

Supplementary information
for
Why do we hate hypocrites? Evidence for a theory of false signaling

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Supplementary analyses	2
<i>Analyses of “hypocrisy” DV in Studies 3-5.....</i>	<i>2</i>
Study 3	2
Study 4	3
Study 5	3
Conclusions.....	4
<i>Analyses of individual dependent measures in Studies 1-5</i>	<i>6</i>
Mixed-effects ANOVAs	7
Analyses by measure type.....	9
Conclusions.....	15
<i>Further demographic analyses</i>	<i>16</i>
Descriptive statistics	16
Interaction effects.....	20
Full experimental stimuli	22
Study 1.....	22
Study 2.....	26
Study 3.....	29
Study 4.....	32
Study 5.....	33

Supplementary analyses

Analyses of “hypocrisy” DV in Studies 3-5

In Studies 3-5, we included hypocrisy as a dependent variable (DV), both as a manipulation check, and as a way to investigate subjects’ conceptions of the term “hypocrisy.” Including the hypocrisy measure in our positive evaluation composite does not qualitatively affect our conclusions; however, results from the hypocrisy measure do pattern somewhat differently than the other items, and provide insight into the ways that subjects use the term “hypocrisy.” Thus, we report these analyses here.

Study 3

In Study 3, we compared traditional hypocrites to liars and control transgressors. Here we report hypocrisy ratings across these conditions.

For this analysis, we conducted a one-way ANOVA investigating the effect of condition on hypocrisy ratings. We found a significant effect of condition, $F(2,448) = 71.49, p < .001, \eta_p^2 = .242$. We followed up with pairwise comparisons, and found that hypocrites ($M = 76.87, SD = 22.72$) were seen as more hypocritical than liars ($M = 70.38, SD = 19.06$) ($t(299) = 2.69, p = .008, d = .31$), who in turn were seen as more hypocritical than control transgressors ($M = 49.24, SD = 20.83$) ($t(301) = 9.22, p < .001, d = 1.06$).

Thus, unsurprisingly, hypocrites were perceived as more hypocritical than non-hypocrites (liars and control transgressors); this serves as a manipulation check. Interestingly, we found that non-hypocrites were far from the floor on our hypocrisy scale: control transgressors were rated around the midpoint, and liars were rated almost three quarters of the way to the maximum rating of hypocrisy. Furthermore, we found that liars were seen as more hypocritical than control transgressors. These results suggest that (at least some) subjects applied the term “hypocritical”

loosely, perhaps as a way to condemn any form of negative or deceptive behavior—rather than strictly defining hypocrites as those who both commit and condemn the same transgression.

Study 4

In Study 4, we compared traditional hypocrites to honest hypocrites and control transgressors. Here we report hypocrisy ratings across these conditions.

For this analysis, we again conducted a one-way ANOVA investigating the effect of condition on hypocrisy. We found a significant effect of condition, $F(2,449) = 83.19, p < .001$, $\eta_p^2 = .270$. We followed up with pairwise comparisons, and found that traditional hypocrites ($M = 78.46, SD = 19.65$) were seen as more hypocritical than honest hypocrites ($M = 64.92, SD = 20.19$) ($t(301) = 5.91, p < .001, d = .68$), who in turn were seen as more hypocritical than control transgressors ($M = 48.16, SD = 21.45$) ($t(297) = 6.96, p < .001, d = .80$).

Thus, we replicate our findings from Study 3, in which traditional hypocrites were perceived as more hypocritical than control transgressors, and control transgressors were near the midpoint of the scale. Furthermore, we find that honest hypocrites are perceived as intermediately hypocritical: they are seen as less hypocritical than traditional hypocrites, but as more hypocritical than control transgressors. This again suggests that subjects may use the term “hypocritical” loosely as a way to condemn negative and deceptive behavior. However, it also suggests that to some degree, subjects recognize the “hypocrisy” of honest hypocrites—even though they seem not to translate this judgment into negative evaluations. As Study 4 showed, evaluations of honest hypocrites were no more negative than evaluations of control transgressors.

Study 5

In Study 5, we compared traditional hypocrites to disclosure hypocrites, honest hypocrites, and control transgressors. Here we report hypocrisy ratings across these conditions.

For this analysis, we again conducted a one-way ANOVA investigating the effect of condition on hypocrisy. We found a significant effect of condition, $F(3,608) = 69.29, p < .001$, $\eta_p^2 = .255$. We followed up with pairwise comparisons, and found that traditional hypocrites ($M = 80.75, SD = 21.10$) were seen as more hypocritical than disclosure hypocrites ($M = 75.60, SD = 19.90$) ($t(305) = 2.20, p = .028, d = .25$), who were seen as more hypocritical than honest hypocrites ($M = 65.07, SD = 23.06$) ($t(304) = 4.28, p < .001, d = .49$), who were seen as more hypocritical than control transgressors ($M = 48.12, SD = 21.37$) ($t(303) = 6.66, p < .001, d = .76$).

Thus, we replicate our pattern of results from Study 4. Interestingly, we also find that disclosure hypocrites are seen as intermediately hypocritical, relative to traditional and honest hypocrites. Disclosure hypocrites' decision to disclose transgressions that are unrelated to their condemnation therefore appears to make them seem somewhat less hypocritical than traditional hypocrites, although this boost does not translate into significantly more positive evaluations of them.

Conclusions

In sum, subjects' use of the term "hypocritical" appears to reflect the general sense that a target behaves badly or deceptively: targets who were evaluated negatively were often called "hypocritical," even when they did not conform to the understanding of hypocrisy that we had in mind (condemning a transgression that one engages in). Nonetheless, subjects also seemed *somewhat* attuned to our understanding of hypocrisy: honest hypocrites (who did condemn a transgression they engaged in) were seen as more hypocritical than control transgressors (who did not) despite not being evaluated more negatively overall.

Thus, subjects displayed a mixed conception of hypocrisy. One interesting open question is whether this pattern reflects individual differences in how the term is used, or whether single

individuals would show the same patterns we observed overall in a within-subjects design.

Another interesting question is whether we would have obtained different results had our only DV been hypocrisy. Perhaps part of why hypocrisy patterned, to some extent, with general negative evaluations (and why non-hypocrites were rated as hypocritical) is that subjects were rating hypocrisy on the same page as they were providing their general evaluations of targets, and there may have been “spillover” between measures.

Analyses of individual dependent measures in Studies 1-5

In all of our analyses presented in the main text, we used a composite positive evaluation measure as our dependent variable. In Studies 1 and 2, this composite was computed as the average of ratings of (i) the perceived likelihood that the target would not transgress in the future, (ii) specific trust of the target, (iii) general trust of the target, and (iv) liking of the target. In Studies 3-5, this composite was computed as the average of ratings of (i) how good a person the target was, (ii) liking of the target, (iii) trust of the target, and (iv) honesty of the target. In all five studies, we computed and analyzed a composite variable because we found high inter-item reliability among our four dependent variables. For completeness, we also investigated possible differences between dependent measures, and found that results were largely qualitatively equivalent across individual measures. Here, we report our analyses of individual dependent measures.

Specifically, we report two sets of analyses. First, for each of Studies 1-5, we conducted mixed-effects ANOVAs where condition variables are between-subject factors, and measure type (i.e. which DV?) is a within-subject factor. We found significant interactions between condition variables and measure type for each study. Second, based on these interactions, for each study, we redid our ANOVAs from the main text (with condition variables as between-subject factors, and no within-subject factors) separately for each measure type, and plotted the results by condition separately for each measure type. These separate ANOVAs and plots demonstrate that (i) the overall pattern of results by condition is robust and holds across dependent measures and (ii) the size of the differences between some pairs of conditions does vary between dependent measures (the implications of this variation is discussed below).

Mixed-effects ANOVAs

We begin by reporting, for each study, whether the effects of condition variables differed significantly by dependent measure type. For Study 1, we conducted a mixed-effects ANOVA with evaluation of the target (averaged across the four vignettes) as the dependent variable. We used *condemnation* (target condemns vs. other condemns), *information* (good information vs. no information), and their interaction as between-subjects factors, and we used *measure type* (likelihood of future transgression vs. specific trust vs. general trust vs. liking) as a within-subjects factor. Crucially, we were interested in interactions between the between-subjects factors and the within-subjects factor, which answer the question of whether condition effects differed significantly by dependent measure type. We found a significant two-way interaction between condemnation and measure type, $F(3,1845) = 16.43, p < .001$, as well as a significant two-way interaction between information and measure type, $F(3,1845) = 5.61, p < .001$. We did not, however, find a significant three-way interaction between condemnation, information, and measure type, $F(3,1845) = 1.34, p = .261$. These results demonstrate that the main effects of condemnation and information both differ significantly by measure type, but the interaction between condemnation and information does not.

For Study 2, we repeated this analysis approach, with the substitution that our between-subjects condition variables were *signaling* (target signals vs. other signals) and *signal type* (direct statements vs. moral condemnation). We found a significant two-way interaction between signaling and measure type, $F(3,2397) = 7.30, p < .001$, a significant two-way interaction between signal type and measure type, $F(3,2397) = 3.80, p = .010$. We also found a significant three-way interaction between signaling, signal type, and measure type, $F(3,2397) = 2.86, p =$

.035. These results demonstrate that the main effects of signaling and signal type both differ significantly by measure type, as does the interaction between signaling and signal type.

For Study 3, we again conducted a mixed-effects ANOVA with evaluation of the target (averaged across the four vignettes) as the dependent variable. We used *condition* (hypocrite vs. liar vs. control transgressor) as a between-subjects factor, and we used *measure type* (good person vs. liking vs. trust vs. honesty) as a within-subjects factor. We were interested in the interaction between condition and measure type, and found a significant interaction, $F(6,1344) = 15.56, p < .001$. This demonstrates that the effect of condition differs significantly by measure type.

For Study 4, we repeated this analysis approach, with the substitution that our condition variable tracked different conditions (traditional hypocrite vs. honest hypocrite vs. control transgressor). We found a significant interaction between condition and measure type, $F(6,1347) = 19.52, p < .001$, demonstrating that the effect of condition differs significantly by measure type.

For Study 5, we repeated this analysis approach, with the substitution that our condition variable tracked different conditions (traditional hypocrite vs. honest hypocrite vs. disclosure hypocrite vs. control transgressor). We found a significant interaction between condition and measure type, $F(9,1824) = 4.64, p < .001$, demonstrating that the effect of condition differs significantly by measure type.

Analyses by measure type

Thus, in all five studies, we found evidence that the effects of our condition variables differed significantly by measure type. To investigate these differences, we redid our ANOVAs from the main text (with condition variables as between-subject factors, and no within-subject favors), and present follow-up pairwise *t*-tests, separately for each measure type. We also plotted results by condition separately for each measure type. To facilitate a comparison of results across measure type, for each study, we present statistical tests for each dependent measure in a table. For all studies, we find qualitatively similar patterns of results across measures, although effect sizes vary, and not all statistical tests for all measures reach significance. Below, these results by measure are presented for each study.

The key Study 1 results, reported in the main text, were a significant positive Information X Condemnation interaction, and a significant positive effect of Condemnation in the No Information condition. As can be seen in the third and fourth columns of Table S1, these two results are qualitatively robust across all four measures. Interestingly, the effects appear stronger for the more “specific” measures (probability of not transgressing and specific trust) than for the more “general” measures (general trust and liking). See Conclusion section for a discussion of possible implications of these differences.

Table S1. Results by measure in Study 1

Measure	Info X Condemn ANOVA			Pairwise t-tests: effect of target condemning	
	Info	Condemn	Info X Condemn	No info	Good info
Prob. of not transgressing	$F(1,615)=77.11, p<.001$	$F(1,615)=35.43, p<.001$	$F(1,615)=9.88, p=.002$	$t(301)=6.39, p<.001$	$t(314)=2.00, p=.046$
Specific trust	$F(1,615)=144.01, p<.001$	$F(1,615)=12.16, p<.001$	$F(1,615)=6.41, p=.012$	$t(301)=4.43, p<.001$	$t(314)=0.65, p=.514$
General trust	$F(1,615)=104.73, p<.001$	$F(1,615)=1.74, p=.188$	$F(1,615)=6.24, p=.013$	$t(301)=2.79, p=.006$	$t(314)=-0.81, p=.417$
Liking	$F(1,615)=89.60, p<.001$	$F(1,615)=2.02, p=.156$	$F(1,615)=3.19, p=.075$	$t(301)=2.42, p=.016$	$t(314)=-0.24, p=.807$

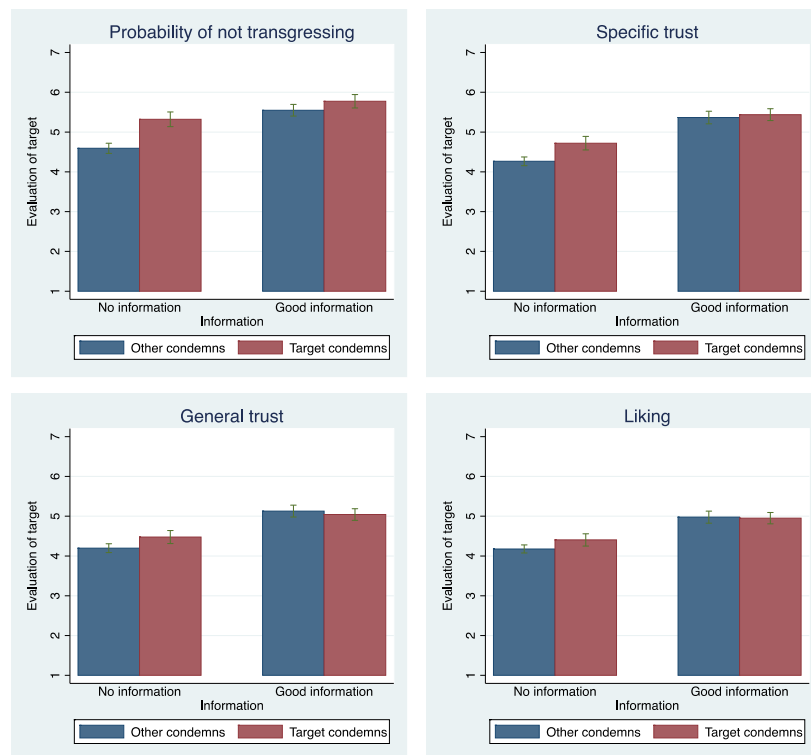


Figure S1. Results by measure in Study 1. Mean evaluation of targets by condition, shown separately for each dependent measure. Error bars represent 95% confidence intervals.

Similarly, in Study 2, the key results, reported in the main text, were a significant positive Signal type X Signaling interaction, and a significant positive effect of Condemnation in the Target Signals condition. As can be seen in the third and fourth columns of Table S2, these two results are qualitatively robust across measures. As in Study 1, these effects appear stronger for the more “specific” measures (probability of not transgressing and specific trust) than the more “general” measures (general trust and liking). See Conclusion section for a discussion of possible implications of these differences.

Table S2. Results by measure in Study 2

Measure	Signal type X Signaling ANOVA			Pairwise t-tests: effect of condemnation	
	Signal type	Signaling	Signal type X Signaling	Target signals	Other signals
Prob. of not transgressing	$F(1,799)=16.15, p<.001$	$F(1,799)=165.01, p<.001$	$F(1,799)=17.31, p<.001$	$t(397)=5.04, p<.001$	$t(402)=-0.12, p=.905$
Specific trust	$F(1,799)=8.21, p=.004$	$F(1,799)=154.83, p<.001$	$F(1,799)=11.44, p<.001$	$t(397)=3.95, p<.001$	$t(402)=-0.42, p=.674$
General trust	$F(1,799)=3.05, p=.081$	$F(1,799)=100.20, p<.001$	$F(1,799)=7.50, p=.006$	$t(397)=2.84, p=.005$	$t(402)=-0.81, p=.421$
Liking	$F(1,799)=2.86, p=.091$	$F(1,799)=133.24, p<.001$	$F(1,799)=4.10, p=.043$	$t(397)=2.27, p=.024$	$t(402)=-0.29, p=.774$

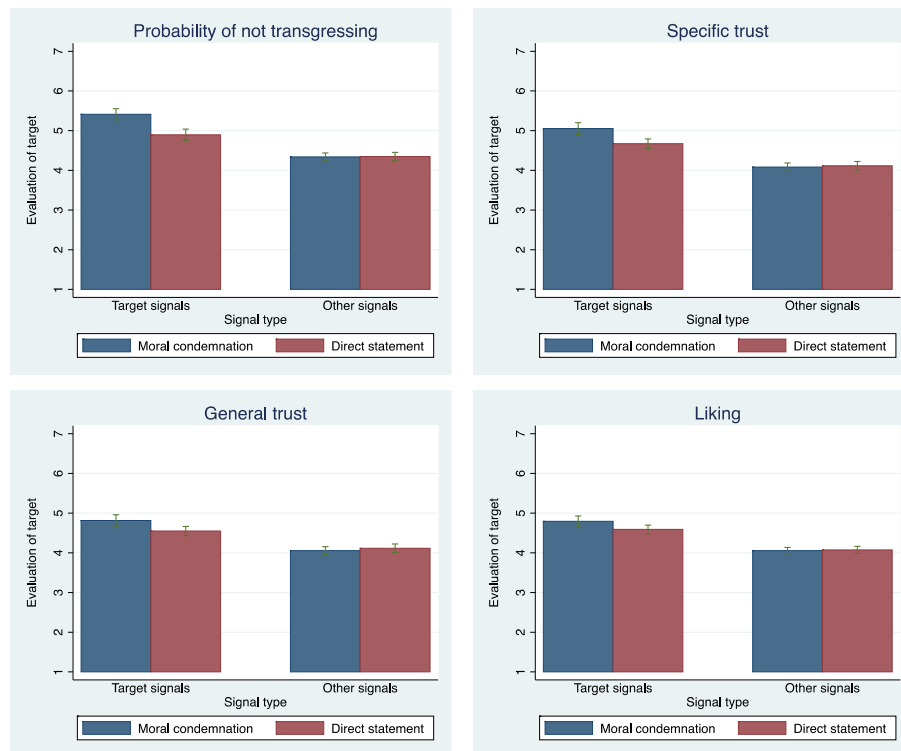


Figure S2. Results by measure in Study 2. Mean evaluation of targets by condition, shown separately for each dependent measure. Error bars represent 95% confidence intervals.

The key Study 3 result, reported in the main text, was that hypocrites were judged more negatively than liars. As can be seen in the second column of Table S3, this result is directionally true for all measures, but is stronger for ratings of the target as a good person, and liking of the target, as compared to ratings of the target's trustworthiness and honesty. See Conclusion section for discussion of possible implications of these differences.

Table S3. Results by measure in Study 3

Measure	Condition ANOVA	Pairwise t-tests	
		Hypocrite vs liar	Liar vs control transgressor
Good person	$F(2,448)=12.19, p<.001$	$t(299)=-2.57, p=.011$	$t(301)=-2.38, p=.018$
Like	$F(2,448)=25.28, p<.001$	$t(299)=-3.38, p<.001$	$t(301)=-3.77, p<.001$
Trust	$F(2,448)=27.66, p<.001$	$t(299)=-1.72, p=.086$	$t(301)=-5.38, p<.001$
Honest	$F(2,448)=33.44, p<.001$	$t(299)=-0.88, p=.378$	$t(301)=-6.83, p<.001$

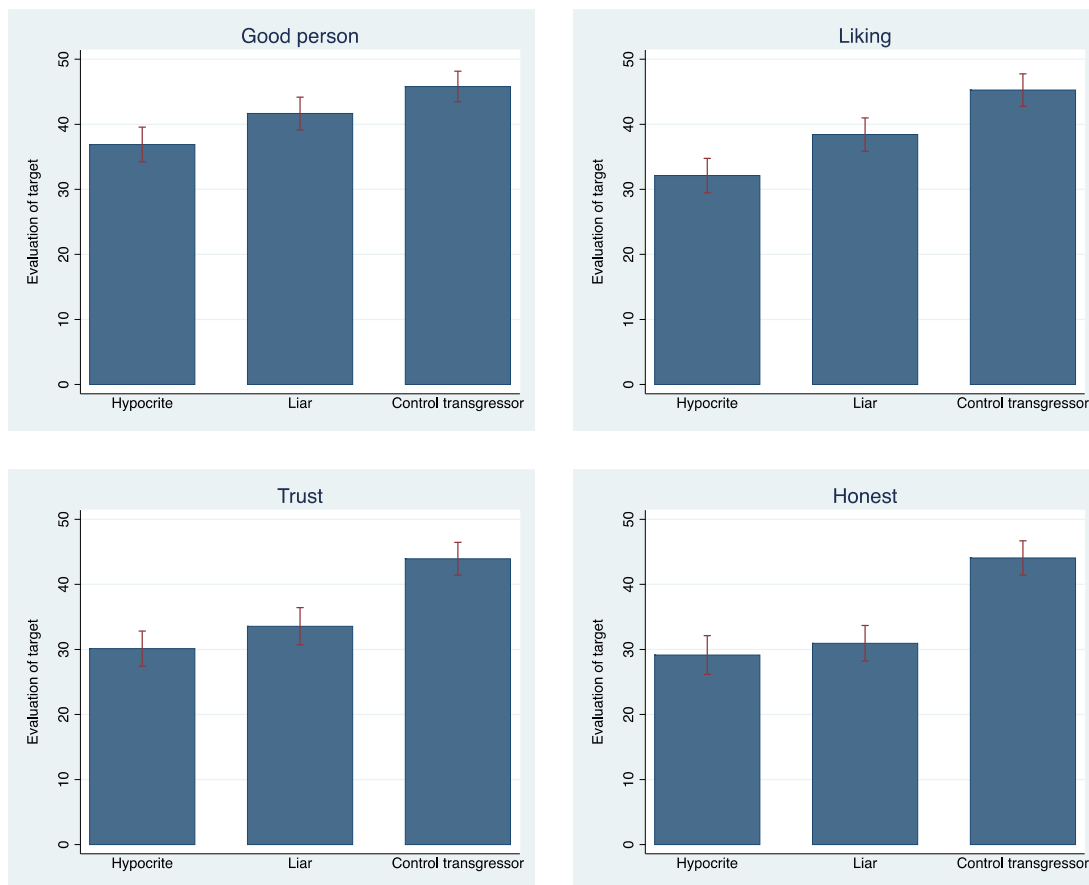


Figure S3. Results by measure in Study 3. Mean evaluation of targets by condition, shown separately for each dependent measure. Error bars represent 95% confidence intervals.

The key Study 4 results, reported in the main text, were that traditional hypocrites were judged more negatively than honest hypocrites, and that honest hypocrites were judged no more negatively than control transgressors. As can be seen in the second and forth columns of Table S4, these results are robust across all measures (and when it comes to judgments of honesty, honest hypocrites are actually judged *more favorably* than control transgressors).

Table S4. Results by measure in Study 4

Measure	Condition ANOVA	Pairwise t-tests		
		Traditional hypocrite vs honest hypocrite	Traditional hypocrite vs control transgressor	Honest hypocrite vs control transgressor
Good person	$F(2,449)=16.51, p<.001$	$t(301)=-5.32, p<.001$	$t(300)=-4.53, p<.001$	$t(297)=0.56, p=.579$
Like	$F(2,449)=17.47, p<.001$	$t(301)=-4.88, p<.001$	$t(300)=-5.20, p<.001$	$t(297)=-0.46, p=.647$
Trust	$F(2,449)=37.15, p<.001$	$t(301)=-7.60, p<.001$	$t(300)=-7.31, p<.001$	$t(297)=0.34, p=.731$
Honest	$F(2,449)=54.59, p<.001$	$t(301)=-9.57, p<.001$	$t(300)=-8.07, p<.001$	$t(297)=2.50, p=.013$

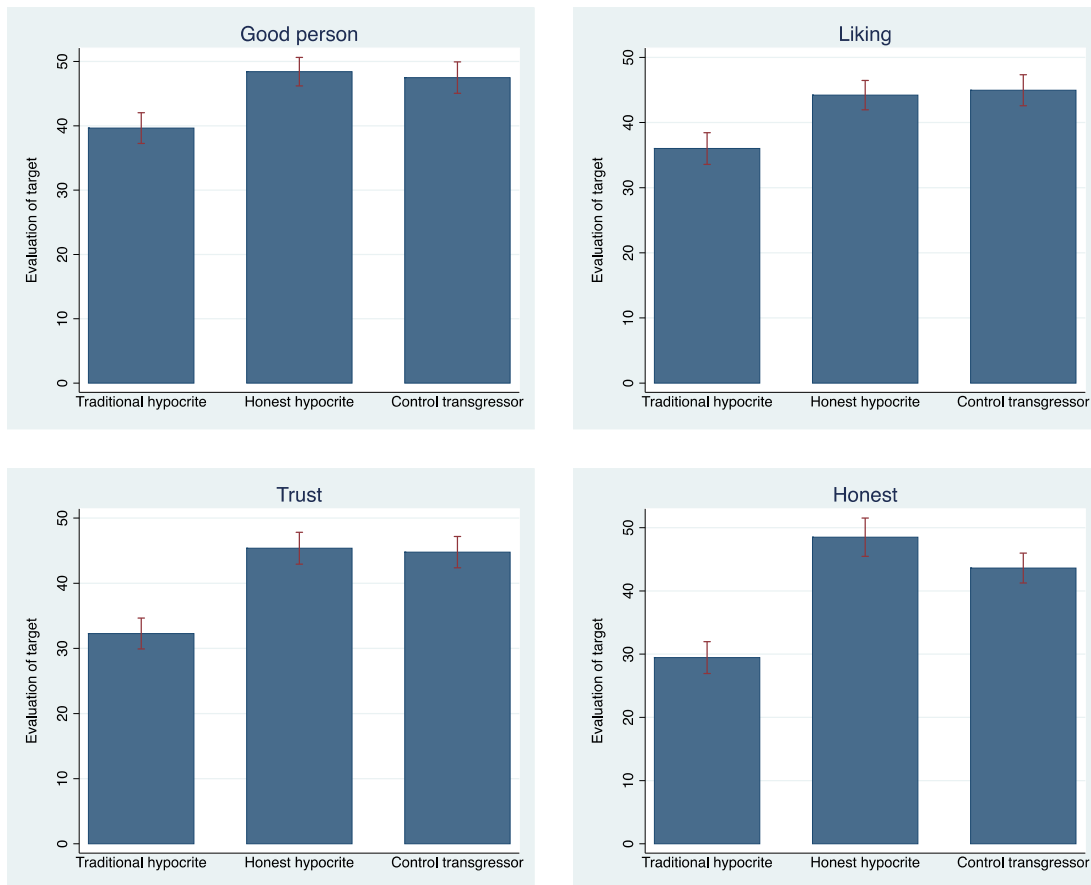


Figure S4. Results by measure in Study 4. Mean evaluation of targets by condition, shown separately for each dependent measure. Error bars represent 95% confidence intervals.

The key Study 5 results, reported in the main text, were that disclosure hypocrites were judged more negatively than honest hypocrites, and that disclosure hypocrites were judged no more positively than traditional hypocrites. As can be seen in the fifth and sixth columns of Table S5, these results are robust across all measures.

Table S5. Results by measure in Study 5

Measure	Condition ANOVA		Pairwise t-tests		
		Traditional hypocrite vs honest hypocrite	Honest hypocrite vs control transgressor	Disclosure hypocrite vs honest hypocrite	Disclosure hypocrite vs traditional hypocrite
Good person	$F(3,608)=18.67, p<.001$	$t(305)=-7.02, p<.001$	$t(303)=2.87, p=.004$	$t(304)=-6.00, p<.001$	$t(305)=0.95, p=.341$
Like	$F(3,608)=19.95, p<.001$	$t(305)=-6.42, p<.001$	$t(303)=0.98, p=.330$	$t(304)=-5.76, p<.001$	$t(305)=0.70, p=.484$
Trust	$F(3,608)=25.43, p<.001$	$t(305)=-6.73, p<.001$	$t(303)=0.43, p=.666$	$t(304)=-6.17, p<.001$	$t(305)=0.34, p=.733$
Honest	$F(3,608)=32.12, p<.001$	$t(305)=-8.84, p<.001$	$t(303)=2.20, p=.029$	$t(304)=-6.54, p<.001$	$t(305)=1.74, p=.082$

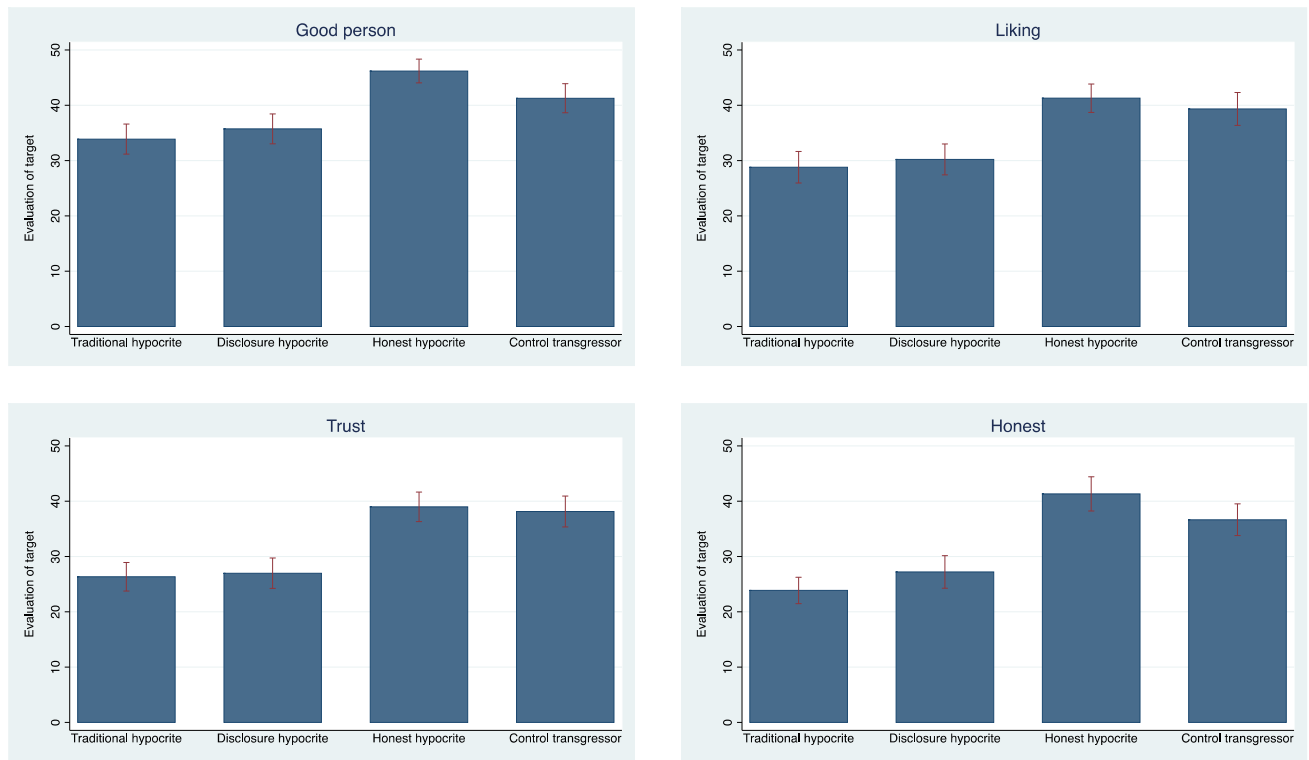


Figure S5. Results by measure in Study 5. Mean evaluation of targets by condition, shown separately for each dependent measure. Error bars represent 95% confidence intervals.

Conclusions

The above analyses show that in each study, effects of condition differ significantly by dependent measure. However, they also show that the overall pattern of results is qualitatively similar across dependent measures. Here, we report on two theoretically interesting patterns of differences shown above, and discuss possible interpretations of these differences. However, because our analyses of differences between dependent measures were exploratory, further research should be conducted to replicate and interpret the patterns that we found.

First, in Study 1, the effect of condemnation in the “no information condition”, and consequently the interaction between condemnation and information, is larger for the two more “specific” dependent measures (probability of condemnation and specific trust) than for the two more “general” dependent measures (general trust and liking). Similarly, in Study 2, the effect of condemnation in the “target signals” condition, and consequently the interaction between signaling and signal type, is larger for the two more “specific” dependent measures than for the two more “general” dependent measures. These patterns may be consistent with a mechanism by which condemnation serves as a somewhat domain specific signal of the target’s behavior, which in secondarily (and thus more weakly) influences more general evaluations of the target.

Second, in Study 3, the contrast between hypocrites and liars is larger for ratings of the target as a good person, and liking of the target, as compared to ratings of the target’s trustworthiness and honesty. As discussed in the discussion of the main text, this pattern is consistent with the tentative hypothesis that hypocrites may be judged as worse than liars for reasons beyond being more misleading—for example, because their false signaling may be more likely to create negative outcomes, such as maligning the condemned, shaming others into changing their behavior, and unfairly boosting the hypocrite’s reputation.

Further demographic analyses

In the main text, we report statistics on the gender and age composition of our samples for each study. Here, we report further demographic-related analyses. First, we plot descriptive statistics on all collected demographic variables for all studies. Second, we investigate possible interactions between demographic variables and condition effects for all studies.

Descriptive statistics

In our studies, we collected the following demographic variables: age, gender, income, and education. Below, we plot descriptive statistics for all of these demographic variables for each study. We note income and education were measured using categorical scales, with the options illustrated in the x-axis of the relevant plots. We also note that when plotting age distributions, for the purpose of visualizing our data, we dropped four total participants (across all five studies) who entered an age of under 10 years.

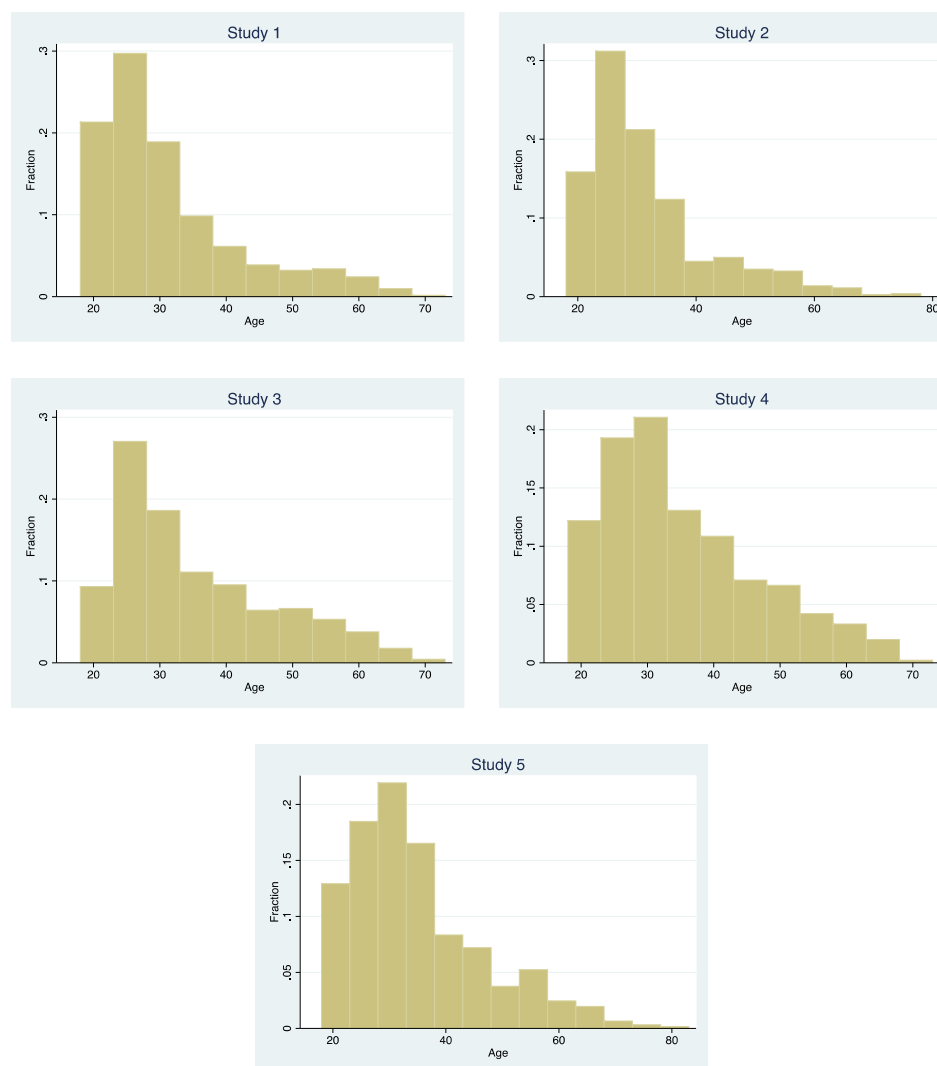


Figure S6. Subject age distribution across studies. Histograms show fraction of the subject pool in each age group for Studies 1-5.

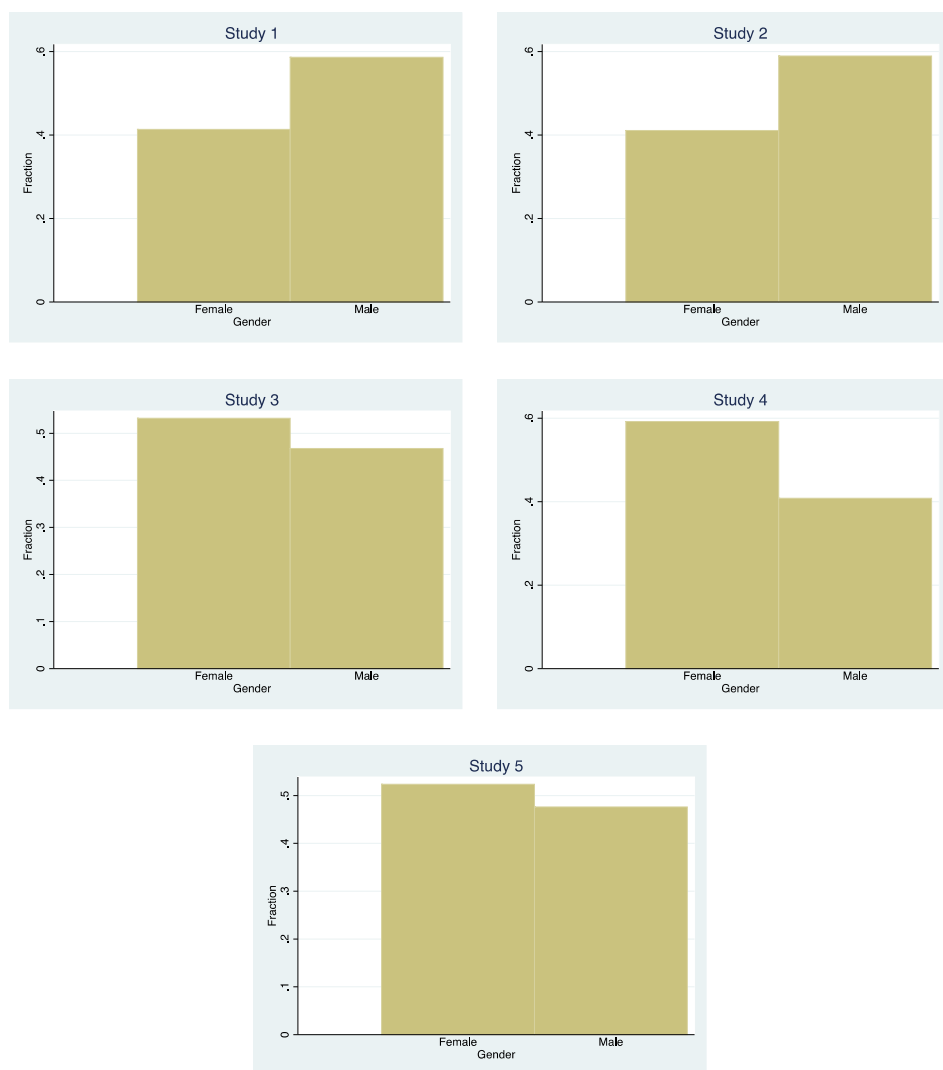


Figure S7. Subject gender distribution across studies. Histograms show fraction of the subject pool of each gender for Studies 1-5.

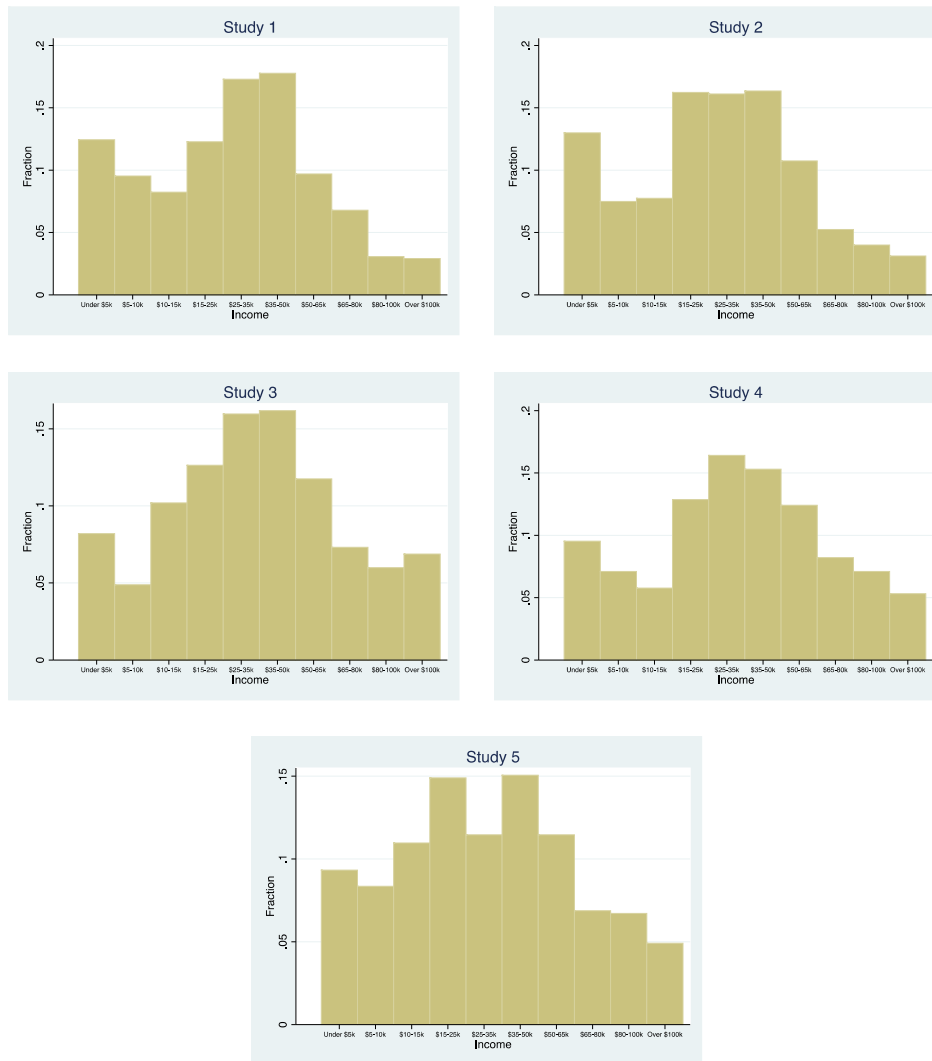


Figure S8. Subject income distribution across studies. Histograms show fraction of the subject pool in each income group for Studies 1-5.

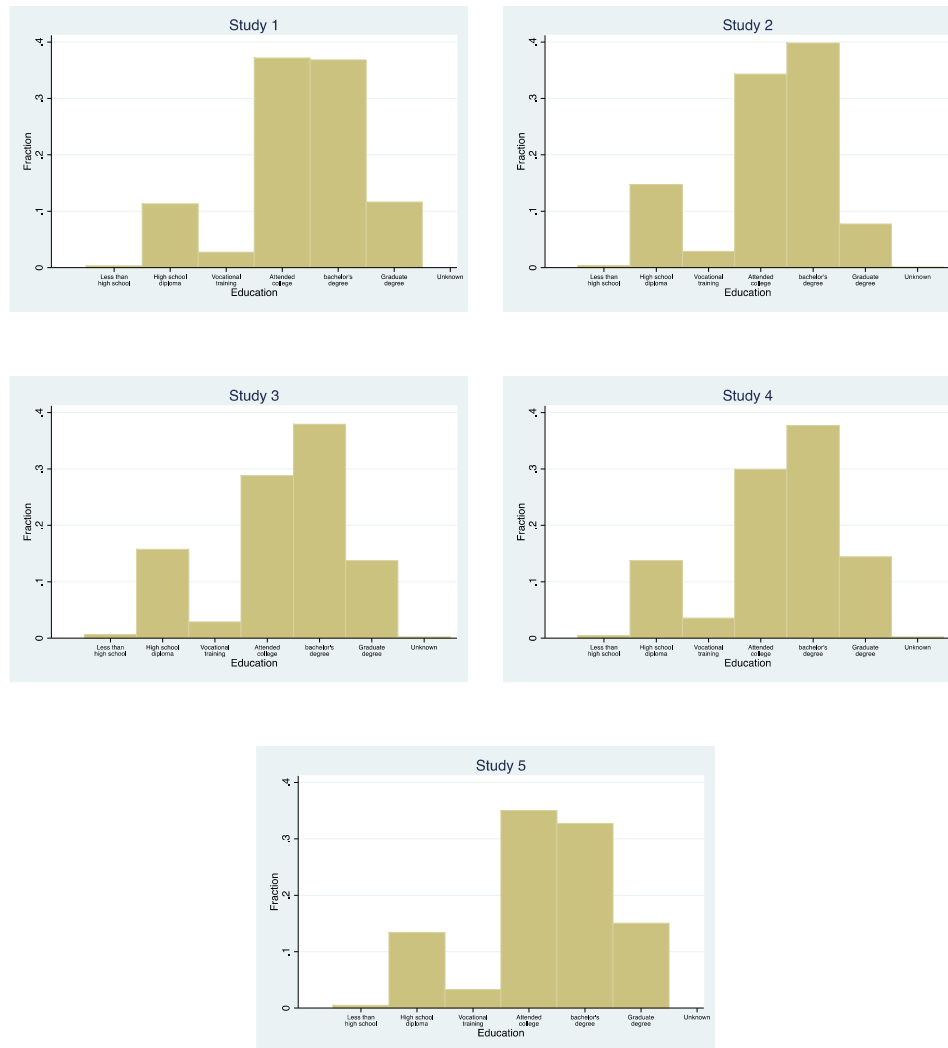


Figure S9. Subject education distribution across studies. Histograms show fraction of the subject pool in each education group for Studies 1-5.

Interaction effects

Next, we investigated potential interactions between condition variables and demographic variables in each study. When analyzing the data, we set our threshold for statistical significance at the standard cutoff of $p < .05$, despite the fact that we were conducting exploratory analyses with multiple comparisons. With this weak threshold for significance, we found only one (barely) statistically significant demographic interaction for one condition variable in one study (see below).

More specifically, in Studies 1 and 2, we analyzed gender and education as categorical variables. For each variable, we conducted ANOVAs with the two condition variables and the relevant demographic variable as factors, and investigated all main effects and interactions. We found no significant two- or three-way interactions for either gender or education. Next, we analyzed age and income as continuous variables. We conducted linear regressions with the two condition variables and the relevant demographic variable as independent variables, and investigated all main effects and interactions. The one significant effect we found was a negative two-way interaction between age and signaling, $b = -0.01$, $SE = 0.01$, $p = .043$. This effect indicates that within the moral condemnation condition, the effect of the target signaling is relatively larger for younger participants. Because this effect was not predicted and is only significant when the p-value is not corrected for the many exploratory tests we ran, we interpret this result with caution.

For Studies 3-5, we again analyzed gender and education as categorical variables. For each variable, we conducted ANOVAs with the condition variable and the relevant demographic variable as factors, and investigated both main effects and their interaction. We found no significant interaction for either variable. Next, we analyzed age and income as continuous variables. For each possible pairwise contrast between conditions, we conducted a linear regression with both condition and the relevant demographic variable as independent variables, and investigated both main effects and their interaction. We found no significant interaction for either variable for any condition contrast.

Together, these results suggest that within our Amazon Turk sample, our results are relatively robust across the demographic variables we measured. Further research should investigate whether this finding holds true across further demographic variables of interest, such

as religiosity or ethnicity. Furthermore and perhaps more importantly, future research should investigate other populations outside of Amazon Turk, including non-“WEIRD” cultures (Henrich, Heine, & Norenzayan, 2010).

Full experimental stimuli

Study 1

In Study 1, subjects evaluate the following four gender-matched scenarios in a random order:

A) Drugs Scenario (female names: Brianna, Samantha, and Maria):

Imagine that you are an athlete on a track team. Recently, your coach has become concerned that members of the team are using an illegal performance-enhancing drug called Vitronil. Vitronil use threatens your team’s eligibility to compete, and gives individual athletes unfair advantages.

[No information conditions: Two of your teammates are named **Brian** and **Sam**. You know nothing about if **Brian** uses Vitronil. You also know nothing about if **Sam** uses Vitronil.]

VS

[Good information conditions: Two of your teammates are named **Brian** and **Sam**. You overheard another member of the track team saying that **Brian** did not use Vitronil at his last track competition. In contrast, you know nothing about if **Sam** uses Vitronil.]

[Condemnation conditions: One day, you are having a conversation with **Brian**. You tell them a story about a mutual acquaintance, **Mark**, who is a competitive swimmer. After you finish your story, **Brian** mentions that he heard that **Mark** got caught using Vitronil right before an important swim meet. In telling his story, **Brian** expresses strong disapproval of Vitronil use.

VS

[No condemnation conditions: One day, you are having a conversation with **Sam**. You tell them a story about a mutual acquaintance, **Mark**, who is a competitive swimmer. After you finish your story, **Sam** mentions that he heard that **Mark** got caught using Vitronil right before an important swim meet. In telling his story, **Sam** expresses strong disapproval of Vitronil use.]

Comprehension questions (always presented in this fixed order):

Who is **Brian**?

- ☐ A member of your team, and you know nothing about if he uses Vitronil
- ☐ A member of your team, and you overheard that he did not use Vitronil at his last track competition
- ☐ An acquaintance who used Vitronil

Who is **Sam**?

- ☐ A member of your team, and you know nothing about if he uses Vitronil
- ☐ A member of your team, and you overheard that he did not use Vitronil at his last track competition
- ☐ An acquaintance who used Vitronil

Who is **Mark**?

- ☐ A member of your team, and you know nothing about if he uses Vitronil
- ☐ A member of your team, and you overheard that he did not use Vitronil at his last track competition
- ☐ An acquaintance who used Vitronil

Who told you that **Mark** used Vitronil?

- ☐ Brian
- ☐ Sam
- ☐ Mark

Dependent variables (presented in a random order):

How much do you like **Brian**?

	1- Very little	2	3	4	5	6	7- Very much
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much would you generally trust **Brian** across contexts?

	1- Very little	2	3	4	5	6	7- Very much
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely do you think **Brian** is to use Vitronil in the future?

	1- Very unlikely	2	3	4	5	6	7- Very likely
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much would you trust **Brian** as a competitor on your team?

	1- Very little	2	3	4	5	6	7- Very much
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B) Work scenario (female names: Tina, Rachel, and Danielle):

Imagine that you are an employee at an organization. At your organization, you have to work closely with partners on important projects. Individuals are evaluated on the basis of the joint work they produce with their partners.

[No information conditions: Two of your co-workers are named **Thomas** and **Rick**. You know nothing about what **Thomas** is like to work with as a partner. You also know nothing about what **Rick** is like to work with as a partner.]

VS

[Good information conditions: Two of your co-workers are named **Thomas** and **Rick**. You overheard another member of the organization saying that **Thomas** was a reliable partner in his last project at work. In contrast, you know nothing about what **Rick** is like to work with as a partner.]

[Condemnation conditions: One day, you are having a conversation with **Thomas**. You tell them a story about a mutual acquaintance, **Daniel**, who is an employee at a similar organization and also works with a partner. After you finish your story, **Thomas** mentions that he heard that **Daniel** failed to meet a critical deadline, causing him and his partner to perform poorly at an important presentation. In telling his story, **Thomas** expresses strong disapproval of unreliable partners.]

VS

[No condemnation conditions: One day, you are having a conversation with **Rick**. You tell them a story about a mutual acquaintance, **Daniel**, who is an employee at a similar organization and also works with a partner. After you finish your story, **Rick** mentions that he heard that **Daniel** failed to meet a critical deadline, causing him and his partner to perform poorly at an important presentation. In telling his story, **Rick** expresses strong disapproval of unreliable partners.]

[Subjects then answer comprehension questions and rate Thomas, using measures as in scenario (A)]

C) Academic scenario (female names: Katie, Becca, and Gabrielle):

Imagine that you are a student in a chemistry course. The chemistry course involves difficult take-home exams. The exams are taken at home, but it is against the rules to use the Internet or discuss the exam with other members of the course. Recently, your instructor has become concerned that students are cheating on the exams.

[No information conditions: Two other members of the course are named **Kyle** and **Ben**. You know nothing about if **Kyle** cheats on his exams. You also know nothing about if **Ben** cheats on his exams.]

VS

[Good information conditions: Two other members of the course are named **Kyle** and **Ben**. You overheard another member of the course saying that **Kyle** did not cheat on his last exam. In contrast, you know nothing about if **Ben** cheats on his exams.]

[Condemnation conditions: One day, you are having a conversation with **Kyle**. You tell them a story about a mutual acquaintance, **Gabriel**, who is a law student. After you finish your story, **Kyle** mentions that he heard that **Gabriel** has been cheating in his law courses. In telling his story, **Kyle** expresses strong disapproval of academic cheating.]

VS

[No condemnation conditions: One day, you are having a conversation with **Ben**. You tell them a story about a mutual acquaintance, **Gabriel**, who is a law student. After you finish your story, **Ben** mentions that he heard that **Gabriel** has been cheating in his law courses. In telling his story, **Ben** expresses strong disapproval of academic cheating.]

[Subjects then answer comprehension questions and rate Kyle, using measures as in scenario (A)]

D) Romantic scenario (female names: Sarah, Jenny and Anna):

Imagine that you are a member of a hiking club. The hiking club is a great way to meet new people, including romantic partners, as new members join regularly and get to know each other on hikes.

[No information conditions: Two other members of the club are named **Steven** and **Josh**. You know nothing about what **Steven** is like as a romantic partner. You also know nothing about what **Josh** is like as a romantic partner.]

VS

[Good information conditions: Two other members of the club are named **Steven** and **Josh**. You overheard another member of the club saying that **Steven** was faithful in his last relationship. In contrast, you know nothing about what **Josh** is like as a romantic partner.]

[Condemnation conditions: One day, you are having a conversation with **Steven**. You tell them a story about a mutual acquaintance, **Adam**, who is in a serious relationship. After you finish your story, **Steven** mentions that he heard that **Adam** has been regularly cheating in his relationship. In telling his story, **Steven** expresses strong disapproval of romantic cheating.]

VS

[No condemnation conditions: One day, you are having a conversation with **Josh**. You tell them a story about a mutual acquaintance, **Adam**, who is in a serious relationship. After you finish your story, **Josh** mentions that he heard that **Adam** has been regularly cheating in his relationship. In telling his story, **Josh** expresses strong disapproval of romantic cheating.]

[Subjects then answer comprehension questions and rate Steven, using measures as in scenario (A)]

Study 2

In Study 2, subjects evaluate the following four gender-matched scenarios in a random order:

A) Drugs Scenario (female names: Brianna and Samantha):

Imagine that you are an athlete on a track team. Recently, your coach has become concerned that members of the team are using an illegal performance-enhancing drug called Vitronil. Vitronil use threatens your team's eligibility to compete, and gives individual athletes unfair advantages.

Two of your teammates are named **Brian** and **Sam**. You know nothing about if either of them use Vitronil.

[Signaling / condemnation condition: One day, you are having a conversation with **Brian**. The two of you are discussing how different members of your team compete at meets. Specifically, you are talking about who stays clean, and who takes Vitronil. In your discussion, **Brian** emphasizes that he disapproves of taking Vitronil.]

VS

[Control / condemnation condition: One day, you are having a conversation with **Sam**. The two of you are discussing how different members of your team compete at meets. Specifically, you are talking about who stays clean, and who takes Vitronil. In your discussion, **Sam** emphasizes that he disapproves of taking Vitronil.]

VS

[Signaling / direct statements condition: One day, you are having a conversation with **Brian**. The two of you are discussing how different members of your team compete at meets. Specifically, you are talking about who stays clean, and who takes Vitronil. In your discussion, **Brian** emphasizes that he does not take Vitronil.]

VS

[Control / direct statements condition: One day, you are having a conversation with **Sam**. The two of you are discussing how different members of your team compete at meets. Specifically, you are talking about who stays clean, and who takes Vitronil. In your discussion, **Sam** emphasizes that he does not take Vitronil.]

Comprehension question:

Who were you having a conversation with?

☐ Brian

☐ Sam

[Subjects then rate Brian, using the same measures as in Study 1.]

B) Work scenario (female names: Tina and Rachel):

Imagine that you are an employee at an organization. At your organization, you have to work closely with partners on important projects. Individuals are evaluated on the basis of the joint work they produce with their partners.

Two of your co-workers are named **Thomas** and **Rick**. You know nothing about what either of them are like to work with as partners.

[Signaling / condemnation condition: One day, you are having a conversation with **Thomas**. The two of you are discussing how different co-workers perform as partners. Specifically, you are talking about who is reliable and meets deadlines, and who is unreliable and fails to meet deadlines. In your discussion, **Thomas** emphasizes that he disapproves of unreliable partners.]

VS

[Control / condemnation condition: One day, you are having a conversation with **Rick**. The two of you are discussing how different co-workers perform as partners. Specifically, you are talking about who is reliable and meets deadlines, and who is unreliable and fails to meet deadlines. In your discussion, **Rick** emphasizes that he disapproves of unreliable partners.]

VS

[Signaling / direct statements condition: One day, you are having a conversation with **Thomas**. The two of you are discussing how different co-workers perform as partners. Specifically, you are talking about who is reliable and meets deadlines, and who is unreliable and fails to meet deadlines. In your discussion, **Thomas** emphasizes that he is not an unreliable partner.]

VS

[Control / direct statements condition: One day, you are having a conversation with **Rick**. The two of you are discussing how different co-workers perform as partners. Specifically, you are talking about who is reliable and meets deadlines, and who is unreliable and fails to meet deadlines. In your discussion, **Rick** emphasizes that he is not an unreliable partner.]

[Subjects then answer comprehension question and rate Thomas, using measures as in scenario (A)]

C) Academic scenario (female names: Katie and Becca):

Imagine that you are a student in a chemistry course. The chemistry course involves difficult take-home exams. The exams are taken at home, but it is against the rules to use the Internet or discuss the exam with other members of the course. Recently, your instructor has become concerned that students are cheating on the exams.

Two other members of the course are named **Kyle** and **Ben**. You know nothing about if either of them cheat on their exams.

[Signaling / condemnation condition: One day, you are having a conversation with **Kyle**. The two of you are discussing how different students in your course complete their exams. Specifically, you are talking about who is honest and works alone, and who cheats by collaborating with others and using the Internet. In your discussion, **Kyle** emphasizes that he disapproves of cheating on exams.]

VS

[Control / condemnation condition: One day, you are having a conversation with **Ben**. The two of you are discussing how different students in your course complete their exams. Specifically, you are talking about who is honest and works alone, and who cheats by collaborating with others and using the Internet. In your discussion, **Ben** emphasizes that he disapproves of cheating on exams.]

VS

[Signaling / direct statements condition: One day, you are having a conversation with **Kyle**. The two of you are discussing how different students in your course complete their exams. Specifically, you are talking about who is honest and works alone, and who cheats by collaborating with others and using the Internet. In your discussion, **Kyle** emphasizes that he does not cheat on his exams.]

VS

[Control / direct statements condition: One day, you are having a conversation with **Ben**. The two of you are discussing how different students in your course complete their exams. Specifically, you are talking about who is honest and works alone, and who cheats by collaborating with others and using the Internet. In your discussion, **Ben** emphasizes that he does not cheat on his exams.]

[Subjects then answer comprehension question and rate Kyle, using measures as in scenario (A)]

D) Romantic scenario (female names: Sarah and Jenny):

Imagine that you are a member of a hiking club. The hiking club is a great way to meet new people, including romantic partners, as new members join regularly and get to know each other on hikes.

Two other members of the club are named **Steven** and **Josh**. You know nothing about what either of them are as in romantic relationships.

[Signaling / condemnation condition: One day, you are having a conversation with **Steven**. The two of you are discussing what different members of your club are as in romantic relationships. Specifically, you are talking about

who is trustworthy and stays faithful, and who is not trustworthy and cheats on their partners. In your discussion, **Steven** emphasizes that he disapproves of cheating in relationships.]

VS

[Control / condemnation condition: One day, you are having a conversation with **Josh**. The two of you are discussing what different members of your club are as in romantic relationships. Specifically, you are talking about who is trustworthy and stays faithful, and who is not trustworthy and cheats on their partners. In your discussion, **Josh** emphasizes that he disapproves of cheating in relationships.]

VS

[Signaling / direct statements condition: One day, you are having a conversation with **Steven**. The two of you are discussing what different members of your club are as in romantic relationships. Specifically, you are talking about who is trustworthy and stays faithful, and who is not trustworthy and cheats on their partners. In your discussion, **Steven** emphasizes that he does not cheat in relationships.]

VS

[Control / direct statements condition: One day, you are having a conversation with **Josh**. The two of you are discussing what different members of your club are as in romantic relationships. Specifically, you are talking about who is trustworthy and stays faithful, and who is not trustworthy and cheats on their partners. In your discussion, **Josh** emphasizes that he does not cheat in relationships.]

[Subjects then answer comprehension question and rate Steven, using measures as in scenario (A)]

Study 3

In Study 3, subjects evaluate the following four scenarios in a random order:

A) Music Scenario

Becky and her friend Amanda are discussing a mutual acquaintance. Amanda mentions that the acquaintance often downloads music illegally from the Internet.

[Hypocrisy condition: Becky says that she thinks it is morally wrong to download music illegally from the Internet.]
VS

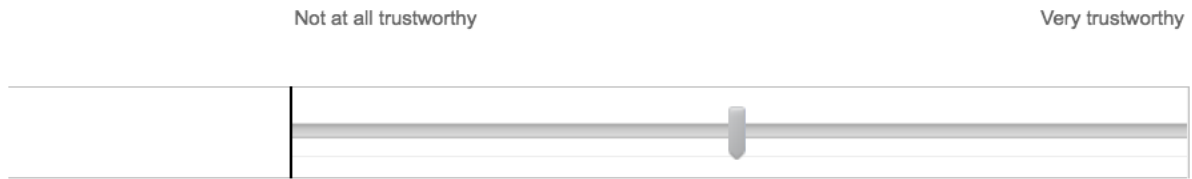
[Liar condition: Becky says that she doesn't download music illegally from the Internet.]
VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Becky goes online, and downloads music illegally.

Dependent variables (presented in random order):

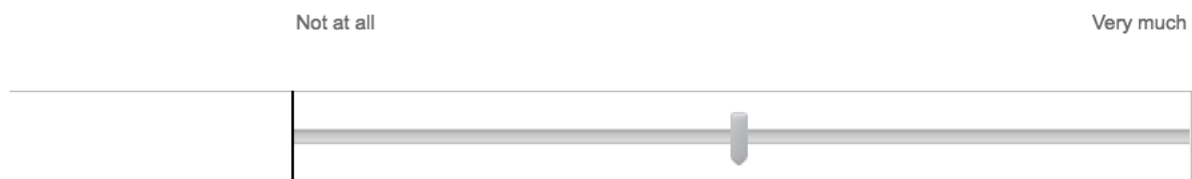
How **trustworthy** do you think Becky is?



How **hypocritical** do you think Becky is?



How much do you **like** Becky?



How **honest** do you think Becky is?



How **good a person** do you think Becky is?



B) Jury Scenario

Jennifer and her friend Rose are discussing a mutual acquaintance. Rose mentions that the acquaintance recently tried to get out of jury duty.

[Hypocrisy condition: Jennifer says that she thinks it is morally wrong to try to get out of jury duty.]

VS

[Liar condition: Jennifer says that she doesn't try to get out of jury duty.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Jennifer gets called for jury duty, and tries to get out of it.

[Subjects then rate Jennifer, using measures as in scenario (A)]

C) Phone Call Scenario

Bruce and his friend Zach are discussing a mutual acquaintance. Zach mentions that the acquaintance often ignores his mother's phone calls.

[Hypocrisy condition: Bruce says that he thinks it is morally wrong to ignore your mother's phone calls.]

VS

[Liar condition: Bruce says that he doesn't ignore his mother's phone calls.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Bruce notices that his mother is calling, and ignores the call.

[Subjects then rate Bruce, using measures as in scenario (A)]

D) Printing Scenario

Kevin and his friend Jack are discussing a mutual acquaintance. Jack mentions that the acquaintance often uses a lot of paper by printing documents single-sided.

[Hypocrisy condition: Kevin says that he thinks it is morally wrong to use a lot of paper by printing documents single-sided.]

VS

[Liar condition: Kevin says that he doesn't use a lot of paper by printing documents single-sided.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Kevin has a large document to print, and uses a lot of paper by printing it single-sided.

[Subjects then rate Kevin, using measures as in scenario (A)]

Study 4

Study 4 is identical to Study 3, except that the “liar” condition is replaced with an “honest hypocrisy” condition (described below), and for clarity we consequently rename the “hypocrisy” condition the “traditional hypocrisy” condition. The Music Scenario of Study 4 looks as follows:

Becky and her friend Amanda are discussing a mutual acquaintance. Amanda mentions that the acquaintance often downloads music illegally from the Internet.

[Traditional hypocrisy condition: Becky says that she thinks it is morally wrong to download music illegally from the Internet.]

VS

[Honest hypocrisy condition: Becky says that she thinks it is morally wrong to download music illegally from the Internet, but that she sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Becky goes online, and downloads music illegally.

Dependent variables are also the same as in Study 3; and other scenarios are also the same as in Study 3, with analogous changes as in the Music Scenario shown above.

Study 5

In Study 5, subjects evaluate the “Music and Phone Call” and “Jury and Printing” scenarios in random order, and then evaluate the targets using the same dependent variables as in Studies 3-4. These scenarios involve counterbalancing (which we collapse over in our analyses), as follows:

When presented with the “Music and Phone Call” scenario, we randomly assign subjects to either see the “Condemn Music” or “Condemn Phone Call” version. Furthermore, and orthogonally, we also randomly assign them to see the “Music First” or “Phone Call First” version.

Likewise, when presented with the “Jury and Printing” scenario, we randomly assign subjects to either see the “Condemn Jury” or “Condemn Printing” version. Furthermore, and orthogonally, we also randomly assign them to see the “Jury First” or “Printing First” version.

A) Music and Phone Call Scenario

Condemn Music, Music First Version

Becky and her friend Amanda are discussing issues in their lives, like downloading music and answering their parents' phone calls.

[Traditional hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people download music illegally from the Internet.]

VS

[Disclosure hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people download music illegally from the Internet, but that she sometimes ignores her mother's phone calls.]

VS

[Honest hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people download music illegally from the Internet, but that she sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Becky goes online, and downloads music illegally. She also notices that her mother is calling, and ignores the call.

Condemn Music, Phone Call First Version

Becky and her friend Amanda are discussing issues in their lives, like answering their parents' phone calls and downloading music.

[Traditional hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people download music illegally from the Internet.]

VS

[Disclosure hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people download music illegally from the Internet, but that she sometimes ignores her mother's phone calls.]

VS

[Honest hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people download music illegally from the Internet, but that she sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Becky notices that her mother is calling, and ignores the call. She also goes online, and downloads music illegally.

Condemn Phone Call, Music First Version

Becky and her friend Amanda are discussing issues in their lives, like downloading music and answering their parents' phone calls.

[Traditional hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people ignore their mothers' phone calls.]

VS

[Disclosure hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people ignore their mothers' phone calls, but that she sometimes downloads music illegally from the Internet.]

VS

[Honest hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people ignore their mothers' phone calls, but that she sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Becky goes online, and downloads music illegally. She also notices that her mother is calling, and ignores the call.

Condemn Phone Call, Phone Call First Version

Becky and her friend Amanda are discussing issues in their lives, like answering their parents' phone calls and downloading music.

[Traditional hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people ignore their mothers' phone calls.]

VS

[Disclosure hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people ignore their mothers' phone calls, but that she sometimes downloads music illegally from the Internet.]

VS

[Honest hypocrisy condition: Becky tells Amanda that she thinks it is morally wrong when people ignore their mothers' phone calls, but that she sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Becky notices that her mother is calling, and ignores the call. She also goes online, and downloads music illegally.

B) Jury and Printing Scenario

Condemn Jury, Jury First Version

Kevin and his friend Jack are discussing issues in their lives, like attending jury duty and printing documents.

[Traditional hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people try to get out of jury duty.]

VS

[Disclosure hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people try to get out of jury duty, but that he sometimes uses a lot of paper by printing documents single-sided.]

VS

[Honest hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people try to get out of jury duty, but that he sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Kevin gets called for jury duty, and tries to get out of it. He also has a large document to print, and uses a lot of paper by printing it single-sided.

Condemn Jury, Printing First Version

Kevin and his friend Jack are discussing issues in their lives, like printing documents and attending jury duty.

[Traditional hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people try to get out of jury duty.]

VS

[Disclosure hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people try to get out of jury duty, but that he sometimes uses a lot of paper by printing documents single-sided.]

VS

[Honest hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people try to get out of jury duty, but that he sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Kevin has a large document to print, and uses a lot of paper by printing it single-sided. He also gets called for jury duty, and tries to get out of it.

Condemn Printing, Jury First Version

Kevin and his friend Jack are discussing issues in their lives, like attending jury duty and printing documents.

[Traditional hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people use a lot of paper by printing documents single-sided.]

VS

[Disclosure hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people use a lot of paper by printing documents single-sided, but that he sometimes tries to get out of jury duty.]

VS

[Honest hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people use a lot of paper by printing documents single-sided, but that he sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Kevin gets called for jury duty, and tries to get out of it. He also has a large document to print, and uses a lot of paper by printing it single-sided.

Condemn Printing, Printing First Version

Kevin and his friend Jack are discussing issues in their lives, like printing documents and attending jury duty.

[Traditional hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people use a lot of paper by printing documents single-sided.]

VS

[Disclosure hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people use a lot of paper by printing documents single-sided, but that he sometimes tries to get out of jury duty.]

VS

[Honest hypocrisy condition: Kevin tells Jack that he thinks it is morally wrong when people use a lot of paper by printing documents single-sided, but that he sometimes does it anyway.]

VS

[No sentence presented in the control transgressor condition.]

Shortly after their conversation, Kevin has a large document to print, and uses a lot of paper by printing it single-sided. He also gets called for jury duty, and tries to get out of it.

References

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