SELF-ESTEEM, SOCIAL COMPARISON AND DISCRIMINATION: A REAPPRAISAL AND DEVELOPMENT OF TAJFEL'S SOCIAL IDENTITY THEORY

VOL 2

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APPENDIX 1: THE TAJFEL MATRICES AND HOW TO SCORE THEM

Matrix 1: FAV on MJP and MJP on FAV

Member ___ of Group __	19	18	17	16	15	14	13	12	11	10	9	8	7
Member ___ of Group __	1	3	5	7	9	11	13	15	17	19	21	23	25
R-L score	12	11	10	9	8	7	6	5	4	3	2	1	0
L-R score	0	1	2	3	4	5	6	7	8	9	10	11	12

Pull score of FAV on MJP = R-L score on i/o presentation minus R-L score on o/i presentation. Pull score of MJP on FAV = L-R score on i/o presentation minus R-L score on o/i presentation. IndFAV1 = L-R score on i/i presentation - L-R score on o/o presentation.

Matrix 2: MD on MIP+MJP and MIP+MJP on MD

Member ___ of Group __	7	8	9	10	11	12	13	14	15	16	17	18	19
Member ___ of Group __	1	3	5	7	9	11	13	15	17	19	21	23	25
R-L score	12	11	10	9	8	7	6	5	4	3	2	1	0
L-R score	0	1	2	3	4	5	6	7	8	9	10	11	12

Pull score of MD on MIP+MJP = R-L score on i/o presentation minus R-L score on o/i presentation. Pull score of MIP+MJP on MD = L-R score on i/o presentation minus R-L score on o/i presentation. IndFAV2 score = L-R score on i/i presentation - L-R score on o/o presentation.

Matrix 3: FAV on F and F on FAV

Member ___ of Group __	26	25	24	23	22	21	20	19	18	17	16	15	14
Member ___ of Group __	2	3	4	5	6	7	8	9	10	11	12	13	14
R-L score	12	11	10	9	8	7	6	5	4	3	2	1	0
L-R score	0	1	2	3	4	5	6	7	8	9	10	11	12

Pull score of FAV on F = R-L score on i/o presentation minus R-L score on o/i presentation. Pull score of F on FAV = L-R score on i/o presentation minus R-L score on o/i presentation.

Key: MIP = Maximum In-group Profit; MD = Maximum Difference in favour of the in-group; FAV = In-group FAVouritism = MIP + MD; MJP = Maximum Joint Profit; F = Fairness; IndFAV1 = Indirect FAVouritism on matrix 1; IndFAV2 = Indirect FAVouritism on matrix 2; R-L = Right to Left; L-R = Left to Right; i = in-group member; o = out-group member; i/o = in-group member is top row recipient and out-group member is bottom-row recipient; o/i = out-group member is top-row recipient and in-group member is bottom row recipient.

APPENDIX 2: AN EXAMPLE STUDY 1 (THINKALOUD) RESPONSE BOOKLET

PLEASE READ THESE INSTRUCTIONS CAREFULLY

A Study of Decision-Making

Introduction

Hello. Welcome to this study of decision-making. To ensure anonymity every person is being given a unique code number. Yours in number 41.

Please make sure that there is a tape recorder in the room and that its "counter" is set to zero. Before turning the tape recorder on, please read the rest of this introduction.

Central to this study is a technique known as "think-aloud". In a moment you will be asked to make a series of decisions and to talk out loud about what you are thinking and feeling whilst making those decisions. Sometimes these thoughts and feelings will obviously directly concern the task in hand but at other times they will not. Please do not try to decide which thoughts and feelings are relevant but say out loud everything that comes into your head from the moment that the tape recorder is switched on until the moment you are asked to turn it off again.

Verbalizing your thoughts and feelings is not as easy as you might imagine. To help you do this (and also to help us know which decision you are making at any one time) please read out all the questions and instructions that are in bold in this booklet.

Please press the "RECORD" button on the tape recorder now: please think aloud from now on.

Please check that the tape is going round in the tape recorder. If not, please ask for help.

This study is particularly interested in group decision-making and so the people in this part of the study will be split into two groups. All those with a code number between 40 and 49 (inclusive) will be in Group W, and all those with code numbers between 70 and 70 (inclusive) will be in Group X. All people in this part of the study have code numbers between 40 and 49 or between 70 and 79.

Please read aloud: **My code number if 41 and I am in Group W.**

No two people have the same code numbers. No one other than yourself knows your code number or your group membership. Who got which code number and who was in which group was entirely random (the coordinator of this study should have demonstrated this to you by having one participant examine the booklets and another "shuffle" them).

The decisions you will be asked to make involve allocating points to other people. These points will be changed later on for money. The more money a person receives, the more money they will get later.

You will make a series of point allocations, each time to two people at once. Because of the anonymity involved in this study you will not know who these people are. All that you will know about them is their code number and which group they are in.

You will never be allocating points to yourself, but a record will be kept of allocations made to you by others. After the session is completed and the matrices are scored you will get the money that those points represent.

Please go onto the next page.

Please read aloud: **A decision about allocating points to Member 47 of Group W and Member 40 of Group W.**

REMEMBER TO THINK ALOUD

Member 47 of Group W	7	8	9	10	11	12	13	14	15	16	17	18	19
Member 40 of Group W	1	3	5	7	9	11	13	15	17	19	21	23	25

extremely useful to if we were able to contact you to clear up any points that may arise from your contribution to this study. These details will be known only to the person running this study.

Please circle your choice and complete the following statement.

I have decided to allocate:

Member 47 of Group W _____ points, and
Member 40 of Group W _____ points.

YOU DO NOT HAVE TO ANSWER THE QUESTIONS BELOW. It would be helpful if you did.

Name _____

Contact (e.g. address and/or phone number) _____

Before moving on to the next decision, is there anything that you would like to add about your thoughts and feelings? If so, please speak out!

_____

_____

_____

_____

Please turn the page.

Page missing

That is all of the decisions that you need to make. Thank you for your help. Before finishing, though, is there anything at all that you would like to mention about this study and your participation in it? If there is, please feel free to either speak and/or write down your comments.

Thank you once again for your time and effort. It really is appreciated.

Please read aloud: **The tape recorder "counter" is now on number _____ (fill in blank). This is Number 41 of Group W turning off the tape recorder now.**

When you have finished, please give your completed booklet and the tape recorder to the study coordinator. You will then be debriefed.

APPENDIX 3: TRANSCRIPTS FROM STUDY 1 (THINKALOUD)

Key: Transcriptions employ standard punctuation as far as possible. Information shown within square brackets is simply that, information - it was not said by the subject. For example, allocations are numbered from 1-18 in the order they were completed in. These numbers are shown in square brackets at the beginning of each allocation.

The first pair of figures in bold within square brackets at the end of each allocation (e.g. **16/19**) show the points allocated on that particular matrix: top-row first, bottom-row second. The two letters within those brackets (e.g. **i/o**) show who the recipients for that matrix were - top-row first and bottom row second - where i = in-group member and o = out-group member. The number immediately following the two letters within those brackets show the matrix type for that allocation, where 1 measures the pull of FAV on MJP and vice versa, 2 measures the pull of MD on MIP+MJP and vice versa, and 3 measures the pull of FAV on F and vice versa (see Appendix 1). The final number within those brackets gives the right to left score for the allocation chosen on that matrix (see Appendix 1).

Words in speech marks were read by the subject from their response booklet.

Where full transcription did not occur the recipients for each allocation are shown within speech marks at the start of the transcription for that allocation. This information includes code number and group membership, top-row recipient first, bottom-row recipient second.

Italics show emphasis. CAPITALS show a substantially raised voice.

Words within rounded brackets were unclear and/or ambiguous and thus represent the transcriber's `best guess' at what was said. If such words were completely obscure the word "unclear" is included within the rounded brackets.

Subjects' comments, if any, are included at the end of each transcription.

[FT] = Full transcription. [PT] = Partial transcription.

Subject 1: Code number 42: Group W [Male, 25] [PT]

[1] "47W, 40W". Choosing a number at random, it won't be 13 because I'm superstitious. So we'll go for number 16 for the sake of it. So, that means, Member 40 of Group W gets 19. That's three up to start with on that. He's gonna be in pocket. **[16/19: i/i 2: 3]**

[2] "74X, 77X". There again, I seem to, havin' a, a *random* choice. For no specific *reason*. Well no specific reason comes to mind. So, we'll have *17* for Member 74, there's a 7 in it. Then there's a, a (*fatuous*) 11. Bit of a silly reason for a choice I 'spose. 17 and *11*. **[17/11: o/o 3: 3]**

[3] "43W, 73X". I hope eventually he's gonna explain the, er, the reason and the relevance of this. I'll be very curious to know. Member 43 of Group W. (I'm going to give 23). It's the first number that's (actually). Only gets a 5. Number 73 of Group W (unclear). No. That one won't make much out of this at the moment. I hope it's not me. **[23/5: i/o 3: 9]**

[4] "77X, 74X". Two in the same Group. Right, 77's come before. I don't want to make him too much. Then again, it might be me, so we'll go for the top one...It's a good job there's not a lot of money riding on this...Never making allocations to yourself. It's probably a good job...Not having any idea who else is *doing* this, there can be no relevance to choosing a particular figure, in relation to thinking, "Oh. It might get a certain person, who I know, a little bit more money." **[26/2: o/o 3: 12]**

[5] "42W, 46W". 15 and 9...That's the first one I see. **[15/9: i/i 1: 8]**

[6] "76X, 48W". I'll go for the two *high* numbers. **[19/25: o/i 2: 0]**

[7] "46W, 42W". Even ones. Not that even, 'cos (unclear) superstitious 13, so, I'll go for the next one. 12 and 15. (They both get), around the same figure. Keep an average going. **[12/15: i/i 1: 5]**

[8] "72X, 79X". Same group...In fairness to them, as well. We'll keep it quite even and go for 14 and 15, again. **[14/15: o/o 2: 5]**

[9] "45W, 49W". I suppose what I could do...is allocate higher points to higher numbers. Low points to lower numbers. It doesn't quite work like that because, 49, er 45 if allocating a high number, then it means, 49 in the same group only gets 2...Still. Yeah, give him 2. Be a bit stingy this time. **[26/2: i/i 3: 12]** It seems to me the task is, too ambiguous to make any, *constructive* decision...All the decisions will be very *random* and, not necessarily easy to explain the *reasons* for that decision.

[10["70X, 44W". Now I can bring into play my last thought. Making the high numbers that bit richer. So we'll go for the first one. **[19/1: o/i 1: 12]**

[11] "48W, 76X". Right, we'll use the same tactics here...Er, Unfortunately everything seems to be allocating more to. I wish you hadn't told me that because that's my main reason for making a decision. **[19/25: i/o 2: 0]**

[12] "49W, 45W". The reason I've made that decision. 21's a multiple of the 7 so, I dunno, seems to be some sort of *systematic* relevance. **[21/7: i/i 3: 7]**

[13] "78X, 75X". What shall I do on this one?...We'll have that one. 15 and 9. **[15/9: o/o 1: 8]**

[14] "79X, 72X". I don't want to spend *too* long on this. **[17/21: o/o 2: 2]**

[15] "73X, 43W". [No explanation given] **[19/9: o/i 3: 5]**

[16] "40W, 47W". I'm feeling stingy. 7 and 1. **[7/1: i/i 2: 12]**

[17] "75X, 78X". Not 13 and 13. That's for sure. 12 and 15 again. **[12/15: o/o 1: 5]**

[18] "44W, 70X". 'Cos I want to move on, I'm going for the first one, 19 and 1. **[19/1: i/o 1: 12]**

Subject 2: Code number 42: Group W [Male, 30] [FT]

[Mumbles while reading instructions]

"My code number is 42 and I am in Group W".

[Mumbles while reading instructions]

[1] "Please read aloud: A decision about allocating points to Member 74 of Group X and Member 77 of Group X". And I have this matrix. I've got no idea who these people are. Now then. What do I do? What do...? Yeah, 14 14. Because that way they get the same amount each. "I have decided to allocate" 14 points and 14 points. "Before moving on to the next decision, is there anything that you would like to add about your thoughts and feelings? If so, speak out!" This seems like a totally bland thing that...I'm sort of picking numbers more or less at random as far as I can make out. Anyway. "When you have finished this decision, please turn the page." **[14/14: o/o 3: 0]**

[2] "A decision about allocating points to Member 43 of Group W and Member 73 of Group X". 43 is the person immediately after me. What difference does that make? None whatsoever. Okay. The thought that immediately enters my head is that I

ought, *ought* to allocate more points to people in my Group than to people in the other Group. But that's bollocks because it's all totally random anyway, so I'll give 'em 14 each. [Reads out rest of instructions on page]. Well no, let's keep going. **[14/14: i/o 3:0]**

[3] "A decision about allocating points to Member 77 of Group X and Member 74 of Group X". Yes, of course. It's just the same. Oh, this is complete bollocks. I mean, the sensible thing to do is... It makes no bloody difference. Bearing in mind I'm never allocating anything to *myself*, it doesn't matter. I'm, I don't know who these other people are. I mean, I could be... I was going to say that I could be vindictive, but I can't. Uhm. If I give 26 to one person and 2 to the other, okay I'm being vindictive to the person who's only getting 2, but I'm being very generous to the person oh this is bollocks, 14. [Reads instructions] **[14/14: o/o 3: 0]**

[4] "A decision about allocating points to Member 49 of Group W and Member 46 of Group W". Oh look. You've gone and changed the matrix. It's going to take me a second to work through. Now then. Ah. Hang on, this is different. On those. On the first couple, it worked out the same overall for both. On this one, it doesn't work out the same. What I mean is 14 and 14 blah blah blah blah blah. Here, let's see. 19 and 1 is 20. 18 and 2 is. Sorry, 18 and 3 is 21. So what I want to do, is. I want to be nice and generous, so what's the best way I can do that? Er, 11 and 14, 13 and 13. 13 and 13 looks like an obvious one. 12 and 15. Actually. If I do 12 and 15 the person whose, *getting*, [only] 12 isn't *losing* as much as the person I've given. 17. Now the *logical* thing to do is the 7 and 25. Yeah, 7 and 25, because that way that is maximizing the total payments. [7 and 5...{Is clearly doing some mental arithmetic}..8 and twenty...] Yeah. Yes. I'm *maximizing*. Okay. [Reads allocations] The reason that I am doing that is in order to maximize the total amount being given. **[7/25: i/i 1: 0]**

[5] And, "Please read aloud: A decision about allocating numbers to Group 76 of Group X and Member 49 of Group W". I'm not speaking very clearly am I? I'll talk slower. I'll try and speak a little more clearly. Tut. Okay. What I am doing here is the 19 and 25. [Reads allocations] Er, because I'm a generous sod. Thought that occurs to me, is. Oh no, sorry. You did say that, the more points I give the more that the person is getting. It's not a matter of, um, the *difference* between. Bollocks. **[19/25: o/i 2: 0]**

[6] "A decision about allocating points to Member 46 of Group W and Member 49 of Group W". Blah blah blah blah blah. Thinks. Have I done any of these numbers before? Am I allowed to turn back? Hang on. I'm, I'm just going to see if I'm allowed to turn back. [Mutters while reading] I can't see anything that says I *can't* turn back, so what I can do is look back at previous ones. See whether I've given the same stuff to anybody in the past. Don't think I have. [Mumbles

while reading code numbers] No no no no no no no no no no no no no no no no no no no no no no no no no no no no no no no no no no no. Forty... Ah, 49 has [been up before], I'm sure of it. Yes. 49 and 46. I knew we'd got 49 and 46. Right. Now then. *Last* time I gave 49 7 and 46 25. So *this* time I'm going to give 46 7 and 49... [Reads allocations] Okay, so what I've done is actually evened up what I did previously. **[7/25: i/i 1: 0]**

[7] "A decision about allocating points to Member 72 of Group X and Member 79 of Group X". I am looking back. And. Ah bollocks, does it matter? You know, just bung anything down. Sod it. Right. [Reads allocations] What would happen, if I circled one thing and then put completely different numbers down here? You know. "I have decided to allocate Number 72 of Group X 28,000 points, Number 79 of Group X I'm going to take a few away. Never mind. **[19/25: o/o 2: 0]**

[8] Oh God. Now we've gone back to the point where the matrices seem to add up to the same total. "Please read aloud: A decision about allocating points to Member 45 of Group W and Member 41 of Group W". Blah blah blah blah blah blah blah, 14 14. Are these walls sound-proofed? I have this horrible vision of people knocking on the on the door, on the walls shouting 'shut up you bastard'. [Reads allocations] **[14/14: i/i 3: 0]**

[9] God, this is tedious. "A decision about allocating points to Member 70 of Group X and Member 44 of Group W". Blah blah blah blah. 7 and 25? Or 13 and 13? 7 and 25. (Not a thought) [Reads allocations] This isn't what I was thinking this was going to be. I thought it was going to be the uhm, matrix thing. Where you've got the choice of either cheating or co-operating. And if you sort of, cheat, and your opponent co-operates, you get a lot and if you co-operate and your opponent cheats you lose a lot and you actually co-operate. Ah, bollocks, forget that. Doesn't matter. **[7/25: o/i 1: 0]**

[10] "Please read aloud: A decision about allocating points to Member 49 of Group W and Member 76 of Group X". (Laughs). The thought that's just occurred to me, this is Aloe Gutherie (?) isn't it, Alice's restaurant. [Deep south accent?] 'Oh, (odd Group W badge). If you're not man enough to join the army.' [Reads allocations] **[19/25: i/o 2: 0]**

[11] Good night John-Boy. Oh, fucker. Bits of paper falling apart. [Unclear] "A decision about allocating points to Member 41 of Group W and Member 45 of Group W". 14 14. [Reads allocations] I suppose I would have noticed if you've actually got different numbers here. Numbers in the matrix is one thing, I mean, you might have Number 41 and actually down here it's Number 78 or something oh never mind. Um. **[14/14: i/i 3: 6]**

[12] "A decision about allocating points to Member 78 of Group X and Member 75 of Group X". 25 7. [Reads allocations] **[7/25: o/o 1: 0]**

[13] "A decision about allocating points to Member 79 of Group X and Member 72 of Group X". 19 and 25. [Dim person's voice put on] Hey, hang on a second. The other Group's is getting bigger numbers than our Group's. Why is that? [Back to own voice] Well actually (Cliff) they're not, (I'm not a chicken). [Reads allocations] **[19/25: o/o 2: 0]**

[14] "A decision about allocating points to Member 73 of Group X and Member 43 of Group W". 14 14. The big question is, I know Number 42. If actually a 42 came up here, would I actually even spot it? Probably not. That's what I'm going to do. (I'm) actually going to go back, see if it's a *trick*. There's actually a 42 in there somewhere which I haven't noticed. [Reads allocations] **[14/14: o/i 3: 0]**

[15] "A decision about allocating points to Member 40 of Group W and Member 47 of Group W". Oh my God. This is getting tedious. It's getting fucking pointless, what's more. I mean, do we actually have to have this this many. Can't we just sort of take it as read, just do half a dozen and that's enough? No. Well okay, fair enough. I get the picture. [Reads allocations] "Anything I want to say?" No, apart from 'this is boring'. **[19/25: i/i 2: 0]**

[16] "A decision about allocating points to Member 75 of Group X and Member 78 of Group X". 7 and 25 [Reads allocations] (Laughs). Oh God. Um. Must have cost you a fortune in photocopying. Or is that why you offered us pencils so that you could actually rub it out and use the same paper twice? **[7/25: o/o 1: 0]**

[17] "A decision about allocating points to Member 44 of Group W and Member 70 of Group X". 7 25. You, as you probably realised by now, I have actually stopped looking at these individual num...Well, I stopped doing that a long, long time ago. I mean, as far as I can work out you've got *two*, maybe three basic. Two maybe three, matrices. Just re, rep, icated, replicated. Over and over, so I. Probably something really, *different* on one of them and I'm not going to notice it. [Reads allocations] It's a bit like football scores (before), isn't it? 'And now it's (Ronford Green) in the swimming pool' **[7/25: i/o 1: 0]**

[18] "A *decision* about allocating points" [laughs]. Well, I'm sorry. I'm not trying to deliberately bugger this up, honest. I am trying to take it seriously. Seriously, I am. "A *decision* about allocating points to Member 47 of Group W and Member 40 of Group W". 19 and 25. [Reads allocations] **[19/25: i/i 2: 0]**

Subject 3: Code number 43: Group W [Female, 20] [PT]

[1] "49W, 73X". No particular reason. I'll just allocate the middle number of the top row. **[20/8: i/o 3: 6]**

[2] "77X, 74X". I'm going to allocate a number on the left-hand side because I can't be bothered to look all the way along the row...I'll allocate number 24, because it's got a 4 underneath it, so it looks quite tidy. **[24/4: o/o 3: 10]**

[3] "42W, 46W". I'll look along the bottom row first this time, because I've done the top row first the last two times...I'll do number 13 because that's where I live, and there's a number 13 on top of it, so, both of them get 13. **[13/13: i/i 1: 6]**

[4] "76X, 48W". Looking for a number 20 'cos that's how old I am, but there isn't one there, so I'll circle 21, 'cos that's nearly how old I am. **[17/21: o/i 2: 2]**

[5] "46W, 42W". Number 7 because it's right at the end and I haven't had one right at the end. **[7/25: i/i 1: 0]**

[6] "72X, 79X". I'll just pick the other end, 'cos I had the last end last time. **[7/1: o/o 2: 12]**

[7] "45W, 41W". No particular reason. **[24/4: i/i 3: 10]**

[8] "70X, 44W". No particular reason. **[14/11: o/i 1: 7]**

[9] "48W, 76X". I'm just going to get these done as quickly as possible now....They're almost at the end and I looked at 18, really quickly. **[18/23: i/o 2: 1]**

[10] "41W, 45W". I can see a Number 25 there, which for some reason looks quite appealing. **[25/3: i/i 3: 11]**

[11] "78X, 75X". Doesn't really matter...13 and 13. That was on another one and I circled that before so, I'll circle it again. Why not? Might as well. **[13/13: o/o 1: 6]**

[12] "79X, 72X". 14 and 15 because it's next to 13 and 13 which I just circled. **[14/15: o/o 2: 5]**

[13] "73X, 49W". I'll circle the next one along I think, which happens to be 18 and 10. **[18/10: o/i 3: 4]**

[14] "40W, 47W". I think I'm just going to have one right next to the member 40 bit. Just because I can't be bothered to look along the whole line again. **[7/1: i/i 2: 12]**

[15] "75X, 78X". Just spotted 10 and 19 and I don't see why I shouldn't circle that, so I will. **[10/19: o/o 1: 3]**

[16] "44W, 70X". See a 9 and 21, looks quite neat 'cos it's right near the end...Isn't it weird how you could be giving

loads of money away to people you don't even know or like here? **[9/21: i/o 1: 2]**

[17] "47W, 40W". No reason in particular. Just fancy circling 9 and 5. **[9/5: i/i 2: 10]**

[18] "74X, 77X". That looks just like a mirror. **[14/14: o/o 3: 0]**

Subject 4: Code number 44: Group W [Female, 19] [FT]

Right. Okay. "My code number is 44 and I am in Group W".

I'm just skipping through, the instructions. It's just, repeating what we've just been *told*. Think I've got the idea of it. I hope. Right. Starting.

[1] "A decision about allocating points to Member 77 of Group X and Member 74 of Group X". (Well), top row high, bottom low. So, to be *fair*, (anyway), being a law student and all that, I should give them both the same, both 14. So, circle that, give them both 14. "Is there anything you would like to add about your thoughts and feelings?" Well, apart from feeling bloody stupid. Right. **[14/14: o/o 3: 0]**

[2] "A decision about allocating points to Member 42 of Group W and Member 46 of Group W". Right. Well I'm sort of bang in the middle of both of these, with being in Group W, 44. I should really give them both the same again but that's 13 and that's unlucky so, give them, 12 and 15. Right. **[12/15: i/i 1: 5]**

[3] "A decision about allocating points to Member 76 of Group X and Member 48 of Group W". Being in Group W, should show some loyalty, so, I'll give, Member 48 of Group W the highest. Well. Group. The other [Member] also gets quite high so, that'll do. **[19/25: o/i 2: 0]**

[4] "A decision about allocating points to Member 46 of Group W and Member 42 of Group W". I've just done these (laughs). So. But the other way round so I'll give them exactly the same again, but (it's) the other way around. 12 and 15 again. If they're all repeated I don't think I'll be able to remember all at once so. Right. **[12/15: i/i 1: 5]**

[5] "A decision about allocating points to Member 72 of Group X and Member 79 of Group X". Er. 11 and 12 I think. It's the closest. Tryin' to be fair all the time. To everybody. Hope everybody else is doing this as fair as me. **[12/11: o/o 2: 7]**

[6] "A decision about allocating points to Member 45 of Group W and Member 41 of Group W". Well 41's just above me. But I think we'll. 45's just below. If we give them both the 14. That's *fair*. **[14/14: i/i 3: 0]**

[7] "A decision about allocating points to Member 70 of Group X and Member 49 of Group W". Well, I gave the Member of Group W *higher*, when it was, to be against X before. So I'll do that *again*. 7 25. **[7/25: o/i 1: 0]**

[8] "A decision about allocating points to Member 48 of Group W and Member 76 of Group X". I think, 14 and 15's quite, well balanced. If I just sort of *stick* towards the middle and not go to the extremes it seems *fairest*. Seeing as I'm talking about (middling it up) over students. **[14/15: i/o 2: 5]**

[9] "A decision about allocating points to Member 41 of Group W and Member 45 of Group W". I'll give them both 14. **[14/14: i/i 3: 0]**

[10] "A decision about allocating points to Member 78 of Group X and Member 75 of Group X". Give them. I'm determined not to go for 13 and 13. Because that's two unlucky. So I'll go for 12 and 15. It's ominous. I'm really superstitious, now (laughs). **[12/15: o/o 1: 5]**

[11] "A decision about allocating points to Member 79 of Group X and Member 72 of Group X". Well, neither of them are in my group so we'll give them, 7 and 1. The lowest. **[7/1: o/o 2: 12]**

[12] "A decision about allocating points to Member 73 of Group X and Member 43 of Group W". Give them both 14. **[14/14: o/i 3: 0]**

[13] "A decision about allocating points to Member 40 of Group W and Member 47 of Group W". Well. They're both in my Group so I'll give them the *highest*. Hopefully the people in my Group'll do the *same*. (In mine). **[19/25: i/i 2: 0]**

[14] "A decision about allocating points to Member 75 of Group X and Member 78 of Group X". Now. Give them 12 and 15. Try and avoid 13 and 13 still. **[12/15: o/o 1: 5]**

[15] "A decision about allocating points to Member 49 of Group W and Member 70 of Group X". Give, W high, 70 low. So, 19 and 1. This is getting rather boring, actually (laughs). **[19/1: i/o 1: 12]**

[16] "A *decision* about allocating points to Member 47 of Group W and Member 40 of Group W". Both in my Group so they get *high* numbers. 19 and 25. **[19/25: i/i 2: 0]**

[17] "A decision about allocating points to Member 74 of Group X and Member 77 of Group X". Give them both 14. **[14/14: o/o 3: 0]**

[18] "A decision about allocating points to Member 43 of Group W and Member 73 of Group X". Give them both 14 again. **[14/14: i/o 3:0]**

Subject 5: Code number 45: Group W [Male, 24] [PT]

[1] "44W, 70X". I just thought I'd start off by being generous. **[13/13: i/o 1: 6]**

[2] "47W, 40W". [No information given] **[16/19: i/i 2: 3]**

[3] "74X, 77X". [No information given]. **[18/10: o/o 3: 4]**

[4] "43W, 73X". Let's be very ungenerous here...Group W's my group so...Terribly biased. **[22/6: i/o 3: 8]**

[5] "77X, 74X". I think I'll give equal points here. **[14/14: o/o 3: 0]**

[6] "42W, 46W". [No information given] **[10/19: i/i 1: 3]**

[7] "76X, 48W". Wondering if, supporting group W (is) part of the experiment. Uh. I don't know. **[17/21: o/i 2: 2]**

[8] "46W, 42W". Had 46 before haven't I? Er, just in case, I've allocated "Member 46 of Group W 9 points and Member 42 of Group W 21 points". **[9/21: i/i 1: 2]**

[9] "72X, 79X". 13 each. **[13/13: o/o 2: 6]**

[10] "49W, 41W". [No information given] **[16/12: i/i 3: 2]**

[11] "70X, 44W". Right. Uhm. Partisan here and give Group X a bit more I think. **[17/5: o/i 1: 10]**

[12] "48W, 76X". I think I've had 76 before. Uhm, I can't do much really. There are a few good points. **[12/11: i/o 2: 7]**

[13] "41W, 49W". 41 sounds familiar. (That would be) even. Give them 14 each. **[14/14: i/i 3: 0]**

[14] "78X, 75X". I think I'll give them both the same. **[13/13: o/o 1: 6]**

[15] "79X, 72X". Sure we've had 79 before...(I wonder how much we've) got? But it won't be too much if we (forget to do it) So, (do you have to pay?) If you've only got a certain amount of money, and money goes to different groups, (unclear) not to give too much to Group X. Er, not sure about that, but er, let's play it safe and only give them 9 and 5...Very pessimistic. **[9/5: o/o 2: 10]**

[16] "73X, 43W". Right, need (max) scores in that case. **[14/14: o/i 3: 0]**

[17] "40W, 47W". Right, this makes no difference to me, but, give them as many points as possible I think. **[19/25: i/i 2: 0]** Right, I don't want to give too much away, even to our

group, 'cos that might cut me out. Didn't find out who 40, 40 and 47 are: I might get my money back, I think.

[18] "75X, 78X". I don't want to give too much to the other group, again, but, then, even, give them 13 each, I suppose. **[13/13: o/o 1: 6]**

Comments:-

Tend to feel I'm a bit partisan towards W group. But you also, after a while, tend to sort of feel sorry for X group, for not giving them any money.

Subject 6: Code number 46: Group W [Female, 19] [PT]

[1] "76X, 48W". I've absolutely no idea why, but I think perhaps because, I like number 9. **[11/1: o/i 2: 8]**

[2] "49W, 42W". [No information given]. **[10/19: i/i 1: 3]**

[3] "72X, 79X". Right, they're both from Group X. **[7/1: o/o 2: 12]**

[4] "45W, 41W". I'm just doing this completely randomly. **[25/3: i/i 3: 11]**

[5] "70X, 44W". 13 and 13 because it's (all even). **[13/13: o/i 1: 6]**

[6] "48W, 76X". I don't know why. **[19/25: i/o 2: 0]**

[7] "41W, 45W". 19 and 9, because I like the number 9. **[19/9: i/i 3: 5]**

[8] "78X, 75X". They're both quite near each other and from the same group, so, I'll give them a similar amount of points. **[12/15: o/o 1: 5]**

[9] "79X, 72X". [No information given]. **[7/1: o/o 2: 12]**

[10] "73X, 43W". 'Cos they're from different groups, I'll give them more spaced out points. **[21/7: o/i 3: 7]**

[11] "40W, 47W". I don't like the number 40, so, I'll give it a lower number than 47, because 47's a better number. **[19/25: i/i 2: 0]**

[12] "75X, 78X". No apparent reason. **[10/19: o/o 1: 3]**

[13] "44W, 70X". 44 is amazingly unlucky number so give it 8 points, 'cos that's an unlucky number too. **[8/23: i/o 1: 1]**

[14] "47W, 40W". I like the lower numbers. **[7/1: i/i 2: 12]**

[15] "74X, 77X". I'll give them both 14. **[14/14: o/o 3: 0]**

[16] "43W, 73X". They both have 3 in them so, pick a number with 3. **[15/13: i/o 3: 1]**

[17] "77X, 74X". 77's a good number, so, give it, 21 because that's my (room number). **[21/7: o/o 3: 7]**

[18] "42W, 49W". Because it was the first one I saw. **[8/23: i/i 1: 1]**

Comments:-

It was really difficult to make decisions simply on numbers when I had no information about that number, or the person whose number it was!

Subject 7: Code number 47: Group W [Female, 21] [FT]

"My code number is 47 and I am in Group W".

[1] "A decision about allocating points to Member 44 of Group W and Member 70 of Group X". Choosing 14 and 11 because they're the first ones I looked at. Uh, the only thing about my thoughts and feelings is 'What the hell's going on?'. (laughs) **[14/11: i/o 1: 7]**

[2] "A *decision* about allocating points to Member 49 of Group W and Member 40 of Group W". Er, I'm going for the largest sum. I don't know why really. Ha. I just thought, 'why not?' **[19/25: i/i 2: 0]**

[3] "A decision about allocating points to Member 74 of Group X and Member 77 of Group X". Uhm. Er. I've just remembered that I'm supposed to be, *points* er *represent* money so I suppose I'd better be nice. Er, to both. Erm. Er, picking one of equal value. **[14/14: o/o 3: 0]**

[4] "A decision about allocating points to Member 43 of Group W and Member 73 of Group X". Erm. Oh, I'm gonna do just the same as last time. Er, there's nothing I'd like to speak out. **[14/14: i/o 3:0]**

[5] "A decision about...allocating points to Member 77 of Group X and Member 74 of Group, X". Oh, er. 'S gettin' quite boring but I'll do the same as last time. Hang on a minute, I've just remembered that they said about bold print and do I have to read "Please keep thinking aloud as much as possible" out each time so I'm going to go and ask. No, I don't have to say that. **[14/14: o/o 3: 0]**

[6] "A decision about allocating points to Member, uh, 42 of Group W and Member 46 of Group W". Um. Oh, all the numbers have changed. Er. Ah God, er. 13 'cos they're the both the same, but its unlucky, an' [whatever]. **[13/13: i/i 1: 6]**

[7] "A decision about allocating points to Member 76 of Group X and Member 48 of Group W". Er, I'm not taking any notice whatsoever about who I'm allocating what to, and what Group or what Member it is, by the way. Er. Going for 19 and 25 'cos they're the largest of both of the numbers. Um. [Sighs]. No, there's nothing [aloud] I'd like to say. **[19/25: o/i 2: 0]**

[8] "A decision about allocating points to Member 46 of Group W and Member 42 of Group W". Erm. Er. [Dunno why], both 13 again. Um. Not really sure why. Just because the, they both get an equal amount of points. [Okay] **[13/13: i/i 1: 6]**

[9] "A decision about allocating points to Member 72 of Group X and Member 79 of Group X". Um. Um. Again, I'll go for 19 and 25 'cos they're, highest amounts. **[19/25: o/o 2: 0]**

[10] Er, "A decision about allocating points to Member 45 of Group W and Member 41 of Group W". Er. Er. 14 each again. [Right.] **[14/14: i/i 3: 0]**

[11] [I'm gonna give someone] a different answer on this page 'cos it's getting, a bit tedious. "A decision about allocating points to Member 70 of Group X and Member 44 of Group W". Er. 13 again each. [Sighs] **[13/13: o/i 1: 6]**

[12] "A decision about allocating points to Member 48 of Group W and Member 76 of Group X". Er, 13 each 'cos first, er, saying. First ones I looked at that is. Er. No, there's nothing more I'd like to add about my thoughts or feelings. **[13/13: i/o 2: 6]**

[13] "A decision about allocating points to Member 41 of Group W and Member 45 of Group W". Er. Er. 14 each. **[14/14: i/i 3: 0]**

[14] "A decision about allocating points to Member 78 of Group X and Member 75 of Group X". Erm. I'm gonna go for the same again, just to be exciting. 13 and 13 each. Er. **[13/13 o/o 1: 6]**

[15] "A decision about allocating points to Member 79 of Group, X, er, about allocating points to Member 79 of Group X and Member 72 of Group X". Er. 19 and 25, both high. Uhm. **[19/25: o/o 2: 0]**

[16] "A decision about allocating points to Member 73 of Group X and Member 43 of Group W". Uhm. Er. 14 each again. Don't know why. Just 'cos they're the same. **[14/14: o/i 3: 0]**

[17] "A decision about allocating points to Member 40 of Group W and Member 47 of Group W". Erm, give them the highest again, even though I don't, believe that it's going to be exchanged for money really. 19 and 25 [unclear] **[19/25: i/i 2: 0]**

[18] "A decision about allocating points to Member 75 of Group X and Member 78 of Group X". Uhm. 13 each again. Don't know why. It's the same for both, so that's why, I'm doing it. ['Cos I'm being] boring. **[7/25: o/o 1: 0]**

Subject 8: Code number 48: Group W [Male, 21] [FT]

"My code number is 48 and I am in Group W".

[1] "A decision about allocating points to Member 72 of Group X and Member 79 of Group X". This decision is completely arbitrary because, I have no information whatsoever to base this decision on, so I'm going to give them both 13 points. **[13/13: o/o 2: 6]**

[2] "A decision about allocating points to Member 45 of Group W and Member 41 of Group W". Again, I've no basis for decision so I'll give them both 14. I can't see the point of this experiment. **[14/14: i/i 3: 0]**

[3] "A decision about allocating points to Member 70 of Group X and Member 44 of Group W". I'm going to give them both 13 again. I get the feeling I must have missed something. **[13/13: o/i 1: 6]**

[4] "A decision about allocating points to Member 49 of Group W and Member 76 of Group X". Okay, I'm going to er, assume an arbitrary reason for decision. Assuming points is proportional to money, and I am skint, therefore I will choose 19 and 25. **[19/25: i/o 2: 0]**

[5] "A decision about allocating points to Member 41 of Group W and Member 45 of Group W". Huh. The previous reason doesn't work on this [because of] progressions, so, er, I'll give them both 14 (here). **[14/14: i/i 3: 6]**

[6] "A decision about allocating points to Member 78 of Group X and Member 75 of Group X". Money reason, 25 and 7. **[25/7: o/o 1: 0]**

[7] "A decision about allocating points to Member 79 of Group X and Member 72 of Group X". The same reason as before. I'm still baffled as to the purpose of the experiment. **[19/25: o/o 2: 0]**

[8] "A decision about allocating points to Member 73 of Group X and Member 43 of Group W". These all seem to be very similar. I'll give them both 14. **[14/14: o/i 3: 0]**

[9] "A decision about allocating points to Member 40 of Group W and Member 47 of Group W". Maximum total points. This is not the same as, er, some of the previous ones. (Sorry,) it's getting tedious. **[19/25: i/i 2: 0]**

[10] "A decision about allocating points to Member 75 of Group X and Member 78 of Group X". Again, I think I've seen this one before. I'm just going back to read the instructions. I'm sure I've missed something. (Long pause). Nope. I haven't missed anything. This is, er, weird. **[7/25: o/o 1: 0]**

[11] "A decision about allocating points to Member 44 of Group W and Member 70 of Group X". Highest total score. **[7/25: i/o 1: 0]**

[12] Same again. Oh. (Sorry). "A *decision* about allocating points to Member 47 of Group W and Member 40 of Group W". Yeah, same again. Getting repetitive. I'm still wondering about the point of this experiment. Maybe something to do with automatic tasks. **[19/25: i/i 2: 0]**

[13] "A decision about allocating points to Member 74 of Group X and Member 77 of Group X". I'll give them equal points. **[14/14: o/o 3: 0]**

[14] "A decision about allocating points to Member 43 of Group W and Member 73 of Group X". **[14/14: i/o 3:0]**

[15] "A decision about allocating points to Member 77 of Group X and Member 74 of Group X". **[14/14: o/o 3: 0]**

[16] "A decision about allocating points to Member 42 of Group W and Member 46 of Group W". **[7/25: i/i 1: 0]**

[17] "A decision about allocating points to Member 76 of Group X and Member 49 of Group W". Getting bored with this, I'll, er, give them equal points again, just for a change. Not really a decision, is it? **[13/13: o/i 2: 6]**

[18] "A decision about allocating points to Member 46 of Group W and Member 42 of Group W". **[13/13: i/i 1: 6]**

Subject 9: Code number 49: Group W [Male, 20] [PT]

[1] "44W, 70X". For the time being I'm going to go for high numbers...7 and 25. **[7/25: i/o 1: 0]**

[2] "47W, 40W". I haven't really decided, of any, any criterion for what, how I should be making these decisions, so I'm really just guessing *randomly* at the moment, and just choosing numbers which, were just off the top of my head. I'm still adding them up together. 'Spose I'm looking to see which ones give the highest combination. Don't know why. Um. The highest numbers always seem to be at the right hand side, so I'm not going to keep, putting those in. I'm going to take the one in the middle. I'm going to go for the two 13s on this one. **[13/13: i/i 2: 6]**

[3] "74X, 77X". Again, I still haven't thought of a useful criteria for doing this so it's going to be *random*. But I like large numbers, so...I'll go for 18 and 10. **[18/10: o/o 3: 4]**

[4] "43W, 73X". What shall I go for here. Some of them add up to the same, so I could actually put a, (unclear)...I'll give them 20 and 8. **[20/8: i/o 3: 6]**

[5] "77X, 74X". 18 and 10. **[18/10: o/o 3: 4]**

[6] "42W, 46W". I'm honestly not really thinking of very much apart from these numbers, so I don't really have all that much to add...Again, the highest ones are up at the right hand side. But I've done that one before so I'm going to go for, oh, 9 and 21. **[9/21: i/i 1: 2]**

[7] "76X, 48W". I'll have to do this a bit more quickly. 18 and 23. **[18/23: o/i 2: 1]**

[8] "46W, 42W". I'll go for 13 and 13. Don't care if they're unlucky numbers. **[13/13: i/i 1: 6]**

[9] "72X, 79X". 17 and 21. I suppose I could try subtracting them instead of adding them. **[17/21: o/o 2: 2]**

[10] "45W, 41W". Let's go for lower numbers this time...Oh let's do some, let's subtract 14 from 14 and get zero, so that's nice and *low*. **[14/14: i/i 3: 0]**

[11] "70X, 44W". 17 and 5. **[17/5: o/i 1: 10]**

[12] "48W, 76X". I dunno. I'm going to go for the 19 and 25 on this. Still can't see, reason, why, making, any particular decision, so, still random. **[19/25: i/o 2: 0]**

[13] "41W, 45W". I don't know. These are going to add up to 28 again...19 and 9. **[19/9: i/i 3: 5]**

[14] "78X, 75X". First one that comes into my head. 19 and 1. **[19/1: o/o 1: 12]**

[15] "79X, 72X". 14 and 15 on that. **[14/15: o/o 2: 5]**

[16] "73X, 43W". 23 and 5. Trying to think of a decent way, you know, some sort of way of coming to, a *decision* about, how to, choose numbers but I, haven't yet, so. Nothing's popped into my head. **[23/5: o/i 3: 9]**

[17] "40W, 47W". 15 and 17 because of the (nice) feelings I had, years ago. **[15/17: i/i 2: 4]**

[18] "75X, 78X". I'm going to stop and think about this for a minute, and see if I can, come up with a nice way of, deciding, what numbers to choose. I'm just looking at the moment and I'm thinking, I suppose, that, some sort of

mathematical formula, but, I think that's probably a bit obvious, and there's loads of them, anyway, so. I mean I could add them, or subtract, or multiply them, or, do lots of things, but, I'm not sure whether I want to, *select* two numbers which, which, come out with a *high*, which add up or multiply to a high number, or a small number, or whether I should be doing that anyway, so. I'm still going to select them, *randomly*, for the time being, I think. Now, well having said that I seem to be taking a long time thinking of *which* ones to go for. Er, 16 and 7 there. **[16/7: o/o 1: 9]**

Comments:-

I can't really think about much to mention about this study, except that, my overall feeling, having finished it, is that I was wondering, on what basis to make, to decide what numbers to put down. And, er, I just did it randomly. There didn't seem to be, any, reason, um. But then again, in a way I wish you hadn't, told me, that the money was, related to the. Not that I'm bothered about the money, but it kept me, sort of. In the back of my mind I suppose I was sort of wondering, how to add up the points to affect the money best. But, it doesn't really matter. But it does affect you. Your decision making, I suppose.

Subject 10: Code number 47: Group W [Male, 25] [FT]

"My code number is 47. I am in Group W."

[1] "A decision about allocating points to number 46 of Group W, and number 42, of Group W." I'm gonna decide to allo, allocate both members, of the Groups, a similar amount of points. So I look along the matrix, and see which numbers are *similar* in value. Er. I've decided to allocate member 46 of Group W 13 points. Likewise, member 42 of Group W, 13 points. I had to ah allocate them even points, erm, because it just seems fair. At the present moment I'm just thinking, thinking whe why I'm allocating points to people. What's the reasoning behind it? **[13/13: i/i 1: 6]**

[2] "A decision about allocating points to Member 72 of Group X, and Member 79 of Group X." Likewise again I'm gonna go for, uhm, mm, for equal numbers for, member 72 *and* Member 79. Er, (I do it this way because) I don't want any disparity between, the members, of the Groups. Er, I like to think it was fair that *each*, member got the same amount of points. Whether the points are a good thing or a bad thing, I don't really know. **[13/13: o/o 2: 6]**

[3] "A decision about allocating points to Member 45 of Group W, and Member 41 of Group W." Likewise with the previous two decisions, I've looked for numbers that are. I've looked to allocate to each member numbers that are equal, in this case its 14. I'm just about to get *bored* allocating the same

numbers to each member, so this is perhaps the last time I'll do it. **[14/14: i/i 3: 6]**

[4] "A decision about allocating points to Member 70 of Group X, and Member 44 of Group W." I've just looked upon the. I've just looked at the numbers in the matrix, and decided, that I'm not going to give them equal numbers this time, just to make it, the experiment more interesting. So I'll probably go for something with. Never mind the disparity in numbers, something, like, 14, to member 70 of Group X, and 11 to member 44 of Group W. I'm still wondering what, what the experiment's about. So, I'll turn the page and [laughs], see if I'm enlightened any more. **[14/11: o/i 1: 7]**

[5] "A decision about allocating points to Member 48 of Group W, and Member 76 of Group X." I'll go for the previous decision where, I give points where there is, you know, as much difference as, between numerical values. For member 40, Group W, I give 12 points. And for member 76 of Group X 11 points. But, I did, a, it's interesting to note that, I, give, the member on the top, the most points and the member on the bottom the least points. I don't know the reason for doing this. It's just somehow automatically done. **[12/11: i/o 2: 7]**

[6] "A decision about allocating points to Member 41 of Group W, and Member 45 of Group W." In this case I'll be different. I'll give 40, member 45 of Group W *more* points. Perhaps 'cos its nearer my own number of 47. Perhaps just to be different 'cos I, I'll decide to give. [Hang on]. I've looked at the matrix all [laughs] all the numerical, values below are, are less than the ones on top [laughs] So I'll probably go for, to give them equal numbers this time. That's 14 points for member 41 of Group W. 14 points for member 45 of Group W. Hmm. **[14/14: i/i 3: 0]**

[7] "A decision about allocating points to Member 78 of Group X, and Member 75 of Group X." Now on this, this matrix there is, high numerical values on the *bo*ttom. So this time I'll decide to give Member 75 Group X 25 points, and Member 78 of Group X 7 points. I wanted to do this on the on the previous the previous, hmm, giving out to the previous members, but I couldn't do it because of the numerical values on the *bottom* row were smaller than the top row. Mmm. It's really, It's hard you see, I'm just giving more points to the *bot*, to the bottom row. I think. **[7/25: o/o 1: 0]**

[8] "A decision about allocating points to Member 79 of Group X, and Member 72 of Group X." I don't really know how to allocate the point, the points to these two. I've just focused on 12 points for Group 79 of Group X so I'll go for that, which means I'll have to give 11 points to Member 72 of Group X. I mean, I'm just starting to get bored here, 'cos there doesn't seem to be much *reason* for giving the points out, to particular members of groups. Start now to allocate the points arbitrarily. **[12/11: o/o 2: 7]**

[9] "A decision about allocating points to Member 73 of Group X, and Member 43 of Group W." Mmm. Because I'm in Group W, and 'cos 43's not far from me own number, 47, I'll give Member 43 of Group W as many points as possible. Which in this example's 14, which means that I've got to give Member 73 of Group X 14 points. (That's the only way I can) seem to make it interesting, to give members of me own Group more, more points than members of Group X. **[14/14: o/i: 0]**

[10] "A decision about allocating points to Member 40 of Group W, and Member 49 of Group W." No, I'll give Member 49 of Group W 25 points, dunno, 'cos I feel like it, which means that I'll have to give Member 40 of Group W 19 points. I do definitely prefer giving more points to, the members between 40 and 49 of Group W as opposed to Group X I think it is. Y'know, I'm not really bothered whether Group X gets more than Group W but, I just think it adds some something interesting to the experiment. If if there is a pattern to like allocating the points. **[19/25: i/i 2: 0]**

[11] "A decision about allocating points to Member 75 of Group X, and Member 78 of Group X." I really don't (laughs)(lie this vanity lead) therefore I'll use here, I'll only give Member 78 of Group X 1 point. Member 75 of Group X 19 points. I mean, it just adds a bit of *spice* to the experiment. **[19/1: o/o 1: 12]**

[Subject reports that he has forgotten to circle a few numbers because he is concentrating on the allocations so much, that he is going back to ring his choices, and that he is sorting his papers out]

[12] "A decision about allocating points to Members, Member 45 of Group W, and Member 70 of Group X." Now to be different I'll, I'll try and give Group X more points than Group W, just to be different for a change (laughs). Just to er, even out any *bias* I've got towards my own Group I suppose (laughs). So I'm gonna allocate Member 70 of Group X 25 points, I won't forget to circle them this time, I'm gonna circle them and allocate the points. Member 44 of Group W, gets 7 points. Sorry about the circles. **[7/25: i/o 1: 0]**

[13] "A decision about allocating points to Member 49 of Group W, and Member 40 of Group W." I was think, seem to remember before, when this same combination come up, I gave Member 49 more points, than Group W. So (I'm being able to pass on and give) Member 40 more points than Member 49. Yeah, so I'll give member 40 of Group W 25 points, and Member 49 of Group W 19 points, and I won't forget to circle them...circle (unclear) **[19/25: i/i 2: 0]**

[14] "A decision about allocating points to Member 74 of Group X, and Member 77 of Group X." I'm just gonna I'm just gonna run my finger along the matrix and pick the numbers out at random. Just for the sake of it. And it's landed on, 8 points for Member 77 of Group X, and 20 points for Member 74

of Group X. Let's circle them, and turn the page over. (laughs) **[20/8: o/o 3: 6]**

(Coughs) Now I'll just take a break for 4 seconds and rest me (lips). (Laughs).

[15] "A decision about allocating points to Member 43 of Group W, and Member 73 of Group X." Er, I'm gonna (um provide) disparity this time, just for the sake of it (laughs). So I'm gonna give Member 72 of Group X, 2 points, I'll circle that, I'm not sure if the number above is 25 or 26 because the photocopy is a bit blurred, but I think, perhaps, it's looks more like 26. (So there you go, alright), so I'll circle that. I'm just wondering when its gonna come to the end of (laughs), allocating this points (laughs), for a start. Started (quite confidently). Yeah, I'm not giving much thought to decisions, 'cos I think it. It just seems so abstract. Just al allocating points, to Members, just to Numbers and Groups, without any real knowledge of what's behind the Members or the Groups, and what I'm allocating the points, and what the points are for, and what they're going to be used for. **[26/2: i/o 3: 12]**

[16] "A decision about allocating points to Member 77 of Group X, and Member 74 of Group X." Er, I'm gonna go for, give them equal numbers this time. Both 14s. I'm now starting to circle the numbers first (so you'll get the circles on these ones). Just having a sneak preview to see what was coming up (laughs). **[14/14: o/o 3: 0]**

[17] "A decision about allocating points to Member 42 of Group W, and Member 46 of Group W." Um. I'll give them 13 each. There you go. Circled. **[13/13: i/i 1: 6]**

[18] Ha ha, I can see through this sheet. This is the last one of this, and then we change to something else. So I'll briefly get on with it. "A decision about allocating points to Member 76 of Group X, and Member 48 of Group W." Ah, I'm just going to pick 7 and 1, 'cos they're the first numbers I come across. So that's 7 points for Member 76 of Group X and 1 for Member 48 of (laughs) Group W. Circle them and turn over to (unclear). **[7/1: o/i 2: 12]**

Comments:-

Boring, monotonous. Huge effort involved in thinking aloud. Embarrassing thinking aloud. On the whole I enjoyed the experience. However, I wouldn't want to make a habit of it.

Subject 11: Code number 71: Group X [Female, 20] [PT]

[1] "44W, 70X". What I want to do is give, most points to both of them, as much as possible. I could do 13 and 13. And make it even. But then, if you give somebody 25, if I did that I'd have to give the other person 7. But I don't know if I'll be able to allocate later, the person I give 7, something larger, in preference to somebody else. But I probably wouldn't remember that anyway...Probably 13 and 13. At least it's fair. I could choose, to give a member of my group, a higher number. But, 13 and 13. **[13/13: o/i 1: 6]**

[2] "47W, 40W". 19 and 25. Because one person will get a very high number, and the other person will get more than the 13...Even the person getting less, will still get quite a lot. **[19/25: o/o 2: 0]**

[3] "74X, 77X". There's a high one of 26, but the other one will get 2. Doesn't seem very nice. The really high ones, with the low ones. I think I'll award equal...even though I could have awarded one, higher. **[14/14: i/i 3: 0]**

[4] "43W, 73X". I wouldn't be being very fair, to award, 26 and 2, say, because so many of them are high numbers and low numbers. Got to try and give them all even numbers...14 and 14...I could give them both 14. And get the highest possible for them. **[14/14: o/i 3: 0]**

[5] "77X, 74X". Give them the same numbers again. I suppose I could discriminate between groups, and decide to give my group, more, because then my group, would have. (But) if that would be the case, I'd have to give them, even, so that I wouldn't be discriminating against one or the other, if they're both the same group. **[14/14: i/i 3: 0]**

[6] "42W, 46W". I still want to award the highest possible. But be as fair as possible. 14 and 11 doesn't seem too bad. But there's a 17 and 11. Um. That would give one person, more, and still only be 11, and if I were to award them both 13, 11 isn't much less than 13. Wouldn't make too much difference. Unless I went closer and awarded 15 and 12, so that the first group, first person doesn't get too little. And yet the second person still gets more than, the middle, because. I think I'll do that. **[12/15: o/o 1: 5]**

[7] "76X, 48W". They're separate groups again. (Even) better, I can award a high number, without discriminating too much against the other, the other group. I think it's, probably best to award, 25 to number 48, and 19 to 76, 'cos 19 is still way above the 13, so I'm not *really* being too harsh on them. **[19/25: i/o 2: 0]**

[8] "46W, 42W". The high numbers are the, 8 and 7 which, aren't really enough...But perhaps I should, have a strategy of, um, adding the two (numbers) together, and awarding the most points, regardless of whether the person gets less,

whether one person gets considerably less, and the other gets (considerably) more. 'Cos then overall, *everyone* will get the more points, I think...Perhaps if I adopted a strategy throughout the whole thing, then we'd all have more points...Awarding 12 and 15 doesn't seem, as though I'm giving enough. 'Cos it seems like I'm not using the available points that I could do. I'm wasting them. But it does seem harsh on, the person who gets 7. But perhaps it's luck of the draw. **[7/25: o/o 1: 0]**

[9] "72X, 79X". 19 and 25. 44 points...'Cos that's the biggest number of points and it's, *good* for both people. It's not really awarding, one *too* much more than the other. And they're both way above, the average of 13. **[19/25: i/i 2: 0]**

[10] "45W, 41W". There's, um, a lot of high numbers with low numbers. Well, I could give 28 by awarding 26 and 2, or I could give it, the *same* by, awarding the 17 and 11. Which would be a lot fairer. Or 18 and 10 in fact. Or 16 and 12. (Laughs) (unclear). Do they all come to the same? They're all the same. They all come to 28. So the decision has got to be on, allocating, the people more even. Which would seem best to allocate 14 and 14, (while) I'm not wasting points. But, I'm giving most to, er. I wish I'd done this, earlier. I wish I'd noticed earlier, that they're all the same. It seems a bit unfair, what I *have* done. **[14/14: o/o 3: 0]**

[11] "70X, 44W". I'm not sure whether I should discriminate between groups or not. 'Cos I'd be giving, a member of Group 70 a lower number. Only I think it was the other way around, the last time I awarded 7 and 25, so. It's *possible* it could be the same person. If anything it will average out, perhaps. I'd prefer to think of that, over each group. Doesn't seem quite so bad. **[7/25: i/o 1: 0]**

[12] "48W, 76X". I'll have 19 and 25. Sounds good. I think they'll (all) be happy with that. It seems very good, it's good for both people. I'm awarding 25 to X, (laughs) which means, X is getting more, (laughs) whereas last time X got less. I don't know if that makes any difference really. **[19/25: o/i 2: 0]**

[13] [Turns page. Doesn't read: "41W, 45W"]. I don't know why, the groups are added in, 'cos. (Probably) to see if we discriminate. I don't know whether I should do or not. This is where everything adds up to 28 again. So, I'll award 14 and 14, seems fair. Most fair. **[14/14: o/o 3: 0]**

[14] "78X, 75X". 25 and 7 again. I think I'll do that, rather than (most) points. That seems a little unfair (as the last time I do it). **[7/25: i/i 1: 0]**

[15] "79X, 72X". 19 and 25. I'll do that one. The highest points. **[19/25: i/i 2: 0]**

[16] "73X, 45W". They all add up to 28 again. I think, again we'll just do 14 and 14. **[14/14: i/o 3: 0]**

[17] "40W, 47W". 19 and 25. (I can do them) the same one, each time. **[19/25: o/o 2: 0]**

[18] "75X, 78X". 7 and 25 again. **[7/25: i/i 1: 0]**

Subject 12: Code number 72: Group X [Female, 20] [PT]

[1] "70X, 44W". There's nothing to base the decisions on, really. So, I guess, I'll start, being *fair*, and circle, 13 and 13. ('Cos) they've done nothing toward the points I'm giving them. I don't see why anyone should get better points, than anyone else...They've done nothing to, be awarded these points, so, it should be fair. **[13/13: i/o 1: 6]**

[2] "48W, 76X". I suppose I can't go on and on circling 13 and 13 so I ought to *vary* it somewhat. So, let's start giving people in Group X, 3 points more than people in Group W. So it's 16 and 19. For no good reason at all. **[16/19: o/i 2: 3]**

[3] "41W, 45W". All seems a bit silly, really...I'm trying to do this logically but I can't think of a logical way of doing it. There probably isn't a logical way. I'm probably reading more into it than it, actually wanted. Um. I *trying* to be *fair* with everyone, but it's not always working. I've given 48 of W, 16 points, and 44 of W 13 points, so, if I give 41 16 and 45 12, again for no good reason. Um, I'm trying to be as *fair* as possible. **[16/12: o/o 3: 2]**

[4] "78X, 75X". Who have I given Group X's to before? So it's 19 points, and 13 points. Um. I'll give 12 and 15. 'Cos I can't be fair, because if I give one 19, the same as before, then the other one only gets 1. Never mind. It's 12 and 15 points. **[12/15: i/i 1: 5]**

[5] "79X, 71X". It doesn't actually say whether I can look back through what I've actually decided, but I'm going to anyway, so, if it's wrong, I'm sorry. Well, we haven't actually done these before, so I'll do 12 and 11, just to try and keep it, even...I expect we're going to come back to the same people and *hopefully* I'll be able to even it out somewhat. **[12/11: i/i 2: 7]**

[6] "73X, 43W". We haven't done either of those before, either, so we'll do 16 and 12. For absolutely no reason whatsoever. Other than that I feel like it. **[16/12: i/o 3: 2]**

[7] "40W, 47W". Haven't done either of these anyway, so 10 and 7...Because I feel like it. **[10/7: o/o 2: 9]**

[8] "75X, 78X". Right. We've done the this one before, and I decided to do 12 and 15, so therefore, if I, um. I can't

reverse it and give them, 12 and 15. So, perhaps 14. Um. 14 and 12 is 26, and 15 and 11 is 26, so that would make sense. To put 14 and 11, just to make sure, *everybody* gets the same amount, because that's what I'd like to think about *ME*. **[14/11: i/i 1: 7]**

[9] "44W, 70X". This is the first one I did and I gave them 13 each. So I'll give them 13 each *again*, so that they've got equal points. Since no-one is entitled to, more points than anyone else, really, 'cos they haven't done anything, apart from this. **[13/13: o/i 1: 6]**

[10] "47W, 40W". Right. I've done this before as well. And I gave 10 and 7. So, I'll give 10 and 7 again. Just to keep it equal. So that I don't get confused about what I'm doing. **[10/7: o/o 2: 9]**

[11] "74X, 77X". Um. We haven't actually done this one before, so, I'll give one 19 and one 9. Just to make it a little more difficult for myself. Tax my brain slightly when we come across those again. If we do. **[19/9: i/i 3: 5]**

[12] "43W, 73X". I'm glad these are staying together, otherwise I'd really be confused. Ah, I gave 16 and 12, so I'll give 16 and 12 *again*. This is all too simple for my liking. Something's got to get difficult. **[16/12: o/i 3: 2]**

[13] "77X, 74X". We've done this *once*, and I gave 19 and 9. So, I'll give 19 and 9 *again*. So that everyone gets the same when they. Being a bit fair here. I'll have to vary it somewhat, but, it's not fair that somebody gets more money than somebody *else*. **[19/9: i/i 3: 5]**

[14] "42W, 46W". Um.. We haven't done *either* of these before...So, I'm going to be totally obscure and put 19 and 1. Because I haven't done that one before. **[19/1: o/o 1: 12]**

[15] "76X, 48W". Um. We've done this once before, in which I gave, 48 16 and 76, 19. Um. This is slightly tricky. I've got to add them up. If I give. No. I've got to give. Say I give, 76 11, that'll be 19 plus 11. That'll be 30. That means 48. No. That doesn't make sense. 48's got to have more than 76. Oh, I'll just give them 16 and 19 again. Didn't see that one there in the first place. So, that should make things even on that account. **[16/19: i/o 2: 3]**

[16] "46W, 42W". I gave 42 19, and 46 1. So, if I give now 46 19 and 42 1, they should have the same, *amount*. **[19/1: o/o 1: 12]**

[17] "71X, 79X". Only done it once, and I gave 12 and 11. Therefore I'll give 12 and 11 again, so it remains equal. **[12/11: i/i 2: 7]**

[18] "45W, 41W". I gave 16 and 12. So, I presume that I'll give 16 and 12 again. **[16/12: o/o 3: 2]**

Comments:-

The reasoning went, that I tried to give *each*, each member, of the pair, the same, the same points: that they get the same money, I suppose. But, in doing that, I kind of, didn't take much notice of, whether one pair got the same as another pair, or another pair, or whatever. So they've probably got, completely *different* points, but that's for no reason whatsoever. Only that, I couldn't really, *work out*, that they all had the same. And that, I really haven't got enough time. But, there we go. Just thought you'd like to know.

Subject 13: Code number 73: Group X [Male, 20] [FT]

"My code number is 73 and I am in Group X".

[1] "A decision about allocating points to Member 44 of Group W and Member 70 of Group X". Um. Well, as I don't know, who any of these people are. Um. And as a reasonably fair minded person I suppose I'll give, each, 13 points, would seem, quite, sensible. Um. (Unclear). I find it difficult to do this, whole task. I think. Anyway. [13/13: o/i 1: 6]

[2] Um. Again, I I I'm still rather confused as to as to, *how* I'm supposed to be deciding. Which, which er number of points to allocate to who and why I should choose, any particular one so, I'll just choose at random this time. 17 to Member 47 of Group W and 21 to Member, Member 40. **[17/21: o/o 2: 2]**

[3] Um. Um. I'm already finding this (relevant to) nothing, in fact. And, this time, I think, I'll just allocate it, have a *vast* difference between this one of 26 and 2. And, I've got a nasty feeling that every single page is going to be exactly the same. Which won't exactly be much fun. And I've forgotten to read the bits aloud at the top of the sheet (laughs), which is a bit of a blow. Never mind, I'll start doing that *now*. **[26/2: i/i 3: 12]**

[4] "A decision about allocating points to Member 43 of Group W and Member 71 of Group X". I bet I'm the only one that's forgotten to do that. Still. Er. Right, "I have decided to allocate Member 43 of Group W" 20 "points and Member 71" 8 "points." Um, yes. **[20/8: o/i 3: 6]**

[5] "A decision about allocating points to Member 77 of Group X and Member 74 of Group X". What Group am I again? Oh, I can't give myself anything. Um. Right then. Quick one this, 26 and 2. [26/2: i/i 3: 12]

I wonder if I'm thinking aloud enough. 'Cos, I don't think I'm thinking anything else that I'm not thinking aloud. Um, well, perhaps I am.

[6] Er, "A decision about allocating points to Member 42 of Group W and Member 46 of Group W". Um. Why am I, why, how am I meant to do this? I might as well give, the *highest* one, the *highest* aggregate. Do they all add up to the same? No. I'll give the highest aggregate, then. Which is, 32 I think, there. In fact, (I think) it moves one up, each time, doesn't it? Well that doesn't, (laughs). Yes it does (laughs). Yeah, uhm. So I might as well give the one at the *end*. 32. Right, so there's 7 for Member 42 and 25 for 46. I suppose I'd better keep doing it like *this*. **[7/25: o/o 1: 0]**

[7] "A decision about allocating points to Member 76 of Group X and Member 48 of Group W". Yeah, it works the same again because you start of with the lower, combined total of the two numbers and, the end of the line, higher total, so I'll do the same again. It's the highest one, 19 and 25. So, I presume this means that, other people are getting more, money. But I'm not sure. **[19/25: i/o 2: 0]**

[8] "A decision about allocating points to Member 46 of Group W and Member 42 of Group W". Um, yeah, this is exactly the same as, as, one of the previous sheets. I think. Yeah. So, again, I'll give it the highest one, 7 and 25. Then again, perhaps, because I'm doing this, the person on the top row is going to be, the same one each time, and he's going to be getting *less*, than whoever's, on the bottom. Still, I don't care. I don't know who they are anyway (laughs). **[7/25: o/o 1: 0]**

[9] Um, "A decision about allocating points to Member 72 of Group X and Member 79 of Group X". I think, yeah, I think it's more *fair to be. Hang on, this is different, no it's not. I'll be more* fair this time and give it, a bit. There's no point in being *fair*, giving it equal 13 each because, just going to get, uh, there's gonna be *less*, than, anywhere, than giving 19 and 25. Even if someone's getting less than the other one, they're still getting *more* than what they would have got, if I'd, been, *even*. But, even so, I don't know if it *means*, like, the higher the number here, the higher, the more number of points, does that equal money or not? I don't know. So perhaps I should go for a *low* one. It could perhaps be *lower* the amount of points, governs, or it means that, you get more money. Hmm. Alright, I'll give them the low one this time, 7 and 1. Have I read the top bit on this one? I've not. I'll read it *again*, just in case. This is the one I've just *done*. "A decision about allocating points to Member 72 of Group X and Member 79 of Group X". I have read that. I remember it now. Er, next one. **[7/1: i/i 2: 12]**

[10] "A decision about allocating points to Member 45 of Group W and Member 41 of Group W". I can't remember, if. Are they all Group W in all these ones? I think. Er. I think. Also I've seen W and X. But my own number hasn't come up, obviously. Except, wasn't I 71? Nope, 73. Now then (laughs). I could do it random this time, 'cos I'm not going

to really think about this one, 17 and 11. And move on, swiftly, to the next one. **[17/11: o/o 3: 3]**

[11] Which is, "A decision about allocating points to Member 70 of Group X and Member 44 of Group W". Right. 19, and *1* (laughs). **[19/1: i/o 1: 12]**

[12] "A decision about allocating points to Member 48 of Group W and Member 76 of Group X". Um. I think, ah well, I suppose I'll just keep, doing the same thing. It's getting monotonous now, and, I think, personally. I dunno. A thick pile of papers left to do and, (I wonder) if they're exactly the same stuff in them. Ahh. Total. Tut. Anyway. **[13/13: o/i 2: 6]**

[13] "A decision about allocating points to Member 41 of Group W and Member 45 of Group W". Well that's the (twelfth copy there). I thought to myself, after that, I thought, um, I wonder if out here, by quarter past. And, I wouldn't so, I allowed for that (thought it, which was a bit of) a mistake. "A decision about allocating points to Member 41 of Group W and Member 45 of Group W". That's twice I've said that. 24 and 4. Again, completely random 'cos, I don't know, *how* it works, the system. **[24/4: o/o 3: 10]**

[14] "A decision about allocating points to Member 78 of Group X and Member 75 of Group X". I don't know whether you said in the instructions whether, the higher the points, the higher money. But I *think* you did. But then again, I didn't read them properly like I was supposed to. 9 and 21 (laughs). Er. It is anonymous after all, this thing. I think. He's not going to have a go at me. Just 'cos I've, made a mistake or somethin'. Not that I *have*. But I might have done. **[9/21: i/i 1: 2]**

[15] "A decision about allocating points to Member 79 of Group X and Member 72 of Group X". 9 and 5. Again chosen at random. **[9/5: i/i 2: 10]**

[16] "A decision about allocating points to Member 71 of Group X and Member 43 of Group W". I might not even be doing it right at all. I might be, perhaps, reading out the wrong bit, entirely. But, I don't *think* I am. I'll just keep going like this now, because, there'd be little point in stopping and trying to start again. Er. Right. I'll do this one, 16 and, no, 14 and 14. I think I'll do *all* the rest of them, the ones that are equal. Every single one. From now on. I'm going to do them equal, and I'll just whip through them, equally. **[14/14: i/o 3: 0]**

[17] "A decision about allocating points to Member 40 of Group W and Member 47 of Group W". Actually, there, they are equal, 13 and 13, yeah. **[13/13: o/o 2: 6]**

[18] "A decision about allocating points to Member 75 of Group X and Member 78 of Group X". It's getting really

annoying. Every time I turn the page , you say, you say, 'speak out' and 'Add your thoughts and feelings'. I'm sick of reading that. 15 and, no, hang on. Aaahhh, there's *no* equal ones here. Oh yes there is. There's 13 and 13 again. **[13/13: i/i 1: 6]**

Comments:-

Well, I suppose I feel just a bit stupid, sitting here and talking to a tape recorder and trying to speak aloud. It is very difficult, as you said, before. And. I dunno. I found myself unable to, like, *flow* freely, my thoughts, most of the time. Until I really *made* myself. That's about it, I think.

Subject 14: Code number 75: Group X [Male, 25] [PT]

[1] "78X, 71X". Instantly, I'm desperately wanting to be *fair*, for some reason...So, I'm instantly scanning for, numbers which seem to be, equal. Well, failing that, there doesn't seem to be ones which are, *particularly* equal. Well, you've got the 13 and 13 in the middle. That seems, quite a waste when you've got 26 points altogether there whereas if I go up to one end I can be allocating 32 points in all. So at least somebody else is going to be coming better off out of it. Well, the chances are I'm only dealing with pennies here, anyway, but. Seeing as I have *no* idea, and I'm not supposed to have any idea, who these people are, then I might as well, try and get the most money. Which would seem to be, the end one. **[7/25: i/i 1: 0]** It's all *very* intriguing. I hope somebody's blumin' giving *me* lots of money.

[2] "79X, 72X". 13 equal in the middle. I (should), *desperately* want to be fair to everybody. Well, then again, the end one's got a good one here. 19 and 25 there...That's 44 points there. Definitely a good one. I think, yeah, I shall go for that one. **[19/25: i/i 2: 0]**

[3] "73X, 43W". Uh. None of them seem to be *me*. I'll just check. Just in case. You can never trust these psychological types you know. Right. A totally different *type* of matrix here for a start, we haven't got 13 in the middle. It's all *changed*...Well, Member 73 gets a *good* deal, whichever way we go for it. He starts with 14 and goes to 26. Whereas poor Member 43 starts at 2 and only gets *up* to 14. Bit of a pity. I think what I'll do here is, 'cos, for *some* reason I'm wanting to be fair to these (all) anonymous people, er, I'll try and cut our losses a little bit. I don't think it's quite fair that 73 should lots more. So we'll give them both, a reasonable amount. We're gonna give, Member 73 18 and Member 43 10. **[18/10: i/o 3: 4]**

[4] "40W, 47W". Right. Seems to be a much *fairer* matrix here...19 and 25. That's the most points up there, I think. **[19/25: o/o 2: 0]**

[5] "71X, 78X". Again, we've got a nice big, sort of *evenly* fair, choice in the middle there but, hell of a lot paying for it...Getting more money out of somebody there. I didn't realise (I was) *insanely* greedy. **[7/25: i/i 1: 0]**

[6] "44W, 70X". I haven't been giving the top one a very good deal, really. They keep losing out. Well, just for the heck of it, we'll see if we can just *even* things out a little bit now. And I'm going to give Member 44 16, and Member 70, 7. **[16/7: o/i 1: 9]**

[7] "47W, 40W". Ah, this is the good matrix. I *like* this matrix...I'm just going to go for the one which gives the most points, generally. Out of the whole lot. Which is 19...and 25. **[19/25: o/o 2: 0]**

[8] "74X, 77X". Ah. Here we are. We're back to the *unfair* matrix, where the, poor guy on the bottom gets bugger all, and the person on the top seems to get, an awful lot. Hedged our bets last time. Um. Think we'll do so again. (We'll have to I want to) to be, reasonably fair. It seems *grossly* unfair that poor Member 77 gets left out, so I'm going to give 74 17, and 77 11. **[17/11: i/i 3: 3]**

[9] "43W, 73X". It's so *abstract*, it's not as if you're really, allocating them to people. So, I think we'll go for, 18 and 10. **[18/10: o/i 3: 4]** I wonder if this is one of those experiments that has a, a big *twist* in the end, and, I'll find out that I've actually been videoed the whole time, or something.

[10] "77X, 74X". This is closer to me, anyway. But it's *still* not me, and it's *STILL* this unfair matrix. I'll (keep to it) now. For some reason I'm just, wanting to hedge my bets here. I don't know why. I think we'll give them, 17 and 11 there. Just. Don't know *WHY* I'm trying to be fair on, that particular matrix, but, anyway. **[17/11: i/i 3: 3]**

[11] "42W, 46W". Oh. Different matrix...So, here again, this is one where I'll just try and give the most points generally, I think. So that's 7 and 25. **[7/25: o/o 1: 0]** **Strange and weird idea, this is.**

[12] "76X, 48W". This is the one that has *lots* of points to give away, so we're just going to go for the most. I think it's being a *student*, I think. I'm just *bonding* with other students, and trying to get everybody the most money possible. I *hope* everybody else thinks the same way. **[19/25: i/o 2: 0]**

[13] "46W, 42W". Right, so we've got 7 and 25 which gives us the biggest, point difference there. Yup, so we'll go for that. 7 and 25. **[7/25: o/o 1: 0]**

[14] "72X, 79X". This is, the 19 and 25 one. Get *oodles* of points. **[19/25: i/i 2: 0]**

[15] "45W, 41W". Right. Quite a. This is the unfair one again. Right. I find this the most confusing one of all, because there's nothing there. Of particularly getting, the most out of you, really. (Unclear) 28 is (around about) all of these, isn't it. You just give 28, *whatever* you go for. Yes, *that's* the point. I can get the most, I can get a lot more points. Out of the other one. 'Cos this one I have to give them 28 whether I like it or not. God, and it's taken me all that time to figure it out. (Laughs). Well, we'll just give them both 14. I'm amazed at my own stupidity sometimes. **[14/14: o/o 3: 0]**

[16] "70X, 44W". This is a, 75. (It's not) 75. 7 and 25. Try concentrating a little bit more. **[7/25: i/o 1: 0]**

[17] "48W, 76X". Get 'em the *most*. 19 and 25. **[19/25: o/i 2: 0]**

[18] "41W, 45W". We're back to the one where I can *only* give them 28. So...they might as well *both* get 14. Because there's no advantage to that one at all. **[14/14: o/o 3: 0]**

Comments:-

I don't know whether we should have been given any practice with this thinking aloud bit, first, because when we start off it's very strange. It seems, er, forced. Which can lead to *babbling*. And you ought to know - you've just had to sit through it.

Subject 15: Code number 76: Group X [Female, 21] [PT]

[1] "79X, 72X". Right. Give them both the same, I think...13...and 13. Don't know why. I just like to be fair to everyone. **[13/13: i/i 2: 6]**

[2] "73X, 43W". 21 and 7. Just because they seem to go well together, being multiples of 7. God. Sad. **[21/7: i/o 3: 7]**

[3] "40W, 47W". 11 and 12. 'Cos they're around the middle of the matrix, I suppose. **[12/11: o/o 2: 7]**

[4] "75X, 78X". Feeling mean now. I'm gonna to be really tough on someone. Member 75 of Group X can have 19 points and Member 78 of Group X only gets 1 I'm afraid. **[19/1: i/i 1: 12]**

[5] "44W, 70X". Well, I've had the all around the middle and the left hand side so far so I'm gonna go right to the end. **[7/25: o/i 1: 0]**

[6] "47W, 40W". I think I'm thinking too hard about this. I'm just going to put the pencil down there, and Member 47 of Group W gets 15 and Member 40 of Group W gets 17 points. **[15/17: o/o 2: 4]**

[7] "74X, 77X". Now I'm getting really bored and I can't think of any good reasons for choosing *any* of these numbers any more. So, I'll just give...26...and..2. **[26/2: i/i 3: 12]**

[8] "43W, 73W". Slightly in the middle...20..and...8. **[20/8: o/i 3: 6]**

[9] "77X, 74X". I'm not really thinking about anything much at all...15...and...13 points, because, 77 and 74 are quite close together and 15 and 13 are quite close together. **[15/13: i/i 3: 1]**

[10] "42W, 46W". They can both have the same again. 'Cos it's kind of in the middle-ish and, well, that's it really. **[13/13: o/o 1: 6]**

[11] "71X, 48W". Hum. So they're, sort of, miles away, so, bugger it. Their points are gonna be as far away as possible. What's that? 19 and 25. **[19/25: i/o 2: 0]**

[12] "46W, 42W". Oh. I think I might have had these before. Actually, it doesn't matter...12...15. **[12/15: o/o 1: 5]**

[13] "72X, 79X". Don't think I've had any in the second column before. So...8 and...3 points. **[8/3: i/i 2: 11]**

[14] "45W, 41W". Just random there...22...and...6 points. **[22/6: o/o 3: 8]**

[15] "70X, 44W". Just scribble that down...11...and...17 points. **[11/17: i/o 1: 4]**

[16] "48W, 71X". Both...13 points. Just 'cos I'm trying to cut corners now. Shit. I probably shouldn't have said that. Oh well. Never mind. I am taking this seriously, honestly. **[13/13: o/i 2: 6]**

[17] "41W, 45W". Again. I've just done it at random...18...and...10 points. It seems to me at the beginning I was thinking about these quite carefully and now I'm just, going with the flow, as it were. **[18/10: o/o 3: 4]**

[18] "78X, 75X". 10...and...19 points. Just because I don't think I've used those points before. **[10/19: i/i 1: 3]**

Comments:-

I don't know. Well, it's just a bit boring, I suppose. And you can see, I think, how I started off with all these, great intentions about making the decisions carefully and then, after a while it was just sort of random.

Subject 16: Code number 77: Group X [Female, 20] [PT]

[1] "73X, 43W". I think I'll give him an even number this time, and I quite like the look of 20, so I'll also put down, for Number 43, 8...I think this is a very silly task, and I don't know quite what it's achieving. **[20/8: i/o 3: 6]**

[2] "40W, 47W". I think I'll chose the first one this time. 'Cos, I feel like it and 'cos, it's the easiest one to circle....I really just want to get through them all. **[7/1: o/o 2: 12]**

[3] "75X, 78X". This time I'll take the last one. 7...and...25. Em, I think that's a bit unfair, what I've done. But, it's the easiest one. **[7/25: i/i 1: 0]**

[4] "44W, 70X". Well. The numbers seem to be going down on the top and coming up on the bottom. And again, if I choose one way, one person gets, *more* than the other, and if I choose the opposite end, then the same happens again so, I'll go in the middle again, this time. So it's *equal*. **[13/13: o/i 1: 6]**

[5] "47W, 40W". This time I think I'll go, *close*, but not that close. Not *equal* I mean. So I won't put 13 and 13. I'll do *near* ones. 10 and 7. **[10/7: o/o 2: 9]**

[6] "74X, 71X". The numbers seem to have changed in this one, and they, they're only equal at the end. So, as one seems to have much more than the other, I'll get them equal again. 14 and 14, on the end. I think that's a much better idea than just, putting one high and one low. **[14/14: i/i 3: 0]**

[7] "43W, 73X". This is exactly the same: double lines. And, I think I'll probably have, odd numbers this time. 17 and 11. **[17/11: o/i 3: 3]**

[8] "71X, 74X". I think I'll chose, same again, 14 and 14. To be *equal*. **[14/14: i/i 3: 0]**

[9] "42W, 46W". I'm looking for equal ones again....13 again. **[13/13: o/o 1: 6]**

[10] "76X, 48W". I'm looking for equals. 13 13 again. **[13/13: i/o 2: 6]**

[11] "46W, 42W". 13 and 13 again. **[13/13: o/o 1: 6]**

[12] "72X, 79X". I'm choosing 13 and 13 again. [13/13: i/i 2: 6]

[13] "45W, 41W". 14 and 14 again, because they're *equal*. **[14/14: o/o 3: 0]**

[14] "70X, 44W". I'm looking for equal ones again. 13 and 13. **[13/13: i/o 1: 6]**

[15] "48W, 76X". Equal again. I'm putting 13 and 13 down in the columns. And the pile is getting *much* thinner. **[13/13: o/i 2: 6]**

[16] "41W, 45W". I'm looking for equal ones. That's 14. **[14/14: o/o 3: 0]**

[17] "78X, 75X". Double 13 *again*. **[13/13: i/i 1: 6]**

[18] "79X, 72X". 13 again. **[13/13: i/i 2: 6]**

Subject 17: Code number 78: Group X [Male, 20] [PT]

[1] "44W, 70X". [No explanation given] **[12/15: o/i 1: 5]**

[2] "47W, 40W". [No explanation given] **[15/17: o/o 2: 4]**

[3] "74X, 77X". [No explanation given] **[16/12: i/i 3: 2]** I hope someone's (checking) the money.

[4] "43W, 73X". [No explanation given] **[21/7: o/i 3: 7]**

[5] "77X, 74X". [No explanation given] **[24/4: i/i 3: 10]**

[6] "42W, 46W". This one is the other way around. [No other explanation given] **[13/13: o/o 1: 6]**

[7] "76X, 48W". [No explanation given] **[13/13: i/o 2: 6]**

[8] "46W, 42W". [No explanation given] **[12/15: o/o 1: 5]**

[9] "72X, 79X". [No explanation given] **[13/13: i/i 2: 6]**

[10] "45W, 41W". [No explanation given] **[14/14: o/o 3: 0]**

[11] "70X, 44W". [No explanation given] **[13/13: i/o 1: 6]**

[12] "48W, 76X". [No explanation given] **[12/11: o/i 2: 7]**

[13] "41W, 45W". You tend to put the same thing throughout, I find. [No further explanation given] **[16/12: o/o 3: 2]**

[14] "71X, 75X". You really ought to keep it, well, keep it to an average. So that, you. Well. I *dunno*. You're not displaying any favouritism, I suppose. Yeah. But, then. Well. If somebody else has done that. (Because, somebody) doesn't do that. Then, you're more likely to get more money, in a way, you want to do. *You* want to give people *average* points, but you don't want them, everybody else, to give, average points, 'cos they might give, *you*, more. **[12/15: i/i 1: 5]**

[15] "79X, 72X". [No explanation given] **[14/15: i/i 2: 5]** Ah, that will end up *different*. Hmm.

[16] "73X, 43W". [No explanation given] **[15/13: i/o 3: 1]**

[17] "40W, 47W". Right. So. Let's have a *big* one here...19...and...25 points. Woah. Member 47 of Group W got a good one there. **[19/25: o/o 2: 0]**

[18] "75X, 71X". [No explanation given] **[14/11: i/i 1: 7]**

Comments:-

I suppose it's quite a good study, really. 'Cos, it makes you think about, *how* you're allocating points to people and how they might allocate them to you. I mean, if you, if you give people negative points then you've always got to take into consideration the fact that they might have given *you* negative points. The same with positive points. That's why you give the people in your group negative points, as opposed to positive points, in the hope that they'll, they'll give people in the *other* group negative points (and not) do it the other way 'round. Quite interesting. Hmm.

Subject 18: Code number 79: Group X [Female, 21] [PT]

[1] "75X, 78X". 11 and 17...I'll try and keep the maximum. Well, not quite the maximum but, quite high numbers for both of them. I'm not quite sure why. I suppose more, points means, er, more money. **[11/17: i/i 1: 4]**

[2] "44W, 70X". I don't know whether to keep the same one or, vary it. Vary. More interesting. Er, 10, 19...I'm not really thinking of anything. **[10/19: o/i 1: 3]**

[3] "47W, 40W". Same thing again? No, it's different, in fact. Er. Again, I'm looking for the *maximum*. Well, not the maximum. (More money). So, it would have to be...19 and 25. Dunno why I always choose, the *largest* numbers...Maybe I should think about it more. At the moment I'm just, well, doing it. **[19/25: o/o 2: 0]**

[4] "74X, 77X". I think, I'll do, 15 and 13. Not quite sure why. **[15/13: i/i 3: 1]**

[5] "43W, 73X". Make it 16 and 12. (Odd) numbers. **[16/12: o/i 3: 2]**

[6] "77X, 74X". 18 and 10 (for this one). Not a great deal of thought going into this. Er. Just, circling any number that happens to appeal at the time. **[18/10: i/i 3: 4]**

[7] "42W, 46W". Shall we have a change? We'll go the *other* way now. Make it 19 and 1. **[19/1: o/o 1: 12]**

[8] "76X, 48W". This time I'll do, 17 and 21...(Think) I'm going through them too fast, I think. Never mind. **[17/21: i/o 2: 2]**

[9] "46W, 42W". 10 and 19 again. Think I've done that one before. **[10/19: o/o 1: 3]**

[10] "72X, 71X". Seem to notice the Xs more than the Ws...18 and 23. No I don't have any feelings about it. **[18/23: i/i 2: 1]**

[11] "45W, 41W". I haven't had that one before. 20 and 8. **[20/8: o/o 3: 6]**

[12] "70X, 44W". 14 and 11. **[14/11: i/o 1: 7]**

[13] "48W, 76X". 16 and 19. **[16/19: o/i 2: 3]**

[14] "41W, 45W". 18 and 10. **[18/10: o/o 3: 4]**

[15] "78X, 75X". 16 and 7. **[16/7: i/i 1: 9]**

[16] "71X, 72X". This is more and more just, er, (repeat). 18 and 23. Choosing (one) I feel like. **[18/23: i/i 2: 1]**

[17] "73X, 43W". 21 and 7. **[21/7: i/o 3: 7]**

[18] "40W, 47W". 19 and 25. (Still prefer) the high number. Higher numbers. **[19/25: o/o 2: 0]**

Comments:-

I just chose at random. Anything at all...Just keep on doing it, it's almost automatic. It's not, you're not thinking. I don't know whether making a decision. Well, if you are it's a very tiny one...Just choose them. Bang. Just like that. There's nothing, nothing in it.

Subject 19: Code number 81: Group X [Male, 21] [PT]

[1] "45W, 41W". I'm going to give the, *most* points, to one person, and no points to the other person. Because, I feel like it (laughs). **[26/2: o/o 3: 12]**

[2] "71X, 44W". If I give out the last one, gonna give out most points. Okay, the last one. 7...and 25...That's the most points you get. **[7/25: i/o 1: 0]**

[3] "48W, 76X". Give them the most points again...The last one. 19 points and 25 points. **[19/25: o/i 2: 0]**

[4] "41W, 45W". If I were to reverse the decision here, I'd be giving the same points (and the same scores). Which, would be, 28. Would be the same as (what) they got. So why don't

I just give them two 14s?...Be nice to Number 45 and give them lots of points...Give them both 14. **[14/14: o/o 3: 0]**

[5] "78X, 75X". The most points you can give out is 7 and 25. 7...and...25. **[7/25: i/i 1: 0]**

[6] "79X, 72X". Give out the last one again because that's the most points...19...and...25.

[7] "73X, 43W". Just to be different, I'll go for 14 points each. **[14/14: i/o 3: 6]**

[8] "40W, 47W". 19 and 25. **[19/25: o/o 2: 0]**

[9] "75W, 78W". I gave Member 78 7 and Member 75 25. So I'll go, give them the other way around. That will be fair...7 and...25. **[7/25: i/i 1: 0]**

[10] "44W, 71X". Member 71 I gave 7 and Member 44 I gave 25, so. I've got to reverse it, again. To be fair...7...25. **[7/25: o/i 1: 0]**

[11] "47W, 40W". I'll give the, biggest one again. 19 and 25. It's only fair, giving them that. **[19/25: o/o 2: 0]**

[12] "74X, 77X". This is the one where it adds up to 28. Again...So I'll just give them the highest score even though they're not the same amount of points. So I'll just go in the middle. 21 and 7. **[21/7: i/i 3: 7]**

[13] "43W, 73X". It's the 28 one again. So, this time I'll give them, the 21 and 27. Last time I gave, 19 9. **[19/9: o/i 3: 5]**

[14] "77X, 74X". Not so long ago now, turn the page, I gave them 21 and 7. So, I'd better do 21 and 7 again...I'm such a fair man. **[21/7: i/i 3: 7]**

[15] "42W, 46W". I'll be different and I'm going to go for Number 13, just to get, brain ticking. And more money. **[13/13: o/o 1: 6]**

[16] "76X, 48W". Oh, I'll give them both 13. 13 13. Make it easier. Allocate the same. **[13/13: i/o 2: 6]**

[17] "46W, 42W". I'll give them, 12 and 15. For no good reason. **[12/15: o/o 1: 5]**

[18] "72X, 79X". Oh, I dunno. I'll give them 19 and 25. Mmm. No, I'll give them 18 and 23 (laughs). **[18/23: i/i 2: 1]**

Comments:-

It's very hard to make decisions. 'Cos, you don't have anything to make the decisions, for any reason.

Subject 20: Code number 83: Group X [Female, 20] [PT]

[1] "48W, 76X". I, can't see much point in this. When you don't know much about, people...I'll circle 21, 17. Because my birthday's on the 17th. And I like that number. **[17/21: o/i 2: 2]**

[2] "41W, 45W". [No explanation discernable]. **[15/13: o/o 3: 1]**

[3] "78X, 75X". I'll have 11 and 17. **[11/17: i/i 1: 4]**

[4] "79X, 72X". 9 and 5 this time. **[9/5: i/i 2: 10]**

[5] "71X, 43W". I think it's the 12th today. So we'll have that one. 16 and 12. **[16/12: i/o 3: 2]**

[6] "40W, 47W". 10 and 7. 'Cos then that adds up to 17. **[10/7: o/o 2: 9]**

[7] "75X, 78X". 13 each. **[13/13: i/i 1: 6]**

[8] "44W, 70X". Right, go for an extreme left. **[19/1: o/i 1: 12]**

[9] "47W, 40W". 9 and 5. **[9/5: o/o 2: 10]**

[10] "74X, 77X". 14 each. **[14/14: i/i 3: 0]**

[11] "43W, 71X". Give them 19 and 9. **[19/9: o/i 3: 5]**

[12] "77X, 74X". 17 and 11. **[17/11: i/i 3: 3]**

[13] "42W, 46W". 12, 15. (Seen it first). **[12/15: o/o 1: 5]**

[14] "76X, 48W". 11, 9. **[11/9: i/o 2: 8]**

[15] "46W, 42W". 12 and 15. **[12/15: o/o 1: 5]**

[16] "72X, 79X". [No explanation given] **[15/17: i/i 2: 4]**

[17] "45W, 41W". [No explanation given] **[16/12: o/o 3: 2]**

[18] "70X, 44W". 16 and 7. **[16/7: i/o 1: 9]**

Subject 21: Code number 74: Group X [Female, 22] [FT]

"My code number is 74 and I am in group X."

[1] "Please read aloud: A decision about allocating points to members 41 of group W and member 45 of group W." Okay. Oh heck. *Mass*ive differences. Oh no, there's two 14s there. (Unclear: 2 phrases and a sentence). OH. Oh, member 41 of group W and member 45 of group W so the group's quite *big*. The trouble is I don't know, don't know how much is going on each point; scale. Er. I mean the poor bloke might not have much money. Oh well. Er. But if I allocate them both 14. That'd be *fair*. But then, the poor, experimenter, is going to be dishing out loads of money. Uhm. Oh heck. God I hate doing things like this. *Okay*. Members 41 of group W is going to get, 15 points. And, member 45 of group W is going to get, *13*. *Don't ask me why*. Anyway. Okay. **[15/13: o/o 3: 1]**

[2] Huuuhh. This is odd. Okay. A decision about allocating points to member *78* of group X and member 75 of group X." (Oh). (Oh) I'm group X. But then again I'm *not* giving myself any points, anyway. So. Oh this is *stu*pid. Oh I don't know. (Unclear...*my money or whatever or whato*). Hhhuh. I'd like to give everybody the *same*. What is the *point* of all this? I feel, totally *immoral*, by awarding people *points* when I don't know *anything* about them. And this is gonna be. I don't like *do*ing this. I mean I don't know anything about the person. Nothing. I'm just doing it blind. It's not like me at all, *TOt*ally out of character. **[12/15: i/i 1: 5]**

[3] "A decision about allocating points to member *79* of group X and member *72* of group X." Ohhhw. Owww. Well. (Unclear) (circle that one) which one did I choose (above?) 12 and 15. Oh. Okay. *Mem*ber 79 of group X. *Well* I don't know them, I just know that they're in the same group as me and I suppose that's supposed to make me feel *more*. Like them, because they're in the same group as me, because even though I don't know them they're, that's not going to influence me in any way. In fact I have got nothing whatsoever to influence me in any way. SO why am I giving people different *points*? Oooaar, I don't know. I don't want to get stressed out about this. Oh heck, I've forgotten the instruction. Am I supposed? Am I allowed, to allocate (people) the same (thing) each time? (I mean) I don't know, really. [Reads rapidly, extensively and unclearly from the instructions pages. Seems to go over the same bits several times in parts. Lots of "Okay"s.] Okay. Oh, so you can choose. Oh. Right. Okay. No problem. Now then. As far as it would be nice to award the bottom person *25*, that gives them, they'll probably get loads and loads of money and the top person doesn't (go bad la), badly of with *19*. But all the same, though, it'd probably be *more* fair to give them both *13*. But also *Ohh* I don't know. *Ohh*. This is annoying. Okay. We're going to go for the top, top money. But then again, maybe the experimenter's not going to be so nice, because maybe if you get a lowest, if you award somebody the lowest score then

that'll probably mean more *money*. I dunno. Who cares? I don't care what he's after. Urm. Yeah, let's award number 72 of group X *25* and member 79 of group X 19 *SOrry*. Never mind. Never mind. "When you have finished with this decision please turn the page. Please keep thinking aloud as much as possible" I DON'T *KNOW* WHAT TO *THINK*. Uh. **[19/25: i/i 2: 0]**

[4] "A decision about allocating points to member *73* of group X and member 43 of group dub, group W." Oh this is quite good. Maybe I should award *73* of group X, a, *big* amount of money, like *26*, because he is in my group or she is in my group and then again maybe I should award member 43 of group W (little tiny) bit of money because they are not in my group and maybe I should feel more inclined to give people in my group more *MOney*. But considering everyone's, *HUhh*, considering everyone was put in *RANdomly*, then, I might not *like* that person. How am I going to know that? So, shall I be *fair* again? *Oh*, I don't know. I'll go for it. Let's give member of group X 26 points and member *43* of group *W* 2 points. I bet the member 43 of group W was my *best* friend and the member of 73, group X was my worst friend. Considering they were in my group then, I will be inclined to be nice to my group. NAah. Well, who cares? I've only got to make decisions. Okay. **[26/2: i/o 3: 12]**

[5] "A decision about allocating points to member 40 of group W and *me*mber 47 of group W." Okay. *Well*. I've been quite nice in allocating points so far so maybe I'll just be a bitch now and just give them low, points. (Then). Oh, what is the *point* of this? I don't understand. I can do this, right, *completely*. I understand what I'm supposed to be doing (and) I *keep* forgetting to ring the (thingy numbers), blooming, jiggamy, thingamy. I've had a hard day. OHHhh, I *hate* making decisions when I *don't* know anything about the *people* (I'm) supposed to be *doing* (to). In fact, I don't know why I'm getting so hassled because, making a decision in this way is, *really* easy. But it's *not*. I (don't) think I could get hassled so much about making a decision about anything I don't know. How can you make a decision, on anything you don't *know* about? Huh. Well. Ouh. This is *annoy*ing me. So, I'm just going to award member 40, and member 47, *both* 13 points. Ohh. I'm *(bored)*. "Please keep thinking aloud as much as possible"!? What is there to *think* about? **[13/13: o/o 2: 6]**

[6] "A decision about allocating points to member 75 of group X and member *78* of group W." *Okay*, back to group eigh, X. I don't know why I've got this stupid thing in my head to like, give group X people, lots and lots of, *points*. Well, I suppose I've got to, make a decision somehow so I'm going to make my decision on the basis of allocating myself to group X and I'm going to be a real groupie here, and give loads of people in group X lots and lots of points. Just my luck it'll backfire on me and, uhm, lower the points I give them, the more money they'll *get*, but I'm gonna, put it, on the fact that, if I give them more points then maybe they'll get more money. But then again, both of these are from group X so I've

got to be quite *fair*, because, I don't want (massive) discrepancies. *Okay*. So. Member 75 of group X is going to get 13 points and, member, of, uh, is going to get 13 points. This is the same as what I did last time. Maybe I should just go round ringing 13 all the while and not make *any* decisions. *YEAH*. If I ring 13, all the time then I've made *one* decision, and, that decision sticks. And then I don't have to *make* any more decisions. So, I could just carry on ringing 13, totally, and not make any more decisions. But then, I'll get bored. And I don't know why I'm doing it. Anyway, I don't know why I'm doing this anyway. **[13/13: i/i 1: 6]**

[7] Uhh. "A decision about allocating points to member 44 of group W and member 70 of group X." *Ohh* I've got another group X: uh huh, huh, huh, huh [mock sobbing]. I'll give this one *25*, and this one 7. This is easy. I like making decisions when they're made up. Well, when they're made (a lot) formally, as in, I'm gonna give people in group X lots and lots of points. (When I find a) scoring system. **[7/25: o/i 1: 0]**

[8] Uh, *God*. I can't believe, that I'm sitting here, deciding things, on people that I *don't know* anything about and I don't know *who* they are. They're just *num*bers. Which I feel is really, really horrible. (I mean) it's bad enough being numbered when you go to hospital, let alone being numbered when you're doing psychology experiments, so much for *individuality*, I am *number* so and so. WELL. There you go. Okay. Have I? Oh I can't remember whether I've read this. "A decision about allocating points to member 47 of group W and 40, of group W." I've forgotten whether I've read it or not. 'Cos this is really *pissing* me off. Uhhm. Prrhh. Okay. Let's give. *Ohh*, this is pointless. Member 47 of group W the, 12 points and member 40 of group W 11 points. **[12/11: o/o 2: 7]**. I don't know why I've just done that. I've gotta make a decision. I'm not going to be here all night. 'Cos I don't want to be here all night, I've got, other things to do. I *don't like awarding people with money*, when I don't know *anything* about them. I can't believe that, my part in this, is, pretty, important, because other people, are relying on me to, make them all lots and lots of money. Then again, everyone else that's, doing this, is in the same boat so, so I'm just like everybody else. So why am I getting so 'assled about it? (Do you think) everyone else would get so hassled about it?

[9] Huhh. Ohh we're back to group X. Oh, let's give them both 14 because we're bored now. Don't want to *think* any more, don't want to think *aloud* any more, don't want to think *at ALL*. **[14/14: i/i 3: 0]**. (In fact, what I want to) think about is sociology and say that I was was probably right and I *don't* want to think about this because this is really *annoying* me.

[10] Okay, we're back to thinking about "A decision about allocating points to member 43 of group W and member 73 of

group X." Because it's annoyed me so much, I'm not going to get annoyed any more, and I'm just going to ring *anything*. No I'm not. I'm gonna give X people more points. Then again, group (B) has got 26 points up there, why haven't they got a 26 in this category? I'm going to award, them both 14. 'Cos I'm nice. I don't think. **[14/14: o/i 3: 0]**

[11] Alright. Oh. "A decision about allocating points to member 77 of group X and member 71 of group X." OH they're both group X again. *Well*. Well sod it. Just give him 26 and then give him, *whatever*, 2. (There you go. You can tell I'm get him that). I guess I've totally changed my decision now. And I'm not biased towards the people in group X at *aLL*. In fact, I don't know what I'm doing. In fact, I don't think I'm making any good decision. I'm not making any rational decisions, any *good* decisions, but how am I *supposed* to make a *good* decision, when I don't know anything about the person? Ohhh. I don't *do* things like this. I like to *know* people and things. I mean, I. We're using this, *pointless* piece of paper, with my decisions on it, to give people *money*. I think people should be given (in) money in relation to how much they need. I need a lot, by the way. **[26/2: i/i 3: 12]**

[12] Right, let's get back to this. They're both W. Alright, so let's really piss member 46 of group W off. And give them 1 point. Then again, I might not be pissing them off at *all*, *because*, maybe if they only get 1 point. OH NO. Then again he said at the beginning, that the highest, the more points a person gets, the more *money*. Okay member 46 of group W, I've really just pissed you off. **[19/1: o/o 1: 12]**

[13] Right. "A decision about allocating points to member 76 of group X and member 48 of group W." Huhh. Da da da. I allocate member 76 of group X *with*, (right). Oh, let's allocate, member, 76 of group X with, oh I'll give them 19, give them lots and lots of points (which means that member 48 of group W gets) 25 points, *too*. That's okay. That's not bad. They both, score highly on that one. Okay. **[19/25: i/o 2: 0]**

[14] (Next one). "A decision about allocating points to member 46 of group W and member 42 of group W." Well. Okay. Oh, I'm just ticking anything I'm not making any decision, but I just want to get out of this (*room*). Tut. Never mind. **[19/1: o/o 1: 12]**

[15] Oh, we're back to group X. Let's give them lots and lots of points. Let's give them 19 and 25. Okay. I'm being biased now towards group X because (I'm on it *too*). Oh *God* I hope I'm doing this right. (Whenever) something so illogical like this is happening to you, you almost start *doubting* your own intelligence and wondering whether you're doing it right. (Bu') never mind. I'll just make a fool of myself (that's all), something I do quite often. [Sigh]. But, then again, I *don't* often doubt my intelligence. Oh well. Forget that. **[19/25: i/i 2: 0]**

[16] Right, "A decision about allocating points to member 45 of group W and 41 of group W." Okay. Let's be nice again and give them *both* 14. Because I feel like being nice at the moment. Because (there's this) experimenter (who is) being nasty and putting me through shit like this. 'Scuse my language. It's the end of the day. It's not been a good one either. Cor, why am I explaining myself? (So I don't feel) so stupid speaking into a *GOd-damn tape*. (Gordon). I bet my voice will come out really deep as well. Never mind. **[14/14: o/o 3: 0]**

[17] Ahhh, let's just do this. "A decision about allocating points to member 70 of group X and member 44 of group W." Okay, member 70 of group X. Okay, I am just going to do this as quickly as possible. That's group X. Okay. I'll give them 19 which means that member 44 of group W gets 1 *I'm* really *SOrry* but *never* mind. Okay. **[19/1: i/o 1: 12]**

[18] I'm storming ahead now, because I wanna get this done and I wanna go home and have some *tea*. 'Cos then I've gotta get ready for squash in precisely an hour, and why am I telling you this? Probably because I'm bored of doing *this*. Or I'm wondering whether I'm doing it right. "A decision about allocating points to member 48 of group W and member 76 of group X." OHhh, another group X, give him *25 points*, and 19 for (this) group W, (poor old) (unclear), *never* mind. Give people in group X lots of points because I bet everybody else has done that. So, I'll return their favour because I bet they all give, *me* quite a lot of points because I'm in group X, and if they're in group X then (they'll all) do the same. As *me*. But who cares? It's (only money and) what's money worth in this day and age? Not much. Especially the pittance we're probably going to get. So why am I worried? Why am I being biased towards group X? Dunno. Feel pretty, pretty horrible about doing that, but, gotta make a decision some(where), and because I don't know what else to do, make my decisions on, then I suppose I'll just, do it with, (going on) group X. Yeah, why not, (okay)? Ohh, something else. **[19/25: o/i 2: 0]**.

Comments:-

"These details will be known only to the person running *this* [study]." [Laughs] Okay, you can contact me. Just don't mark me *down*. Just don't mark me down. On any reports or essays I hand in because I've sworn a lot. I don't usually swear a lot. Well, then again. No, I don't. It's just that this *really* frustrated me. I don't feel nice. In fact, I don't feel very nice at all. In fact I feel totally immoral by awarding, points, *money*, to people I don't even know. I mean, how? I mean. I dunno. Hah. Stupid. Never mind. It's only an experiment, don't let it bother you. Crickey, this is nearly as unethical as *Milgram's* experiment. Hoo. Never mind. No it's not. Didn't say that. I don't know *why*, I've done this study, and I don't know why I made the decisions I made. Obviously, *you* know why I made the

decisions I made because I was talking about them at the time that I did them.

Subject 22: Code number 88: Group X [Female, 19] [PT]

[1] "40W, 47W". Okay. I'll give 15 and 17, for no apparent reason. Um. I've got no basis for making this decision. Got no information on what, who they are. Or what they're getting from (them). **[15/17: o/o 2: 4]**

[2] "75X, 71X". I'm wondering if, I'm actually giving money to the other people in this experiment - it's all worked out in the end from that - but seeing as I don't know who, I know three people who are doing this experiment, but I don't know their numbers or anything. It's just going to be random. **[14/11: i/i 1: 7]**

[3] "44W, 70X". So. If we're giving money away, I'll choose some high numbers. Er. The, 25 and 7 seems to be a highest combination. Good to know some of my, friends rich. **[7/25: o/i 1: 0]**

[4] "47W, 40W". So. Liking to be fair, I'll give 13 to both of them. Seeing as that's an option. **[13/13: o/o 2: 6]**

[5] "74X, 77X". 14 to both. Again, I'm trying to be fair. **[14/14: i/i 3: 0]**

[6] "43W, 73X". So. Come down this end of the table. 24 and 4. Don't know why I'm choosing these numbers, they're all, don't mean anything to me...Still totally *random*. Even though, I have an idea what it's about. Well. I think I do. **[24/4: o/i 3: 10]**

[7] "77X, 74X". [No information given] **[16/12: i/i 3: 2]**

[8] "42W, 46W". [No information given] **[17/5: o/o 1: 10]**

[9] "76X, 48W". Er. Try and get some, um, the big division in these numbers, 'cos we're in different groups. It's not really an option. 7 and 1 will do. **[7/1: i/o 2: 12]**

[10] "46W, 42W". That's in my opposite group. Should give them low, really. Not that I'm mean, or anything. Um. 13's about the *lowest*, for both of them. Maybe this experiment is to decide if people make decisions on "them and us", even though you don't know who the "them and us" are. **[13/13: o/o 1: 6]**

[11] "72X, 79X". 16 and 19. Why not? No apparent reason. **[16/19: i/i 2: 3]**

[12] "45W, 41W". Go for the 20 and 8. Don't recall using that one before. **[20/8: o/o 3: 6]**

[13] "70X, 44W". No *idea* who these people are. Idea what the numbers will be, meaning. Even though they're transferred for money, it might not be, um, positive relationship. We'll have 9 and 21. Jumped out at the end of page. **[9/21: i/o 1: 2]**

[14] "48W, 76X". 11 and 9. First one I looked at. All these, numbers aren't meaning anything to me. Can't even remember whether I was in W or X. Bit of confusion. Think I was told I was in X in the instructions. Anyway. **[11/9: o/i 2: 8]**

[15] "41W, 45W". 16 and 12. **[16/12: o/o 3: 2]**

[16] "71X, 75X". 18 and 3. Quite a lot of, difference there. **[18/3: i/i 1: 11]**

[17] "79X, 72X". 79's pretty close to me, but it's not me, so it won't make any difference. Seeing as I don't know, what, numbers my other friends are. (Well), I'm here at the moment. 13 and 13. No point in upsetting people I don't know. **[13/13: i/i 2: 6]**

[18] "73X, 43W". Um. Opposite groups so let's try and get a large difference. 26 and 2. Works in my favour, as well. Being, my group who get the biggest amount. **[26/2: i/o 3: 12]**

Comments:-

Quite frustrated that I didn't know, what it was, even though I had an idea. Wanted to know who was in what group, especially which group I was in. 'Cos I think that I've been giving points, and taking points, from myself and other people, which will be translated into money. But I really didn't have a clue, how I was doing them. It was just random. But it was quite annoying. Got a bit bored as well, with all the decisions. That's about it.

APPENDIX 4: STUDY 1 (THINKALOUD) CONTENT ANALYSIS CODING INSTRUCTIONS

Instructions for Section A

In Section "A" use the guide below to categorize a subject's allocation behaviour for each of the eighteen matrices they completed. To score for any particular behaviour(s) the subject has to have explicitly indicated that they were pursuing that behaviour(s) on that particular matrix. You should not infer their behaviour from previous analysis or from patterns of behaviour. If, for example, a subject says "13 to each", this is not adequate to categorize that behaviour as "6" (i.e. Fairness, justice or equality") - the subject has to actually say something to the effect of "because then they both get the same", "because that's just", or whatever. The first exception to this "no inference" rule is when the subject explicitly indicates that they are using the same strategy they have employed before. If, for example, a subject has given "so that my group wins" as a reason on one matrix (scores "4") and then says "same reason" for their next allocation, this latter allocation can score as the earlier one did. The second exception is if the subject refers to a strategy which is "obviously" an arbitrary one (e.g. "because 7 is my favourite number").

Guide for Section A

1. **Personal Profit**:- Subject explicitly claims they are trying to obtain absolute points or money for the self.

2. **Personal Status/Inter-individual Competition**:- Subject explicitly claims they are trying to obtain more points or money for the self than for other individuals.

3. **In-group Profit**:- Subject explicitly claims they are trying to obtain absolute points or money for own-group (members).

4. **Group Status/Inter-group Competition**:- Subject explicitly claims they are trying to obtain more points or money for own-group (members) than for the other-group (members).

5. **Joint Profit/General Generosity**:- Subject explicitly claims they are trying to obtain absolute points or money for all subjects.

6. **Fairness, justice or equality**:- Subject explicitly claims they are trying to obtain equal or fair distribution of points or money.

7. **Intergroup accentuation**:- Subject explains allocation by saying that they are trying to make the allocations to each group as different as possible (but not for in-group profit - see 3 above).

8. **Prototypicality**:- Subject says that they are trying to behave like an "ideal" member of their group and/or is trying to act as differently as possible from members of the other group while acting as similarly as possible to members of their own group.

9. **Random, arbitrary or none**:- Allocation is explicitly or "obviously" random and/or arbitrary, or subject explicitly claims there is no reason for their choice other than being able to "put something down".

10. **Other ambition** or reason:- Subject explicitly gives a reason or purpose for their action other than the ones above (individually or in combination). Please **NOTE** reason, subject number and matrix number.

11. **Absent** reason:- Subject gives no explanation, reason or intention for their allocation behaviour on this matrix.

COMBINATIONS:- When subject gives an explanation which includes more than one of the above, <u>each</u> relevant number should be entered (in number order). E.g. If a subject says she is trying to be both fair and preferential to her own group, because she believes this is the best way to obtain the maximum possible money for herself, you should enter 1, 4 <u>and</u> 6 for that matrix.

<u>Instructions for Section B</u>

For <u>each</u> matrix please enter either a "1" (present or operative) or a "0" (absent) for <u>each</u> of the phenomenon listed below. In each case a "present" score can only be given if the subject explicitly indicates the presence of that phenomenon for that particular matrix. Thus, for each subject and each matrix you will enter a total of ten 1s or 0s, one for each of the phenomena below.

1. **Personality/disposition**:- Subject claims to have acted as they have because of personal characteristics they have.

2. **Experimenter expectation**:- Subject claims to have acted as they have because they think the experimenter expects or wants them to behave in that way.

3. **Norm**:- Subject claims to have acted as they have because a body of people (perhaps of a certain type or group membership) will or should behave in that way and/or will expect them to act in that fashion. Please **NOTE** what sort of norm it is (e.g. "everybody ought" or "everybody does"), where it derives from (e.g. "my religion tells me that..."), who it applies to (e.g. "students should..."), subject number and matrix number.

4. **Reciprocity**:- Subject claims to have acted as they have in the hope or belief that others will act in a similar or complementary way so that the subject's and the others' behaviours are reciprocally advantageous.

5. **In-group identity**:- Subject indicates that the experimental in-group's fate has become a matter of concern for them as an individual, such that the subject's behaviour is aimed at promoting "goods" and/or avoiding "harms" for the in-group "as a whole".

6. **Alternation/compensation**:- Subject claims that their behaviour is to "compensate" for earlier behaviour and/or subject's behaviour involves alternately following one course and then another, such that there is one overall strategy which is pursued "indirectly". E.g. Giving a lot to one person and a little to another on one allocation and the reversing the awards on another allocation, "in order that" both recipients end up with equal points.

7. **Consideration of others' strategies/behaviour**:- Subject considers how other subjects are behaving in the experiment. Please **NOTE** whose behaviour is considered (e.g. in-group and/or out-group others), subject and matrix numbers.

8. **Consideration of likely outcome**:- Subject considers what the outcome of everybody's allocations will or might be.

9. **Strategy/behaviour affected by matrix type**:- Subject explicitly indicates that they are adopting, adapting or altering their allocation strategy because they are presented with a particular matrix and/or a different matrix from the one previous. Please make an additional **NOTE** if subject is "forced" to deviate from preferred strategy, noting also subject and matrix number.

10. **Psychological well-being**:- Subject claims that a particular behaviour (or abstinence of a particular behaviour) is beneficial for (or avoids harm to) their psychological well-being.

11. **Personal gain**:- Subject explicitly states that their allocation is part of a process by which they hope to obtain money or points for themself.

Section C

1. **Qualitative summary**:- Please write in words a concise summary of how each subject's allocation behaviour "overall" and, if possible, why they acted as they did. Please also **NOTE** any distinguishing features of the subject's behaviour (and/or their account of it), e.g. problems they may have had, particular "subtypes" of the categories in Section "A" they pursued, or whatever you think is interesting.

2. Overall behaviour categorization:- Please use the qualitative summary and the list in Section "A" above to indicate what you think is the best descriptor for the subject's behaviour overall, i.e. over all eighteen matrices (using multiple numbers as necessary).

APPENDIX 5: QUALITATIVE SUMMARIES OF SUBJECTS' "OVERALL BEHAVIOUR" IN STUDY 1 (THINKALOUD)

Key:- S = Subject Number. Figures in round brackets refer to allocation numbers. Figures in square brackets refer to "overall behaviour" category subject assigned to (see Appendix 4, Section A for categories used).

S 1: Searches for a strategy ("I suppose what I could do...") (9), although many different ones used. Stresses "never making allocations to yourself" (4). Notes he does not know who is receiving particular allocations (4). Says he does not "want to spend too long on this" (14). [7]

S 2: Notes he does not know who is receiving particular allocations (1,2). Asks what he should do (1). Considers in-group bias but rejects as "it's all totally random anyway" (2). Searches for the "sensible thing to do" but decides that "Bearing in mind I'm never allocating anything to myself it doesn't matter" (3). Maximizes joint profit as "logical thing to do" because she wants "to be nice and generous" (4). Compensates for structural inequalities by alternation to "even up what I did previously" (6). Uses fairness on matrix 3. Grid allocation commentary suggests he is trying to reciprocate for self-interest based on his knowledge of cooperation payoffs in prisoner's dilemma matrices. [(1 &) 56]

S 3. Variety of random, arbitrary and no decisions. Chooses low-effort strategies (2,14) to get them done as quickly as possible (9). No group-based strategies. [7]

S 4. Seems a perfect example of behavioural interaction model. After initial struggling with law student (1) and generic in-group loyalty (2,3) norms, and also with a brief instrumental fairness attempt (5,8), sets up instrumental cooperation with in-group members and competition with out-group members (11,13,15,16). [(1 &) 4]

S 5. Adopts in-group favouritism early (4), wondering if this is expected in the experiment (7). Continues with strategy (incorrectly) (11) on intergroup allocations, adopting fairness on same-group choices. By (15) wants to ensure doesn't give away finite pot to out-group and by (17) wants to make sure doesn't give away finite pot to other in-group members. [13]

S 6. Adopts a variety of arbitrary strategies, two of them coinciding with intergroup accentuation theory (8,10). [7]

S 7. On a liberal interpretation the subject adopts a strategy of F throughout, except on matrix type 2 where MJP is chosen, perhaps because exceeding F does not entail individual loss for either recipient (e.g. "*both* high", see matrices 7 and 15) (only exception is matrix 12 where F is chosen, supposedly on an arbitrary decision - it is interesting to notice that MJP here would entail negative in-group distinctiveness). On a conservative interpretation only choosing "F" and "MJP" because "the same" and "highest" are distinguishing features to allow some basis for decision-making. In choosing between the two, one should note that the subject is unconvinced that points will actually be changed from money (matrix 17). Thus, he is going through the motions of MJP and/or F "merely" as a decision-making guide, as this is the strategy he would adopt if the points were to be changed for money, or just in case. [(7 &) 56]

S 8. Starts arbitrarily as has "no information whatsoever to base this decision on" (1,2). By (3) gets "the feeling I must have missed something". By (4) assumes "an arbitrary reason for decision" which happens to be MJP because they are "skint". Modifies to MJP and F default due to structural restrictions (5). Still wondering about the point by (12). By (17) is "getting bored" and claims that their allocation "is not really a decision, is it?". [(7 &) 56]

S 9. Random and arbitrary, although searches hard for some meaningful criteria for decision-making (2,18,comment). [7]

S 10. Starts fair but wonders why (1). Gets bored and changes strategy "just to make...the experiment more interesting" (4). By (9) starts with FAV, again to make it more interesting (9-11), but changes again to out-group favouritism (12) and other strategies including random. [7]

S 11. Definitely trying to MJP (all), but feels frustrated in her attempts to do so because it often entails unfairness within the recipient pairs to do this (1,3,4,6). That is, wants MJP but is initially unhappy with individual loss of potential points that this requires, which is why she likes matrix 2 best (2,7). Thus follows MJP/F compromise until wonders if a "pure" MJP strategy would best achieve her ends, i.e. with any unfairness balancing out through structural alternation (8). No evidence of economic self-interest. [56]

S 12. Complains that "There's nothing to base the decisions on really" as no-one has earned points more than anyone else (1). She is "trying to do this logically but I can't think of a logical way of doing it" (3). Adopts complicated alternation for fairness strategy. Unclear if motivated by desire for equity (1,9,13), instrumental fairness for money or instrumental fairness for self-image (8). [6]

S 13. Finds task difficult "as I don't know who any of these people are" (1). Is "confused as to how I'm supposed to be deciding" (2). Reminds cannot allocate to self (5). Still confused by (6) when decides he "might as well give the highest aggregate". Is not sure whether or not this means recipients get more money (7). However doesn't care as doesn't know who the recipients are (8). By (13) getting conscious of the time and starts to adopt random strategy (13-15). At (16) adopts F for speed: "From now on I'm going to do them equal and I'll just whip through them, equally" (16-18). [7]

S 14. Behavioural interaction model case? "Seeing as I have no idea...who these people are then I may as well try and get the most money"...I hope someone's blumin' giving me lots of money" (1). "being a student...I'm just bonding with other students and trying to get the most money possible. I hope everyone else thinks the same way" (12). Complains "It's so abstract, it's not as if you're really allocating them to people" (9). "None of them seem to be me" (3). Thinks Type 2 the fairest matrix as can MJP without sacrificing individual profit or too much fairness (2,4,7). Dislikes matrix type 3 where she tries to maximize top row recipient's reward whilst minimizing bottom row recipients penalty (3,8,10), until she works out that 14/14 is the best way to do this (15). [(1 &) 56]

S 15. After 6 arbitrary decisions complains that "now I'm getting really bored and I can't think of any good reasons for choosing any of these numbers any more" (7). Clearly "not really thinking about much at all" (9) and "just...trying to cut corners" (16). [7]

S 16. Begins by complaining that "this is a very silly task" (1). Majority of responses are maximum F, "equal," mainly because they are the easiest ones to find (2,3), and are therefore "a much better idea than just putting one high and one low" (6), as "the pile is getting *much* thinner" more quickly (15). [67]

S 17. Pretty much the only thing he says during the first 12 allocations is that "I hope someone's checking the money" (3). He wants to "give people *average* points 'cos they might give *you* more" (14). [16]

S 18. Despite a tentative consideration of (and enduring preference for (18)) MJP in early allocations is "not sure why"" (1) and is "not really thinking of anything" (2) but is "just, well, doing it" (3). Admits that "Not a great deal of thought going into this" and is "Just circling any number that happens to appeal at the time" (6). [7]

S 19. After an initial decision where he gives "*most* points to one person and no points to the other. Because I feel like it" (1), adopts MJP because "It's only fair" (11). Adds F by alternation within the MJP when realises it can be done (9), but stops being F on matrix type 3 when he realises they all MJP (12). Toward the end reveals that this is possibly both a decision-imposing strategy and an instrumental time-saving one. "Not long to go now" he says on (14) and by (16) says he'll "give them both 13...Make it easier. Allocate the same". By (17) is getting random "For no good reason". In comments complains that "It's very hard to make decisions 'cos you don't have anything to make the decisions for any reason." [57]

S 20. Starts off by saying she "can't see much point in this. When you don't know much about people" and immediately adopts the first of an array of arbitrary strategies (1). [7]

S 21. Considers various factors which might give her a behavioural guide (e.g. "I'm Group X. But then again I'm not giving myself any points") (2) but makes first two allocations randomly. Considers if social categorization is "supposed to make me feel more like" in-group than out-group members (3), but claims that she has nothing to influence her in any way. Adopts MJP almost in desperation (3), but then wonders if "Maybe I should award 73 of Group X a *big* amount of money...because he is in my Group...and then again maybe I should award Member 43 of Group W a tiny bit of money because they are not in my Group and maybe I should feel more inclined to give people in my Group more money" (4). Initially balks at this as categorization random and "might not like" in-group members (4) but decides to "go for it" because "who cares? I've only got to make decisions" (4). Asks "what is the point of this" but cannot answer (5) as "I *hate* making decisions when I don't know anything about the people"..."How can you make a decision on anything you don't know about?" (5). After a couple of arbitrary decision she gets "this stupid thing in my head to give Group X people lots and lots of points" as "I suppose I've got to make a decision somehow so I'm going to make my decision on the basis of allocating myself to Group X...and give people in Group X lots and lots of points." (6). She then says that she "likes making decisions when they're made up...formally" (7). She then reminds herself that she is allocating to "people that I don't know anything about and I don't know who they are and complains that "this is pointless (8). She makes a random decision and says "I don't know why I've just done that. I've gotta make a decision" (9). Her confusion returns: "I guess I've totally changed my decision now. And I'm not biased towards the people in Group X at all. In fact, I don't know what I'm doing...I'm not making any rational decisions...but how am I supposed to make a good decision when I don't know anything about the person?" (11). After more confusion she returns to in-group favouritism as a default. In her final allocation she rationalize her decision: "Give people in Group X lots of points because I bet everybody else has done that. So I'll return their favour

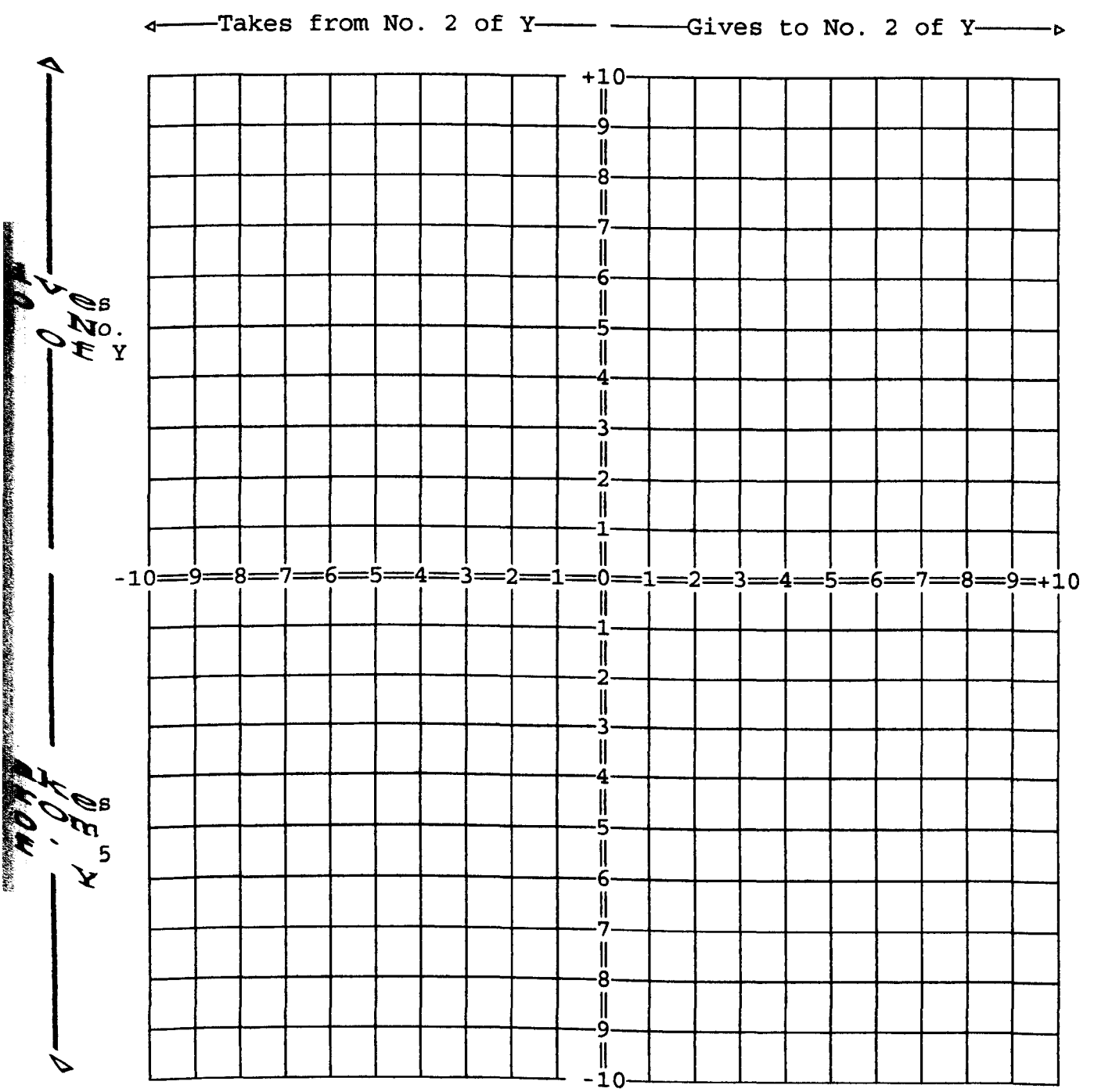
because I bet they all give *me* quite a lot of points because I'm in Group X...But who cares?...Why am I being biased toward Group X? Dunno. Feel pretty, pretty horrible about doing that, but, gotta make a decision...and because I don't know what else to do, make my decisions on, then I suppose I'll just do it with going on Group X. Yeah, why not?" (18). [47]

S 22. Starts making allocations with no reason as "I've got no basis for making this decision. Got no information on...who they are" (1). Because of the random categorization and not knowing who he is allocating points to "It's just going to be random" (2). He then tries a variety of strategies (MJP:3, F:4-5, Random:6, accentuation:9, minimum out-group profit:10) before settling on being consistently random/arbitrary (11-18). Cannot remember his category membership (14). Thinks that allocations "won't make any difference seeing as I don't know what numbers my friends are" (17). On final choice employs intergroup accentuation which happens to work in favour of the in-group and he says "works in my favour as well, being my Group who get the biggest amount" (18). [7]

TEXT BOUND INTO

THE SPINE

APPENDIX 6: AN EXAMPLE STUDY 2 (DISCRIMINATION) ALLOCATION GRID



Please make your allocation on the grid above and complete the following statement.

I have decided to allocate:-

Member 2 of Group Y ___ points, and
Member 5 of Group Y ___ points.

APPENDIX 7: SUBJECTS' RESPONSES TO THE POST-TASK QUESTIONNAIRE IN STUDY 2 (DISCRIMINATION)

Subjects were asked:-

> In the space below and overleaf if necessary, please give a short account of your thoughts and action in the study that you have just taken part in. In particular, (1) what were you trying to do/on what basis did you base your decisions?; (2) did you encounter any difficulties and, if so, what did you do about it/them?; (3) did you change your strategy at any time and, if so, why?; (4) did you think about how others might be thinking/acting and, if so, what do you think they tried to do?; (5) what do you think the outcome of the scoring is likely to be? Please feel free to add any other comments you might like to make.

Their responses are shown in full below. The "dominant strategy" code each subject was given is shown in brackets at the end of each account.

S1. Generally I was trying to give groups X & Y the same treatment without too much bias. I allocated and took away points from both groups. I occasionally thought that it would do my group more good if I allocated them more points so I may have been over-generous here and there. I assumed others may have been biased towards their own group but then they may have made a conscious effort not to. I think people will tend to appear unbiased when allocating or taking off points. (Fair)

S2. Chose at random trying to select from all corners of the grid. Then awarded equal marks to both parties. Then one person scored high, the other low. On the actual tables I was more inclined to take account of what group the person was in. On some of the tables I tried to give my own group higher marks. I kept changing my strategy to make it more interesting. Later in the experiment I became more conscious of the fact I was in a group and so at the end this then became a consideration. Early in the experiment I had taken little account of who I was allocating the points to. I did not think about the others during the experiment. I imagine they would be more biased towards their own group when allocating points. (Random)

S3. I tried to cross/circle numbers randomly. It didn't really bother me where I put them. If I did have a strategy, I didn't really think about it, so I don't know if I did change it. Some people may have tried to allocate points only to the same group as them. If so, the outcome of the scoring will probably be the same for both groups. Then again, as people don't know who is in the groups, I don't think they'll be too bothered as to who they allocate points. (Random)

S4. All of my decisions were made entirely at random. On most occasions I simply filled in the numbers without reading who I was allocating points to. No [did not encounter any difficulties]. No [did not change strategy]. It occurred to me that others may be attempting to award points to their same letter group. I have absolutely no idea [as to the outcome of the scoring], because I am not sure who I actually allocated points to. (Random)

S5. I was trying to award the group that I was in the maximum amount of points, whilst awarding the other group the minimum amount of points. I feel that it is likely that everyone will follow the same sort of pattern, as people are always likely to award people in their own group more favourably than those from another group. (Ethnocentric)

S6. My decisions were made entirely randomly while keeping in line with instructions. [Overcame difficulties by] Thinking through decisions, recapped instructions + looked more closely at charts. In second half on charts [i.e. grids] much less thought was needed and I was aware of taking a long [sic] so I simply made my decisions much more quickly and with less thought. Not really [about others' strategies]. I gave very few negative scores + therefore if others did the same would expect scores to be high. (Random)

S7. Allocated equal points on all occasions - no basis for choosing to give one person points and not the other. No reason to give or take away points, so always gave points and where possible of equal value for each task. No [did not change strategy]. I think much about it [others' strategies], although I did wonder if anyone chose to allocate points on the basis of group membership - ie, give to own group, take away from other group. Not knowing who is in which group removes any reason to decide point allocation in this way, and there is no motivation to score your own group highly. (Fair)

S8. Trying to allocate 'my' team, group X, more points. Some difficulties with the grid, confusion as to the system of points - the matrix was easier. No [change in strategy]. I thought everyone else would also try to allocate their given team, x or y, the most points, but on reflection it could of worked the other way too. I would imagine the score will become fairly close, but only if everyone has followed the same strategy. (In-group Superiority)

S9. [Strategy was to] Make it easier to figure out which figure went where. The decisions were not made on any competitive impulse (MAYBE). No difficulties. Yes [strategy change], to stop all the answers coming out the same. No [thought of others' strategies]. In this group a probability that the xs will give x scores and the y - y scores. (Random)

S10. Try to make as random a selection as possible, + keeping the selection of numbers broad. In the first part, Section 1 [i.e. grids], I felt the numbers selected were all on the + side and on the lower no scale, I tried to alter this by selecting at random from the minus side of the scale. Section 2 [i.e. matrices] I tried to select from the centre + extremes of the scale as it seems the numbers were already randomized. I think the outcome of the scoring will will [sic] undoubtably be on the plus side. (Random)

S11. I chose the shapes that I thought would look pretty and put my crosses there. I hardly looked at the group or number until after I'd made my decision on the grid. I then stopped allocating randomly, + put each number in the top, right area, as it was a plus (+) for both, and I was having difficulty working out whether it was plus or minus in the other three boxes. I didn't think at all about how others were thinking or acting, and have no idea as to what the outcome will be. (Random)

S12. My decisions were based on the fact there were 2 groups in the room. I couldn't see why I should discriminate between the two groups so I tried within reason to give them equal scores. The difficulties I encountered were in justifying giving anybody a negative score. If I did then I gave both a negative score. My occasional change of strategy occurred because I didn't think similar reactions every time was the answer. I'm not sure about other people but they will try to rationalize their own choices and try to be positive. (Fair)

S13. [Strategy was to] Give as many marks to the Xs/they are part of my group. Not particularly [encounter any difficulties], just concentrated a little harder. [With regard to strategy change] When I understood it more, I began to think in terms of my group. Yes it [i.e. others' strategies] occurred to me, same as me. No idea [about outcome], except we will all vote for our own groups. (Maximum In-group Profit)

S14. At first I made my decisions in terms of giving as many points to the people in my group and taking away as many from them. I then decided to modify this by always giving to my group and taking from the others, but not as much as possible because they may not have given me maximum points which would have left me further down. Also, I didn't think it was fair to be constantly taking maximum points. In the second part [i.e. matrices], it was making the gap as big as possible for my group, and giving only small amount to the other group. I tried to count up to make sure no member of the other team got positive scores overall from me. Hopefully, the outcome of the scoring will be that my group has a higher score. (Ethnocentric)

S15. I tried to give members of my group points and take points away from the y group. I also tried to give the x group more points than the y group. When this was not possible I gave them the same number of points. In the second part of the study [i.e. matrices] I tried to make sure that no one person in the y group gained a lot of points and where possible members of the x group gained as many points as was possible. I think that others may have done the same, and tried to allocate more points to their group, however I think some may have carried out the study randomly. (Ethnocentric)

S16. I was trying to decide how I will give or take points. The strategy I follow is that I gave points more in my group. (In-group Superiority)

S17. Not consciously think about the scores <u>but</u> I dislike negative figures. No [difficulties]. Yes in the second style of grid [i.e. the matrices] I tried to be fair yet generous to both subjects. Didn't consider it [i.e. others' behaviour] at all. I suspect it [i.e. the outcome] will show a preference for being considerate to subjects i.e. most people would try and be generous + fair. (Fair)

S18. I based my decision mostly on random choice, but sometimes I tended to give more points to members of my group. I didn't encounter any difficulties, and the only change was as described above when I chose to give more points to members of my group. I think it is possible that others may have also made decisions randomly due to little information given on members. eg name, sex. Also possibly gave more to own group. I believe the outcome will be that people would have given more to their own group members. (Random)

S19. I preferred to stay neutral most of the time. Quite explanatory, so there were no particular difficulties. Yes, sometimes - [changed strategy]. No _ [did not think of others' strategies]. Don't know [what outcome will be]. (Fair)

S20. As I was in group X, I was attempting to allocate as many points to group X and take away points from group Y. I assumed others would behave in the same way. The outcome will probably be the same for both groups. The only reason I allocated points to my 'own' group was because I had nothing else to base my decision on. (Ethnocentric)

S21. I allocated more points to group X I hope but then would relent and give points to group Y. I had no problems making the decisions. I tried to be fair but knew I was being biased as well. I didn't consider anyone else's thoughts but my own. Based on my scoring technique I would say the outcome would be in favour of group X. (In-group Superiority)

S22. At first I made totally random choices and then I started to favour my own group and gave them a higher score (usually positive) than the other group. I kept wondering if this was the right thing to do, and considered returning to a random selection process but felt that I should be "loyal" to my own group. I wondered if other people would be doing it in this way, or if they would remain neutral and allocate points randomly. I wondered if there was an equal number of subjects assigned to each group, because if there wasn't my group might not "win"/get more points, if people were tending to favour their own group. I think that overall, people will be tempted to favour their own groups and hence they will score to their group's advantage. I expect that most people will view this as a competition and hence they will want their own group to win as many points as possible. Therefore, the decisions made won't be totally random, they will be biased. I also suspect that some people might find this a complicated process especially on the second type of grid [i.e. the grids]. Therefore they may resort to scoring in such a way that makes it easy for them to interpret their results. (In-group Superiority)

S23. In the study my decisions to whom I allocated points were random. My decisions were not based on anything. I didn't consciously think "I'll allocate more points to members of group X and less to Y" for eg. I just circled numbers or put a cross on the grid at random. I didn't encounter any difficulties as the task was straightforward. I did think about how others may be scoring. I thought that some people probably did consciously think about which groups they were awarding points to. I think that in the outcome of the scoring groups X and Y will have similar points. (Random)

S24. I tried to make decisions randomly, allocating reasonably equal amount to both groups and paying little attention to numbers within groups. I started off allocating equal numbers of points to each person, then decided this was boring! and so varied the results a little. I have read about studies where this sort of experiment has been done, and in these people allocated more points to members of their own groups. I thought that the others would be doing this, or being somewhat awkward like myself + trying not to discriminate. I couldn't attempt to predict what the scoring would be like, but it is tempting to assume that everybody's scores will end up fairly similar. One point that I didn't notice while I was filling in the booklet, was whether each number in the group had an equal chance of scoring. (Fair)

S25. In the study I was attempting to give equal scores to both X and Y groups, and made decisions by giving to one group at one stage and then taking away points to the same group at another stage. I found it difficult to remember exactly which groups had more or less points, so I attempted to make things equal approximately. My strategy did not change at all. I did not give any thought to what others might be thinking or doing. I think the outcome of the scoring will show that members of group X will have given more and taken less points from their own group and members of group Y will have done the same. (Fair)

S26. I allocated numbers by choosing those which I prefer - I prefer positive numbers, to negative ones. I also tried to allocate points on quite a varied scale. The only difficulty I had was with allocating points on the graph - I find graphs very confusing to read! I think in the end, everyone will have an average of the same scores. I was more concerned about how quickly others were answering their papers, rather than the actual marks where they were allocating. (Random)

S27. I began basing my decisions on the group I was in i.e. awarding members in the same group as me high points and those in the other group low points. Although I continued on this basis throughout I sometimes reduced the extremes as a precaution as I felt the aims of the points may have been different to what I had assumed i.e. it could be better to lose all one's points rather than gain more. I think that most members will end up with around the same amount of points, as I believe most others would award points on the same basis, ie. high points to their group members and low points to those in the opposite group. (Ethnocentric)

S28. I found it difficult to allocate points at first when I had no reason or basis for giving or taking away. For that reason I began by giving equal points. Then I changed my strategy and decided to allocated more to people in my group (X) than to those in the other group. This was simply to make it more interesting for myself as well as trying to give the most points to my own group whether that meant winning or not. It did not bother me what other people were doing because there was no important reason involved, ie. if they took points from me it was nothing to do with me because they didn't know who I was. The outcome of the scoring could be anything so I won't speculate about that. (Ethnocentric)

S29. At the beginning I made my decisions quite equally giving people similar points. I realised after a few that I had a tendency to give scores which hadn't much difference in them. I don't know why really? I couldn't really see a point to it, so I wondered why I should give someone a lot of points and someone else very few, for no reason. I think though by the end of the first section [i.e. the matrices] I may have moved away from this idea. In the second section, with the grids, I think I started off giving points equally but then I just decided to give points randomly. I didn't really look to see who I was giving points to, I just put an X down anywhere. I then looked to see who I'd given the points to. I didn't really find any problems + I didn't really think about what others were doing. The outcome of the scoring I am not sure about. There may have been a tendency for people to give more points to the person in their group, because I remember reading an experiment on that, so I think maybe I was conscious of trying not to do that ie in the second section, I just put X down without really looking. (Fair)

S30. What I was trying to do was give more points to my Group and less to the other, as I thought that others would do the same. I wanted my Group to get the highest mark. Sometimes though, I would not give too many marks to my group or too few to the other group, because I felt I had to be a bit more fair. I don't know what the outcome of the scoring will be. It depends if all the participants felt the same as me or in another way. (Ethnocentric)

S31. I gave my group (x) as many points as I could. And took them off y. Especially off 4y (my opposite). Halfway through I realised that some of the [a Tajfel matrix is drawn here] grids had no's in different orders, I went back and changed them so that when it was x+y x+ the greatest possible +ive difference instead of just the most points available. I didn't think about what others would be doing. When they were both x, it didn't matter what I did, so I went for the middle no's. I've no idea [about the outcome]. I doubt they'll be even be matched, probably. (Ethnocentric)

S32. I decided which numbers to pick at random and tried to vary my answers. But I still found it hard to decide which marks to give to each one. I didn't really think about what everyone else was doing. I think people might have given more marks to those in their own group or with the same number as them. (Random)

S33. Firstly I allocated points randomly then I changed my strategy because I thought that at the end the groups' totals would be compared so I decided to allocate more to my group. However I did not wish to appear too greedy so did not award my groups extremely high points. At same point I felt guilty about not awarding more points to the opposing group. I thought that I was probably giving this too much thought and that others would allocate randomly. I think the total scores may be more or less the same. (In-group Superiority)

APPENDIX 8: TRANSCRIPTS OF GROUP DISCUSSIONS FROM STUDY 3 (NORMS)

Group tape, 16th February, 1993.
66, 81, 90: group J

Me ...and er, come and see me when you finish. Thank you very much.
F1 [Okeydoke.
Me Speak speak loudly so that I can hear you all.
F1 Yes we will.
F1 Well (...) Actually, it didn't seem to make much difference who you allocate what to anyway (..) uhm, because it doesn't apply to any of us and it doesn't involve any money anyway (laughs) (...) so I mean it doesn't make any difference who gets what (...) uhm.
F2 I'll just share it equally.
F1 So why don't we just take it in turns.
F3 81. I gave (...) the one where it was the same [(unclear)
F2 [Yes, I did
F1 No, I didn't. I just gave them willy nilly (laughs).
F3? I thought because like J and K I thought perhaps they might get more points (because they're in-group) (unclear)
F2? [(unclear)
F1 Uhm, that's Psychology students for you, isn't it?
F Ye::ah (laughs).
F1 Uhm, I simply gave them out because I thought, because it meant, anyway.
F2 The funny the funny thing is that it might turn out that that some people (.) that some people have got more money because there are (...) some numbers (completed) aren't there?
F1 Yeah
F2 So (...) So. So what?
F1 Yeah. (General laughter) (...) <u>So what?</u> (...) Uhhhm (...) Shall we just take it in turns to do one at a time? (...) I mean, as long as we're going to stick generally on well I think K's the best or (stick with) NO, I think J's the (unclear)
F2 Yeah, okay. We'll do one each.
F (And what..I'll have) the first two.
F1 I mean the idea of including points is to suggest that we should get as <u>many</u> points as possible for our group (...) (unclear) as <u>few</u> points as possible.
F I'm not [actually bothered.
F [and who cares.
(General talking, unclear)
F So. Shall we (unclear) and get on with it?
F Okay. A decision about allocating points to member 10 of group K and 23 of group K. (Unclear) (General laughter).
F So they got 14 and 14. **[o/o Matrix 3: 14/14: 0]**

F2 Do you want to know this Tom?
F I dunno.
F2 Hello Tom (general laughter).
F Uhm. A decision about allocating points to (...) 94 of J and 78 of J.
F (That one)
F So they got 10 (..) and 7. [**i/i Matrix 2: 10/7: 9**]
F Errr. 46 of group K and 33 of group K (...) 13 and 13. I can't write it like that because (unclear) [**0/0 Matrix 2: 13/13: 6**]
F (Unclear), it's like Sesame Street (laughs)
F Right. Number 5 of group K and 62 of group J. 13 and 13.
F Again. [**o/i Matrix 1: 13/13: 6**]
F Uhm. 23 of group K and 10 of group K. 24 and 4, how predictable (..) in my (..) unpredictableness (laughs). [**o/o Matrix 3: 24/4: 10**]
F Uhm. Member 84 of J and 49 of K. Both 13.
F 91 of J and 55 of J. 14 and 14. [**i/i Matrix 3: 14/14: 0**]
F 78 of J and 94 of J. 16 and 19. [**i/i Matrix 2: 16/19: 3**]
F Member 62 of J and member fi::f, oh no sorry, 5. (general laughter). (Unclear) Uhm, 13 and 13. [**i/o Matrix 1: 13/13: 6**]
F (Sings, unclearly...) boring
F Sorry (...) No, I'm not sorry at all. (laughs)
F (I'll do this one) Member 31 of group K and 20 of group K (unclear) 13 and 13. [**o/o Matrix 1: 13/13: 6**]
F Member 33 of group K and number <u>46</u> of group K (...) 15 and 17. [**o/o Matrix 2: 15/17: 4**]
F 91 of J and 55 of J 14 and 14. [**i/i Matrix 3: 14/14: 0**]
F 49 of K and 84 of J 13 (..) 13. [**o/i Matrix 2: 13/13: 6**]
F Am I the abnormal one here? Uhm (general laughter) 74 of J and 3 of K now what can I find is the nice <u>biggest</u> difference? 26 and 2. [**i/o Matrix 3: 26/2: 12**]
F Uhm (...) 93 of J and 57 of J, 13 13. [**i/i Matrix 1: 13/13: 6**]
F Member 20 of K and 31 of K, 13 13. [**o/o Matrix 1: 13/13: 6**]
F Uhm, 3 of K and 74 of J, 20 and 8. [**o/i Matrix 3: 20/8: 6**]
F And <u>finally</u>, err, 57 of J and 93 of J, 13 and 13. [**i/i Matrix 1: 13/13: 6**]
F Okay, that's all folks. (Unclear shall I) switch this off?
F Err. (Are we supposed to) talk about it?
F1 Oh, shall we talk about it? (general laughter) (Unclear)
F No, let's cut it off.
F Byebye Tommy.

Note: repeated pattern of two fair, one random? YES

Group 2 of Tuesday the 16th of February. {130, reset) 08, 24 and 34: Group K

Me Thank you very much.
M Okay (...) Can we all see?
F Yeah.
M Right (...) Number 1 (...) Any ideas? Even Stevens?
F Yeah (...) You'd better tell him somethin (...) Yeah.
M Yeah 10 and 23 (I'm here) **[i/i Matrix 3: 14/14: 0]**
F Fine.
M Is it fine?
F Uhm. (Turns page)
M (Unclear) (laughter)
F That one (laughter)
M Why that one?
F Unclear. [Note that there was a photocopy `splodge' on this choice]
M Okeydokey (...) So we're giving 10 to 94 of J and 7 to 78 of J. **[o/o Matrix 2: 10/7: 9]**
F Yeah (unclear)
M (Unclear) (...) What about this one? (...) That one?
F Uhum, (Famale laughter) Yeah, okay then.
M Yeah? (...) Haven't got a reason for it.
F Yeah.
M 18 to 46 of K and 23 to 33 of K. **[i/i Matrix 2: 18/23: 1]**
F That one (...) 'cos its the (fairest) one.
M I don't think that one's it actually (...) That's because I feel a close affinity to members of K. (General laughter). Are we (..) are we agreed on that one?
F Yeah.
M So, 19 to 5 of K and 1 to 62 of J. **[i/o Matrix 1: 19/1: 12]**
F Mmm.
M Even Stevens?
F (Unclear and laughter)
M So, 14 to each. **[i/i Matrix 3: 14/14: 0]**
F (Unclear) Yeah, its 23 of K. [and 10 of K]
M Sorry.
F Yeah.
M 25 to 49 of K and 19 to 84 of J. Yeah? **[o/i Matrix 2: 19/25: 0]**
F Hmm.
M Why are we actually doing it like this?

[Probable interruption of tape here]

F Muuueoeoeoh.
(General laughter)
M So 14 to 91 of J and to 55 of J. (sighs) **[o/o Matrix 3: 14/14: 0]**
F Right.
M Two Js.
F1 13 13.
F2 13 to 78 and 13 to 94. **[o/o Matrix 2: 13/13: 6]**
M Do you want to (go at) that one? Anybody else?
F UhHum.

F Yup.
M So, 7 to 62 of J and 25 to (...) 5 of K. **[o/i Matrix 1: 7/25: 0]**
F (Unclear) That one.
M Is that one right?
F Yeah.
F It's the right way round. (So we can...be fair)
M Even Stevens?
F Yeah.
f (I'd go for number 13)
M But 13's unlucky.
F 13 to 31 of K and 13 to 20 of K. **[i/i Matrix 1: 13/13: 6]**
F (I think we should go for) 13 each.
F 13 to 33 of K and 13 to 46. **[i/i Matrix 2: 13/13: 6]**
M THAT ONE. (laughs)
F [Why (laughs)
F [Why?
M Well (..) [Why not?
F [That one (laughs)
M Why not? (laughs)
(general laughter)
F 24 for 91 of J and 4 for 55 of J. **[o/o Matrix 3: 24/4: 10]**
M Right, 55 55 (female laughter)
F I'm going to go for 13 again. I do like number 13. **[i/o Matrix 2: 13/13: 6]**
M Well why didn't you g... Hang on. Why didn't you just give them all to K? (laughs)
F Because I want number 13.
(general laughter)
M Owww (...) Well how about keeping in the true spirit of old (...) (female laughter) fellow group members which is obviously [that one
F [(Now I like number 23)
M (No you don't)
F Yeah.
F That one?
M No:::::: (...) Maybe we should do it with or eyes shut.
F Do it (like that again).
M Yeah.
F Like that.
M No. Right, I'll go. (Female laughter). Sod it. (Female laughter). I'm not being (overruled...).
F No, that's 19 to number 74 and 9 to 3. **[o/i Matrix 3: 19/9: 5]**
F That one.
M Yeah.
F (Right then) .
M 12 to 93 of J and 15 to 57 of J. **[o/o Matrix 1: 12/15: 5]**
M It's this one.
F Hmmm.
F [Hmm, its 13 again. **[i/i Matrix 1: 13/13: 6]**
F [13 again (Female laughter)
M I'm beginning to think that she's some kind of devil worshipper. (Female laughter) (...) (You) like putting

bad luck on them (...) people. (Female laughter) (...) Da::h, go for that one.

F Yeah.

M Yah. 26 for 3 of K and 2 for 74 of J. [**i/o Matrix 3: 26/2: 12**]

F 13 again. [**o/o Matrix 1: 13/13: 6**]

M (She's done).

Group 1 of Wednesday the 17th February, 1993. {121, reset} 06, 21 and 35 of group K.

F1 Well, I did it 'cos I was in group K so I just gave a.. group K my (unclear).
F2 [(general laughter).
F2 [I did. (...) (Unclear) group J giving them (nothing)
F What did you do?
M I tried to give them, similar points 'cos like (..) I thought the group nearly like I thought (..) like four people you don't really know you don't know any of them so why not, especially if it was for money,
F right.
M when you hope they'd do the same for you.
F Yeah, exactly.
F Right. If it was J and J, I'd put (.) put it equally.
M Yeah.
F But if it were K [I'd try and give them the higher.
F [Yeah
F2 Really? That's what I did.
M Er.
F But they're both K, so (.) I'd give them equal. (Male laughter).
F But don't you have to say what
M So you were both in K then, obviously?
F Can't remember really.
F I don't know.
M Yeah you have to say its (...) uhm
F Uhm.
M 10 of K, 23 of [K.
F [23 of K.
M Right, so 14 each then,
F Yeah.
M in this case. [**i/i Matrix 3: 14/14: 6**]
F Which group were you?
M K. (...) But I never thought of it I just did evens all the way through so I (could be) don't know.
F Yeah. (Member) 94 of J and 78 of J.
M So its back to J so (.) following your reasoning we'll give them low (laughs).
F1 Yeah, I'd give them that.
M 1[and 7, yeah. [**o/o Matrix 2: 7/1: 12**]
F2 [Yeah, 7 and 1.
M So, 7 and 1. (...) 46 of K and 33 of K (..) That's both ours.
F Instead of that 13, 13 [(unclear)
F [(unclear)
M [19 and 25, yeah. [**i/i Matrix 2: 19/25: 0**]
F (Number) 5 of K and 62 of J.
F Yeah (and we'll gonna give them) [higher than (them).
F [higher than (...) yeah.
M 18[(..) and 3.
F [19 (..) yeah.
M Oh, 19 and 1, yeah. Sorry.

F Which one.
F [19 and 1 [**i/o Matrix 1: 19/1: 12**]
M [19 and 1 (laughs) (...) (Statistics, huh?) (...) 23 of K and 10 of K (..) So that's high (on) both of them isn't it?
F (Unclear)
M 14 to 14.
F Yeah.
M Uh huh. [**i/i Matrix 3: 14/14: 0**]
F1 Well sometimes I added them up as well to see if it was worth (...) If like the two [(unclear)
M [In total.
F1 If they were high.
F2 Yeah.
F1 84 of J and 49 of K.
F2 I would go low and high.
F1 Yeah.
M Tends to be the higher.
F (I'd go) 19 and 25. [**o/i Matrix 2: 19/25: 0**]
M Yeah (..) Which one's got the biggest difference? (laughs)
F (Unclear)
M (I reckon) that's lower (isn't it?) (..) Hmm.
F Number 91 of J and 55 of J.
F (Unclear)
F [(They) all add up to 28.
M [They all add up to higher scores.
F Yeah. That adds up to 28 (..) and that adds up to (unclear)
M And that does as well.
F [(Ghastly)
M [(Unclear)
F Do you want to give them (..) (unclear) same one?
F Two 14s?
F2 Just give them two 14s. [**o/o Matrix 3: 14/14: 0**]
M Yeah. (...) 78 of J and 94 of J (..) So that's low.
F (Unclear)
F [(Unclear)
M [Yeah (laughs). [**o/o Matrix 2: 7/1: 12**]
F 62 of J and number 5 of K (..) Yeah (laughs)
M 7 25 [(laughs).
F [7 25. [**o/i Matrix 1: 7/25: 12**]
M 31 of (general laughter) I can't find it. 31 of K and 2 of K.
F1 [20 of K (laughs).
F2 [20
M 20 (..) but I'm reading it upside down (aren't I) (laughs) (...) 31 and 20.
F Equal (unclear).
M Yeah. 13 and 13.
F Yeah. [**i/i Matrix 1: 13/13: 6**]
F The reason I took so long is that I thought I was (.) thought I was going too quickly though.
M I did. I was waiting to hear a [click or something.
F [Yeah, (anything).

M I was waiting to hear if anybody else (..) I thought I heard you come out (..) so I came out (.) I was the first one (...) 33 of K and 46 of K.
F (might as well) give equal or
F [(Unclear)
M [19 and 25 (..) Mmm.
F Okay.
F (Yeah)
M That gives more to each person there. [i/i **Matrix 2: 19/25: 0**]
F 91 of J and 55 of J (...) Give them two of them.
M [14 and 14 yeah.
F [Yeah.
F I mean 26 and 2 adds up the same as well. [o/o **Matrix 3: 14/14: 0**]
F 49 of K and 84 of J.
F (Eine, da)?
M Yeur.
F (They're not) one of ours though, are they?
F I'd give (.) about (..) 7 and 1.
F Oh yeah.
M Yeah (laughs).
F (Unclear).
M [No, 7 and 1's got a bigger difference, yeah.
F [(Unclear) [i/o **Matrix 2: 7/1: 12**]
M 74 of J and 3 of K (...) D'ya want low high?
F But they're all higher aren't they?
M Mmm.
F [Mmm. 14 14
M [14 14. [o/i **Matrix 3: 14/14: 0**]
(Background noise of dropped object).
F (Get on).
F 9::3 of J and 57 of J.
F (I got them in [one)
F [(Add add that to the lowest)
F Yeah. [o/o **Matrix 1: 19/1: 12**]
M 20 of (general laughter) K and 31 of K (...) So high high really (...) So [evens.
F [That's (..) oh no (..) that's 26 and that's 32.
F These two?
F Yeah do you want to give 'em the same or make it highest points?
M [Yeah, but that (affects) that person's. (Then we're) getting really low there (...) If we're doing it that way it should be evens within the group (laughs) (...) It should be 13 and 13.
F Okay (...) Unlucky number.
F (Laughs). [i/i **Matrix 1: 13/13: 6**]
M Group 3 of (.) Uhhh (..) Number 3 of K and 74 of J.
F [26 and 2.
F [26 and 2. (General laughter) [i/o **Matrix 3: 26/2: 12**]
M Last one (...) 57 of J and 93 of J.
F (Okay).
F 13 and 13's 26. That one's only [20.
F [20.

M (Yawning) Go for that one then.
F 19 and 1. [o/o **Matrix 1: 19/1: 12**]
M Is that it.
F Yup.

First group of Thursday the 18th of February, 1993. {108, reset}
60, 77 and 82 of Group J.

Note:
After first (pre-group) individual session, Number 60 told me that her allocations were determined by the ratio of the code numbers such that the recipient with the higher code number got given relatively fewer points and the recipient with the lower code number was given relatively more points. That is, if the code number ration was Hi/Lo the people with those code numbers would receive Lo/Hi respectively, but if they were Lo/Hi, Number 60 would try to give them Hi/Lo.

F Okay [name].
F Since you have the pen in your hand you'll be able to scribe.
F Yeah.
F Okay.
F (I should..you're good - Unclear).
F I beg your pardon.
F (Unclear) because you're good at that sort of thing.
F1 Member 10, group K.
F And member 23 of group K.
F Uh hum.
F1 Uh, what shall we do?
F [(Unclear)
F [(Unclear)
F1 Or shall we choo.. choose one each on each paper?
F2 I think we're supposed to do it collectively aren't we?
F Yeah.
F Are we?
F Right.
F1 I'll pick one (.) I'll pick one (.) You pick one then I'll
[pick (.) Right? (..) Umm.
F [(Unclear)
(Laughter)
F1 Okay (..) Where's the average?
F2 It's about there.
F3 That'll do for me.
F1 Alright (..) 20 and 8?
F Yeah. [o/o Matrix 3: 20/8: 6]
F1 Shall we adopt the same process or shall we change it?
F Hmmm.
F3 Member 94 of group J and member 78 of group J.
(General laughter)
F1 And do you know why I chose that?
F Why?
F Because I was group J. (Laughs).
F Ah.
F2 Well I know why I chose mine because I looked through my thing afterwards (..) Er, but I didn't think about it I did it rather (..) But I won't tell you about it yet, I'll tell you about it later.
F (But it might give Tom) something to listen to.

F [(Right), what do you want?
F [(Unclear)
F [Well, I'll give him something to listen to later.
F1 That was the one we chose wasn't it? [Collectively.
F [Yeah.
F1 Right.
F1 12 and 11 (..) for J. [i/i **Matrix 2: 12/11: 7**]
F3 Right (.) we have (..) member 46 of group K and member 33 of group K.
F That one.
F1 12 and 11 (.) for group K. [o/o **Matrix 2: 12/11: 7**]
F1 So if that (.) we we do (.) we're adopting the same process at the moment, aren't we?
F Mmm.
F2 Why, d'you want to change it?
F1 If you want to.
F2 If you can come up with something helpful, by all means.
F1 Well, I'm quite happy to carry on like this (..) It seems a bit boring, but nevertheless (...) It's a system
F Mmm.
F1 er and it's the same system
F It is.
F1 where we're all choosing one and [(I was) in it.
F [(Unclear)
F3 Member 5 of group K and member 62 of group J.
F Yes.
F1 12 and 15 (..) 12 for K and 15 for
F J.
F1 J.
F Uh hum. [o/i **Matrix 1: 12/15: 5**]
F1 So (.) if that was the (.) averaging it (.) it it we walk with our finger on one (.) we're actually visually averaging it as opposed to arithmetically averaging it.
F Uh hum.
F Mmm.
F1 I'm only saying that so that he'll know.
F Yes.
F We're just like (..) looking for somewhere (we think) can fit it. (Laughs)
F (9, 19)
F1 He doesn't know what we're doing yet.
F3 It's member 23 of group K and member 10 of group K.

(Possible turning off of tape).

F 19 (..) for 23 K and 9 for 10 (.) K. [o/o **Matrix 3: 19/9: 5**]
F It would be better if if <u>you</u> say them when you're actually putting them in.
F Mmm.
F D'you not think?
F Mmm (..) why not?
F1 But we've still got to read them, though.
F (That one?)
F Yeah.
F Right.

F1 What's happening now (.) I think (.) is that we're choose (.) I believe that we didn't that time but we're choosing them relative to our position (..) with respect to the table (..) _____'s always choosing the left hand one (..)
F [because she's on the left
F1 [Yes (.) and I'm in the middle.
F1 And (.) I'm always this side (..) I went the other side this time but (for a bit of) a change.
F For a change.
F1 Right (..) So, er, 84 of group J gets 14 and 49 of group K gets 15 (..) and actually that was a complete mistake (..) 'cos I (unclear) that one (..) 'cos I always go for my group and give my group a higher score. **[i/o Matrix 2: 14/15: 5]**
F Uh hum.
F1 But I like to be even (.) <u>fairly</u> even handed (laughs). So, if its two group K then I will give them the (..) if there's a 14 and a 14 or a 13 and a 13 I'll give them that. F AH HA.
F1 But, if if they're mine (.) then
F OOOOOOH
F1 <u>I</u> like to give them the most points.
F [MMMmm.
F3 [Oh I was <u>completely</u> influenced by the (.) group (.) member number (..) and I allocated (...) the low with high (.) and (.) well (.) the two thirds of my study.
F <u>EEmmm</u>
F3 and then the practice study.
F mmm.
F3 (And I then).
F That[one?
F [That one.
F But you've just penalized one of your group members.
F Ohh. I have? Wow?
F [No. No. They all add up to 28, surely.
F [You got (.) you got (.) you got no choice now.
F Yeah I know.
(General laughter).
F3 I just fow.. (.) I just found it interesting that (.) that you er that you were totally even handed with K .
F Mmm.
F3 You couldn't care less.
F Mmm.
F3 But I would surmise (.) from you going (.) higher for the 91 that you were up towards the 90s (.) Am I right?
F Mmm.
F3 There's no need to tell me (..) I don't know you (..) I'm telling you (laugh).
F NO NO NO NO NO (...) NO actually. That has <u>nothing</u> to do with it. I just think well they're all 28 and its the group you see (.) I'm not doing the individual (.) I'm not thinking individually.
F3 Are you not?
F And I'm thinking of the group. So, if your giving the 28 in the group (.) that's alright (.) (unclear) as far as

I'm concerned (.) But in any case, that was 24 to group J and
F3 91 (unclear).
F and (.) uhmm, 55 of group J gets 4.
F3 Uh hum. (Exactly).
F Number 91 (.) 24 (..) Number 55
F 4. **[i/i Matrix 3: 24/4: 10]**
F Hmmmmmm.
F Member 78 of group J gets 14 and (.) member 94 gets 15. **[i/i Matrix 2: 14/15: 5]**
F (Laughs) I knew you were going to go for that one. (General laughter).
F (Just just because you went up once) you don't have to have three down ones.
F (Hey, I'm) not bothered.
F You've (probably gone and) spoiled the average now. (General laughing and some unclear speech)
F Right. Member 62 of group J gets 14 (.) a::nd (.) member 5 of group K gets 11. **[i/o Matrix 1: 14/11: 7]**
F Mmm. Mm.
F Member 31 of (.) group K gets 11 (.) and member 20 of K gets 17. **[o/o Matrix 1: 11/17: 4]**
F (Uhm that one) That one actually.
F Oh, we've got two people in the same one this time.
F Mmm.
F Member 33 of group K gets 7 points and member 46 of group K gets 1. **[o/o Matrix 2: 7/1: 12]**
F (Unclear) recording of that all afternoon (unclear) Eurovision song contest. (General laughter).
F (Unclear) *pwoins*. ["Points" in a Belgian? accent] (General laughter).
F Oh dear.
F Er. What do you think about that one?
F Oh! Do we both choose that one?
F No.
F I chose the one that's behind you (..) So I would have said [(..) that one.
F [That one.
F Yes.
F Member 91 of group J gets 18 and member 55 of group J gets 10. **[i/i Matrix 3: 18/10: 4]**
F Member 49 of group J gets 16 and member 84 of group J gets 19. **[o/i Matrix 2: 16/19: 3]**
F Member 74 of group J gets 23 and member 3 of group K gets 5. **[i/o Matrix 3: 23/5: 9]**
F Shall we go for the one (unclear).
F Yes.
F Right (..) 93 of group J gets 14 and 57 of group J gets 11. **[i/i Matrix 1: 14/11: 7]**
F (Look, it's) another one.
F Mmm.
F 20 of group K gets 15 (.) 31 of group K gets 9. **[o/o Matrix 1: 15/9: 8]**
F 3 of group K gets 18 (.) 74 of group J gets 10. **[o/i: Matrix 3: 18/10: 4]**

F (And that has to have benefit.)
F (By a by a majority of two as (.) 57 one)
(Laughter)
F 57 of J gets 13 (.) 93 of J gets 13. **[i/i Matrix 1: 13/13: 6]**
F Finis.
F (Excellent).
F1 What we didn't do is see who chose first and how much that influenced everybody else.
F It was a mixture.
F Yes, I think it was a mixture.
F I thought it was a mixture.
F So do I.
F Yeah.
F Initially, you were going first, I was going second and _____ was [going third.
F [And then I started to think about it, though.
F Yes you did.
F (Unclear)
F (Sniffs) Oh dear.
F Stop.

Second group of Thursday the 18th of February, 1993 {177, reset}
52, 80, 85 of group J.

Me ...off you jolly well go.
M Back to me is it? Uh (...) A decision about allocating points to member 10 of group K and member 23 of group K.
F (_____ write them).
F Okay.
(General laughter)
F What are we going to base the decision on, then?
M Good question.
F I don't know.
F What have you been basing your decisions on?
M The number 7 (laughs).
F Hey? (Laughs).
M The number 7.
(General laughter)
F1 Well I jus.. I've just been giving everyone that wasn't in my group low marks (.) and everyone that was (.) high marks (...) Generally.
F2 (Well who)
F1 What?
F2 Who gave (unclear) the same marks (unclear).
M (Unclear).
F Em. (Everything's looking) different, isn't it?.
F Um.
M Yeah.
F You mean like give equal low marks because they're not in your group, yeah?
F Actually they're not in my group (..) you just said.
F What (unclear).
(General laughter).
F 'Cos we haven't (.) we're all gonna be in different groups aren't we? So
F I presume
F What group were you in?
M J.
F J.
F J. Good. Okay. We'll give them low marks, then?
M Right. 14 14. **[o/o Matrix 3: 14/14: 0]**
F Okay.
F This seems a bit petty doesn't it, just because somebody's not in your group giving them a low mark.
F (Laughter)
(Don't know anything about them).
F What's that?
F (Supposed to give them something).
M He might have some premises, sort of (playing the game).
F At least they're not getting high marks.
F 'Cos they're our group.
F Yeah.
F But we don't want to give them too high (.) um (.) we gotta be (..) NO we haven't, they're both in our group.
F Yes. So we'll give that one, yeah?
F Yeah.

F Oh. Do you want to tell him that it
F Oh yeah. That's member nine.. 94 of group J and member 78 of group J. **[i/i Matrix 2: 19/25: 0]**
F But we haven't said what we've (..) what (.) Oh (.) it doesn't matter. We don't have to, do we?
F What (do we) do?
F We don't have to say what we've given them.
F But yes we do.
F Oh. Okay.
M No. Round here somewhere.
(Female laughter).
F Okay. Member 46 of group K and 33 of K.
F Who's going to say (..) 7 and 1. **[o/o Matrix 2: 7/1: 12]**
M [7 and 1, yeah.
F (Dead funny) (laughs).
F Member 5 of group K (..) and 62 of J. This one, yeah? Hang on. Or that one.
F We want the biggest gap, [(don't we?).
M [(That one)
M [That's the biggest gap.
F [That's the biggest gap, isn't it? [7 25.
F [Yeah, (I should think so). **[o/i Matrix 1: 7/25: 0]**
M Member 23 of group K (..) 10 of group K.
F Yeah. 14 14. **[o/o Matrix 3: 14/14: 0]**
M Member 84 of group J (.) Member 49 of group K.
(Laughter)
F Mmmm. What do you want it (..) Um (..) Have to be that one then, won't it?)
F [Just a
F (I forget, is it)=
M 12 11 (ner, ner, ner) Yeah. (Nyer, ne) yeah.
F Yeah.
M 7 1. **[i/o Matrix 2: 7/1: 12]**
F When did you think of that, just when you were (.) doing all this on your own? Oh really?
F (Unclear) going back and changing it or not.
F (Well) I realised what I was doing.
F (No), I didn't.
M Member 91 of group J (.) Member 55 of group J.
F Mmm. High marks.
F Well (.) they're all high.
F 14 Umm 14 and 14.
F Yeah?
M Er.
F 'Cos they all get the same in the end, but we don't want anyone to be higher than ourselves.
M Huh, (tr..right)
F Because it it it'll give them the same.
F Huh
F Same, same. **[i/i Matrix 3: 14/14: 0]**
F [(Right).
[(Laughter)
F (Unclear).
M Member 78 group J (.) 94 group J.

F 19 25.
M Yeah.
F Yeah? [i/i **Matrix 2: 19/25: 0**]
M What would you go for if (unclear?).
M Member 62 group J (.) Member 5 group K (...) Er (unclear)
F [19 1.
F [19 and 1. [i/o **Matrix 1: 19/1: 12**]
F Mmm.
M Member 31 group K (.) and member 20 group K (..) 13 13.
F Well, why not 19 1?
M Because they're both in
F They're both in group K.
F Yeah. But that'll give them (.) a lower mark than two 13s (..) That'll make 20 altogether for the group instead of 26.
(Female laughter)
M Uh huh, uh huh.
(Female laughter)
F We're not expected to check whether we've given a particular number (..) like
M Uh uh. [o/o **Matrix 1: 19/1: 12**]
F No. 'Cos that would just (get stupid).
M Member 33 group K, and member 46 group K.
F 7 [and 1.
F [7[and 1.
M [7 and 1. [o/o **Matrix 2: 7/1: 12**]
F (Do you think) that maybe this is an intelligence test? (laughs).
F I don't know.
M Member 91 group J and member 55 group J.
F (Unclear) (13?)
F (There's)[14 and 14.
F [14 (..) and 14.
F Yeah?
M Yeah (..) (We'll) have that one [i/i **Matrix 3: 14/14: 0**]
F They're not the same numbers are they?
M Member 49 group K and 84 group J.
F The last one?
F Mmm (..) Yes? [o/i **Matrix 2: 9/25: 0**]
M Yeah (...) Member 74 group J (.) Number 3 group K (...) twenty::(six) two, I think [i/o **Matrix 3: 26/2: 12**] (...) Member 93 group J and member 57 group J (...) Er (thirty,
F [thirty two)
F [(Have you got any) (unclear).
F 25 and 7?
F Yeah (.) IT (.) Well yeah. UHM just 'cos it's <u>more</u>. You get more points altogether, but then (..) if any of you <u>has</u> got certain numbers.
F (Unclear) (more tactical there) You're just basing on the one (.) on groups aren't you (.) not individuals?
M Mmm.
F Yes (..) So, which one do we want, 7 and 25?
M Yeah, yeah (if you want to). [i/i **Matrix 1: 7/25: 0**]
M Member 20 group K. Member 31 group K.
F 19 and 1 [(unclear).
M [(unclear). [o/o **Matrix 1: 19/1: 12**]

M Member 3 group K and member 74 group J.
F (Laughs) 14? [**o/i Matrix 3: 14/14: 0**]
M Yeah (..) Member 57 group J (.) Member 93 group J.
F This one (unclear). [**i/i Matrix 1: 7/25: 0**]
F Finished.

First group of Friday the 19th of February, 1993. {155, reset} 01 and 15 of group K.

Me Er. Splendid.
M Right.
Me Er, speak up please.
F Hokeydokey (...) (Are we just like) (unclear?).
M 'Spose so, yeah (..) It seems totally meaningless to me.
F (Laughs) (..) Member 10 of group K and member 23 of group K (..) Go for it.
M (Sighs) This is absolutely nonsensical (..) Seeing as though you don't know the first thing about either of them.
F Hmm.
M Let's be terribly egalitarian and [give them 14 each.
F [yeah (laughs). [i/i **Matrix 3: 14/14: 0**]
M I think Jeremy Beadle's involved in this somehow, you know (sighs).
F Member 94 of group J and member 78 of group J.
M Do you want to be the presiding judge on this one?
F Er. (Unclear) [**o/o Matrix 2: 17/21: 2**]
M Right (...) Uh. Member 46 of group K and member 33 of group K (..) Uhm (..) Both in the same group (..) Be rather nice to get a bit of jealousy going (..) so I'll give 46 7 (general laughter), and I'll give 33 1. [**i/i Matrix 2: 7/1: 12**] (..) Your turn.
F Member 5 of group K and member 62 of group J (..) Uhm (..) (Unclear) really that we give someone loads more points than anyone else (..) Ohh I
M [It's a tough world.
F (Laughs] Er 15 (..) and 9 (...) (Sighs) Okay. [**i/o Matrix 1: 15/9: 8**]
M Right (...) Member 23 of group K and Member (.) 10 of group K (..) Uhm (...) <u>Ooom</u>, it's set up so that you..you <u>can't</u> give (..) member 10 (.) more than you give (.) member 23 (..) Well, that's not fair, so I'll make it as fair as can be.
F (Laughs)
M 14 each. [**i/i Matrix 3: 14/14: 0**] (...) *Norweige, nil points* [Belgian accent?]
F (Laughs)
M Sorry.
F 'Salright (...) (Oh dear) Member 84 of group J and member 49 of group K (...) Shall I be (.) nice and even.
M Nice and (..) [Right.
F [(This one)
M 13 each.
F 13 each? [**o/i Matrix 2: 13/13: 6**]
M He says it wasn't going to be converted into money (.) I hope it's not going to be converted into electric shocks.
F (Laughs)
M I wouldn't feel very good about that.
F (Laughs)
M Member 91 of group J. Member 55 of group J.
F We got a difference this time. (Unclear) 26 and 2.

M Yes, why not? Have them at each other's throats.
F (Laughs). [**o/o Matrix 3: 26/2: 12**]
M Member 78 of group J. Member 94 of group J.
F Mmm.
M Well, I think member 94 should get a lower score 'cos he's got a higher number and that's most unfair, actually. Shall we give them 7 and 1?
F (Is that all?)
M [7 and 1?
F [(unclear) Okay.
M Right. [**o/o Matrix 2: 7/1: 12**] (..) The future of Keele probably depends on this, you realise?
F (Laughs)
M (Sighs).
F I can't see (.) (there's) not going to be change (unclear).
M Probably just to make them more paranoid (...) Member 62 of group. Member oh five of group K (...) Yeah. We we'll give six.. 62 a higher number because he's he's an even number.
F Mmm. [Let (him get) (unclear)
M [(which means) he's nicer.
F Okay.
M Nicer than whatnot.
F He says. [**o/i Matrix 1: 15/9: 8**]
M I think this whole thing's an exercise in making us feel got at (..) But then I'm probably paranoid already.
F (Laughs).
M Member 31 of group K. Member 20 of group K.
F Huh, I feel like putting them pretty close together.
M Right. 13 and 13. [**i/i Matrix 1: 13/13: 6**]
F Dead equal for a change.
M It might be more fun to give them just one point difference so that they always wonder why (.) they failed to get that extra point (...) (See I'm) beginning to think like a Psychologist (...) (Laughs). Member 33 of group K. Member 46 of group K.
F 12 11?
M Why? (...) (They'll think) why did she get 12 and I only got 11?
F (Laughs). [**i/i Matrix 2: 12/11: 7**]
M Probably be asking that question for the rest of his life.
F Thing is that (.) I thought there was only about 50 members in each group.
M Seems like more like 500 (.) the way we've been doing.
F Mm.
M However, 91 of group J. Number (.) 55 of group J.
F Um. (Felt guilty now. What about) 22 (.) No, 21 and 7?
M 21 and 7. Why not? [**o/o Matrix 3: 7**] (...) (Sighs) Member 49 of group K. Member 84 of group J.
F Mm. (...) Feel like giving them both pretty high.
M Yes. Why not?
F 18 23?
M Mm.
F Be generous. [**i/o Matrix 2: 18/23: 1**]

M Pity it wasn't being converted to money (.) we could see just how much (.) we could milk out of Keele university.
F Mm.
M Make (.) make up for what er Hospitality [the catering service] er give to us.
F Yeah, just (.) I could do with some money.
M Couldn't we all?.
F Errr.
M 74 of group J and then for oh-three of group K (...) I think it's very sad when (.) your having a number that's only a single digit.
F So you're going to give them lots of points (laughs)
M Mmm, we'll give 'em 14. **[o/i Matrix 3: 14/14: 0]**
F (Laughs)
M (Sighs) Member 98 (..) 93 of group J. Member 57 of group J.
F Different ones are too far apart.
M Mmm. Tell you what (...) Mongrel dogs used to be called Heinz dogs [because of the 57 varieties.
F [57
M I like dogs so I'll give them 25 (.) and 7. **[o/o Matrix 1: 7/25: 0]**
F (Laughs). Okay. That seems fair enough.
M Yeah. I feel like that as well. Member 20 (.) group K. Member 31 of group K.
F Hmm. Mmm.
M I've run out of reasons for giving different points to people.
F Mm (...) (Unclear) (...) (I think we should just look at the numbers).
M Hum?
F (I think we just look at the numbering, the contract numbers), the member numbers. It's more likely to be the pairs because pairs look good.
M Yeah.
F (Unclear)
M Why not?
F I don't know. **[i/i Matrix 1: 15/9: 8]**
M (Sighs) Member oh-three of group K and member 31 of group J.
F (Unclear)
M (Unclear)
F I think we should have that one because it's my birthday.
M 26th of the 2nd, is it? **[i/o Matrix 3: 26/2: 12]**
F Yeah (laughs).
M Which makes you (..) Is it Aquarius? [Pisces.
F [Pisces, just.
Yeah (..) Uh hum. (...) It's your dog again.
M Yesss. I'll have to give them the high number. Er (.) but you can't. OH, yes you can. 19 and 1 (...) That was 57 of group J. 93 of group J (...) (Unclear). **[o/o Matrix 1: 19/1: 12]**
F (Okay).

Second group of Friday 19th February, 1993 {205, reset}.
58, 79 and 96 of group J.

Me Okay. Could you make sure that everybody sort of (.) that's fairly central (unclear) See you later.
F1 Okay. The first one is a decision about allocating points to member 10 of group K and member 23 of group K. Any suggestions, folks?
M Uhm (...) (Unclear)
F1 Sorry?
M (Let's have those) two low numbers.
F1 Why not? I would agree with that. Totally.
F3 Same for each one, as well.
M So equal? Equal numbers?
F Two (..) 14s? 14 14?
F 14 14.
M Two 14s. (Laughs) **[o/o Matrix 3: 14/14: 0]**
F Nice and (.) nice and even.
F1 And the next one is (.) a decision about allocating points to member 94 of group J and member 78 of group J.
F Mmm.
M I'd say er (..) 19 and 25.
F3 Yeah. I agree with that.
F1 Yes? Everyone? **[i/i Matrix 2: 19/25: 0]** (...) And this one is (.) a decision about allocating points to member 46 of group K and member 33 of group J (..) I think I'd give both (.) an even number, whatever the even numbers are (..) Got two 13s.
M Two 13s?
F3 Ye:ah. [Yeah. Yeah.
? [Mm (unclear)
F1 It's equally bad or equally <u>good</u>. **[o/o Matrix 2: 13/13: 6]**
F (Laughs)
F1 Depending on whether you're optimists or pessimists (...) A decision about allocating points to member oh-5 of group K and member 62 of group J.
M Seve::n [25.
F3 [25. (Laughs)
F1 Yes?
M Yes.
F1 Yes? **[o/i Matrix 1: 7/25: 0]**
M I I can see (.) yeah. I can imagine=
F1 =I can see which group (.)[we're all members of.
M [we're all part.
F3 (Laughs).
F I was group J.
F YeS.
(Laughter)
F1 A decision about allocating points to member 23 of group K and member 10 of group K.
? (Uhm (.) have that).
F3 14 (.) 14? **[o/o Matrix 3: 14/14: 0]**
F1 Two 14s (..) Be nice and neutral (...) A decision about allocating points to member 84 of group J and member 49 of group K.

M Give them 17.
? Both
? (Unclear)
? (Unclear)
F1 (Unclear) wrong way round.
F3 It's the wrong way round.
F1 Wrong way round. Uhm.
F3 We got to take the point
F1 It depends whether you're going for the greatest point difference (.) or the greatest total.
? What's the greatest good? (Laughs)
F3 Yeah (..) You know the first one we did was (.) uhm (.) higher (.) (This is one).
? Mmm.
F1 Okay.
M 9 and 5? (..) It's not too bad on either.
F1 (That's) 7.
? More difference between them two is it?
? Mmm.
? Well (..) a bigger difference between 7 and 1.
? 7 and 1.
? Of course.
? Yes, difference-wise.
? What?
F3 (Are we) going for difference or greater number?
F Right. It's 7 and 1. [**i/o Matrix 2: 7/1: 12**]
F1 7 and 1? (...) A decision about allocating points to member 91 of group J and member 55 of group J.
M (Unclear) 14 and 14?
F Yeah (unclear).
F1 Yeah?
M No problem. [**i/i Matrix 3: 14/14: 0**]
F1 A decision about allocating points to member 78 of group J and member 94 of group J (...) 13 13?
? Uhm?
F3 Yeah. (Depends if you want to go) for the whole points.
F1 Yes it (.) depends where our individual numbers are
F (unclear). Laughs)
M They're both group J.
F 13 13.
F Yeah?
? Yeah. Okay. [**i/i Matrix 2: 13/13: 6**]
F1 A decision about allocating points to member 62 of group J and member oh-5 of group K.
F3 19 and 1.
F1 19 and 1 .
M Yeah.
F3 Yeah. [**i/o Matrix 1: 19/1: 12**]
(General laughter)
? I think we're fairly partisan.
(Laughter)
F1 A decision about allocating points to member 31 of group K and member 20 of group K.
F3 I'd say (num..) two 13s.

F1 Two 13s? [**o/o Matrix 1: 13/13: 6**] (...) A decision about allocating points to member 33 of group K and member 46 of group K.
M 14 15?
F1 (Prefer)[13 and 13.
F3 [13 13 (..) Yeah.
M (I was) just trying to break the monotony, really. (General laughter). [**o/o Matrix 2: 13/13: 6**]
F1 Of course, what we should (.) probably have gone actually for isn't two 13s (..) It's probably 8 and the 3, or the 7 and the 1 (.) and the two aggregate points are lower than that.
F3 Yeah. But it depends whether (you're applying) on an individual basis or a group basis.
F1 Yes.
M Mmm.
(General unclear talk and laughter)
F1 In a group (.) we're being fair to the individuals but giving the group a higher number.
F3 Mm.
F1 A decision about allocating points to member 91 of group J and member 55 of group J.
M Umm. 14 14?
F1 Yeah.
F3 Yes.
? Why not?
F3 It'll be alright (unclear).
? Yes. [**i/i Matrix 3: 14/14: 0**]
F1 A decision about allocating points to member 49 of group K and member 84 of group J.
M [(Now)
F3 [(Unclear)
F1 (This one) (unclear).
F3 (Unclear).
F1 What (..) Yeah.
F3 (Unclear)
F Yeah. [**o/i Matrix 2: 19/25: 0**]
M (Unclear)
F1 I've definitely joined the strong group affiliation women.
F3 (Laughs)
M (Unclear)
F1 [Yes.
F3 [(Laughs)
F1 A decision about allocating points to member 74 of group J and member oh-3 of group K.
M 26 and 2?
F1 Yes. Why not? [**i/o Matrix 3: 26/2: 12**]
F3 (Laughs)
M I'm sensing bias a lot.
F Mmm.
(Laughter)
F1 This is terrible (.) A decision about allocating points to member 93 of group J and member 57 of group J.
M 13 13?
F1 Mmm. Why not?

F3 Yeah.
F3 That's funny. We're not (arguing) (laughs).
? No? Oh well. (Don't worry).
? 13 13.
? 13 [13.
F1 [13 13. **[i/i Matrix 1: 13/13: 6]**
M I hope this isn't a (forfeit).
(Laughter)
? [My ears
? [(He's) by the door.
? Yeah.
M What we don't know is that the tables are wired up to the mains.
(Laughter)
F1 A decision about allocating points to member 20 of group K and member 31 of group K.
M We've got to give one of them a high number, haven't we?.
F1 Uhm, 13 13?
M [(Unclear).
F3 [Uhm. **[o/o Matrix 1: 13/13: 6]**
F1 A decision about allocating points to member oh-3 of group K and member 74 of group J.
F3 Uh.
M Mmm. Look at that 14 15.
F1 14 <u>14</u>, it's=
F3 =(Unclear).
? Yeah. **[o/i Matrix 3: 14/14: 0]**
F I mean how do you feel? We've (elected) this strategy that we're sticking to rigidly now.
M [We have. Yes. I know.
F1 A decision (.) about allocating points to member 57 of group J and member 93 of group J (...) 13 13?
M Hmm.
F3 Hmm. (Unclear). Yeah.
F1 If we're sticking to our strategy (laughs) **[i/i Matrix 1: 13/13: 6]** (...) That's the end of the tape.
? (Unclear)
F1 Shall I just pause?

<u>Note</u>

After all three sessions the participants told me that they had used the following strategies.

Member 58.

Stage 1: More to ingroup.
Stage 2: More to ingroup. "Discrimination to K <u>unless</u> doing so adversely affected group J".
Stage 3: Minimizing points to outgroup members.

Member 79.

Stage 1: More to ingroup, and more to people with code numbers close to own.
Stage 2: More to ingroup (no number bias).

Stage 3: More to ingroup (no number bias).

Member 96.

Stage 1: Random, but with time, more to people with code numbers close to own.
Stage 2: More to ingroup.
Stage 3: More to ingroup.

Third group of Friday, 19th February, 1993. {163, reset}
14, 32 and 48 of group K.

Me You're on (..) Could you just make sure you speak up a bit, 'cos otherwise the tape's useless. (Unclear).
F Okay. A decision about allocating points to member 10 of group K and to member 23 of (.) group K (..) I'm in group K.
? (Unclear).
M Group K.
M Group K.
F (Unclear)
M1 Everyone's the same.
(General laughter)
F Actually, I was (..) It takes longer when you (laugh) (..) Group decision making takes longer (normally) (..) What do you think?
M1 Uhm (...) I'd give them even marks because they all seem to be [(.) 28
F [Yeah.
M1 and
F Okay.
M1 There's no reason to differentiate, is there?
F What do [you think?
M2 [No. (Let's hope not). Yeah.
F Yeah, okay, fine (...) Okay. [**i/i Matrix 3: 14/14: 0**]
M2 Ur. Okay. A decision about allocating points to number 94 of group J and nu (.) number 78 of group J.
F (Only) two J groups. We could give them about equal marks again, couldn't we?
M1 We could, yes.
F 'Cos. Shall we do the same thing, that one?
M [Yes.
M [Uh hum. [**o/o Matrix 2: 13/13: 6**]
M1 We <u>are</u> altruistic, aren't we?
F (Er).
(General laughter)
F A decision about allocating points to member 46 of group K and member 33 of group K (...) We could do equal points or we could do something different.
M1 Let's do something different.
M2 Ye::s.
M1 And give the maximum (out). [**i/i Matrix 2: 19/25: 12**]
F That was group K. A decision about allocating points to member oh-5 of group K (.) and member 62 of group J. Well group J hasn't had anything for a while.
M2 19 1?
F YEAH we could give them nine.. (..) We could
M1 NO 'cos (..) 'cos I mean it's obvious now that we're all in group K (.) and (.) as the rules in the beginning were (.) that (.) if you allocate points (..) (laughs).
F You don't get money though, do we?
M1 Well no, but the ir the idea is that (.) you know that's that. I would give our group, K, more.
F So, we have more.

M1 So, we (.) give the maximum one, 19.
F And then give them 1?
M1 And then just give them 1.
F Uh hum.
M2 We don't know (..) I I mean the point directly=
M1 =(Laughs)
M2 directly related to the (number), inversely (..) I mean, is it a matter of the more points you give the less money you get? You get nil?
F No. Could be the other way around.
M2 It should mean he saves money.
M1 Do you mean, we should be altruistic to them in the hope that they're altruistic to us?
F (Oh) (...) You could do. You could just give them a bit more because (they) we've already given (..) quite a few points last time.
M1 GOSH [(unclear)
F [Shall we do something in between? Shall we do something in between? Like you (..) Yeah (..) Shall we give them EVEN points?
M1 [No. I think do (the next bit) (..) [I I I (think) I I.
F [Shall we do in between, because I think the other way around and you think that way round so why don't we do something in between? And compromise.
M1 Oh, you want to give J more.
F No. I'd give them the same so we compromise. 'Cos I was saying (.) you said give THEM more. uh uh
M1 Oh alright then. Even stevens.
F _____, what do you [think?
M2 [It's a good piece of compromise. (Male laughter) **[i/o Matrix 1: 13/13: 6]**
M2 The trouble is we could end up running through this kind (.) of[conversation (unclear)
M1 [(It's not like that) because people would walk out on that.
F You think [(unclear)
M2 [(This is very modern)
M1 Oh gosh, yes.
F (And) what? What?
M1 Well, you want one way and I want the other so don't come to a compromise (laughs)
F (Laughs).
F But that's the best isn't it?
M1 That's what would happen (..) NO. [No. No. No.
F [What? To compromise.
M1 No. (Unlikely). Someone's got to win, for sure (...) Who's this one?
F A decisions about allocating points to member 23 of group K and member 10 of group K.
M1 Give them both high marks.
F Group[K? 'Cos they're ours as well.
M1 [(Are they) all the same(?) (..) Yup, okay. So 14 and 14.

F [Do] you reckon (...) But then, if you think 14 it's 20 20 28, yeah. 28, same isn't it (..) Okay (..) And it's equal, so. [i/i **Matrix 3: 14/14: 0**] (...) A decision about allocating points to member 84 of group J and member 49 of group K.

M1 Well, I don't like 84 J.

(laughter)

F We don't (like) J, do we.

(General laughter)

F (What er). That's a bit silly, isn't it?

M1 Uhm. I should (.) think we could give them (.) like this one 'cos it's both high points, isn't it? And then the difference (.) there's a difference but I mean, it's the maximum for J and it's the maximum for K, so (.) that would seem to be the <u>fairest</u> thing to do.

F It's not (.) Well. It's more fair on us 'specially (.) and we're in group K, aren't we.

M1 AND we're in [group K.

F [And we're group K. Yeah.

M1 Uh huh.

F _____, (are you, you) happy with that?

M2 Ye::s, I'm wondering what these points (.) we're assuming these points are positive (.) and that

M1 It might be reverse direction scoring.

M2 Mm.

F Well, we don't know you see so (.) so how are we going to allocate them all to (.) We're we're trying to get them MORE points in group K or are we just going to make it that everyone's as equal as possible?

M1 We could start making it the least points, couldn't we.

M2 Yes, so it (.) Yeah the group (.) we could either get the the

M1 Either or.

M2 the same in each one or or try and spread it out so we get a kind of an equal distribution (but then) (unclear)

F [Yeah (..) We could get it so (.) We could try and get it so that, yeah, K and J have an equal amount of points. If we give one more (.) one time we could give it back to the other.

M1 I can't believe we're discussing this (laughs). I think that (.) Well, I don't know. ASSUME what he told us

F Yes.

M1 To assume what people tell us is true (..) And as he told us that the maximum allocation of points brought more money.

M2 Okay.

M1 Then it would be <u>reasonable</u> to presume that it (.) that it would be (FOUND) to start allocating more points to (.) good people would be altruistic as well. So we might as well give each other

F High.

M1 The higher ones, yeah, the higher marks.

F And try and (dr) (.) and try and get our our lot to be (.) basically get the highest (.) Our group gets the most marks. Do you think that?
M2 (Unclear), yeah.
F Shall we do that then?
M1 19 [and 25.
F [Okay. [So then. **[o/i Matrix 2: 19/25: 0]**
M1 [Is that. Yeah.
F So (...) A decision about allocating points to member 91 of group J and members 55 of group J.
M1 Well, [we can just give them even marks, can't we?
F [We just give them (...) Yeah. Or give them a low yeah that's yeah
M1 What would you think, (is that nice?)
F No. That's fine because it's (..) (lots) (...) About the same (in't it, you mean). Yes, even marks.
M1 I mean evens (.) I mean, it's 14 each I mean that one, it's still the same number
F Yeah.
M1 20 to 1.
F And it might as well be equal rather than
M1 Yeah. **[o/o Matrix 3: 14/14: 0]**
F not at a (...) A decision about allocating points to member 78 of group J and member 94 of group J (..) So (..) That that?
M1 Which one?
F What about 10 and 7? That's equal-ish isn't [it?
M1 [Ho I don't know. What about that. That's more equal, isn't it? 14 and 15.
F Yeah, but then if we want
M1 or 13 and 13. [That's <u>very</u> equal.
F [But we were going to give them lower marks, weren't we? So (..) 'cos we were saying
M1 Why?
F Because, if K has higher marks then you get more points.
M1 But then, J gets more points. They get, they get more money too.
F Yeah, that's why were going to give them <u>less</u> points.
M1 OH. OH, that's changed because we (weren't) doing that before.
M2 [(Laughs).
F What are we going to do?
M1 [The consensus previously was to be generous.
F [Oh oh. (...) Are we going to be generous and try and make do we all have lots (.) high points?
M1 [(No). (Basically) they're doing the same as us.
M2 [(Unclear).
(Male laughter).
F (Oh) are we trying to make it equal?
M (Well).
F (Unclear) think that.
M1 Oh, I thought (...) Oh, I don't know.
F I don't mind. No, it would be best be best if everyone gave each (.) <u>everyone</u> high marks. I think that would be

(nicer) than just like (..) Well, it's like it's like OUT for yourself, isn't it?

M2 [(Unclear).
F [Yeah. So let's say
M1 19 and 25 are the high[est marks for both.
F [YEAH. So do those (..) So we give everybody as high as possible (..) And equal (..) Okay. [**o/o Matrix 2: 19/25: 12**] (..) A decision about allocating points to member 62 of group J and member nought-5 of group K (..) So we try and find something quite even and that's the even-est shall we do that one again? 13 each (...) I think that's better. [**o/i Matrix 1: 13/13: 6**]
M [Oh yes.
F [(It should feel) better, doesn't it (laughs)?
M Mmmumm.
F (Laughs)
M It's a (unclear).
M1 Oh yes. It's Friday afternoon, isn't it? Yes (..) Yeah.
F A decision about allocating points to member 31 of group K and member 20 of group K (..) Something high (..) What do you reckon?
M2 I don't know. 29 (.) what do they add up to? That's 26.
F [That's 26. That's more, isn't it? That'll be more for group K, and that's
M [That, that disadvantages somebody, doesn't it?
F Ye (.) yeah.
M No, do the even. I I'd pick the even one. I don't know what you'd pick.
F 'Cos 19 and 1s not (.) Yeah, that's that's better. Isn't it? 'Cos otherwise you'd get one with nothing
M [Mmm.
F [Well, not enough. And that's still quite high, altogether [(unclear) (..) Do you reckon?
M1 [Yes.
M2 Uhm. 12 and 15.
M1 Why? More points?
M2 Yeah.
F Yeah.
M2 (More points and) they're almost even, so
M1 Oh, okay.
F [Okay.
M2 [(Not disadvantaging) too much.
F Mhumm. [**i/i Matrix 1: 12/15: 5**] A decision about allocating points to member 33 of group K and member 46 of group K.
M1 (I'd have give up at 13). BUT THEN THEY GOT THAT 14 and 15.
F Yes, that would be all (.) 15 and (.) and then you've got 14 (.) 15 and 17.
M1 [(And anyway)
F [And then the difference gets bigger doesn't it (..) It's still pretty high, 19=

M1 =There's no arguing with that=
F =If you see what I mean 'cos 13s not (.) but 19 (.) (if it were) 19 and 25
M1 That sounds well worth doing, yeah. That that's much
F Because they both get higher marks don't they?
M1 Yes. **[i/i Matrix 2: 19/25: 0]**
F And then it's higher an (...) A decision about allocating points to member 91 of group J and member 55 of group J.
M HHHOOOohhh, give that to them (..) That's two 14s (unclear).
F Yeah (..) Yes 15 all. That will be no that'll be the same amount of points won't it? So we might as well make it even.
M1 Well, if we give one of them lots (..) like this one.
F And then that only person only gets 2.
M1 Then they might think that people in group K are nice (..)
'cos one of them (.) at least one person's seen the light.
F Yeah, but this person won't (..) But but but (laughs). (laughter)
F Then nu nu number 55 may may (unclear). If you give them 2, they won't think you're very generous.
M2 (They may brood) as well.
M1 Do you think _____?
M2 Sure.
F So best make them more equal I would have thought. We could always give something in between and do a 16 and a 12.
M (Laughs).
F Then he'd think we'd (unclear).
M1 I'D just give them EVEN but there isn't one, is there?
F There's 14.
M1 OH I'D give them that, it's (even).
F Do you want to go 14?
M2 Yess (unclear).
F Yeah. **[o/o Matrix 3: 14/14: 0]** (...) A decision about allocating points to member 49 of group K and members 84 of group J.
M1 Well that's the best one for everybody, isn't it?
F (So it's) J.
M2 Giving J more, though.
F We're giving J more. It (is) if we're being selfish or not.
M1 Ah no, but 84's okay (..) So, (laughs).
F I mean.
M1 It'd be better (unclear) assume the they most benefit from
F Or do that one. Equal one. 13.
M1 the maximum number of K, it doesn't matter if we give them a higher number, does it?
F But then they'll get more than us.

M But it doesn't doesn't doesn't really matter 'cos whatever they get, doesn't affect us so (.) all we're interested in is maximizing (our own) (.) so I would say, go for 19[.
F [our own. That's true. So if if (..) so that's that's good. It should be that one (..) Yeah.
M [That's good.
[Yes. Mmm. **[i/o Matrix 2: 19/25: 0]**
F 'cos you'd likes (..) Yeah (...) A decision about allocating points to member 74 of group J and member oh-3 of group K (..) So, we want to (.) sort of high marks again, don't we?
M2 (So we can get) (unclear).
F Yeah. Well. We're K (.) and they got the high ones at the top, haven't they? We'll go for evens. 14 each.
M2 [We get the maximum.
F [Yeah.
M1 That that that's and that's even. And that's seen as being reasonable, isn't it?
F [And that's evens, yeah. **[o/i Matrix 3: 14/14: 0]**
M1 I'd hate to be in a group where somebody's in (.) you know (..) The odd one out. Can you imagine?
F Uh hum.
M1 Think of the three people here
F Mmm.
M1 and say you were group J
F (Unclear)
(Laughter)
F He must he must he must have done it on purpose, though, put two in K (and see)
M1 (Laughs).
F Perhaps he's done that part of the experiment, put some in J and K and see if it (.) affects the position everyone (...) No (fun, anyway).
M1 [(Laughs) (...) I bet his hopes up he doesn't get anyone (unclear) the one you said.
M2 K.
M1 K. (I don't think we'll say anything about) group J.
M2 (Why?) (Unclear).
F (Laughs).
M1 (Well, he's a) (unclear).
F A decision about allocating points to member 93 of group J and member 57 of group J (..) Well. We can give them high high. It doesn't make any difference does it? You know. Or you can make them quite even.
M Give them 13 each, because that's what I'd choose. _____, what would you choose? Would you give one high and one low?
F I think it's best to make them even because it's not (.) fair (.) if you
M1 Why?
F rather than (.) wha wha what do you think?

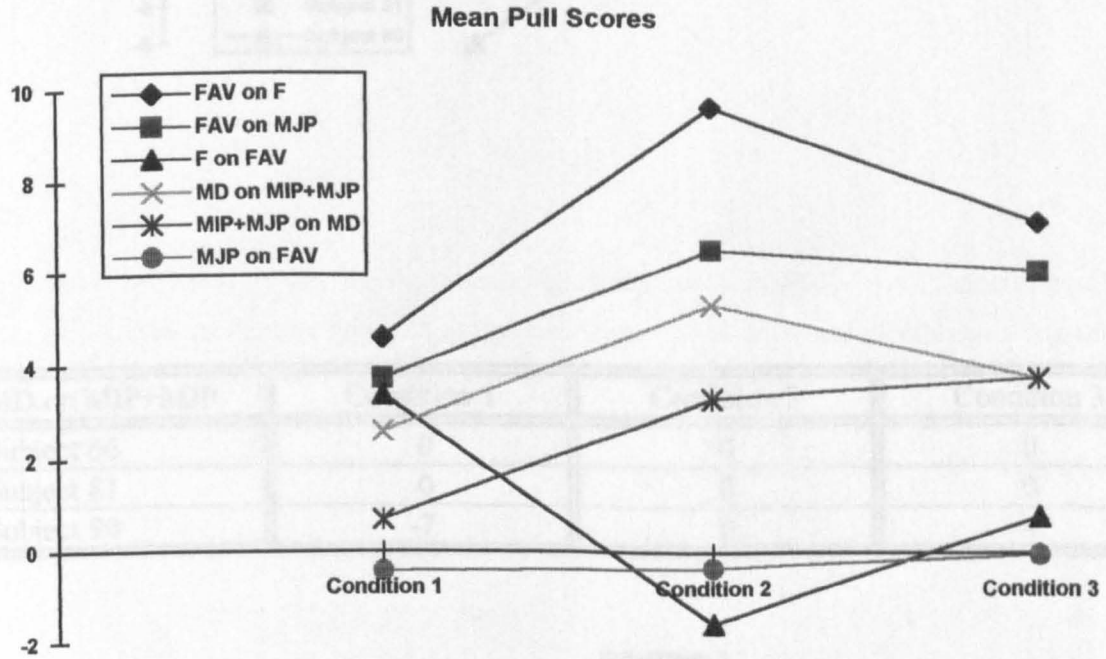
M2 Uhm. (I'm afraid) I'd go for (.) I'd go for two that were reasonably even but (.) but give a higher give a higher total (..) Uhm
F But then but then (..) uh (..) mm.
M2 I mean 12 and 15 isn't (.) (unclear) (1 would) 26, uhm, and the differences there aren't that great.
F No. Yeah (..) Well, what do you reckon?
M [(Unclear)
? [(Unclear)
F What were you thinking of? 11 and 17? (Or going)
[in between.
M [Uhm
F Where you thinking of that?
M2 12 and 15.
F You were thinking it of (.) uhm.
M1 I don't mind. Yes, either.
F I don't mind (..) Alright, then.
M1 _____ (maps) that one, then. **[o/o Matrix 1: 12/15: 5]**
F (Laughs). We've always done (.) 13 something.
M Mind you, I'm (unclear).
F A decision about allocating points to member 20 of group K and member 31 of group K (..) So. It's us again. So. We can either do equals or we can (..) or we can maximizing points. So, that'll be the highest. Uhm. Is that? That one's 20. Huh, it's not the same.
M2 As long as no-one's number 20.
M No, [go 3
F [NO. It's the same it was the same, isn't it? 'Cos (..) yup. Number 3 (from) (...) Uh.
M [It's not the same (twenty).
F [No. It's not NO it's not, no.
M [It's not the same.
F [We'd get more points doing that one, but that one would make the people more equal it depends what we want to do (..) so
M Yes.
F The lot or the individual.
M1 I think we should go equal.
F I think we should go (.) be between the two (..) Bit higher (..) We could (high 'em up a wall) but not not say someone got 7 and 25 (.) but someone get high marks, perhaps
M 11 17, then.
F Yeah.
M Yeah. **[i/i Matrix 1: 11/17: 4]**
F Um, that's a bit better.
M1 Right.
F A decision about allocating points to member nought-3 of group K and member 74 of group J.
M I'd go for that.
F Okay. What, and give them hardly anything? 'Cos we would get the most points?
M Yeah.
F What, because we're trying to maximize ours?
M Well, that's what I thought, yes.
F (Unclear)

M Only get 2.
M2 Yes. If we go for equal marks then we're going to lose marks (..) (Unclear) that person.
M1 Yeah.
F Mmm.
M1 The whole point is to maximize our (.) mark (.) our scores, isn't it, our group scores, so [**i/o Matrix 3: 26/2: 12**]
F Yeah (..) Last one. A decision about allocating points to member 57 of group J and member 93 of group J. So it's their groups again. So, we could go for equals, couldn't we? To keep them all happy.
M Yeah. Let's give them both 13.
F I think so.
M Yeah.
F Okay? And that's it.

APPENDIX 9: ALLOCATION BEHAVIOUR IN STUDY 3 (NORMS)

A: OVERALL MEAN PULL-SCORES BY CONDITION

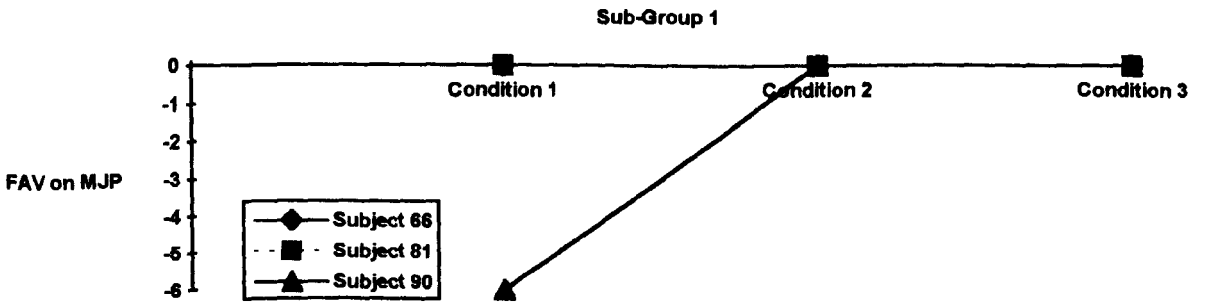
Pull-scores	Condition 1	Condition 2	Condition 3
FAV on F	4.609	9.652	7.130
FAV on MJP	3.739	6.522	6.043
F on FAV	3.391	-1.565	0.783
MD on MIP+MJP	2.609	5.304	3.739
MIP+MJP on MD	0.696	3.304	3.739
MJP on FAV	-0.435	-0.348	-0.043



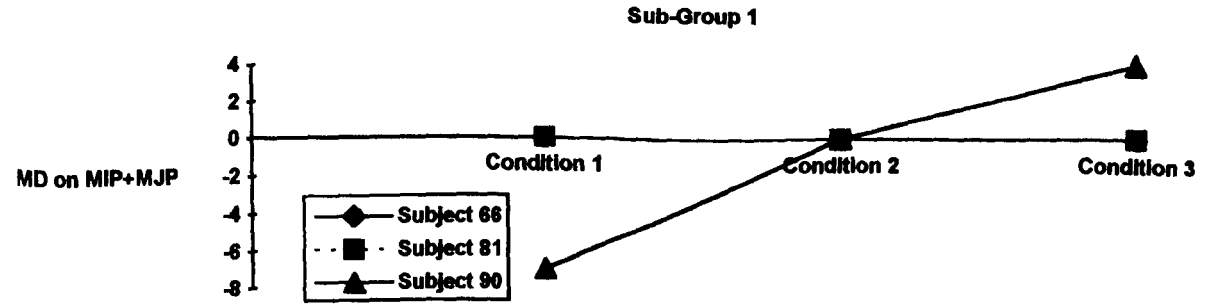
B: PULL-SCORES BY CONDITIONS AND SUB-GROUPS

Sub-Group 1

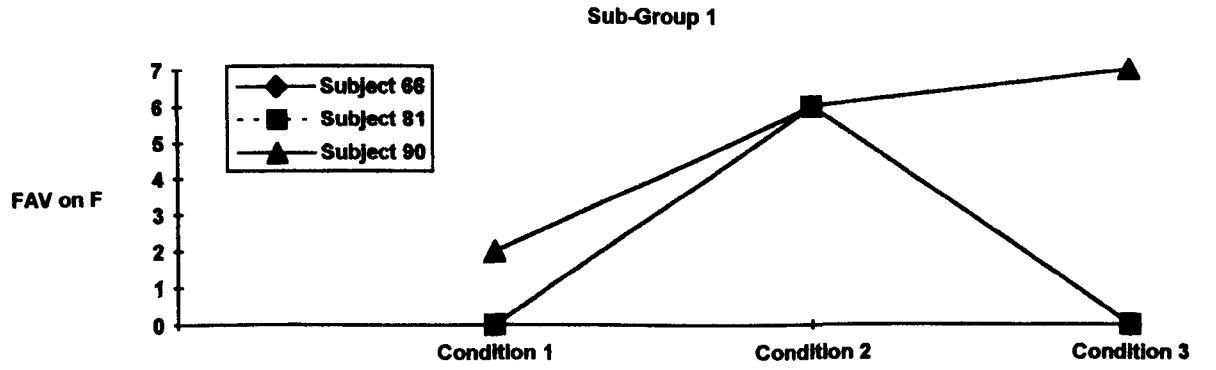
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 66	0	0	0
Subject 81	0	0	0
Subject 90	-6	0	0



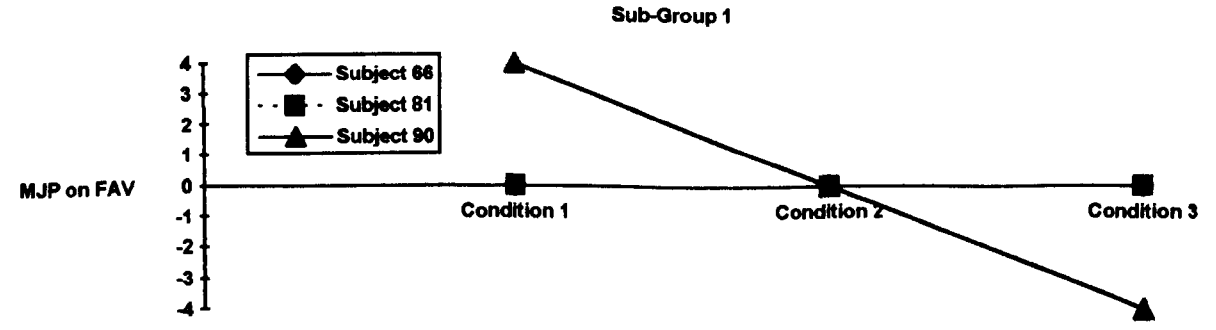
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 66	0	0	0
Subject 81	0	0	0
Subject 90	-7	0	4



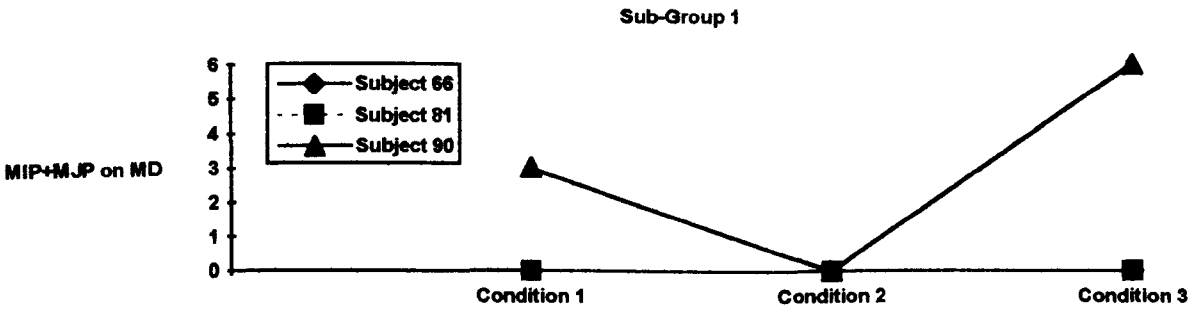
FAV on F	Condition 1	Condition 2	Condition 3
Subject 66	0	6	0
Subject 81	0	6	0
Subject 90	2	6	7



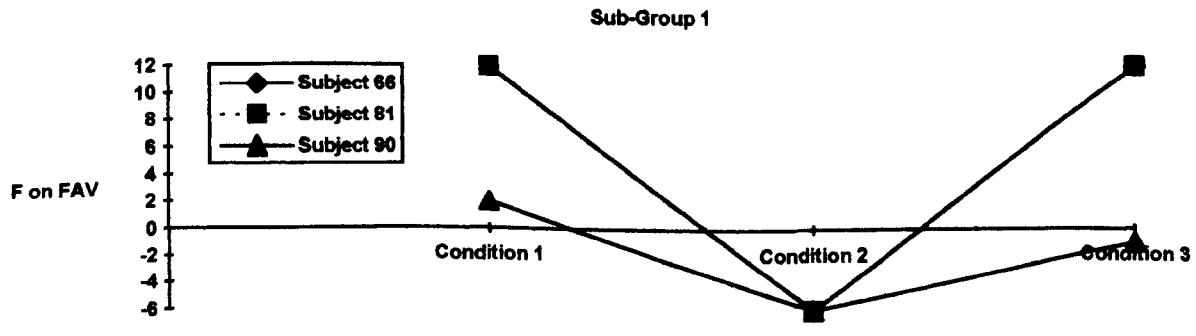
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 66	0	0	0
Subject 81	0	0	0
Subject 90	4	0	-4



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 66	0	0	0
Subject 81	0	0	0
Subject 90	3	0	6

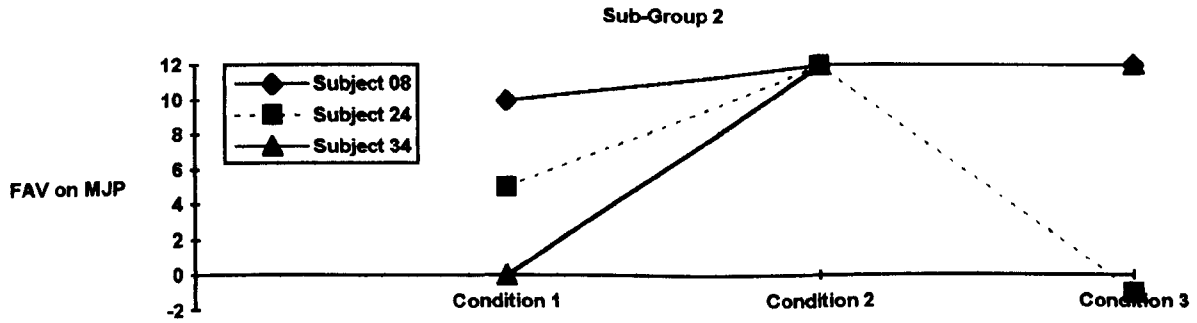


F on FAV	Condition 1	Condition 2	Condition 3
Subject 66	12	-6	12
Subject 81	12	-6	12
Subject 90	2	-6	-1

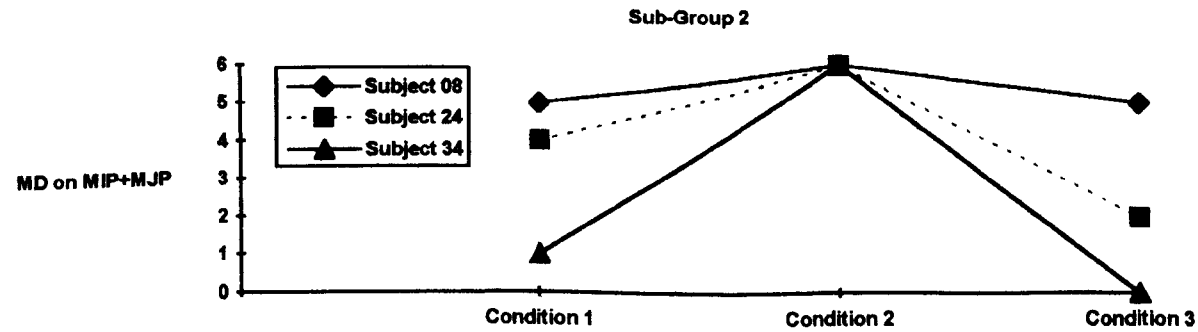


Sub-Group 2

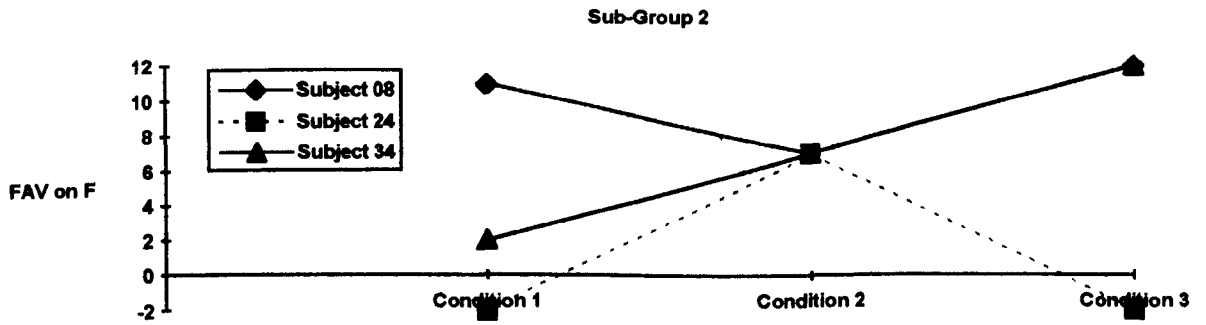
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 08	10	12	12
Subject 24	5	12	-1
Subject 34	0	12	12



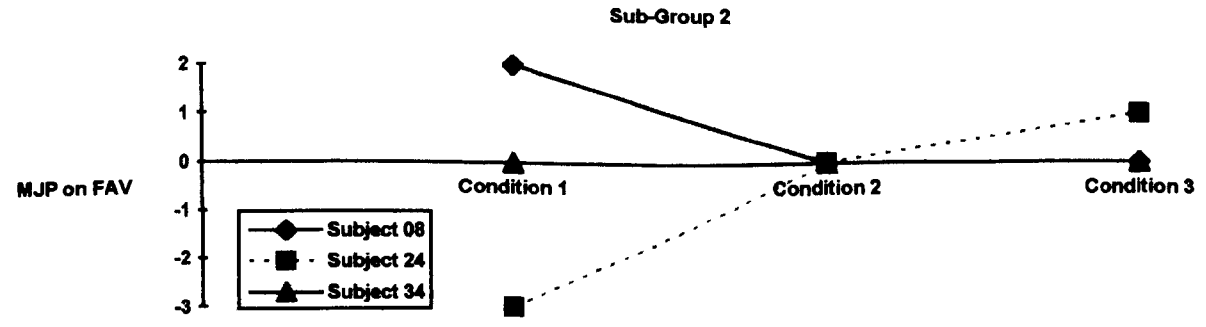
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 08	5	6	5
Subject 24	4	6	2
Subject 34	1	6	0



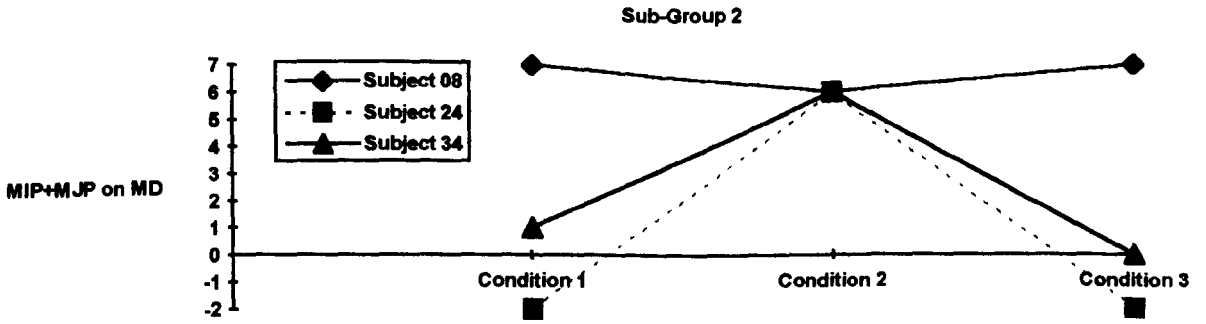
FAV on F	Condition 1	Condition 2	Condition 3
Subject 08	11	7	12
Subject 24	-2	7	-2
Subject 34	2	7	12



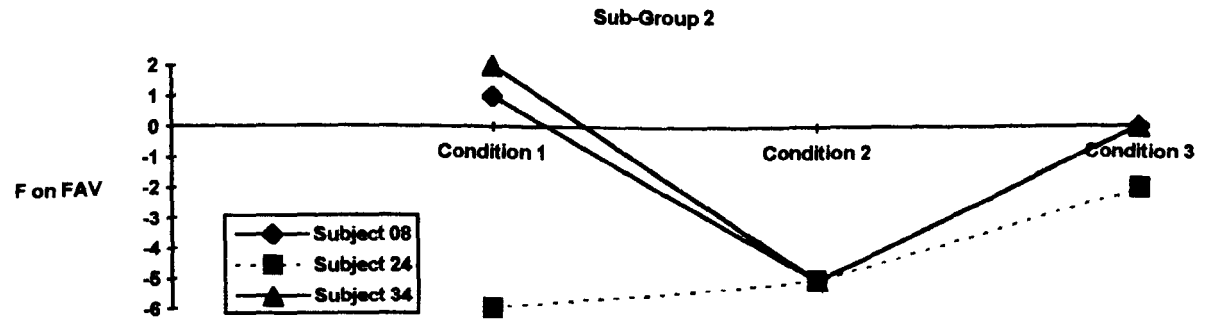
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 08	2	0	0
Subject 24	-3	0	1
Subject 34	0	0	0



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 08	7	6	7
Subject 24	-2	6	-2
Subject 34	1	6	0

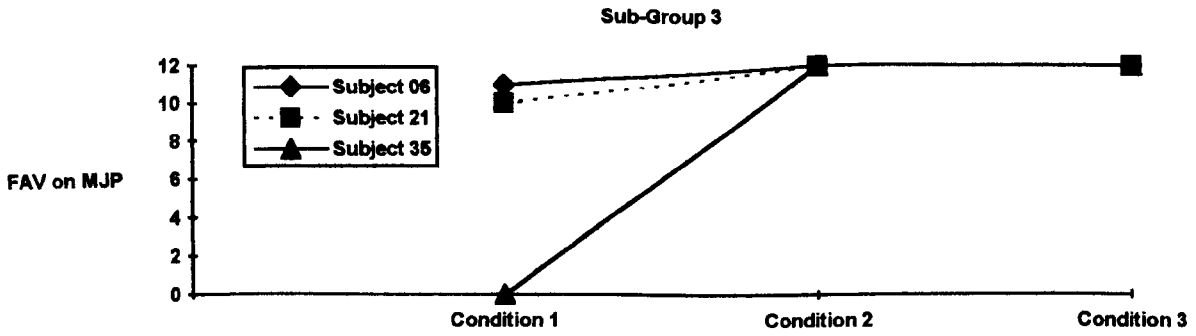


F on FAV	Condition 1	Condition 2	Condition 3
Subject 08	1	-5	0
Subject 24	-6	-5	-2
Subject 34	2	-5	0

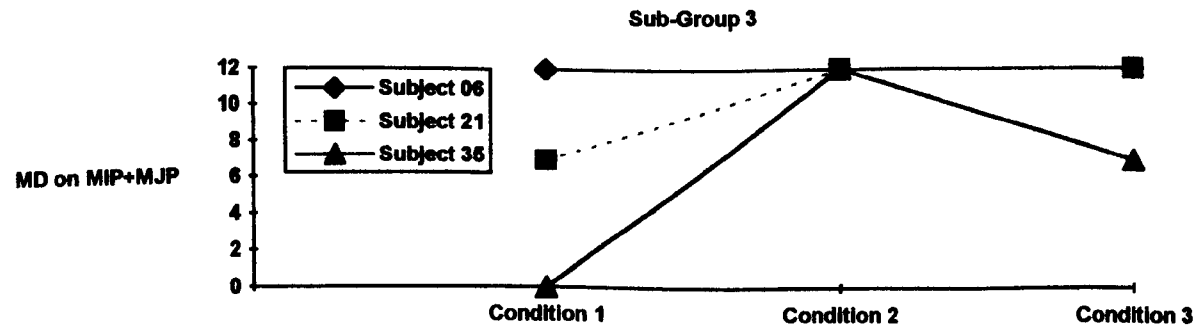


Sub-Group 3

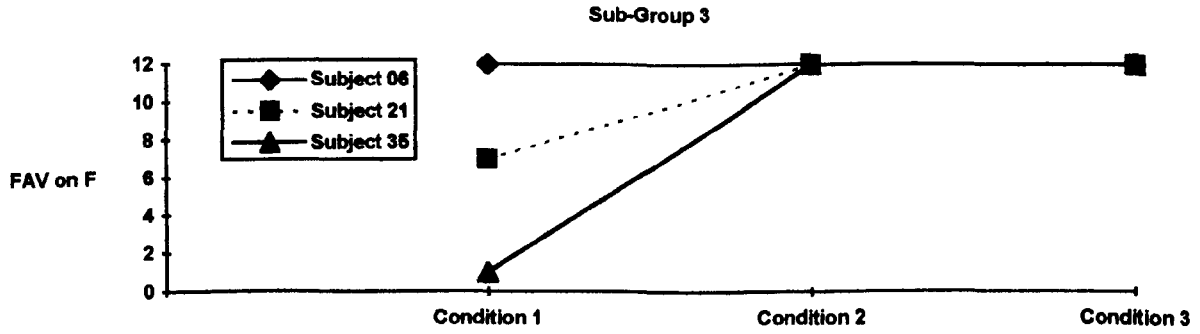
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 06	11	12	12
Subject 21	10	12	12
Subject 35	0	12	12



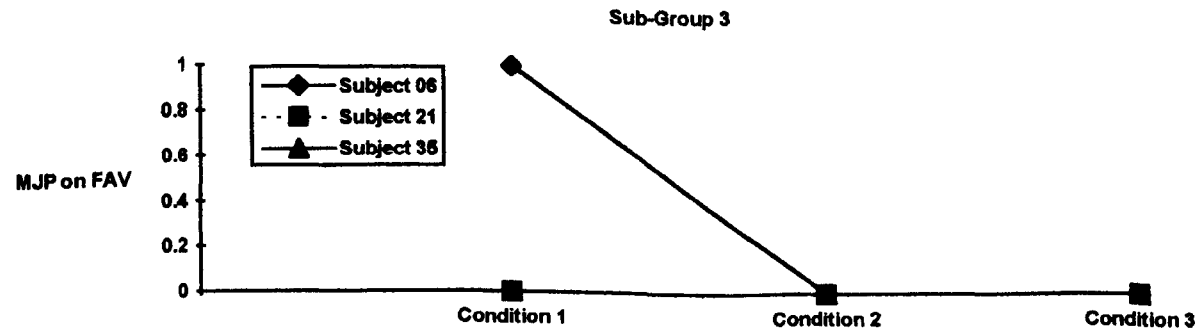
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 06	12	12	12
Subject 21	7	12	12
Subject 35	0	12	7



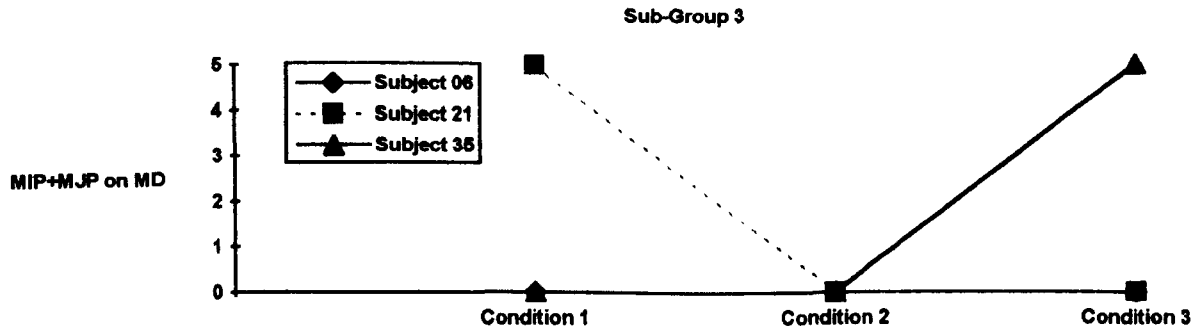
FAV on F	Condition 1	Condition 2	Condition 3
Subject 06	12	12	12
Subject 21	7	12	12
Subject 35	1	12	12



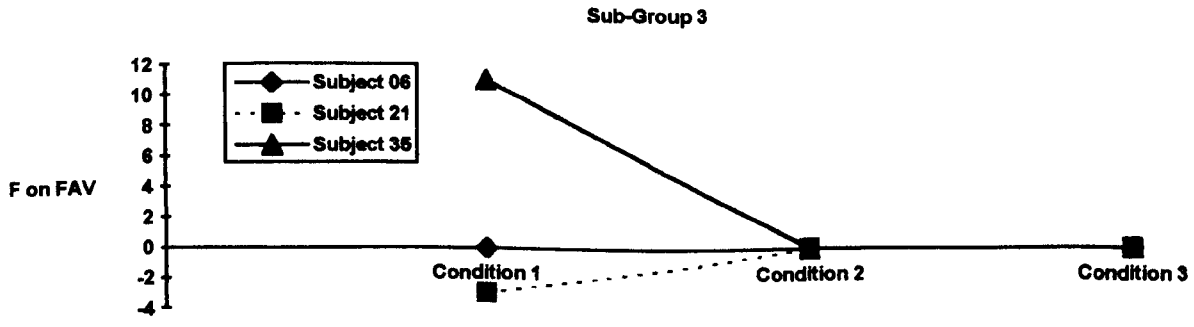
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 06	1	0	0
Subject 21	0	0	0
Subject 35	0	0	0



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 06	0	0	0
Subject 21	5	0	0
Subject 35	0	0	5

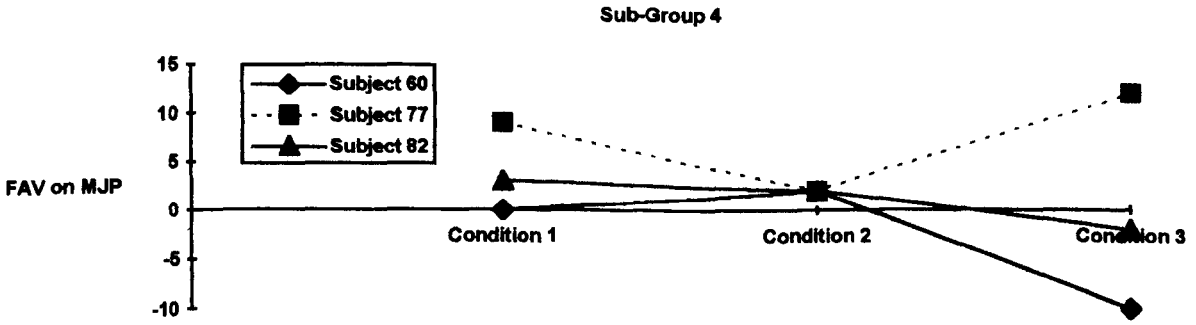


F on FAV	Condition 1	Condition 2	Condition 3
Subject 06	0	0	0
Subject 21	-3	0	0
Subject 35	11	0	0

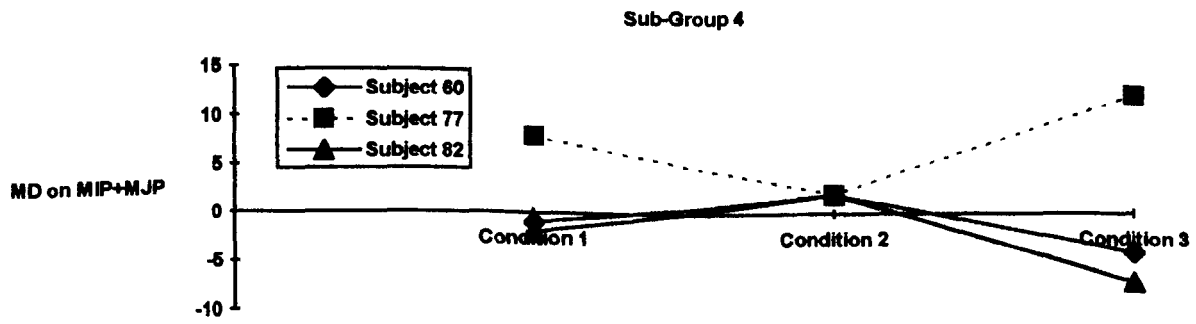


Sub-Group 4

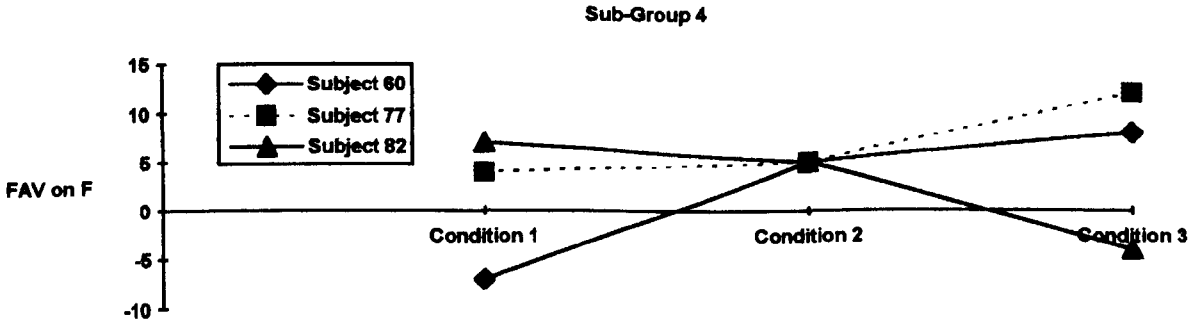
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 60	0	2	-10
Subject 77	9	2	12
Subject 82	3	2	-2



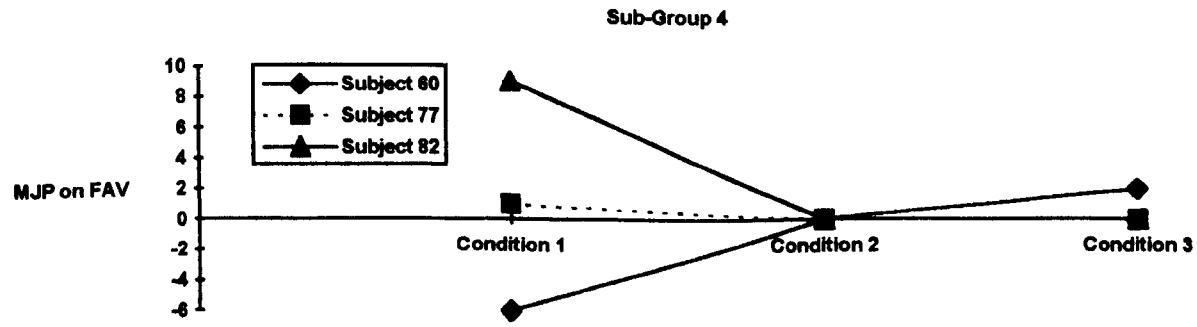
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 60	-1	2	-4
Subject 77	8	2	12
Subject 82	-2	2	-7



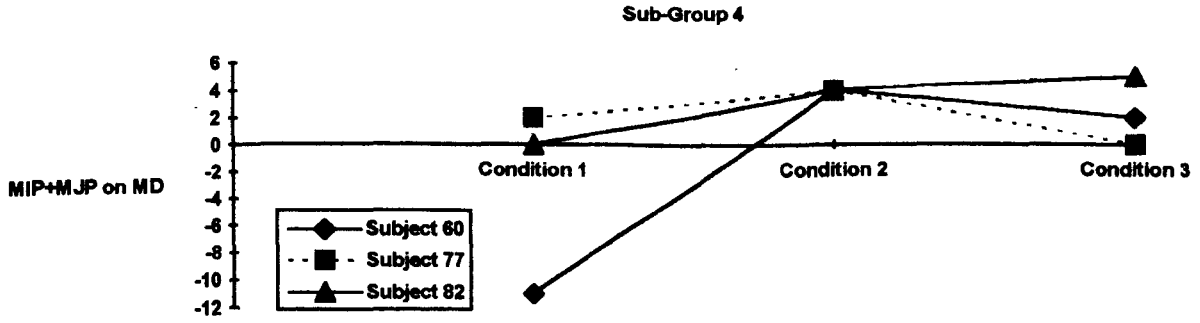
FAV on F	Condition 1	Condition 2	Condition 3
Subject 60	-7	5	8
Subject 77	4	5	12
Subject 82	7	5	-4



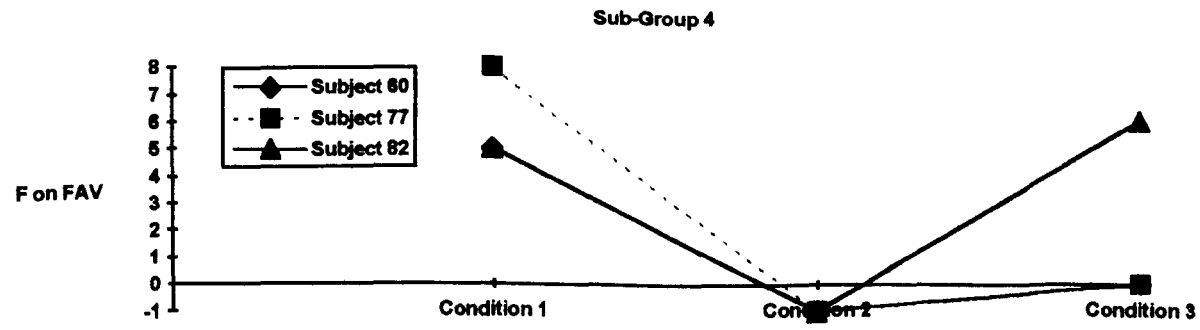
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 60	-6	0	2
Subject 77	1	0	0
Subject 82	9	0	0



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 60	-11	4	2
Subject 77	2	4	0
Subject 82	0	4	5

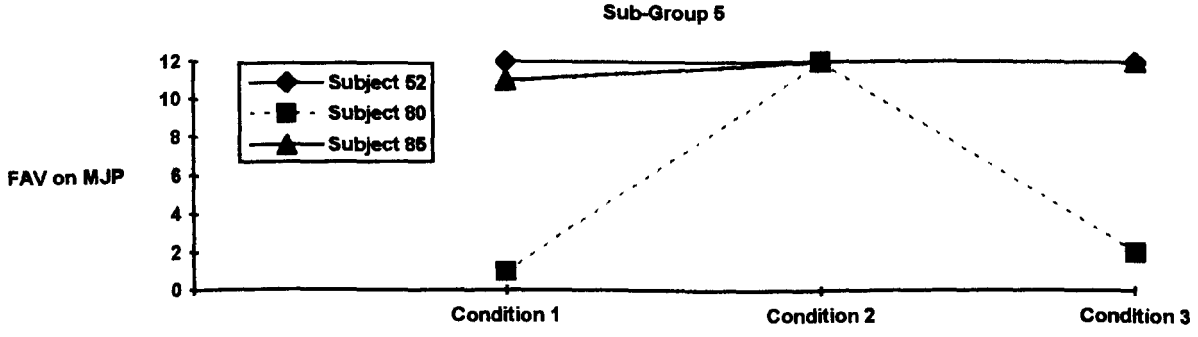


F on FAV	Condition 1	Condition 2	Condition 3
Subject 60	5	-1	0
Subject 77	8	-1	0
Subject 82	5	-1	-6

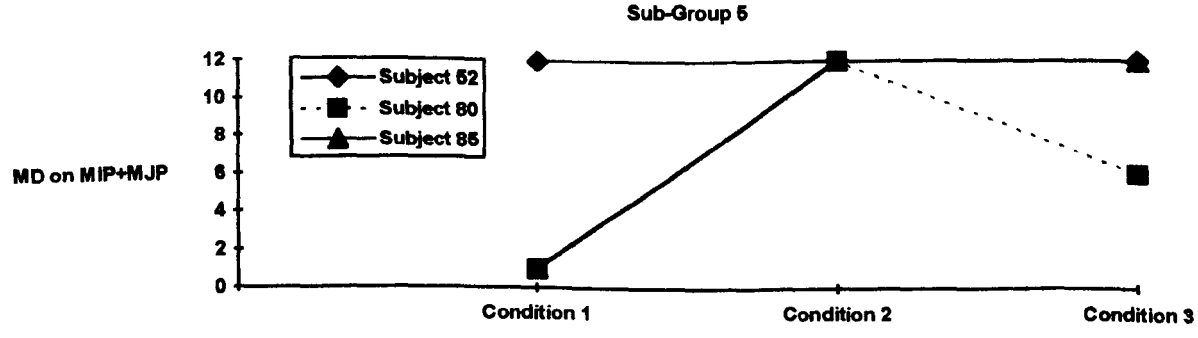


Sub-Group 5

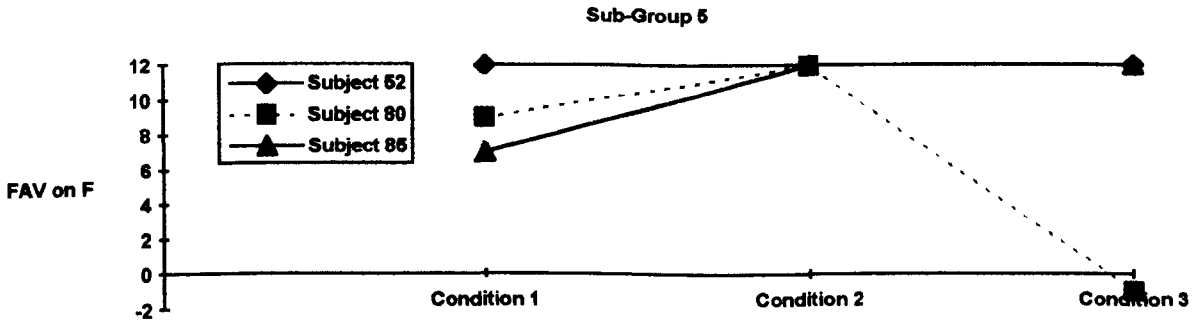
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 52	12	12	12
Subject 80	1	12	2
Subject 85	11	12	12



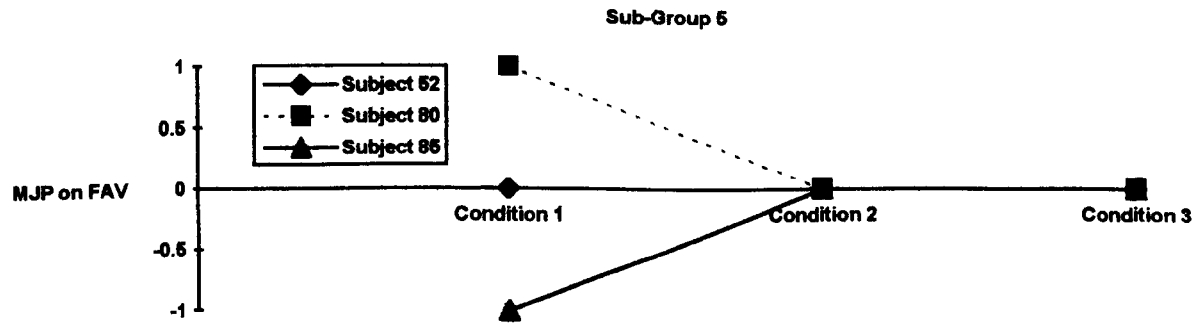
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 52	12	12	12
Subject 80	1	12	6
Subject 85	1	12	12



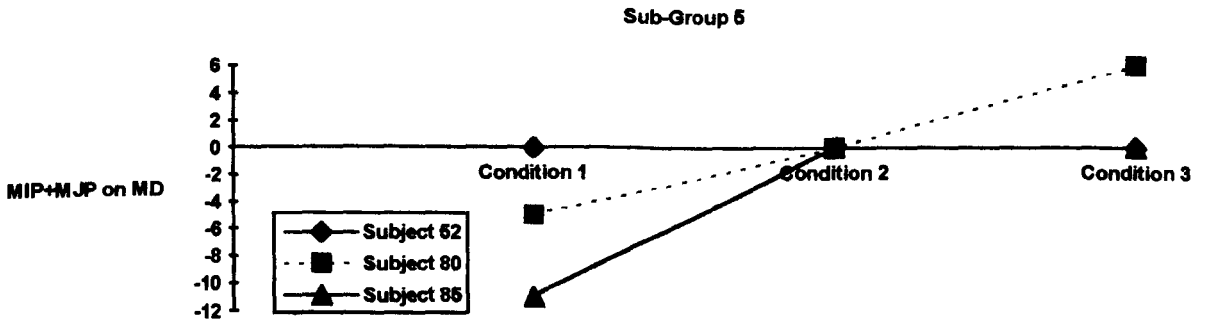
FAV on F	Condition 1	Condition 2	Condition 3
Subject 52	12	12	12
Subject 80	9	12	-1
Subject 85	7	12	12



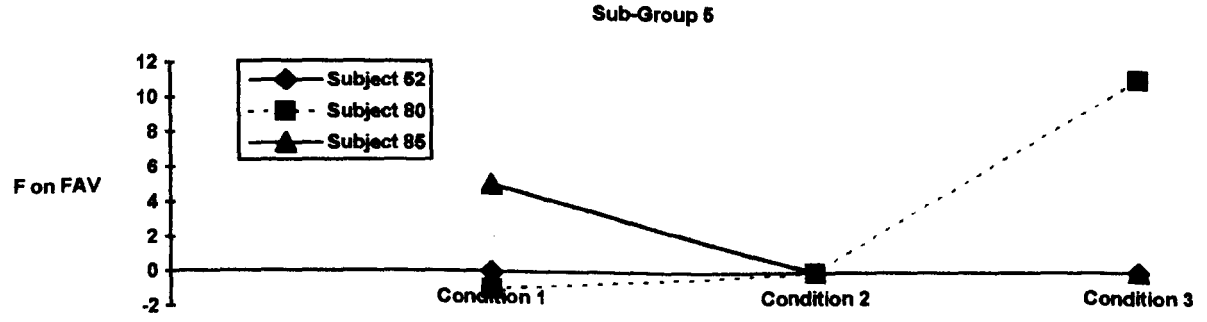
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 52	0	0	0
Subject 80	1	0	0
Subject 85	-1	0	0



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 52	0	0	0
Subject 80	- 5	0	6
Subject 85	-11	0	0

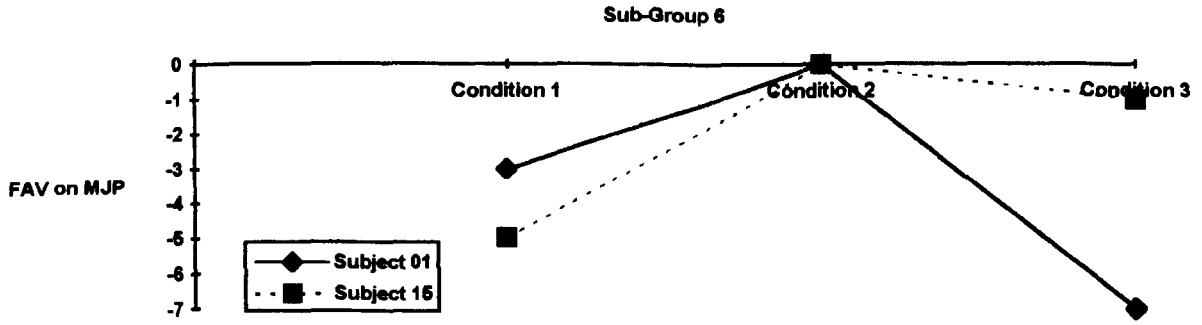


F on FAV	Condition 1	Condition 2	Condition 3
Subject 52	0	0	0
Subject 80	-1	0	11
Subject 85	5	0	0

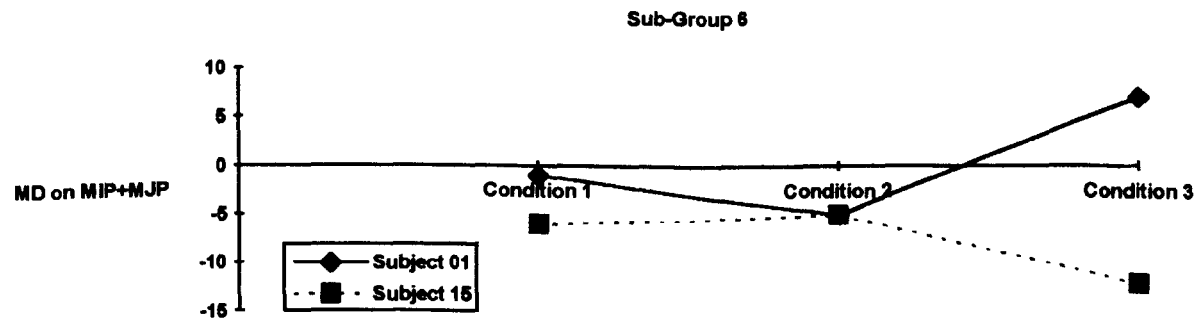


Sub-Group 6

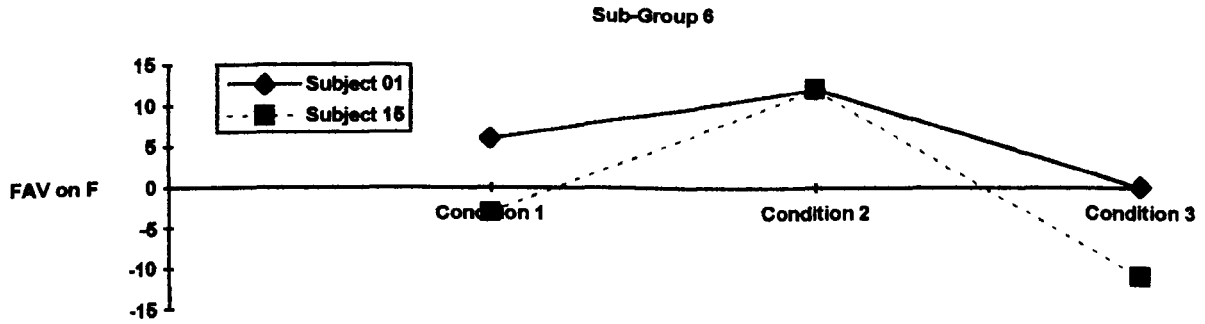
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 01	-3	0	-7
Subject 15	-5	0	-1



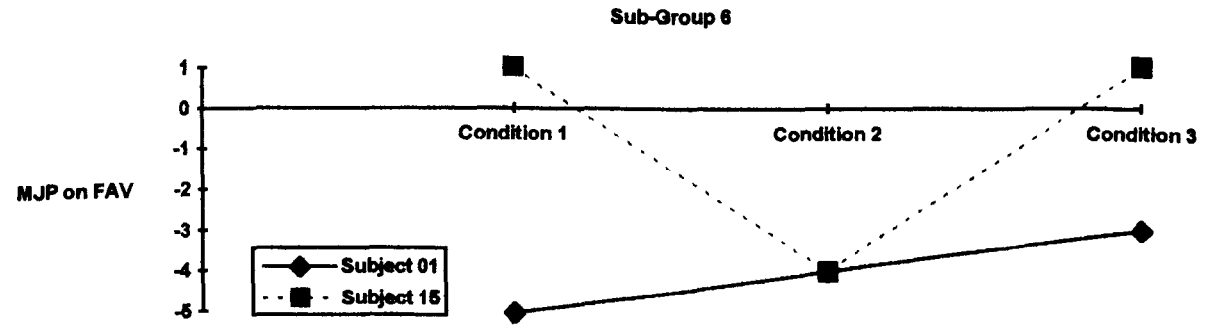
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 01	-1	-5	7
Subject 15	-6	-5	-12



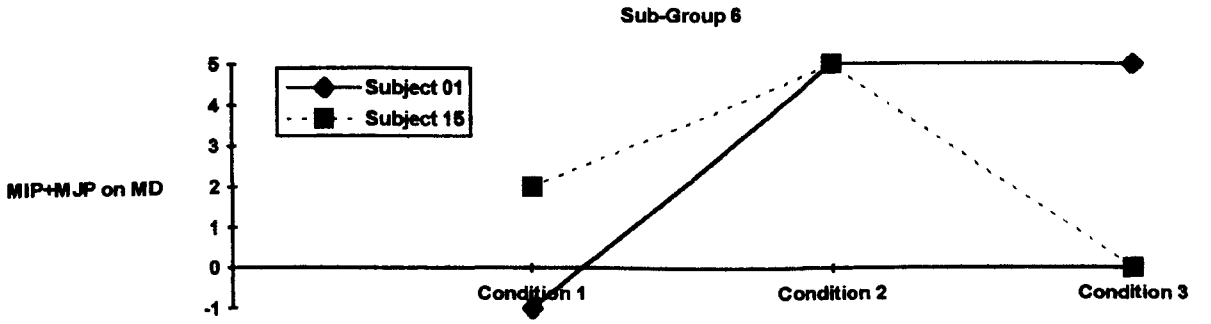
FAV on F	Condition 1	Condition 2	Condition 3
Subject 01	6	12	0
Subject 15	-3	12	-11



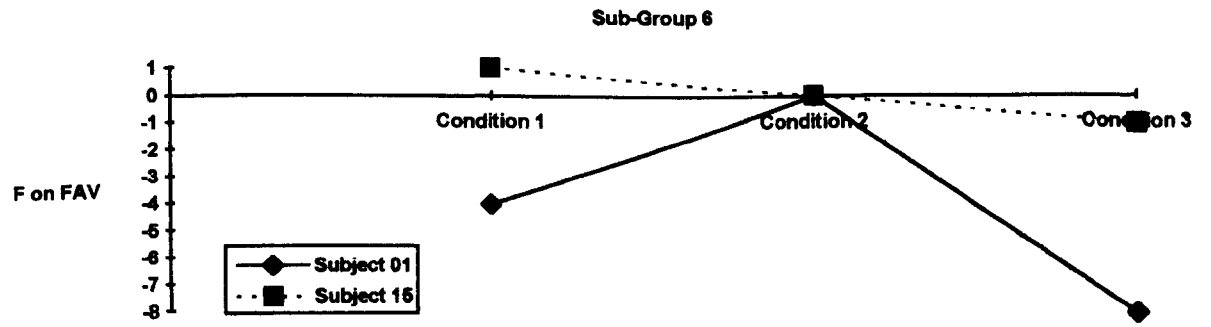
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 01	-5	-4	-3
Subject 15	1	-4	1



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 01	-1	5	5
Subject 15	2	5	0

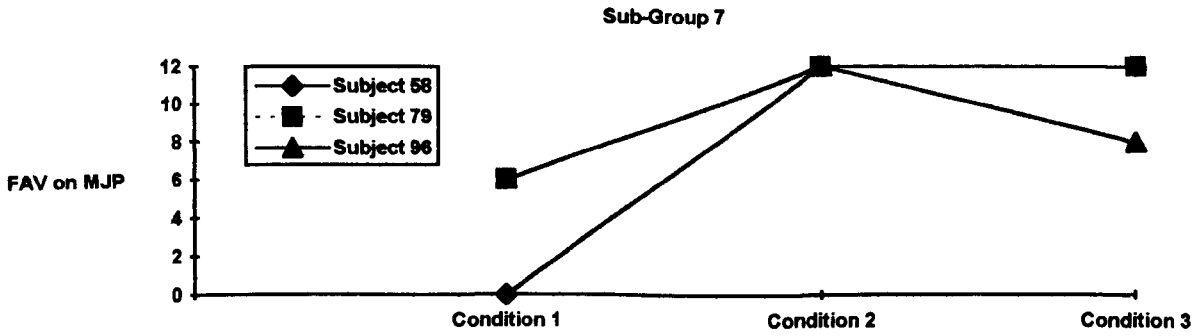


F on FAV	Condition 1	Condition 2	Condition 3
Subject 01	-4	0	-8
Subject 15	1	0	-1

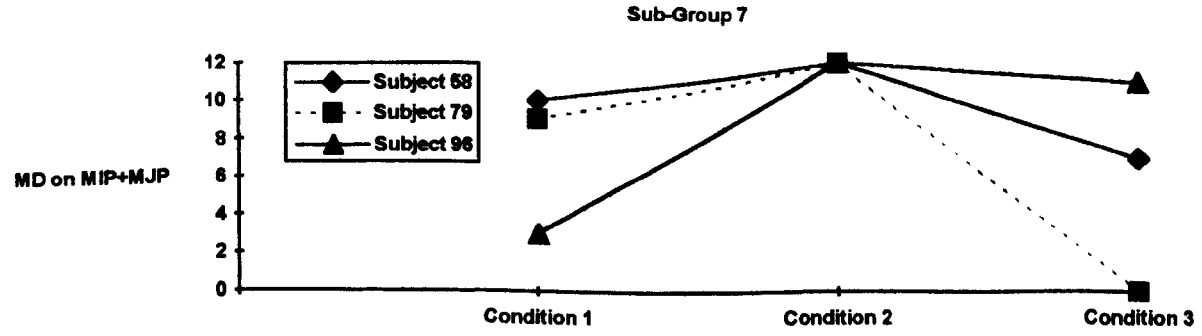


Sub-Group 7

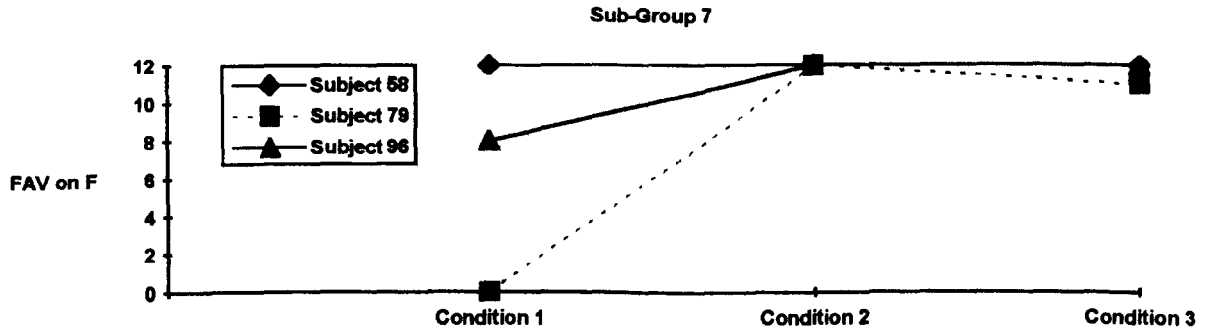
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 58	0	12	12
Subject 79	6	12	12
Subject 96	6	12	8



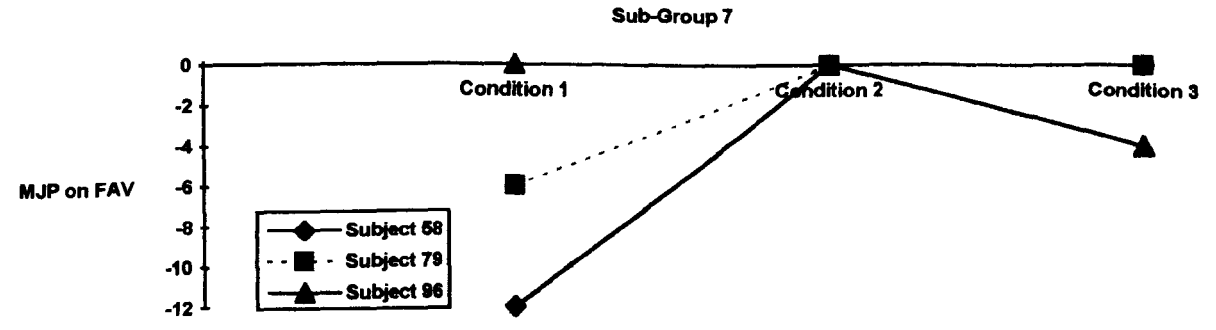
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 58	10	12	7
Subject 79	9	12	0
Subject 96	3	12	11



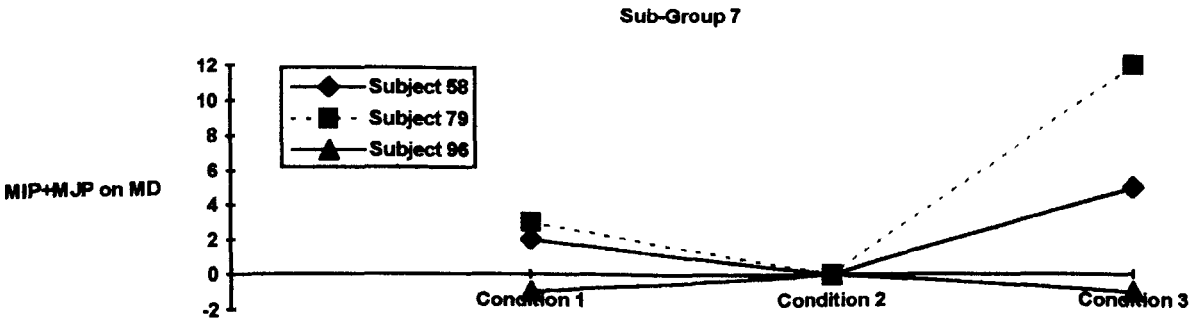
FAV on F	Condition 1	Condition 2	Condition 3
Subject 58	12	12	12
Subject 79	0	12	11
Subject 96	8	12	12



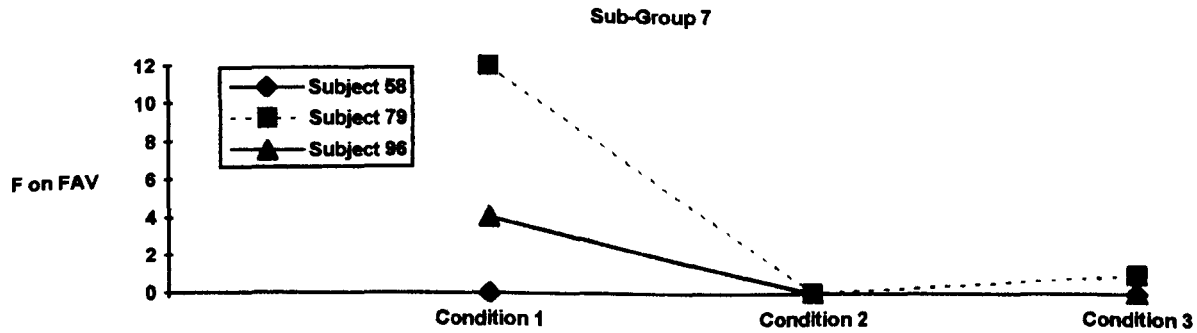
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 58	-12	0	0
Subject 79	-6	0	0
Subject 96	0	0	-4



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 58	2	0	5
Subject 79	3	0	12
Subject 96	-1	0	-1

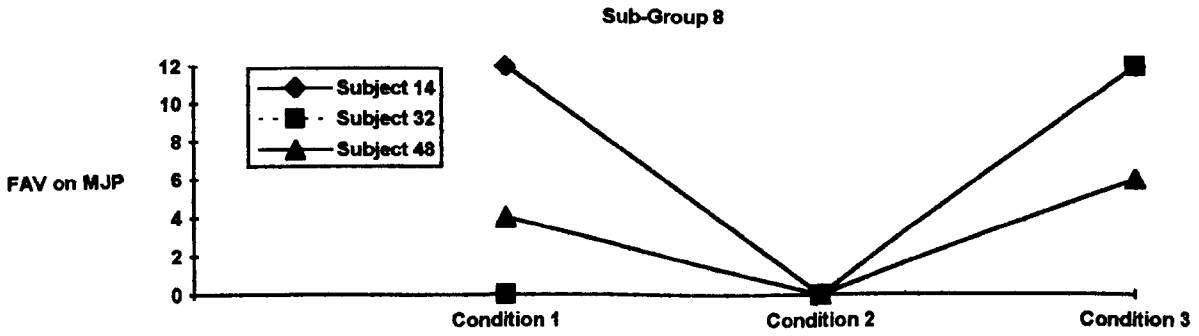


F on FAV	Condition 1	Condition 2	Condition 3
Subject 58	0	0	0
Subject 79	12	0	1
Subject 96	4	0	0

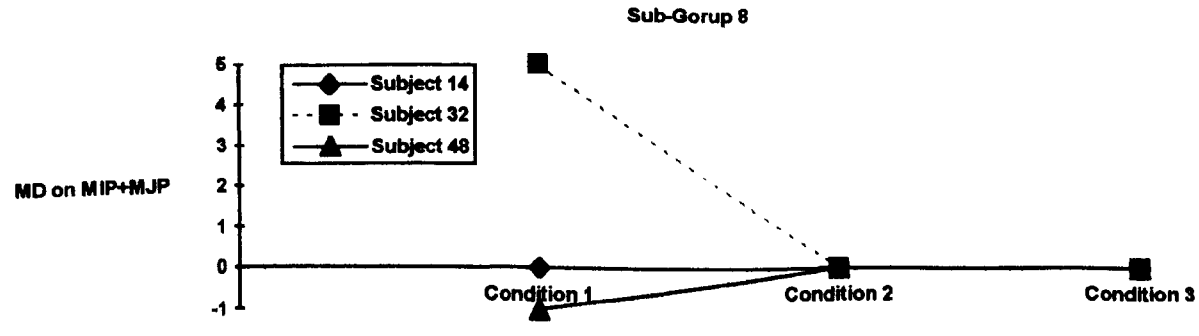


Sub-Group 8

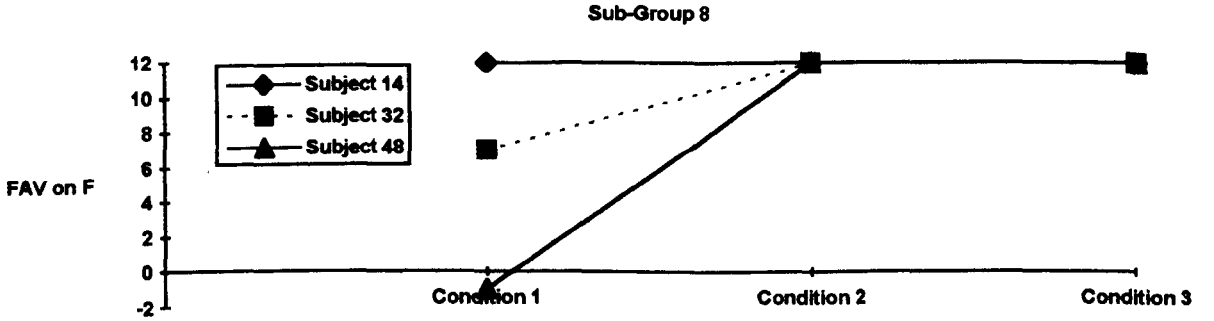
FAV on MJP	Condition 1	Condition 2	Condition 3
Subject 14	12	0	12
Subject 32	0	0	12
Subject 48	4	0	6



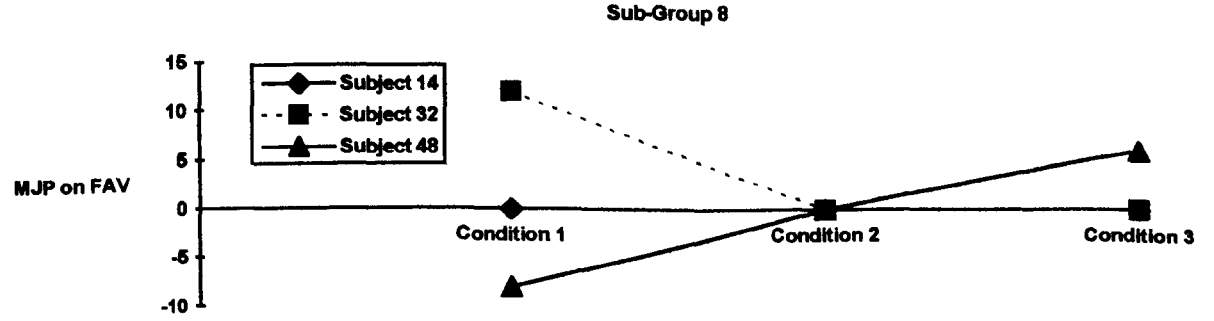
MD on MIP+MJP	Condition 1	Condition 2	Condition 3
Subject 14	0	0	0
Subject 32	5	0	0
Subject 48	-1	0	0



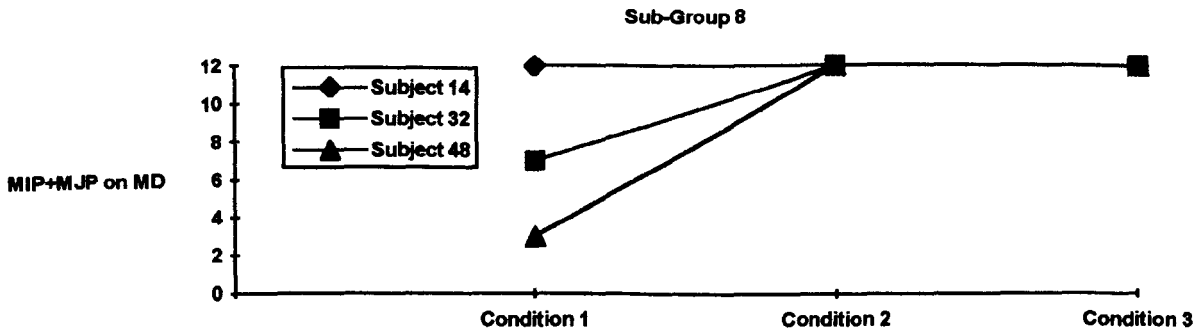
FAV on F	Condition 1	Condition 2	Condition 3
Subject 14	12	12	12
Subject 32	7	12	12
Subject 48	-1	12	12



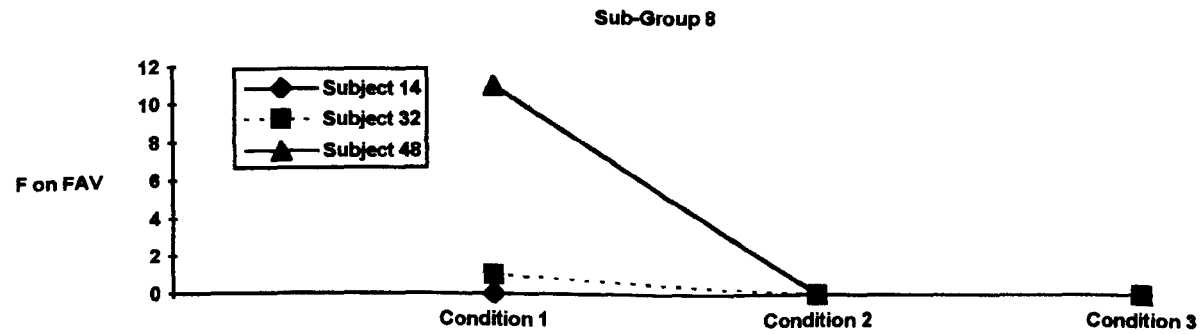
MJP on FAV	Condition 1	Condition 2	Condition 3
Subject 14	0	0	0
Subject 32	12	0	0
Subject 48	-8	0	6



MIP+MJP on MD	Condition 1	Condition 2	Condition 3
Subject 14	12	12	12
Subject 32	7	12	12
Subject 48	3	12	12



F on FAV	Condition 1	Condition 2	Condition 3
Subject 14	0	0	0
Subject 32	1	0	0
Subject 48	11	0	0



APPENDIX 10: QUESTIONNAIRE USED STUDY 4 (SELF-ESTEEM)

PLEASE READ THIS PAGE CAREFULLY

My name is Tom Farsides and I would be extremely grateful if you would spare about 5 minutes of your time filling in this short questionnaire. You will not be asked your name and **complete anonymity and confidentiality are assured.**

Please read everything in this booklet and follow all of the instructions as completely, accurately and honestly as possible. Some of the questions may seem odd or even stupid, but please answer them as best you can. THERE ARE NO RIGHT OR WRONG ANSWERS. If you have any comments about what you are doing, please save them until the end and write them on the reverse side of the last page of this booklet. Please do not discuss what you are doing with anyone else until both you and they have finished. Thank you.

QUESTIONS

1) What is your sex?

Female ( ) Male ( )

2a) What is your "national group"? Your national group may simply be your "official" nationality (e.g., British); or it may be a "dual" nationality (e.g., African-American); or it may be a "local" or "sub"-nationality (e.g., English rather than British). Your national group, in other words, is whatever "nationality" you feel best describes your own. (Please write your answer on the line below).

_____

2b) On the whole, how much do you identify with (that is, feel a part of and care about your membership of) this national group? (Please tick one answer)

Extremely strongly.....( )
Very strongly.....( )
Quite strongly.....( )
Neither strongly nor weakly/about average...( )
Quite weakly.....( )
Very weakly.....( )
Extremely weakly.....( )

2c) Overall, how do you feel about your membership of this national group? (Please tick one answer).[1]

Extremely positive.....( )
Very positive.....( )
Quite positive.....( )
Neutral/ambivalent.....( )
Quite negative.....( )
Very negative.....( )
Extremely negative.....( )

2d) How often is your membership of this national group the most important consideration for you? (Please tick one answer).

Always.....( )
Very often.....( )
Quite often.....( )
Neither often nor rarely/about average.....( )
Quite rarely.....( )
Very rarely.....( )
Never.....( )

Please turn to the next page and read the instructions **very carefully**.[2]

---

[1] Note: In the actual questionnaire used questions 2c and 2d appeared on the first page.

[2] Note 2: Each recipient received only one of the 5 scales to follow, one of the two manipulations after that, and then finally a single scale of the same type as before. Thus, each recipients' response booklet was four pages long.

Please answer the following questions as honestly as you can in terms of how you "**USUALLY**" feel about yourself, **FOR WHATEVER REASON**. Please tick one (and only one) answer for each (and every) question. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
2) On the whole, I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
3) At times I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
4) At times I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
6) I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
7) I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
8) I feel that I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
9) I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
10) I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

Please turn to the next page and read the instructions **very carefully**.

Please answer the following questions as honestly as you can in terms of how you feel about yourself "**RIGHT NOW**", **FOR WHATEVER REASON**. Please tick one (and only one) answer for each (and every) question. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) AT THE MOMENT, I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
2) AT THE MOMENT, I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
3) AT THE MOMENT, I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
4) AT THE MOMENT, I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) AT THE MOMENT, I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
6) AT THE MOMENT, I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
7) AT THE MOMENT, I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
8) AT THE MOMENT, I feel I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
9) AT THE MOMENT, I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
10) AT THE MOMENT, I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

Please turn to the next page and read the instructions **very carefully**.

Please answer the following questions as honestly as you can in terms of how you "**USUALLY**" feel about yourself **IN TERMS OF YOUR MEMBERSHIP OF YOUR NATIONAL GROUP**. Please tick one (and only one) answer for each (and every) question. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) I am a member of this group and, AS SUCH, I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
2) I am a member of this group and, AS SUCH, on the whole, I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
3) I am a member of this group and, AS SUCH, at times I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
4) I am a member of this group and, AS SUCH, at times I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) I am a member of this group and, AS SUCH, I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
6) I am a member of this group and, AS SUCH, I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
7) I am a member of this group and, AS SUCH, I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
8) I am a member of this group and, AS SUCH, I feel I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
9) I am a member of this group and, AS SUCH, I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
10) I am a member of this group and, AS SUCH, I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

Please turn to the next page and read the instructions **very carefully**.

Please answer the following questions as honestly as you can in terms of how you feel about yourself **"RIGHT NOW" IN TERMS OF YOUR MEMBERSHIP OF YOUR NATIONAL GROUP**. Please tick one (and only one) answer for each (and every) question. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) I am a member of this group and AS SUCH, AT THE MOMENT I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
2) I am a member of this group and AS SUCH, AT THE MOMENT I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
3) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
4) I am a member of this group and AS SUCH, AT THE MOMENT I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
6) I am a member of this group and AS SUCH, AT THE MOMENT I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
7) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
8) I am a member of this group and AS SUCH, AT THE MOMENT I feel I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
9) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
10) I am a member of this group and AS SUCH, AT THE MOMENT I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

Please turn to the next page and read the instructions **very carefully**.

Please answer the following questions as honestly as you can in terms of how you feel about your national group "**RIGHT NOW**", **FOR WHATEVER REASON**. Please tick one (and only one) answer for each (and every) question. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) AT THE MOMENT, I feel that this group is a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
2) AT THE MOMENT, I'm satisfied with this group.	( )	( )	( )	( )	( )	( )	( )
3) AT THE MOMENT, I feel that this group is useless.	( )	( )	( )	( )	( )	( )	( )
4) AT THE MOMENT, I think this group is no good at all.	( )	( )	( )	( )	( )	( )	( )
5) AT THE MOMENT, I feel that this group is able to do things as well as most groups.	( )	( )	( )	( )	( )	( )	( )
6) AT THE MOMENT, I take a positive attitude toward this group.	( )	( )	( )	( )	( )	( )	( )
7) AT THE MOMENT, I feel that this group has a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
8) AT THE MOMENT, I feel that this group does not have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
9) AT THE MOMENT, I feel that this is a group of worth.	( )	( )	( )	( )	( )	( )	( )
10) AT THE MOMENT, I don't have much respect for this group.	( )	( )	( )	( )	( )	( )	( )

| | Strongly Agree | Agree | Slightly Agree | Neither Agree nor Disagree | Slightly Disagree | Disagree | Strongly Disagree |

Please turn to the next page and read the instructions **very carefully**.

Obviously there will be both good and bad aspects, but **what sort of things make you feel <u>POSITIVE</u> about your nation and/or your nationality?** Please spend about two minutes answering this question (and/or giving examples) in the space below.

When you have completed the above, please read the instructions on the next page.

Obviously there will be both good and bad aspects, but **what sort of things make you feel NEGATIVE about your nation and/or your nationality?** Please spend about two minutes answering this question (and/or giving examples) in the space below.

When you have completed the above, please read the instructions on the next page.

Please answer the following questions as honestly and as accurately as possible. Please **DO NOT**:- (i) ...look back to previous pages, (ii) ...try especially to give "consistent" answers, (iii) ...try especially to give answers that you think are expected. **Please simply read each question and give the TRUEST answer that you can**. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
2) I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
3) I feel that I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
4) At times I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
6) On the whole, I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
7) I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
8) I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
9) I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
10) At times I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

That's it. Please feel free to make any comments overleaf. **THANK YOU VERY MUCH FOR YOUR TIME AND HELP**. I hope that you enjoy your lecture.

Please answer the following questions as honestly and as accurately as possible. Please **DO NOT**:- (i) ...look back to previous pages, (ii) ...try especially to give "consistent" answers, (iii) ...try especially to give answers that you think are expected. **Please simply read each question and give the TRUEST answer that you can**. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) AT THE MOMENT, I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
2) AT THE MOMENT, I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
3) AT THE MOMENT, I feel I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
4) AT THE MOMENT, I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) AT THE MOMENT, I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
6) AT THE MOMENT, I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
7) AT THE MOMENT, I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
8) AT THE MOMENT, I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
9) AT THE MOMENT, I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
10) AT THE MOMENT, I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

That's it. Please feel free to make any comments overleaf. **THANK YOU VERY MUCH FOR YOUR TIME AND HELP**. I hope that you enjoy your lecture.

Please answer the following questions as honestly and as accurately as possible. Please **DO NOT**:- (i) ...look back to previous pages, (ii) ...try especially to give "consistent" answers, (iii) ...try especially to give answers that you think are expected. **Please simply read each question and give the TRUEST answer that you can**. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) I am a member of this group and, AS SUCH, I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
2) I am a member of this group and, AS SUCH, I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
3) I am a member of this group and, AS SUCH, I feel I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
4) I am a member of this group and, AS SUCH, at times I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) I am a member of this group and, AS SUCH, I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
6) I am a member of this group and, AS SUCH, on the whole, I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
7) I am a member of this group and, AS SUCH, I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
8) I am a member of this group and, AS SUCH, I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
9) I am a member of this group and, AS SUCH, I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
10) I am a member of this group and, AS SUCH, at times I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

That's it. Please feel free to make any comments overleaf. **THANK YOU VERY MUCH FOR YOUR TIME AND HELP**. I hope that you enjoy your lecture.

Please answer the following questions as honestly and as accurately as possible. Please **DO NOT**:- (i) ...look back to previous pages, (ii) ...try especially to give "consistent" answers, (iii) ...try especially to give answers that you think are expected. **Please simply read each question and give the TRUEST answer that you can**. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) I am a member of this group and AS SUCH, AT THE MOMENT I don't have much respect for myself.	( )	( )	( )	( )	( )	( )	( )
2) I am a member of this group and AS SUCH, AT THE MOMENT I take a positive attitude toward myself.	( )	( )	( )	( )	( )	( )	( )
3) I am a member of this group and AS SUCH, AT THE MOMENT I feel I don't have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
4) I am a member of this group and AS SUCH, AT THE MOMENT I think I'm no good at all.	( )	( )	( )	( )	( )	( )	( )
5) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I have a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
6) I am a member of this group and AS SUCH, AT THE MOMENT I'm satisfied with myself.	( )	( )	( )	( )	( )	( )	( )
7) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I'm a person of worth.	( )	( )	( )	( )	( )	( )	( )
8) I am a member of this group and AS SUCH, AT THE MOMENT I feel I'm a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
9) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I'm able to do things as well as most people.	( )	( )	( )	( )	( )	( )	( )
10) I am a member of this group and AS SUCH, AT THE MOMENT I feel that I'm useless.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

That's it. Please feel free to make any comments overleaf. **THANK YOU VERY MUCH FOR YOUR TIME AND HELP**. I hope that you enjoy your lecture.

Please answer the following questions as honestly and as accurately as possible. Please **DO NOT**:- (i) ...look back to previous pages, (ii) ...try especially to give "consistent" answers, (iii) ...try especially to give answers that you think are expected. **Please simply read each question and give the TRUEST answer that you can**. Thank you.

	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree
1) AT THE MOMENT, I don't have much respect for this group.	( )	( )	( )	( )	( )	( )	( )
2) AT THE MOMENT, I take a positive attitude toward this group.	( )	( )	( )	( )	( )	( )	( )
3) AT THE MOMENT, I feel that this group does not have much to be proud of.	( )	( )	( )	( )	( )	( )	( )
4) AT THE MOMENT, I think this group is no good at all.	( )	( )	( )	( )	( )	( )	( )
5) AT THE MOMENT, I feel that this group has a number of good qualities.	( )	( )	( )	( )	( )	( )	( )
6) AT THE MOMENT, I'm satisfied with this group.	( )	( )	( )	( )	( )	( )	( )
7) AT THE MOMENT, I feel that this is a group of worth.	( )	( )	( )	( )	( )	( )	( )
8) AT THE MOMENT, I feel that this group is a bit of a failure.	( )	( )	( )	( )	( )	( )	( )
9) AT THE MOMENT, I feel that this group is able to do things as well as most groups.	( )	( )	( )	( )	( )	( )	( )
10) AT THE MOMENT, I feel that this group is useless.	( )	( )	( )	( )	( )	( )	( )
	Strongly Agree	Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Disagree	Strongly Disagree

That's it. Please feel free to make any comments overleaf. **THANK YOU VERY MUCH FOR YOUR TIME AND HELP**. I hope that you enjoy your lecture.

APPENDIX 11: STUDY 5 (SOCIAL COMPARISON) SCALE PRACTICE SHEET

Scale practice sheet

"Self-esteem" is a concept that social scientists often use to refer to how 'good' or 'positive' (or 'bad' or 'negative') a person feels or thinks about themself at any given time. *At this very moment* how positive or negative, good or bad, do you feel about yourself?

1. At this moment my self-esteem is-

Good |___|___|___|___|___|___|___|___|___| **Bad**
0

"Closeness" is a concept that social scientists often use to refer to how 'close' a person feels to another person at any given time. Closeness can depend on many things such as liking, similarity, etc., but the idea is that the 'closer' people are, the more they can be thought of as forming a single unit (e.g., a family, a group, a gang, or whatever). *At this very moment* how close or distant do you feel to the person sitting next to you?

2. At this moment do you think of yourself and the person sitting next to you as 'close' or 'distant'?

Very Close |___|___|___|___|___|___|___|___|___| **Very Distant**
0

The researcher has told you about "cognitive dexterity" and "creative empathy", two abilities we are developing measures for. *At this very moment*, do you think such abilities are relevant or irrelevant to university students?

3. At this moment, how relevant do you think cognitive dexterity is for university students?

Irrelevant |___|___|___|___|___|___|___|___|___| **Relevant**
0

4. At this moment, how relevant do you think creative empathy is for university students?

Irrelevant |___|___|___|___|___|___|___|___|___| **Relevant**
0

5. Please circle your identification letter.

Q R S T

APPENDIX 12: STUDY 5 (SOCIAL COMPARION) BOGUS MEASURES

Cognitive dexterity task.

1. Any letter between "f" and "p" are in Group 1 and all other letters are in Group 2. Which groups are the following letters in (1 or 2)?

x Group _____
l Group _____
q Group _____
f Group _____
o Group _____

2. All green things that are not instances of vegetation are in Group G. Are the following statements true (T) or false (F)?

A snooker table is in Group G _____ (T or F)?
Grass is in Group G _____ (T or F)?
Seagulls are not in group G _____ (T or F)?
Apples are not in Group G _____ (T or F)?
Robin Hood's clothing is in Group G _____ (T or F)?

3. Everything that is red and/or fictional is in Group D. Of the things not in Group D, everything that is female is in Group F. Everything else is in Group E. Which groups are the following things in (D, E or F)?

A banana _____
Fairy godmother _____
The Queen _____
Old style GPO post boxes _____
Lady Penelope's car in "Thunderbirds" _____

4. Place each of the things on the following list into one of two groups and give a rationale for your groupings below:- red coat, large cake, red apple, yellow banana, red horse, small hat, yellow dog, yellow shirt, small cat.

Group 1	Group 2
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The items in Group 1 are all_____
_____
The items in Group 2 are all_____
_____

5. Using the same list as in question 4, make two groupings on a <u>different</u> basis, and say what it is. The list is:- red coat, large cake, red apple, yellow banana, red horse, small hat, yellow dog, yellow shirt, small cat.

Group 1	Group 2

The items in Group 1 are all_____

_____

The items in Group 2 are all_____

_____

6. Using the same list as before, make three groupings, and say what they are. The list is:- red coat, large cake, red apple, yellow banana, red horse, small hat, yellow dog, yellow shirt, small cat.

Group 1	Group 2	Group 3

The items in Group 1 are all_____

_____

The items in Group 2 are all_____

_____

The items in Group 3 are all_____

_____

7. Consider the following list. -2, +1, 0, -3, +3, +16, -31, -2, +1.5, +7, -13, -0.5, -3, +2, -1, -1, -1, -5, +6, +4, +1, +2.

Give instructions that a stranger could follow to sort these numbers into the requisite number of groups.

To sort the numbers into 2 groups you should_____
_____
_____

To sort the numbers into 3 groups you should_____
_____
_____

To sort the numbers into 4 groups you should_____
_____
_____

8. Consider the following list. +8, +2, +998, +5, -10, +812, +11, -7, 0, +887, -5, +10, -6, +999

All positive numbers are in Group 1 and all negative numbers are in Group 2. Circle all the members of Group 2 and underline all the members of Group 1.

9. Consider the following list. +8, +2, +998, +5, -10, +812, +11, -7, 0, +887, -5, +10, -6, +999

All even numbers are in Group 1 and all odd numbers are in Group 2. Circle all the members of Group 2 and underline all the members of Group 1.

10. Consider the following list. +8, +2, +998, +5, -10, +812, +11, -7, 0, +887, -5, +10, -6, +999

Your task is to sort the numbers into three groups. Circle the numbers in Group 1, underline the numbers in Group 2, and leave the numbers in Group 3 alone. Explain the basis of your decision.

The circled numbers are in Group 1 because_____
_____
_____

The underlined numbers are in Group 2 because_____
_____
_____

The remaining numbers are in Group 3 because_____
_____
_____

11. Consider the following list. Dog, Atheist, Protestant, Liberal, Fly, Chair, Fridge, Hindu, Fire Brigade, Bean-bag, Cooker, Table, Catholic, Monster Raving Loony, Video Cassette Recorder, Police, Conservative, Whale, Soldier, Cat, Dishwasher, Labour, Nurse, Lamp. In the space remaining, sort the items in the above list into as many groups as you wish. (You are permitted to have a trial run on a scrap piece of paper if you wish). Illustrate your diagram as best you can. Put a star by any item within any category that you feel unsure about belonging in that category.

Creativity empathy task.

There are a number of pictures on the wall. For each of the first 12 pictures there are 4 words listed below. Circle or underline the <u>one</u> word for each picture that you think would be the most popular when a number of established poets are asked to select a word that best communicates the "feeling" of that picture.

1)	Melancholy	Gulf	Ambitious	Hungry
2)	Anguished	Dreaming	Torn	Freed
3)	Disturbed	Passionate	Angry	Vengeful
4)	Sleepy	Parting	Pained	Battered
5)	Fatherly	Troubled	Soothing	Resigned
6)	Surprise	Anxious	Release	Cleansed
7)	Duty	Sorrow	Love	Tragic
8)	Startled	Aghast	Dismissive	Stunned
9)	Boredom	Escape	Eternity	Cycle
10)	Future	Past	Alternatives	Birth
11)	News	Decision	Rest	Concern
12)	Friends	Summer	Peace	Exhaustion

For the remaining 12 pictures, try to give <u>one</u> word for each picture that you think might be most popular when the established poets attempt use a single word to sum up the "feeling" of that picture.

13)	14)
15)	16)
17)	18)
19)	20)
21)	22)
23)	24)

APPENDIX 13: STUDY 5 (SOCIAL COMPARISON)

POST-MANIPULATION MEASURES

Cognitive dexterity/creative empathy study

1. Please circle your team letter and please also circle your individual team membership letter.

Team M: Q R

Team N: S T

2. What was your team's position in this session for cognitive dexterity (please circle one)?

My team won My team lost

3. What was your team's position in this session for creative empathy (please circle one)?

My team won My team lost

IMPORTANT INSTRUCTIONS: PLEASE READ WELL

Throughout this questionnaire you will be requested to write down various bits of information "to get them to the front of your brain". Please think about these pieces of information briefly (i.e. for about a second or two) but carefully and then give an answer to the question asked before moving on to the next instruction.

Please do not try to answer any question according to how you think you "should" answer, or how you think other people might answer, or in a way that you think is "expected" of you, or because you want to be "consistent" with answers you have given earlier. For each question simply consider the information as requested and then "look into yourself" to "find out" how you are thinking or feeling "at that moment". This is the most important part of your task: to answer each question according to how you DO think or feel AT THE MOMENT OF ANSWERING.

SECTION A: Self-esteem

You will remember that "self-esteem" is a concept social scientists often use to refer to how `good' or `positive' (or `bad' or `negative') a person feels or thinks **about themself** at any given time. One of the things we are interested in is how sensitive (or insensitive) to change self-esteem is. Please answer the following questions in accordance with the instructions above.

A1. Please write in the *cognitive dexterity* score of the **other team**, think about this information, and then rate your self-esteem.

Other team's cognitive dexterity score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

A2. Please write in the *cognitive dexterity* score of either of the members of the **other** team (please fill in which it is), think about this information, and then rate your self-esteem.

Member ___ of other team's cognitive dexterity score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

A3. Please write in the *cognitive dexterity* score of the **second** member of the other team (please fill in which it is), think about this information, and then rate your self-esteem.

Member ___ of other team's cognitive dexterity score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

A4. Please write in the *cognitive dexterity* score of **your team-mate**, think about this information, and then rate your self-esteem.

Team-mate's cognitive dexterity score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

A5. Please write in the *creative empathy* score of the other **team**, think about this information, and then rate your self-esteem.

Other team's creative empathy score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

A6. Please write in the *creative empathy* score of either of the members of the **other** team (please fill in which it is), think about this information, and then rate your self-esteem.

Member ___ of other team's creative empathy score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

A7. Please write in the *creative empathy* score of the **second** member of the other team (please fill in which it is), think about this information, and then rate your self-esteem.

Member ___ of other team's creative empathy score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

A8. Please write in the *creative empathy* score of **your team-mate**, think about this information, and then rate your self-esteem.

Team-mate's creative empathy score ____

At this moment my self-esteem is:-

Good |___|___|___|___|___|___|___|___|___| Bad
0

SECTION B: Performance

A second thing we are interested in is how variable (or constant) readiness to influence another person's performance is. Please answer the following questions using exactly the same method as you used above.

B1. Please write in the *cognitive dexterity* score of the **other team.**

Other team's cognitive dexterity score ____

Thinking about this, in the session just passed, if you could have helped your team-mate improve their cognitive dexterity score (perhaps by pointing out a strategy that they had not noticed) without breaking the rules, would you have done so?

Certainly |___|___|___|___|___|___|___|___|___| Certainly not
0

B2. Please write in the *cognitive dexterity* score of **your team-mate**.

Team-mate's cognitive dexterity score ____

Thinking about this, in the session just passed, if you could have helped your team-mate improve their cognitive dexterity score (perhaps by pointing out a strategy that they had not noticed) without breaking the rules, would you have done so?

Certainly |___|___|___|___|___|___|___|___|___| Certainly not
0

B3. Please write in the *creative empathy* scores of the **other team**.

Other team's creative empathy score ____

Thinking about this, in the session just passed, if you could have helped your team-mate improve their creative empathy score (perhaps by pointing out a strategy that they had not noticed) without breaking the rules, would you have done so?

Certainly |___|___|___|___|___|___|___|___|___| Certainly not
0

B4. Please write in the *creative empathy* score of **your team-mate**.

Team-mate's creative empathy score ____

Thinking about this, in the session just passed, if you could have helped your team-mate improve their creative empathy score (perhaps by pointing out a strategy that they had not noticed) without breaking the rules, would you have done so?

Certainly |___|___|___|___|___|___|___|___|___| Certainly not
0

SECTION C: Closeness

You will remember that "closeness" is a concept social scientists often use to refer to how `close' a person feels to another person at any given time. A third thing we are interested in is how sensitive (or insensitive) to change closeness is. Please use the same method as before to answer the following questions.

C1. Please write in the *cognitive dexterity* score of the **other team.**

Other team's cognitive dexterity score ____

At this moment do you think of yourself and your team-mate as `close' or `distant'?

Very Close |___|___|___|___|___|___|___|___|___| Very Distant
0

C2. Please write in the *cognitive dexterity* score of **your team-mate.**

Team-mate's cognitive dexterity score ____

At this moment do you think of yourself and your team-mate as `close' or `distant'?

Very Close |___|___|___|___|___|___|___|___|___| Very Distant
0

C3. Please write in the *creative empathy* score of the **other team.**

Other team's creative empathy score ____

At this moment do you think of yourself and your team-mate as `close' or `distant'?

Very Close |___|___|___|___|___|___|___|___|___| Very Distant
0

C4. Please write in the *creative empathy* score of **your team-mate.**

Team-mate's creative empathy score ____

At this moment do you think of yourself and your team-mate as `close' or `distant'?

Very Close |___|___|___|___|___|___|___|___|___| Very Distant
0

SECTION D: Relevance

Please answer the following questions using exactly the same method you have used above.

D1. Please write in the *cognitive dexterity* score of the **other team.**

Other team's cognitive dexterity score ____

At this moment, how relevant do you think cognitive dexterity is for university students?

Irrelevant |___|___|___|___|___|___|___|___|___| Relevant
0

D2. Please write in the *cognitive dexterity* score of **your team-mate.**

Team-mate's cognitive dexterity score ____

At this moment, how relevant do you think cognitive dexterity is for university students?

Irrelevant |___|___|___|___|___|___|___|___|___| Relevant
0

D3. Please write in the *creative empathy* score of the **other team.**

Other team's creative empathy score ____

At this moment, how relevant do you think creative empathy is for university students?

Irrelevant |___|___|___|___|___|___|___|___|___| Relevant
0

D4. Please write in the *creative empathy* score of **your team-mate.**

Team-mate's creative empathy score ____

At this moment, how relevant do you think creative empathy is for university students?

Irrelevant |___|___|___|___|___|___|___|___|___| Relevant
0

SECTION E: Participant information

Age: (please write in) _____

Sex: (please circle one) M F

Nationality: (please write in) _____

Degree Subject(s): (please write in) _____
_____

Please write a short sentence or two summarizing what this study is investigating.

Please write a short sentence or two describing how you acted during this study, and, if appropriate, why you acted in that way (i.e. were you trying to follow instructions as requested, were you simply answering randomly, were you trying to answer as you thought the researcher wanted, etc).

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX 14: STUDY 6 (LOOSE-ENDS) "GROUP MEMBERSHIP" QUESTIONNAIRE[1]

INTRODUCTION AND INSTRUCTIONS

My name is Tom Farsides and I am a researcher at the LSE, London University. I would be extremely grateful if you could find the time to fill out this ANONYMOUS and CONFIDENTIAL questionnaire about group membership. If you have any difficulties with and/or comments about any particular question, please do your best to answer it and make your problems and/or observations known in the "Comments" section on the back page. There are no right or wrong answers to the questions: I am simply trying to find out how people feel about their group memberships in various situations. *SOME OF THE QUESTIONS REQUIRE A LITTLE THOUGHT, SO PLEASE READ THEM CAREFULLY AND TAKE YOUR TIME. THE QUESTIONNAIRE TAKES ABOUT 20-30 MINUTES TO COMPLETE.* Thank you very much for your time and interest and, hopefully, participation.

Section A: Charitable Groups

A1. **How do you feel about each of the following groups?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) OXFAM (A poverty action charity)

b. ( ) RSPCA (An animal welfare charity)

c. ( ) GREENPEACE (An environmental action charity)

d. ( ) AMNESTY INTERNATIONAL (A civil rights charity)

e. ( ) SHELTER (A charity to help the homeless)

f. ( ) MIND (A mental health charity)

g. ( ) BRITISH HEART FOUNDATION (A physical health charity)

---

[1] **N.B.** Due to thesis formating requirements the lay-out of this questionnaire is different to that of the original. The original was 8 pages long.

A2. **How do you feel about individuals who support each of the following groups?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) OXFAM

b. ( ) RSPCA

c. ( ) GREENPEACE

d. ( ) AMNESTY INTERNATIONAL

e. ( ) SHELTER

f. ( ) MIND

g. ( ) BRITISH HEART FOUNDATION

A3. **Imagine that last year your favourite charity raised only 70% of its annual fund-raising target. How would you feel if the charity raised the following percentages of its annual target this year?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) 50%

b. ( ) 70%

c. ( ) 90%

d. ( ) 100%

e. ( ) 120%

A4. **Imagine that last year your favourite charity raised 140% of its annual fund-raising target. How would you feel if the charity raised the following percentages of its annual target this year?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) 90%

b. ( ) 100%

c. ( ) 120%

d. ( ) 140%

e. ( ) 160%

A5. **Imagine that you and others from your favourite charity are taking part in a fund-raising day. How would you feel in each of the following situations?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) You work hard collecting on behalf of your charity and it raises more money than any other organization present.

b. ( ) You steal money donated to other charities and give it to your charity. Your charity raises more money than any other organization present.

c. ( ) You work hard collecting on behalf of your charity but it raises less money than any other organization present.

d. ( ) You steal money donated to other charities and give it to your charity. Nevertheless, your charity raises less money than any other organization present.

e. ( ) You fairly distribute money donated to various charities and your charity raises more money than any other organization present.

f. ( ) You laze around hoping for donations. Your charity raises more money than any other organization present.

g. ( ) You fairly distribute money donated to various charities and your charity raises less money than any other organization present.

h. ( ) You laze around hoping for donations. Your charity raises less money than any other organization present.

A6. **Imagine you are in one of two teams competing to see who can raise the most money for your favourite charity. In each of the following situations you have a number of options. *If invited*, you can join the other team. If you stay with your present team, you can either support or oppose a suggestion that your team should try to "poach" people who regularly donate to the other team. What do you do in each of the following situations?** [Please write an "X" **or** a number between +7 and -7 in **each** set of brackets below, where X = join the other team, +7 = strongly support the "poaching" suggestion and -7 = strongly oppose the "poaching" suggestion. *You can only use the "X" option when you have been invited to join the other team.*]

a. ( ) You have been invited to join the other team. Your team is presently raising less money than the other team, but this may change if your team begins to "poach" the other team's supporters.

b. ( ) You have been invited to join the other team. Your team is presently raising less money than the other team and there is no chance of this changing, even if your team begins to "poach" the other team's supporters.

c. ( ) Your team is presently raising less money than the other team, but this may change if your team begins to "poach" the other team's supporters.

d. ( ) Your team is presently raising less money than the other team and there is no chance of this changing, even if your team begins to "poach" the other team's supporters.

e. ( ) You have been invited to join the other team. Your team is presently raising more money than the other team, but this may change unless your team begins to "poach" the other team's supporters.

f. ( ) You have been invited to join the other team. Your team is presently raising more money than the other team and there is no chance of this changing, even if your team begins to "poach" the other team's supporters.

g. ( ) Your team is presently raising more money than the other team, but this may change unless your team begins to "poach" the other team's supporters.

h. ( ) Your team is presently raising more money than the other team and there is no chance of this changing, even if your team begins to "poach" the other team's supporters.

Section B: Political Groups

B1. **How do you feel about each of the following groups?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) The British Communist Party

b. ( ) The Labour Party

c. ( ) The Liberal Democrat Party

d. ( ) The Conservative Party

e. ( ) The British National Party (BNP)

f. ( ) The Green Party

g. ( ) The Monster Raving Loony Party

B2. **How do you feel about individuals who support each of the following groups?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) The British Communist Party

b. ( ) The Labour Party

c. ( ) The Liberal Democrat Party

d. ( ) The Conservative Party

e. ( ) The British National Party (BNP)

f. ( ) The Green Party

g. ( ) The Monster Raving Loony Party

B3. **Imagine that in the last election the political party you support was runner-up and received 500 votes less than the winning party. How would you feel if your party received the following number of votes in the latest election?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) 1000 votes less than the winning party.

b. ( ) 500 votes less than the winning party.

c. ( ) 250 votes less than the winning party.

d. ( ) The same number of votes as the (jointly) winning party.

e. ( ) 250 votes more than the nearest runner-up (your party wins the election).

B4. **Imagine that in the last election the political party you support won, beating its nearest rival by 500 votes. How would you feel if your party received the following number of votes in the latest election?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) 250 votes less than its nearest rival (who wins the election).

b. ( ) The same number of votes as its nearest rival (joint first place in the election).

c. ( ) 250 votes more than its nearest rival (your party wins the election).

d. ( ) 500 votes more than its nearest rival (your party wins the election).

e. ( ) 1000 votes more than its nearest rival (your party wins the election).

B5. **How would you feel about being a supporter of your political party in each of the following situations?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) Your party wins an election by abandoning policies which are unpopular with voters, even though those policies are at the heart of what your party stands for. No internal debate is permitted on these issues: the "party line" is simply announced from above.

b. ( ) Your party presents itself as a truly moral party, but loses an election when it becomes clear that many within the party are self-serving hypocrites.

c. ( ) In difficult circumstances, your party has stuck to its principles (as have all the other parties). Unfortunately this has led, however temporarily, to your party trailing the other parties in the opinion polls.

d. ( ) Your party wins an election when it becomes clear to all that your's is the only party with a clear, comprehensive and workable strategy to bring about a just, safe and stable future.

B6. **Imagine that there is soon to be a general election. You have a number of voting options. *If one is available*, you can vote for a "third" party which you have some sympathy for, even though it is not your favourite party. If you vote for this third party it is very likely to beat the party you most dislike. If you do not vote for this third party you can either vote for your favourite party or not vote at all. What do you do in each of the following situations?** [Please write an "X" **or** a number between +7 and -7 in **each** set of brackets below, where X = vote for the third party, +7 = definitely vote for your favourite party and -7 = definitely do not vote. *You can only use the "X" option when a third party is available to vote for.*]

a. ( ) Voting for a third party is an option. Your party is behind in the opinion polls, but not so far as to make winning the election impossible.

b. ( ) Voting for a third party is an option. Your party is so far behind in the opinion polls that it cannot possibly win the election.

c. ( ) Your party is behind in the opinion polls, but not so far as to make winning the election impossible.

d. ( ) Your party is so far behind in the opinion polls that it cannot possibly win the election.

e. ( ) Voting for a third party is an option. Your party is ahead in the opinion polls, but not so far as to make losing the election impossible.

f. ( ) Voting for a third party is an option. Your party is so far ahead in the opinion polls that it cannot possibly lose the election.

g. ( ) Your party is ahead in the opinion polls, but not so far enough to make losing the election impossible.

h. ( ) Your party is so far ahead in the opinion polls that it cannot possibly lose the election.

SECTION C: Miscellaneous

C1. **How would you feel about each of the following situations?** [Please write a number between +7 and -7 in **each** set of brackets, where +7 = very positive and -7 = very negative.]

a. ( ) Members of your sex earn more than members of the opposite sex for the same work.

b. ( ) Members of your sex earn the same as members of the opposite sex for the same work.

c. ( ) Members of your sex earn less than members of the opposite sex for the same work.

C2. **In a competition Team X score 20 points and Team Y score 35 points. Pat, a member of Team X, has to tell a judge the score. How much favouritism do you think would be indicated by each of the following reports?** [Please write a number between +7 and -7 in **each** of set of brackets, where +7 = favouritism on behalf of Pat's Team and -7 = favouritism on behalf of the other Team.]

a. ( ) "Team X got 15 points and Team Y got 25 points."

b. ( ) "Team X got 25 points and Team Y got 45 points."

c. ( ) "Team X got 15 points and Team Y got 30 points."

d. ( ) "Team X got 25 points and Team Y got 30 points."

e. ( ) "Team X got 30 points and Team Y got 40 points."

f. ( ) "Team X got 25 points and Team Y got 40 points."

g. ( ) "Team X got 20 points and Team Y got 35 points."

h. ( ) "Team X got 20 points and Team Y got 30 points."

i. ( ) "Team X got 15 points and Team Y got 35 points."

j. ( ) "Team X got 15 points and Team Y got 40 points."

k. ( ) "Team X got 20 points and Team Y got 40 points."

l. ( ) "Team X got 10 points and Team Y got 30 points."

m. ( ) "Team X got 25 points and Team Y got 35 points."

SECTION D

1. **How old are you?** [Please write in answer] _____

2. **What is your sex?** [Please circle one] Male Female

3. **What is your favourite charity?** [Please write in answer]

_____

4. **Which political party do you favour?** [Please write in answer]

_____

5. **Finally, please use the space below if you would like to make any comments, criticisms or observations about anything in this questionnaire and/or if you would like to explain or expand upon any of the answers given above.**

THANK YOU VERY MUCH FOR FILLING OUT MY QUESTIONNAIRE. WHEN YOU ARE SURE YOU HAVE ANSWERED ALL OF THE QUESTIONS, PLEASE RETURN THE COMPLETED QUESTIONNAIRE AS PROMPTLY AS POSSIBLE. THANKS AGAIN,

Tom Farsides

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