Online Appendix

Online Tallies and the Context of Politics

How Online Tallies Make Dominant Candidates Appear Competent in Contexts of Conflict

Lasse Laustsen[1] & Michael Bang Petersen[1,2]

[1] Department of Political Science, Aarhus University

[2]Aarhus Institute of Advanced Studies, Aarhus University, Denmark

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A.1. Time Details and Sample Descriptives for Study 1

Participants in Study 1 were recruited to match the general Danish population with respect to age, sex, education and regional belonging. The sample was collected by YouGov, using quota sampling from their standing web panel in Denmark. The sample for Study 1 consisted in Round 1 of 754 females and 770 males with a mean age of 43.5 years (std. dev.=13.9). In terms of highest educational attainment, 261 only had primary schooling, 552 had received vocational training, 172 had completed high school, 111 had completed a short tertiary education, 290 a medium-long tertiary education, 132 had completed a long tertiary education, and 6 had received a graduate degree. In terms of geography, 459 lived in Copenhagen (the capital of Denmark), 230 lived in other parts of Zealand, 335 lived in Southern Denmark, 350 lived in Central Denmark and 150 lived in Northern Denmark. Round 1 of Study 1 was conducted from January 14 to 20, 2015. Round 2 was conducted from January 21 to February 1, 2015. Finally, Round 3 was conducted from February 18-26, 2015.

A.2. Full Wordings and Manipulation Checks for the Personality Descriptions (Study 1)

In Round 1 of Study 1, subjects were randomly assigned to one of two personality descriptions of the fictitious male political candidate, Christian Mortensen. The following are the full wordings of the descriptions translated from Danish:

The Non-Dominant Personality Description

Christian Mortensen lives with his family in a house in a suburb of Aarhus. He is a committed and involved individual who in his professional life as well as in his spare time seeks to contribute and help solving problems and challenges in the best way possible.

Friend and family know Christian Mortensen as a listening and collaborative guy who most people feel comfortable talking to. Christian Mortensen is seen as a unifying individual who ”makes things happen” because he makes everybody contribute to common projects. Christian Mortensen is also happy to mediate between contending friends and does so without pursuing his own interests.

Finally, Christian Mortensen highly appreciates his old friends from college and their card club. The friends play to avoid paying to the common travel account. However, for Christian Mortensen the monthly meeting with the friends is more important than winning the card game. Likewise, he does not care much about the destination to which the card club will spend the money traveling.

The Dominant Personality Description

Christian Mortensen lives with his family in a house in a suburb of Aarhus. He is a committed and involved individual who in his professional life as well as in his spare time seeks to contribute and help solving problems and challenges in the best way possible.

Friends and family know Christian Mortensen as a hard-working and firm guy who masters and enjoys situations characterized by conflict. Christian Mortensen is seen as a strong-minded individual who makes people behave in accordance with his will. Christian Mortensen is also happy to lead the way if he and his friends feel that they have been unfairly treated. Generally, this results in better recognition of their interests.

Finally, Christian Mortensen highly appreciates his old friends from college and their card club. The friends play to avoid paying to the common travel account. For Christian Mortensen winning the card game is just as important as hanging out with his friends. Likewise, it is very important for him that he gets to decide to which destination the card club will spend the money traveling.

Manipulation checks
In a rating study (N=745), the used photo for Christian Mortensen had previously been found to constitute a neutral photo with respect perceived competence (mean = 0.458; std. dev. = 0.229), dominance (mean = 0.475; std. dev. = 0.268) and agreeableness (mean = 0.451; std. dev. = 0.295). All measures recoded to 0-1, with 0 and 1 reflecting lowest and highest possible values for a given trait.

After subjects had read the presentations, they were asked to rate the assigned candidate description on dominance, determination, agreeableness and how confidence inspiring they perceived him as a manipulation check. These ratings show that the dominant personality description was perceived as more dominant (0.753 vs. 0.364; t-test for difference: $t=30.50$, $p<0.001$) and determined (0.802 vs. 0.648; t-test for difference: $t=13.90$, $p<0.001$) than the non-dominant personality description. In contrast, the non-dominant description was perceived as more agreeable (0.795 vs. 0.531; t-test for difference: $t=22.48$, $p<0.001$) and confidence inspiring (0.784 vs. 0.581; t-test for difference: $t=17.51$, $p<0.001$) compared to its dominant counterpart. All measures are recoded to 0-1, with 0 and 1 reflecting lowest and highest possible values for a given trait.

A.3. Full Wordings for the Context Manipulations (Studies 1 and 2)
In Round 2 of Studies 1 and 2, subjects were randomly assigned to one of the following three contextual conditions. The photo of Christian Mortensen shown in A.2 was displayed next to one of the three texts below. Translations from Danish versions:

Control Condition

In Round 1 of this survey you read about the politician Christian Mortensen who is also depicted in the photo to the left.

This week, we are again interested in your evaluation of Christian Mortensen.

Below, we ask you to evaluate him in different ways.

Disaster Condition

In Round 1 of this survey you read about the politician Christian Mortensen who is also depicted in the photo to the left.

Imagine that Denmark has been hit by a fierce and destructive hurricane. The powerful wind gusts and the extensive flooding brought about by the hurricane have caused large-scale destructions on private houses as well as public buildings across the entire country. Charity organizations and a large number of volunteers are ready to help needy citizens and take part in the reconstruction.

This week, we are again interested in your evaluation of Christian Mortensen.

Below, we ask you to evaluate him in different ways.

Conflict Condition

In Round 1 of this survey you read about the politician Christian Mortensen who is also depicted in the photo to the left.

Imagine that the dispute between Denmark and Russia about the rich deposits of oil and other nature resources in the Greenlandic part of the Arctic Ocean intensifies. Over the last week a complete breakdown of the negotiations has happened because Russia lead by President Vladimir Putin insists that all resources shall fall to Russia due to its bigger size.

This week, we are again interested in your evaluation of Christian Mortensen.

Below, we ask you to evaluate him in different ways.

A.4. Full Regression Model for Test of Hypothesis 2 (Study1)

Table A.4.1. Full regression for prediction of competence evaluations of Christian Mortensen from assigned personality description, assigned contextual condition and round. Study 1.

	Competence
Candidate: Dominant	-0.06** (0.02)
Context: Disaster	-0.04* (0.02)
Context: Conflict	-0.06** (0.02)
Candidate: Dominant × Context: Disaster	0.02 (0.03)
Candidate: Dominant × Context: Conflict	0.02 (0.03)
Round: 2	-0.10*** (0.01)
Round: 3	-0.10*** (0.02)
Candidate: Dominant × Round: 2	0.01 (0.02)
Candidate: Dominant × Round: 3	0.01 (0.02)
Context: Disaster × Round: 2	0.03 (0.02)
Context: Disaster × Round: 3	0.03 (0.02)
Context: Conflict × Round: 2	-0.03 (0.02)
Context: Conflict × Round: 3	0.02 (0.02)
Candidate: Dominant × Context: Disaster × Round: 2	0.02 (0.03)
Candidate: Dominant × Context: Disaster × Round: 3	-0.00 (0.03)
Candidate: Dominant × Context: Conflict × Round: 2	0.07* (0.03)
Candidate: Dominant × Context: Conflict × Round: 3	0.02 (0.03)
Constant	0.67*** (0.01)
N	3315
R^2	0.054

Notes. Unstandardized OLS regression coefficients and cluster-robust standard errors in parentheses. Observations are answers within each round, i.e., each participant is represented with up to three data points (one for each of the three rounds). To account for within-participant autocorrelation, the used cluster variable is participant id. The context variable always refers to the participant's assigned context in Round 2. The reference categories are Candidate: Non-Dominant, Context: Control and Round: 1, respectively. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

A.5. Full Regression Model for Test of Hypothesis 3 (Study 1)

Table A.5.1. Full regression for prediction of competence evaluations of Christian Mortensen from evaluations of dominance and valence, respectively, assigned contextual condition and their respective interactions. Study 1, Round 2.

	Competence
Context: Disaster	0.05 (0.06)
Context: Conflict	-0.05 (0.06)
Dominance Tally	0.06 (0.03)
Context: Disaster × Dominance Tally	0.01 (0.04)
Context: Conflict × Dominance Tally	0.14** (0.04)
Valence Tally	0.33*** (0.05)
Context: Disaster × Valence Tally	-0.06 (0.07)
Context: Conflict × Valence Tally	-0.10 (0.06)
Sex: Male	-0.02* (0.01)
Age	-0.00 (0.00)
Education: High school	0.01 (0.01)
Education: Vocational training	-0.00 (0.02)
Education: Tertiary edu., short	0.02 (0.02)
Education: Tertiary edu, medium	0.01 (0.02)
Education: Tertiary edu., long	-0.00 (0.02)
Education: Grad. degree	-0.18* (0.08)
Region: Zealand	0.01 (0.02)
Region: Southern DK	0.00 (0.01)
Region: Central DK	-0.01 (0.01)
Region: Northern DK	-0.03 (0.02)
Constant	0.34*** (0.04)
N	1161
R^2	0.141

Notes. Unstandardized OLS regression coefficients and standard errors in parentheses. The reference categories are Candidate: Non-Dominant, Context: Control, Sex: Female, Education: Primary School and Region: Copenhagen, respectively. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

A.6. Evidence that Need to Evaluate Measures Individual Differences in Online Processing

In both psychology and political science, Need to Evaluate is commonly used to measure individual differences in the tendency to engage in online processing (e.g., Druckman et al., 2010; McGraw & Dolan, 2007; Tormala & Petty, 2001) and several studies have been conducted to directly provide evidence that Need to Evaluate reliably tracks such individual differences.

In the seminal article launching the measure of Need to Evaluate (NtE), Jarvis & Petty (1996) showed the high-NtE individuals were more likely to report attitudes and list more evaluative thoughts on a range of issues. Both the original theory of NtE developed by Jarvis & Petty (1996) and considerable subsequent evidence points to online processing as the key process through which this evaluative stance of high-NtE individuals is generated, i.e., that high-NtE individuals have a spontaneous and automatic habit of generating and storing evaluative tags in long-term memory of objects. As Jarvis & Petty (1996: 174) writes in laying out the argument for individual differences in evaluative responding: "It seems reasonable that although most people would have an evaluative

association with many common objects in memory, the dominance of this association relative to others could generally be greater for some people than for others." Evidence for this assertion comes, first, from Jarvis & Petty (1996) who demonstrated that high-NtE individuals spontaneously form evaluations of objects, even in the absence of instructions to do so. Second, both Jarvis & Petty (1996) and Tormala & Petty (2001) demonstrated that high-NtE report their evaluations more quickly, suggesting their availability as affective tags in long-term memory. Third, Hermans et al. (2001) established evidence directly using the most well-established paradigm for investigating the existence of automatic affective tags, the affective priming paradigm. As Hermans et al. (2001: 158) conclude: "a significantly stronger affective priming effect was observed for the high-NES [i.e., high-NtE] group as compared to the low-NES group. This finding is in line with the proposal of Jarvis and Petty that even though most people might evaluate objects to which they are frequently exposed to an extent that is sufficient to produce automatic activation of that evaluation in memory, the extent of such responding could still reliably vary between individuals (Jarvis & Petty, 1996, p. 173). This difference is attributed to the fact that some people might initially evaluate an object and then seldom if ever engage in evaluation of that object again, whereas, in contrast, other people could retrieve and update their evaluation on a regular basis." Fourth, Tormala & Petty (2001) focused directly on online and memory-based processing in the context of impression formation and found the high-NtE individuals based their person evaluations on spontaneous evaluative tags, which were formed in an online manner upon first hearing about the person. Low-NtE individuals, in contrast, do not form such online impressions and, hence, are required to rely on memory when subsequently promoted to evaluate a person. Tormala & Petty (2001: 1604) concludes: "Individuals high in need to evaluate engage in on-line attitude formation, whereas those low in need to evaluate engage in less on-line and more memory-based attitude formation". Fifth, and most politically relevant, McGraw & Dolan (2007) investigated the formation of online and memory-based tallies of a foreign country. Consistent with the argument that NtE tracks online processing, they found a significant interaction between their measure of the online tally and NtE such that this measure was a better predictor of evaluations of the country among high-NtE individuals.

Overall, there is thus converging evidence that NtE captures individual differences in online processing. As consequence, a number of previous studies in political science has used NtE as a measure of this individual difference (e.g., Druckman et al., 2010; Federico & Schneider, 2007). At the same time, the evidence also points to a dissociation of online and memory-based processing. Specifically, these studies (and analyses reported below) suggests that it is not accurate to consider memory-based processing and online processing as the extreme poles of a unidimensional continuum. Rather it appears that individuals high in Need to Evaluate are high in online processing but not necessarily low in memory-based processing. Thus, it is fruitful to consider online processing and memory-based processing as two separate dimensions in a two dimensional space where Need to Evaluate reliably tracks people's location on the online processing dimension. For example, Tormala & Petty (2001: 1608-1609) concludes: "Although people high in the need to evaluate engage in considerable on-line evaluation, people low in the need to evaluate are more prone to making global evaluative judgments only when an evaluative question is posed and thus are relatively more dependent on the information they can recall at the time the judgment is required." Thus, low NtE-individuals do not spontaneously rely on memory-based processing. Instead, they are simply required to resort to memory because of the absence of an online tally. Consistent with this, McGraw & Dolan (2007) also finds that NtE does not interact with their measure of a memory-based tally. Thus, it is not that people high in NtE do not rely on memory.

Using the present data, we are able to add to this literature and provide additional evidence that NtE tracks individual differences in online processing specifically. To validate NtE as a measure of online processing, we rely on participants from Study 1 assigned to the Control Condition (N=392).

In this condition, online processing should facilitate consistency between initial, affective evaluations to the political candidate in Round 1 and impressions of the candidate in Round 2.

As an initial test, we examine the association between NtE and correctly recalling information in Round 2. As reported below in Table A.6.1, Model 1 there is no significant association between NtE and correct recall. This is consistent with the findings in Tormala & Petty (2001) and is also an initial piece of evidence that even if NtE tracks online processing, high-NtE individuals do not have less accurate information available in memory when forming their opinions. In Model 2 (Table A.6.1), we examine how affectively-grounded evaluations (i.e., valence towards the candidate) in Round 1 shapes competence evaluations in Round 2. Consistent with the prediction from an online processing perspective, we find that high-NtE individuals are significantly more likely than low-NtE individuals to rely on their initial affective reactions (i.e. valence) towards the candidate when forming competence evaluations several days later. This is indicated by the positive and significant interaction term between valence formed in Round 1 and individual differences in NtE.

Importantly, Model 3 (Table A.6.1) shows that the tendency of high-NtE individuals to be more guided by their affective reactions from Round 1 is not conditioned by the availability of accurate information in memory. This is indicated by the non-significant three-way interaction term between valence, NtE and Correct Recall. This observation speaks against two important notions: First, it speaks against the notion that the impressions of high-NtE individuals emerge exclusively from memory of their reactions to the candidate. If this was the case, only high-NtE who also had accurately recalled information would be guided by their valence. Second, the observation speaks against the notion that the affective consistency of high-NtE individuals occur in competition with memory-based processes. If so, we should only observe the two-way interaction effect between valence and NtE among individuals low in Correct Recall.

In Model 4 (Table A.6.1), we test whether the higher affective consistency for high-NtE individuals reflect a general tendency for being more consistent. Thus, in this model we test whether high-NtE individuals exhibit higher consistency between Competence Evaluations in Round 1 and in Round 2. We observe a non-significant interaction term between Competence Evaluations in Round 1 and NtE, which implies that high-NtE are not more consistent in general in their evaluations. In line with the online processing perspective, they are specifically more consistent only to the extent we examine the consistency between prior affective tags (valence) and current evaluations.

Finally, following a number of studies (Jarvis & Petty, 1996; Tormala & Petty, 2001; Cronley et al. 2010), we examine Response Time as a final indicator of online processing. Previous research has found that high-NtE individuals are faster than low-NtE in making evaluations in Round 2. To measure response times, we utilize the time lapsed from when the respondents enter the screen on which they make Competence Evaluations in Round 2 to when they leave this screen. Because response times collected over the internet in standard online surveys are notoriously noisy, we follow Petersen et al. (2013) and utilize ranked response times. In contrast to existing research, we do not find that being high in NtE is signficantly associated with a tendency for lower response times (see Model 5 in Table A.6.1), although the effect is in the expected direction. We do, however, find that individuals high in Correct Recall exhibit slower responses (longer response times) suggesting that activating memory to form an impression about the candidate takes time. This finding provides additional evidence that memory-based and online processes operate in distinct ways. When relying on memory-based processes, people are required to search through memory and this prolongs response times. Relying on online processes, in contrast, does not impede impression formation.

Table A.6.1. Need to Evaluate as Indicator of Online Processing in the Formation of Candidate Evalutions.

Dependent Variable	Correct Recall (Round 2)	Competence Evaluation (Round 2)	Competence Evaluation (Round 2)	Competence Evaluation (Round 2)	Response Time (Round 2)
Model	(1)	(2)	(3)	(4)	(5)
Need to Evaluate (NtE)	1.80 (1.32)	-0.26^{+} (0.12)	0.12 (0.27)	0.04 (0.15)	-0.03 (0.04)
Valence (Round 1)	-	0.03 (0.12)	0.36 (0.26)	-	-
NtE × Valence	-	0.44* (0.19)	-0.10 (0.42)	-	-
Correct Recall (Round 2)	-	-	0.03^{+} (0.02)	-	0.00** (0.00)
Valence × Correct Recall	-	-	-0.04 (0.03)	-	-
NtE × Correct Recall	-	-	-0.04 (0.03)	-	-
NtE × Valence × Correct Recall	-	-	0.06 (0.05)	-	-
Competence Evaluation (Round 1)	-	-	-	0.33* (0.14)	-
NtE × Competence Evaluation	-	-	-	-0.03 (0.22)	-
Personality of Candidate	-	0.01 (0.02)	0.01 (0.02)	-0.03^{+} (0.02)	-
Constant	6.61*** (1.12)	0.48*** (0.08)	0.19 (0.17)	0.32** (0.10)	0.62*** (0.04)
N	392	392	392	392	392
R^2	0.048	0.176	0.212	0.189	0.114

Notes. Entries are unstandardized OLS regression coefficients with standard errors in parentheses. All variables are scaled between 0 and 1 except Recall, which indicates the number of correct responses (from 0 to 16). All models control for sex, age, education and geographical location. Only participants from the Control Condition in Round 2 are included in these analyses. $^{+}$ $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

A.7. Additional Details on Methods and Materials for Testing Hypothesis 4 (Study 1)

Need to Evaluate. Need to Evaluate (NtE) was measured with six items ahead of assignment of any experimental conditions in round 1 and forms a reliable 0 (mostly memory-based) to 1 (mostly online-based) scale (M=0.587; SD=0.167; α = 0.796). Items were statements to which subjects could answer 1) "does not describe me at all"; 2) "describes me poorly"; 3) "neither describes me well nor poorly"; 4) "describes me well"; 5) "describes me very well". The statements were (translated from Danish versions) : a) "It is important for me to have a clear opinion about things"; b) "I have an opinion about most things"; c)"I have opinions about more things than most other people"; d) "I have strong opinions even on issues that does not directly relate to me"; e) "When asked about my opinion, I always immediately know what it is"; f) "It frustrates me, if I do not hold a clear opinion on a given

issue". Danish wordings of these items have previously been found to form a reliable scale among Danish subjects (Slothuus et al., 2010).

Direct measure of memory about Christian Mortensen. To measure subjects' actual memory about Christian Mortensen we included a recall task in Round 2 with 16 statements related to the assigned personality description in Round 1. The statements could be right/wrong for all subjects regardless of the assigned personality descriptions or be right/wrong depending on assigned personality description. Subjects could answer "No, this information did not appear as part of the personality description", "Yes, this information did appear as part of the personality description", or "I do not remember", and based on this we count the number of right answers and use this as a direct measure of correct recall (M=6.54; SD=4.45).

Indirect measures of memory about Christian Mortensen. Test 3 also includes two indirect measures of memory of Christian Mortensen. First, we use time between participation in survey round 1 and 2 (cf. time between participation in Round 1 and 2 differed across subjects) as an indirect indicator of memory about Christian Mortensen's personality (in days: mean = 7.43; std.dev. = 1.78). The longer the time period between the two rounds of the survey, the less subjects should remember about Christian Mortensen. Second, in Round 1 we measured subjects' time spend reading the personality description (in seconds: M=75.47; SD=283.4). We expect that more time spend reading the details should increase the likelihood that these details are recalled in Round 2.

A.8. Full Regression Models for Testing Hypothesis 4 (Study 1)

Table A.8.1. Full regression model for prediction of competence evaluations of Christian Mortensen from candidate personality, assigned contextual condition, various measures of processing style and their three-way interaction. Study 1, Round 2.

Model	(1)	(2)	(3)	(4)
Dependent Variable	Comp.	Comp.	Comp.	Comp.
Processing Measure	Need to Evaluate	Direct Recall	Time Between Rounds	Reading Time
Candidate: Dominant	0.05	-0.05	-0.03	-0.04*
	(0.06)	(0.03)	(0.07)	(0.02)
Context: Disaster	0.05	-0.05	0.03	-0.00
	(0.07)	(0.03)	(0.07)	(0.02)
Context: Conflict	0.02	-0.06	-0.06	-0.09***
	(0.07)	(0.03)	(0.08)	(0.02)
Candidate: Dominant × Context: Disaster	-0.01	0.07	-0.11	0.02
	(0.09)	(0.04)	(0.11)	(0.03)
Candidate: Dominant × Context: Conflict	-0.10	0.08	0.02	0.10***
	(0.09)	(0.05)	(0.11)	(0.03)
Processing Measure	0.16*	0.01*	0.00	0.00
	(0.08)	(0.00)	(0.01)	(0.00)
Candidate: Dominant × Processing Measure	-0.16	0.00	-0.00	-0.00
	(0.11)	(0.00)	(0.01)	(0.00)
Context: Disaster × Processing Measure	-0.08	0.01	-0.01	-0.00
	(0.11)	(0.00)	(0.01)	(0.00)
Context: Conflict × Processing Measure	-0.19	-0.00	-0.00	0.00
	(0.11)	(0.00)	(0.01)	(0.00)

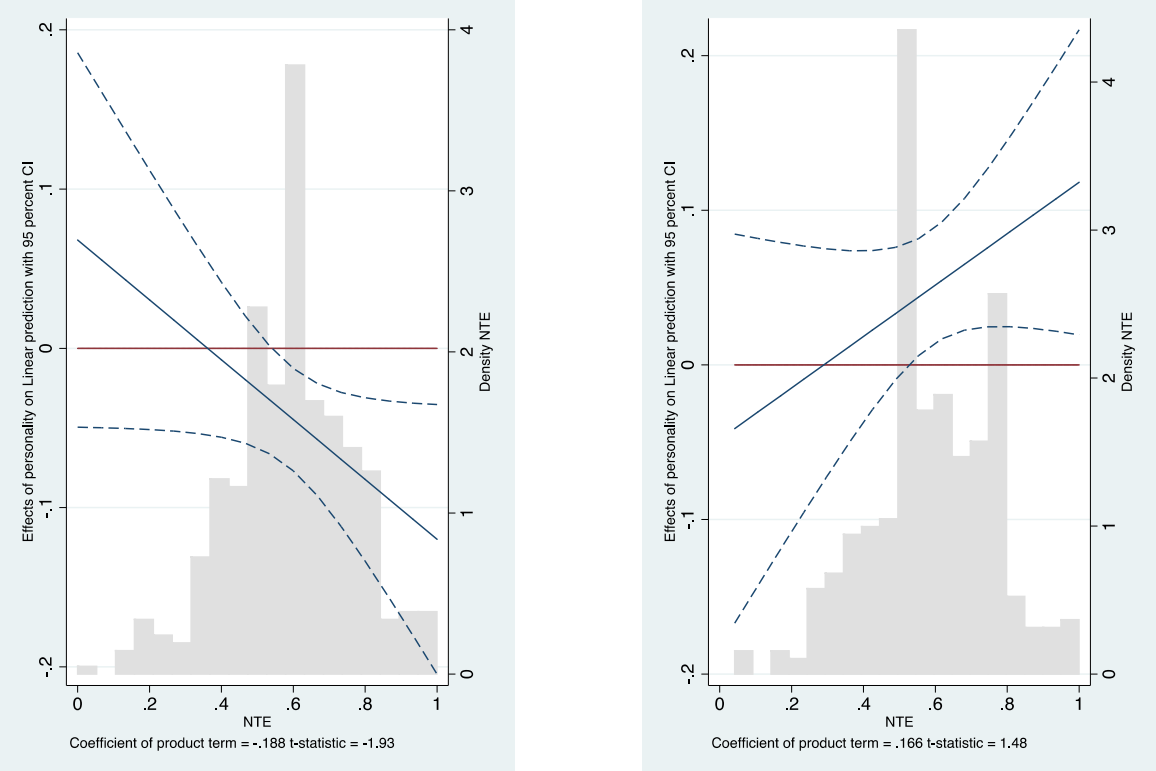
Candidate: Dominant × Context: Disaster	0.07	-0.01	0.02	0.00
× Processing Measure	(0.15)	(0.01)	(0.01)	(0.00)
Candidate: Dominant × Context: Conflict	0.33*	0.00	0.01	0.00
× Processing Measure	(0.15)	(0.01)	(0.01)	(0.00)
Sex: Male	-0.03**	-0.02*	-0.03*	-0.03*
	(0.01)	(0.01)	(0.01)	(0.01)
Age	-0.00	-0.00	-0.00	-0.00
	(0.00)	(0.00)	(0.00)	(0.00)
Education: High school	-0.00	-0.01	-0.00	-0.00
	(0.02)	(0.02)	(0.02)	(0.02)
Education: Vocational training	0.00	-0.00	0.00	0.00
	(0.02)	(0.02)	(0.02)	(0.02)
Education: Tertiary edu., short	0.02	0.02	0.02	0.02
	(0.02)	(0.02)	(0.02)	(0.02)
Education: Tertiary edu, medium	0.01	-0.00	0.00	0.01
	(0.02)	(0.02)	(0.02)	(0.02)
Education: Tertiary edu., long	-0.02	-0.03	-0.02	-0.02
	(0.02)	(0.02)	(0.02)	(0.02)
Education: Grad. degree	-0.16	-0.21*	-0.17	-0.17
	(0.09)	(0.09)	(0.09)	(0.09)
Region: Zealand	0.01	0.01	0.01	0.01
	(0.02)	(0.02)	(0.02)	(0.02)
Region: Southern DK	0.01	0.01	0.01	0.01
	(0.01)	(0.01)	(0.01)	(0.01)
Region: Central DK	0.00	0.00	0.00	0.00
	(0.01)	(0.01)	(0.01)	(0.01)
Region: Northern DK	-0.03	-0.02	-0.02	-0.02
	(0.02)	(0.02)	(0.02)	(0.02)
Constant	0.50***	0.54***	0.57***	0.59***
	(0.05)	(0.03)	(0.05)	(0.02)
N	1161	1161	1161	1160
R^2	0.050	0.095	0.047	0.047

Notes. Unstandardized OLS regression coefficients and standard errors in parentheses. The processing style measures are employed in the analyses following the presented coding in section A.7. Reference categories for categorical variables are: Candidate: Non-Dominant; Context: Control; Sex: Female; Education: Primary School; and Region: Copenhagen, respectively. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

A.9. Additional Analyses for Testing Hypothesis 4 (Study 1)

Figure A.8.1. Marginal effect of personality description (non-dominant (0) and dominant (1)) on competence evaluations across subject Need to Evaluate (NTE) and contextual conditions. Displayed with the distribution of NTE. Study 1.

A. Control Condition *B. Conflict Condition*



Notes. This figure corresponds to Figure 3 in the main text. Here we have used the Stata command "marhis" to plot the distribution of the "Need to Evaluate" (NTE) trait for each of the two focal conditions. As can be seen the wide confidence intervals at the end of the regression lines reflects a limited number of observations at the extremes of the NTE variable.

A.10. Time Details and Sample Descriptives for Study 2

As in Study 1, participants in Study 2 were recruited to match the general Danish population with respect to age, sex, education and regional belonging. The sample was collected by YouGov, using quota sampling from their standing web panel in Denmark. Specifically, the sample for Study 2 consisted in Round 1 of 765 females and 745 males with a mean age of 42.9 years (std. dev.=13.8). In terms of highest educational attainment, 259 only had primary schooling, 562 had received vocational training, 165 had completed high school, 128 had completed a short tertiary education, 249 a medium-long tertiary education, 141 had completed a long tertiary education and 6 had received a graduate degree. In terms of geography, 442 lived in Copenhagen (the capital of Denmark), 218 lived in other parts of Zealand, 327 lived in Southern Denmark, 361 lived in Central Denmark and 162 lived in Northern Denmark. Round 1 of Study 2 was conducted from April 7 to 13, 2015. Round 2 was conducted from April 17-30 with number of days between Round 1 and 2 varying from 4 to 22 days. The majority (922) of the 1.194 subjects were re-interviewed from 7 to 13 days later than the first interview yielding an average period of 9 days between Round 1 and 2. Participants in Study 1 were excluded from Study 2.

A.11. Additional Methods and Materials for Study 2

Candidate descriptions. In Round 1 of the study, subjects were randomly assigned to one of two descriptions of the fictitious male political candidate, Christian Mortensen. The following is the full wordings of the descriptions, translated from Danish:

Description of the Liberal Candidate

Christian Mortensen lives with his family in a house in a suburb of Aarhus. He is a committed and involved individual who in his professional life as well as in his spare time seeks to contribute and help solving problems and challenges in the best way possible.

Christian Mortensen is running as a candidate in the upcoming Danish national election. He has three key issues that he will focus on if he gets elected. Christian thinks that we shall embrace people who steps out of line. Criminals need to be helped back into society through resocialization. Christian also thinks that we need to stop the smear campaign against social welfare recipients. Everybody, also the unemployed, has the right for decent standards of living. Finally, it is important for Christian that the Danish society meets foreign cultures with arms wide open. This might lead to Denmark—as we know it—changing. To avoid societal tensions, we all need to be willing to compromise.

Decription of the Conservative Candidate

Christian Mortensen lives with his family in a house in a suburb of Aarhus. He is a committed and involved individual who in his professional life as well as in his spare time seeks to contribute and help solving problems and challenges in the best way possible.

Christian Mortensen is running as a candidate in the upcoming Danish national election. He has three key issues that he will focus on if he gets elected. Christian thinks that we need to stand firm when it comes to criminals. Criminals need to feel the consequences of their actions and they should be punished quicker and harder than they currently are. Christian also thinks that we should tighten the requirements put on social welfare recipients. We shall not accept that some individuals are free-riding on the solidarity of our society. Finally, it is also important for Christian Mortensen that we protect the Denmark which we have built over generations. We need to have the guts to put requirements on immigrants. They, not we, should accommodate, Christian thinks.

Measurement of participants' policy orientations. To measure the policy orientations of the participants, we utilize ten items related to the three topics used to characterize Christian Mortensen's orientations in the two conditions in Round 1. These questions were included in Round 2 of the survey. The specific items are the following: (1) "The divide between the rich and the poor in Denmark should be limited"; (2) "The immigration policies should be tightened"; (3) "We should not give special treatment to religious people in public institutions such as schools, day care institutions and the courts"; (4) "The foreign aid should be increased"; (5) "People should pay when going to their general practitioner"; (6) "Wealthy pensioners should contribute themselves to the payment of welfare benefits such as home help"; (7) "The parliament should assign mandatory minimum punishments for aggravated assault and rape"; (8) "Taxes and fees should be allowed to increase in order to provide more welfare benefits and services"; (9) "The top tax rate should be decreased"; (10) "Drivers should pay to drive into the big cities". The items were answered on five-point scales ranging from 'Completely disagree' to 'Completely agree'. The items form a reliable scale measuring subjects' political orientations from 0 (most left-wing) to 1 (most right-wing) (M=0.553; SD=0.144; α=0.689).

A.12. Additional Analyses for Study 2

Table A.12.1. Full logistic regression predicting whether respondents recall Christian Mortensen's ideology and self-report as Memorizers ("1") or Non-Memorizers ("0"). Study 2, Round 2.

	Does the Participant self-report as memorizer? (0 = Non-Memorizer, 1 = Memorizer)
Candidate: Conservative	0.27* (0.12)
Participants' Policy Orientations	-0.42 (0.42)
Context: Disaster	0.10 (0.14)
Context: Conflict	0.11 (0.15)
Sex: Male	0.44*** (0.12)
Age	0.01 (0.00)
Education: High school	0.25 (0.24)
Education: Vocational training	-0.00 (0.18)
Education: Tertiary edu., short	0.22 (0.25)
Education: Tertiary edu, medium	0.20 (0.21)
Education: Tertiary edu., long	-0.53* (0.24)
Region: Zealand	-0.27 (0.20)
Region: Southern DK	-0.41* (0.17)
Region: Central DK	-0.04 (0.17)
Region: Northern DK	0.03 (0.21)
Constant	-0.29 (0.37)
N	1192
pseudo R^2	0.023

Notes. Unstandardized coefficients from logistic regression with standard errors in parentheses. The reference categories are Candidate: Liberal; Context: Control; Sex: Female; Education: Primary School; and Region: Copenhagen. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

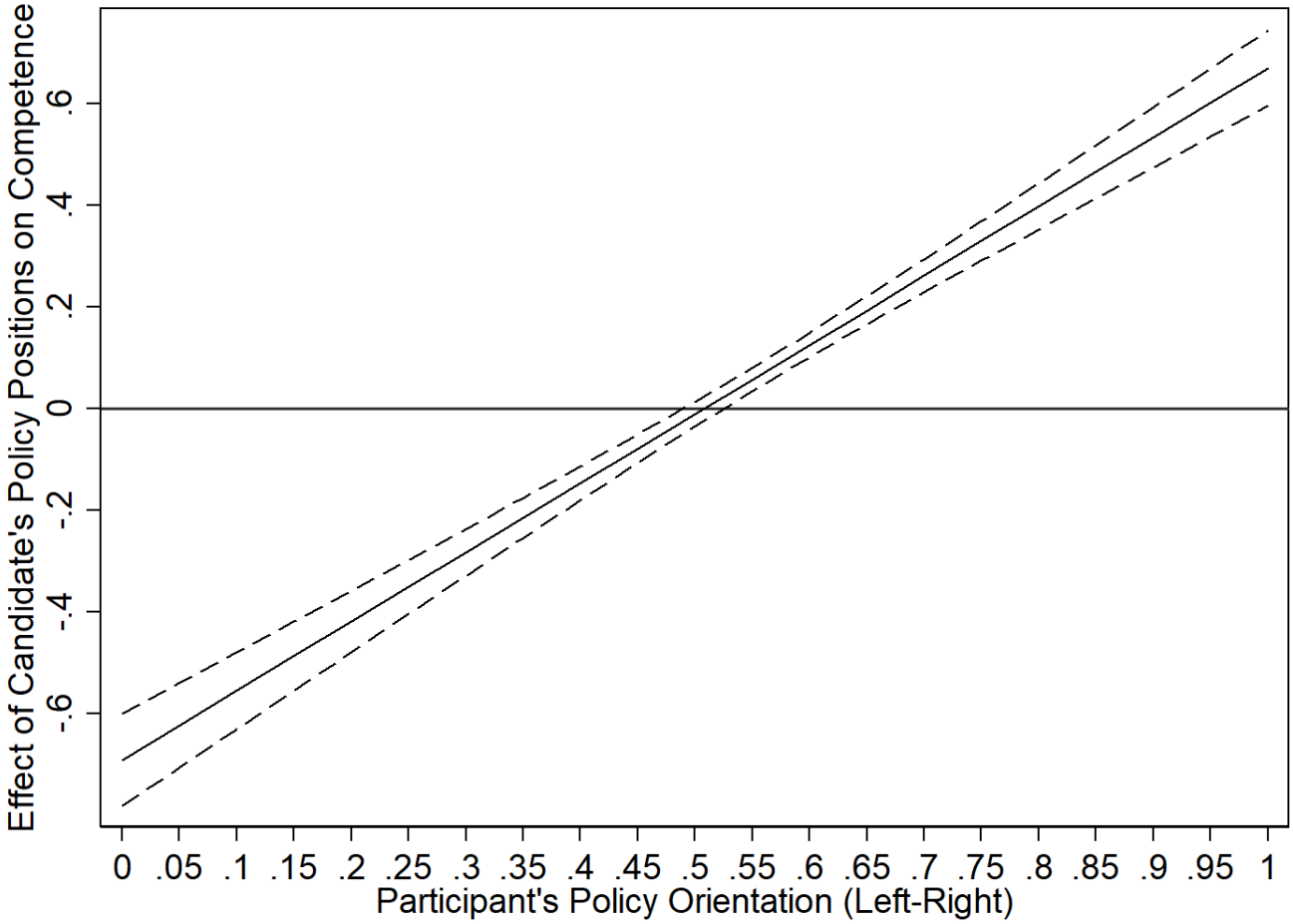
A.13. Full Regression Model for Test of Hypothesis 6 (Study 2)

Table A.13.1. Full regression model for prediction of competence evaluations of Christian Mortensen from candidate ideology, participants' policy orientations and their two-way interaction. Study 2, Round 2.

	Competence
Candidate: Conservative	-0.69*** (0.05)
Participants' Policy Orientations	-0.71*** (0.06)
Candidate: Conservative × Participants' Policy Orientations	1.36*** (0.08)
Sex: Male	-0.02* (0.01)
Age	-0.00** (0.00)
Education: High school	-0.00 (0.02)
Education: Vocational training	0.00 (0.02)
Education: Tertiary edu., short	-0.00 (0.02)
Education: Tertiary edu, medium	-0.01 (0.02)
Education: Tertiary edu., long	-0.02 (0.02)
Education: Grad. degree	-0.10 (0.14)
Region: Zealand	0.04 (0.02)
Region: Southern DK	0.04* (0.02)
Region: Central DK	0.00 (0.02)
Region: Northern DK	0.01 (0.02)
Constant	0.93*** (0.04)
N	1,194
R^2	0.226

Notes. Unstandardized OLS regression coefficients and standard errors in parentheses. The reference categories are Candidate: Liberal, Sex: Female, Education: Primary School and Region: Copenhagen, respectively. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure A.13.1. The effect of candidate policy positions (rightwing = "1"; leftwing = "0") on perceived competence as a function of the participants' own policy orientations. Study 2, Round 2, online processers only.



Notes. Figure A.13.1 is calculated from Table A.13.1.

Table A.13.2. Full regression model for prediction of competence evaluations of Christian Mortensen from candidate ideology, assigned contextual condition, participants' policy orientations, recall (Memorizer vs. non-memorizer) and their four-way interaction. Study 2, Round 2.

	Competence
Candidate: Rightwing	-0.27* (0.12)
Context: Disaster	0.16 (0.12)
Context: Conflict	-0.22 (0.11)
Candidate: Rightwing × Context: Disaster	0.06 (0.18)
Candidate: Rightwing × Context: Conflict	0.35* (0.17)
Participants' Policy Orientations	-0.15 (0.14)
Candidate: Rightwing × Participants' Policy Orientations	0.48* (0.21)
Context: Disaster × Participants' Policy Orientations	-0.25 (0.20)
Context: Conflict × Participants' Policy Orientations	0.41* (0.20)

Candidate: Rightwing × Context: Disaster × Participants' Policy Orientations	-0.07 (0.31)
Candidate: Rightwing × Context: Conflict × Participants' Policy Orientations	-0.59 (0.30)
Recall: Memorizer	0.01 (0.12)
Candidate: Rightwing × Recall: Memorizer	-0.00 (0.16)
Context: Disaster × Recall: Memorizer	0.01 (0.16)
Context: Conflict × Recall: Memorizer	0.37* (0.16)
Participants' Policy Orientations × Recall: Memorizer	-0.00 (0.20)
Candidate: Rightwing × Context: Disaster × Recall: Memorizer	0.09 (0.22)
Candidate: Rightwing × Context: Conflict × Recall: Memorizer	-0.49* (0.22)
Context: Disaster × Participants' Policy Orientations × Recall: Memorizer	0.11 (0.27)
Context: Conflict × Participants' Policy Orientations × Recall: Memorizer	-0.67* (0.27)
Candidate: Rightwing × Participants' Policy Orientations × Recall: Memorizer	0.11 (0.28)
Candidate: Rightwing × Context: Disaster × Participants' Policy Orientations × Recall: Memorizer	-0.33 (0.39)
Candidate: Rightwing × Context: Conflict × Participants' Policy Orientations × Recall: Memorizer	0.77* (0.39)
Sex: Male	-0.04*** (0.01)
Age	-0.00** (0.00)
Education: High school	-0.01 (0.02)
Education: Vocational training	-0.01 (0.02)
Education: Tertiary edu., short	-0.01 (0.02)
Education: Tertiary edu, medium	0.00 (0.02)
Education: Tertiary edu., long	-0.01 (0.02)
Region: Zealand	0.02 (0.02)
Region: Southern DK	0.04* (0.02)
Region: Central DK	0.01 (0.02)
Region: Northern DK	0.01 (0.02)
Constant	0.58*** (0.08)
N	1194
R^2	0.103

Notes. Unstandardized OLS regression coefficients and standard errors in parentheses. The reference categories are Candidate: Leftwing; Context: Control; Recall: Non-Memorizer; Sex: Female; Education: Primary School; and Region: Copenhagen. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

A.14. Analyses of the Alternative Threat Context: A Natural Disaster

The theory of context-sensitive online tallies predicts that threatening contexts prompt citizens to view dominant individuals as more competent leaders. At the same time, this theory predicts that a particular kind of threatening context is particularly likely to prompt this response: contexts of intergroup conflict. Laustsen & Petersen (2015) has already provided some evidence of the

psychological salience of this particular threat. Specifically, Laustsen & Petersen (2015) compared preferences for dominant-looking individuals as leaders under threats from natural disasters relative to threats from outgroups and found that preferences were stronger under the latter threats. Given this theoretical prediction, our treatment condition in the present studies focused on intergroup conflict in the form of threats from Russia. In the main text, we compare this threat to a pure control condition, where participants receives no contextual information.

Yet, the comparison between our treatment condition, the Conflict Condition, and Control Condition cannot rule out that any kind of contextual threat will elicit preferences for dominant individuals as leaders. To provide a strong test of the theoretical argument, we therefore also included an additional treatment condition wherein participants received contextual information about a different kind of threat: A natural disaster (following Laustsen & Petersen [2015]). Specifically, participants assigned to the Disaster Condition in Round 2 were asked to imagine that since the initial survey (Round 1) a strong hurricane had hit Denmark. The hurricane had caused massive flooding and destructions on buildings across the entire country ultimately producing a need for rebuilding and assistance to needy citizens (Appendix A.3. provides full wordings for the contextual conditions).

Importantly, the responses to the Disaster Condition are statistically indistinguishable from the Control Condition, suggesting that it is the threat of intergroup conflict that specifically prompts preferences for dominant leaders.

For Hypothesis 2, we identified a significant three-way interaction between candidate personality, experimental condition and survey round on perceived candidate competence when comparing the Conflict Condition and the Control Condition (b=0.066, p=0.036 for Round 2). This three-way interaction is not significant when comparing the Disaster Condition and the Control Condition (b=0.019, p=0.525).

For Hypothesis 3, we regress competence evaluations from Round 2 on two-way interactions between subjects' dominance and valence ratings, respectively, with assigned context. In the main text and comparing the Conflict Condition and the Control Condition, we found the predictive power of dominance ratings is significantly stronger in the Conflict Condition than in the Control Condition (b=0.136, p=0.001). When comparing the Control Condition to the Disaster Condition, however, we find no such differences in the predictive power of dominance (b=0.014, p=0.758) nor valence (b=-0.064, p=0.328). Furthermore, in the Disaster Condition as in the Control Condition, we find that valence significantly outperform dominance ratings in predictive power of perceived competence ($F(1, 376)=19.03$, $p<0.001$).

For Hypothesis 4, when comparing the Conflict and Control Conditions, we observe a significant three-way interaction between the assigned personality description, the contextual condition and participants' Need to Evaluate when predicting competence evaluations (b=0.326, p=0.030). Again, we cannot replicate this three-way interaction when comparing the Control Condition to the Disaster Condition (b=0.068, p=0.650). Furthermore, for comparisons of the Control Condition and the Disaster Condition, the three-way interactions between personality description, context and each of the three measures of memory-based processing are also insignificant (recall: b=-0.006, p=0.317; time between Round 1 and 2: b=0.019, p=0.158; time reading candidate description: b=0.000, p=0.276).

For Hypothesis 6, the main text reports the existence of a significant four-way interaction between assigned candidate description (Round 1), contextual condition (Round 2, subjects' policy orientations (measured in Round 2), and subjects' recall (memorizers vs. non-memorizers, Round 2) when comparing the Conflict Condition and the Control Condition (b=0.774, p=0.045). Again, this four-way interaction is non-significant when the Control Condition is compared to the Disaster Condition (b=-0.333, p=0.392). As in the Control Condition but in contrast to the Conflict Condition, participants—memorizers and non-memorizers alike—in the Disaster Condition seems to evaluate

the candidate on the basis of policy agreement with positive, although insignificant, interactions between assigned candidate description and subject policy orientation (memorizers: b=0.183, p=0.244; non-memorizers: b=0.402, p=0.074).

A.15. Analyses Using the Alternative DV: Likelihood of Voting for the Candidate

Below Table A.15.1. reports tests from Study 1 for Hypotheses 1-4. Table A.15.2 reports tests from Study 2 for Hypotheses 6 (Hypothesis 5 relates to trait inference from policy positions and is therefore not related to changing the dependent variable from "competence" to "likelihood to vote for").

Table A.15.1. Full regression models for prediction of likelihood to vote for Christian Mortensen across relevant analyses for Hypothesis 1-4. Model reports tests for H1 (Round 1); Model 2 for H2 (Round 1 + 2); Model 3 for H3 (Round 2), and Model 4 for H4 (Round 2). Study 1, Round 1-2 (likelihood to vote for the candidate was not measured in Round 3).

Model	(1)	(2)	(3)	(4)
Candidate: Dominant	-0.12*** (0.01)	-0.13*** (0.03)	-	0.05 (0.08)
Context: Disaster	-	-0.02 (0.02)	0.10 (0.07)	0.15 (0.08)
Context: Conflict	-	-0.03 (0.02)	0.06 (0.07)	0.03 (0.08)
Candidate: Dominant × Context: Disaster	-	0.02 (0.04)	-	-0.10 (0.11)
Candidate: Dominant × Context: Conflict	-	0.02 (0.04)	-	-0.01 (0.11)
Round: 2	-	-0.14*** (0.02)	-	-
Candidate: Dominant × Round: 2	-	0.07* (0.03)	-	-
Context: Disaster × Round: 2	-	0.08*** (0.03)	-	-
Context: Conflict × Round: 2	-	0.01 (0.03)	-	-
Candidate: Dominant × Context: Disaster × Round: 2	-	0.01 (0.04)	-	-
Candidate: Dominant × Context: Conflict × Round: 2	-	0.06 (0.04)	-	-
Valence Tally	-	-	0.38*** (0.06)	-
Dominance Tally	-	-	0.04 (0.04)	-
Context: Disaster × Valence Tally	-	-	-0.04 (0.08)	-
Context: Conflict × Valence Tally	-	-	-0.17* (0.08)	-
Context: Disaster × Dominance Tally	-	-	0.02 (0.06)	-
Context: Conflict × Dominance Tally	-	-	0.12* (0.05)	-
Need to Evaluate (NtE)	-	-	-	0.08 (0.10)
Candidate: Dominant × NtE	-	-	-	-0.18 (0.13)
Context: Disaster × NtE	-	-	-	-0.15 (0.14)
Context: Conflict × NtE	-	-	-	-0.09 (0.14)

Candidate: Dominant × Context: Disaster × NtE	-	-	-	0.22 (0.19)
Candidate: Dominant × Context: Conflict × NtE	-	-	-	0.17 (0.19)
Sex: Male	-	-	-0.01 (0.01)	-0.01 (0.01)
Age	-	-	-0.00 (0.00)	-0.00 (0.01)
Education: High school	-	-	-0.02 (0.02)	-0.01 (0.02)
Education: Vocational training	-	-	0.01 (0.02)	0.01 (0.02)
Education: Tertiary edu., short	-	-	0.02 (0.03)	0.02 (0.03)
Education: Tertiary edu, medium	-	-	0.02 (0.02)	0.01 (0.02)
Education: Tertiary edu., long	-	-	-0.04 (0.03)	-0.07* (0.03)
Education: Grad. degree	-	-	-0.17 (0.11)	-0.17 (0.11)
Region: Zealand	-	-	0.01 (0.02)	0.02 (0.02)
Region: Southern DK	-	-	0.00 (0.02)	0.01 (0.02)
Region: Central DK	-	-	0.01 (0.02)	0.02 (0.02)
Region: Northern DK	-	-	-0.01 (0.02)	-0.01 (0.02)
Constant	0.56*** (0.01)	0.58*** (0.02)	0.17** (0.06)	0.40*** (0.07)
N	1524	2322	1161	1161
R^2	0.054	0.057	0.122	0.046

Notes. Unstandardized OLS regression coefficients and standard errors in parentheses (subject clustered standard errors are used in Model 2). The reference categories are Candidate: Non-Dominant, Context: Control, Round: Round 1, Sex: Female, Education: Primary School and Region: Copenhagen, respectively. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table A.15.2. Full regression models for prediction of likelihood to vote for Christian Mortensen across analyses for Hypothesis 6. Model 1 reports tests from Round 1 of Study 2 (*before* assigned context) and Model reports tests from Round 2 (*after* assigned context). Study 2 Round 1-2.

Model	(1)	(2)
Candidate: Rightwing	-1.09*** (0.06)	-0.31* (0.15)
Context: Disaster	-	0.01 (0.14)
Context: Conflict	-	-0.20 (0.14)
Candidate: Rightwing × Context: Disaster	-	0.22 (0.22)
Candidate: Rightwing × Context: Conflict	-	0.35 (0.22)
Participants' Policy Orientations	-1.09*** (0.08)	-0.47** (0.18)
Candidate: Rightwing × Participants' Policy Orientations	2.09*** (0.11)	0.67* (0.27)
Context: Disaster × Participants' Policy Orientations	-	0.14 (0.25)
Context: Conflict × Participants' Policy Orientations	-	0.44 (0.25)
Candidate: Rightwing × Context: Disaster × Participants' Policy Orientations	-	-0.48 (0.39)
Candidate: Rightwing × Context: Conflict × Participants' Policy Orientations	-	-0.67 (0.38)
Recall: Memorizer	-	0.07 (0.14)
Candidate: Rightwing × Recall: Memorizer	-	-0.45* (0.20)
Context: Disaster × Recall: Memorizer	-	0.11 (0.20)
Context: Conflict × Recall: Memorizer	-	0.30 (0.19)
Participants' Policy Orientations × Recall: Memorizer	-	-0.06 (0.25)

Candidate: Rightwing × Context: Disaster × Recall: Memorizer	-	0.14 (0.28)
Candidate: Rightwing × Context: Conflict × Recall: Memorizer	-	-0.29 (0.27)
Context: Disaster × Participants' Policy Orientations × Recall: Memorizer	-	-0.16 (0.34)
Context: Conflict × Participants' Policy Orientations × Recall: Memorizer	-	-0.58 (0.34)
Candidate: Rightwing × Participants' Policy Orientations × Recall: Memorizer	-	0.70* (0.34)
Candidate: Rightwing × Context: Disaster × Participants' Policy Orientations × Recall: Memorizer	-	-0.22 (0.49)
Candidate: Rightwing × Context: Conflict × Participants' Policy Orientations × Recall: Memorizer	-	0.62 (0.48)
Sex: Male	-0.02 (0.02)	-0.03* (0.01)
Age	-0.00*** (0.00)	-0.00 (0.00)
Education: High school	-0.02 (0.03)	0.01 (0.03)
Education: Vocational training	-0.01 (0.02)	-0.01 (0.02)
Education: Tertiary edu., short	0.01 (0.03)	0.03 (0.03)
Education: Tertiary edu, medium	-0.04 (0.03)	-0.01 (0.02)
Education: Tertiary edu., long	-0.03 (0.03)	0.03 (0.03)
Education: Grad. degree	-0.04 (0.18)	-0.23 (0.16)
Region: Zealand	0.03 (0.03)	0.03 (0.02)
Region: Southern DK	0.04 (0.02)	0.05* (0.02)
Region: Central DK	0.00 (0.02)	0.04* (0.02)
Region: Northern DK	0.00 (0.03)	0.05* (0.02)
Constant	1.01*** (0.06)	0.61*** (0.10)
N	1194	1194
R^2	0.277	0.159

Notes. Unstandardized OLS regression coefficients and standard errors in parentheses. The reference categories are Candidate: Leftwing; Context: Control; Recall: Non-Memorizer; Sex: Female; Education: Primary School; and Region: Copenhagen. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

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