.98, SD = 1.84$) to claim the victim could have acted differently. Post hoc analysis was significant at $p < .05$.

However, there was no significant difference between victims and offenders when women were asked to think about a time when they had been a victim first.

There was a main effect for sex on the offender having the possibility of acting differently, $F = (1, 55) = 4.67, p = .035$. Overall, women ($M = 6.38, SD = .99$) had a greater tendency than men ($M = 6.05, SD = 1.57$) to rate offenders as having the possibility of acting differently.

Discussion

Study 2 was conducted in part to clarify a potential methodological shortcoming of Study 1, that of the vignette methodology. I had proposed that offenders and victims showed accommodating responses in Study 1 (primarily with respect to restoration) because it was easier for them to be generous with a hypothetical scenario than with a real life transgression. However, Study 2 was conducted using real transgressions and a similar pattern of results was found. That is, few predictions with respect to framing and restoration were supported; rather, for the most part, offenders had a greater tendency than victims to endorse variables that reflected harm done (e.g., the immorality of the behaviour) or full restoration rather than minimal action (e.g., recognition of the relationship/victim). Victims, on the other hand, had a greater tendency than offenders to endorse variables that implied that they played a role in the injustice (e.g., the victim was partly responsible for the unfairness).

With respect to restorative and retributive justice, results only supported hypotheses for offenders. However, offenders had a greater tendency to endorse retributive and restorative justice compared to victims, both with respect to framing the injustice and with respect to beliefs about how justice should be restored. These findings

might reflect the accommodating pattern noted in the previous paragraph. An alternative interpretation is that these results, as well as those for the primary framing and restoration variables, reflect a general tendency for offenders to frame the injustice according to the proposed methods and endorse restoration to a greater extent than victims.

The results for attributions of blame and responsibility support the accommodating pattern found for framing and restoration. In general, both victims and offenders tended to accept blame and responsibility when given the opportunity. These results are the opposite of those found by Mikula et al. (1998), which demonstrated that victims were more likely than offenders to attribute blame and responsibility to the offender.

Similar to the results of Study 1, although hypotheses involving victim-offender differences in framing and restoration were not supported, several predictions involving victim-offender differences in concerns (Hypothesis 3) did receive support. As hypothesized, offenders expressed greater concern than did victims with fear of punishment and revenge, whereas, victims expressed greater concern with devaluation of the relationship than did offenders. The hypotheses regarding concerns about poor self-image and poor self-esteem could not be tested because preliminary analyses lead me to combine the items assessing these two constructs into one dependent variable. Offenders expressed more concern than did victims for this variable. I also hypothesized that certain concerns would mediate the hypothesized effects of role on framing and of role on restoration (Hypothesis 4). However, these predictions were not supported.

The high ratings of relationship quality found in Study 2 might have contributed to the accommodating manner with which participants responded to the unfair events,

given that research has shown individuals in high quality relationships are motivated to construct their relationships in a positive light and perceive their partner's actions as benevolent (Fincham & Bradbury, 1992; Murray & Holmes, 1993).

It is important to note that a number of the role main effects were exaggerated or only found when women were asked to think about a time when they had been an offender and men were asked to think about a time when they were the victim first. Perhaps women are particularly likely to respond generously when they are the offender, and men are particularly likely to respond generously when they are the victim, because each in these cases is taking on a nonstereotypical role. The pattern of response set up in the present study when participants reacted to an event in which women were the offender and men were the victim first, might have simply persisted when they reacted to the second transgression (for which roles were reversed). Or, the nonstereotypical roles may have worked to soften both victims' and offenders' responses to a transgression caused by a woman. Finally, consistent with previous research, victims expressed greater anger in response to the injustice than did offenders and offenders, expressed greater guilt than did victims.

In summary, as in Study 1, some support was found for predictions regarding the different concerns that victims and offenders would have as a result of injustice. Furthermore, the results of Study 2 showed a similar accommodating pattern as Study 1 for framing and restoration variables. This pattern also appeared for the additional variables of blame and responsibility and, perhaps, restorative and retributive justice. The interaction between role and relationship quality, however, could not be tested in Study 2.

Study 3

Study 3 was conducted as an additional test of perspective related differences between victims and offenders. Specifically, the goal of Study 3 was to further explore the accommodating response pattern found in Studies 1 and 2 by examining reactions to injustice in romantic and nonromantic relationships. Although Study 2 substantiated the accommodating pattern obtained in Study 1, this response style in Study 2 could be attributed to the fact that all individuals rated their relationship as high in quality. This limitation was addressed in Study 3 by including a more diverse sample.

In Study 3, the concerns investigated in the previous two studies were no longer included. Although analyses on these variables in Studies 1 and 2 did demonstrate many of the predicted differences for victims and offenders, they did not result in the expected mediation and were therefore excluded from further investigation.

Hypothesis

Relationship quality and role (victim vs. offender) will interact to predict the way in which people frame an injustice and how they believe justice should be restored. The higher the relationship quality, the more likely participants will be to exhibit an other-serving or accommodating tendency.

Method

Design. Study 3 was a between-subjects design with role (victim vs. offender) and relationship quality as the independent variables. Participation was completed on-line. Individuals wishing to participate contacted the researcher and were sent a link to the study on-line as well as a password.

Participants. Participants were 167 individuals recruited from Brock University's Psychology research participant pool and the local community. Information regarding the exact number of Brock students compared to community members, as well as information on participants' sex was not collected. Of the 167 participants, 7 were removed due to missing data, leaving 160 participants in the final sample. Participants were told they were being recruited for a study on reactions to injustice, and those from Brock University were offered .5 hours of course credit in exchange for their participation.

Procedure and measures. Participants were able to complete the study on-line at a time and location of their choosing. Participants were asked to complete the study on their own. Participants first read and accepted a consent form (Appendix H). They then responded to four individual difference measures, presumably as part of a separate study on personality and individual beliefs. The four individual differences were measures of regulatory focus (Lockwood, Jordan, & Kunda, 2002; Ouschan, Boldero, Kashima, Wakimoto, & Kashima, 2007), a measure of sensitivity to reward and punishment (Torrubia, Ávila, Moltó, & Caseras, 2001), and a measure of independent and interdependent self-construal (Singelis, 1994). These variables were examined as potential moderators of the effect of role on framing and restoration; however, none of these demonstrated significant effects and, therefore, are not mentioned further. See Appendix I for measures. After responding to the individual difference scales, participants then completed the main part of the study. They were asked to think of someone they have a relationship with (e.g., friend, family member, romantic partner, etc.) and either recall a time when they did something unfair to the other person (offender

condition) or a time when the other person did something unfair to them (victim condition).

They then completed the Reactions to Injustice Questionnaire Revised 2 (Appendix J). The 74-item measure was adapted from Study 2. In part one, participants were first asked to describe their example of unfairness in detail. The next four items assessed the type (open-ended), length (in years and months), and quality of the participants' relationship with the victim or offender. Quality of relationship was assessed as in Study 2. Two open-ended questions assessed how participants framed the injustice ("What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?"), and how participants thought justice should be restored ("Now that something unfair has happened, what can be done to restore justice?"). Participants also rated on a 7-point scale whether the event was resolved. The scale for this item ranged from (1) *definitely not resolved* to (7) *definitely resolved*.

In part two, participants rated 24 items, using a 7-point likert scale, that assessed how participants framed the injustice. Ratings for these items ranged from (1) *definitely not why it is unfair* to (7) *definitely why it is unfair*. Three new items were added to Study 3. These items were added to increase coverage of the characteristics of restorative justice ("What happened was unfair because the offender's actions were hurtful") and retributive justice ("What happened was unfair because it lead to feelings of anger" and "What happened was unfair because it made me mad"). Also, two questions were removed ("The event was unfair because the consequences were bad" and "The event was unfair but our relationship is now stronger"). These were extra, explanatory items added to the questionnaire in Study 2 and did not lead to any significant results.

In part three, participants rated 31 statements, using a 7-point likert scale, about how victims and offenders thought justice should be restored. The scores for these items ranged from (1) *strongly disagree* to (7) *strongly agree*. Four new items were added to this section (two items assessing retaliation and two assessing forgiveness), and two questions were removed (the victim should be held accountable for his/her actions and the offender should accept blame). The items that were removed were included in Study 2 to increase coverage of the restorative and retributive variables, but they did not correlate well with the intended variables.

Part four included 11 items measuring blame and responsibility related variables, as well as the degree of severity and unfairness of the transgression. Items were similar to Study 2 with the exception of two items that were removed (“To what extent did your partner have the possibility of acting differently?” and “To what extent did you have the possibility of acting differently?”). Participants responded to all questions in section four using a 7-point likert scale with various end points to fit the questions.

Finally, participants were asked to recall something positive about their relationship, as well as to describe how this positive event affected their relationship and how it made them feel. Participants also listed five positive attributes of the other person. The purpose of these questions was to allow participants to end the study on a positive note. These questions were not included in the analyses.

Note that the concerns section of the Reactions to Injustice Questionnaire was dropped, as mentioned in the overview to Study 3. The emotions section was also dropped to shorten the length of the questionnaire and because analyses of the emotions in Studies 1 and 2 confirmed previous research.

Results

Development of composite variables. Similar to Studies 1 and 2, in order to develop composite variables for the framing and restoration subsections of the Reactions to Injustice Questionnaire Revised 2, each section of the questionnaire was subjected to a principal components analysis with varimax rotation. For each section, a separate analysis was conducted for each role (victim and offender). Four additional analyses were completed to separate the framing and restoration items according to those that represent restorative and retributive justice. As a result of the principle components analyses, a few of the dependent variables were split into more than one indicator of the variable, and a few were combined into a single measure. This left seven dependent variables under framing and eight for restoration. Of these, five for framing and six for restoration were composites of a number of questions, whereas the other variables were made up of one item. All items in part four of the questionnaire were analyzed individually as they did not produce acceptable reliability when grouped into composite variables. Finally, the two relationship quality items were combined to make one composite variable as these items were highly correlated ($r = .73$). For a list of all primary dependent variables and alphas for combined variables, see Table 23. The data were screened to ensure that statistical assumptions were met.

Analyses. A series of hierarchical regression analyses were used to test whether relationship quality and role (victim vs. offender) would interact to predict framing and restoration. Role was dummy coded (0 = victim, 1 = offender) and relationship quality (the continuous predictor variable) was centered before performing the regression analyses (see Aiken & West, 1991). In the first step of each hierarchical regression, I

entered role and relationship quality. In the second step, I entered the two-way interaction.

Table 23

Primary Dependent Variables and Alphas for Composite Variables, Study 3

<i>Framing</i>	Alpha
Devaluation Cues (3 items)	.74
Look Unworthy (2 items)	.61
Material Resources or opportunities Lost (1 item)	
Social Norm Violation	
Social Norm Violation (2 items)	.73
Immorality of Behaviour (2 items)	.76
Downplay event (2 items)	.68
Victim responsibility (1 item)	
Recognition of relationship	
Recognition of relationship (2 items)	.71
Apology (2 items)	.79
Promise not to commit the injustice again (1 item)	
Understanding (3 items)	.42
Material Compensation (2 items)	.52
Move on Quickly (2 items)	.63
Someone Take Responsibility (1 item)	
Punishment of Offender (2 items)	.71
<i>Restorative and Retributive Justice</i>	
Framing (Restorative justice)(7 items)	.79
Framing (Retributive justice) (4 items)	.65
Restoration (Restorative justice) (16 items)	.88
Restoration (Retributive justice) (7 items)	.76

Framing. For framing, the regression analyses yielded significant results for two dependent variables: devaluation cues and looking unworthy. For devaluation cues, both role and relationship quality were significant on the first step. Role accounted for a significant proportion of the variance in framing in terms of devaluation cues, over and above relationship quality, $sr^2 = .04$, $t(154) = -2.41$, $p = .017$. Victims framed the event in terms of devaluation cues more than did offenders. Relationship quality also accounted for a significant proportion of the variance in framing, over and above role, $sr^2 = .08$,

$t(154) = -3.63, p < .001$. In line with predictions, as relationship quality increased, participants had a lesser tendency to frame the event in terms of devaluation cues. Both of the significant results found on step one were qualified by a significant role by relationship quality interaction on step two, $sr^2 = .04, t(153) = 2.39, p = .018$ (see Figure 1). Simple slopes analyses for the victim condition using 1 SD above and below the mean for relationship quality showed that victims were less likely to frame the event in terms of devaluation cues as relationship quality increased, $sr^2 = .18, t(74) = -4.00, p < .001$. A significant result was not observed for offenders.

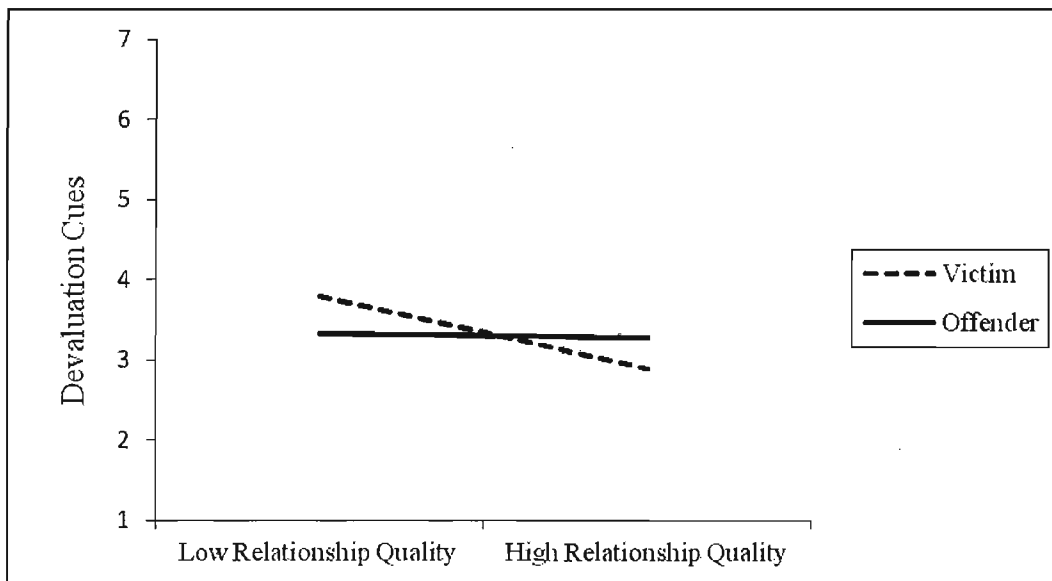


Figure 1. Interaction between Role and Relationship Quality on Devaluation Cues (Study 3).

With respect to looking unworthy, both role and relationship quality were significant on the first step. Role accounted for a significant proportion of the variance, over and above relationship quality in the tendency to frame the injustice in terms of looking unworthy, $sr^2 = .06, t(153) = 2.99, p = .003$. Offenders framed the event in terms of looking unworthy more than did victims. Relationship quality also accounted for a

significant proportion of the variance in framing in terms of looking unworthy, $sr^2 = .03$, $t(153) = -2.16$, $p = .032$. As relationship quality increased, participants were less likely to frame the event in terms of looking unworthy. A significant interaction was not observed between role and relationship quality for looking unworthy.

Open-ended results for framing. The question “What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?” was coded to determine if participants listed any of the methods of framing from Table 21 in their open-ended responses. Each response was coded for the number of times it contained elements of each of the framing variables in Table 21. Final scores for the present sample ranged from 0-3. Open-ended responses were coded by two independent raters. Inter-rater reliability was high with 96% agreement between coders ($\kappa = .84 - .86$). Data from the rater who had more experience with coding open-ended responses were used in all analyses. A series of regressions for each of the proposed methods of framing did not result in any significant results.

Restorative and retributive justice. For the regression with framing in terms of restorative justice as the dependent variable, both role and relationship quality were significant. Role accounted for a significant proportion of the variance in restorative justice, over and above relationship quality, $sr^2 = .04$, $t(152) = -2.53$, $p = .012$. Victims framed the event in ways that were characteristic of restorative justice, more than did offenders. Relationship quality also accounted for a significant proportion of the variance in restorative justice, over and above role, $sr^2 = .05$, $t(152) = -1.98$, $p = .050$. As relationship quality increased, participants were less likely to endorse restorative justice as a method of restoration. The significant results for role and relationship quality were

qualified by a significant role by relationship quality interaction on step two, $sr^2 = .08$, $t(151) = 3.57$, $p < .001$ (see Figure 2). Simple slopes analyses for the victim condition using 1 SD above and below the mean for relationship quality showed that, as relationship quality increased, victims were less likely to endorse restorative justice, $sr^2 = .14$, $t(73) = -3.38$, $p = .001$. A significant result was not observed for offenders.

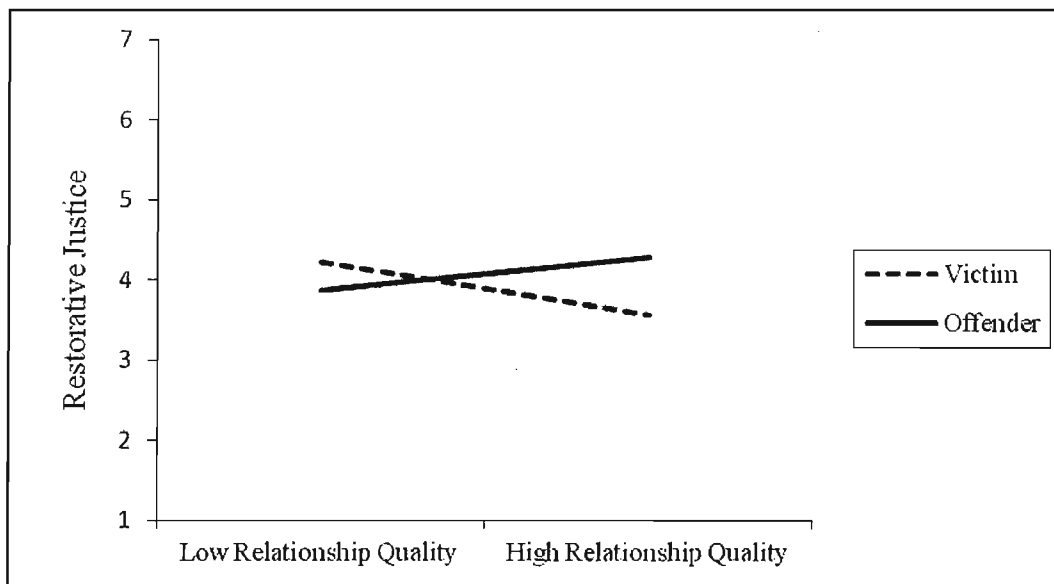


Figure 2. Interaction between Role and Relationship Quality on Restorative Justice (Study 3).

For the regression with retributive justice as the dependent variable, there was a significant role by relationship quality interaction on step two, $sr^2 = .05$, $t(147) = 2.92$, $p = .004$ (see Figure 3). Simple slopes analyses for the victim condition using 1 SD above and below the mean for relationship quality demonstrated that, as relationship quality increased, victims were less likely to endorse retributive justice, $sr^2 = .07$, $t(72) = -2.29$, $p = .025$. A significant result was not observed for offenders.

Summary of framing. Overall, there were significant results for two of the seven primary dependent variables (devaluation cues and looking unworthy). In three cases, a

significant interaction showed that a negative association between relationship quality and framing existed for victims, but no association existed for offenders. There were also a few main effects for role and relationship quality, most of which were qualified by the aforementioned interactions. Significant results were not found for the open-ended data.

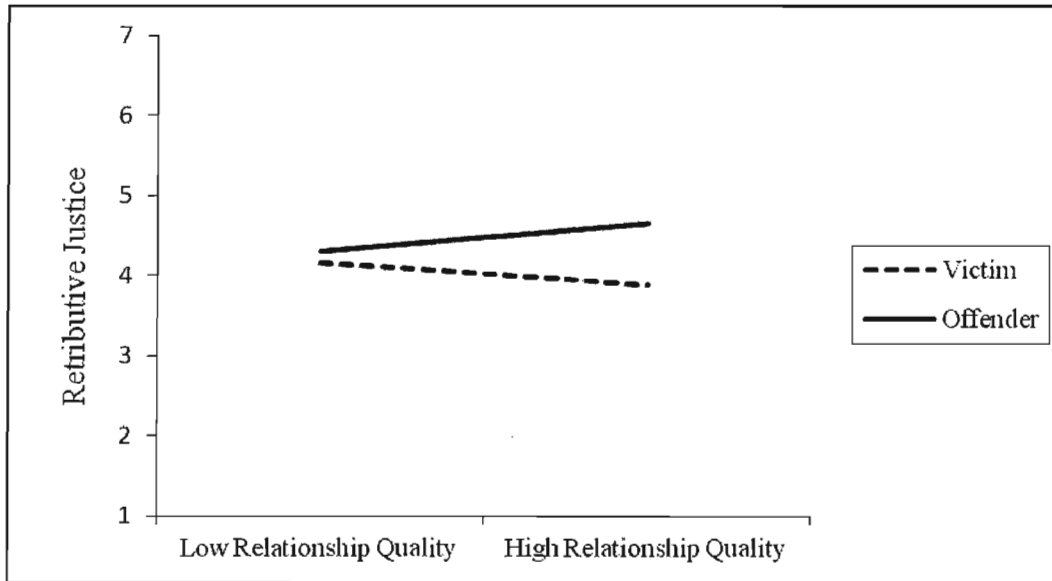


Figure 3. Interaction between Role and Relationship Quality on Retributive Justice (Study 3).

Restoration. For restoration, the regression for all eight dependent variables yielded significant results. For recognition of relationship/victim, both role and relationship quality were significant on the first step. Role accounted for a significant proportion of the variance in recognition of relationship/victim, over and above relationship quality, $sr^2 = .06$, $t(153) = -3.08$, $p = .002$. Offenders endorsed recognition of the relationship/victim more than did victims. Relationship quality also accounted for a significant proportion of the variance in recognition, over and above role, $sr^2 = .04$, $t(153) = 2.71$, $p = .008$. As relationship quality increased, participants had a greater tendency to endorse recognition of the relationship/victim as a method of restoration. Both of the

significant results found on step one were qualified by a role by relationship quality interaction on step two, $sr^2 = .03$, $t(152) = 2.03$, $p = .044$ (see Figure 4). Simple slopes analyses for the offender condition using 1 SD above and below the mean for relationship quality showed that as relationship quality increased, offenders were more likely to endorse recognition as a method of restoration, $sr^2 = .16$, $t(79) = 3.83$, $p < .001$. A significant result was not observed for victims.

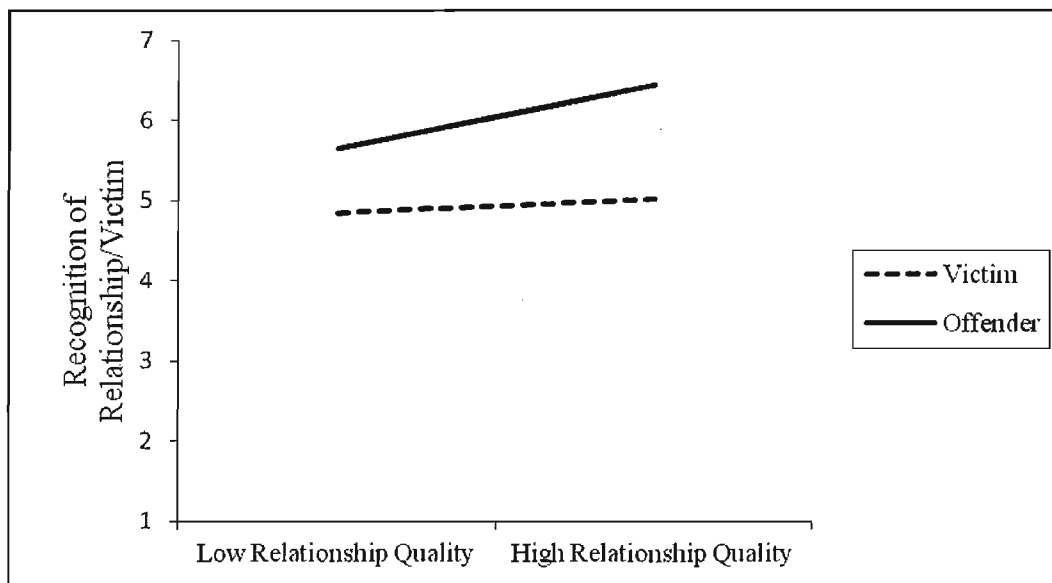


Figure 4. Interaction between Role and Relationship Quality on Recognition of the Relationship/Victim (Study 3).

For apology, relationship quality was significant on the first step. Relationship quality accounted for a significant proportion of the variance in apology, over and above role, $sr^2 = .20$, $t(156) = 2.58$, $p = .011$. As relationship quality increased, participants had a greater tendency to believe that an apology should be made to restore justice. The significant result for relationship quality was qualified by a role by relationship quality interaction on step two, $sr^2 = .04$, $t(155) = 2.42$, $p = .017$ (see Figure 5). Simple slopes analyses for the offender condition using 1 SD above and below the mean for relationship

quality showed that as relationship quality increased, offenders were more likely to think an apology should be made to restore justice, $sr^2 = .13$, $t(81) = 3.43$, $p < .001$. A significant result was not observed for victims.



Figure 5. Interaction between Role and Relationship Quality on Apology (Study 3).

For promise never to commit the injustice again, there was a significant role by relationship quality interaction on step two, $sr^2 = .04$, $t(155) = 2.594$, $p = .017$ (see Figure 6). Simple slopes analyses for the offender condition using 1 SD above and below the mean for relationship quality showed that as relationship quality increased, offenders had a greater tendency to think that justice should be restored with a promise never to commit the injustice again, $sr^2 = .09$, $t(81) = 2.80$, $p = .006$. A significant result was not observed for victims.

For understanding, both role and relationship quality were significant on the first step. Role accounted for a significant proportion of the variance in understanding as a method of restoration, over and above relationship quality, $sr^2 = .07$, $t(156) = 3.30$, $p = .001$. Offenders believed, more than did victims, that justice should be restored through

greater understanding. Relationship quality also accounted for a significant proportion of the variance in understanding, over and above role, $sr^2 = .07$, $t(156) = 2.40$ $p = .017$. As relationship quality increased, participants had a greater tendency to endorse understanding as a method of restoration.

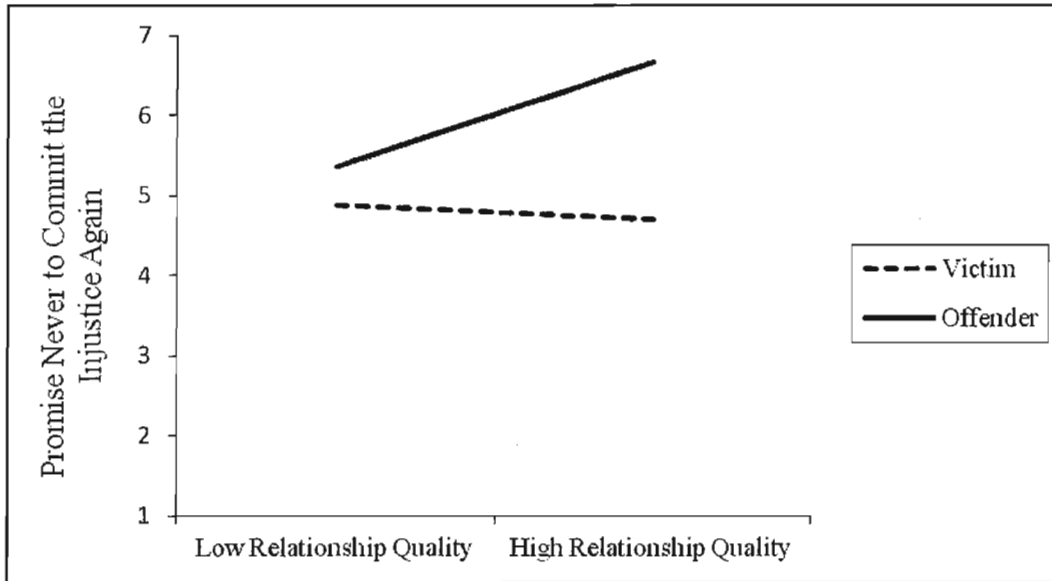


Figure 6. Interaction between Role and Relationship Quality on Promise to Never Commit the Injustice Again (Study 3).

For compensation, role was significant on the first step. Role accounted for a significant proportion of the variance in compensation as a method of restoration, over and above relationship quality, $sr^2 = .04$, $t(152) = 2.49$, $p = .014$. Offenders believed that justice should be restored through compensation more than did victims.

For moving on quickly as a method of restoration, both role and relationship quality were significant on the first step. Role accounted for a significant proportion of the variance in moving on quickly as a method of restoration, over and above relationship quality, $sr^2 = .04$, $t(156) = 2.71$, $p = .007$. Offenders believed that justice should be restored by moving on quickly more than did victims. Relationship quality also

accounted for a significant proportion of the variance in moving on quickly, over and above role, $sr^2 = .04$, $t(156) = 2.64$, $p = .009$. As relationship quality increased, participants were more likely to endorse moving on quickly as a method of restoration.

For someone should be held responsible as a method of restoration, role was significant on the first step. Role accounted for a significant proportion of the variance in someone being held responsible, over and above relationship quality, $sr^2 = .03$, $t(155) = 2.45$, $p = .015$. Offenders believed that someone should be held responsible in order to restore justice, more than did victims.

Finally, for punishment, role was significant on the first step. Role accounted for a significant proportion of the variance in punishment as a method of restoration, over and above relationship quality, $sr^2 = .23$, $t(154) = 3.00$, $p = .003$. Offenders believed that punishment should be used to restore justice, more than did victims.

Open-ended results for restoration. The question “Regardless of whether or not the event has been resolved please describe in as much detail as possible how you think justice should have been restored. This could involve action on behalf of the victim, a third party, you, etc.” was coded to determine if participants listed any of the methods of restoration from Table 23 in their open-ended responses. Each response was coded for the number of times it contained elements of each of these restoration variables. Scores for the present sample ranged from 0-3. Open-ended responses were coded by two independent raters. Inter-rater reliability was high with 97% agreement between coders ($\kappa = .70-1.0$). Data from the rater who had more experience with coding open-ended responses were used in all analyses. A series of regressions for each of the methods of restoring justice did not result in any significant results.

Restorative and retributive justice. For the regression with restorative justice as the dependent variable, both role and relationship quality were significant. Role accounted for a significant proportion of the variance over and above relationship quality, $sr^2 = .05$, $t(146) = 2.87$, $p = .005$. Offenders believed that restorative justice techniques should be used, more than did victims. Relationship quality also accounted for a significant proportion of the variance in restorative justice, over and above role, $sr^2 = .08$, $t(146) = 3.57$, $p < .001$. As relationship quality increased, participants had a greater tendency to endorse restorative justice. The significant results for role and relationship quality were qualified by a significant role by relationship quality interaction on step two, $sr^2 = .04$, $t(145) = 1.99$, $p = .049$ (see Figure 7). Simple slopes analyses for the offender condition using 1 SD above and below the mean for relationship quality showed that, as relationship quality increased, offenders had a greater tendency to endorse restorative justice as a method of restoration, $sr^2 = .18$, $t(75) = 4.03$, $p < .001$. A significant result was not observed for victims.

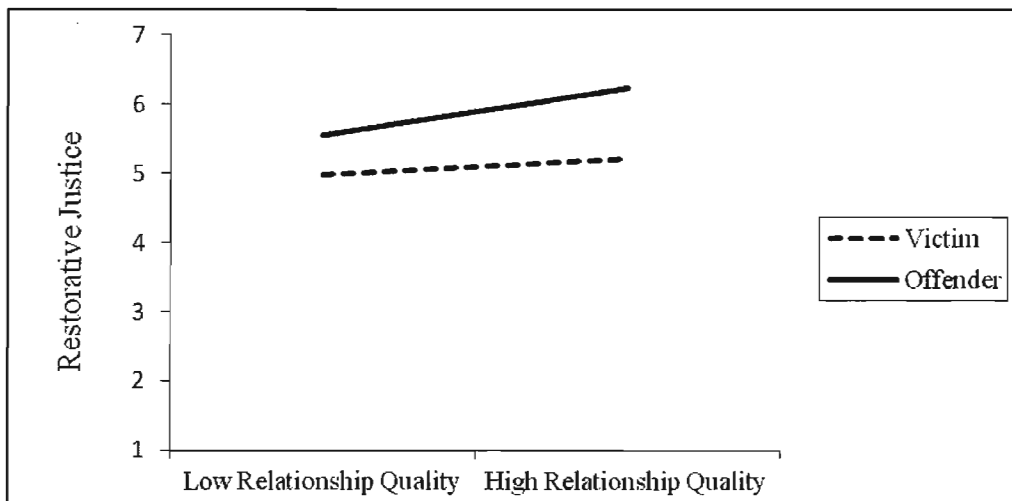


Figure 7. Interaction between Role and Relationship Quality on Restorative Justice (Study 3).

For the regression with retributive justice as the dependent variable only role was significant. Role accounted for a significant proportion of the variance in restoring justice using methods characteristic of retributive justice, over and above relationship quality, $sr^2 = .05$, $t(153) = 2.79$, $p = .006$. Offenders believed that using retributive justice techniques should be used to restore justice, more than did victims.

Summary of restoration. Overall, there were significant results for all eight of the primary methods of restoration. Offenders endorsed all methods of restoration more than did victims. Also, as relationship quality increased, participants had a greater tendency to endorse several of the proposed methods of restoration. A few of these results (recognition of the relationship/victim, apology, and promise never to commit the injustice again) were qualified by significant interactions. All of the interactions showed that offenders endorsed the restoration method more as relationship quality increased, whereas, victims did not differ as a function of relationship quality. A similar pattern of results was found for restorative and retributive justice, though neither relationship quality, nor the role by relationship quality interaction was significant for retributive justice. Significant results were not found for the open-ended data.

Additional analyses.

Blame and responsibility related variables. There was a significant role by relationship quality interaction for perceptions that the offender was justified, $sr^2 = .05$, $t(155) = -2.92$, $p = .004$ (see Figure 8). Simple slopes analyses for the offender condition using 1 SD above and below the mean for relationship quality showed that as relationship quality increased, offenders had a lesser tendency to say their actions were justified, $sr^2 = .06$, $t(81) = 12.26$, $p = .027$. A significant result was not observed for victims.

Role accounted for a significant proportion of the variance in victim justification, over and above relationship quality, $sr^2 = -.21$ $t(155) = -2.62$, $p = .010$. Victims gave higher ratings on this variable than did offenders.

Relationship quality accounted for a significant proportion of the variance, over and above role, in the belief that the offender could have behaved differently, $sr^2 = .05$ $t(156) = -2.85$, $p = .005$. As relationship quality decreased, participants were more likely to say the offender could have acted differently.

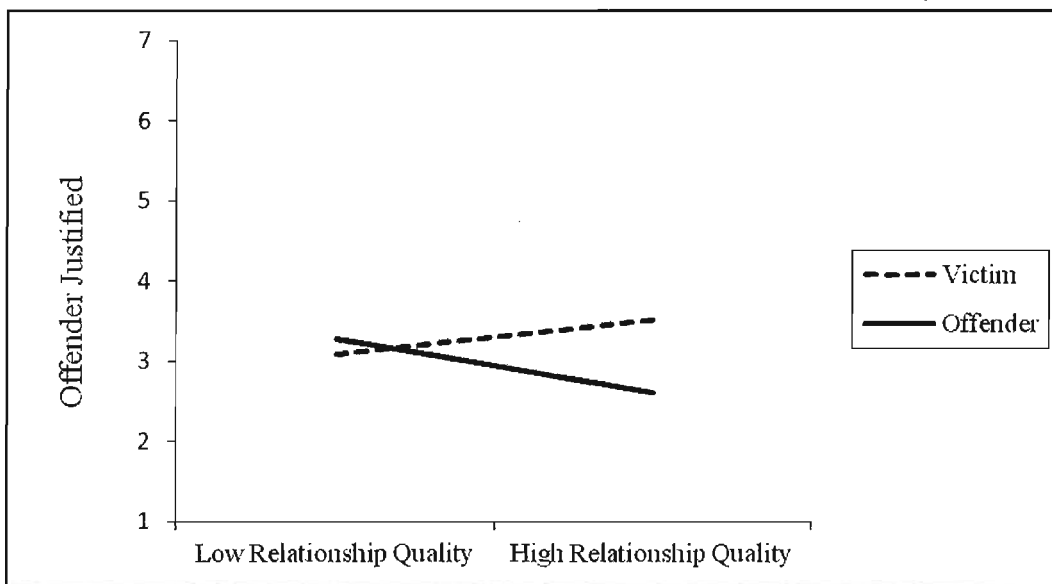


Figure 8. Interaction between Role and Relationship Quality on Offender Justified (Study 3).

Role accounted for a significant proportion of the variance in self-blame, over and above relationship quality, $sr^2 = .36$, $t(154) = 9.38$, $p < .001$. Offenders endorsed self-blame more than did victims. This result was qualified by a significant role by relationship quality interaction, $sr^2 = .24$, $t(153) = 3.08$, $p = .002$ (see Figure 9). Simple slopes analyses for the offender condition using 1 SD above and below the mean for relationship quality showed that, as relationship quality increased, offenders were more

likely to blame themselves, $sr^2 = .35$, $t(80) = 3.33$, $p = .001$. A significant result was not observed for victims.

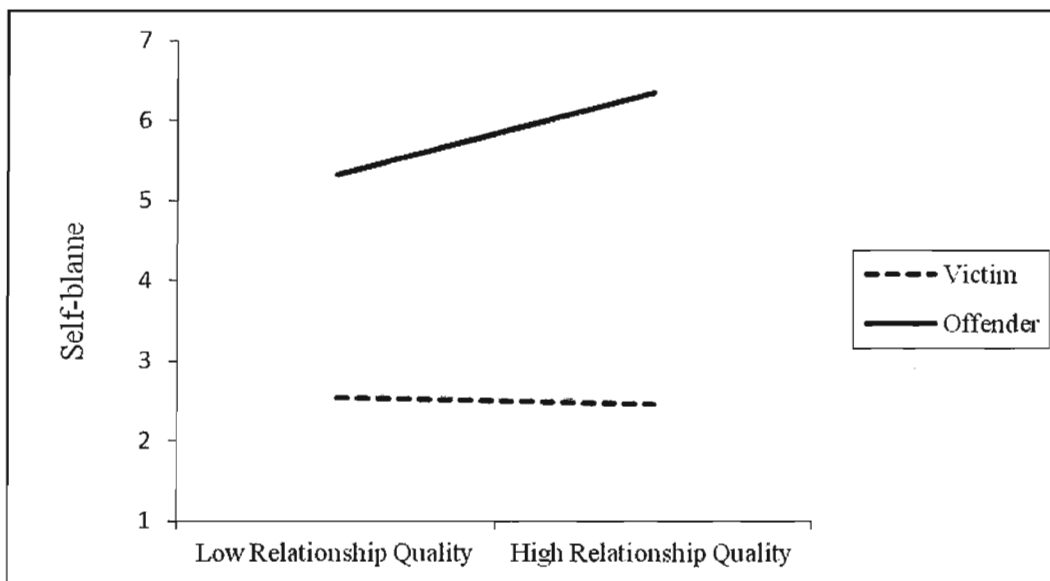


Figure 9. Interaction between Role and Relationship Quality on Self-Blame (Study 3).

Role accounted for a significant proportion of the variance in other-blame over and above relationship quality, $sr^2 = .27$, $t(155) = -7.65$, $p < .001$. Victims blamed the other person more than did offenders. Relationship quality also accounted for a significant proportion of the variance in other-blame, over and above role, $sr^2 = .02$, $t(155) = -1.95$, $p = .05$. As relationship quality increased, participants had a lesser tendency to blame the other person. The above two results were qualified by a significant role by relationship quality interaction, $sr^2 = .03$, $t(154) = -1.97$, $p = .05$ (see Figure 10). Simple slopes analyses for the offender condition using 1 SD above and below the mean for relationship quality showed that as relationship quality increased, offenders had a lesser tendency to blame the other person, $sr^2 = .10$, $t(80) = 2.97$, $p = .004$. A significant result was not observed for victims.

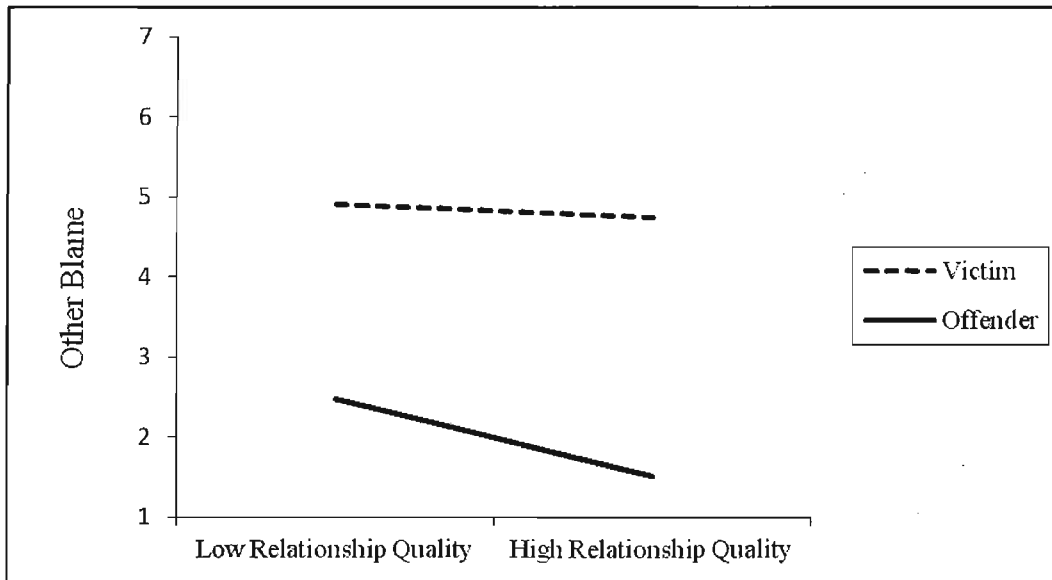


Figure 10. Interaction between Role and Relationship Quality on Other-Blame (Study 3).

Event severity and unfairness. Role accounted for a significant proportion of the variance in severity, over and above relationship quality, $sr^2 = .04$, $t(156) = -2.40$, $p = .018$. Victims rated the injustice they recalled as more severe than did offenders. Relationship quality also accounted for a significant proportion of the variance in severity, over and above role, $sr^2 = .02$, $t(156) = -1.96$, $p = .05$. As relationship quality increased, participants rated the event as less severe. The above two results were qualified by a significant role by relationship quality interaction, $sr^2 = .03$, $t(155) = 2.02$, $p = .045$ (see Figure 11). Simple slopes analyses for the victim condition using 1 SD above and below the mean for relationship quality showed that, as relationship quality increased, victims rated the event as less severe, $sr^2 = .10$, $t(74) = -2.84$, $p = .006$. A significant result was not observed for offenders.



Figure 11. Interaction between Role and Relationship Quality on Severity (Study 3).

Role accounted for a significant proportion of the variance, over and above relationship quality, in how unfair participants rated the event to be, $sr^2 = .05$, $t(156) = -2.87$, $p = .005$. Results indicated that victims rated the recalled event as more unfair than did offenders. The above result was qualified by a marginally significant role by relationship quality interaction, $sr^2 = .03$, $t(155) = 1.96$, $p = .051$ (see Figure 12). Simple slopes analyses for the victim condition using 1 SD above and below the mean for relationship quality showed that, as relationship quality increased, victims rated the event as less unfair, $sr^2 = .06$, $t(74) = -2.23$, $p = .029$. A significant result was not observed for offenders.

Summary of additional analyses. Overall, there were a number of significant findings for attributions of blame and responsibility related variables. First, interactions between role and relationship quality showed that, as relationship quality increased, offenders accepted more blame, thought they were less justified, and put less blame on the other person. Victims' responses did not differ as a function of relationship quality.

Second, victims saw themselves as more justified than offenders perceived the victims to be. Third, as relationship quality increased, a belief that the offender could have acted differently decreased. Whereas the role by relationship quality interactions for blame and responsibility related variables showed significant simple slopes for offenders and not for victims, the opposite occurred for measures of the perceived severity and unfairness of the event; specifically, for victims, as relationship quality increased, ratings of severity and unfairness decreased. Offenders' responses did not differ as a function of relationship quality.

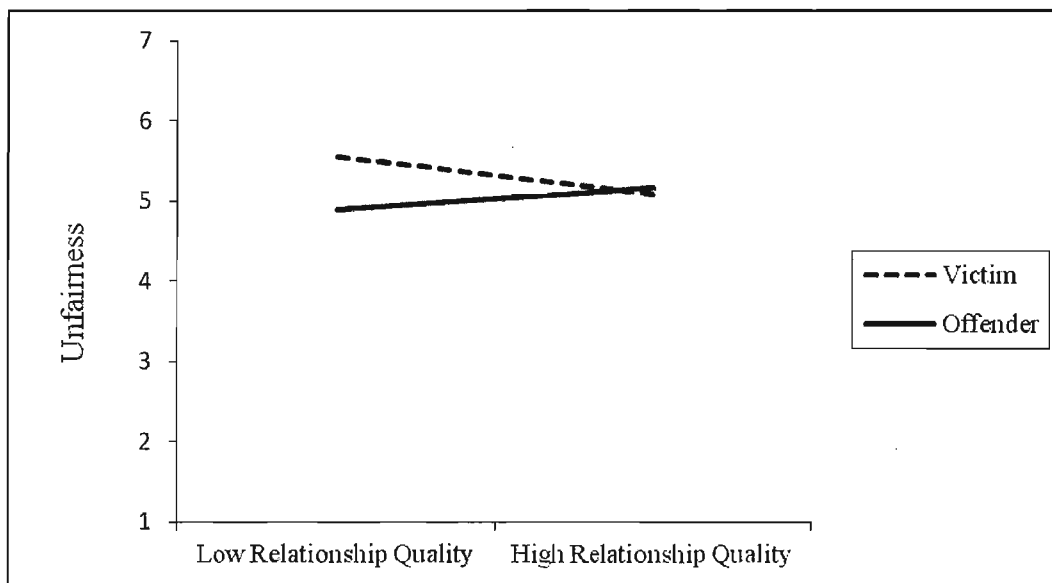


Figure 12. Interaction between Role and Relationship Quality on Unfairness (Study 3).

Discussion

The goal of Study 3 was to explore further the accommodating response pattern found in Studies 1 and 2 by examining reactions to injustice in romantic and nonromantic relationships. There was some evidence of a more accommodating style in those with high quality relationships. For framing, victims were less likely to frame the event in terms of devaluation cues, restorative justice, and retributive justice, as relationship

quality increased; whereas, for restoration, offenders were more likely to endorse retributive justice as relationship quality increased.

An accommodating style was also observed in response to blame and responsibility related items and event severity and unfairness (at least for victims). Offenders accepted more blame, perceived their behaviour as less justified, and put less blame on the other person, as relationship quality increased. Victims rated the event as less severe and (marginally) less unfair as relationship quality increased. With respect to severity and unfairness, it is unclear whether victims are simply recalling events that are less severe and less unfair when relationship quality was high, or if their perception was influenced by their relationship quality. This is an interesting question to investigate in future research. In any case, the interactions for perceived severity and unfairness are of a similar pattern as the interactions for framing variables. Thus, it is possible that victims framed the event less in terms of devaluation cues and looking unworthy as relationship quality increased because they saw the event as less severe and (marginally) less unfair as relationship quality increased.

There were also a number of main effects observed for role, primarily involving restoration variables that were not qualified by relationship quality. For all of these effects, offenders had a greater tendency than victims to endorse the given method of restoration. In Study 1 I proposed this finding was in part due to the vignette methodology, however, Study 2 used examples of real transgressions and found similar results. I suspect the other-serving tendency demonstrated by offenders in Study 2 was the the result of the high relationship quality reported by participants.

General Discussion

There are few questions more central to the discipline of the psychology of justice than why do individuals perceive an event to be unfair and how do people react to injustice? Given that justice is an abstract concept that is influenced as much by the perception of the person experiencing it as it is by the event itself, it is important to investigate factors or situations that affect subjective justice judgments.

Decades of research have demonstrated that individual judgments regarding fairness are influenced by factors such as the type of social relation (e.g., Deutsch, 1975), social comparisons (e.g., Walster et al., 1973), and the role that people hold with respect to an injustice (e.g., Heuer et al., 2007). With respect to role, the majority of research to date has examined differences between victims and offenders in reactions to inequity (Walster et al., 1973), attributions of blame and responsibility (e.g., Mikula et al., 1990; Mikula & Schlamberger, 1985), and the recall of a transgression (e.g., Baumeister et al., 1990; Kearns & Fincham, 2005; Stillwell & Baumeister, 1997). The present work aimed to add to this literature by examining how victims and offenders differ in the way they frame an injustice and how they believe justice should be restored. No previous research has examined why victims and offenders consider an event to be unfair (i.e., how they frame an injustice). Furthermore, although considerable research in the field has examined victims' reactions to injustice, including preferences for restoration (Gromet & Darley, 2009; Okimoto et al., 2009; Wenzel et al., 2008), very little work has examined offenders' preferences for how justice should be restored.

In the current dissertation, I hypothesized that victims and offenders would frame injustice differently and would differ in how they believed justice should be restored. I

reasoned that victims and offenders would have different concerns as a result of three general motives (belongingness, self-enhancement, and self-interest), and that these concerns would explain the predicted differences in framing and restoration. I further predicted that the relationship between role and framing and role and restoration would be moderated by relationship quality. In my examination of role differences, I looked at hypothetical responses using a vignette methodology (Study 1), responses to real transgressions in romantic relationships of dating and married couples from both Brock University and the community (Study 2), and responses to real transgressions from a number of different kinds of relationships that people recalled on-line (Study 3).

Framing and Restoration

Role differences. In Studies 1 and 2, although the majority of results for role differences did not support predictions, a consistent pattern of results did emerge. Overall, offenders had higher scores compared to victims on almost all framing variables for which there was a significant role main effect. In addition, offenders were more likely than victims to endorse the majority of the proposed methods of restoration. A similar pattern occurred for Study 3. Furthermore, in Studies 1 and 2, when victims did score higher than offenders, it tended to be for variables that minimized the restoration of justice or that suggested the victim was partly at fault. These role differences are discussed in more detail in the following section.

In Studies 2 and 3, framing and restoration items were grouped according to restorative and retributive justice. Reconsideration of previous research (e.g., Stillwell & Baumeister, 1997) led me to predict that victims would endorse restorative justice for framing and restoration, whereas, offenders would endorse retributive justice. Results of

these analyses partially supported predictions, in that offenders had a greater tendency than victims to frame the event in terms of retributive justice in Study 2 and to endorse retributive and restoration justice in Studies 2 and 3. However, offenders were also higher on restorative framing in Study 2 and on restorative justice methods of restoration in Studies 2 and 3, consistent with the tendency for offenders to endorse many of the primary variables in these studies more than victims. Also, most of the victim-offender differences for restorative and retributive justice were qualified by higher-order interactions (modifier variables will be discussed in more details later in this general discussion).

Explanation of role differences. Although Study 1 did demonstrate differences between victims and offenders, primarily in how they thought justice should be restored, the differences were not in the predicted direction. It appeared as though victims had a dampened effect to the injustice. On the other hand, offenders endorsed a number of methods of restoration, more than did victims, including methods that would hurt the self (e.g., punishment and compensation). A possible explanation for these effects was the vignette methodology. It has been suggested that, although vignettes are a reasonable methodology, especially in situations where it is difficult to manipulate a variable (e.g., make someone transgress against someone else), responses to vignettes do not always mirror real life reactions (Lerner, 2003). In the case of this research, participants asked to take the role of the offender may have found it easy to strongly recommend several nontrivial ways in which justice should be restored, as the injustice did not hold any real consequences to them. On the other hand, participants asked to take the role of the victim

may not have experienced a reaction strong enough to elicit reactions similar to those of real life victims.

To address the question of methodology, Study 2 investigated role differences using real life transgressions. A methodology similar to one used by Mikula et al. (1998) was employed. For Study 2, couples came to the lab and recalled a time when they were the victim of an injustice within their relationship and a time when they caused an injustice. Each partner responded to questions from both perspectives. This methodology allowed for the examination of responses to a real life transgression, as well as responses from victims and offenders to the same event (thus controlling for individual differences in responses to injustice). Again, however, similar results were found as in Study 1. Offenders had a greater tendency than victims to endorse a number of ways of framing and restoring the injustice. Offenders did not always endorse concepts more than victims; however, offenders, for example, were more likely than victims to endorse items such as the offender should be punished, whereas, victims were more likely than offenders to suggest the victim should take responsibility for his/her role in the injustice. These responses demonstrate that both victims and offenders were being influenced by their partner's needs when responding to the injustice.

Indeed, although Study 2 used a superior methodology compared to Study 1, all participants in Study 2 rated their relationship as high in quality. This high relationship quality may have lead participants to take their partner's needs into account and, therefore, to demonstrate an other-serving or accommodating tendency when recalling the events.

In Study 3, I further explored the accommodating tendency found in the other studies. In Study 3 I collected data on various types of interpersonal relationships in order to obtain greater variability in relationship quality than in Study 2. Despite the change in methodology, a similar pattern of role effects was again found. Few differences existed for the framing variables (as was the case in Study 1), however, offenders endorsed almost all of the methods of restoration more than did victims, including, this time, a method reflecting minimal compensation (i.e., moving on quickly). In addition, interactions between role and relationship quality suggested that an accommodating style was stronger the higher quality the relationship (moderator variables, including relationship quality, are discussed at greater length in a later section). Across the three studies, which used different samples and methodologies, offenders in general appeared to have a greater tendency than victims to endorse many methods of restoration. These results do not support my original predictions regarding victim-offender differences in framing and restoration. The findings are also not consistent with past research on other victim-offender differences, a point I return to later in this discussion.

The unexpected effects of role in my studies indicate a need for further research. Two avenues for future research would be to examine framing and restoration immediately after an injustice has occurred. In the current dissertation, the majority of transgressions had been resolved (at least in Studies 2 and 3). It is possible that reactions to the events were influenced by the actions already taken on behalf of one's partner. A second avenue for future research would be to examine victims' and offenders' behavioural reactions to injustice. In the current studies, it may have been easy for offenders to endorse a host of methods of restoration, including accepting punishment;

however, when forced to take action they may be unlikely to support similar methods. It would also be interesting to investigate framing and restoration in response to injustice in non-interpersonal relationships, for example with victims and offenders of crime (when the victim and offender do not have a prior relationship).

Finally, there were a lot more significant effects found for restoration than framing. One possibility for this finding is it is easier for participants to think about how justice should be restored, than why an event is unfair. Future research should attempt to investigate other methodologies or items for assessing perceptions of *why* an event is perceived to be unfair.

Concerns

As previously discussed in the introduction, there are a number of core motives that influence people's behaviour (Fiske, 2004; Maslow, 1968; Walster et al., 1973). For the current dissertation, I chose to focus on belongingness, self-enhancement, and self-interest motives, and expected these motives to lead to different concerns for victims and offenders as a result of their role in the injustice.

In general, I predicted that victims would experience concerns related to being a valued member of their relationship (belongingness concerns), concerns about how others perceive them as a result of the injustice (self-enhancement concerns), and concerns related to missing out on something as a result of the injustice (self-interest concerns). Furthermore, I expected offenders to experience concerns related to future exclusion from the relationship (belongingness concerns), concerns about being a bad person and about self-esteem (self-enhancement concerns), and concerns related to ending up in a worse position as a result of restoring the injustice (self-interest concerns). I expected these

concerns to lead to the hypothesized methods of framing and restoration proposed in the introduction for victims and offenders.

Concerns were assessed in Studies 1 and 2. In Study 1, offenders reported greater concern than victims with poor self-esteem, ending up in a worse position, fear of punishment, and fear of revenge. Victims reported greater concern than offenders with loss of material resources or opportunities. In Study 2, offenders were more likely to report concern with self-enhancement, fear of punishment, and revenge, whereas, victims were more likely to report concern with devaluation of the relationship. Overall, these results did conform to predictions. Although my premise about the different concerns raised by an injustice for the victims versus offenders was, in part, supported, these differences did not lead to the role differences I expected.

One interesting avenue for future research would be to examine other possible motives/concerns that might give rise to victim-offender differences in reactions to injustice; for example, the desire to please others or the need to fulfill partners' needs (see Clark & Mills, 1979). The motives examined in this dissertation all focus around concerns related to the self. However, individuals experiencing an injustice in a close interpersonal relationship may be focused more on their partners' needs than their own, at least when determining why the event was unfair and when endorsing methods of restoration. This focus could provide a possible explanation for the results observed in Study 2 of this thesis. Even though victims and offenders experienced many of the concerns as predicted, these might not be the concerns that motivate behaviour within an interpersonal relationship. It would also be interesting to experimentally manipulate the various concerns in an attempt to alter victims' and offenders' responses to the injustice.

Restorative and Retributive Justice

With respect to restorative and retributive justice, results only supported hypotheses for offenders. However, offenders had a greater tendency to endorse retributive and restorative justice compared to victims, both with respect to framing the injustice and with respect to beliefs about how justice should be restored. As stated in the discussion to Study 2, these results may reflect an overall tendency for offenders to agree with ways of framing injustice and to endorse methods of restoring justice more than victims. Again, it would be valuable to investigate the preference for restorative and retributive justice further, potentially with a different sample. For example, victims and offenders of crime, not in a relationship, may exhibit very different patterns of results with respect to these variables.

Other Reactions to Injustice

In addition to framing and restoration, victims and offenders in Studies 2 and 3 were administered several measures of blame and responsibility related variables, similar to those in Mikula et al. (1998). Analyses of these items in Study 2 revealed that victims and offenders were both likely to accept blame and responsibility for their role in the injustice when given the opportunity, especially under certain conditions. The significant effects found in Study 3 were qualified by significant interactions with relationship quality, suggesting that a more accommodating style, at least by offenders, occurred as relationship quality increased, consistent with the accommodating style among the consistently high relationships in Study 2. These results are consistent with those found by Mikula and colleagues (Mikula et al., 1998), as the majority of their work demonstrates that victims tend to attribute less blame and responsibility to offenders

when relationship quality is high. Relationship quality will be discussed in more detail in the following section.

In Studies 1 and 2, I also investigated a number of emotions that have been found to be associated with reactions to injustice. The results found in my thesis conform to previous research. Overall, victims experienced greater anger than did offenders and offenders experienced greater guilt than did victims. Thus, although victims and offenders did not often frame injustice or endorse methods of restoration as originally hypothesized, they did seem to respond emotionally as I would have expected, both with respect to anger and guilt, and, as noted earlier, with respect to concerns.

Moderators of Role Differences

Relationship quality. I also investigated the interaction between role and relationship quality on framing and restoration. Previous research has demonstrated that people in satisfying close relationships are more likely to demonstrate a relationship bias when reacting to a partner's unfair behaviour, compared to people in unsatisfying, close relationships. More specifically, victims in satisfying relationships are more likely to attribute their partner's behaviour to extenuating circumstances, view the event as uncharacteristic of their partner, and exhibit greater forgiveness, than victims in unsatisfying relationships. Furthermore, offenders in satisfying close relationships are more likely to consider their partner's needs and want to restore justice, compared to offenders in unsatisfying close relationships (Kearns & Fincham, 2005; Mikula et al., 1998). Based on this research, I predicted differences in how victims and offenders would react to injustice as a function of relationship quality. I proposed that victims and offenders in a low quality relationship would demonstrate a self-serving tendency when

responding to the injustice, whereas those in a high-quality relationship would demonstrate less of a self-serving tendency, and perhaps an other-serving or accommodating tendency, when responding to the injustice.

Results involving relationship quality did partially support predictions. In Study 1, I used closeness of relationship—specifically, whether the victim and offender were friends or acquaintances as a proxy for relationship quality. There were very few interactions between role and the relationship manipulation. However, the interactions that did occur demonstrated that people in the close-relationship condition exhibited a greater other-serving tendency than did those in the less-close relationship condition, consistent with my reasoning. Perhaps the imperfect correspondence between relationship quality and the friends versus acquaintance manipulation accounted for the lack of predicted interactions involving the nature of the relationship. There is reason to believe that the absence or presence of a relationship (as in the friend vs. acquaintance manipulation in Study 1) is different than high or low relationship quality. The presence of a relationship, even a close relationship, does not guarantee that the relationship is of high quality.

For Studies 2 and 3 in the present thesis, relationship quality was operationalized as the self-reported closeness and quality of an existing relationship, similar to past research (Mikula et al., 1998). In Study 2, relationship quality ultimately could not be examined as there was a ceiling effect in relationship quality scores. As noted earlier, the general accommodating style found in Study 2 might have been due to these high scores, which would be consistent with my hypothesis regarding high quality relationships.

In Study 3, there was a much better distribution of relationship quality scores, and relationship quality did sometimes interact with role to predict framing and restoration.

Follow-up tests for these interactions were always in part consistent with my hypothesis. For framing, as relationship quality increased, victims had a lesser tendency to frame the unfairness in terms of devaluation cues, as well as in terms of restorative justice and retributive justice. For restoration, as relationship quality increased, offenders had a greater tendency to say that justice should be restored through recognition of the relationship/victim, apology, and a promise never to commit the transgression again: The same pattern occurred for resolving the injustice terms of restorative justice principles. Finally, an accommodating tendency (either for victims or offenders) was also found for some of the additional dependent variables in Study 3. As relationship quality increased, offenders had an increasing tendency to accept blame, and a decreasing tendency to see their behaviour as justified and to blame the other person. Also as relationship quality increased, victims gave less harsh ratings of the severity and unfairness of the event. Thus, there was some evidence in Study 3 of a more accommodating style for high quality relationships. As in Study 1, however, there were many dependent variables for which the interaction between role and relationship quality did not occur. In addition, I had also predicted that people in low quality relationships would show greater self-serving tendencies in the way they framed the injustice and thought justice should be restored. However, I found very little support for this notion in either Study 1 or Study 3 (i.e., the studies for which I could examine relationship quality).

The significant relationship quality results found in my thesis for framing and restoration are consistent with previous work by Kearns and Fincham (2005) on distortions in event recall, and work by Mikula et al. (1998) that examined attributions of blame and responsibility. Both lines of work demonstrated an other-serving tendency in

reaction to transgressions and unfairness when relationship quality was high. My work adds to the literature by now demonstrating this effect in the framing of an injustice and in how people believe justice should be restored.

An interesting avenue for future research would be to examine the interaction between role and relationship quality in response to different types of injustice, of varying severity. Other potential moderators of relationship quality effects could also be investigated, for example, the effect of status of the victim versus offender. In the current thesis, I assumed that the victim and offender were similar in status. I found that, as relationship quality increased, offenders had a greater tendency to endorse several of the proposed methods of restoration. However, this general effect may change if the offender is higher in status than the victim; for example, in an employee-employer relationship (see Heuer et al., 2007). In this case, although relationship quality may be high, the offender may not feel obligated to restore justice. In addition, a work environment is full of cues to prompt self-interest and self-preservation. This atmosphere may lead to greater self-serving tendencies in the framing and restoration of injustice than were found in the present studies, which, perhaps, would be mediated by the concerns I highlighted in my original reasoning.

Participant sex. Overall, the results of Study 2 demonstrated a number of unexpected significant interactions between role and the sex of the participant for framing and restoration variables (unfortunately, sex could not be examined in Studies 1 and 3). Although the pattern of these interactions for framing variables was inconsistent, there was a typical pattern for the restoration variables. Men more strongly endorsed several methods of restoration (including restorative and retributive justice) when they took the

perspective of the offender than when they took the perspective of the victim, suggesting that men were more motivated to restore justice or make things better as offenders than as victims. Women showed either no differences in how they thought justice should be restored as a function of their role as victim or offender, or they appeared to display a smaller difference compared to men. A possible explanation for this finding was the sex of the experimenter. Perhaps, the presence of a female experimenter, when men were recalling a time when the participant caused an injustice within his relationship, lead men to provide more desirable responses.

The results outlined in this section suggest that role differences in framing and restoring an injustice are influenced by considerations of sex. Although sex differences in resource allocation preferences have been examined in the distributive justice literature (see Major & Adams, 1983), to my knowledge, previous research has not examined sex differences with respect to framing injustice or preferences in how an injustice should be resolved. It would be valuable to follow up the sex differences in framing and restoration in future research.

Limitations

Although the current studies are among the first to examine how victims and offenders frame an injustice, and the first to examine how offenders (and not only victims) think justice should be restored, there were several limitations. First, as there was a general lack of previous research on how offenders think justice should be restored, it was at times difficult to find theory from which to derive predictions surrounding offenders' reactions. Based on the results found in this dissertation, there is clearly a great deal of work to be done in this area and a number of factors that may influence both

victim and offender responses to injustice have yet to be explored. Second, in developing the measures, a number of composite variables were produced that had lower than acceptable reliability. Further research needs to explore items that better represent the proposed constructs for framing and restoration. Third, although I used a number of different methods and samples, all examples of unfairness in these studies occurred within interpersonal relationships. Possibly the predictions made in this dissertation would have been supported had I examined victims and offenders in a different context; for example, if I had examined victims and offenders of crime. Fourth, the concerns that were proposed as explanations for victims' and offenders' reactions did not work well in explaining role differences. In the future, researchers will want to examine other explanations for role differences in reactions to injustice.

Contribution to the Field of the Psychology of Justice

My dissertation contributes to the field of the social psychology of justice in several ways. As already noted, my studies are the first to examine differences in how victims and offenders frame an injustice; that is, differences in why they perceive an event to be unfair. My studies are also the first to examine how both victims *and* offenders think justice should be restored. Although the three studies discussed in this dissertation did not support the primary hypotheses for role differences in framing and restoration, the significant results do demonstrate a relatively consistent pattern, as well as support for the predictions surrounding the hypothesized concerns. It is interesting that this pattern is different than findings in previous research on attributions of blame and responsibility and distortions in recall. Previous research has demonstrated a self-serving tendency in responses to injustice, whereas the results of my thesis demonstrated an

other-serving or accommodating tendency in responses to framing and restoration, even at times in the absence of high relationship quality. The accommodating responses found in the present thesis are important to investigate in future research.

The significant role by relationship quality interactions found in my thesis substantiate previous research on relationship quality showing that high quality relationships are characterized by other-serving tendencies. My work is the first to demonstrate this effect with respect to how injustice is framed and how people believe justice should be restored.

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Appendix A

Study 1 Consent Form

Date: March 1 2008
Project Title: Differences in the Perception of Justice

Principal Investigator: Leanne Gosse, PhD student
Department of Psychology
Brock University
(905) 688-5550 ext. 4680; lg01ab@brocku.ca

Faculty Supervisor: Carolyn Hafer, Professor
Department of Psychology
Brock University
(905) 688-5550 Ext. 4297; chafer@brocku.ca

INVITATION

You are invited to participate in a study. The purpose of this study is to understand how perceptions of justice and injustice can differ depending on the person.

WHAT'S INVOLVED

As a participant, you will be asked to read two scenarios, each describing an injustice. Following each scenario, you will be asked to complete a questionnaire that will assess how the scenario made you think or feel. Participation will take approximately 1 hour of your time.

POTENTIAL BENEFITS AND RISKS

Possible benefits of participation include knowledge of the research process. In addition, after I analyze my results you can contact me for information about my findings, which will provide insight into different perceptions of justice. Potential risks include discomfort resulting from thinking about an injustice. At the end of this form are a few contacts if you experience any negative feelings or discomfort as a result of completing this questionnaire and you would like to talk to someone further.

CONFIDENTIALITY

All records will be kept confidential. Your name will not be recorded on any of the data, and the consent form will be removed from the rest of the questionnaire and stored separate from the questionnaires in a locked filing cabinet. Data collected during this study will be kept for 5 years after publication and stored in a locked filing cabinet in a locked office at Brock University. Only Leanne Gosse, Carolyn Hafer and any research assistants trained and hired by Carolyn Hafer to work on this project will have access to these data.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study prior to submitting your questionnaire to the researcher without any penalty or loss of benefits to which you are entitled. Once the researcher receives your questionnaire, you are unable to withdraw, as your questionnaire is not associated with your name and there will be no way to identify which questionnaire is yours.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Leanne Gosse in June 2008 by contacting Leanne at lg01ab@brocku.ca.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (06-262). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

CONSENT FORM

I agree to participate in the study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time, prior to giving my questionnaire to the researcher. I understand that I should retain a copy of this consent form for my records.

Counselling contacts: Students can contact Brock's counselling services at: (905) 688-5550 ext. 3240 or 4225, or the Distress center of Niagara at (905) 658-3711.

- (check if applicable) **I am participating in this research project for 1 hour of research participation and will not receive monetary payment for my participation.**
- (check if applicable) **I am participating in this research project for \$10 and will not receive 1 hour of research participation.**

Name: _____ Signature: _____

Researcher Signature: _____ Date: _____

Thank you for your assistance in this project. Please keep a copy of this form for your records.

Appendix B

Study 1 Scenarios

(Job/Close relationship/victim condition)

Please take a few minutes and think of what it would be like if you were the victim of an injustice. Think of what it would feel like to have someone do something unfair to you. Next, read the following scenario as though you were the victim. Really try to put yourself in this situation as the person who has experienced an injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You and your **Best Friend** have both been going to university for about two years. You are having a hard time paying all of your bills, especially because your parents do not help you out with finances. Therefore, when you heard about a new campus job that gives preference to students in financial need you were very excited and applied immediately. In addition to showing preference to students in financial need, you were also excited because the job is a research job that will give you the experience needed to get a career in your field after graduation.

About a week or so after applying, you overhear your **Friend** talking to someone else about a new job she had and you ask about the job. Your **Friend** proceeds to tell you about the research job you had applied for. It turns out that when you told your **Friend** about the position, she decided to apply as well and she lied about her financial need on the application. You know your **Friend** has a scholarship that covers a large portion of her tuition and her parents pay the rest of her expenses. Your **Friend** also knows of your financial need.

(Job/Less-close relationship/victim condition)

Please take a few minutes and think of what it would be like if you were the victim of an injustice. Think of what it would feel like to have someone do something unfair to you. Next, read the following scenario as though you were the victim. Really try to put yourself in this situation as the person who has experienced an injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You and one of your **Classmates, who you don't know very well**, have both been going to university for about two years. You are having a hard time paying all of your bills, especially because your parents do not help you out with finances. Therefore, when you heard about a new campus job that gives preference to students in financial need you were very excited and applied immediately. In addition to showing preference to students in financial need, you were also excited because the job is a research job that will give you the experience needed to get a career in your field after graduation.

About a week or so after applying, you overhear your **Classmate** talking to someone else about a new job she had and you ask about the job. Your **Classmate** proceeds to tell you about the research job you had applied for. It turns out that when you told your **Classmate** about the position, she decided to apply as well and she lied about her financial need on the application. You know your **Classmate** has a scholarship that covers a large portion of her tuition and her parents pay the rest of her expenses. Your **Classmate** also knows of your financial need.

(Job/Close relationship/offender condition)

Please take a few minutes and think of what it would be like if you caused an injustice. Think of what it would feel like to do something unfair to someone else. Next, read the following scenario as though you were the offender. Really try to put yourself in this situation as the person who has caused the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You and your **Best Friend** have both been going to university for about two years. Your **Friend** is having a hard time paying all of her bills, especially because her parents do not help her out with finances. Therefore, when your **Friend** heard about a new campus job that gives preference to students in financial need she was very excited and applied immediately. In addition to showing preference to students in financial need, she was also excited because the job is a research job that will give her the experience needed to get a career in her field after graduation.

About a week or so after applying, your **Friend** overhears you talking to someone else about a new job you have and your **Friend** asks about the job. You proceed to tell your **Friend** about the research job she had applied for. It turns out that when your **Friend** told you about the position, you decided to apply as well, and you lied about your financial need on the application. Your friend knows that you have a scholarship that covers a large portion of your tuition and your parents pay the rest of your expenses. You also know of your **Friend's** financial need.

(Job/Less-close relationship/offender condition)

Please take a few minutes and think of what it would be like if you caused an injustice. Think of what it would feel like to do something unfair to someone else. Next, read the following scenario as though you were the offender. Really try to put yourself in this situation as the person who has caused the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You and one of your **Classmates, who you don't know very well**, have both been going to university for about two years. Your **Classmate** is having a hard time paying all of her bills, especially because her parents do not help her out with finances. Therefore, when your **Classmate** heard about a new campus job that gives preference to students in financial need she was very excited and applied immediately. In addition to showing preference to students in financial need, she was also excited because the job is a research job that will give her the experience needed to get a career in her field after graduation.

About a week or so after applying, your **Classmate** overhears you talking to someone else about a new job you have and your **Classmate** asks about the job. You proceed to tell your **Classmate** about the research job she had applied for. It turns out that when your **Classmate** told you about the position, you decided to apply as well, and you lied about your financial need on the application. Your friend knows that you have a scholarship that covers a large portion of your tuition and your parents pay the rest of your expenses. You also know of your **Classmate's** financial need.

(Job/Close relationship/neutral observer condition)

Please take a few minutes and think of what it would be like if you witnessed an injustice. Think of what it would feel like if you heard or saw someone do something unfair to someone else. Next, read the following scenario as though you were a neutral observer. Really try to put yourself in this situation as the person who witnessed the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

Someone at school tells you about an incident that occurred between two **best friends (Friend A and Friend B)**, neither of whom you know personally.

Both **Friends** have been going to university for about two years. One of the **Friends** is having a hard time paying all of her bills (**Friend A**), especially because her parents do not help her out with finances. Therefore, when she heard about a new campus job that gives preference to students in financial need she was very excited and applied immediately. In addition to showing preference to students in financial need, she was also excited because the job is a research job that will give her the experience needed to get a career in her field after graduation.

About a week or so after applying, **Friend A** overhears **Friend B** talking to someone else about a new job she has and **Friend A** asks about the job. **Friend B** proceeds to tell her about the research job she had applied for. It turns out that when **Friend A** told **Friend B** about the position, **Friend B** decided to apply as well, and she lied about her financial need on the application. **Friend A** knows **Friend B** has a scholarship that covers a large portion of her tuition, and her parents pay the rest of her expenses. **Friend B** also knew about **Friend A's** financial need.

(Job/Close relationship/neutral observer condition)

Please take a few minutes and think of what it would be like if you witnessed an injustice. Think of what it would feel like if you heard or saw someone do something unfair to someone else. Next, read the following scenario as though you were a neutral observer. Really try to put yourself in this situation as the person who witnessed the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

Someone at school tells you about an incident that occurred between two **Classmates (Classmate A and Classmate B)** who don't know each other well and neither of whom you know personally.

Both **Classmates** have been going to university for about two years. One of the **Classmates** is having a hard time paying all of her bills (**Classmate A**), especially because her parents do not help her out with finances. Therefore, when she heard about a new campus job that gives preference to students in financial need she was very excited and applied immediately. In addition to showing preference to students in financial need, she was also excited because the job is a research job that will give her the experience needed to get a career in her field after graduation.

About a week or so after applying **Classmate A** overhears **Classmate B** talking to someone else about a new job she has and **Classmate A** asks about the job. **Classmate B** proceeds to tell her about the research job she had applied for. It turns out that when **Classmate A** told **Classmate B** about the position, **Classmate B** decided to apply as well, and she lied about her financial need on the application. **Classmate A** knows **Classmate B** has a scholarship that covers a large portion of her tuition, and her parents pay the rest of her expenses. **Classmate B** also knew about **Classmate A's** financial need.

(Concert/Close relationship/victim condition)

Please take a few minutes and think of what it would be like if you were the victim of an injustice. Think of what it would feel like to have someone do something unfair to you. Next, read the following scenario as though you were the victim. Really try to put yourself in this situation as the person who has experienced an injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You were in class on a Friday afternoon and happened to mention to your **Best Friend** sitting beside you that you wish you could have gotten tickets for the upcoming battle of the bands at the university pub on Saturday night, but they were sold out the week before. Your **Friend** mentions that she may be able to get tickets because she knows someone who is selling two. After class your **Friend** e-mails the person she knows who is selling the tickets and finds out they are still available. Your **Friend** makes plans to pick the tickets up the next day and then she e-mails you to tell you she will pick you up at 8:00 the next night for the concert. Later that night when your **Friend** goes out to the bar, she runs into someone she has had a crush on for a few months. As your **Friend** is talking to this person, the battle of the bands comes up and the person your **Friend** has a crush on mentions that he would love to go with her if he could get tickets. Your **Friend** makes the decision to take the person she has a crush on instead of you. The following evening your **Friend** calls to tell you the tickets fell through. Later in the week, you hear from someone at school that she saw your **Friend** at the concert with the guy she had a crush on.

(Concert/Less-close relationship/victim condition)

Please take a few minutes and think of what it would be like if you were the victim of an injustice. Think of what it would feel like to have someone do something unfair to you. Next, read the following scenario as though you were the victim. Really try to put yourself in this situation as the person who has experienced an injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You were in class on a Friday afternoon and happened to mention to your **Classmate** sitting beside you, who you don't know very well, that you wish you could have gotten tickets for the upcoming battle of the bands at the university pub on Saturday night, but they were sold out the week before. Your **Classmate** mentions that she may be able to get tickets because she knows someone who is selling two. After class your **Classmate** e-mails the person she knows who is selling the tickets and finds out they are still available. Your **Classmate** makes plans to pick the tickets up the next day and then she e-mails you to tell you she will pick you up at 8:00 the next night for the concert. Later that night when your **Classmate** goes out to the bar, she runs into someone she has had a crush on for a few months. As your **Classmate** is talking to this person, the battle of the bands comes up and the person your **Classmate** has a crush on mentions that he would love to go with her if he could get tickets. Your **Classmate** makes the decision to take the person she has a crush on instead of you. The following evening your **Classmate** calls to tell you the tickets fell through. Later in the week, you hear from someone at school that she saw your **Classmate** at the concert with the guy she had a crush on.

(Concert/Close relationship/offender condition)

Please take a few minutes and think of what it would be like if you caused an injustice. Think of what it would feel like to do something unfair to someone else. Next, read the following scenario as though you were the offender. Really try to put yourself in this situation as the person who has caused the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You were in class on a Friday afternoon and your **Best Friend** who was sitting beside you happened to mention that she wished she could have gotten tickets for the upcoming battle of the bands at the university pub on Saturday night, but they were sold out the week before. You mention to your **Friend** that you may be able to get tickets because you know someone who is selling two. After class you e-mail the person you know who is selling the tickets and find out they are still available. You make plans to pick the tickets up the next day and e-mail your **Friend** to tell her you will pick her up at 8:00 the next night for the concert. Later that night when you go out to the bar, you run into someone you have had a crush on for a few months. As you are talking to this person, the battle of the bands comes up and the person you have a crush on mentions that he would love to go with you if he could get tickets. You make the decision to take the person you have a crush on instead of your **Friend**. The following evening you call your **Friend** to tell her the tickets fell through. Later in the week, your **Friend** hears from someone at school that you were seen at the concert with the guy you have a crush on.

(Job/Less-close relationship/offender condition)

Please take a few minutes and think of what it would be like if you caused an injustice. Think of what it would feel like to do something unfair to someone else. Next, read the following scenario as though you were the offender. Really try to put yourself in this situation as the person who has caused the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

You were in class on a Friday afternoon and your **Classmate** who was sitting beside you, who you don't know very well, happened to mention that she wished she could have gotten tickets for the upcoming battle of the bands at the university pub on Saturday night, but they were sold out the week before. You mention to your **Classmate** that you may be able to get tickets because you know someone who is selling two. After class you e-mail the person you know who is selling the tickets and find out they are still available. You make plans to pick the tickets up the next day and e-mail your **Classmate** to tell her you will pick her up at 8:00 the next night for the concert. Later that night when you go out to the bar, you run into someone you have had a crush on for a few months. As you are talking to this person, the battle of the bands comes up and the person you have a crush on mentions that he would love to go with you if he could get tickets. You make the decision to take the person you have a crush on instead of your **Classmate**. The following evening you call your **Classmate** to tell her the tickets fell through. Later in the week, your **Classmate** hears from someone at school that you were seen at the concert with the guy you have a crush on.

(Job/Close relationship/neutral observer condition)

Please take a few minutes and think of what it would be like if you witnessed an injustice. Think of what it would feel like if you heard or saw someone do something unfair to someone else. Next, read the following scenario as though you were a neutral observer. Really try to put yourself in this situation as the person who witnessed the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

Someone at school tells you about an incident that occurred between two best friends (**Friend A** and **Friend B**), neither of whom you know personally.

The two friends were sitting beside each other in class on a **Friday** afternoon and one **Friend (Friend A)** mentioned to the other that she wished she could have gotten tickets for the upcoming battle of the bands at the university pub on Saturday night, but they were sold out the week before. The other **Friend (Friend B)** mentions that she may be able to get tickets because she knows someone who is selling two. After class **Friend B** e-mails the person she knows who is selling the tickets and finds out they are still available. She makes plans to pick the tickets up the next day and e-mails **Friend A** to tell her that she will pick her up at 8:00 the next night for the concert. Later that night when **Friend B**, who got the tickets, goes out to the bar, she runs into someone she has had a crush on for a few months. As **Friend B** is talking to this person, the battle of the bands comes up and the person she has a crush on mentions that he would love to go with her if he could get tickets. **Friend B** makes the decision to take the person she has a crush on instead of her friend. The following evening **Friend B** calls **Friend A** to tell her the tickets fell through. Later in the week, **Friend A** hears from someone at school that her friend was seen at the concert with the guy she has a crush on.

(Job/Less-close relationship/neutral observer condition)

Please take a few minutes and think of what it would be like if you witnessed an injustice. Think of what it would feel like if you heard or saw someone do something unfair to someone else. Next, read the following scenario as though you were a neutral observer. Really try to put yourself in this situation as the person who witnessed the injustice and answer the following questionnaire as accurately and honestly as possible. There are no right or wrong answers.

Someone at school tells you about an incident that occurred between two **Classmates** (**Classmate A** and **Classmate B**) who don't know each other well and neither of whom you know personally).

The two classmates were sitting beside each other in class on a Friday afternoon and one classmate (**Classmate A**) mentioned to the other that she wished she could have gotten tickets for the upcoming battle of the bands at the university pub on Saturday night, but they were sold out the week before. The other **Classmate** (**Classmate B**) mentions that she may be able to get tickets because she knows someone who is selling two. After class **Classmate B** e-mails the person she knows who is selling the tickets and finds out they are still available. She makes plans to pick the tickets up the next day and e-mails **Classmate A** to tell her that she will pick her up at 8:00 the next night for the concert. Later that night when **Classmate B**, who got the tickets, goes out to the bar, she runs into someone she has had a crush on for a few months. As **Classmate B** is talking to this person, the battle of the bands comes up and the person she has a crush on mentions that he would love to go with her if he could get tickets. **Classmate B** makes the decision to take the person she has a crush on instead of her **Classmate**. The following evening **Classmate B** calls **Classmate A** to tell her the tickets fell through. Later in the week,

Classmate A hears from someone at school that her **Classmate** was seen at the concert with the guy she has a crush on.

Appendix C

Reactions to Injustice Questionnaire -victim

Now that you have read the scenario and have considered how you would feel and react if you were the **victim** please answer the following questions. While completing this questionnaire please answer the items as though you were **actually the victim in the scenario, and this injustice happened to you**. Please answer the questions as honestly as possible and consider the role of **the victim** throughout the entire questionnaire.

1. What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?

2. Now that something unfair has happened, what can be done to make things fair?

Please circle on a scale from 1-7 how much each of the following statements represent why you consider the event in the scenario to be an example of injustice or unfairness. You may think there are many reasons why the event is unfair or only one reason, but please consider each question on its own. Again, you are asked to take the perspective of the **victim** in the scenario and answer the questions as though the **injustice actually happened to you**.

	Definitely not why it is unfair							Definitely why it is unfair
1. What happened is unfair because the offender did something that most people would agree she shouldn't have done	1	2	3	4	5	6	7	7
2. What happened is unfair because the offender's actions were wrong	1	2	3	4	5	6	7	7
3. What happened is unfair because the offender was deceitful	1	2	3	4	5	6	7	7
4. What happened is unfair because it shows that the offender doesn't care about her relationship with me	1	2	3	4	5	6	7	7
5. What happened is unfair because the offender violated my trust in our relationship	1	2	3	4	5	6	7	7
6. What happened is unfair because I did not deserve the way I was treated by the offender	1	2	3	4	5	6	7	7
7. What happened is unfair because I look bad in the eyes of others	1	2	3	4	5	6	7	7
8. What happened is unfair because it shows that the offender doesn't think I am worth being treated well	1	2	3	4	5	6	7	7
9. What happened is unfair because I have now lost something I wanted	1	2	3	4	5	6	7	7
10. What happened is unfair partly because of me	1	2	3	4	5	6	7	7

	Strongly Disagree							Strongly Agree
11. What happened is unfair, but it was an isolated incident	1	2	3	4	5	6		7
12. What happened is unfair, but the offender has a good reason why it happened	1	2	3	4	5	6		7
13. What happened is unfair, but I didn't suffer much	1	2	3	4	5	6		7

Please circle on a scale from 1-7 how you think justice or fairness can be restored in the scenario you read; that is, what should be done **to make things more fair**? Again, you are asked to take the perspective of **the victim** in the scenario and answer the questions as though the injustice **actually happened to you**.

	Definitely would <i>not</i> help make things fair							Definitely would help make things fair
	1	2	3	4	5	6	7	
1. In order to make things fair the offender should give me a sincere apology	1	2	3	4	5	6	7	
2. In order to make things fair the offender should make an effort to understand how I felt after the injustice	1	2	3	4	5	6	7	
3. In order to make things fair I should take responsibility for my part in causing the injustice	1	2	3	4	5	6	7	
4. In order to make things fair I want the offender to explain the circumstances that led to her behaviour	1	2	3	4	5	6	7	
5. In order to make things fair the offender should be punished for her actions	1	2	3	4	5	6	7	
6. In order to make things fair the offender should show me respect	1	2	3	4	5	6	7	
7. In order to make things fair the offender should give me a full confession of what she did	1	2	3	4	5	6	7	
8. In order to make things fair the offender should demonstrate that she thinks I am a worthwhile person	1	2	3	4	5	6	7	
9. In order to make things fair the offender should promise never to commit the injustice again	1	2	3	4	5	6	7	
10. In order to make things fair the injustice should be solved quickly so we can move on	1	2	3	4	5	6	7	
11. In order to make things fair the offender should compensate me for any losses	1	2	3	4	5	6	7	

	Definitely would <i>not</i> help make things fair						Definitely would help make things fair
12. In order to make things fair the offender should demonstrate that our relationship is important to her	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
13. There is nothing that can be done to make things fair	1	2	3	4	5	6	7
14. In order to make things fair the offender should to do what is needed , but no more	1	2	3	4	5	6	7

Please circle on a scale from 1-7 how concerned you would be about each of the following. Again, you are asked to take the perspective of the **victim** in the scenario and answer the questions as though the injustice **actually happened to you**.

	Not at all Concerned							Extremely Concerned
1. I feel bad about myself after what has happened	1	2	3	4	5	6	7	7
2. I am concerned that I will be punished	1	2	3	4	5	6	7	7
3. I am concerned that I will end up in a worse position by trying to make things fair	1	2	3	4	5	6	7	7
4. I am concerned that I missed out on something I really wanted	1	2	3	4	5	6	7	7
5. I am concerned that my friend does not consider our relationship important	1	2	3	4	5	6	7	7
6. I am concerned that my friend does not consider fairness important in our relationship	1	2	3	4	5	6	7	7
7. I am concerned that my friend does not think well of me	1	2	3	4	5	6	7	7
8. I am concerned that I have been excluded from my group of friends	1	2	3	4	5	6	7	7
9. I am concerned that my group of friends do not consider fairness important in our relationship	1	2	3	4	5	6	7	7
10. I am concerned that my group of friends do not think well of me	1	2	3	4	5	6	7	7

	Not at all Concerned							Extremely Concerned
11. I am concerned that, in the future , my friend will not consider fairness important in our relationship	1	2	3	4	5	6		7
12. I am concerned that, in the future , my friend will not consider our relationship important	1	2	3	4	5	6		7
13. I am concerned that, in the future , my friend will not think well of me	1	2	3	4	5	6		7
14. I am concerned that, in the future , my friend will want to get back at me	1	2	3	4	5	6		7
15. I am concerned that, in the future , my group of friends will not consider fairness important in our relationship	1	2	3	4	5	6		7
16. I am concerned that, in the future , my group of friends will not consider our relationship important	1	2	3	4	5	6		7
17. I am concerned that, in the future , my group of friends will not think well of me	1	2	3	4	5	6		7
18. I am concerned that, in the future , my group of friends will want to get back at me	1	2	3	4	5	6		7

Please circle on a scale from 1-7 the extent to which the injustice in the scenario would make you feel any of the following emotional reactions. Again, you are asked to take the perspective of the **victim** in the scenario and answer the questions as though the injustice **actually happened to you**.

	Not at all							Extremely
1. Guilty	1	2	3	4	5	6	7	7
2. Ashamed	1	2	3	4	5	6	7	7
3. Angry	1	2	3	4	5	6	7	7
4. Regretful	1	2	3	4	5	6	7	7
5. Hurt	1	2	3	4	5	6	7	7
6. Disgusted	1	2	3	4	5	6	7	7
7. Amused	1	2	3	4	5	6	7	7

Please answer the following questions as honestly as possible

1. How much did you identify with the victim?

Not at all A Great Deal

1 2 3 4 5 6 7

2. How much did you identify with the offender?

Not at all A Great Deal

1 2 3 4 5 6 7

3. What was the victim's relationship to the offender?

4. What perspective were you asked to take while answering the questions about the scenario?

Year at Brock _____

Age _____

Sex _____

Thank you for your time!

List of Items for each Dependent Variable

Framing: Devaluation Cues (Items 4, 5, 6, 8); Look Unworthy (Item 7); Material Resources or Opportunities Lost (Item 9); Norm Violation (Items 1, 2, 3); Downplay Event (Items 11, 12, 13); Victim Responsibility (Item 10)

Restoration: Recognition of Relationship/event/victim (Items 1, 2, 4, 6, 7, 8, 9, 12); Compensation (Item 11); Move on Quickly (Item 10); Nothing Can be Done (Item 13); Victim Accept Responsibility (Item 3); Minimal Compensation (Item 14); Punishment of Offender (Item 5)

Concerns: Present and Future Devaluation (Items 5, 6, 8, 9, 11, 12, 15, 16); Poor Self-image (Items 7, 10, 13, 17); Poor Self-Esteem (Item 1); Loss of Material Resources or Opportunities (Item 4); Worse Position (Item 3); Fear of Punishment (item 2); Fear of Revenge (Items 14, 18)

Reactions to Injustice Questionnaire - Offender

Now that you have read the scenario and have considered how you would feel and react if you were the **offender** please answer the following questions. While completing this questionnaire please answer the items as though you were **actually the offender in the scenario**, and this **injustice was caused by you**. Please answer the questions as honestly as possible and consider the role of the **offender** throughout the entire questionnaire.

1. What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?

2. Now that something unfair has happened, what can be done to make things fair?

Please circle on a scale from 1-7 how much each of the following statements represent why you consider the event in the scenario to be an example of injustice or unfairness. You may think there are many reasons why the event is unfair or only one reason, but please consider each question on its own. Again, you are asked to take the perspective of the **offender** in the scenario and answer the questions as though the injustice was **actually caused by you**.

	Definitely not why it is unfair							Definitely why it is unfair
1. What happened is unfair because I did something that most people agree I shouldn't have done	1	2	3	4	5	6	7	7
2. What happened is unfair because my actions were wrong	1	2	3	4	5	6	7	7
3. What happened is unfair because I was deceitful	1	2	3	4	5	6	7	7
4. What happened is unfair because it shows that I don't care about my relationship with the victim	1	2	3	4	5	6	7	7
5. What happened is unfair because I violated the victim's trust in our relationship	1	2	3	4	5	6	7	7
6. What happened is unfair because the victim did not deserve the way I treated her	1	2	3	4	5	6	7	7
7. What happened is unfair because the victim looks bad in the eyes of others	1	2	3	4	5	6	7	7
8. What happened is unfair because it shows that I don't think the victim is worth being treated well	1	2	3	4	5	6	7	7
9. What happened is unfair because the victim has now lost something she wanted	1	2	3	4	5	6	7	7
10. What happened is unfair partly because of the victim	1	2	3	4	5	6	7	7

	Strongly Disagree							Strongly Agree
11. What happened is unfair, but it was an isolated incident	1	2	3	4	5	6		7
12. What happened is unfair, but I have a good reason why it happened	1	2	3	4	5	6		7
13. What happened is unfair, but the victim didn't suffer much	1	2	3	4	5	6		7

Please circle on a scale from 1-7 how you think justice can be restored in the scenario you read; that is, what should be done **to make things more fair**? Again, you are asked to take the perspective of the offender in the scenario and answer the questions as though the injustice was **actually caused by you**.

	Definitely would <i>not</i> help make things fair							Definitely would help make things fair
1. In order to make things fair I should give the victim a sincere apology	1	2	3	4	5	6	7	7
2. In order to make things fair I should make an effort to understand how the victim felt after the injustice	1	2	3	4	5	6	7	7
3. In order to make things fair the victim should take responsibility for her part in causing the injustice	1	2	3	4	5	6	7	7
4. In order to make things fair I want to explain the circumstances that lead to my behaviour	1	2	3	4	5	6	7	7
5. In order to make things fair I should be punished for my actions	1	2	3	4	5	6	7	7
6. In order to make things fair I should show the victim respect	1	2	3	4	5	6	7	7
7. In order to make things fair I should give the victim a full confession of what I did	1	2	3	4	5	6	7	7
8. In order to make things fair I should demonstrate that I think the victim is a worthwhile person	1	2	3	4	5	6	7	7
9. In order to make things fair I should promise to never to commit the injustice again	1	2	3	4	5	6	7	7
10. In order to make things fair the injustice should be solved quickly so we can move on	1	2	3	4	5	6	7	7
11. In order to make things fair I should compensate the victim for any losses	1	2	3	4	5	6	7	7

	Definitely would <i>not</i> help make things fair							Definitely would help make things fair
12. In order to make things fair I should demonstrate that our relationship is important to me	1	2	3	4	5	6	7	

	Strongly Disagree							Strongly Agree
13. There is nothing that can be done to make things fair	1	2	3	4	5	6	7	

14. In order to make things fair I should do what is needed, but no more	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

Please circle on a scale from 1-7 how concerned you would be about each of the following. Again, you are asked to take the perspective of the **offender** in the scenario and answer the questions as though **you actually caused the injustice**.

	Not at all Concerned							Extremely Concerned
	1	2	3	4	5	6	7	
1. I feel bad about myself after what has happened	1	2	3	4	5	6	7	
2. I am concerned that I missed out on something I really wanted	1	2	3	4	5	6	7	
3. I am concerned that I will be punished	1	2	3	4	5	6	7	
4. I am concerned that I will end up in a worse position by trying to make things fair	1	2	3	4	5	6	7	
5. I am concerned that my friend does not consider our relationship important.	1	2	3	4	5	6	7	
6. I am concerned that my friend does not consider fairness important in our relationship	1	2	3	4	5	6	7	
7. I am concerned that my friend does not think well of me	1	2	3	4	5	6	7	
8. I am concerned that I have been excluded from my group of friends	1	2	3	4	5	6	7	
9. I am concerned that my group of friends do not consider fairness important in our relationship	1	2	3	4	5	6	7	
10. I am concerned that my group of friends do not think well of me	1	2	3	4	5	6	7	

	Not at all Concerned						Extremely Concerned
11. I am concerned that, in the future , my friend will not consider fairness important in our relationship	1	2	3	4	5	6	7
12. I am concerned that, in the future , my friend will not consider our relationship important	1	2	3	4	5	6	7
13. I am concerned that, in the future , my friend will not think well of me	1	2	3	4	5	6	7
14. I am concerned that, in the future , my friend will want to get back at me	1	2	3	4	5	6	7
15. I am concerned that, in the future , my group of friends will not consider fairness important in our relationship	1	2	3	4	5	6	7
16. I am concerned that, in the future , my friends will not consider our relationship important	1	2	3	4	5	6	7
17. I am concerned that, in the future , my group of friends will not think well of me	1	2	3	4	5	6	7
18. I am concerned that, in the future , my group of friends will want to get back at me	1	2	3	4	5	6	7

Please circle on a scale from 1-7 the extent to which the injustice in the scenario would make you feel any of the following emotional reactions. Again, you are asked to take the perspective of the offender in the scenario and answer the questions as though you **actually caused** the injustice.

	Not at all						Extremely
1. Guilty	1	2	3	4	5	6	7
2. Ashamed	1	2	3	4	5	6	7
3. Angry	1	2	3	4	5	6	7
4. Regretful	1	2	3	4	5	6	7
5. Hurt	1	2	3	4	5	6	7
6. Disgusted	1	2	3	4	5	6	7
7. Amused	1	2	3	4	5	6	7

Please answer the following questions as honestly as possible

1. How much did you identify with the victim?

Not at all

A Great Deal

1 2 3 4 5 6 7

2. How much did you identify with the offender?

Not at all

A Great Deal

1 2 3 4 5 6 7

3. What was the victim's relationship to the offender?

4. What perspective were you asked to take while answering the questions about the scenario?

Year at Brock _____

Age _____

Sex _____

Thank you for your time!

Reactions to Injustice Questionnaire – Neutral Observer

Now that you have read the scenario and have considered how you would feel and react as a **neutral observer** please answer the following questions. While completing this questionnaire please answer the items as though you were actually **hearing** about the injustice. Please answer the questions as honestly as possible and consider the role of a **neutral observer** throughout the entire questionnaire.

1. What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?

2. Now that something unfair has happened, what can be done to make things fair?

Please circle on a scale from 1-7 how much each of the following statements represent why you consider the event in the scenario to be an example of injustice or unfairness. You may think there are many reasons why the event is unfair or only one reason, but please consider each question on its own. Again, you are asked to take the perspective of a **neutral observer** and answer the questions as **though the injustice actually happened**.

	Definitely <i>not</i> why it is unfair							Definitely why it is unfair
1. What happened is unfair because the offender did something that most people would agree shouldn't have been done	1	2	3	4	5	6	7	7
2. What happened is unfair because the offender's actions were wrong	1	2	3	4	5	6	7	7
3. What happened is unfair because the offender was deceitful	1	2	3	4	5	6	7	7
4. What happened is unfair because it shows that the offender doesn't care about her relationship with the victim	1	2	3	4	5	6	7	7
5. What happened is unfair because the offender violated the victim's trust in their relationship	1	2	3	4	5	6	7	7
6. What happened is unfair because the victim did not deserve the way she was treated by the offender	1	2	3	4	5	6	7	7
7. What happened is unfair because the victim looks bad in the eyes of others	1	2	3	4	5	6	7	7
8. What happened is unfair because it shows that the offender doesn't think the victim is worth being treated well	1	2	3	4	5	6	7	7
9. What happened is unfair because the victim has now lost something she wanted	1	2	3	4	5	6	7	7
10. What happened is unfair partly because of the victim	1	2	3	4	5	6	7	7

	Strongly Disagree							Strongly Agree
11. What happened is unfair, but it was an isolated incident	1	2	3	4	5	6		7
12. What happened is unfair, but the offender has a good reason why it happened	1	2	3	4	5	6		7
13. What happened is unfair, but the victim didn't suffer much	1	2	3	4	5	6		7

Please circle on a scale from 1-7 how you think justice or fairness can be restored in the scenario you read; that is, what should be done **to make things more fair**? Again, you are asked to take the perspective of a **neutral observer** and answer the questions as though the **injustice actually happened**.

		Definitely would <i>not</i> help make things fair					Definitely would help make things fair	
		1	2	3	4	5	6	7
1.	In order to make things fair the offender should give the victim a sincere apology	1	2	3	4	5	6	7
2.	In order to make things fair the offender should make an effort to understand how the victim felt after the injustice	1	2	3	4	5	6	7
3.	In order to make things fair the victim should take responsibility for her part in causing the injustice	1	2	3	4	5	6	7
4.	In order to make things fair I want the offender to explain the circumstances that lead to her behaviour	1	2	3	4	5	6	7
5.	In order to make things fair the offender should be punished for her actions	1	2	3	4	5	6	7
6.	In order to make things fair the offender should show the victim respect	1	2	3	4	5	6	7
7.	In order to make things fair the offender should give the victim a full confession of what she did	1	2	3	4	5	6	7
8.	In order to make things fair the offender should demonstrate that she thinks the victim is a worthwhile person	1	2	3	4	5	6	7
9.	In order to make things fair the offender should promise never to commit the injustice again	1	2	3	4	5	6	7
10.	In order to make things fair the injustice should be solved quickly so the victim and offender can move on	1	2	3	4	5	6	7
11.	In order to make things fair the offender should compensate the victim for any losses	1	2	3	4	5	6	7

	Definitely would <i>not</i> help make things fair						Definitely would help make things fair
12. In order to make things fair the offender should demonstrate that her relationship with the victim is important	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
13. There is nothing that can be done to make things fair	1	2	3	4	5	6	7
14. In order to make things fair the offender should do what is needed, but no more	1	2	3	4	5	6	7

Please circle on a scale from 1-7 the extent to which the injustice in the scenario would make you feel any of the following emotional reactions. Again, you are asked to take the perspective of a **neutral observer** and answer the questions as though the injustice **actually happened**.

	Not at all							Extremely
1. Guilty	1	2	3	4	5	6	7	7
2. Ashamed	1	2	3	4	5	6	7	7
3. Angry	1	2	3	4	5	6	7	7
4. Regretful	1	2	3	4	5	6	7	7
5. Hurt	1	2	3	4	5	6	7	7
6. Disgusted	1	2	3	4	5	6	7	7
7. Amused	1	2	3	4	5	6	7	7

Please answer the following questions as honestly as possible

1. How much did you identify with the victim?

Not at all

A Great Deal

1

2

3

4

5

6

7

2. How much did you identify with the offender?

Not at all

A Great Deal

1

2

3

4

5

6

7

3. What was the victim's relationship to the offender?

4. What perspective were you asked to take while answering the questions about the scenario?

Year at Brock _____

Age _____

Sex _____

Thank you for your time!

Appendix D

Study 2 Consent Form

Date: Jan 14 2009
Project Title: Perceptions of Justice in Interpersonal Relationships

Principal Student Investigator: Leanne Gosse, PhD student
Department of Psychology
Brock University
(905) 688-5550 ext. 4680; lg01ab@brocku.ca

Faculty Supervisor: Carolyn Hafer, Professor
Department of Psychology
Brock University
(905) 688-5550 Ext. 4297; chafer@brocku.ca

INVITATION

You are invited to participate in a study. The purpose of this study is to understand how individuals react to unfairness within a romantic relationship.

WHAT'S INVOLVED

As participants, you and your partner will be asked to write down, on your own, at least two times when you treated your partner unfairly and two times when your partner treated you unfairly. The researcher will read your written events and mention at least some of these events to your partner by naming a few key words. The researcher will ask you both to complete questionnaires, again on your own, that will assess how the events recalled make you think or feel. The events recalled will be ones for which your partner would agree with you that he/she treated you unfairly, or that he/she was unfairly treated. The events you recall will also be ones you think your partner will be willing to answer questions about in this session. You and your partner will not see one another's written accounts of the events or one another's answers to the questions. In addition, you and your partner will be asked to recall a time when your partner did something positive within your relationship. Participation will take approximately 60-90 minutes of your time.

POTENTIAL BENEFITS AND RISKS

Possible benefits of participation include knowledge of the research process. In addition, after I analyze my results you can contact me for information about my findings, which will provide insight into perceptions of justice. Potential risks include discomfort resulting from recalling and thinking about unfairness within your relationship. In addition, you may experience some discomfort in your relationship as a result of recalling examples of unfairness. Provided in your debriefing form, will be a few contacts if you experience any negative feelings or discomfort as a result of completing this questionnaire and you would like to talk to someone further.

CONFIDENTIALITY

All records will be kept confidential, with the exception of child abuse. If you or your partner recall having engaged in child abuse as an example of unfairness within your relationship, the researcher is obligated to report the abuse by law. Your name will not be recorded on any of the data, and the consent form will be removed from the rest of the questionnaire and stored separate from the questionnaires in a locked filing cabinet. The only data by which you may be identified is the written recollections of unfairness you provide. Only the researcher collecting data (Leanne Gosse) will have access to these. Once these events are coded, they will be stored separately from your questionnaires. Data collected during this study will be kept for 5 years after publication and stored in a locked filing cabinet in a locked office at Brock University. Only Leanne Gosse, Carolyn Hafer and any research assistants trained and hired by Carolyn Hafer to work on this project will have access to these data.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw your data from this study for up to seven days after your participation by contacting the researcher by phone or e-mail and providing them with the code you will be given upon completion. Withdrawal from this study will not result in any penalty or loss of benefits to which you are entitled. Once the researcher receives your questionnaire, you are unable to withdraw, as your questionnaire is not associated with your name and there will be no way to identify which questionnaire is yours.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Leanne Gosse in August 2009 by contacting Leanne at lg01ab@brocku.ca.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (08-140). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

CONSENT FORM

I agree to participate in the study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time, prior to giving my questionnaire to the researcher. I understand that I should retain a copy of this consent form for my records.

Counselling contacts: Students can contact Brock's counselling services at: (905) 688-5550 ext. 3240 or 4225. Students and community members can contact the Distress center of Niagara at (905) 658-3711.

(check if applicable) **I am participating in this research project for \$20 and will not receive 2 hours of research participation.**

(check if applicable) **I am participating in this research project for 2 hours of research participation and will not receive monetary payment for my participation.**

Name: _____ Signature: _____

E-mail _____

Researcher Signature: _____ Date: _____

Thank you for your assistance in this project. Please keep a copy of this form for your records.

Appendix E

Reactions to Injustice Questionnaire Revised - Victim

Demographics

1. How long have you been in a relationship with your partner?

Years _____ Months _____

2. Please rate on a seven point scale the quality of your relationship with your partner

Not at all positive

Extremely positive

1

2

3

4

5

6

7

3. Please rate on a seven point scale how close you are with your partner

Not at all close

Extremely close

1

2

3

4

5

6

7

4. Year at Brock _____

5. Age _____

6. Sex _____

(Section 1) Now that you have recalled a time when your partner did something unfair within your relationship and have considered how you felt and reacted please answer the following questions as honestly as possible. Please provide as much detail as you can.

1. What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?

2. Was the event you recalled resolved?

Definitely not resolved

Definitely resolved

1

2

3

4

5

6

7

3. Regardless of whether or not the event has been resolved please describe in as much detail as possible how you think justice should have been restored. This could involve action on behalf of the victim, a third party, you, etc.

(Section 2) Please circle on a scale from 1-7 how much each of the following statements represent why you consider the event you recalled to be an example of an injustice or unfairness. You may think there are many reasons why the event is unfair or only one reason, but please consider each question on its own and answer it independently from the rest.

	Definitely not why it is unfair							Definitely why it is unfair
	1	2	3	4	5	6	7	
1. What happened is unfair <i>because</i> my partner did something that most people would agree he/she should not have done	1	2	3	4	5	6	7	
2. What happened is unfair <i>because</i> it suggests that my partner doesn't care about his/her relationship with me	1	2	3	4	5	6	7	
3. What happened is unfair <i>because</i> I did not deserve the way I was treated by my partner	1	2	3	4	5	6	7	
4. What happened is unfair <i>because</i> I look bad in the eyes of others as a result of my partner's actions	1	2	3	4	5	6	7	
5. What happened is unfair <i>because</i> I have now lost something I wanted	1	2	3	4	5	6	7	
6. What happened is unfair <i>because</i> my partner's actions were immoral	1	2	3	4	5	6	7	
7. What happened is unfair <i>because</i> I suffered as a result of my partner's actions	1	2	3	4	5	6	7	
8. What happened is unfair <i>because</i> others will no longer think well of me	1	2	3	4	5	6	7	
9. What happened is unfair <i>because</i> my partner violated my trust in our relationship	1	2	3	4	5	6	7	
10. What happened is unfair <i>because</i> my partner broke the rules of our relationship	1	2	3	4	5	6	7	

	Definitely <i>not</i> why it is unfair							Definitely why it is unfair
11. What happened is unfair <i>because</i> the consequences are very bad	1	2	3	4	5	6	7	
12. What happened is unfair <i>because</i> it violated the shared goals of our relationship	1	2	3	4	5	6	7	
13. What happened is unfair <i>because</i> what my partner did is against my morals	1	2	3	4	5	6	7	
14. What happened is unfair <i>because</i> my partner is personally <i>to blame</i> for the event	1	2	3	4	5	6	7	
15. What happened is unfair <i>because</i> my partner is personally <i>responsible</i> for the event	1	2	3	4	5	6	7	
16. What happened is unfair <i>because</i> my partner <i>deliberately behaved</i> the way he/she did	1	2	3	4	5	6	7	
17. What happened is unfair <i>because</i> my partner's behaviour was extreme	1	2	3	4	5	6	7	
18. What happened is unfair <i>because</i> my relationship with my partner has now suffered long-term damage	1	2	3	4	5	6	7	
19. What happened is unfair <i>because</i> my partner's actions were wrong	1	2	3	4	5	6	7	

Please also answer the following questions about the unfair event.

	Strongly Disagree							Strongly Agree
20. What happened is unfair, but there are reasons why my partner acted the way he/she did	1	2	3	4	5	6		7
21. What happened is unfair, but there are extenuating circumstances that lead to my partner's behaviour	1	2	3	4	5	6		7
22. What happened is unfair, but I am better off now because of what happened	1	2	3	4	5	6		7
23. What happened is unfair, but my relationship with my partner is stronger now	1	2	3	4	5	6		7
24. What happened is unfair, but it is partly my fault	1	2	3	4	5	6		7

(Section 3) Please respond to the following questions as though the event you recalled has just happened and has **not** been resolved. Please circle on a scale from 1-7 how you think the event **should** be resolved. Please answer each question independent from the others, as there may be many ways to make things better after the event occurred and we would like to know the relevance of each.

	Strongly Disagree							Strongly Agree
In order to resolve the event...								
11. my partner should give me a sincere apology	1	2	3	4	5	6		7
12. my partner should make an effort to understand how I feel about the unfairness	1	2	3	4	5	6		7
13. I should take responsibility for my part in causing the unfairness	1	2	3	4	5	6		7
14. I want my partner to explain the circumstances that led to his/her behaviour	1	2	3	4	5	6		7
15. my partner should be punished for his/her actions	1	2	3	4	5	6		7
16. my partner should work at restoring our relationship	1	2	3	4	5	6		7
17. my partner should take the time to listen to what I have to say about the unfairness	1	2	3	4	5	6		7
18. my partner should demonstrate that he/she thinks I am a worthwhile person	1	2	3	4	5	6		7
19. my partner should promise never to commit the unfairness again	1	2	3	4	5	6		7
10. we should move on quickly and forget about the unfairness	1	2	3	4	5	6		7
15. my partner should compensate me for any losses	1	2	3	4	5	6		7

In order to resolve the event...	Strongly Disagree						Strongly Agree
12. my partner should demonstrate that our relationship is important to him/her	1	2	3	4	5	6	7
13. my partner should accept blame for causing the unfairness	1	2	3	4	5	6	7
14. my partner and I should discuss ways to avoid the unfairness happening again in the future	1	2	3	4	5	6	7
15. my partner should take responsibility for his/her part in causing the unfairness	1	2	3	4	5	6	7
16. my partner should say he/she is sorry for causing the unfairness	1	2	3	4	5	6	7
17. I need to have the opportunity to talk about my feelings	1	2	3	4	5	6	7
18. I need to be accountable for my actions	1	2	3	4	5	6	7
19. my partner needs to be accountable for his/her actions	1	2	3	4	5	6	7
20. I need to understand why my partner acted the way he/she did	1	2	3	4	5	6	7
21. my partner should accept a penalty for his/her actions	1	2	3	4	5	6	7
22. we should get past what has happened	1	2	3	4	5	6	7
23. I should be given back what I have lost	1	2	3	4	5	6	7
24. my partner should accept my feelings of blame regarding his/her role in causing the event	1	2	3	4	5	6	7

In order to resolve the event...	Strongly Disagree						Strongly Agree
25. my status within our relationship needs to be restored	1	2	3	4	5	6	7
26. I should have a chance to be heard	1	2	3	4	5	6	7
27. I should decide <i>with</i> my partner what needs to be done	1	2	3	4	5	6	7
28. only <i>I</i> should have the opportunity to decide what needs to be done	1	2	3	4	5	6	7
29. a <i>neutral party</i> should decide what needs to be done	1	2	3	4	5	6	7

(Section 4) Please circle on a scale from 1-7 how concerned you were about each of the following as a result of the unfairness.

I was concerned...

	Not at all Concerned							Extremely Concerned
	1	2	3	4	5	6	7	
1. about feeling like a bad person after what happened	1	2	3	4	5	6	7	
2. about being punished	1	2	3	4	5	6	7	
3. about ending up in a worse position by trying to make things fair	1	2	3	4	5	6	7	
4. about having missed out on something I really wanted	1	2	3	4	5	6	7	
5. that my partner did not consider our relationship important	1	2	3	4	5	6	7	
6. that my partner did not consider fairness important in our relationship	1	2	3	4	5	6	7	
7. that my partner did not think well of me	1	2	3	4	5	6	7	
8. about my partner wanting to get back at me	1	2	3	4	5	6	7	
9. about looking bad to others as a result of the unfairness	1	2	3	4	5	6	7	
10. that I am not a good person after what has happened	1	2	3	4	5	6	7	

(Section 5) Please circle on a scale from 1-7 the extent to which the unfairness made you feel any of the following emotional reactions.

	Not at all						Extremely
1. Guilty	1	2	3	4	5	6	7
2. Ashamed	1	2	3	4	5	6	7
3. Angry	1	2	3	4	5	6	7
4. Regretful	1	2	3	4	5	6	7
5. Hurt	1	2	3	4	5	6	7
6. Disgusted	1	2	3	4	5	6	7
7. Anxious	1	2	3	4	5	6	7
8. Depressed	1	2	3	4	5	6	7
9. Sad	1	2	3	4	5	6	7
10. Resentful	1	2	3	4	5	6	7
11. Sense of Loss	1	2	3	4	5	6	7
12. Disappointed	1	2	3	4	5	6	7

(Section 6) Please answer the following questions as honestly as possible

1. To what extent do you think the event you just recalled was unfair?	Only a little unfair 1	2	3	4	5	6	Extremely unfair 7
2. To what extent did your <i>partner</i> have the possibility of acting in a different way?	Definitely could not have acted differently 1	2	3	4	5	6	Definitely could have acted differently 7
3. To what extent did <i>you</i> have the possibility of acting in a different way?	Definitely could not have acted differently 1	2	3	4	5	6	Definitely could have acted differently 7
4. To what extent was your <i>partner</i> responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
5. To what extent were <i>you</i> responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
6. To what extent was <i>your partner</i> justified in acting the way he/she did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
7. To what extent were <i>you</i> justified in acting the way you did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
8. To what extent did your <i>partner</i> deliberately behave in the way he/she did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
9. To what extent did <i>you</i> deliberately behave in the way you did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
10. Please rate the severity of the unfair event	Not at all severe 1	2	3	4	5	6	Extremely severe 7
11. To what extent do you blame yourself for the event?	Definitely not blame self 1	2	3	4	5	6	Definitely blame self 7
12. To what extent do you blame your partner for the event?	Definitely not blame partner 1	2	3	4	5	6	Definitely blame partner 7
13. After the event nothing can be done to make things fair	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

List of Items for each Dependent Variable

Framing: Devaluation Cues (Items 2, 9, 18); Look Unworthy (Items 4, 8); Material Resources or Opportunities Lost (Item 5); Social Norm Violation (Items 1, 19); Immorality of Behaviour (Items 6, 13); Downplay Event (Items 20, 21); Victim Responsibility (Item 24)

Restoration: Recognition of Relationship/event/victim (Items 6, 8, 12); Apology (Items 1, 16); promise Never to Commit the Injustice Again (Item 9); Understanding (Items 2, 4, 7, 20); Compensation (Items 11, 23); Move on Quickly (Items 10, 22); Punishment of Offender (Item 5, 21)

Concerns: Devaluation of the Relationship (Items 5, 6); Poor Self-image and Self-esteem (Items 1, 7, 9, 10); Loss of Material Resources or Opportunities (Item 4); Worse Position (Item 3), Fear of Punishment (item 2); Fear of Revenge (Items 8)

Framing Restorative Justice (Items 1, 2, 7, 9, 12, 18, 19)

Framing Retributive Justice (Items 14, 15, 16, 17)

Restoration Restorative Justice (Items 1, 2, 3, 4, 7, 8, 9, 12, 14, 15, 16, 17, 20, 25, 26, 27)

Restoration Retributive Justice (Items 5, 10, 13, 19, 21, 22, 24)

Reactions to Injustice - Offender

Demographics

1. How long have you been in a relationship with your partner?

Years _____ Months _____

2. Please rate on a seven point scale the quality of your relationship with your partner

Not at all positive

Extremely positive

1

2

3

4

5

6

7

3. Please rate on a seven point scale how close you are with your partner

Not at all close

Extremely close

1

2

3

4

5

6

7

4. Year at Brock _____

5. Age _____

6. Sex _____

(Section 1) Now that you have recalled a time when you did something unfair within your relationship and have considered how you felt and reacted, please answer the following questions as honestly as possible. Please provide as much detail as you can.

1. What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?

2. Was the event you recalled resolved?

Definitely not resolved

Definitely resolved

1

2

3

4

5

6

7

3. Regardless of whether or not the event has been resolved please describe in as much detail as possible how you think justice should have been restored. This could involve action on behalf of your partner, a third party, you, etc.

(Section 2) Please circle on a scale from 1-7 how much each of the following statements represent why you consider the event you recalled to be an example of an injustice or unfairness. You may think there are many reasons why the event is unfair or only one reason, but please consider each question on its own and answer it independently from the rest.

	Definitely not why it is unfair							Definitely why it is unfair
1. What happened is unfair <i>because</i> I did something that most people would agree I should not have done	1	2	3	4	5	6	7	7
2. What happened is unfair <i>because</i> it suggests that I don't care about my relationship with my partner	1	2	3	4	5	6	7	7
3. What happened is unfair <i>because</i> my partner did not deserve the way he/she was treated by me	1	2	3	4	5	6	7	7
4. What happened is unfair <i>because</i> my partner looks bad in the eyes of others as a result of my actions	1	2	3	4	5	6	7	7
5. What happened is unfair <i>because</i> my partner has now lost something he/she wanted	1	2	3	4	5	6	7	7
6. What happened is unfair <i>because</i> my actions were immoral	1	2	3	4	5	6	7	7
7. What happened is unfair <i>because</i> my partner suffered as a result of my actions	1	2	3	4	5	6	7	7
8. What happened is unfair <i>because</i> others will no longer think well of my partner	1	2	3	4	5	6	7	7
9. What happened is unfair <i>because</i> I violated my partner's trust in our relationship	1	2	3	4	5	6	7	7
10. What happened is unfair <i>because</i> I broke the rules of our relationship	1	2	3	4	5	6	7	7

	Definitely <i>not</i> why it is unfair							Definitely why it is unfair
11. What happened is unfair <i>because</i> the consequences are very bad	1	2	3	4	5	6	7	7
12. What happened is unfair <i>because</i> it violated the shared goals of our relationship	1	2	3	4	5	6	7	7
13. What happened is unfair <i>because</i> what I did is against my partners morals	1	2	3	4	5	6	7	7
14. What happened is unfair <i>because</i> I am personally to <i>blame</i> for the event	1	2	3	4	5	6	7	7
15. What happened is unfair <i>because</i> I am personally <i>responsible</i> for the event	1	2	3	4	5	6	7	7
16. What happened is unfair <i>because</i> I <i>deliberately behaved</i> the way I did	1	2	3	4	5	6	7	7
17. What happened is unfair <i>because</i> my behaviour was extreme	1	2	3	4	5	6	7	7
18. What happened is unfair <i>because</i> my relationship with my partner has now suffered long-term damage	1	2	3	4	5	6	7	7
19. What happened is unfair <i>because</i> my actions were wrong	1	2	3	4	5	6	7	7

Please also answer the following questions about the unfair event

	Strongly Disagree						Strongly Agree
20. What happened is unfair, but there are reasons why I acted the way I did	1	2	3	4	5	6	7
21. What happened is unfair, but there are extenuating circumstances that lead to my behaviour	1	2	3	4	5	6	7
22. What happened is unfair, but my partner is better off now because of what happened	1	2	3	4	5	6	7
23. What happened is unfair, but my relationship with my partner is stronger now	1	2	3	4	5	6	7
24. What happened is unfair, but it is partly my partner's fault	1	2	3	4	5	6	7

(Section 3) Please respond to the following questions as though the event you recalled has just happened and has **not** been resolved. Please circle on a scale from 1-7 how you think the event **should** be resolved. Please answer each question independent from the others, as there may be many ways to make things better after the event occurred and we would like to know the relevance of each.

	Strongly Disagree							Strongly Agree
In order to resolve the event...								
1. I should give my partner a sincere apology	1	2	3	4	5	6		7
2. I should make an effort to understand how my partner feels about the unfairness	1	2	3	4	5	6		7
3. my partner should take responsibility for his/her part in causing the unfairness	1	2	3	4	5	6		7
4. I want to explain the circumstances that led to my behaviour	1	2	3	4	5	6		7
5. I should be punished for my actions	1	2	3	4	5	6		7
6. I should work at restoring our relationship	1	2	3	4	5	6		7
7. I should take the time to listen to what my partner has to say about the unfairness	1	2	3	4	5	6		7
8. I should demonstrate that I think my partner is a worthwhile person	1	2	3	4	5	6		7
9. I should promise never to commit the unfairness again	1	2	3	4	5	6		7
10. we should move on quickly and forget about the unfairness	1	2	3	4	5	6		7
11. I should compensate my partner for any losses	1	2	3	4	5	6		7
12. I should demonstrate that our relationship is important to me	1	2	3	4	5	6		7

In order to resolve the event...	Strongly Disagree						Strongly Agree
13. I should accept blame for causing the unfairness	1	2	3	4	5	6	7
14. my partner and I should discuss ways to avoid the unfairness happening again in the future	1	2	3	4	5	6	7
15. I should take responsibility for my part in causing the unfairness	1	2	3	4	5	6	7
16. I should say I am sorry for causing the unfairness	1	2	3	4	5	6	7
17. my partner needs to have the opportunity to talk about his/her feelings	1	2	3	4	5	6	7
18. my partner needs to be accountable for his/her actions	1	2	3	4	5	6	7
19. I need to be accountable for my actions	1	2	3	4	5	6	7
20. my partner needs to understand why I acted the way I did	1	2	3	4	5	6	7
21. I should accept a penalty for my actions	1	2	3	4	5	6	7
22. we should get past what has happened	1	2	3	4	5	6	7
23. my partner should be given back what he/she has lost	1	2	3	4	5	6	7
24. I should accept my partner's feelings of blame regarding my role in causing the event	1	2	3	4	5	6	7
25. my partner's status within our relationship needs to be restored	1	2	3	4	5	6	7

In order to resolve the event...	Strongly Disagree						Strongly Agree
26. my partner should have a chance to be heard	1	2	3	4	5	6	7
27. my partner should decide <i>with</i> me what needs to be done	1	2	3	4	5	6	7
28. only <i>my partner</i> should have the opportunity to decide what needs to be done	1	2	3	4	5	6	7
29. a <i>neutral party</i> should decide what needs to be done	1	2	3	4	5	6	7

(Section 4) Please circle on a scale from 1-7 how concerned you were about each of the following as a result of the unfairness.

I was concerned...

	Not at all Concerned							Extremely Concerned
	1	2	3	4	5	6	7	
1. about feeling like a bad person after what happened	1	2	3	4	5	6	7	
2. about being punished	1	2	3	4	5	6	7	
3. about ending up in a worse position by trying to make things fair	1	2	3	4	5	6	7	
4. about having missed out on something I really wanted	1	2	3	4	5	6	7	
5. that my partner did not consider our relationship important	1	2	3	4	5	6	7	
6. that my partner did not consider fairness important in our relationship	1	2	3	4	5	6	7	
7. that my partner did not think well of me	1	2	3	4	5	6	7	
8. about my partner wanting to get back at me	1	2	3	4	5	6	7	
9. about looking bad to others as a result of the unfairness	1	2	3	4	5	6	7	
10. that I am not a good person after what has happened	1	2	3	4	5	6	7	

(Section 5) Please circle on a scale from 1-7 the extent to which the unfairness made you feel any of the following emotional reactions.

	Not at all						Extremely
1. Guilty	1	2	3	4	5	6	7
2. Ashamed	1	2	3	4	5	6	7
3. Angry	1	2	3	4	5	6	7
4. Regretful	1	2	3	4	5	6	7
5. Hurt	1	2	3	4	5	6	7
6. Disgusted	1	2	3	4	5	6	7
7. Anxious	1	2	3	4	5	6	7
8. Depressed	1	2	3	4	5	6	7
9. Sad	1	2	3	4	5	6	7
10. Resentful	1	2	3	4	5	6	7
11. Sense of Loss	1	2	3	4	5	6	7
12. Disappointed	1	2	3	4	5	6	7

(Section 6) Please answer the following questions as honestly as possible

1. To what extent do you think the event you just recalled was unfair?	Only a little unfair 1	2	3	4	5	6	Extremely unfair 7
2. To what extent did <i>you</i> have the possibility of acting in a different way?	Definitely could not have acted differently 1	2	3	4	5	6	Definitely could have acted differently 7
3. To what extent did <i>your partner</i> have the possibility of acting in a different way?	Definitely could not have acted differently 1	2	3	4	5	6	Definitely could have acted differently 7
4. To what extent were <i>you</i> responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
5. To what extent was your <i>partner</i> responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
6. To what extent were <i>you</i> justified in acting the way you did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
7. To what extent was <i>your partner</i> justified in acting the way he/she did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
8. To what extent did <i>you</i> deliberately behave in the way you did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
9. To what extent did <i>your partner</i> deliberately behave in the way he/she did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
10. Please rate the severity of the unfair event	Not at all severe 1	2	3	4	5	6	Extremely severe 7
11. To what extent do you blame your partner for the event?	Definitely not blame partner 1	2	3	4	5	6	Definitely blame partner 7
12. To what extent do you blame yourself for the event?	Definitely not blame self 1	2	3	4	5	6	Definitely blame self 7
13. After the event nothing can be done to make things fair	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

Appendix F

Analyses for Additional Items Study 2

Framing Question 3: “What happened is unfair *because* I did not deserve the way I was treated by my partner”

Role effects. The results of this analysis revealed a significant main effect for role, $F(1, 56) = 15.34, p < .001$. Offenders ($M = 5.57, SD = 1.53$) had a greater tendency than victims ($M = 6.17, SD = 1.18$) to frame the event as unfair because the victim did not deserve the way he/she was treated.

Framing Question 10: “What happened is unfair *because* my partner broke the rules of our relationship”

Role effects. The results of this analysis revealed a significant main effect for role, $F(1, 56) = 5.98, p = .018$. Offenders ($M = 3.26, SD = 2.07$) had a greater tendency than victims ($M = 2.77, SD = 2.00$) to frame the event as unfair because the victim did not deserve the way he/she was treated.

Framing Question 11: “What happened is unfair *because* the consequences are very bad”

Role by sex effects. There was a significant role by sex interaction for framing the event in terms of the negative consequences, $F(1, 56) = 4.26, p = .044$. There was a significant difference between victims and offenders for men, $F(1, 57) = 5.36, p = .024$. Men framed the unfairness more in terms of the bad consequences when asked to take the role of the offender ($M = 2.86, SD = 1.88$) than when asked to take the role of the victim

($M = 2.24$, $SD = 1.77$). However, a significant difference between victims and offenders was not observed for women.

Role by role-order effects. There was also a significant role by role-order (female-offender/male-victim first vs. female-victim/male-offender first) interaction for framing the event in terms of the bad consequences. There was a significant difference observed when women were asked to think about a time when they have been an offender first, $F(1, 26) = 8.82$, $p = .006$. Offenders ($M = 4.00$, $SD = 1.93$) had a greater tendency than victims ($M = 3.09$, $SD = 1.77$) to frame the event in terms of the bad consequences. No significant differences were observed between victims and offenders when women were asked to think about a time when they have been a victim first.

Framing Question 22: “What happened is unfair, but I am better off now because of what happened”

Role effects. The results of this analysis revealed a significant main effect for role, $F(1, 56) = 7.03$, $p = .010$. Victims ($M = 2.80$, $SD = 1.82$) had a greater tendency than offenders ($M = 2.26$, $SD = 1.52$) to frame the event as unfair, but state that they were now better off.

Framing Question 23: “What happened is unfair, but my relationship with my partner is stronger now”

Results for the above question were nonsignificant.

Appendix G

Analyses for Extra Emotion Items Study 2

The results of the analyses for the extra emotion items revealed four significant main effects for role. Offenders had a greater tendency than victims to report experiencing shame and regret as a result of the event. Victims had a greater tendency than offenders to report experiencing hurt and disappointment as a result of the event. Descriptive and inferential statistics for all role main effects for the extra emotions can be seen in Table 24.

Table 24

Descriptive and Inferential Statistics for Role Main Effects on Framing Variables, Study 2

Dependent Variable	Role		<i>F</i>	<i>df</i>	<i>p</i>
	Victim	Offender			
Ashamed	2.85 (1.967)	4.40 (2.16)	47.67	1, 56	<.001
Regretful	2.77 (1.93)	5.10 (1.97)	74.07	1, 56	<.001
Hurt	5.11 (1.93)	3.44 (2.13)	52.39	1,56	<.001
Disappointment	5.10 (1.93)	4.46 (2.15)	6.10	1, 56	.017

Note. N = 57

Appendix H

Study 3 Consent Form

Date: September 1, 2009
Project Title: Individual Differences

Principal Student Investigator: Leanne Gosse, PhD student
Department of Psychology
Brock University
(905) 688-5550 ext. 4680; lg01ab@brocku.ca

Faculty Supervisor: Carolyn Hafer, Professor
Department of Psychology
Brock University
(905) 688-5550 Ext. 4297; chafer@brocku.ca

INVITATION

You are invited to participate in two studies. The purpose of these studies is to understand individual beliefs and how individuals react to unfairness.

WHAT'S INVOLVED

As a participant you will be asked to take part in a study that will assess your personality and beliefs. You will also be asked to participate in a second study that will ask you to write down, on your own, an example of unfairness that you have experienced. You will then be asked to complete a series of questionnaires, again on your own, that will assess how the event recalled made you think or feel. Participation will take approximately 30 minutes of your time.

POTENTIAL BENEFITS AND RISKS

Possible benefits of participation include knowledge of the research process. In addition, after I analyze my results you can contact me for information about my findings, which will provide insight into perceptions of justice. Potential risks include discomfort resulting from recalling and thinking about an example of unfairness. Provided in your debriefing form, will be a few contacts if you experience any negative feelings or discomfort as a result of completing this questionnaire and you would like to talk to someone further.

CONFIDENTIALITY

All records will be kept confidential. Data collected during this study will be kept for 5 years after publication and stored in a locked filing cabinet in a locked office at Brock University. Only Leanne Gosse, Carolyn Hafer and any research assistants trained and hired by Carolyn Hafer to work on this project will have access to these data.

VOLUNTARY PARTICIPATION

Participation in these studies is voluntary. If you wish, you may decline to answer any questions or participate in any component of the studies. Further, you may decide to withdraw from these studies prior to submitting your questionnaires on-line without any penalty or loss of benefits to which you are entitled. Once your questionnaires have been submitted on-line, you are unable to withdraw, as your questionnaires are not associated with your name and there will be no way to identify which questionnaires are yours. Even though you are participating in two studies in one session, withdrawal from any part of this session will not result in a loss of research credit.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Leanne Gosse in December 2009 by contacting Leanne at lg01ab@brocku.ca.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (08-140). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

CONSENT FORM

I agree to participate in the study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I

wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time, prior to submitting my questionnaire on-line.

Counselling contacts: Students can contact Brock's counselling services at: (905) 688-5550 ext. 3240 or 4225. Students and community members can contact the Distress center of Niagara at (905) 658-3711.

If you are interested in .5 hours of research participation please enter your address in the box provided on-line and your research participation will be mailed to you. Your name and address will not be associated with your questionnaire once it is submitted. If you do not receive your research participation within three weeks of your participation please e-mail Leanne Gosse at lq01ab@brocku.ca.

Name: _____ Signature: _____

Researcher Signature: _____ Date: _____
Thank you for your assistance in this project.

Appendix I

Measure of Independent and Interdependent Self-Construal

Using the scale below, please circle the appropriate number in the column beside each item.

	Strongly Disagree						Strongly Agree
1. I have respect for the authority figures with whom I interact	1	2	3	4	5	6	7
2. It is important for me to maintain harmony within my group	1	2	3	4	5	6	7
3. My happiness depends on the happiness of those around me	1	2	3	4	5	6	7
4. I would offer my seat in a bus to my professor	1	2	3	4	5	6	7
5. I respect people who are modest about themselves	1	2	3	4	5	6	7
6. I will sacrifice my self-interest for the benefit of the group I am in	1	2	3	4	5	6	7
7. I often have the feeling that my relationship with others are more important than my own accomplishments	1	2	3	4	5	6	7
8. I should take into consideration my parents' advice when making education/career plans	1	2	3	4	5	6	7
9. It is important to me to respect decisions made by the group	1	2	3	4	5	6	7
10. I will stay in a group if they need me, even when I'm not happy with the group	1	2	3	4	5	6	7
11. If my brother or sister fails, I feel responsible	1	2	3	4	5	6	7
12. Even when I strongly disagree with group members, I avoid an argument	1	2	3	4	5	6	7

	Strongly Disagree							Strongly Agree
13. I'd rather say "No" directly, than risk being misunderstood	1	2	3	4	5	6		7
14. Speaking up during a class is not a problem for me	1	2	3	4	5	6		7
15. Having a lively imagination is important to me	1	2	3	4	5	6		7
16. I am comfortable with being singled out for praise or rewards	1	2	3	4	5	6		7
17. I am the same person at home that I am at school	1	2	3	4	5	6		7
18. Being able to take care of myself is a primary concern for me	1	2	3	4	5	6		7
19. I act the same way no matter who I am with	1	2	3	4	5	6		7
20. I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am	1	2	3	4	5	6		7
21. I prefer to be direct and forthright when dealing with people I've just met	1	2	3	4	5	6		7
22. I enjoy being unique and different from others in many respects	1	2	3	4	5	6		7
23. My personal identity independent of others, is very important to me	1	2	3	4	5	6		7
24. I value being in good health above everything	1	2	3	4	5	6		7

Measure of Regulatory Focus

Using the scale below, please circle the appropriate number in the column beside each item.

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. Being cautious is the best way to avoid failure.	1	2	3	4	5
2. If you keep worrying about mistakes, you will never achieve anything.	1	2	3	4	5
3. To avoid failure, one has to be careful.	1	2	3	4	5
4. To achieve something, you need to be optimistic.	1	2	3	4	5
5. You have to take risks if you want to avoid failing.	1	2	3	4	5
6. To achieve something, it is most important to know all the potential obstacles.	1	2	3	4	5
7. To achieve something, one must be cautious.	1	2	3	4	5
8. To avoid failure, you have to be enthusiastic.	1	2	3	4	5
9. Taking risks is essential for success.	1	2	3	4	5
10. If you want to avoid failing, the worst thing you can do is to think about making mistakes.	1	2	3	4	5
11. To achieve something, one must try all possible ways of achieving it.	1	2	3	4	5
12. The worst thing you can do when trying to achieve a goal is to worry about making mistakes.	1	2	3	4	5
13. Being cautious is the best policy for success.	1	2	3	4	5
14. To avoid failure, it is important to keep in mind all the potential obstacles that might get in your way.	1	2	3	4	5

Measure of Regulatory Focus

Using the scale below, please write the appropriate number in the blank beside each item.

1	2	3	4	5	6	7	8	9
Not at all very true of me								Very true of me

1. In general, I am focused on preventing negative events in my life.	
2. I am anxious that I will fall short of my responsibilities and obligations.	
3. I frequently imagine how I will achieve my hopes and aspirations.	
4. I often think about the person I am afraid I might become in the future.	
5. I often think about the person I would ideally like to be in the future.	
6. I typically focus on the success I hope to achieve in the future.	
7. I often worry that I will fail to accomplish my academic goals.	
8. I often think about how I will achieve academic success.	
9. I often imagine myself experiencing bad things that I fear might happen to me.	
10. I frequently think about how I can prevent failures in my life.	
11. I am more oriented toward preventing losses than I am toward achieving gains.	
12. My major goal in school right now is to achieve my academic ambitions.	
13. My major goal in school right now is to avoid becoming an academic failure.	
14. I see myself as someone who is primarily striving to reach my “ideal self”—to fulfill my hopes, wishes, and aspirations.	
15. I see myself as someone who is primarily striving to become the self I “ought” to be—to fulfill my duties, responsibilities, and obligations.	
16. In general, I am focused on achieving positive outcomes in my life.	
17. I often imagine myself experiencing good things that I hope will happen to me.	
18. Overall, I am more oriented toward achieving success than preventing failure.	

Measure of Sensitivity to Reward and Punishment

Please circle "YES" or "NO" for each of the following items:

1. Do you often refrain from doing something because you are afraid of it being illegal?	YES	NO
2. Does the good prospect of obtaining money motivate you strongly to do some things?	YES	NO
3. Do you prefer not to ask for something when you are not sure you will obtain it?	YES	NO
4. Are you frequently encouraged to act by the possibility of being valued in your work, in your studies, with your friends or with your family?	YES	NO
5. Are you often afraid of new or unexpected situations?	YES	NO
6. Do you often meet people that you find physically attractive?	YES	NO
7. Is it difficult for you to telephone someone you do not know?	YES	NO
8. Do you like to take some drugs because of the pleasure you get from them?	YES	NO
9. Do you often renounce your rights when you know you can avoid a quarrel with a person or an organization?	YES	NO
10. Do you often do things to be praised?	YES	NO
11. As a child, were you troubled by punishments at home or in school?	YES	NO
12. Do you like being the centre of attention at a party or a social meeting?	YES	NO
13. In tasks that you are not prepared for, do you attach great importance to the possibility of failure?	YES	NO
14. Do you spend a lot of your time on obtaining a good image?	YES	NO
15. Are you easily discouraged in difficult situations?	YES	NO
16. Do you need people to show their affection for you all the time?	YES	NO
17. Are you a shy person?	YES	NO
18. When you are in a group, do you try to make your opinions the most intelligent or the funniest?	YES	NO
19. Whenever possible, do you avoid demonstrating your skills for fear of being embarrassed?	YES	NO
20. Do you often take the opportunity to pick up people you find attractive?	YES	NO
21. When you are with a group, do you have difficulties selecting a good topic to talk about?	YES	NO
22. As a child, did you do a lot of things to get people's approval?	YES	NO
23. Is it often difficult for you to fall asleep when you think about things you have	YES	NO

done or must do?		
24. Does the possibility of social advancement move you to action even if this involves not playing fair?	YES	NO
25. Do you think a lot before complaining in a restaurant if your meal is not well prepared?	YES	NO
26. Do you generally give preference to those activities that imply an immediate gain?	YES	NO
27. Would you be bothered if you had to return to a store when you noticed you were given the wrong change?	YES	NO
28. Do you often have trouble resisting the temptation of doing forbidden things?	YES	NO
29. Whenever you can, do you avoid going to unknown places?	YES	NO
30. Do you like to compete and do everything you can to win?	YES	NO
31. Are you often worried by things that you said or did?	YES	NO
32. Is it easy for you to associate tastes and smells to very pleasant events?	YES	NO
33. Would it be difficult for you to ask your boss for a raise (salary increase)?	YES	NO
34. Are there a large number of objects or sensations that remind you of pleasant events?	YES	NO
35. Do you generally try to avoid speaking in public?	YES	NO
36. When you start to play with a slot machine, is it often difficult for you to stop?	YES	NO
37. Do you, on a regular basis, think that you could do more things if it was not for your insecurity or fear?	YES	NO
38. Do you sometimes do things for quick gains?	YES	NO
39. Comparing yourself to people you know, are you afraid of many things?	YES	NO
40. Does your attention easily stray from your work in the presence of an attractive stranger?	YES	NO
41. Do you often find yourself worrying about things to the extent that performance in intellectual abilities is impaired?	YES	NO
42. Are you interested in money to the point of being able to do risky jobs?	YES	NO
43. Do you often refrain from doing something you like in order not to be rejected or disapproved of by others?	YES	NO
44. Do you like to put competitive ingredients in all of your activities?	YES	NO
45. Generally, do you pay more attention to threats than to pleasant events?	YES	NO
46. Would you like to be a socially powerful person?	YES	NO
47. Do you often refrain from doing something because of your fear of being	YES	NO

embarrassed?		
48. Do you like displaying your physical abilities even though this may involve danger?	YES	NO

Appendix J

Reactions to Injustice Questionnaire Revised 2

Victim Version

Part 1

1. Please think of a time when someone you have a relationship with (e.g. friend, family member, romantic partner, etc.) did something unfair to you. While you are thinking about this event, please answer the following questions as honestly as possible.

Describe the event you are thinking about

2. What is your relationship to the person who offended you?

3. How long have you known this person?

Years _____

Months _____

4. Please rate on a seven point scale the quality of your relationship with this person

Not at all positive

Extremely positive

1

2

3

4

5

6

7

5. Please rate on a seven point scale how close you are with this person

Not at all close

Extremely close

1

2

3

4

5

6

7

Now that you have recalled a time when someone did something unfair to you please answer the following questions as honestly as possible. Please provide as much detail as you can.

6. What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?

7. Was the event you recalled resolved?

Definitely not resolved

Definitely resolved

1

2

3

4

5

6

7

8. Regardless of whether or not the event has been resolved please describe in as much detail as possible how you think fairness should have been restored. This could involve action on behalf of the other person, a third party, you, etc.

Part 2. Please circle on a scale from 1-7 how much each of the following statements represent why you consider the event you recalled to be an example of an injustice or unfairness. You may think there are many reasons why the event is unfair or only one reason, but please consider each question on its own and answer it independently from the rest.

In the following questions, _____ refers to the person who caused the unfairness.

	Definitely not why it is unfair							Definitely why it is unfair
1. What happened is unfair <i>because</i> _____ did something that most people would agree he/she should not have done	1	2	3	4	5	6	7	
2. What happened is unfair <i>because</i> it suggests that _____ doesn't care about his/her relationship with me	1	2	3	4	5	6	7	
3. What happened is unfair <i>because</i> I did not deserve the way I was treated by _____	1	2	3	4	5	6	7	
4. What happened is unfair <i>because</i> I look bad in the eyes of others as a result of _____ actions	1	2	3	4	5	6	7	
5. What happened is unfair <i>because</i> I have lost something material as a result of _____'s actions (e.g. money, personal belonging, etc.)	1	2	3	4	5	6	7	
6. What happened is unfair <i>because</i> _____'s actions were immoral	1	2	3	4	5	6	7	
7. What happened is unfair <i>because</i> I suffered as a result of _____'s actions	1	2	3	4	5	6	7	
8. What happened is unfair <i>because</i> others will no longer think well of me	1	2	3	4	5	6	7	
9. What happened is unfair <i>because</i> _____ violated my trust in our relationship	1	2	3	4	5	6	7	
10. What happened is unfair <i>because</i> _____ broke a formal rule	1	2	3	4	5	6	7	

	Definitely <i>not</i> why it is unfair							Definitely why it is unfair
11. What happened is unfair <i>because</i> it violated the shared goals of our relationship	1	2	3	4	5	6	7	7
12. What happened is unfair <i>because</i> what _____ did is against my morals	1	2	3	4	5	6	7	7
13. What happened is unfair <i>because</i> _____ is personally to <i>blame</i> for the event	1	2	3	4	5	6	7	7
14. What happened is unfair <i>because</i> _____ is personally <i>responsible</i> for the event	1	2	3	4	5	6	7	7
15. What happened is unfair <i>because</i> _____'s behaviour was extreme	1	2	3	4	5	6	7	7
16. What happened is unfair <i>because</i> my relationship with _____ has now suffered long-term damage	1	2	3	4	5	6	7	7
17. What happened is unfair <i>because</i> _____'s actions were wrong	1	2	3	4	5	6	7	7
18. What happened is unfair <i>because</i> _____'s actions were hurtful	1	2	3	4	5	6	7	7
19. What happened is unfair <i>because</i> it lead to feelings of anger	1	2	3	4	5	6	7	7
20. What happened is unfair <i>because</i> it made me mad	1	2	3	4	5	6	7	7

Please also answer the following questions about the unfair event.

	Strongly Disagree							Strongly Agree
21. What happened is unfair, but there are reasons why _____ acted the way he/she did	1		2	3	4	5	6	7
22. What happened is unfair, but there are extenuating circumstances that lead to _____'s behaviour	1		2	3	4	5	6	7
23. What happened is unfair, but I am better off now because of what happened	1		2	3	4	5	6	7
24. What happened is unfair, but it is partly my fault	1		2	3	4	5	6	7

Part 3. Please respond to the following questions as though the event you recalled has just happened and has **not** been resolved. Please circle on a scale from 1-7 how you think the event **should** be resolved. Please answer each question independent from the others, as there may be many ways to make things better after the event occurred and we would like to know the relevance of each.

In the following questions _____ refers to the person that caused the unfairness.

	Strongly Disagree							Strongly Agree
In order to resolve the event...								
1. _____ should give me a sincere apology	1	2	3	4	5	6	7	
2. _____ should make an effort to understand how I feel about the unfairness	1	2	3	4	5	6	7	
3. someone needs to be held responsible for causing the unfairness	1	2	3	4	5	6	7	
4. I want _____ to explain the circumstances that led to his/her behaviour	1	2	3	4	5	6	7	
5. _____ should be punished for his/her actions	1	2	3	4	5	6	7	
6. _____ should work at restoring our relationship	1	2	3	4	5	6	7	
7. _____ should take the time to listen to what I have to say about the unfairness	1	2	3	4	5	6	7	
8. _____ should demonstrate that he/she thinks I am a worthwhile person	1	2	3	4	5	6	7	
9. _____ should promise never to commit the unfairness again	1	2	3	4	5	6	7	
10. We should move on quickly and forget about the unfairness	1	2	3	4	5	6	7	
11. _____ should compensate me for any losses	1	2	3	4	5	6	7	

In order to resolve the event...	Strongly Disagree						Strongly Agree
12. _____ should demonstrate that our relationship is important to him/her	1	2	3	4	5	6	7
13. someone should be blamed for causing the unfairness	1	2	3	4	5	6	7
14. _____ and I should discuss ways to avoid the unfairness happening again in the future	1	2	3	4	5	6	7
15. _____ should be held accountable to me (the victim) for his/her actions	1	2	3	4	5	6	7
16. _____ should say he/she is sorry for causing the unfairness	1	2	3	4	5	6	7
17. I need to have the opportunity to talk about my feelings	1	2	3	4	5	6	7
18. I should retaliate	1	2	3	4	5	6	7
19. _____ needs to be accountable to society for his/her actions	1	2	3	4	5	6	7
20. I need to understand why _____ acted the way he/she did	1	2	3	4	5	6	7
21. _____ should accept a penalty for his/her actions	1	2	3	4	5	6	7
22. we should get past what has happened	1	2	3	4	5	6	7
23. I should be given material compensation for what I have lost (e.g. money, item, etc.)	1	2	3	4	5	6	7
24. I should take action against _____	1	2	3	4	5	6	7

In order to resolve the event...	Strongly Disagree						Strongly Agree
25. my status within our relationship needs to be restored	1	2	3	4	5	6	7
26. I should have a chance to be heard	1	2	3	4	5	6	7
27. I should decide <i>with</i> _____ what needs to be done	1	2	3	4	5	6	7
28. only <i>I</i> should have the opportunity to decide what needs to be done	1	2	3	4	5	6	7
29. a <i>neutral party</i> should decide what needs to be done	1	2	3	4	5	6	7
30. I should forgive _____	1	2	3	4	5	6	7
31. I should not hold a grudge against _____	1	2	3	4	5	6	7

Part 4. Please answer the following questions as honestly as possible.

1. To what extent do you think the event you just recalled was unfair?	Only a little unfair 1	2	3	4	5	6	Extremely unfair 7
2. To what extent was the offender responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
3. To what extent were <i>you</i> responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
4. To what extent was <i>the offender</i> justified in acting the way he/she did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
5. To what extent were <i>you</i> justified in acting the way you did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
6. To what extent did the offender deliberately behave in the way he/she did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
7. To what extent did <i>you</i> deliberately behave in the way you did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
8. Please rate the severity of the unfair event	Not at all severe 1	2	3	4	5	6	Extremely severe 7
9. To what extent do you blame yourself for the event?	Definitely not blame self 1	2	3	4	5	6	Definitely blame self 7
10. To what extent do you blame the offender for the event?	Definitely not blame offender 1	2	3	4	5	6	Definitely blame offender 7
11. After the event nothing can be done to make things fair	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7

List of Items for each Dependent Variable

Framing: Devaluation Cues (Items 2, 9, 16); Look Unworthy (Items 4, 8); Material Resources or Opportunities Lost (Item 5); Social Norm Violation (Items 1, 6, 10, 12, 17); Downplay Event (Items 21, 22); Victim Responsibility (Item 24)

Restoration: Recognition of Relationship/event/victim (Items 6, 8, 12); Apology (Items 1, 16); promise Never to Commit the Injustice Again (Item 9); Understanding (Items 2, 7, 20); Compensation (Items 11, 23); Move on Quickly (Items 10, 22); Someone Take Responsibility (Item 3); Punishment of Offender (Item 5, 21)

Framing Restorative Justice (Items 2, 7, 9, 11, 16, 18)

Framing Retributive Justice (Items 13, 14, 15, 17, 19, 20, 21, 22, 24)

Restoration Restorative Justice (Items 1, 6, 8, 12, 14, 15, 16, 17, 26, 27, 30, 31)

Restoration Retributive Justice (Items 3, 5, 13, 19, 21, 25, 29, 32)

Reactions to Injustice Questionnaire Revised 2

Offender Version

Part 1

1. Please think of a time when you did something unfair to someone you have a relationship with (e.g. friend, family member, romantic partner, etc.). While you are thinking about this event, please answer the following questions as honestly as possible.

Describe the event you are thinking about

2. What is your relationship to the person you offended?

3. How long have you known this person?

Years _____

Months _____

4. Please rate on a seven point scale the quality of your relationship with this person

Not at all positive

Extremely positive

1 2 3 4 5 6 7

5. Please rate on a seven point scale how close you are with this person

Not at all close

Extremely close

1 2 3 4 5 6 7

Now that you have recalled a time when you did something unfair to someone please answer the following questions as honestly as possible. Please provide as much detail as you can.

6. What made the event unfair? In other words, why is this event an example of unfairness rather than just a negative experience?

7. Was the event you recalled resolved?

Definitely not resolved

Definitely resolved

1

2

3

4

5

6

7

8. Regardless of whether or not the event has been resolved please describe in as much detail as possible how you think fairness should have been restored. This could involve action on behalf of the other person, a third party, you, etc.

Part 2. Please circle on a scale from 1-7 how much each of the following statements represent why you consider the event you recalled to be an example of an injustice or unfairness. You may think there are many reasons why the event is unfair or only one reason, but please consider each question on its own and answer it independently from the rest.

In the following questions, _____ refers to the person you caused the unfairness against.

	Definitely <i>not</i> why it is unfair							Definitely why it is unfair
1. What happened is unfair <i>because</i> you did something that most people would agree you should not have done	1	2	3	4	5	6	7	7
2. What happened is unfair <i>because</i> it suggests that you don't care about your relationship with _____	1	2	3	4	5	6	7	7
3. What happened is unfair <i>because</i> _____ did not deserve the way he/she was treated	1	2	3	4	5	6	7	7
4. What happened is unfair <i>because</i> _____ looks bad in the eyes of others as a result of my actions	1	2	3	4	5	6	7	7
5. What happened is unfair <i>because</i> _____ has lost something material as a result of my actions (e.g. money, personal belonging, etc.)	1	2	3	4	5	6	7	7
6. What happened is unfair <i>because</i> my actions were immoral	1	2	3	4	5	6	7	7
7. What happened is unfair <i>because</i> _____ suffered as a result of my actions	1	2	3	4	5	6	7	7
8. What happened is unfair <i>because</i> others will no longer think well of _____	1	2	3	4	5	6	7	7
9. What happened is unfair <i>because</i> I violated _____'s trust in our relationship	1	2	3	4	5	6	7	7
10. What happened is unfair <i>because</i> I broke a formal rule	1	2	3	4	5	6	7	7

	Definitely <i>not</i> why it is unfair							Definitely why it is unfair
11. What happened is unfair <i>because</i> it violated the shared goals of our relationship	1	2	3	4	5	6	7	
12. What happened is unfair <i>because</i> what I did is against _____'s morals	1	2	3	4	5	6	7	
13. What happened is unfair <i>because</i> I am personally to <i>blame</i> for the event	1	2	3	4	5	6	7	
14. What happened is unfair <i>because</i> I am personally <i>responsible</i> for the event	1	2	3	4	5	6	7	
15. What happened is unfair <i>because</i> my behaviour was extreme	1	2	3	4	5	6	7	
16. What happened is unfair <i>because</i> my relationship with _____ has now suffered long-term damage	1	2	3	4	5	6	7	
17. What happened is unfair <i>because</i> my actions were wrong	1	2	3	4	5	6	7	
18. What happened is unfair <i>because</i> my actions were hurtful	1	2	3	4	5	6	7	
19. What happened is unfair <i>because</i> it lead to feelings of anger	1	2	3	4	5	6	7	
20. What happened is unfair <i>because</i> it made _____ mad	1	2	3	4	5	6	7	

Please also answer the following questions about the unfair event.

	Strongly Disagree							Strongly Agree
21. What happened is unfair, but there are reasons why I acted the way I did	1	2	3	4	5	6	7	
22. What happened is unfair, but there are extenuating circumstances that lead to my behaviour	1	2	3	4	5	6	7	
23. What happened is unfair, but _____ is better off now because of what happened	1	2	3	4	5	6	7	
24. What happened is unfair, but it is partly _____'s fault	1	2	3	4	5	6	7	

Part 3. Please respond to the following questions as though the event you recalled has just happened and has **not** been resolved. Please circle on a scale from 1-7 how you think the event **should** be resolved. Please answer each question independent from the others, as there may be many ways to make things better after the event occurred and we would like to know the relevance of each.

In the following questions, _____ refers to the person you caused an unfairness against.

In order to resolve the event...	Strongly Disagree						Strongly Agree
1. you should give _____ a sincere apology	1	2	3	4	5	6	7
2. you should make an effort to understand how _____ feels about the unfairness	1	2	3	4	5	6	7
3. someone needs to be held responsible for causing the unfairness	1	2	3	4	5	6	7
4. _____ will want me to explain the circumstances that led to my behaviour	1	2	3	4	5	6	7
5. I should be punished for my actions	1	2	3	4	5	6	7
6. I should work at restoring our relationship	1	2	3	4	5	6	7
7. I should take the time to listen to what _____ has to say about the unfairness	1	2	3	4	5	6	7
8. I should demonstrate that I think _____ is a worthwhile person	1	2	3	4	5	6	7
9. I should promise never to commit the unfairness again	1	2	3	4	5	6	7
10. we should move on quickly and forget about the unfairness	1	2	3	4	5	6	7
11. I should compensate _____ for any losses	1	2	3	4	5	6	7

	Strongly Disagree							Strongly Agree
In order to resolve the event...								
12. I should demonstrate that our relationship is important to me	1	2	3	4	5	6		7
13. someone should be blamed for causing the unfairness	1	2	3	4	5	6		7
14. _____ and I should discuss ways to avoid the unfairness happening again in the future	1	2	3	4	5	6		7
15. I should be held accountable to _____ for my actions	1	2	3	4	5	6		7
16. I should say I am sorry for causing the unfairness	1	2	3	4	5	6		7
17. _____ needs to have the opportunity to talk about my feelings	1	2	3	4	5	6		7
18. _____ should retaliate	1	2	3	4	5	6		7
19. I need to be accountable to society for my actions	1	2	3	4	5	6		7
20. _____ needs to understand why I acted the way I did	1	2	3	4	5	6		7
21. I should accept a penalty for my actions	1	2	3	4	5	6		7
22. we should get past what has happened	1	2	3	4	5	6		7
23. _____ should be given material compensation for what he/she has lost (e.g. money, item, etc.)	1	2	3	4	5	6		7
24. _____ should take action against me	1	2	3	4	5	6		7

In order to resolve the event...	Strongly Disagree						Strongly Agree
25. my status within our relationship needs to be restored	1	2	3	4	5	6	7
26. _____ should have a chance to be heard	1	2	3	4	5	6	7
27. _____ should decide <i>with</i> me what needs to be done	1	2	3	4	5	6	7
28. only _____ should have the opportunity to decide what needs to be done	1	2	3	4	5	6	7
29. a <i>neutral party</i> should decide what needs to be done	1	2	3	4	5	6	7
30. _____ should forgive me	1	2	3	4	5	6	7
31. _____ should not hold a grudge against me	1	2	3	4	5	6	7

Part 4. Please answer the following questions as honestly as possible.

1. To what extent do you think the event you just recalled was unfair?	Only a little unfair 1	2	3	4	5	6	Extremely unfair 7
2. To what extent were you responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
3. To what extent was the victim responsible for the unfair event?	Not at all responsible 1	2	3	4	5	6	Entirely responsible 7
4. To what extent were you justified in acting the way you did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
5. To what extent was the victim justified in acting the way he/she did during the event?	Definitely not justified 1	2	3	4	5	6	Definitely Justified 7
6. To what extent did you deliberately behave in the way you did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
7. To what extent did the victim deliberately behave in the way he/she did?	Definitely not deliberate 1	2	3	4	5	6	Definitely deliberate 7
8. Please rate the severity of the unfair event	Not at all severe 1	2	3	4	5	6	Extremely severe 7
9. To what extent do you blame yourself for the event?	Definitely not blame self 1	2	3	4	5	6	Definitely blame self 7
10. To what extent do you blame the victim for the event?	Definitely not blame offender 1	2	3	4	5	6	Definitely blame offender 7
11. After the event nothing can be done to make things fair	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7